

New Standalone Academic Program Proposal

DO NOT use this form for a multi-institution and/or multi-award program proposal.

Program Data

Program Title: **Applied Psychology and Behavior Analysis**

HEGIS Area: **Social Sciences**

HEGIS CODE (6 digit): **2099.00 – Psychology, Other**

AWARD: Master of Science (MS)

If advanced certificate indicate if Post-Baccalaureate or Post Masters

CIP Code: 42.2814 – Applied Behavior Analysis

Total # of Required Credits: **60**

Student Type (select one): Full-Time Part-Time Both

Will the ENTIRE PROGRAM be offered at more than one location of the campus (e.g., at both the main campus and a branch campus)?

Yes (a separate proposal is required for each location) No

Will any program COURSES be offered at off-campus locations (e.g., extension center, extension site)?

Yes (List the names and addresses of off-campus locations below) No

CERTIFICATE OR LICENSURE:

Is this an Education Preparation Program (EPP) proposal (i.e., does this program lead to a college recommendation for the issuance of a P-12 certificate)?

No

Is this program professional licensure-qualifying? (e.g., accounting, engineering, nursing)

For a full list of professional licensure titles go to the [SUNY Academic Programs](#) webpage

Yes

Certificate or License Title: **Licensed Behavior Analyst**

Official Certificate or License Title: **Licensed Behavior Analyst**

Certificate or Licensure Type: LIC QUAL PERM PROV PRV/PERM

INITIAL **PROFSSNL** INIT/PRF

RES TRANSB

No

No but related to a licensure-qualifying area (e.g., accounting, engineering, nursing)

ACCREDITATION

Will the program be accredited?

Yes

Accrediting Agency: **Association of Behavior Analysis International (ABAI)**

Expected date of accreditation will depend on start of program. It will be approximately 2-3 years from the date the first cohort begins.

Expected Date of Accreditation: **7/1/2030**

No

PROGRAM FORMAT Check all that apply:

Schedule	Mode	Other
<input checked="" type="checkbox"/> Evening <input type="checkbox"/> Evening/Weekend <input type="checkbox"/> Weekend <input checked="" type="checkbox"/> Day <input type="checkbox"/> Not Full-Time	<input type="checkbox"/> Accelerated <input type="checkbox"/> Distance Education <input type="checkbox"/> External <input type="checkbox"/> Independent Study <input checked="" type="checkbox"/> Standard	<input type="checkbox"/> Upper-Division <input type="checkbox"/> Bilingual <input type="checkbox"/> Language Other Than English <input type="checkbox"/> Cooperative <input type="checkbox"/> 5-Year Baccalaureate <input type="checkbox"/> Teacher Residency

Definitions:

Evening: All requirements for the degree or other award must be offered during evening study.

Evening/Weekend: All requirements for the degree or other award must be offered during a combination of evening and weekend study.

Weekend: All requirements for the degree or other award must be offered during weekend study.

Day: For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the degree or other award can also be completed during the traditional daytime study.

Not Full-Time: The program cannot be completed on a full-time basis: for example, a 60-credit program that leads to an associate degree that cannot be completed in two academic years. Such programs are not eligible for TAP payments to students.

Accelerated: The program is offered in an accelerated curricular pattern which provides for early completion.

Distance Education: 50% or more of the course requirements for the degree or other award can be completed through study delivered by distance education.

External: All requirements for the degree or other award must be capable of completion through examination, without formal classroom study at the institution.

Independent Study: A major portion of the requirements for the degree or other award must be offered through independent study rather than through traditional classes.

Standard: For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the degree or other award can also be completed in a standard, traditional format.

Upper-Division: A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.

Bilingual: Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.

Language Other Than English: The program is taught in a language other than English.

Cooperative: The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.

5-Year Baccalaureate: For baccalaureate programs. Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.

Teacher Residency: A structured, collaboratively designed (P-12/IHE) preparation pathway where teacher candidates participate in a yearlong, mentored clinical experience as defined by Commissioner’s Regulations Section 52.21.

Program Content

Program Description:

Provide the description of the program as it will appear in the institution's catalog.

The Masters in Science degree in Applied Psychology and Behavior Analysis is a 60-credit, full-time and in-person program focused on the application of the science of human behavior to issues of societal and individual importance. Coursework will cover foundations of behavioral science, advanced and specialty areas within Applied Behavior Analysis and supervised practical experience in applied settings. The two-year program culminates with a mentored capstone thesis project. Upon completion of the program students will be eligible to apply for NYS licensure (licensed behavior analyst) and for national certification as a Board Certified Behavior Analyst (BCBA). This curriculum is designed to align with the requirements set forth by the Association for Behavior Analysis International and New York State's requirements for Licensed Behavior Analysts.

EDUCATIONAL OUTCOMES, CAREER OBJECTIVES, STUDENT LEARNING OUTCOMES

What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)?

Educational outcomes

Graduates of the program will:

1. Contribute to the field by applying their strong foundation in behavior analysis to promote meaningful behavior change across a range of applied settings
2. Demonstrate competence in the design, implementation and evaluation of interventions that produce sustainable improvements for individuals, groups and organizations.
3. Lead with integrity by upholding ethical standards and making sound professional decisions in the face of complex challenges
4. Provide inclusive, culturally responsive services that meet the needs of individuals and groups from diverse backgrounds and communities.
5. Pursue continuous professional development and growth through Board Certification, licensure, learning and participation in the global community of behavior analysts.
6. Engender an appreciation for and active participation in research and program evaluation to innovate and advance the field.

The primary student learning outcomes (SLOs) align with NYS licensure standards, the Association for Behavior Analysis International (ABAI) accreditation guidelines and the priorities and mission of Harpur College and Binghamton University. This program will prepare graduates to:

1. Demonstrate mastery of applied behavior analysis's (ABA) philosophical foundations, core concepts and principles, measurement, assessment, intervention, supervision, and ethical practice.
2. Use the BACB Ethics Code and professional standards to guide decisions in the practice of behavior analysis.
3. Translate knowledge into practice through supervised clinical internships that evidence competence in assessment, intervention, and outcomes evaluation across diverse populations and settings.
4. Critically evaluate and synthesize published research on social and behavioral issues, and articulate its implications for advancing the field of behavior analysis.
5. Explain and apply the theoretical foundations, core principles, and applications of behavior analysis in both academic and applied contexts.
6. Synthesize knowledge and skills to design and complete an independent scholarly project.

CURRICULUM

Tracks: Will the program have multiple tracks?

Yes List Tracks:

No

Curriculum Tables

Provide a list of all courses required for the program, including restricted electives. Do not include general education course requirements or non-restricted electives.

Course Number and Title	Credits	Mark "X" if New Course
BEHV 500 Foundational Concepts & Principles of ABA	3	X
BEHV 505 Professional Orientation: Ethical Practice & Legal Issues	3	X
BEHV 510 SSD: Measurement & Analysis	3	X
BEHV 515 Social and Cultural Identities and Experiences	3	X
BEHV 520 Behavioral Assessment & Functional Analysis	3	X
BEHV 525 Socially Significant Behavior Change	3	X
BEHV 530 Behavioral Consultation & Interprofessional Collaboration	3	X
BEHV 535 Neurodevelopmental Conditions	3	X
BEHV 540 Organizational & Practice Systems	3	X
BEHV 545 Introduction to Counseling Skills	3	X
BEHV 550 Advanced Behavior Change Procedures	3	X
BEHV 555 Philosophy of Behaviorism	3	X
BEHV 560 Personnel Training & Supervision	3	X
BEHV 565 Behavior Analysis in Educational Settings	3	X
One of the following: BEHV 570 Acceptance & Commitment Therapy BEHV 575 Behavior Analysis & Child Development	3	X
BEHV 590 Fieldwork Practicum 1	3	X
BEHV 596 Fieldwork Practicum 2	3	X
BEHV 597 Pre-Capstone Project	3	X
BEHV 598 Fieldwork Practicum 3	3	X
BEHV 599 Capstone Thesis Project	3	X
TOTAL	60	

Additional Curriculum Information

If necessary, provide additional information about the curricular structure.

Students may take BEHV 570 or BEHV 575. All other courses are required.

Expected Enrollment

Complete the table below for total enrollment for each year, including **both** a Full-time **and** Part-time row, even if the expected enrollment is zero.

	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time	7	23	41	49	49
Part-Time					

Includes estimated student attrition

RELATED PROGRAMS AT PROPOSING CAMPUS

Describe the program's relationship to your campus' existing or planned programs in the same or related disciplines and the expected impact on them.

This program will complement the proposed master's program in Clinical Mental Health Counseling at Binghamton University. Both will offer specialty courses that may overlap, providing for a rich interprofessional learning experience and opportunities to learn from a broader set of faculty. Social Work and Education are the two most closely related disciplines on campus but the likelihood of overlap in community placements would be minimal, if at all, given the differences in training focus. Similar to the Clinical Mental Health Counseling program, there will be opportunities for collaboration and synergy in client care and service access. Additionally, the proposed program may offer opportunities for students in other, related graduate programs to enroll in courses offered by the program.

MARKET NEED AND DEMAND

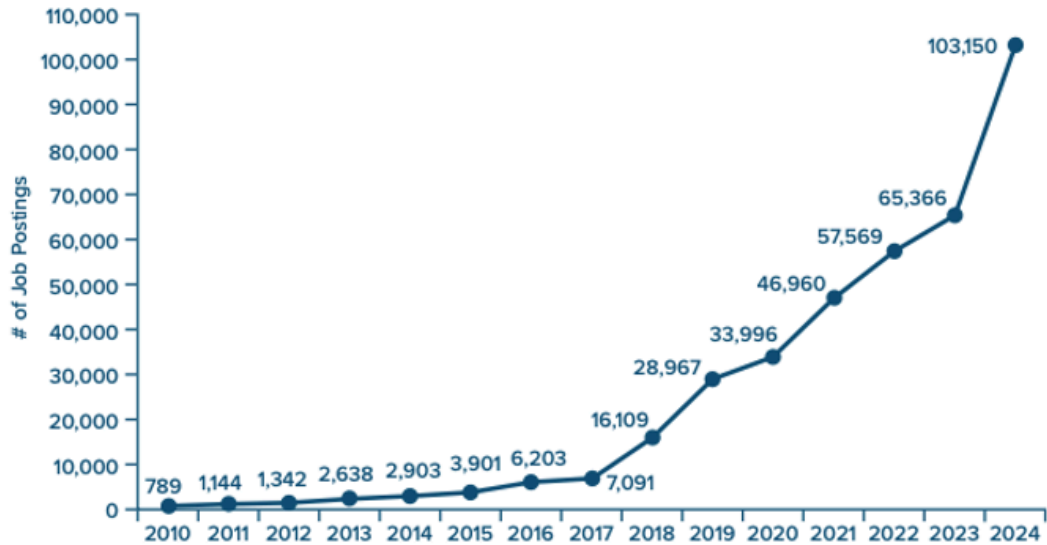
Explain the need for this program in terms of the educational and/or economic needs.

It is anticipated that the proposed program will offer specialty areas in autism, as well as intellectual disabilities, organizational behavior management (OBM), and gerontology/neurorehabilitation. Presently, the majority of positions are located in educational, hospital, rehabilitative, residential and clinical service delivery settings. As indicated from the graph below, there has been a sharp increase over the past 8 years in the demand for individuals with certification in ABA across the nation. Masters level certification (BCBA) is predicted to experience 22% job growth through 2029. As of October 2024, LBAs and CBAs are now Early Intervention qualified providers, eligible to work in NYS's Early Intervention Program (similar to SLPs, OTs, PTs, and Special Educators). This will increase the demand for Behavior Analysts in NYS. Evidence to this is the number of job openings in NYS. In 2023 there were 1,431 job postings for BCBA and in 2024 that number increased to 3,026, a 111% increase in NYS alone. An affordable graduate education to pursue certification as a BCBA and NYS licensure will be a priority for residents in South Central NYS.

A statewide analysis of behavior analysts in NYS, Mellon, Syed, & Allen (2023) found a significant shortage of behavior analysts across NY in 58 of the 62 counties. And, based on their findings, the significant gap between the demand for behavior analysts and the number of LBAs in the state is expected to widen.

Annual Demand for BCBA/BCBA-D Certification

The following graph depicts the annual number of job postings nationwide over the past 15 years (2010–2024) that either required or preferred BCBA/BCBA-D certification.



In New York State, there were 205 new LBAs in 2021 and 207 in 2022. After changes to regulations for scope expansion, the number of new LBAs increased significantly: 850 in 2023 (reflecting a >300% increase) and 680 new LBAs in 2024.

https://www.op.nysed.gov/professions/licensed-behavior-analysts/license-statistics?utm_source=chatgpt.com

SIMILAR PROGRAMS AT OTHER CAMPUSES

SUNY Institutions

Use the table below to list similar programs at other SUNY institutions, in the service area, region and state, as appropriate.

Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites.

Institution	Program Title	Award	Enrollment
SUNY Upstate	Behavior Analysis Studies	MS	10
SUNY Empire	Applied Behavior Analysis	MS	122
SUNY Buffalo State	Applied Behavior Analysis	MS	32
SUNY Downstate	Applied Behavior Analysis	MS	12
SUNY New Paltz	Behavior Analysis and Interdisciplinary Autism Studies	MS	23

Non-SUNY Institutions

Use the table below to list similar programs at non-SUNY peer institutions, in the service area, region and state, as appropriate.

Official SED program titles and codes can be found on NYSED's [Inventory of Registered Programs](#).

Institution	Program Title	Degree
University of Rochester	Applied Behavior Analysis and Human Development	MS
Daemon College	Applied Behavior Analysis	MS
Columbia University	Applied Behavior Analysis	MA
Hofstra University	Applied Behavior Analysis	ADV CRT
Russell Sage College	Applied Behavior Analysis & Autism	MS
Hunter College	Applied Behavior Analysis	MS
Queens College	Applied Behavior Analysis	MA
Niagara University	Applied Behavior Analysis	MA

If the program is designed to prepare graduates for immediate employment, estimate employment opportunities and explain how the estimates were made

Demand for behavior analysts continues to grow, as evidenced by the graph above. In addition, there was a 40% increase in demand for individuals with this educational background and certification from 2023 to 2024. According to the Bureau of Labor Statistics (BLS), behavior analysts are included with related behavioral health professions and the BLS estimated a 19% growth for the next 8 years. The average salary is close to \$75,000 per year. US range of entry level salary: \$51,000 to 75,000.

https://www.bacb.com/wp-content/uploads/2025/02/Lightcast2025_250204-a.pdf

PROGRAM SCHEDULE

Attach a sample program schedule showing how a typical student may progress through the program. Detailed instructions can be found in the template. If the program contains tracks, a sample program schedule must be completed for each track.

- [Program Schedule - Graduate](#)
- [Program Schedule - Undergraduate](#)

See attached.

Is a comprehensive, culminating element required?

Yes

Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s):

BEHV 597 and BEHV 599 Capstone Thesis Project (Thesis Equivalent)

No

Faculty

Complete the faculty tables that describe full-time faculty, part-time faculty, and/or faculty to be hired, as applicable. Faculty curricula vitae should be provided upon request.

Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

FULL-TIME FACULTY: Provide information on full-time faculty members who will be teaching each course in the major field or graduate program.

Identify Program Director with an asterisk (*)

Name and Title/Rank	Program Courses	Percent Time to Program	Highest Degree, Institution, and Discipline	Additional Qualifications
Ray Romanczyk*, Distinguished Service Professor, Program Director		30%	PhD, Rutgers University, Psychology	

PART-TIME FACULTY: Provide information on part-time faculty members who will be teaching each course in the major field or graduate program.

Name and Title/Rank	Program Courses	Highest Degree, Institution, and Discipline	Additional Qualifications

FACULTY TO BE HIRED: Complete the table below; one row per position.

Title/Rank of Position	Minimum Qualifications (including degree and discipline)	Expected Course Assignments	Expected Hire Date	Job Description Attached
TBH1 Associate/Full Professor. This individual will likely serve as the Program Director	Doctoral / Special Education, Applied Behavior Analysis, School, or Clinical Psychology / Licensed Behavior Analyst; BACB certification; Significant Professional Experience in field	Any of the above	8/1/2026	
TBH2 Assistant Professor	Doctoral / Special Education,	Any of the above	8/1/27	

	Applied Behavior Analysis, School, or Clinical Psychology / License-eligible Behavior Analyst; BACB certification			
TBH3 Assistant Professor	Doctoral / Special Education, Applied Behavior Analysis, School, or Clinical Psychology / License-eligible Behavior Analyst; BACB certification	Any of the above	8/1/28	
TBH4 Instructor	Masters or Doctoral / Special Education, Applied Behavior Analysis, School, or Clinical Psychology / License-eligible Behavior Analyst; BACB certification	Any of the above	8/1/27	
TBH5 Instructor	Masters or Doctoral / Special Education, Applied Behavior Analysis, School, or Clinical Psychology / License-eligible Behavior Analyst; BACB certification	Any of the above	8/1/28	
TBH6 Adjunct Lecturer	Masters or Doctoral / Special Education, Applied Behavior Analysis, School, or Clinical Psychology /	Any of the above, depending on license/certification	8/1/29	

If existing faculty members will direct study (e.g., teach courses) in the proposed program, please explain the impact of the proposed program on existing programs in terms of faculty responsibilities to meet the needs of each program. Use "N/A" if not applicable.

N/A

Financial Resources and Instructional Facilities

a) Budget Narrative - Personnel

Explain what is driving the personnel costs (e.g., hired faculty/staff Full-Time Equivalent (FTEs); efficient use of faculty now teaching full load; moves from Temporary Service (TS) to Personal Service Regular (PSR); additional adjunct faculty hired; course load increases; and extra service).

There are no faculty currently available for this program. A faculty member from the Department of Psychology at Binghamton University will facilitate the hiring of faculty for the program. A program director, 2 instructors and 2 assistant professors will be hired for the program. Adjunct faculty will also be hired as needed. It is projected that 1 course will need to be taught by an adjunct faculty member in Fall 2029 and 3 courses starting Fall 2030. It is anticipated that faculty will bring expertise in different areas (e.g., autism, special education, gerontology, OBM, etc.). Due to the intensive supervision needed to meet certification requirements, certain courses require a ratio of 7-10 students per faculty.

The major costs of the program consist of the wages for new faculty and support staff. The estimated annual cost of the program will be approximately \$21,280 to \$707,529, with costs increasing over time as enrollment also increases. All program expenses are expected to be covered by tuition once enrollment is fully established. In consultation with the University librarians, there are not additional journals or library resources required.

Students will work closely with the Financial Aid office for opportunities for a range of financial assistance in the form of loans, grants, etc.

Students will be eligible to apply for the Clifford D. Clark Fellowship which is a fellowship offered to graduate students who are US citizens or permanent residents pursuing a degree full-time at Binghamton University. The purpose of the fellowship is to recruit and retain students who have faced disadvantages (e.g., low income backgrounds, first generation college students, veterans, and AmeriCorps alumni) and to accelerate progress in their research, scholarship and creative activities. Master's students at Binghamton University can receive up to 2 years of the fellowship if they enter with a Bachelor's degree.

b) Budget Narrative – Instructional Facilities

Describe the instructional facilities (including laboratories) and equipment committed to ensure the success of the program.

- If applicable, please explain what courses will be offered at the labs and the staffing for the labs(s).
- If applicable, please elaborate on the plan for new or renovated labs, including the timeline and the process for maintaining and replacing resources as necessary.

The university is currently in the process of identifying appropriate instructional and clinical spaces for this program.

c) Complete the new resources table.

List **new** resources that will be engaged specifically as a result of the new program (e.g. a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

Expenditure Category	Before Start	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel	227,460	378,741	390,104	570,633	596,494	632,397
Faculty and Professional Support	48,403	46,174	44,622	15,880	18,048	18,539
Supplies & Expenses (OTPS)	43,132	54,499	61,137	43,791	37,105	36,353
TOTAL	318,995	479,414	495,863	630,304	651,647	687,289

*Specify expenditure for description if "Other" fields above:

d) Complete revenue table.

Year	Enrollment FTE	Tuition Rate (\$)	Tuition Subtotal (\$)	Other (\$)	Other: Specify Source	Total (\$)
Year 1	7	11,310 instate	79,170	0		79,170
Year 2	23	11,310 instate	260,130	87,670	Clinic revenue & fees	347,800
Year 3	41	11,310 instate	463,710	90,617	Clinic revenue & fees	554,327
Year 4	49	11,310 instate	554,190	93,606	Clinic revenue & fees	647,796
Year 5	49	11,310 instate	554,190	96,388	Clinic revenue & fees	650,578
TOTAL			1,911,390	368,281		2,279,671

Use currently approved in-state tuition rate for all years.

Other is used for allowable revenue sources other than tuition, e.g. grants.

e) If applicable, please explain any significant gaps between revenues and expenditures.

We anticipate that there will be a lot of interest in this program from out-of-state students, so our tuition revenue projections are significantly higher when we include a mixture of in-state and out-of-state students. We project that by year 3 the program will be totally solvent and revenue generating with revenue exceeding expenditures. Harpur College and Binghamton University are prepared to invest in years 0 through 2 when expenditures exceed revenue. It is typical for new programs to require investment in the early years of a program while staff are hired and enrollment leads are generated.

External Evaluation

Information on External Evaluation can be found on the SUNY Academic Programs webpage.

If required, pre-approval of External Evaluators form must be completed before this full proposal is submitted.

****TO BE COMPLETED AFTER LETTER OF INTENT IS APPROVED BY SUNY****

Is External Evaluation Required?

Yes if:

- an associate degree program that requires a Degree Authorization or Master Plan Amendment
- an associate degree program in engineering technology
- an associate degree program in an allied health area (unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field)
- a baccalaureate degree program
- a graduate degree program
- associate degree, certificate program, or advanced certificate program in a new or emerging field or in other extenuating circumstances

No if:

- None of the above (advanced certificate)

If you indicated yes above, proceed to the next page.

Is Pre-Approval of External Evaluators Required?

Campuses will select external evaluators without the need for preapproval from SUNY System Administration, except in instances that require NYSED preapproval (licensure-qualifying and doctoral programs); in these instances, campuses must obtain pre-approval by submitting a rank-ordered list and the CVs of three to five potential reviewers, which will then be transmitted to NYSED for review and preapproval.

Is External Evaluation Required to be ATTACHED?

Yes if:

- an associate or baccalaureate degree program that requires a Degree Authorization or Master Plan Amendment
- an associate or baccalaureate degree program in the discipline of engineering technology
- an associate or baccalaureate degree program in an allied health area (unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field)
- a graduate degree program

For each reviewer provide:

Evaluator 1 Name:

1-2 sentence rationale for the selection of the external reviewer:

Evaluator 2 Name:

1-2 sentence rationale for the selection of the external reviewer:

*Attached CVs and [External Evaluation Reports](#)

No if:

- None of the above