



Academic and Student Affairs Committee Meeting

April 10, 2024 | 11 a.m.

Student Resource Center, Memorial Student Center



April 2024 Academic and Student Affairs Committee Meeting

AGENDA

11 a.m.

Academic and Student Affairs Committee

Kathy D'Antoni, Chair

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Lunch

Lunch will be provided by Herd Fuel @ The John Marshall Dining Room from Noon to 1 p.m.

**Marshall University Board of Governors
Meeting of April 10, 2024**

ITEM: Approval of Degree Addition: Bachelor of Applied Science

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: *Resolved*, that the Academic and Student Affairs Committee does hereby recommend that the Marshall University Board of Governors approve the Degree Addition: Bachelor of Applied Science.

STAFF MEMBER: Avi Mukherjee
Provost and Senior Vice President for Academic Affairs

BACKGROUND:

Workforce development, after high school, has historically been administered in Community and Technical Colleges (CTCs). Students who earn Associate of Arts (AA) and Associate of Science (AS) degrees at regionally accredited CTCs are positioned to transfer into traditional bachelor degree programs at 4-year institutions. However, students who earn Associate of Applied Science (AAS) degrees have few options to advance their education (without starting over), advance or change their careers, or build new skill sets. The BAS is designed specifically for AAS students who seek to advance their educational levels and consequently their careers.

There are increasing demands for a workforce that is well educated (in a broad sense) and able to successfully execute the demands of the growing number of positions available across a wide variety of work sectors (e.g., businesses, agencies and industries). An analysis from Hanover Research documented that there is a positive intersection of workforce trends and the number of AAS degrees awarded, Workforce development organizations are recommending that West Virginia increase the number of citizens with bachelor's degrees and the BAS provides a path to the end. There is a moderate to high demand for workers in various fields (e.g., education, health care, finance and technology) who hold bachelor's degrees.

Degree Profile

The BAS is an undergraduate degree that emphasizes the integration of technical skills (acquired while earning an AAS degree at a CTC) with the knowledge and new skill sets acquired in the BAS program. It is comprehensive enough to satisfy individuals who have little to no workforce experience and robust enough to elevate the knowledge and skills of seasoned members of the workforce. The program may be completed by full-time and part-time students, allowing students the opportunity to set their own pace. Furthermore, in many cases students will be able to complete the program on-campus or through hybrid courses, hyflex courses, online courses or any combination of delivery types.

The BAS degree recognizes that workplace problems are interdisciplinary in nature, hence a program that promotes a broader study rather than having students pursue a traditional, major-driven 4-year degree is desirable. Instead of requiring students to select a single major to study, the BAS degree is unique in that students choose two "professional development pathways" to build their skills sets. These pathways

might be recognized minors, concentrations, or areas of emphasis and present opportunities for students to develop or strengthen various skill sets (e.g., accounting, business communication, entrepreneurship). Additionally, students in the BAS program will complete a minimum of 6 credit hours of experiential-based learning, which will take place in the workplace. The flexible nature of the BAS program allows us to provide individualized academic maps for each student in the BAS program.

Fiscal Note

No additional resources are needed at this time as the program depends upon existing courses and minors that are already being offered.

Bachelor of Applied Science (BAS) Intent to Plan



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ITP Request Management

Department/Division: University College, Marshall University
College: University College
Contact Person: Dr. Karen McComas
Contact Phone: 304-696-2983
Academic Level: Undergraduate
Title of Degree: Bachelor of Applied Science
Effective Date: Fall Semester, AY 2024-2025

Brief Summary/Abstract

- There are increasing demands for a workforce that is well educated, in a broad sense, and able to successfully execute the demands of the growing number of positions available across a wide variety of work sectors (e.g., businesses and industries).
- Students who earn Associate of Arts (AA) and Associate of Science (AS) degrees at regionally accredited CTCs are positioned to transfer into bachelor degree programs. However, students who earn Associate of Applied Science (AAS) degrees have few options to advance their careers, change their careers, or build new skill sets. The BAS is designed specifically for AAS students who seek to advance their educational levels and their careers.
- The BAS is an undergraduate degree that emphasizes the practical application of the knowledge and skills gained during a course of study.
- More commonly seen in technical fields (such as physical sciences, business, etc.), students who pursue a BAS degree gain experience in applying knowledge and skills in increasingly complex contexts. In this way students learn, within the context of the workplace, to think critically about problems in the workplace, to understand those problems from multiple perspectives, and to design and test solutions to those problems.
- Instead of requiring students to select a single major to study, BAS degrees are unique in that they typically focus on the development of authentic skill sets in the context of one or more employment sectors to guide students in their last two years of study.
- The BAS degree recognizes that workplace problems are interdisciplinary in nature, hence a program that promotes a broader study rather than having students pursue a traditional, major-driven 4-year degree.

Program Description

Program Mission:

Marshall University's mission (<https://www.marshall.edu/mission/>), inspired by our Vision and Creed, includes a commitment to each of the five items below. For each, you will find an explanation of how the BAS degree aligns with the mission.

1. **Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional education that prepares**

students to think, learn, work, and live in an evolving global society.

The Bachelor of Applied Science (BAS) degree is specifically designed for individuals who have completed a course of study and received an AAS degree from a regionally accredited institution of higher education. The BAS is an undergraduate degree that emphasizes the practical application of the knowledge and skills gained during a course of study. More commonly seen in technical fields (such as physical sciences, business, etc.), students who pursue a BAS degree gain experience in applying knowledge and skills in increasingly complex contexts. In this way students learn, within the context of the workplace, to think critically about problems in the workplace, to understand those problems from multiple perspectives, and to design and test solutions to those problems. Instead of requiring students to select a single major to study, BAS degrees are unique in that they typically focus on the development of authentic skill sets in the context of one or more employment sectors to guide students in their last two years of study. The BAS degree recognizes that workplace problems are interdisciplinary in nature, hence a program that promotes a broader study rather than having students pursue a traditional, major-driven 4-year degree.

2. **Create opportunities and experiences to foster understanding and appreciation of the rich diversity of thought and culture.** In the BAS program, students participate in a variety of active engagements within different communities, industries, systems, and frameworks. This variety allows students to experience different ways of thinking, solving problems and interacting with others in a professional capacity.
3. **Maintain a dynamic intellectual, artistic, and cultural life by promoting and supporting research and creative activities by undergraduates, graduates, and faculty.** With their faculty mentors, course instructors, and community partners, students enrolled in the BAS program will have opportunities to participate in scholarly research, program development, program assessment and other creative activities. These activities will be embedded within courses taken in selected pathways of study, available through independent study or special topic courses, and in their experiential placements.
4. **Contribute to the quality of life of the community, region, and beyond through applied research, economic development, health care, and cultural enrichment.** The applied nature of this degree program means that upon graduation, students will be workforce ready, having gained knowledge and skills in their selected pathways. Because students will select a pathway (e.g., advanced manufacturing, entrepreneurship) that addresses an area of need identified by the state of WV, along with two other related areas, and focus on the development of various skill sets, they will be ready to make an immediate impact on the life of the community, region, and beyond.
5. **Cultivate the development of an inclusive, just, and equitable community.** The opportunity to apply their knowledge and skills in situ while they are students will provide students with experiences that require them to understand the context in which they are working. In other words, they will learn how to integrate the culture and cultural practices of the communities in which they work to generate more inclusive, more just, and more equitable communities.

Program Location:

The BAS program will reside in University College. The primary mission of University College is to “offer students a solid foundation of academic skills for progression into another Marshall University college to declare a major and graduate.” The college achieves this mission by “adhering to national academic advising standards, providing professional academic guidance in a holistic and caring manner, understanding and practicing inclusion, operating with high ethical standards, embracing innovation and creativity, collaborating with the university community to ensure student success, safeguarding the privacy of students, and encouraging student engagement in their own educational experience. University College extends this mission to all Marshall students by providing a broad range of academic services and transitional support programs.”

University College has personnel who are prepared to assist students who are new to Marshall University who may need special supports to make a successful transition into a 4-year baccalaureate program. While University College typically works with first-time, full-time students, prospective BAS students are not unlike the students University College typically works with. Specifically, prospective BAS students may need additional support to effectively transition from community and technical college teaching practices and from a smaller student body and smaller classes to an institution the size of Marshall University.

Program Features:

1. Summary of Important Features:

- ***The Bachelor of Applied Science (BAS) degree is specifically designed for individuals who have completed a 2-year course of study and received an earned AAS degree from a regionally accredited institution of higher education.***
- ***Instead of requiring students to select a single major to study, students in the BAS program will typically identify a field of study. Within that field of study, students will identify two or more professional development pathways (e.g., minors, areas of emphasis, concentrations, or certificates) to complete. These pathways focus on building knowledge and skills that will enable students to achieve their career goals.***
- The BAS is an undergraduate degree that emphasizes the practical application of the knowledge and skills acquired during a course of study.
- More commonly seen in technical fields, physical sciences, and business, students who pursue a BAS degree learn how to apply skills and knowledge in situ. In this way students learn, within the context of the workplace, to think critically about problems in the workplace, to understand those problems from a “customer” perspective, and to design and test solutions to those problems.
- BAS degrees typically recognize that workplace problems are interdisciplinary in nature, so they promote a broader study than pursuing a traditional, major-driven 4-year degree.

- ### 2. Program Learning Outcomes:
- The BAS is, by its very nature, one that requires active student engagement using refined sets of skills to solve authentic problems. The following program learning outcomes (1-5) reflect the skill sets which will enable most students the skills required to solve complex problems. Learning outcome #6 specifically addresses the skill set

that will assist students in making a transition from academic learning to application of learning. At the same time students are developing their skill sets, they are acquiring knowledge.

- a. *Integrative Thinking*: Students will **make connections** and **transfer** skills and knowledge among varied disciplines, domains of thinking, and situations. [This outcome is required in all courses carrying the critical thinking designator.]
- b. *Metacognitive Thinking*: Students will **evaluate** the effectiveness of a project plan or strategy to **determine** the degree of their improvement in knowledge and skills.
- c. *Ethical and Civic Thinking*: Students will **determine** the origins of core beliefs and ethical principles, **evaluate** the ethical basis of professional rules and standards of conduct, **evaluate** how academic theories and public policy inform one another to support civic well-being, and **analyze** complex ethical problems to address competing interests.
- d. *Quantitative Thinking*: Students will **analyze** real-world problems quantitatively, **formulate** plausible estimates, **assess** the validity of visual representations of quantitative information, and **differentiate** valid from questionable statistical conclusions.
- e. *Intercultural Thinking*: Students will **evaluate** generalizations about cultural groups, **analyze** how cultural beliefs might affect communication across cultures, **evaluate** how specific approaches to global issues will affect multiple cultural communities or political institutions, and **untangle** competing economic, religious social, political or geographical interests of cultures groups in conflict.
- f. *Community Engagement*: Students will **build** trusting and collaborative relationships with communities (*people*); **guide** and **support** communities as they define community goals, plan and execute community actions to achieve those goals, and evaluate the effectiveness of their community actions (*practices*); **contribute** to the development of new community standards (*policy*); and, **lead** efforts to evaluate community efforts with an eye toward ongoing improvement for future efforts (*performance*).

3. Additional Program Outcomes:

- a. The program will develop, maintain, and sustain **relationships** with a variety of community organizations, businesses, and industries to provide places and spaces where students can actively and authentically apply their knowledge and skills to solve problems.
- b. The program will provide students with multiple **frameworks**, learned in their professional development complement areas, through which they might identify, understand and solve problems.
- c. The program will use design thinking **processes** to identify, understand and solve problems.
- d. The program will establish a data-driven, evidence-based **culture** to promote the importance of lifelong learning.

4. Admissions and Performance Standards:

- a. Students must have an earned (AAS degree from a regionally accredited institution of higher education. This degree serves as a block transfer and fulfills the general education requirements of the BAS degree.
- b. Students may transfer up to 72 hours of coursework that was required for their AAS degree program.
- c. Students must maintain a 2.0 to remain in the program.
- d. Students may need to fulfill additional requirements if required by in specific courses or in their experiential placements (e.g., background check, TB test).

5. Program Requirements:

- a. *Credit Hours:* 120 credit hours (minimum) which must include at least 30 hours of upper division coursework and at least 30 hours of coursework taken at Marshall University.
- b. *General Education:* An earned Associate in Applied Sciences degree, from a regionally accredited institution of higher education, fulfills the general education requirements.
- c. *Professional Development Pathways:* The BAS degree is designed to allow students, who want to extend their education in personally meaningful ways, to capitalize on interdisciplinary and integrative learning through the pursuit of professional development pathways (e.g., minors, areas of emphasis, concentrations, or certificates). Students must complete at least 2 professional development pathways.
- d. *Experiential Placements:*
 - i. Students must complete at least 6 hours of field experience (e.g., sustained immersion over the course of a semester such as an internship or co-op placement), related to their professional development pathways.
 - ii. Students may need to fulfill additional requirements if required by their experiential placement (e.g., background check, TB test).
- e. *Summary -* Students in the BAS program will be eligible for graduation if they have:
 - i. Completed 30 hours of upper division coursework.
 - ii. Completed 30 hours of coursework at Marshall University.
 - iii. Completed 2 professional development pathways.
 - iv. Completed 6 hours of field experience.
 - v. Completed a total of 120 hours (includes hours required for completion of the AAS degree).
 - vi. A 2.0 grade point average.

6. Majors to be offered: None

7. Specializations/Areas of Emphasis: Students will complete two professional development pathways to support them in building knowledge and skills within the context of a field of study (e.g., aviation, entrepreneurship, cybersecurity, health care, etc.). Each pathway (e.g., minors, areas of emphasis, concentrations, certificates, etc.) represents a specialization.

8. Minimum Credit Hours to Complete the Program: 120 credit hours

9. Research-tool Requirements: Requirements are variable and depend upon which courses students take and where they complete their field experiences.

10. Examination Procedures: Examination procedures for student learning will be conducted according to the syllabi for the courses students enroll in. In some cases students might be taking examinations, developing projects, or demonstrating learning through application of knowledge and skills in their field placements.

11. Requirements for a Research Paper, Thesis or Dissertation:
None

12. Field Work or Similar Requirements: Students are required to complete 6 hours of field experience in placements related to their field of study or professional development pathways.

13. Other Information to describe the program:

Program Delivery

- The program is built around existing courses which are organized to provide opportunities for students to develop integrated and multidisciplinary bodies of knowledge and relevant skill sets.
- Depending upon which professional development pathways and other courses students elect to take, the program could be completed on-campus, with hybrid courses, with hyflex courses, with online courses, or with any combination of the above.
- The program may be completed by full-time and part-time students, allowing students the opportunity to set their own pace.

Program Need & Justification

Hanover Research (see attached Academic Program Assessment) completed an analysis of student demand trends, labor market demand, and market competitors and recommended that Marshall University should offer the Bachelor of Applied Science degree program. Further, they reported the following:

- There is a positive intersection of workforce trends and the number of AAS degrees awarded.
- Workforce development organizations are recommending that WV increase the number of citizens with bachelor's degrees and the BAS provides a path to that end for individuals who have been less likely to pursue additional degrees.
- There is a moderate or high demand for workers in various fields who hold bachelor's degrees.

- West Virginia has a goal of 60% of citizens in the state will have a certificate or degree by 2030. Estimates are that 50.8% of the 25 years and older segment of the population have some college credits; 25% of the population have a bachelor’s degree or higher.

Will Degree Program be similar in title or content to an existing Degree Program or Major at the University?

Some may consider this degree program to be like the RBA degree, and there are similarities. These similarities include:

1. **Prior Learning Experience:** Both degree programs recognize the value of experience in the learning enterprise; students may be granted credit for prior learning experiences completed outside of their academic journey.
2. **Flexibility:** Both degrees offer students flexibility in course selection and in the sequencing and pacing of coursework.

Likewise, there are important differences between the RBA and BAS degrees. These differences include:

1. **Focus:** Students in the RBA program are not required to identify a focus for their studies (although many will). Students in the BAS program are required to complete at least two professional development pathways.
2. **Eligibility - High School Graduation:** Students in the RBA must have been out of high school for at least 3 years before enrolling in the RBA program. There are no limitations relating to the date of completion of high school for students in the BAS degree program; they only need to have completed an AAS degree.

Existing Programs

List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.

School Name	BAS Degree?	Degree In? (Content Area)
Bethany College	No	
Bluefield State University	Yes	Interdisciplinary Concentration Pre-Medicine Concentration
Concord University	No	
Davis & Elkins College	No	
Fairmont State University	No	
Glennville State University	Yes	No concentration
Shepherd University	No	
University of Charleston	No	
West Liberty University	No	
West Virginia State University	No	

WVU-Institute of Technology	No	
WVU-Potomac State College	No	
West Virginia Wesleyan College	No	
Wheeling University	No	

Learning Outcomes of the Marshall University Baccalaureate Degree Profile

- Marshall University’s Baccalaureate Degree Profile represents nine different **skill sets** which, taken together, represent the most common program outcomes across our many academic units.
- These skill sets represent nine different kinds of critical thinking: communication fluency, creative thinking, ethical and civic thinking, information literacy, inquiry-based thinking, integrative thinking, intercultural thinking, metacognitive thinking, and quantitative thinking.
- Five of these (integrative thinking, metacognitive thinking, ethical and civic thinking, quantitative thinking, and intercultural thinking) come directly from the Marshall University Baccalaureate Degree Profile.
- The sixth, Community Engagement, supports the community relationships the program must develop, maintain and sustain.

Relationship to Marshall’s Strategic Vision

The vision of Marshall University: *To inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future.*

The BAS degree program aligns closely with the vision of Marshall University. The intent of the program is to create linkages between technical learning (skill development) and academic learning (knowledge development) equipping students with the practical skills and knowledge needed to succeed in the workforce. As an applied degree, the attention to blending skills and knowledge throughout their education serves to Inspire students to learn, as can be seen in those aspects of the program where students are engaged in addressing and solving real problems. In many cases, that inspiration leads students to develop creative solutions to persistent problems. Solving difficult problems nurtures our spirits as we find satisfaction in empowering individuals and communities. Finally, when problems are solved, we have more time to address new problems, act, and evaluate the outcomes of our processes. Marshall aims to provide education and opportunities that foster the Intellectual, cultural, and economic development of Its students and the communities it serves. The BAS degree Is designed to create linkages between technical and academic education, equipping students with the practical skills and knowledge needed to succeed in the workforce. By offering the BAS degree, Marshall University demonstrates its commitment to preparing students for meaningful careers and contributing to the economic growth of the region.

Relationship to the Statewide Master Plan

The Higher Education Policy Commission’s (HEPC) Vice Chancellor, Dr. Corley Dennison wrote (in an email to Stephen Tipler), that Marshall University is not required to follow the 2018 state master plan. Tipler noted that Dennison suggested we refer to Series 10 as the main instrument for program planning.

Series 10 (*Policy Regarding Program Review and Planning*) has an effective date of September 2, 2022, and guides institutions to consider the “full breadth of academic programs and the resources necessary to support them.” The HEPC, through Series 10, has identified *external demand, quality of outcomes, and delivery cost* as the “priority core components” of program evaluation.

Through this Intent to Plan, we demonstrate that there is demand for this degree (see attached Hanover report); our degree includes outcomes that target the development of knowledge and skills and integrates well with our general education and other requirements all students must complete (e.g., capstone experience, internships); and low-cost delivery because it capitalizes on existing structures and processes that have capacity to serve more students.

Program Planning and Development

History of Development and Submission of this Program Proposal

Students who earn AA and AS degrees at a CTC are positioned to transfer into 4-year academic programs. However, students who earn AAS degrees have few options to advance their careers, change their careers, or build new skill sets. The BAS is designed specifically for AAS students who seek to advance their educational levels and their careers.

What Resources (e.g., personnel, financial, equipment) have already been invested in this program?

This program relies upon existing resources. personnel (e.g., faculty, college administrators, advisors). No additional financial support or equipment is required at this time.

What Planning activities have supported this proposal?

The proposed BAS was developed through a collaboration between the academic leaders at Marshall (e.g., Academic Affairs, Deans, faculty, etc.), academic leaders at MCTC and other WV CTCs, work-force leaders, and faculty. In our meetings, we discussed how we might support each other, tested ideas, selected target employment sectors/fields of study, and identified professional development pathways. In all conversations we are having with prospective partners, we are receiving positive feedback about the importance of this degree.

Clientele and Need

The BAS degree serves a wide variety of individuals and needs. It is **comprehensive** enough to satisfy individuals who have little to no workforce experience and **robust** enough to elevate the knowledge and skills of seasoned members of the workforce.

Indicate any special characteristics, such as age, vocation or academic background

1. We anticipate having students who matriculated to a CTC immediately after completing high school and completed their AAS degree in 2-3 years (depending on length of program, full-time or part-time attendance, etc.).
2. We also expect students who have been in the workforce and want to add to their skill sets to be current and enhance their career options.

Indicate manpower needs, interest on the part of industry, research or other institutions, governmental agencies, or other indicators, justifying the need for the program

1. A recent report from Hanover Research showed that education, finance, technology, and business occupations were in high or moderate demand in WV.
2. A recent report from Hanover Research reported that the demand for associate degrees in WV is increasing with a 4.0 percent growth between 2017-2021. While that growth does not distinguish between the type of associate degree (AA, AS, or AAS), Hanover found that 17 WV community and technical colleges award AAS degrees. Further, approximately 2000 students each year (2,199 AAS degrees were conferred in 2022) will graduate from a WV community and technical college with an AAS degree.

Employment Opportunities

1. The Hanover Research report reported that there is high demand for occupations in education, finance, technology, and business through 2026.
2. Furthermore, there is moderate demand for the following:
 - a. Computer Occupations (Computer Systems Analysts; Software Developers; Database Administrators; Network and Computer Systems

- Administrators)
 - b. Finance Occupations (Cost Estimators; Financial Analysts; Personal Financial Advisors)
 - c. STEM Occupations (Electrical, Industrial, Civil, Environmental, Mechanical, Mining and Geological Engineers; Conservation or Environmental Scientists; Chemists; Surveyors)
 - d. Human Resources Occupations (Training and Development Specialists; Operations Research Analysts; Compensation, Benefits, and Job Analysis Specialists)
 - e. Social Work and Education Occupations (Child, Family, and School Social Workers; Mental Health and Substance Abuse Social Workers; Health Educators; Probation Officers; Teachers)
 - f. Other Occupations (Clergy, Directors of Religious Activities; Graphic Designers; Producers and Directors; Writers and Authors; Dietitians and Nutritionists; Medical and Clinical Laboratory Technologists; Market Research Analysts)
3. Top employers for individuals holding bachelor's degrees include: Humana, WV Department of Transportation, WVU, state of West Virginia, Bureau for Social Services, Deloitte, ICF, Genesis Healthcare, Marshall University, CDM Smith, Guidehouse, Oracle.

Program Impact

Because BAS students will be selecting at least two professional development pathways within the context of an employment sector, some programs, departments, and colleges will see an increase in the number of students taking their courses. Based on the incentive based budgeting model, this will result in an increase in the amount of money flowing into the colleges.

Opportunity Costs of this program, including enrollment, faculty load, and resources in other programs

1. **New Segment:** The BAS degree program serves a segment of the population we have never recruited; students entering this program would not be likely to attend Marshall at all if not for this degree.
2. **Competitive Advantage:** As noted in a previous section, there are only two other schools in the state who offer something like the degree program we are proposing. Given the demand for and potential for growth, we would have a competitive advantage by offering the degree now.

Cooperative Arrangements

1. Multiple cooperative arrangements already exist. Many of those are managed through the Office of Career Education and some are managed and maintained by departments/colleges.
2. Courses to be taken by registered students already exist in the various departments and schools. Consequently, the equipment required will be available to them because they are registered students.
3. Marshall Advanced Manufacturing Center, Coalfield Development, Mountwest Community and Technical College (and others in-state and out-of-state)

Alternatives to Program Development

1. *Transfer*: Most AAS degrees require fewer general education courses than an AA or AS degree because the bulk of the required coursework is applied studies in which students engage in experiences that allow them to practice, develop, and master a technical skill. Should those students transfer into a 4-year school or program to acquire a BA or BS (or equivalent degree), they would have to complete all the general education requirements and any prerequisite coursework. This could realistically take an additional three years, at least. A BAS degree typically requires only two more years which is easily achieved when the AAS is applied as a block demonstrating completion of the general education requirements.
2. *Articulation Agreement 2 + 2*: Like the transfer option discussed above, the students would be responsible for fulfilling most of the general education requirements, thus lengthening their stay in the academy and increasing their financial burden.

Program Financial Information

New Program Specific Fees

None

Revenue self-generating by year 10?

Yes

Describe any institutional plans to reallocate resources to the program in each year of five-year period

None

Supplemental Resource Needs, beyond usual institutional allocations or regular budget process

None beyond what we would normally consider with increased enrollment. For example, with increased enrollment we had to add advisors in a couple of areas. As the BAS enrollment increases, we could reach a point of requiring an additional advisor. That would most likely be a new position request.

Projection of Program Size

We anticipate having between 80-100 students at the end of five years.

Program Implementation and Projected Resource Requirements

Program Administration

Because the BAS program is not based within a single disciplinary field of study; it will be based within the University College unit. University College already has advisors and an administrative framework that can absorb and support this new degree program and the students who enroll in it.

Program Projections

We know, from the Hanover report, that the projected market for the BAS degree includes 2,199 AAS conferrals in WV in 2022. Furthermore, there are additional candidates in Ohio and Kentucky.

1. Because we will have a later start for recruiting for and marketing the program, we will likely have a “warm” start in fall 2024. Still, we believe we

could recruit approximately 2.5% of the potential market and enroll 55 students for fall 2024.

2. A major variable in our projections is the enrollment status of the students. Students in this program may participate on either a part-time or full-time basis. We anticipate that students who pursue the BAS immediately after receiving their AAS degree are more likely to attend full-time (assuming they were full-time at their CTC). Prospective students who are currently working will likely attend on a part-time basis. For Form 1, we will assume that 1/3 of the students will be enrolled as full-time students and 2/3 of the students will be enrolled as part-time students. This distribution was used to determine FTE.
3. A related, but different variable, is the number of hours students, particularly those enrolled as part-time students, might take each semester. For Form 1, we will assume that part-time students will enroll in 3 hours in both fall and spring terms for a total of 6 hours per academic year. Additionally, we assume that full-time students will enroll in 12 hours per semester for a total of 24 hours per academic year.
 - a. Contents of Form 1 were derived in this manner:
 - i. Headcount: Assumed 2.5% of the prospective market of 2,199 students would enroll in first year. Projected 10% growth, year over year, through the fifth year.
 - ii. FTE: Derived from an assumption that 1/3 of the students would be full-time and 2/3 of the students would be part-time. Assumed full-time students would complete 24 credit hours over the course of a year and that part-time students would complete 6 credit hours over the course of a year.
 - iii. SCH: Derived from the assumptions noted above with regard to headcount and FTE.
 - iv. Degrees Granted: Using the data found in *Tracking Transfer: Measures of Effectiveness in Helping Community College Students to Complete Bachelor's Degrees* (Shapiro et al., 2017) we calculated that 42% of the students who transfer with a degree in hand would complete a 4-year degree.

Faculty Instructional Requirements

Students in the BAS program will be taking courses that are already being offered by existing faculty.

Library Resources and Instructional Materials

Because the BAS program does not introduce a new discipline or area of study, the existing library resources and instructional materials will be sufficient.

Support Service Requirements

Because the BAS program does not introduce a new discipline or area of study, the existing instructional materials and requirements will be sufficient.

Facilities Requirements

Because the BAS program is built on existing programs, pathways, and courses, no additional space is required.

Operating Resource Requirements

The BAS program is different from almost all other degree programs in that University College, where the degree will be housed, is not a revenue unit.

Instead, University College is funded as a support unit. Further, it provides a fully functional administrative unit with the capacity to manage the BAS program and students. Specifically, there are already administrators, advisors, and clerical workers in University College who have the capacity to absorb the BAS students, just as they absorbed additional students in fall of 2023.

As a support unit, University College makes a budget request each year in the new budget model. This request will include salaries as well as non-salary costs. University College will need to propose a budget request each year sufficient to cover the costs of advising and operating the BAS program (not including instructional expenses). It is anticipated that this request will not exceed the 25% of net tuition that University College would receive for each BAS major if University College were a revenue unit.

Source of Operating Resources

The new budget model provides a map of the source and recipients of operating resources.

For example:

1. The new budget model normally directs 75% of net student tuition to the college of instruction. This will cover the instructional costs for the BAS students.
2. The budget model normally directs 25% of net student tuition to the college of the major. Because University College is not a revenue unit, they will not receive this revenue directly. However, the program can operate with funding equivalent to the 25% of net tuition that would be allocated if UC were a revenue unit.
 - a. The allocation in the FY22 model budget is \$938 per full-time student per year.
 - b. As we gain more students in University College, we may reach a point where we will require additional advisors. New advisors typically have a starting salary of \$54,000 including benefits. Most advisors of students who are high touch, as many of the prospective BAS students will be, have caseloads of 125. The cost per student for advising is \$432. As noted above, University College will have available approximately \$938 per full-time student per year. This amount easily covers the cost per student in advising.
 - c. All other administrative functions are already in place and functional with the capacity to absorb the BAS students.

Tentative Curriculum

Tentative Curriculum Outline

The flexible nature of the BAS degree program allows us to provide individualized academic maps to our BAS students. The table below provides an example of some of the combinations students might choose.

As an example, students graduating from Marshall's Aviation Maintenance program will have an AAS degree. Those students who want to further their education could then seek admission for a bachelor's degree. If the students are interested in building aviation maintenance businesses they might decide, based on their own needs, to select the following professional development pathways: Business Communications and Accounting. Different students might select a different combination of professional development pathways.

{ skill sets }				
	Innovation	Leadership	Economic Development	Community Development
Aviation	General Business (15) Entrepreneurship (15)	Business Communications (15)	Accounting (15) Finance (18)	
Advanced Manufacturing	Engineering Science (18)	Japanese Studies (15) Business Communications (15)	Economics (15)	
Cybersecurity	Entrepreneurship (15)	Business Communications (15)	Management Information Systems (12)	Criminal Justice (15)
Energy Sustainability	Environmental Science (17-19) Physics and Physical Science (14) Sustainability (15)	Business Communications (15) Public Relations (15-21)	Management Information Systems (12)	Natural Resources & Recreation Management (15)
Entrepreneurship	Game Development (15) Web Development (15)	Business Communications (15) Journalism (15) Public Relations (15-21)	Accounting (15) Advertising (15) Music Entrepreneurship (15)	Hospitality & Tourism Marketing (15)
Healthcare	Addiction Studies (15) Social Work (15)	Business Communications (15)	General Business (15)	Health & Wellness (14)

Clientele and Need

The BAS degree serves a wide variety of individuals and needs. It is **comprehensive** enough to satisfy individuals who have little to no workforce experience and **robust** enough to elevate the knowledge and skills of seasoned members of the workforce.

Indicate Personnel Needs

No additional personnel will be needed to deliver the curriculum.

Cooperative Arrangements

We will work cooperatively with other support units on campus (e.g., career education) to assist students in achieving their goals. Career education has the necessary resources to assist in placing students in field experiences and in helping students market themselves at the completion of their bachelor's degree.

Any Additional Supporting Documentation

External Analysis of the Program, if any

See Hanover report.

References

Shapiro, D., Dunder, A., Huie, F., Wakhungu, P.K., Yua, X., Nathan, A. & Hwang, Y. (2017, September). Tracking Transfer: Measures of Effectiveness in Helping Community College Students to Complete Bachelor's Degree (Signature Report No. 13). Herndon, VA: National Student Clearinghouse Research Center.

(Form 1) FIVE-YEAR PROJECTION OF PROGRAM SIZE¹

	First Year (2024-25)	Second Year (2025-26)	Third Year (2026-27)	Fourth Year (2027- 28)	Fifth Year (2028-29)
Number of students served through course offerings of the program:	The BAS program does not offer content courses. Students will register for internships and co-ops in UNI sections specifically designed for the BAS students.				
Headcount					
FTE					
# of SCHs generated by courses within the program (entire academic year)					
Number of Majors:					
Headcount	55	61	67	74	81
FTE	27	30	33	37	40
# of SCHs generated by courses within the program (entire academic year)	654	726	798	894	972
Number of degrees to be granted (annual total)	0	12	13	15	17

**(Form 2) FIVE-YEAR PROJECTION
OF
TOTAL OPERATING RESOURCES
REQUIREMENTS***

	First Year (2024-25)	Second Year (2025-26)	Third Year (2026-27)	Fourth Year (2027 -28)	Fifth Year (2028-29)
<p>University College is funded as a support unit. Further, it provides a fully functional administrative unit with the capacity to manage the BAS program and students. Specifically, there are already administrators, advisors, and clerical workers in University College who have the capacity to absorb the BAS students.</p> <p>As a support unit, University College makes a budget request each year in the new budget model. This request will include salaries as well as non-salary costs. University College will need to propose a budget request each year sufficient to cover the costs of advising and operating the BAS program (not including instructional expenses). It is anticipated that this request will not exceed the 25% of net tuition that University College would receive for each BAS major if University College were a revenue unit.</p>					
A. FTE Positions					
1. Administrators					
2. Full-time Faculty					
¹ See item 2 in the "Program Implementation and Projected Resource Requirements" section for information on the source of the information included in this chart.					

3. Adjunct Faculty					
4. Graduate Assistants					
5. Other Personnel:					
a. Clerical Workers					
b. Professionals					
Note: Include percentage of time of current personnel.					
B. Operating Costs (Appropriate funds only)					
1. Personal Services:					
a. Administrators					
b. Full-time Faculty					
c. Adjunct Faculty					
d. Graduate Assistants					
e. Non-Academic Personnel:					
i. Clerical Workers					
ii. Professionals					
Total Salaries					
2. Current Expenses					
3. Repairs and Alterations					
4. Equipment					
a. Educational Equipment					

b. Library Books					
5. Nonrecurring Expenses					
Total Costs					
C. Sources					
1. General Fund Appropriation					

**Marshall University Board of Governors
Meeting of April 10, 2024**

ITEM: Approval of Degree Addition: Master of Arts in Applied Behavior Analysis

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: *Resolved*, that the Academic and Student Affairs Committee does hereby recommend that the Marshall University Board of Governors approve the Degree Addition: M.A. in Applied Behavior Analysis.

STAFF MEMBER: Avi Mukherjee
Provost and Senior Vice President for Academic Affairs

BACKGROUND:

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to promote significant social behavior change. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations including those with and without specific diagnoses, across settings. Students in the program will learn the underlying philosophy of ABA, as well as their application to improve the quality of life of clients diagnosed with autism spectrum disorder, other developmental disorders and substance abuse.

The program consists of 33 hours of coursework, which will allow students to obtain a Master of Arts Degree in ABA. Completion of the course work will allow students to sit for the Board Certified Behavior Analyst® (BCBA®) exam and, where applicable, become certified or licensed to practice. Marshall University psychology, special education, counseling, business and social work students may want to seek this additional degree to enhance their employment options. Students pursuing other graduate degrees related to rehabilitation services (e.g., communication disorders, counseling, nursing and social work) or business may want to complete coursework in the area to learn more about evidence-based practices derived from ABA.

Nationally, this is a highly sought after degree program. A Hanover Academic Assessment report noted that the program would be viable with the following key points:

- Employment prospects for students with the M.A. in ABA degree are excellent and expected to grow by 10.3% through 2031.
- There are thousands of job listings in this field.
- There are no similar programs in West Virginia, giving Marshall University the competitive edge.
- Marshall University's proposed program would provide supervised fieldwork as part of the curriculum, something that will likely be appealing to many prospective students. Many other institutions require students to find their own fieldwork opportunities.

The proposed M.A. in ABA will attract new students to Marshall University. Specifically, the program will be attractive to recent college graduates seeking certification, students enrolled in other rehabilitation degree programs who want to improve employability, business students, teachers and other professionals.

Fiscal Note

The program will require the addition of new courses and staff. Enrollment and budget projections demonstrate that the program will become self-sufficient within 10 years of operation.

Graduate Intent to Plan--Major or Degree

NOTE: This "Intent to Plan" form must be submitted and go through the approval process BEFORE you submit the form titled, "Request for Graduate Addition, Deletion or Change of a Major or Degree." For detailed information on new programs please see: <http://wvhepcdoc.wvnet.edu/resources/133-11.pdf>.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments are included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD Dept/Division: Special Education

Contact Person: Jennifer McFarland-Whisman Phone: 304-696-2883

New Degree Program M.A. in Applied Behavior Analysis

Effective Term/Year Fall 20 24 Spring 20 Summer 20

Information on the following pages must be completed before signatures are obtained.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Dr. Debra Lockwood/tkt</u>	Date <u>3/16/23</u>
College Curriculum Chair <u>McKenzie Brittain</u>	Date <u>3/27/23</u>
College Dean _____	Date _____
Graduate Council Chair <u>D J Lu</u>	Date <u>5-5-23</u>
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____

5. New Catalog Description

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

Program Description

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to socially significant behavior change. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program consists of 33 hours of coursework which will allow students to obtain a Master of Arts Degree in ABA. Completion of the course work will allow students to qualify to sit for the exam to become a Board Certified Behavior Analyst (BCBA) and, where applicable, licensed to practice. Marshall University psychology, special education, counseling, business and social work students may want to seek this additional degree to enhance their employment options. Students pursuing graduate degrees related to rehabilitation services (e.g., communication disorders, counseling, nursing, and social work) or business may want to complete coursework in the area to learn more about evidence-based practices derived from ABA.

Admission Requirements

Students not currently enrolled at Marshall University

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website: www.marshall.edu/graduate/how-to-apply-for-admission.

In addition to Marshall University's requirements for admission, applicants must have:

- An undergraduate Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale, or a graduate degree from a regionally accredited institution, and
- Two letters of recommendation from professionals who know the candidate well

Students currently enrolled at Marshall University

Students currently enrolled at Marshall University as a graduate student and who are in good academic standing may complete courses in ABA as electives by adding them to their *Plan of Study*.

Course Number	Title	Credit Hours
ABA 600	Basic Principles of Behavior	3
ABA 610	Theory & Philosophy in Behavior Analysis	3
ABA 620	Research Methods in Behavior Analysis	3
ABA 630	Behavior Assessment & Intervention I	3
ABA 640	Behavior Assessment & Intervention II	3
ABA 650	Behavior Change in Systems	3
ABA 660	Ethics in Behavior Analysis	3
ABA 670	Supervised Fieldwork (must take 9 hours of supervised fieldwork)	9
ABA 680	Research	3

Graduate Intent to Plan--Major or Degree-Page 4

Please insert in the text box below your summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

New Major or Degree:

Credit Hours:

Rationale:

Department: Special Education

New Major or Degree: M.A. in Applied Behavior Analysis

Credit Hours: 33

Rationale:

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program will allow students to obtain 33 hours of coursework in Applied Behavior Analysis (ABA). Completion of the course work will provide students with a master's degree and allow them to sit for the Board Certified Behavior Analyst (BCBA) exam and, where applicable, become certified or licensed to practice.

Students pursuing other graduate degrees related to rehabilitation services (e.g., Psychology, School Psychology, Special Education, Communication Disorders, Counseling, Nursing, and Social Work) or business may want to take select courses to learn more about evidence-based practices derived from ABA that are applicable to their field of study or complete a second master's degree to improve employability.

The program's learning outcomes align with Marshall University's educational mission, namely the ability to outline multiple solutions to a problem and generate innovations. Another alignment is with ethical and civic thinking. Students will apply ethical principles to their work. Additionally, students will use information literacy and inquiry-based thinking when applying skills to practice.

The program's learning outcomes support Marshall's Strategic Vision as the program will provide students with a high-quality professional degree that will help address needs in the state. Furthermore, the program's learning outcomes are consistent with the statewide master plan, which seeks to provide students with tools to be productive in the workforce. Students completing the program may become a Board Certified Behavior Analyst® (BCBA®) and, where applicable, licensed to practice. Through Marshall's online platform, we will increase access for all of West Virginia, as well as other states, to our program.

Nationally, this is a highly sought after degree program. A Hanover Academic Assessment report was completed in September 2022 and noted that the program would be viable (see attachment for the full report).

Key findings included:

- Employment prospects for students with the M.A. in ABA degree are excellent and expected to grow by 10.3% through 2031.
- There are thousands of job listings in the field in the region.
- Because there are no similar programs in WV, Marshall University would have a competitive edge.
- Marshall University's proposed program would provide supervised fieldwork as part of the curriculum, something that will likely be appealing to many potential students. Most institutions require students to find their own fieldwork opportunities.



ACADEMIC PROGRAM ASSESSMENT

Master's Programs in Applied
Behavior Analysis

Prepared for Marshall University

September 2022

In the following report, Hanover assesses demand for master's degree programs in applied behavior analysis, specifically highlighting demand trends within Marshall University's region. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.



TABLE OF CONTENTS

- 3** / Executive Summary
- 5** / Degree Completions Analysis
- 6** / Labor Market Analysis
- 7** / Real-Time Job Postings Analysis
- 8** / Competitor Analysis
- 12** / Program Benchmarking Summary

EXECUTIVE SUMMARY

RECOMMENDATIONS

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that Marshall University (Marshall):

MOVE FORWARD WITH THE PROPOSED MASTER'S DEGREE IN APPLIED BEHAVIOR ANALYSIS.



Master's programs in Applied Behavior Analysis (ABA) exhibit positive trends regarding both student and labor market demand. At both the regional and national levels, conferrals for ABA master's programs grew faster than average over the 2016 to 2020 period. Further, Marshall would have no state-wide competition as no institutions currently offer the program in West Virginia suggesting the addition of such a program would fill a gap and take advantage of this high-growth field. Moreover, in aggregate, ABA-related occupations are projected to grow much faster than average across reviewed geographic levels. This suggests that—should Marshall move forward with the program—it would be viable.

CONSIDER OFFERING BOTH AN ON-CAMPUS AND ONLINE OPTION FOR WHICH STUDENTS MAY ARRANGE THEIR OWN SUPERVISED FIELDWORK EXPERIENCES.



For benchmarked programs, on-campus formats are the most prevalent. However, several institutions such as the University of Cincinnati and the University of South Florida provide online options in which students are responsible for securing their own supervised fieldwork. Often the online formats are not Association for Behavior Analysis International (ABAI) accredited. Providing this option may allow students with access to practicum sites, but not Marshall's campus or affiliated practicum sites, to pursue the degree.

KEEP ADMISSIONS REQUIREMENTS TO A MINIMUM.



Profiled programs have fairly minimal admissions requirements. Most institutions ask only for transcripts, letters of recommendation, a resume/CV, and a personal statement. Several indicated preferred GPA scores, but few specify a minimum acceptable GPA or require GRE or other standardized test scores. Adhering to these minimalistic admissions requirements will facilitate the application process for prospective students who will likely be working adults.



EXECUTIVE SUMMARY

KEY FINDINGS

Student demand indicators for master's programs in ABA are positive. While there are no programs offered in West Virginia, both regional and national conferrals for similar programs grew much faster than average. This suggests that demand for such programs is also growing. Should Marshall move forward with the proposed program, it would have little local competition. While employment prospects for ABA-related jobs in the state are excellent, no West Virginia institutions are currently offering the degree. Competition is also limited in Marshall's region; thus, Marshall should consider taking advantage of this growing market.

Graduates of the proposed degree are projected to encounter favorable labor markets. ABA-related occupations are expected to grow faster than average across geographic levels through 2031. Projections for West Virginia are particularly favorable. Further, a scan of real-time job listings for Marshall's region demonstrates that there are thousands of positions being posted from employers in industries such as behavioral healthcare and developmental health and education providers for counselors and therapists with master's degree qualifications.

Profiled potential competitors do not offer concentrations or mention residencies on their program webpages. Several institutions offer the ABA program as a specialization within special education or psychology programs, but benchmarked ABA programs do not include areas of specialization. Information regarding residencies is also not provided on program webpages. However, some institutions that offer fully online programs require students to make their own supervised fieldwork arrangements

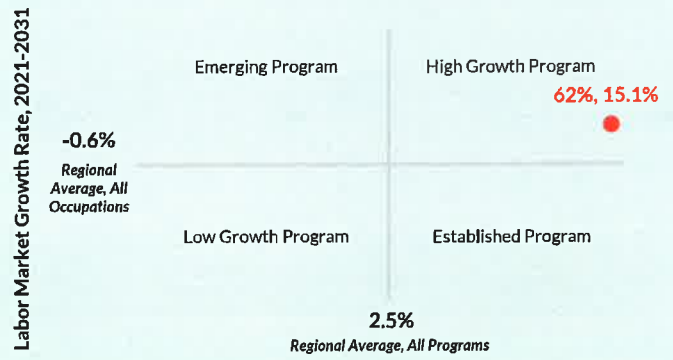
Admissions requirements for reviewed programs are fairly standard. Letters of recommendation, personal statements, and transcripts are commonly required. However, few institutions specify minimum GPAs, and none require students to have undergraduate degrees in certain fields.



HIGHER EDUCATION

REGIONAL BENCHMARK ANALYSIS

Comparison of applied behavior science master's degree program completions and relevant labor market to all completions and all occupations in the region



Annualized Degree Completions Growth Rate, 2016-2020

FAST FACTS



Currently, there are no ABA master's programs in the state of West Virginia.



In aggregate, ABA-related occupations in West Virginia are expected to grow by 10.3 percent through 2031.

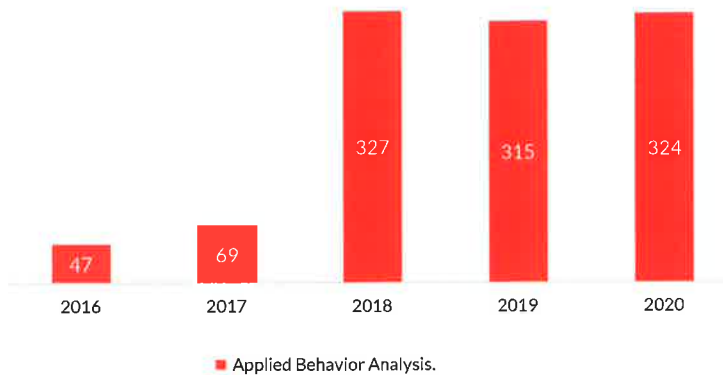


The average required credit hours for reviewed ABA master's programs is 40.

STUDENT DEMAND ANALYSIS

REGIONAL DEGREE COMPLETIONS

Regional distribution of degree completions from 2016 to 2020



TOTAL DEGREE COMPLETIONS

Aggregate degree completions by geographic level (2020)

	West Virginia	Regional	National
Applied Behavior Analysis	0	324	2,942
Total Completions, Observed Fields	0	324	2,942
Growth Rate, Observed Fields	--	62.0%	38.4%
Growth Rate, All Fields	-2.0%	2.5%	1.7%

Source: IPEDS



HIGHER EDUCATION

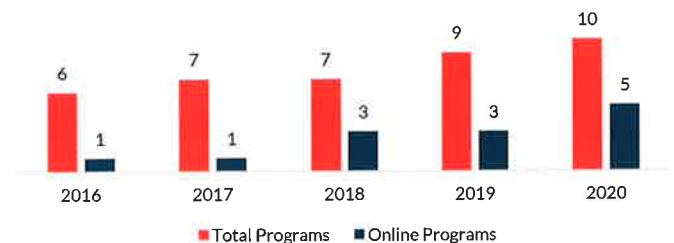
ANALYSIS

Degree conferrals trends indicate a very strong student demand for ABA master's programs in the region. Between 2016 and 2020, regional master's degree conferrals related to ABA grew at an annualized rate of 62 percent, which is faster than the average rate for all master's degree conferrals in the region (2.5 percent). Over the observed period, the number of degree conferrals in the region grew from 47 to 324. This steep growth was mostly driven by the creation of new programs, particularly at the University of Cincinnati-Main Campus, which reported 229 conferrals in 2020.

High growth rates for ABA-related master's degrees and no ABA-specific programs in West Virginia reveal a market opportunity for Marshall. Within the analyzed region, eight institutions reported conferrals in 2020, non of them located in West Virginia, Virginia, or Maryland. However, some institutions in these states, such as the University of Maryland, Baltimore County and Ohio State University offer ABA specializations as part of their psychology or special education programs. Thus, revealing an opportunity for Marshall to capitalize on this quickly-growing field.

REGIONAL PROGRAMS COUNT

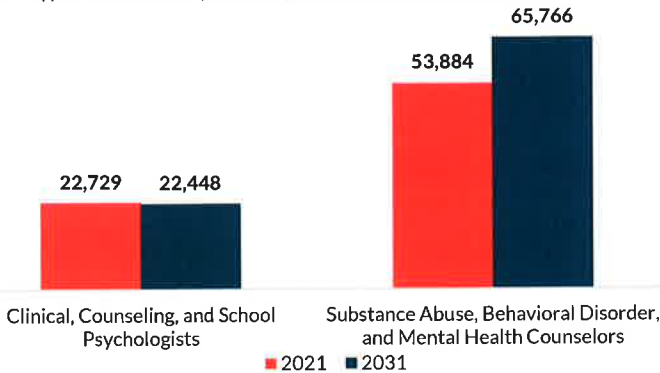
Number of master's programs in applied behavior analysis in the region from 2016 to 2020.



LABOR MARKET ANALYSIS

REGIONAL CURRENT AND PROJECTED EMPLOYMENT

Regional applied behavioral analysis-related positions as of 2021 and 2031 (projected)



TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	West Virginia	Regional	National
Estimated Employment (2018)	2,507	76,613	495,913
Projected Employment (2028)	2,764	88,214	589,945
Total Annual Openings, Observed Occupations	267	8,767	58,842
Employment Growth, Observed Occupations	10.3%	15.1%	19.0%
Employment Growth, All Occupations	-8.2%	-0.6%	4.3%

Source: JobsEQ



HIGHER EDUCATION

ANALYSIS

Demand for ABA-related occupations is expected to grow faster than average at all geographic levels. In West Virginia, related occupations are projected to grow at an annualized rate of 10.3 percent, much faster than the -8.2 percent average of all occupations. *Substance Abuse, Behavioral Disorder, and Mental Health Counselors* will make up the largest portion of reviewed occupations, with 213 annual job openings and an annualized growth rate of 17 percent through 2031. Positions for *Clinical, Counseling, and School Psychologists* at the state level are expected to shrink slightly by -3.5 percent.

Regionally, trends are similar with *Substance Abuse, Behavioral Disorder, and Mental Health Counselors* making up the largest portion of positions and growing the fastest at 22.1 percent while *Clinical, Counseling, and School Psychologists* are expected to decrease by -1.4 percent. Nationwide trends differ in that both professions are expected to experience positive growth, although *Substance Abuse, Behavioral Disorder, and Mental Health Counselors* will remain the fastest growing occupation.

A growing specialization in the field of ABA is focused on promoting health and wellness, enhancing physical fitness, and improving sports performance. According to a 2022 article by the [American Psychological Association](#), the [Behavior Analysis in Health, Sport, and Fitness Special Interest Group](#) reported a 400 percent increase in membership over the last four years. Students in this area of interest:

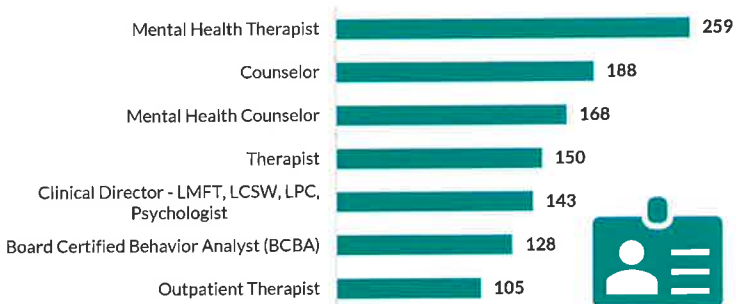
“...bring with them a distinct perspective and skillset to address behavioral challenges related to public health problems, poor sport/athletic performance, and exercise and sport-related injuries.”

This area of specialization may align well with other programs offered by Marshall's School of Kinesiology.

REAL-TIME JOB POSTING ANALYSIS

TOP ABA-RELATED JOB TITLES

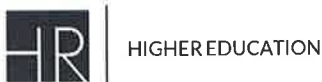
State applied behavior analysis-related positions by job title.



EXEMPLARY REGIONAL JOB POSTINGS

Position	Employer	Location	Skills and Requirements
Mental Health Therapist	Discovery Behavioral Health	Catharpin, VA	<ul style="list-style-type: none"> Master's Degree in relevant field required Virginia clinical license (LCSW, LPC, LMFT) OR registered in Virginia to accumulate hours for licensure
Counselor	Pinnacle Treatment Centers	London, KY	<ul style="list-style-type: none"> CSW LPCC (Licensed Professional Clinical Counselor) LPCA (Licensed Professional Counselor Associate) LCSW (Licensed Clinical Social Worker) LMFT (Licensed Marriage & Family Therapists) CADC (certified drug and alcohol counselor) Bachelor's (Required) Master's (Preferred)

Note: For this analysis, Hanover retrieved job postings data for applied behavior analysis-related positions in KY, MD, OH, PA, VA, and WV from [JobsEQ](#), a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 180-day period as of August 2022



ANALYSIS

Regional employment prospects appear favorable to graduates of the prospective program as employers posted 7,211 job listings for ABA-related positions requiring a master's degree for entry over the last six months. Some of the largest employers for ABA-related positions include counseling healthcare centers such as Discovery Behavioral Health and Family Behavioral Resources as well as developmental health and education providers like Merakey. These employers are interested in skills related to working with children, mental health, and counseling along with certifications such as clinical social worker and licensed professional counselor.

TOP CREDENTIALS AND SKILLS

Top Skills

- Mental Health
- Working With Children
- Understanding of Health Insurance Portability and Accountability Act (HIPAA)
- Microsoft Office Suite
- Counseling
- JavaScript
- Electronic Health Record (EHR)
- Teaching/Training Job

Top Certifications

- Licensed Professional Counselor (LPC)
- Licensed Clinical Social Worker (LCSW)
- Board Certified Behavior Analyst (BCBA)
- Certification in Cardiopulmonary Resuscitation (CPR)
- Licensed Master Social Worker (LMSW)

TOP REGIONAL EMPLOYERS

- | | | |
|-----------------------------------|----------------|----------------------------------|
| Discovery Behavioral Health (475) | UPMC (185) | Family Behavioral Resources (78) |
| Merakey (275) | UHS (162) | Bright View (65) |
| The MENTOR Network (240) | Wellpath (127) | KidsPeace (61) |

COMPETITOR ANALYSIS

ANALYSIS

The competitive landscape in the region favors the creation of a new ABA-related master's program. Over the 2016 to 2020 period, both the volume of conferrals for ABA-related master's programs, and the number of programs themselves increased in Marshall's custom region. This suggests that student demand is growing, and programs are being added to meet that rising demand, thus the prospective program would likely be viable.

To aid Marshall in better understanding the market for ABA master's programs, Hanover benchmarked ten institutions, prioritizing ABAI accredited programs located within the analyzed region.

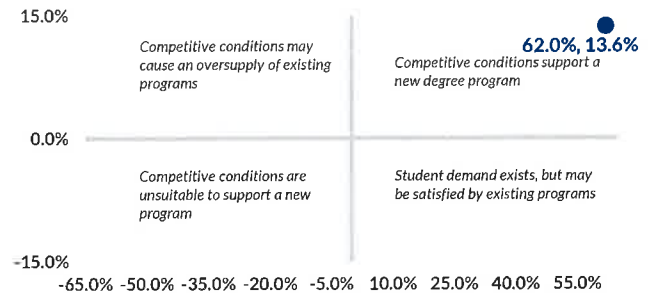
BENCHMARKED PROGRAMS

Institution	Location	Program	Conferrals 2020	ABAI Accredited
Arizona State University Online (ASU)	Tempe, AZ	Online M.A. in Special Education – Applied Behavior Analysis	16	No
Florida Institute of Technology (FIT)	Melbourne, FL	M.S. in Applied Behavior Analysis	212	Yes
Ohio State University	Columbus, OH	M.A. in Educational Studies, Special Education (ABA specialization)	--	Yes
Simmons University	Boston, MA	M.S. or Ed.S. in Behavior Analysis	128	Yes
St. Cloud State University	St. Cloud, MN	M.S. in Applied Behavior Analysis	26	Yes
The Chicago School of Professional Psychology at Chicago	Chicago, IL	M.S. in Applied Behavior Analysis	27	Yes
University of Cincinnati	Cincinnati, OH	M.Ed. in Applied Behavior Analysis	229	No
University of Maryland, Baltimore County	Baltimore, MD	M.A. in Human Services Psychology: Applied Behavior Analysis	--	Yes
University of North Texas	Denton, TX	M.S. in Behavior Analysis	16	Yes
University of South Florida	Tampa, FL	M.S. in Applied Behavior Analysis	47	Yes

Note: Ohio State University and University of Maryland, Baltimore County do not report degree conferrals under the 42.2814 Applied Behavior Analysis CIP Code.

REGIONAL MARKET SATURATION

Within the region do competitive conditions support an additional applied behavior analysis master's program?

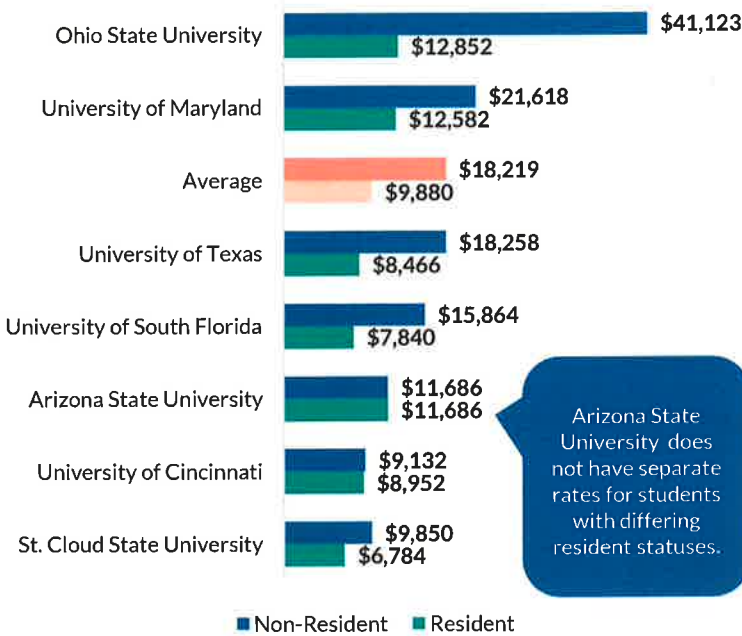


HIGHER EDUCATION

BENCHMARKING TRENDS: TUITION

ANNUAL TUITION-PUBLIC INSTITUTIONS

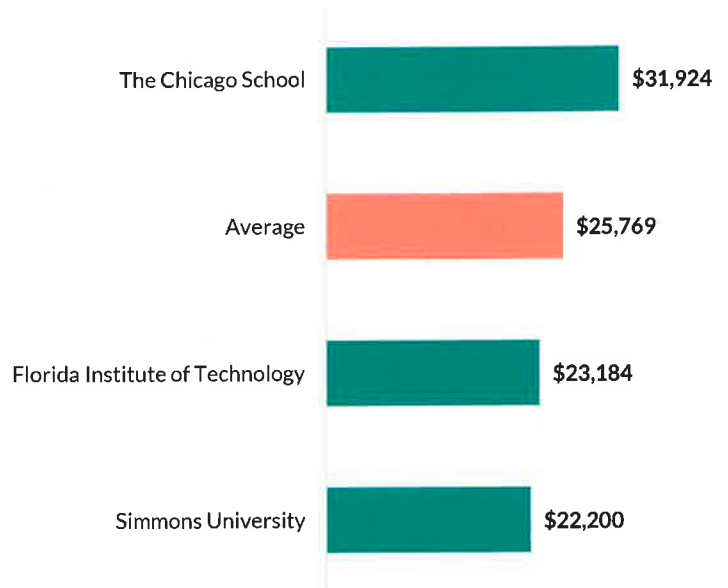
\$9,880 is the average annual tuition rate for students with resident status at reviewed public institutions. Tuition rates for resident students range from \$6,784 at St. Cloud State University to \$12,852 at Ohio State University. These two institutions also exhibit the most and least expensive rates for non-resident tuition (9,850 at St. Cloud State University and \$41,123 at Ohio State University).



Source: Institutional Webpages

ANNUAL TUITION-PRIVATE INSTITUTIONS

Annual tuition rates for private institutions range from \$22,200 at Simmons University to \$31,924 at The Chicago School. The average annual tuition cost for an ABA master's degree at a private institution is \$25,769, which is more costly than the average non-residential tuition for reviewed public institutions.



BENCHMARKING TRENDS: CREDITS AND SUPERVISED FIELDWORK

SUPERVISED FIELDWORK



Eight out of 10 benchmarked institutions arrange supervised fieldwork for students. These supervised experiences can take place at specific centers, for example, the University of Maryland indicates that most of its students gain hands-on experience at either the [Kennedy Krieger Institute](#) or [The Shafer Center](#). However, several online programs such as The Chicago School's and Arizona State University's require students to identify their own supervised practicum or internship sites.



University of Cincinnati: The M.Ed. in Applied Behavior Analysis at the University of Cincinnati does not appear to provide supervised fieldwork experiences for students. The online program's webpages state that the 30-credit hour degree prepares students for the Board Certified Behavior Analyst (BCBA) exam "when supervision requirements are also met."



University of South Florida: The University of South Florida offers both an M.S. in Applied Behavior Analysis and an M.A. in Applied Behavior Analysis. The M.A. in Applied Behavior Analysis program is offered fully online but program webpages state that "applicants are required to secure a practicum site and supervisor before applying to the online M.A. in ABA program." The institution does provide a list of its current practicum sites.

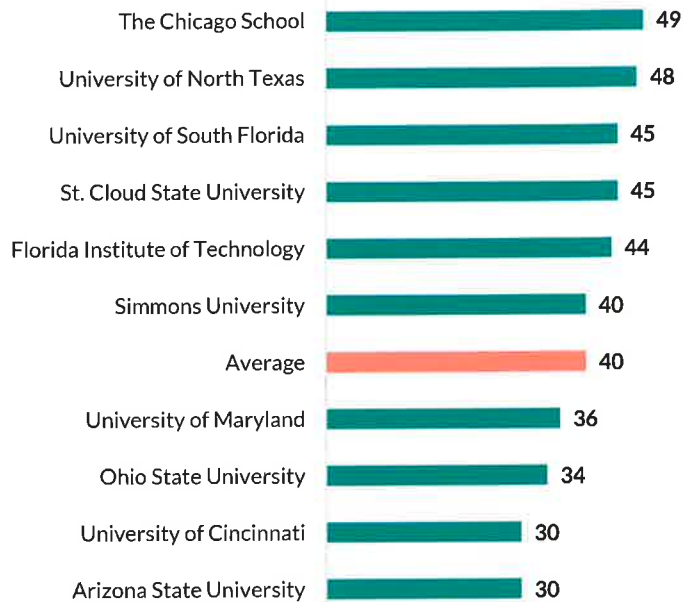
Source: Institutional Webpages



HIGHER EDUCATION

PROGRAM CREDITS

Forty credits is the average minimum requirement to earn the degree at profiled institutions. Arizona State University and the University of Cincinnati tie for the lowest credit requirement at 30 credits, whereas the University of North Texas exhibits the highest number of required credits at 48. As such, Marshall's plan to require 36 credits for the proposed degree is in line with the requirements of the benchmarked institutions.



BENCHMARKING TRENDS: ADMISSION REQUIREMENTS & DELIVERY

ADMISSION REQUIREMENTS

Standard admission requirements for reviewed programs consist of letters of recommendation, a bachelor's degree/official transcripts, a resume/CV, and a personal statement. Standardized test scores and required GPA minimums are not often mentioned by institutions on program webpages. Further, none of the reviewed institutions indicated that undergraduate degrees needed to be in any specific field although the University of North Texas does specify that applicants should have taken two undergraduate courses in behavioral analysis. Candidates who do not meet that requirement can take the prerequisite courses after entering the program, however.

APPLICATION REQUIREMENTS

- Bachelor Degree
- Unofficial Transcripts
- References
- Application Fee
- GPA Requirement
- Resume
- Goal Statement
- International Student Requirements

Bachelor Degree

A bachelor degree from a college or university regarded as standard by a regional or general accrediting agency.

-University of Cincinnati

Application requirements ^

Applicants must have a minimum of a 3.0 cumulative GPA in the last 60 hours of their bachelor's program. Alternatively, applicants must have a minimum of a 3.0 cumulative GPA in an applicable master's program.

All applicants must submit:

- Graduate admission application and application fee
- Letters of recommendation
- Official transcripts
- Personal statement
- Up-to-date curriculum vitae or resume

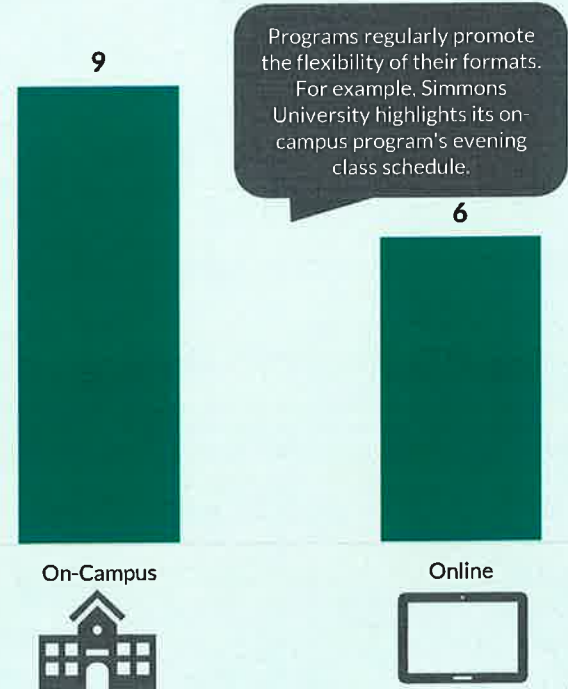
-Arizona State University

Source: Institutional Webpages



DELIVERY FORMATS

Reviewed institutions most often deliver their programs on-campus. Institutions that offer online programs include Arizona State University and the University of Cincinnati, neither of which are ABAI accredited. Four profiled institutions offer both online and on-campus programs – The Chicago School, St. Cloud State University, Simmons University, and the University of South Florida. Both options are accredited at The Chicago School.



PROGRAM BENCHMARKING SUMMARY

Benchmarked programs are offered by institutions located across the nation. Hanover prioritized ABAI accredited programs located within the analyzed region (KY, MD, OH, PA, VA, and WV) and/or reporting large conferrals volumes. *Institutions are listed in alphabetical order.*

Institution	Program	Modality	Annual Tuition	Credit Hours	Concentrations	Admission Requirements	Required Residencies	Supervised Fieldwork	Notable Features
Arizona State University Online Tempe, AZ	Online M.A. in Special Education – Applied Behavior Analysis Concentration	Online	\$11,686 (Resident and Non-resident)	30	--	<ul style="list-style-type: none"> 3.0 minimum GPA Letters of Recommendation Official Transcripts Personal Statement Resume No GRE required 	--	Students prepare a supervised applied project; students arrange supervised independent fieldwork separately from their ASU fieldwork	<ul style="list-style-type: none"> Capstone Project: students examine each of their past assignments, prepare a professional digital archive and write a paper to demonstrate a synthesis of material learned in the master's program.
Florida Institute of Technology Melbourne, FL	M.S. in Applied Behavior Analysis	On-campus	\$23,184 (Resident and Non-resident)	44	--	<ul style="list-style-type: none"> GRE requirement might be waived for Orlando campus applicants with an undergraduate GPA of 3.3 or above 	--	Concentrated Supervised Fieldwork in Behavior Analysis (10 credits)	<ul style="list-style-type: none"> The website promotes the program's flexible schedule at two different campus locations. Scott Center for Autism Treatment located on campus
Ohio State University Columbus, OH	M.A. in Educational Studies, Special Education (ABA specialization)	On-Campus	Resident: \$12,852 Non-Resident: \$41,123*	34-37	--	<ul style="list-style-type: none"> Letters of Recommendation Official Transcripts Statement of Intent CV/Resume 	--	Complete supervised field experience (4 credits) working directly with individuals with disabilities on the following applied skills: assessment, intervention, data collection, data analysis, and decision-making in the student's area of study	<ul style="list-style-type: none"> Program webpages promote graduate associateship opportunities

*Note: Per-credit tuition was multiplied by the annual number of credits to calculate annual tuition. Non-residential tuition includes a non-resident surcharge which was added to the per-credit hour tuition.

Source: Institutional Websites (see embedded hyperlinks)



HIGHER EDUCATION

PROGRAM BENCHMARKING SUMMARY

Benchmarked programs are offered by institutions located across the nation. Hanover prioritized ABAI accredited programs located within the analyzed region (KY, MD, OH, PA, VA, and WV) and/or reporting large conferrals volumes. *Institutions are listed in alphabetical order.*

Institution	Program	Modality	Annual Tuition	Credit Hours	Concentrations	Admission Requirements	Required Residencies	Supervised Fieldwork	Notable Features
Simmons University Boston, MA	M.S. or Ed.S. in Behavior Analysis	Online and On-Campus	\$22,200* (Resident and Non-resident)	40-42	--	<ul style="list-style-type: none"> Resume/CV State of Purpose Two Letters of Recommendation Official Transcripts 	--	Students complete a supervised Intensive Practicum (10 credits, 2,000 hours of practicum)	<ul style="list-style-type: none"> The program can be completed part-time, and classes are available in the evenings The online program is not accredited by the ABAI
St. Cloud State University St. Cloud, MN	M.S. in Applied Behavior Analysis	Online and On-Campus	Resident: \$6,784 Non-Resident: \$9,850	45-46	--	<ul style="list-style-type: none"> Letters of Recommendation 	--	Students complete 750-hour clinical internship under faculty supervision	<ul style="list-style-type: none"> Webpages promote program flexibility Program has both a thesis and non-thesis option
The Chicago School of Professional Psychology at Chicago Chicago, IL	M.S. in Applied Behavior Analysis	On-Campus and Online	\$31,924* (Resident and Non-resident)	42	--	<ul style="list-style-type: none"> Resume/CV Essay Official College Transcripts Letters of Recommendation 	--	Students complete school-sponsored on-site supervised training and a supervised practicum	<ul style="list-style-type: none"> The program can be completed part-time Thesis and non-thesis options are available Both the online and on-campus programs are ABAI accredited
University of Cincinnati Cincinnati, OH	M.Ed. in Applied Behavior Analysis	Online	Resident: \$8,952^ Non-Resident: \$9,132	30	--	<ul style="list-style-type: none"> 3.0 minimum GPA Unofficial Transcripts Resume/CV Letters of Reference Goal Statement TOEFL Scores 	--	Does not appear to provide supervised fieldwork	<ul style="list-style-type: none"> Program webpages advertises flexibility Online students are responsible for identifying potential practicum/internships sites

*Note: Per-credit tuition was multiplied by the annual number of credits to calculate annual tuition.

^Note: Annual tuition was calculated via an institutional calculator set to 6 credits per semester (five semester program).

Source: Institutional Websites (see embedded hyperlinks)



HIGHER EDUCATION

PROGRAM BENCHMARKING SUMMARY

Benchmarked programs are offered by institutions located across the nation. Hanover prioritized ABAI accredited programs located within the analyzed region (KY, MD, OH, PA, VA, and WV) and/or reporting large conferrals volumes. *Institutions are listed in alphabetical order.*

Institution	Program	Modality	Annual Tuition	Credit Hours	Concentrations	Admission Requirements	Required Residencies	Supervised Fieldwork	Notable Features
University of Maryland Baltimore, MD	M.A. in Human Services Psychology: Applied Behavior Analysis	On-Campus	Resident: \$12,582 Non-Resident: \$21,618 [^]	36	--	<ul style="list-style-type: none"> Letters of Recommendation Self-Statements Interview 	--	Supervised practicum experiences take place at the Kennedy Krieger Institute or The Shafer Center	<ul style="list-style-type: none"> Students complete a capstone project that may involve a replication of prior research or the design of a novel project
University of North Texas Denton, TX	M.S. in Behavior Analysis	On-Campus	Resident: \$8,466 Non-Resident: \$18,258*	48	--	<ul style="list-style-type: none"> Personal Statement Letters of Recommendation Applicants must have completed two courses in behavior analysis Official Transcripts 	--	Information regarding curriculum is not provided on program websites or the catalog entry	<ul style="list-style-type: none"> Program webpages promote departmental scholarships Full and part-time study options are available
University of South Florida Tampa, FL	M.S. in Applied Behavior Analysis	On-Campus and Online (MA)	Resident: \$7,840 Non-Resident: \$15,864**	45	--	<ul style="list-style-type: none"> Letters of Recommendation Resume/CV One-page Personal Narrative 	--	Students complete 1,500 hours of supervised fieldwork	<ul style="list-style-type: none"> Offers an online ABA M.A. program for which students must secure their own practicum site and supervisor before applying to the online program The M.A. program is not ABAI accredited

[^]Note: Per-credit tuition was multiplied by the annual number of credits to calculate annual tuition

*Note: State tuition, board authorized tuition, and board designated tuition supplied by an institutional calculator were used to determine annual tuition rates.

**Note: Totals include some undisclosed standard fees.

Source: Institutional Websites (see embedded hyperlinks)





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INTENT TO PLAN

MASTER OF ARTS DEGREE IN APPLIED BEHAVIOR ANALYSIS

College of Education and Professional Development Degree

A Request to Approve a Master of Arts Degree in Applied Behavior Analysis

Marshall University, February, 2023

1. Applied Behavior Analysis
2. Online Course Delivery

Fall Term 2024

SUMMARY STATEMENT

This *Intent to Plan* describes the College of Education and Professional Development's proposal for the addition of a Master of Arts degree in Applied Behavior Analysis (ABA). The proposed M.A. in ABA will require 33 hours of coursework and will be housed in the Special Education Department. The program is intended to lead to the Board Certified Behavior Analyst (BCBA) license. A shortage of BCBA's exists in the state, and there is a national demand for this training. This program will address this need.

The program will attract new students to Marshall University. Specifically, the program will be attractive to recent college graduates seeking certification, students enrolled in other rehabilitation degree programs who want to improve employability, business students, teachers and other professionals.

The program will require the addition of new courses and staff. Enrollment and budget projections demonstrate that the program will become self-sufficient within 10 years of operation.

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Applied Behavior Analysis Master's Degree

1 PROGRAM DESCRIPTION

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program will allow students to obtain 33 hours of coursework in Applied Behavior Analysis (ABA). Completion of the course work will provide students with a master's degree and allow them to sit for the Board Certified Behavior Analyst (BCBA) exam and, where applicable, become certified or licensed to practice.

Students pursuing other graduate degrees related to rehabilitation services (e.g., Psychology, School Psychology, Special Education, Communication Disorders, Counseling, Nursing, and Social Work) or business may want to take select courses to learn more about evidence-based practices derived from ABA that are applicable to their field of study or complete a second master's degree to improve employability.

1.1 PROGRAM MISSION

The mission of the program is to:

1. provide graduate students with a thorough understanding of principles and applications of behavioral analysis
2. address the shortages in the field by preparing graduate students to become BCBAs
3. encourage the use of research to develop useful solutions to social and behavioral problems.

This program supports the University's mission to provide high quality and accessible graduate education to prepare students to think, learn, work, and live in an evolving global society.

1.2 PROGRAM FEATURES

1.2.1 Program Learning Outcomes

- Acquire the knowledge of principles of ABA
- Apply ABA to assess the function of behavior
- Understand how to design, implement, and evaluate interventions utilizing behavioral principles
- Understand and apply ethical principles to the practice of working with individuals
- Analyze current research and combine with present knowledge to address the needs of individuals
- Apply ABA with a variety of populations including, but not limited to, those with autism, traumatic brain injury, and extremely challenging behaviors
- Apply ABA to evaluate and implement changes to improve work culture and performance in business settings

1.2.2 Additional Program Outcomes

- Provision of individuals to work in a field with shortages
- Reduction of individuals leaving Marshall University to obtain M.A. degrees in ABA at other institutions
- Enhanced desirability of degrees at Marshall University
- Contribution to solutions to deal with individuals affected by the opioid crisis and other regional societal issues
- Use of scientific strategies to improve organizational culture and workforce issues in business

1.2.3 Admissions and Performance Standards

- Students will be eligible for admission each spring and summer semesters. The admission process will be competitive and require a minimum undergraduate GPA of 2.8 and two letters of recommendation.

1.2.4 Program Requirements

This section outlines the basic requirements for the M.A. in ABA. The program will meet accreditation requirements as outlined by the Association for Behavior Analysis International (ABAI). See Appendices B and C for more information.

Curriculum for M.A. in ABA (new courses)

1. **Basic Principles of Behavior:** Content includes, but is not limited to, the basic concepts and principles of operant and respondent conditioning.
2. **Theory & Philosophy in Behavior Analysis:** Content includes, but is not limited to, the underlying theoretical and philosophical foundations of behavior analysis (i.e., behaviorism).
3. **Research Methods in Behavior Analysis:** Content includes, but is not limited to, measurement, data display and interpretation, single-case designs, intervention and program evaluation, and research ethics.
4. **Behavior Assessment & Intervention I:** Content includes, but is not limited to, the selection and implementation of behavior assessment and intervention techniques and approaches from applied behavior analysis.
5. **Behavior Assessment & Intervention II:** This is a continuation of Behavior Assessment & Intervention I course; content includes, but is not limited to, the selection and implementation of behavior assessment and intervention techniques and approaches from applied behavior analysis.
6. **Behavior Change in Systems** content includes, but is not limited to, performance analysis and management, supervision, staff training, behavioral systems analysis, organizational culture, and leadership.
7. **Ethics in Behavior Analysis** Content includes, but is not limited to, ethical principles, the BACB's ethics codes and requirements, the BACB's code-enforcement mechanisms, and professionalism.
8. **Supervised Fieldwork (9 credit hours)** Students must complete 1,500 hours of supervised fieldwork at a site approved by the program director.
9. **Research** Students will complete an applied research project that has theoretical value and

practical applications.

1.2.5 Program Delivery

Faculty will teach all ABA courses using an online learning platform throughout the University's academic year.

2 PROGRAM NEED AND JUSTIFICATION

The program's learning outcomes align with Marshall University's educational mission, namely the ability to outline multiple solutions to a problem and generate innovations. Another alignment is with ethical and civic thinking. Students will apply ethical principles to their work. Additionally, students will use information literacy and inquiry-based thinking when applying skills to practice.

The program's learning outcomes support Marshall's Strategic Vision as the program will provide students with a high-quality professional degree that will help address needs in the state. Furthermore, the program's learning outcomes are consistent with the statewide master plan, which seeks to provide students with tools to be productive in the workforce. Students completing the program may become a Board Certified Behavior Analyst® (BCBA®) and, where applicable, licensed to practice. Through our online platform, we will increase access for all of West Virginia, as well as other states, to our program.

3 EXISTING PROGRAMS

An Academic Program Assessment was completed by Hanover Research in September, 2022 (see Appendix E for the full report). The report noted that, at this time, there are no accredited terminal master's degree programs in ABA located in West Virginia, making our program highly attractive to many current and future Marshall graduate students. Following are ten ABAI accredited programs highlighted in the Hanover report:

BENCHMARKED PROGRAMS

Institution	Location	Program	Conferrals 2020	ABAI Accredited
Arizona State University Online (ASU)	Tempe, AZ	Online M.A. in Special Education – Applied Behavior Analysis	16	No
Florida Institute of Technology (FIT)	Melbourne, FL	M.S. in Applied Behavior Analysis	212	Yes
Ohio State University	Columbus, OH	M.A. in Educational Studies, Special Education (ABA specialization)	–	Yes
Simmons University	Boston, MA	M.S. or Ed.S. in Behavior Analysis	128	Yes
St. Cloud State University	St. Cloud, MN	M.S. in Applied Behavior Analysis	26	Yes
The Chicago School of Professional Psychology at Chicago	Chicago, IL	M.S. in Applied Behavior Analysis	27	Yes
University of Cincinnati	Cincinnati, OH	M.Ed. in Applied Behavior Analysis	229	No
University of Maryland, Baltimore County	Baltimore, MD	M.A. in Human Services Psychology: Applied Behavior Analysis	–	Yes
University of North Texas	Denton, TX	M.S. in Behavior Analysis	16	Yes
University of South Florida	Tampa, FL	M.S. in Applied Behavior Analysis	47	Yes

Note: Ohio State University and University of Maryland, Baltimore County do not report degree conferrals under the 42.2814 Applied Behavior Analysis CIP Code.

4 PROGRAM PLANNING AND DEVELOPMENT

Beginning in February of 2018, the graduate dean, associate dean of COEPD, professors from the departments of Psychology and Special Education, and the executive and associate directors of the WV Autism Training Center met to discuss the possibility of creating a BCBA certification program at Marshall University. This group met with the provost to request permission to draft an Intent to Plan if the program could be self-sustaining. The pandemic curtailed further movement on the program. The team began meeting again during the summer of 2022 to discuss the possibility of moving forward with a M.A. in ABA program. The team received permission to complete a market analysis with Hanover Market Research from the current Provost.

4.1 CLIENTELE AND NEED

The Hanover Academic Assessment report was completed in September 2022 and noted that the program would be viable (see attachment for the full report). The report recommended Marshall University move forward with plans to develop the program. The proposed program will attract recent graduates and current graduate students from a variety of educational backgrounds including education, psychology, social work, counseling, and business. The program will not only enhance their learning, it will increase their potential for future employment in a highly desirable field. As indicated in the report, “master’s programs in Applied Behavior Analysis (ABA) exhibit positive trends regarding both student and labor market demand. At both the regional and national levels, conferrals for ABA master’s programs grew faster than average over the 2016 to 2020 period.” In addition, the report noted that “...ABA-related occupations are projected to grow much faster than average across reviewed geographic levels.”

Students in the program will learn the underlying philosophy of ABA, as well as their application to improve the quality of life of clients diagnosed with autism spectrum disorder, other developmental disorders, and substance abuse. There also are many other potential careers beyond working with individuals with diagnosed conditions including:

- Teacher
- Consultant to schools, business, and other agencies
- Professor
- Businesses
- Zoos and aquariums
- Small animal training
- Health, fitness, and sports performance

5 EMPLOYMENT OPPORTUNITIES

Students who finish the M.A. program will be eligible to sit for the BCBA exam and be certified or licensed as applicable in their state of residence. As noted by the Hanover Academic Assessment report, once certified, students have the potential to be employed across the nation in a variety of positions including those in behavioral health and education. In addition, health, wellness, and sport’s performance is a growing field for behavior analysts. Nationally, there were 33,996 job postings in 2020 (<https://www.appliedbehavioranalysisedu.org/salaries/>).

The earning potential for these students is high, as is the opportunity for employment. As of 2021, the average salary of a BCBA nationally was \$75,866 (<https://www.indeed.com/career/board-certified-behavior-analyst/salaries/>). Within WV, the median BCBA salary was \$37,430 ranging from \$33,760 to \$114,730, depending on years of experience. Graduates from the program may be able to obtain employment that pays above the median household income of \$48,037 in WV (<https://www.census.gov/quickfacts/wv>) and may have a strong incentive to stay in the state after graduating or receiving their certification.

Key findings from the Hanover Academic Analysis report included the following (see attachment for more details):

- Employment prospects for students with the M.A. in ABA degree are excellent and expected to grow by 10.3% through 2031.
- There are thousands of job listings in the field in the region.
- Because there are no similar programs in WV, Marshall University would have a competitive edge.
- Marshall University's proposed program would provide supervised fieldwork as part of the curriculum, something that will likely be appealing to many potential students. Most institutions require students to find their own fieldwork opportunities.

6 Program Impact

Having access to courses teaching ABA will increase candidates' skills in supporting individuals with a multitude of needs. These skills can be used to assist individuals affected by the opioid epidemic and other regional societal issues impacting our state. Students also will have the opportunity to expand their expertise in organizational behavior management, making them an asset to business and organizations in the community.

Additionally, this program will pull in an unreached group of potential students to increase our enrollment. Undergraduates looking to obtain further education will be interested in returning to obtain the degree. New candidates who are deciding where to attend will be attracted to this option. Students currently enrolled in other master's programs at MU, including psychology, special education, school psychology, counseling, social work, and business may want to add a second M.A. degree to increase employability. Appendix F presents letters from a variety of stakeholders for this proposal demonstrating wide support for the program.

To further understand the need for an ABA program that leads to certification as a BCBA, the leadership team sent a survey to stakeholders in 2019. Stakeholders included current graduate and undergraduate students in psychology and education; community-based service providers and their staff; educational personnel; and community-based networks, organizations and committees to determine the interest in the program. Respondents indicated their student and employment status, their educational goals, and the likelihood that they would enroll in a BCBA program. We received 194.

A summary of results is as follows (See Appendix E for a more detailed description of the results, including graphs):

- Survey respondents represented current students (52.2%) and those not enrolled as students (49.7%).
- Of those enrolled as undergraduates, 82.5% were psychology majors.
- Graduate students who responded to the survey represented students enrolled in psychology (28.6%), school psychology (28.6%), and education (33.9%) programs.
- Those already working in the field were predominately school psychologists (40 respondents) or educators (52 respondents)
- 31.5% expressed an interest in taking the courses as part of an MA degree
- 39.3% would like to take the courses as a stand-alone certificate program
- 90% expressed interest in obtaining information and updates about the program
- 81% would be interested in enrolling in the program if developed

7 COOPERATIVE ARRANGEMENTS

While the program will be housed in the College of Education and Professional Development, program faculty and staff will work collaboratively with other programs including psychology, business, school psychology, counseling, and social work. MU will work collaboratively with community-based programs and schools to assist students in finding fieldwork experiences and employment.

8 ALTERNATIVES TO PROGRAM DEVELOPMENT

The Behavior Analysis Certification Board (BACB) oversees all aspects of certification and accreditation is managed by ABAI. Alternatives and adjustments to the program are not possible because the BCBA requirements are firmly specified. The program must align with standards outlined by the BACB and ABAI.

9 PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

The attached spreadsheet present the pro forma financial projections for the program.

10 PROGRAM ADMINISTRATION

It is proposed to develop an ABAI accredited (Tier 1) M.A. in ABA program. Each program qualifying for accreditation must have one full-time doctoral level faculty member, preferably with board certification, to serve as a program director. The director will be a 12-month faculty. The role of this faculty member is to maintain a high-quality program that meets the current eligibility and course standards as set out by the BACB and ABAI, overseeing all aspects of the program. The program director also maintains communication between the BACB, ABAI, and the university.

Faculty must document their expertise in the applied, experimental, and/or conceptual analysis of behavior. Core faculty must be full time doctoral-level behavior analysts. Other faculty must have at least a master's degree in behavior analysis or a related field.

The implementation of the M.A. program in ABA will necessitate hiring two people with doctorates in behavior analysis, preferably board certified, to coordinate the program and teach courses. The director will be hired to teach during the first year and the second and third full-time (9 month) professors will be hired to teach beginning in the second year and fifth year of operation. Adjunct faculty with at least M.A. degrees in behavior analysis or related fields will be required to teach additional courses. Adjunct faculty will be BCBAs as well.

11 PROGRAM PROJECTIONS

We anticipate that the first cohort will consist of 8 full-time equivalent students during the first year and 11 by the second year, with a slight increase over the 10 years to a high of 20 students each year in years 5-10. A pro forma budget will be used to establish appropriate tuition and fee levels to support the program.

11.1 FACULTY INSTRUCTIONAL RESOURCES

The program requires a new faculty member who also will serve as program director for the ABA program, teach a 2/2 courseload, and have a summer stipend. A full-time instructor will be hired to teach a 3/3 courseload beginning in year 2, along with a second full time instructor with a 3/3 courseload beginning in year 5. By year 5, the schedule will require 5 sections of part-time labor, which can be taught by a single contingent faculty member. This will result in full time faculty teaching 24% of the coursework.

The budget includes 50% of an administrative assistant and one full-time graduate assistant in the fall and spring. See Appendix D for detailed information.

11.2 LIBRARY RESOURCES AND INSTRUCTIONAL MATERIALS

Students and faculty will use current library resources such as online databases and librarian support that are currently available from the Drinko Library at Marshall. The faculty will use Blackboard to teach online courses.

11.3 SUPPORT SERVICE REQUIREMENTS

The ABA program will use Marshall's existing IT technologies and services.

11.4 FACILITIES REQUIREMENTS

Office space for the three faculty members, and administrative assistant, and a graduate student will be needed. If the administrative assistant is shared with another unit, office space may already be allocated to them.

11.5 OPERATING RESOURCE REQUIREMENTS

Major operating expenses include computers for the new faculty members and graduate student, scholarships for selected students, stipends for field supervisors, conference travel for faculty and students, marketing, advertising, and office supplies. These items are included in the budget.

Because this will be an accredited program, accreditation application and annual renewal fees will be needed. It is anticipated that the program director or second faculty member will become an approved CEU provider for BCBAs in the state. An initial application fee and annual renewal fees will be required to become a CEU provider.

11.6 SOURCE OF OPERATING RESOURCES

The ABA program will not require state funding. The pro forma found in the attached file demonstrates that the program will be self-sustaining by year 10 with a total program cost of approximately \$21,000. The budget assumes grant funding for field supervisor stipends.

APPENDIX A: SCHEDULE

By Year and Cohort (Full-time status)

AY 2024		AY 2025		AY 2026	
Fall	Spring	Fall	Spring	Fall	Spring
ABA 600	ABA 630	ABA 600	ABA 630	ABA 600	ABA 630
ABA 610	ABA 650	ABA 610	ABA 640	ABA 610	ABA 640/640
ABA 620	ABA 670	ABA 620	ABA 650	ABA 620	ABA 650
		ABA 660	ABA 670/670	ABA 660	ABA 670/670
		ABA 670		ABA 670	
		ABA 680		ABA 680	

KEY:

Cohort 1	Cohort 2	Cohort 3	Part-time
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By Year and Student Status (Part-time)

AY 2024		AY 2025		AY 2026	
Fall	Spring	Fall	Spring	Fall	Spring
ABA 600	ABA 630	ABA 600	ABA 630	ABA 600	ABA 630
ABA 610	ABA 650	ABA 610	ABA 640	ABA 610	ABA 640
ABA 620	ABA 670	ABA 620	ABA 650	ABA 620	ABA 650
		ABA 660	ABA 670	ABA 660	ABA 670/670
		ABA 670		ABA 670	
		ABA 680		ABA 680	

KEY:

Part-time GP A	Part-time GP B	Part-time GP C
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APPENDIX B: PROPOSED COURSE DESCRIPTIONS

ABA 600 Basic Principles of Behavior

3 Credits

The course provides a focus on the principles and concepts of operant and respondent conditioning. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam.

ABA 610 Theory and Philosophy in Behavior Analysis

3 Credits

This course will provide the student with the underlying theoretical and philosophical foundations of behavior analysis. Students will learn to interpret behavior in terms of the concepts and principles of behavior analysis. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam.

ABA 620 Research Methods in Behavior Analysis

3 Credits

The purpose of this course is to provide a philosophical and procedural foundation in the science and technology of behavior analysis. Course content includes measurement, data display and interpretation, single-case designs, intervention and program evaluation, and research ethics. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam.

ABA 630 Behavior Assessment and Intervention I

3 Credits

The purpose of this course will be to instruct students in the use of specific techniques for a) selecting and implementing behavior assessment; b) applying the principles of operant conditioning; c) selecting and adapting intervention for individual needs, preferences and learning styles; d) modifying behavior in applied settings; and e) evaluating and adjusting intervention components for maximal effectiveness through the assessment of social and engagement in data-based decision making. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam. (Prerequisite: ABA 600)

ABA 640 Behavior Assessment and Intervention II

3 Credits

This course is a continuation of ABA 630. Students will develop competence in the application of the principles of behavior in multiple areas of investigation and practice. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam. (Prerequisites: ABA 600 and ABA 630)

ABA 650 Behavior Change in Systems

3 Credits

This course will integrate the thoughtful use of behavior change strategies for supervision and staff training with an emphasis on behavioral systems analysis, organizational culture, leadership, and collaboration with a variety of stakeholders. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam. (Prerequisite: ABA 600)

ABA 660 Ethics in Behavior Analysis**3 Credits**

The purpose of this course is to review ethical principles related to research and practice, the BACB's ethics codes, requirements and enforcement mechanisms, as well as professional conduct. Application of the ethical codes to real life situations will be emphasized. The content is based on the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition) and will prepare students to apply for the BCBA exam.

ABA 670 Supervised Fieldwork**3 Credits**

The course involves concentrated fieldwork at a site approved by the program director. Supervision and the number of hours is in accordance with the BACB requirements. May only be taken with permission and submission and approval of an application. Students must take 9 credit hours of supervised fieldwork.

ABA 680 Research**3 Credits**

Students will investigate research problems of theoretical interest and practical value. May only be taken with permission.

APPENDIX C: PROPOSED CATALOG DESCRIPTION

APPLIED BEHAVIOR ANALYSIS MASTER OF ARTS DEGREE

Program Description

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to socially significant behavior change. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program consists of 33 hours of coursework which will allow students to obtain a Master of Arts Degree in ABA. Completion of the course work will allow students to qualify to sit for the exam to become a Board Certified Behavior Analyst (BCBA) and, where applicable, licensed to practice. Marshall University psychology, special education, counseling, business and social work students may want to seek this additional degree to enhance their employment options. Students pursuing graduate degrees related to rehabilitation services (e.g., communication disorders, counseling, nursing, and social work) or business may want to complete coursework in the area to learn more about evidence-based practices derived from ABA.

Admission Requirements

Students not currently enrolled at Marshall University

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website: www.marshall.edu/graduate/how-to-apply-for-admission.

In addition to Marshall University's requirements for admission, applicants must have:

- An undergraduate Grade Point Average (GPA) of 2.80 or higher on a 4.0 scale, or a graduate degree from a regionally accredited institution, and
- Two letters of recommendation from professionals who know the candidate well

Students currently enrolled at Marshall University

Students currently enrolled at Marshall University as a graduate student and who are in good academic standing may complete courses in ABA as electives by adding them to their *Plan of Study*.

Program Requirements

Course Number	Title	Credit Hours
ABA 600	Basic Principles of Behavior	3

ABA 610	Theory & Philosophy in Behavior Analysis	3
ABA 620	Research Methods in Behavior Analysis	3
ABA 630	Behavior Assessment & Intervention I	3
ABA 640	Behavior Assessment & Intervention II	3
ABA 650	Behavior Change in Systems	3
ABA 660	Ethics in Behavior Analysis Course	3
ABA 670	Supervised Fieldwork (must take 9 hours of supervised fieldwork)	9
ABA 680	Research	3

Full-time Student Schedule

Year 1		Year 2	
Fall	Spring	Fall	Spring
ABA 600	ABA 630	ABA 660	ABA 640
ABA 610	ABA 650	ABA 670	ABA 670
ABA 620	ABA 670	ABA 680	

APPENDIX D: PRO FORMA FINANCIAL PROJECTIONS

EXPENSES

The attached spreadsheet presents the estimated costs for the program during its first ten years of operation. The primary expenses are faculty and staff compensation and employee benefits. All annual expenses, along with tuition, include projected annual increases to account for inflation.

Staffing

Full-Time Faculty: The BCBA certificate program director/faculty member must hold a doctorate and meet the specific requirements outlined by ABAI. The director should have excellent verbal and written communication skills; the ability to work collaboratively with a variety of stakeholders, including administrators, colleagues, students, parents and community-based providers; strong teaching and organizational skills; and experience in online course development and delivery. The director must have an in-depth knowledge of the Board Certified Behavior Analyst (BCBA) Test Content Outline (6th edition), and should have at least three years of experience applying behavior analytic principles in community-based settings. The director/lead faculty member will maintain a 2/2 teaching load as he or she will be responsible for coordinating the program, communicating with the BACB, developing coursework and working toward accreditation. The director will be employed on a 12 month basis to provide year-round coverage of program needs.

The remaining faculty members will be 9 month employees. These individuals will hold a doctorate; have excellent verbal and written communication skills; the ability to work collaboratively with a variety of stakeholders, including administrators, colleagues, students, parents and community-based providers; strong teaching and organizational skills; and experience in online course development and delivery. These faculty members should have least two years of experience applying behavior analytic principles in community-based settings. They will maintain a 3/3 teaching load.

Administrative Assistant: The part-time administrative assistant will provide general office support for the program, including matters related to budget, purchases, mailings and other communication, and general office support.

Contingent Faculty: The contingent faculty member(s) will teach additional courses beyond the load of the full time faculty. The contingent faculty member may take on additional teaching responsibilities as program enrollment increases.

Graduate Assistant: The graduate assistant will provide support to faculty by assisting with grading, preparing course materials, and assisting with online development and delivery (e.g., uploading documents after being provided with training/support by faculty).

ADMINISTRATIVE PLANNING

Year 0

Activities during Year 0 will revolve around the hiring the program director, new course approval, and marketing the program.

Year 1

The first cohort of students will begin courses during the fall semester. The program director will apply to become a CEU provider through the BACB. The program director will continue to market the program and collect data for subsequent accreditation.

Year 2

The second faculty member will be hired and the second cohort of students will begin taking courses during the fall semester.

Year 4

The program director will apply to ABAI for accreditation.

REVENUE AND INCOME

Please see the attached spreadsheet for financial details. This program will be operated on a pro forma basis. The sources of income will be student tuition and an anticipated grant for field supervisor stipends. We anticipate the program will require a net tuition rate (without capital fees or other university expenses) of \$550 per credit hour, making an annualized program cost of \$11,322 per year in the first year. The program is projected to begin to break even in year 5 and repay startup costs within 10 years.

APPENDIX E: DETAILED SURVEY RESULTS

To gauge interest in a BCBA program at Marshall, a survey was sent to stakeholders, including current graduate and undergraduate students in psychology and education; community-based service providers and their staff; educational personnel; and community-based networks, organizations and committees. Respondents were asked about their student and employment status, their educational goals, and the likelihood that they would enroll in a BCBA program.

One hundred ninety-four (194) surveys were returned, of which 130 voluntarily provided contact information so they could receive updates on the potential program. Responses were almost evenly split between those enrolled as students (50.2%) and those who were not (49.7%). Of those enrolled as undergraduates (20.9%), 82.5% were psychology majors and 10% education majors, with 7.5% reporting they were majoring in a different field. Graduate students (29.3%) who responded to the survey were more equally distributed across psychology (28.6%), school psychology (28.6%), and Education (33.9%). Three of the respondents indicated their area of emphasis was Applied Behavior Analysis.

When asked to identify their current employment status few indicated they were working as registered behavior technicians (3.8%), board certified assistant behavior analysts (1.1%) or employed in the behavioral/mental health field without certification (16.3%). Most selected "other" (60.9%) with the majority reporting they were school psychologists (40 respondents) or educators (52 respondents). A handful of administrators also responded to this question and included two special education directors, a director of an ABA clinic, an educational administrator, a principal, and a special needs supervisor.

In terms of educational goals, most expressed an interest in taking courses to become BCBAs, with 31.5% wanting to take the courses as part of a MA degree and 39.3% indicating they would like to take the courses as a stand-alone certificate program. Fewer (10.7%) indicated they were enrolled in a graduate program and would have taken the BCBA courses had it been available. Another 18.5% reported they were not interested in obtaining a BCBA certificate.

Respondents were asked to rate 3 statements on a 5-point Likert scale from Strongly Agree (1) to Strongly Disagree (5). Respondents overwhelmingly expressed interest in obtaining more information about a potential BCBA program at MU, with 90.7% strongly agreeing or agreeing with this statement, and 81.3% strongly agreeing or agreeing that they would consider enrolling in MU if the program is offered in the next 1 to 5 years. More variable responses were received with regard to how likely they would enroll at another university should the program not be available at MU: 34.5% strongly agreed or agreed, 42.1% strongly disagreed or disagreed, while the remaining were neutral (23.4%).

Respondents were given the option to share comments about the program, and provide contact information to receive updates about it.

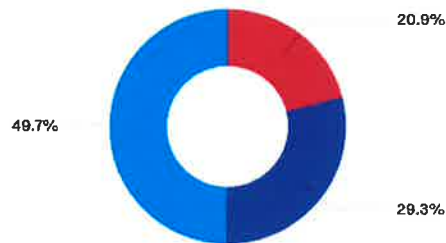
One hundred thirty (130) provided contact information and 95 added additional information about the potential program. Overall, responses were positive and included the following statements:

"I have been working to become ABA certified but need an online program. The only University currently offering an online program for this degree that I am aware of is Cincinnati. I would be EXTREMELY interested in applying for this certification through Marshall University."

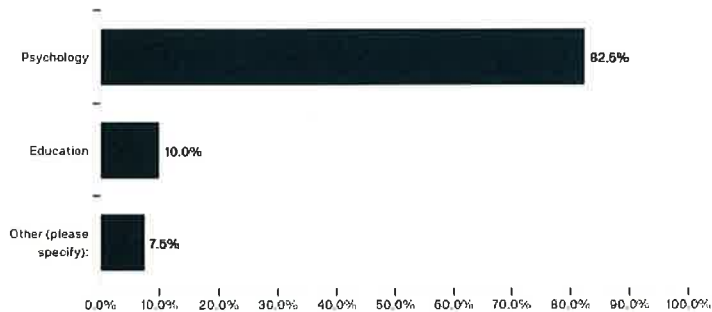
"I have been contracting with a BCBA, but would love to recruit staff members from my district to become certified. Please, please, please offer this program and advertise it to school districts. It is very much needed!"

“As a school psychologist, I would love to have this extra certification because it would be very beneficial in my field. This is something I have already previously looked into through other schools but I have decided there are too many obstacles that come with the other schools. Marshall creating this program with 6 online classes in total essentially eliminates those obstacles for me. I have gone to Marshall for my entire college career and would definitely take advantage of this program, as well. I look forward to the possible opportunity.”

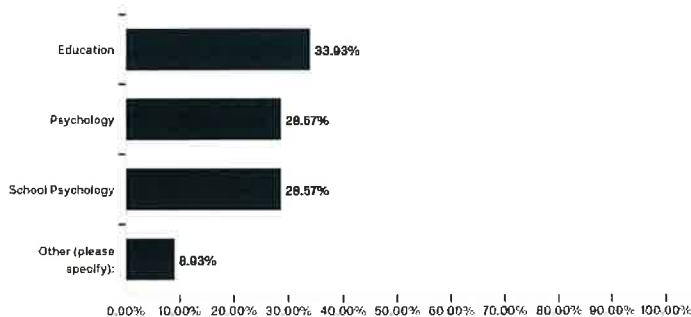
Summary Graphs
Student Status



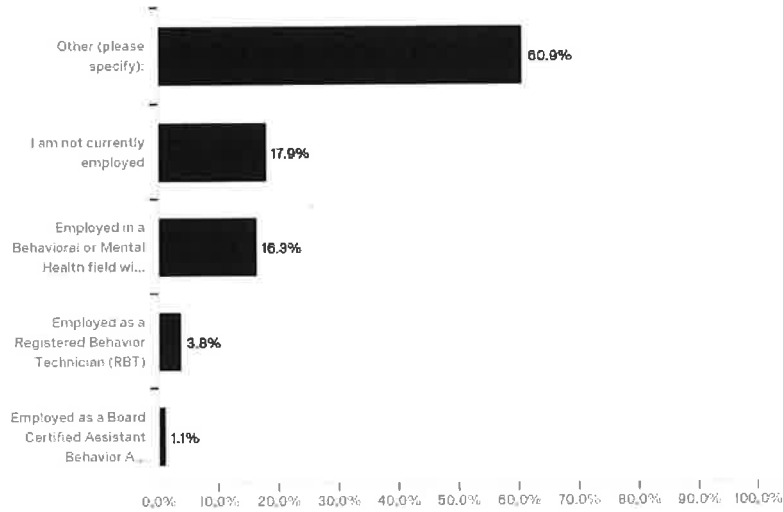
Undergraduate Majors



Graduate Area of Emphasis



Employment Status



Educational Goals

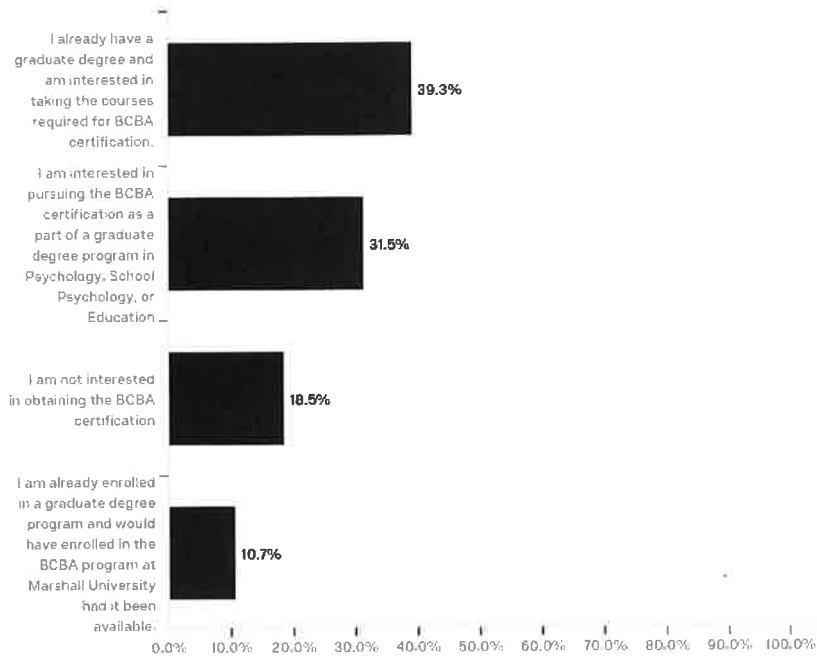


Table 1. Percentage of respondents endorsing ratings on a 5-point Likert scale across statements.

Question	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	N
I am interested in learning more about the proposed BCBA program at Marshall University.	70.80%	19.90%	6.40%	1.20%	1.80%	171
I would consider enrolling in the proposed BCBA program at Marshall University in the next 1 to 5 years.	57.90%	23.40%	5.30%	5.80%	7.60%	171
If not available at Marshall University, I am likely to enroll in a BCBA program at another university in the next 1 to 5 years.	19.90%	14.60%	23.40%	14.60%	27.50%	171

APPENDIX F: LETTERS OF SUPPORT



March 3, 2023

To whom it may concern:

It is my pleasure to support the approval of a Master of Arts degree in Applied Behavior Analysis at Marshall University. As the dean of the College of Education and Professional Development, I interact daily with educators, counselors, and administrators in a broad region. The need for Board Certified Behavior Analysts is clear and immediate.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. In addition to students seeking an MA in this field, teachers, health professionals, counselors and advisors will see benefits from taking courses in this area.

Providers of ABA services have long waitlists. Many of our children need these potentially life altering services. The delay in receiving such support limits the effectiveness of mental health assistance and prohibits access to much needed learning opportunities.

I am proud of the faculty who have collaborated to develop an M.A. in ABA program at Marshall University. The high demand for professionals in the field will likely attract students to Marshall, and the availability of this knowledge will be a valuable extension for current MU students.

Sincerely,

Teresa Eagle, EdD

Dean, COEPD

t.eagle@marshall.edu

x66703

Marshall University
College of Education & Professional Development
Office of the Dean

100 Angus E. Peyton Drive
South Charleston, WV 25303-1600
Tel: 304-746-1992
Fax: 304-746-2074
marshall.edu

BE PROUD.
BE A SON OR DAUGHTER OF MARSHALL.



October 28, 2022

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board-Certified Behavior Analysts. As the Dean of the College of Education and Professional Development, I have worked in several areas in which behavior analysis is a critical need.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our student population in many areas, including classroom teachers, special education teachers, school administrators and counselors. All of these educators face children with behavioral issues on a daily basis. A better understanding of ABA will provide them with better tools to address the issue in a constructive manner, making a difference in their children's lives.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that many children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

I fully support the efforts of the committee in developing an M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall.

Should you have questions, please feel free to reach me at t.eagle@marshall.edu.

Sincerely,

Teresa Eagle, Dean, COEPD

Marshall University
College of Education & Professional Development
Office of the Dean
100 Angus E. Peyton Drive
South Charleston, WV 25303-1600
Tel: 304-746-1992
Fax: 304-746-2074
marshall.edu

BEPROUD.
BE A SON OR DAUGHTER OF MARSHALL.



November 2, 2022

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board Certified Behavior Analysts. I am the Chair of the Psychology Department at Marshall University. We have a large number of majors at both the undergraduate and graduate level who would be very interested in this opportunity. The provision of an online program is especially attractive to many who must work while in school and this will make it accessible.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our students in the field of clinical psychology at both the masters and doctoral level. Many seek to work in areas where they are providing support to children with behavioral issues and training in behavioral analysis will strengthen their treatment planning and intervention skills. In addition, those who work with individuals experiencing serious mental health challenges are often addressing behavioral disruptions that would benefit from interventions informed by applied behavior analysis. It is clear that a number of students could benefit from the certificate as well as individual courses in Applied Behavior Analysis.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall.

Should you have questions, please feel free to reach me at linz@marshall.edu or 304 696 2774

Sincerely,

Marianna Linz

Marianna Linz, Ph.D.
Professor/Chair, Department of Psychology
Marshall University



One John Marshall Drive
Huntington, West Virginia
25755

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board-Certified Behavior Analysts. I am Debra Lockwood, Program Director/Associate Professor of Special Education at Marshall University, College of Education and Professional Development.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit graduate students locally and state-wide and will also impact public school students who are struggling with the effects of trauma. One goal for this program is to use clinical behavior analysis to treat mental health conditions.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. I have traveled with the West Virginia State Advisory Council for the past five years throughout the state of West Virginia. It has been mentioned often the need for an ABA program within the state of West Virginia. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall. Should you have questions, please feel free to reach me at conner4@marshall.edu.

Sincerely,

Debra Lockwood, Ed.D.

Program Director/Associate Professor
Special Education
Marshall University College of Education and Professional Development



**WEST VIRGINIA
AUTISM TRAINING CENTER**
AT MARSHALL UNIVERSITY

October 19, 2022

WV Autism Training Center
Marshall University
Old Main 316

To whom it may concern:

It is my pleasure to write a letter of support for the development of a Board-Certified Behavior Analyst (BCBA) program at Marshall University. I am the executive director of the WV Autism Training center, which provides services statewide to families and individuals diagnosed with autism.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our clients by using clinical behavior analysis to improve behavior and life quality, and by serving individuals with behavioral challenges across the lifespan.

There is a great need for professional behavior analysts in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently forced to enroll in out-of-state, online programs. A program at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral challenges across their lifespan.

In conclusion, I fully support the efforts to develop a BCBA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to the university. Should you have questions, please feel free to contact me at Ellison13@marshall.edu, or by calling 304-696-2332

Sincerely,

Marc Ellison, Ed.D., LPC
Executive Director,
WV Autism Training Center



**WEST VIRGINIA
AUTISM TRAINING CENTER**
AT MARSHALL UNIVERSITY

October 19, 2022

WV Autism Training Center
Marshall University
Old Main 316

To whom it may concern:

It is my pleasure to write a letter of support for the development of a Board-Certified Behavior Analyst (BCBA) program at Marshall University. I serve in the role as the Autism Coordinator for the West Virginia Department of Education, am a member of the West Virginia Autism Training Center Advisory Board and am a proud supporter of ABA services as an individual. Therefore, I reach out personally in the aspect of an educator and autism advocate that has utilized ABA and has collaborated with many BCBA's during my career as an Autism Teacher.

In WV, there is a lack of certified BCBA's in all fields. With a growing need in areas such as education, healthcare, and other settings a quality program is needed in our state. There are many areas of the State of WV have no support or access to BCBA's. This causes long wait lists, frustrated parents/educators, and most importantly children's needs not being met. A program at Marshall University would help to address the state's many needs for more certified BCBA's statewide. Candidates should not have to seek services outside of WV and should have access to a quality higher education program in state. This will also attract many students to Marshall University that may have sought higher education at other institutes of higher education.

Applied behavior analysis (ABA) is a science that uses the laws of learning to understand and teach behavior. Evidence-based strategies based on ABA take a planned approach to changing what comes before and after behavior to teach socially relevant skills and decrease challenging behaviors. Research has demonstrated ABA to be a successful intervention to be most successful when provided in an intensive one-on-one format by trained individuals. Appropriate training in the theory and methodology of ABA is especially critical to the success of the student's program.

In conclusion, I write in full support of the efforts to develop a BCBA program at Marshall University. The addition of a BCBA program would allow more learning opportunities for our students in WV that could benefit from working with a BCBA to address their needs. Please feel free to contact me at jennifer.anderson@k12.wv.us if you have any questions.

Warmly,  NBCT

Jennifer Anderson, MA, ASDCS, NBCT
Autism Coordinator, WVDE
WVATC Advisory Board Member



STATE OF WEST VIRGINIA
DEPARTMENT OF HEALTH AND HUMAN RESOURCES
Bureau for Public Health

Bill J. Crouch
Cabinet Secretary

Office of Maternal, Child and Family Health

Ayne Amjad, MD, MPH
Commissioner & State Health Officer

October 25, 2022

Regina K Woodcock
WV Birth to Three
c/o WV Children's Home
230 Heavner Avenue
Elkins, WV 26241

To Whom it May Concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board-Certified Behavior Analysts. I am Regina (Mel) Woodcock, the Comprehensive System of Personnel Development Coordinator for the WV Birth to Three system which serves infants and toddler at risk of or who are experiencing developmental delay.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our WV Birth to Three Practitioners by providing a solid background in how ABA principles can support families in knowing how to teach their children to successfully participate in the daily activities and routines of the child and family. There are limited professionals enrolled in the WV Birth to Three system who have this level of professional development so having individuals who have completed their higher education preparation in West Virginia would increase the potential that a graduate would select to stay in the state to serve children and families.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

350 Capitol Street, Room 427 • Charleston, West Virginia 25301 • 304-558-5388 • 304-558-2183 (fax) • dhr.wv.gov

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall.

Should you have questions, please feel free to reach me at Regina.K.Woodcock@wv.gov.

Sincerely,

A handwritten signature in cursive script that reads "Regina K. Woodcock".

Regina K Woodcock, MA, IMH-E
Comprehensive System of Personnel
Development Coordinator
WV Birth to Three



November 7, 2022

Bright Futures Learning Services
PO Box 427
Scott Depot, WV 25560

To Whom It May Concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board Certified Behavior Analysts.

I am an alumnus of Marshall and the owner / CEO of Bright Futures Learning Services, one of the few Applied Behavior Analysis (ABA) providers in West Virginia. Bright Futures serves autistic children up to age 12 from Putnam, Kanawha, Cabell, Boone, Logan, Lincoln, Mason, Wood, Fayette, and Jackson counties. We maintain a wait list with more than 200 children. The overwhelming majority of children on the list will never receive our services, largely due to the lack of trained providers. The "fortunate" families who do receive our services make great sacrifices. Some families drive almost two hours each way, 5 days per week for their children to receive our services. Some families have relocated to be closer to Bright Futures, and many families move out of state to get services. When children age-out of our services, we often help the family relocate to another state because there are no quality in-state options for children to continue receiving care.

Recruiting, training, and retaining quality staff is the biggest obstacle to serving more children. Having an ABA program at Marshall would help us reduce that obstacle. It would help create a workforce sourcing funneling where there currently is non. Bright Futures has to recruit and "home grow" every one of our staff and when they're ready to advance their career we have to send them to school out of state. In the last two years, seven of my staff have completed graduate degrees in ABA from out of state universities. I would prefer those tuition dollars stay in-state at my alma mater and that more young West Virginian's are able help our most vulnerable citizens.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. Bright Futures would welcome the opportunity to be a practicum facility for Marshall students so that we can help assure that the next generation of behavior analysts are equipped to provide life-changing care.

Should you have questions, please feel free to reach me at Jill@BrightFuturesABA.com.

Sincerely,

A handwritten signature in blue ink that reads "Jill Scarbro".

Jill Scarbro M.S., BCBA
Chief Executive Officer
Bright Futures Learning Services

BrightFuturesABA.com

(681) 235-3114

PO Box 427 Scott Depot WV, 25560

October 26, 2022

*Jennifer Carpenter
Office of Exceptional Students
Kanawha County Schools
1004 Lower Midway Dr.
Dunbar, WV 25064*

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board Certified Behavior Analysts. My name is Jennifer Carpenter and I am a Board Certified Behavior Analyst working as an Applied Behavior Analysis Specialist with the Office of Exceptional Students for Kanawha County Public Schools in West Virginia. Right now, we have a team of 3 Specialists (2 certified and 1 who is pursuing certification) for the largest county in our state. At this point, our team serves those schools with self-contained classrooms with students with varying disabilities such as intellectual disability, autism and emotional behavior disorders.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses would greatly benefit Kanawha County Schools, as it would provide our students access to quality behavioral services in order to have access to interventions that will assist them with succeeding in a school environment and promote inclusion, increasing least restrictive interventions and decreasing suspensions which does not benefit any student. The staff could also access more training on how to help their students when they are unsure of what to do. The public school system is in desperate need of those who are trained and that can provide highly effective, research based interventions that have been proven to be beneficial in helping those with disabilities succeed and live a productive and meaningful life in school and beyond.

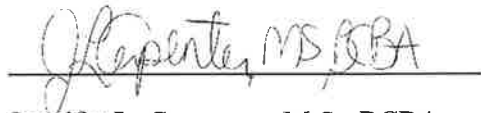
There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. Unfortunately, I know several individuals that have pursued their education outside of West Virginia and they have ended up moving out of state, which in turn,

takes away from obtaining and retaining these professionals for the benefit of those who live here. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I completely support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall and to the state of West Virginia.

Should you have questions, please feel free to reach me at 304-543-4080 or jlcarpenter@mail.kana.k12.wv.us

Sincerely,

A handwritten signature in black ink that reads "J. Carpenter, MS, BCBA". The signature is written in a cursive style and is positioned above a horizontal line.

Jennifer L. Carpenter, M.S., BCBA

October 27, 2022

*403 Swinburn Street
Charleston, WV, 25302*

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board-Certified Behavior Analysts (BCBA). I am a BCBA for Kanawha County Schools Preschool Program. I work directly with children aged 3, 4, and 5 years old, as well as with the classroom staff supporting them. The students that are referred to me have significant challenges that interfere with their ability to access their education. Some of them have medical and/or mental health diagnoses like autism spectrum disorder; however, a lot of learners don't have any diagnoses at all. Schools across our county (as well as our state and nation) face the repercussions of the opioid epidemic. So many students had prenatal drug exposure, were born addicted to methamphetamine or heroin, and/or are currently being raised by grandparents. The behavior challenges that besiege any preschool classroom are many and varied. These challenges can be successfully addressed through Applied Behavior Analysis (ABA).

ABA is the application of scientific principles taken from behavior analysis. The goal is to improve learning and decrease challenging behavior which leads to socially significant, positive change. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our community by preparing young professionals to take on the pressing challenges of our beleaguered education system. The number one struggle of new and seasoned educators alike is how to deal with students' problem behavior in the classroom. The Master of Arts in Applied Behavior Analysis will equip the next generation of teachers to take on those challenges, thereby increasing student performance and increasing teacher retention in the education system.

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the

opportunity to enhance our students' learning will most certainly attract new students to Marshall.

Should you have questions, please feel free to reach me by email at mcpennington@mail.kana.k12.wv.us

Sincerely,

Megan Pennington, M.A., B.C.B.A

October 11, 2022

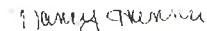
To Whom It May Concern,

This letter is in support of Marshall University establish a Board-Certified Behavior Analyst program. Currently, Greenbrier County Schools employees one-full time BCBAs and contracts with two others.

Increasingly, the student in our care come to us with significant social-emotional regulation issues. We have many Tier I, II, and III supports in place. However, we still have several students, more each year, for whom a full day of regular public school is not a fit. Our BCBAs assist with establishing the Tier II and III supports for staff, students, and families. They then provide one-on-one instruction for those for whom a regular school day in public school is not a fit.

The need for certified BCBAs, in my opinion, will continue to increase. Personally, our system would love to have several more certified staff members.

Respectfully,



Associate Superintendent
Greenbrier County Schools



November 1, 2022

To Whom It May Concern:

Community Autism Resources and Education Systems (CARES) would like to express our full support for developing degree programs and certificates in Applied Behavioral Analysis (ABA) at Marshall University. We began this non-profit organization in 2017 with the primary goal of increasing access to ABA for our region's children on the autism spectrum. We believe that developing an ABA program at Marshall University is key to increasing the behavioral workforce needed in our region.

The number of ABA service providers in our area is scant, and many families have been on waiting lists for years. Research demonstrates that early, intensive ABA is the gold standard for treating children with autism. Moreover, ABA therapy is a valuable tool for addressing various challenges individuals face across the lifespan. ABA is used in educational settings, organizational psychology, gerontology, and other special populations to improve people's lives. We are largely missing out on the benefits of ABA in our region because we do not have the workforce trained to do this work.

Right now, anyone interested in pursuing a graduate degree in ABA must attend an out-of-state program. Most attend online programs that they report leave them feeling disconnected from the region. They have difficulty arranging supervised fieldwork, and many have reported great dissatisfaction with their educational experiences in these programs. We believe having a program at Marshall will allow for the integration of their educational experiences with their work in the local community and allow us to serve them as students and address the needs of our community through increasing access to ABA through high-quality supervised field sites.

Our organization has recently lost 3 members in the last year because their families needed to move to Ohio to access services for their older children and young adults. None of these families wanted to leave West Virginia, and all made incredibly valuable contributions to their professions and communities. They had no choice, as ABA and related services for older children and young adults are almost non-existent within our state. We believe an ABA program at Marshall can help create the workforce needed to start programs that serve families across the lifespan. We want our families to be able to stay in West Virginia.

In sum, CARES would like to fully endorse the development of an ABA program at Marshall University. We look forward to supporting and collaborating with the program to create the next generation of behavioral workforce and provide the services, so many of our families are desperately seeking in this region. Please let me know if there is anything we can do to strengthen our recommendation.

Sincerely,

Jill C. Underhill, Ph.D.
Board Member, CARES
Interim Assistant Director, CTL
Marshall University
underhillj@marshall.edu



11/1/2022

888 Oakwood Road,

Suite 300, Box 2

Charleston WV 25314

To whom it may concern:

It is my pleasure to write a letter of support for the Master of Arts in Applied Behavior Analysis program at Marshall University. The program will prepare students to become Board Certified Behavior Analysts. I am Cathy Jo Higgins, Owner, and CEO of The Developmental Advantage, a pediatric outpatient ABA clinic.

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior which may impact the individual's quality of life. ABA has been shown to be effective for a wide variety of problems and populations, including those with and without specific diagnoses, across settings. The opportunity to take ABA courses will benefit our not only our clinic, but the state as a whole. As the owner of an ABA clinic, that is also a Behavioral Health Center of Excellence, I can say firsthand that the number of available services in the state are very limited. The Developmental Advantage, as well as many other clinics, have waitlists of a year or more, due to a lack of providers. Our waitlist continues to grow daily, including families willing to drive 3+ hours, one way, to receive services.

Currently, all BCBA/BCaBA candidates must go to colleges and universities out of WV to receive schooling and training. This puts our state at a disadvantage, as it does not encourage future BCBA's to work in our area. By offering this program at Marshall, I believe it will allow ABA students to grow a connection to our state, encouraging them to stay in the area to provide drastically needed services to our children and families. It will also limit the number of students leaving WV for other ABA programs. We need to keep our WV students here at home!

There is a great need for individuals with this certification in our region to work in healthcare, education, and other settings. The extremely long waitlist for services at the few local facilities that offer ABA means that the majority of children on these lists are not offered potentially life-changing services. Individuals who want to earn this certification are currently enrolling in out-

38

of-state, online programs. The M.A. program in ABA at Marshall University will lead to excellent career opportunities in our area and allow us to better serve our citizens who face behavioral and learning challenges across their lifespan.

In conclusion, I fully support the efforts of the committee in developing a M.A. in ABA program at Marshall University. The high demand for professionals with ABA knowledge and the opportunity to enhance our students' learning will most certainly attract new students to Marshall. I support this effort so much that The Developmental Advantage is willing to be a training site for future ABA students that attend, my Alma mater, Marshall University.

Should you have questions, please feel free to reach me at cathyjo@thedevelopmentaladvantage.com or at our clinic at 681-265-0999.

Sincerely,



Preliminary Accreditation

CATHY JO HIGGINS, M.A.
Founder & CEO Developmental Specialist

The Developmental Advantage, LLC
Clinic Phone (681) 265-0999
Fax (681) 217-1505
www.thedevelopmentaladvantage.com

Graduate Intent to Plan--Major or Degree

COEPD

M.A. in Applied Behavior Analysis (ABA)

Supplementary Information

Please provide a rationale for new degree program: (See also attached Hanover Report)

Applied Behavior Analysis (ABA) is the application of scientific principles taken from behavior analysis to address socially significant problems. The goal of ABA is to improve learning and decrease challenging behavior, which may impact the individual's quality of life. ABA is an effective intervention for many problems and populations, including those with and without specific diagnoses, across settings.

The program will allow students to obtain 33 hours of coursework in Applied Behavior Analysis (ABA). Completion of the course work will provide students with a master's degree and allow them to sit for the Board Certified Behavior Analyst® (BCBA®) exam and, where applicable, become certified or licensed to practice.

Students pursuing other graduate degrees related to rehabilitation services (e.g., Psychology, School Psychology, Special Education, Communication Disorders, Counseling, Nursing, and Social Work) or business may want to take select courses to learn more about evidence-based practices derived from ABA that are applicable to their field of study or complete a second master's degree to improve employability.

The program's learning outcomes align with Marshall University's educational mission, namely the ability to outline multiple solutions to a problem and generate innovations. Another alignment is with ethical and civic thinking. Students will apply ethical principles to their work. Additionally, students will use information literacy and inquiry-based thinking when applying skills to practice.

The program's learning outcomes support Marshall's Strategic Vision as the program will provide students with a high-quality professional degree that will help address needs in the state. Furthermore, the program's learning outcomes are consistent with the statewide master plan, which seeks to provide students with tools to be productive in the workforce. Students completing the program may become a BCBA® and, where applicable, licensed to practice. Through Marshall's online platform, we will increase access for all of West Virginia, as well as other states, to our program.

Nationally, this is a highly sought after degree program. A Hanover Academic Assessment report was completed in September 2022 and noted that the program would be viable (see attachment for the full report).

Key findings included:

- Employment prospects for students with the M.A. in ABA degree are excellent and expected to grow by 10.3% through 2031.
- There are thousands of job listings in the field in the region.
- Because there are no similar programs in WV, Marshall University would have a competitive edge.
- Marshall University's proposed program would provide supervised fieldwork as part of the curriculum, something that will likely be appealing to many potential students. Most institutions require students to find their own fieldwork opportunities.

Additional Resource Requirements: (See also attached Intent to Plan document and Excel spreadsheet)

It is proposed to develop an Association for Behavior Analysis International (ABAI) accredited (Tier 1) M.A. in Applied Behavior Analysis (ABA) program. Each program qualifying for accreditation must have one full-time doctoral level faculty member, preferably with board certification, to serve as a program director. The director will be a 12-month faculty, teaching a 2/2 load with a summer stipend. The role of this faculty member is to maintain a high-quality program that meets the current eligibility and course standards as set out by the Behavior Analysis Certification Board (BACB) and ABAI, overseeing all aspects of the program. The program director also maintains communication between the BACB, ABAI, and the university.

The implementation of the M.A. program in ABA will necessitate hiring three people with doctorates in behavior analysis, preferably board certified, to coordinate the program and teach courses. The director will be hired to teach during the first year. The second and third full-time (9 month) professors, teaching a 3/3 load, will be hired to teach beginning in the second year and fifth year of operation, respectively. Adjunct faculty with at least M.A. degrees in behavior analysis or related fields will be required to teach additional courses. Adjunct faculty will be BCBAs as well.

Faculty must document their expertise in the applied, experimental, and/or conceptual analysis of behavior. Core faculty must be full time doctoral-level behavior analysts.

The budget also includes 50% of an administrative assistant and one full-time graduate assistant during each fall and spring.

Office space for the three faculty members, an administrative assistant, and a graduate student will be needed. If the administrative assistant is shared with another unit, office space may already be allocated to them.

Major operating expenses include computers for the new faculty members and the graduate student, scholarships for selected students, stipends for field supervisors, conference travel for faculty and students, marketing, advertising, and office supplies.

Because this will be an accredited program, accreditation application and annual renewal fees will be needed. It is anticipated that the program director or second faculty member will become an approved CEU provider for BCBAs in the state. An initial application fee and annual renewal fees will be required to become a CEU provider. All items outlined above are included in the attached budget.

**Marshall University Board of Governors
Meeting of April 10, 2024**

ITEM: Approval of 2023-2024 Academic Program Review Recommendations

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: *Resolved*, that the Academic and Student Affairs Committee does hereby recommend that the Marshall University Board of Governors approve the 2023-2024 Academic Program Review Recommendations.

STAFF MEMBER: Avi Mukherjee
Provost and Senior Vice President for Academic Affairs

BACKGROUND:

The Division of Academic Affairs recommends the following actions based upon the Academic Program Review of scheduled programs for 2023-2024.

Undergraduate Degree Programs	Recommendations
Foreign Languages-BA	<p>Improve the program through advancements in efficiency, quality, productivity and focus. We make the following specific recommendations:</p> <ul style="list-style-type: none"> • The program needs a viable and workable assessment implementation plan. Faculty need a reliable and dependable strategy to collect, analyze and report assessment results annually. Using those results, the program should develop an appropriate action plan to improve students’ attainment of the program’s expected learning outcomes. • Communication between specific language programs (e.g., Spanish, French, Japanese, etc.) needs to be improved. Independently operating silos, grouped by language, have formed and are preventing efficient sharing of resources and collaboration where needed. • A detailed and realistic plan for improvement is needed. This should be accompanied by redoubled efforts in marketing and recruitment for the foreign languages majors. Beyond the intrinsic value of language learning, earning a degree in another language opens doors to a range of career opportunities in international relations, business, diplomacy and more.

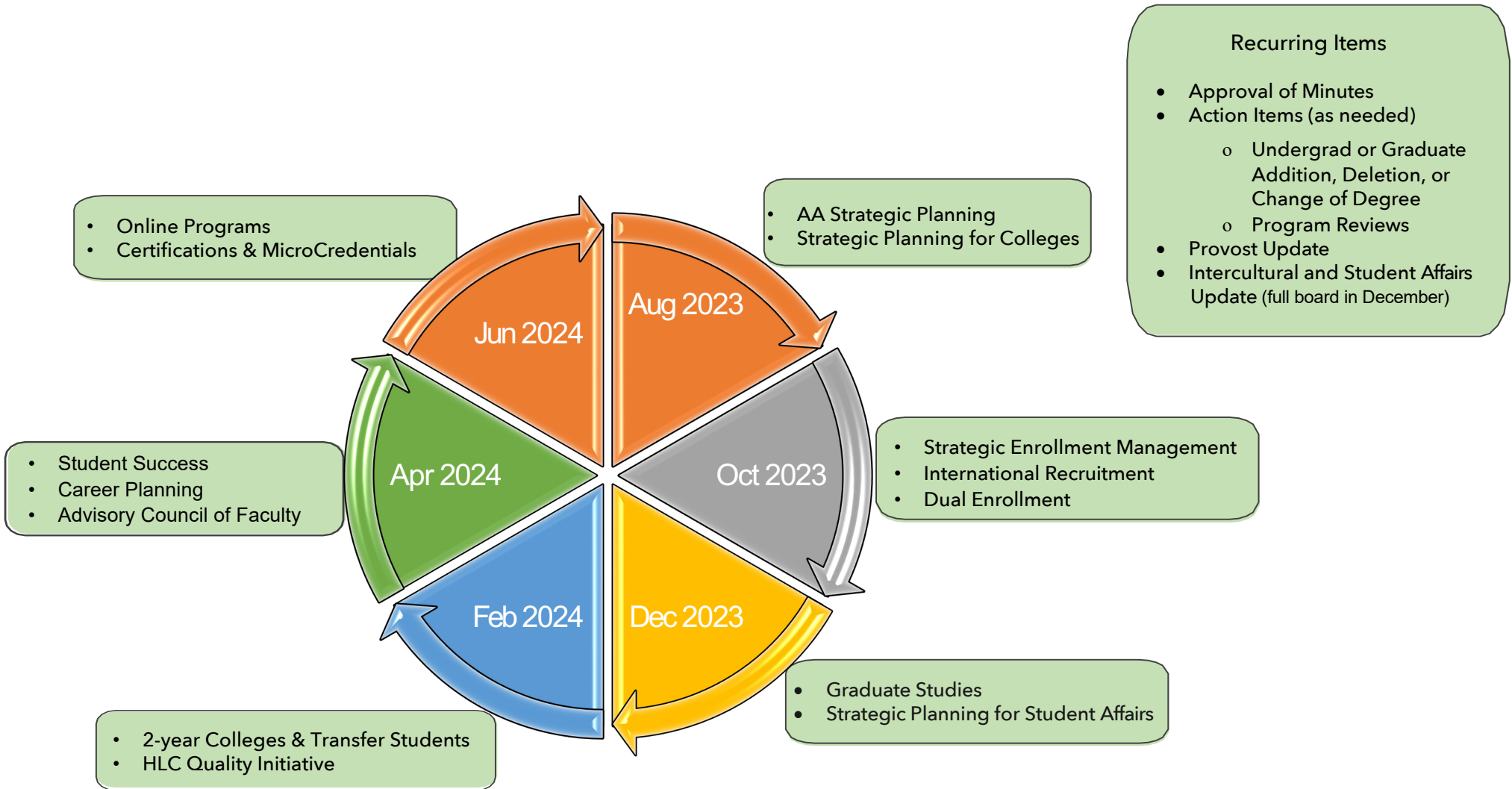
History-BA	Continue at current level
Humanities-BA	Continue at current level
Sociology-BA (includes Anthropology major)	Continue at current level
Bachelor of Fine Arts (BFA)	Continue at current level
Bachelor of Arts (BA) in the Arts	Continue at current level
Regents' Bachelor of Arts (RBA)	Continue at current level
Biological Sciences-BS	Continue at current level
Health Sciences-BS	Continue at current level

Graduate Degree Programs	Recommendations
History-MA	Continue at current level
Humanities-MA	Continue at current level
Sociology-MA	Consolidate the program with another existing program. We make the following specific recommendation: <ul style="list-style-type: none"> Explore combining this program with a related Marshall M.A. program. We will provide the BOG an update regarding this action during academic year 2024-2025.
Music-MA	Continue at current level
Biological Sciences-MS/MA	Continue at current level
Pharmaceutical Sciences-MS/MA	Continue at current level
Pharmacy-PharmD	Continue at current level
Physical Therapy-DPT	Continue at current level

Graduate Certificate Programs	Recommendations
Appalachian Studies	Continue at current level
Bioinformatics	Discontinue the program after all enrolled students have completed it. This recommendation is made due to minimal past enrollment, no completers during the review period and lack of qualified instructors at the present time.
Latin	Continue at current level
Public History	Continue at current level
Women's Studies	Continue at current level

Annual Activity Calendar

Academic and Student Affairs Committee





The Advisory Council of Faculty (ACF)

Amine Oudghiri-Otmani, EdD

Visiting Assistant Professor – Department of English

- 1-** What is ACF?
- 2-** What does ACF do?
- 3-** ACF meetings
- 4-** ACF and the legislature
- 5-** ACF legislative priorities
- 6-** ACF updates from this academic year



What is ACF?



- ACF is a body of faculty from West Virginia's higher education institutions. This body was established pursuant to West Virginia Code §18B-6-2
- ACF members represent four-year institutions as well as institutions from the community college system.
- Faculty from each institution elect their representative to the ACF; the representative serves for a two-year renewable term.

What does ACF do?



- ACF serves as a resource to the legislature and advises the legislature on higher education.
- ACF provides advice to the Higher Education Policy Commission and the Council for Community and Technical College Education in the development of policies and matters pertaining to higher education.
- ACF reports to and advises local boards of governors and faculty constituents on issues pertaining to higher education.
- ACF provides a voice for 4,189 full-time and 1,961 part-time HEPC faculty and 558 full-time and 1,082 part-time CTCS faculty.

ACF meetings



- ACF meets at least twice every semester.
- We are joined by HEPC's Executive Vice Chancellor for Administration as well as HEPC's Vice Chancellor for Academic Affairs.
- Our yearly retreat kickstarts the new academic year.

ACF and the legislature



- We used to meet with state legislators in-person at the state capitol in Charleston around February of every year.
- Our legislative correspondent led meetings with key members of the house and senate leadership.
- We don't know if we will ever be able to bring back these in-person meetings with the legislature as there are indications the legislature is not interested at this time.

ACF legislative priorities



- Increase funding for higher education to prepare our students for the dynamic needs of West Virginia.
- Fully fund PEIA and explore alternatives to meet the needs of state employees for affordable and accessible healthcare.
- Include faculty representation in higher education planning and decision making.
- Ensure transparent, fair, and equitable employment processes for higher education faculty and staff.
- Preserve the autonomy of Boards of Governors to regulate the safety and security of their campuses.

Streamlined legislative priorities

- Student success
- Economic development
- Autonomy of board of governors



ACF updates from this AY



- Meetings mostly consisted of discussions of bills that were moving fast either in the house or the senate and whose impact on higher education institutions was deemed enormous.
- Bills of notable mention were the DEI bill, campus carry, hunger-free campus act, among other bills.
- A few other important items of discussion have been Early College coming together with \$4 million in funding.
- Another item of discussion has been AI and its possible positive and negative effects on instruction and learning.

Thank you

Questions?



**ACF Report
Faculty Senate
Aug. 31, 2023**

The Advisory Council of Faculty (ACF) met over Zoom twice following the spring semester's last Faculty Senate meeting. The first meeting was on Friday, Apr. 28, and the second meeting was on Monday, July 24 from 1:00 – 3:00 p.m.

The following were important highlights from the meetings:

I- We welcomed our new representatives and discussed the purpose and functions of ACF as defined in the WV Code. A new Chair was elected at the July meeting while the vice chair, secretary, webmaster, and legislative correspondent will continue in their current role for another term.

II- Discussion ensued regarding tenure at the community college level. According to Code, community colleges can have “no more” than 20% of their faculty tenured. Since then, tenure has “gone away” from many of the community colleges, and the number of faculty with tenure has been drastically reduced since then. Series 9 spells it out well for four-year schools, and Dr. Corley Dennison, HEPC's Vice Chancellor for Academic Affairs, suggested community college representatives look at that document for guidance on preparing something collectively.

III- The next agenda item was the ACF annual retreat. It is written in WV Code that ACF will have a retreat once a year and the colleges will provide funding for travel, lodging, and food for their representatives to attend ACF meetings and retreats.

IV- We discussed Early College at the end of the meeting. Dr. Corley Dennison reported that Early College is coming together with \$4 million in funding, guaranteeing the state HEPC office will provide \$75/credit hour but only 475 students will be allowed to register from each school. This will apply to both two-year and four-year schools, although the community colleges have been offering a lot of these courses already. Dr. Dennison thinks we will see dual enrollment being pushed and that micro credentials and certifications will be more common, in addition to “alternative pathways” including apprenticeships. There was also a question regarding credentials of high school faculty who are teaching college courses. Dr. Dennison reported the HLC may be relaxing some of their requirements for college level faculty and allowing experience, continuing education, and related instruction to count toward being qualified to teach certain college courses.

V- The meeting adjourned at 3:00 p.m. The HEPC is scheduled to meet on Sep. 15, 2023 and Dec. 15, 2023 (Fridays) in person with a Zoom option. ACF's next meeting will take place at the annual retreat in Stonewall Resort from Friday – Sunday, Nov. 3 – 5, 2023, tentatively starting at 3:00 p.m. on Friday and meeting from 8:00 a.m. - 4:00 p.m. on Saturday, in person.

Thank you.

Respectfully delivered,

Amine Oudghiri-Otmani
ACF Representative

ACF Report – Faculty Senate – Nov. 30, 2023

The Advisory Council of Faculty (ACF) met in person at Stonewall Resort on Nov 3-4. The first meeting was on Friday, Nov. 3, and the second meeting was on Monday, Nov. 4. The following are a few important highlights from the two meetings:

Friday, Nov. 3

I- We started out by approving minutes from the July 24 meeting. Members then introduced themselves, and we welcomed new representatives, followed by a discussion of the purpose and function of ACF as defined in WV Code.

II- Matt Turner, Executive Vice Chancellor for Administration, HEPC, and Jade Irving, Senior Project Officer for the Campus Carry bill, were our first guest speakers. Matt Turner conducted a brief review of the campus carry bill and discussed concerns as well next steps.

III- The next guest speaker was Travis Mollohan, Director of Gov't Relations. Mr. Mollohan spoke about potential higher ed legislation for 2024. In terms of DEI – diversity, equity, and inclusion, Mr. Mollohan reported that he and his team were watching for that issue in the upcoming year; older versions of the bill had provisions for higher ed, but those were eventually removed. He was not sure if those would come up again. In terms of tenure, no tenure bill has been introduced in WV for 20 years. Tenure bills have historically never moved beyond being introduced. In terms of PEIA, the PEIA board says they may be considering raising premiums again this year. The institutions' share of the cost is also under discussion. On the bright side, however, WV may have a surplus this year, so it possible that we won't have cuts to our budgets and may get some additional funding.

IV- Madison Santmyer, Chair of the, State Advisory Council of Students from WVU and Walker Tatum, Vice-Chair of the council from Marshall, were the next guest speakers. Madison and Walker spoke on student concerns, including decreasing enrollment, retaining graduating students in WV, the Hunger Free Campus Act legislation, and other state-wide service initiatives.

Saturday, Nov. 4

V- Dr. Corley Dennison, Vice Chancellor for Academic Affairs, anticipated that 25% of the House is retiring this year and the governor's office spot will be open. In terms of declining numbers, Dr. Dennison discussed population growth; some states are growing, but WV is not. Data from the US Census Bureau indicate that we are having fewer children, and the prediction is that numbers will level off and start dropping again into the 2030s.

VI- Dr. Dennison's report was followed by a discussion of AI and ChatGPT; a few institutional concerns from the respective institutions were also shared. We concluded the retreat with a discussion of legislative concerns and a business meeting that included a discussion of agenda items for the next meeting, which is scheduled for January 19 at 1 p.m.

Respectfully delivered,
Amine Oudghiri-Otmani
ACF Representative

ACF Report – Faculty Senate – Feb. 15, 2024

The Advisory Council of Faculty (ACF) had a Zoom meeting on Friday, Jan. 19 from 10:00 – noon, one day after last month's Faculty Senate meeting. The following are important highlights from the meeting:

I- We started by approving the November minutes. We also welcomed two new ACF members from Bluefield State University and Eastern CTC and proceeded to discuss tenure and other matters of concern to faculty at the CTC level.

II- We then moved to discuss **HB 4387** from last year, the DEI bill, which may be re-introduced in a more comprehensive version this year. ACF as a body asked to put together a list of courses, majors, programs, accreditation, research, professional licensure, or grants that require a commitment to DEI and could be affected by the bill. FL has an exemption for accredited programs. Last year's version of HB 4387 limited what administrators could do but did not try to limit what faculty could do; interpretation is that it could affect college-wide diversity efforts but not academic freedom at this point. We also discussed the hunger-free campus bill, which did not pass last session, perhaps due to the cost.

III- Dr. Corley Dennison, Vice Chancellor for Academic Affairs at HEPC, joined the meeting and gave a heads-up about several bills. Dr. Dennison reported about 1,200 bills have already been introduced and started with **HB 4011** on “obscene materials.” This bill affects discussions or lessons on biological/reproductive issues but affects mostly K-12, not higher ed. The bill includes language that “schools will be exempted from criminal liability if they use an ‘approved state curriculum’.” The House of Delegates has also established a **committee on AI** to “receive testimony, consider legislation, and recommend action to the Speaker of the House regarding all issues relating to AI in WV.” They are currently looking for “experts.” With regards to the **campus carry bill**, each institution has to have plans in place by July of 2024 when the bill goes into effect. ACF entertained the idea of reaching out to Texas or other states that have passed a similar bill for ideas and information about the effects. We also briefly discussed **dual enrollment**. There are 6,500 students now in dual enrollment initiatives; initially, only about 4,200 were expected. More data will be collected for fall and spring. With regards to **OERs** (Open Educational resources), implementation of OER courses has saved WV students \$3.7 million so far. Round 7 of the \$1,000 mini grants is out now.

IV- We concluded the meeting by discussing **PEIA**. It was recommended that each institution should determine their cost for the suggested 5% salary increase to offset the 10% PEIA increase for employees and the college (e.g., employees funded by the state vs. those funded by grants). If institutional costs are deducted and some cost goes for merit or those who aren't at market equity, we may not get the full 5%.

VI- The meeting adjourned at 12:05 p.m. The next ACF meeting is scheduled to be held in the HEPC headquarters in Charleston, but a date is yet to be determined.

Respectfully delivered,
Amine Oudghiri-Otmani
ACF Representative

ACF Report – Faculty Senate – Mar. 14, 2024

The Advisory Council of Faculty (ACF) had a Zoom meeting on Friday, Feb. 23 from 1:00 – 3:00. The following are important highlights from the meeting:

I- We started by approving the January minutes.

II- We then moved to discuss a number of bills, a couple of which died and hence did not pass following our meeting, namely “Women's Bill of Rights” (and other various forms of anti-trans legislation) and bans on critical race theory and the American Campuses Act.

Some bills that passed were “In God We Trust” being displayed at higher education institutions, which is a light version as the original called for the slogan to be displayed in every class. The current version only says the student center. The other bill that passed was “Intelligent Design” can now be taught in K-12 as long as it is taught with other scientific theories, namely evolution.

The state budget, which includes a 5% pay raise for all state employees, also passed. The legislature will essentially give institutions only enough money to give the 5% to all employees who are classified as state employees, except the School of Medicine.

III- The next ACF meeting is scheduled to be held Apr. 19.

Respectfully delivered,

Amine Oudghiri-Otmani

ACF Representative



Marshall University

Preparing Students for Success: A Forecasting Model

April Fugett, Ph.D.



Coordinated Care

Service Model

Individualized Educational Experiences

Seeing Beyond the Standard Markers

Opportunities to Collaborate

Streamlined Services

Student Success Forecasting Model (SSFM)

Institutional Data

- ACT scores, SAT scores, housing status, first-generation status, etc.

Non-cognitive data

- Grit (Duckworth et al., 2007)
- Orientation Survey

Analyses: SEM and Regression

- First semester retention, first semester GPA, fall-to-fall retention, fall-to-fall GPA, four-year graduation rates, six-year graduation rates, **first term cumulative GPA**, etc.

Cohorts

- Experimental Fall 2019
- First Full Fall 2020



Scales

Negative Student Factors

- higher subscale scores predict lower first term GPA

Student / Family Resources

- higher subscale scores equal lower GPA

Student Change

Pilot Scales

- University Climate
- Marshall and College Fit

Scales (Negative Student Factors)

Sample Questions

- I would like some help in improving my study habits.
- Unemployment has been a factor in your academics.
- I have food insecurity.



Scales (Student Family Resources)

Sample Questions

- I have to provide care for a family member who is not my child.
- I have to occasionally skip a meal because of financial problems.
- I have financial problems that are very distracting and troublesome.



Scales (Student Change)

I have found a potential career that strongly interests me.

I have found a potential career that strongly interests me.

I will likely change my career choice.

I will likely change my major field.



Pilot Scales

University Climate (15 questions total)

- Marshall responds quickly when I request information.
- Adequate financial aid is available.

Marshall and College Fit (12 questions total)

- I am confident in my choice to attend Marshall.
- Marshall is a good fit for me.
 - Summer Melt Intervention

Assessment Snapshot



First Term GPA

Low "Risk" (1.45 and greater) = 3.43 GPA

Medium (1.09 to 1.44) = 3.03 GPA

High (less than 1.08 Standardized Risk Score) =
2.46 GPA



Hours Completed

Low = 30.17

Medium = 22.33

High = 16.11



Timeline and Impact

Orientation

- How soon is too soon to intervene?
- Enrollment Management Partnership

Advising

- Coordinated Care
 - Risk
- Advisor Input
 - 14 Centralized Questions
- Streamlined Services

Additional Survey Uses

- First Generation
- Technology
- First Year Seminar (First Year Experience)
- English Placement
- Summer Melt

Stakeholders

- Collaborations
- New Ideas



Marshall as a Leader

Fugett, A. & Atkins, C. (2024). *Data-Informed Holistic Advising: A Practical Approach to Student Success*. Paper to be presented at the NACADA Annual Conference. Pittsburgh, PA.

Atkins, C., Fugett, A. & Black, B. (2023, October). Reframing Risk With Individualized Student Interventions to Increase Student Success. Half-day Workshop presented and facilitated at the annual National Symposium on Student Retention. New Orleans, LA.

Fugett, A. & Davis, S. (2023, October). Bring Data to Life: Improve Retention & Student Connections Using Student Success Forecasting Model. Paper presented at the NACADA Annual Conference. Orlando, FL.

Fugett, A., Atkins, C., Schray, K., & McComas, K. (2023, April). Using Risk Analytics to Develop and Support Student Success Initiatives and Interventions. 2022-2023 Consortium for Student Retention Data Exchange (CSRDE) Webinar Series presented April 2023.

Whalen, S., Fugett, A., Shedd, J., & Kochera Kirby, Y. (2022, October). CSRDE: Data to Support Student Success. Invited presentation participation featuring work at Marshall University at the annual National Symposium on Student Retention. San Diego, CA.

Fugett, A., McComas, K., and Black, B. (2022, October). Creating Targeted and Date-Based Interventions. Half-day Workshop presented and facilitated at the annual National Symposium on Student Retention. San Diego, CA.

Fugett, A., Smith, S., Atkins, C., Schray, K., & McComas, K. (2021). Using Risk Analytics to Develop and Support Student Success Initiatives and Interventions. Paper published in the Proceedings of the 17th Annual National Symposium on Student Retention.

Fugett, A. & McComas, K. (2021, October). Student Success Forecasting Model: Building Student Capacity Through Personalized Interventions. Paper presented virtually at the 28th Annual Conference on Students in Transition to be held virtually.

Fugett, A., Atkins, C., & Schray, K. (2020, November). How COVID-19 is Changing Student Success Efforts and How We Measure "Success". Coffee Talk Discussion presented and facilitated virtually at the annual National Symposium on Student Retention.

Fugett, A. & Atkins, C. (2020, October). Risk Analytics for Student Success: Identification and Intervention. Paper presented virtually at the Annual Meeting of EDUCAUSE.

Fugett, A. & Stepp, S. (2019, October). Designing and Implementing a Measurable and Assessable Persistence and Completion Initiative. Half day pre-conference seminar paper presented at the annual National Symposium on Student Retention. New Orleans, LA.

Smith, M., Fugett, A., & Smith, S. (2018). Illuminating the Invisible: An Experimental, Faculty-Driven Approach to Middle-Ability Retention. Paper published in the Proceedings of the 14th Annual National Symposium on Student Retention.



Questions





Marshall University

College to Career
HERD Connect Alumni Mentors

Cris McDavid, Director, Office of Career Education
Matt James, Executive Director, Office of Alumni Relations
April 10, 2024

What is HERD Connect?



The goal of the Herd Connect Mentor Program is to build leadership amongst advisors, faculty, alumni, and students by pairing students with trusted and knowledgeable mentors who will guide them as they transition:

- to becoming a first-time college student or returning to college;
- to deciding on and committing to a specific major;
- from lower division to upper division (general education to disciplinary specialties) coursework; or
- from undergraduate student to successful professional.

Why HERD Connect?



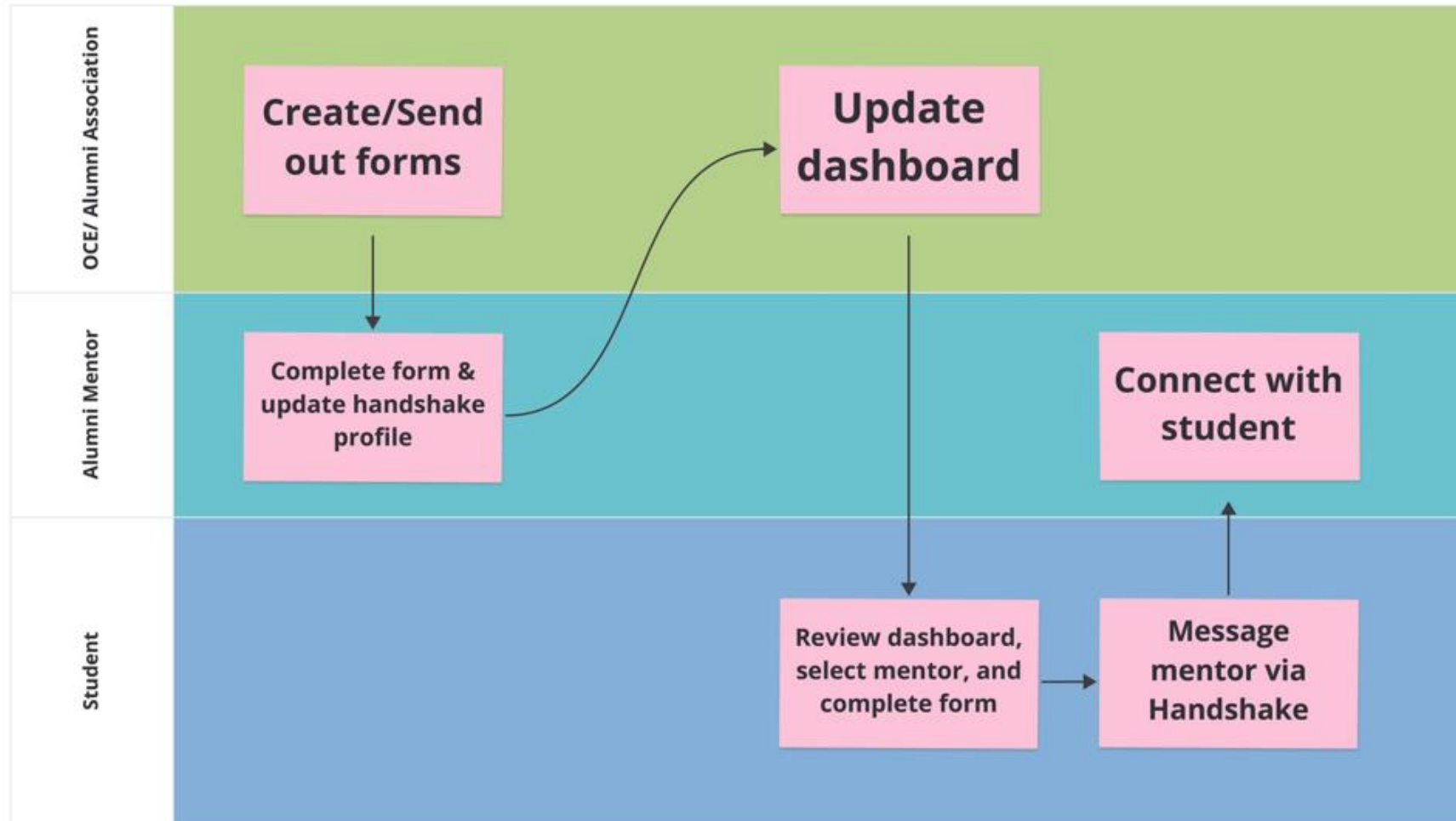
- As students progress through college, their needs change, mature, and become more specific and focused.
- The needs of first-time, first-year students, for example, differ greatly from those of rising juniors or graduating seniors.
- All students can benefit from having a relationship with supportive mentors.

When are Mentors Assigned?

	PEER MENTORS	PROFESSIONAL ADVISORS	FACULTY MENTORS	ALUM MENTORS
L1 (0 – 29 hours)	Blue	Blue	White	White
L2 (30-59 hours)	Yellow	Yellow	White	White
L3 (60-89 hours)	White	Orange	Orange	White
L4 (90+ hours)	White	Green	Green	Green

How Does It Work?

Mentor Network Flow



How Does It Work?



Alumni Mentor Interest Form

Name *

Email Address *

Alumni Chapter

Major *

Industry *

Skills *

Degree Level *

How many mentees are you willing to pair with? *

Bio

Handshake URL

Recruitment

Office of Career Education met with the alumni chapter president's council to pilot a sign-up form for feedback.

The initial pilot program was only shared with alumni chapter leaders and members of the Marshall University Alumni Association Board of Directors, resulting in an initial 46 members as of March 2024.

These pilot members will provide the basis for getting the Herd Connect Alumni portion of the program off the ground.

How Does It Work?

Student Connection

- Smartsheet form connects to PowerBI to create Herd Connect Mentor Directory
- Students browse the directory of mentors; filterable
- Student clicks the Handshake link of the desired mentor; this triggers a message from Handshake to the Mentor
- Mentor will connect through Handshake or Teams

Herd Connect Mentor Directory

Use the filters below to view Alumni mentors. Click the profile links to navigate to their profiles and send messages to your mentor. Once you have selected a mentor, click the logo in the top left and fill out the form to notify us of your selection.

Skills: All | Major: All | Industry: All

Name	Major	Degree Level	Industry	Skills	Bio	Handshake URL
Adam S. Riazi	Mathematics and Education	MS	Education	Critical Thinking, Leadership, Teamwork	Adam S. Riazi is a Yeager Alumni ('02) and is a current National Board Certified Teacher of high school mathematics and computer science.	
Adam Stewart	Finance	BA	Financial Advisor/Planning	Professionalism		
Alex Taylor	BS Exercise Science & MBA Business Administration (Clemson University)	MS	Medical Device/Pharmaceuticals	Career & Self-Development, Communication, Critical Thinking, Leadership, Professionalism, Teamwork	Hi everyone! My name is Alex Taylor and I'm a proud Herd alum (2014) from Parkersburg, WV. While at Marshall, I studied Exercise Science and was involved with Greek life on campus. Following graduation, I enrolled at Clemson University to obtain my Master's of Business Administration. Now residing in Atlanta, GA, I have seven+ years of experience in the medical device and pharmaceutical industries, and have a history of success in account management and field sales. In	https://www.linkedin.com/in/alexftaylor



What Do We Need?

Volunteers

- The immediate goal is to place 100 students with alumni.
- Continued recruitment with alumni chapters.
- Training

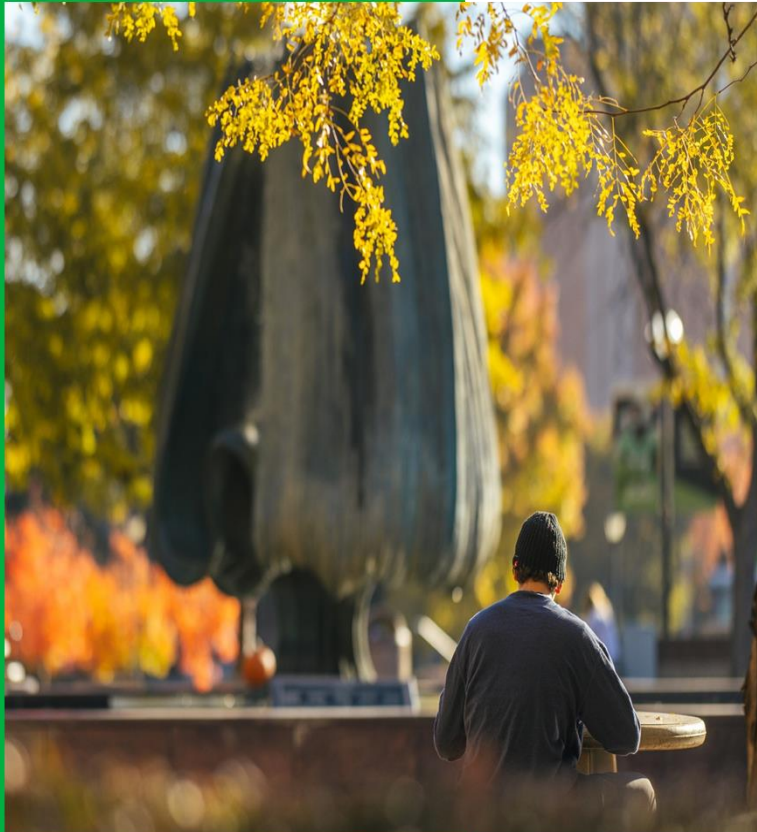
Communications

- Develop a comprehensive communications campaign including physical and digital materials
- A promotional video explaining the program
- Mass email to more than 70,000 alumni to generate interest in the mentoring program

Student Support

- Use key stakeholders, such as academic advisors, faculty, and HerdLink student organizations, to match rising seniors with mentors

Questions?



**Thank you
from
HERD
Connect
Alumni
Mentors!**