

NEW PROGRAM PROPOSAL FORM

Name of Institution:

University of South Carolina, Columbia

Name of Program (include degree designation and all concentrations, options, or tracks):

Master of Education in Applied Behavior Analysis

Program Designation:

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation:

Fall 2019

CIP Code:

42.2814

Delivery Site(s):

USC Columbia - 51102

Delivery Mode:

- Traditional/face-to-face
*select if less than 25% online
- Distance Education
 100% online
 Blended/hybrid (50% or more online)
 Blended/hybrid (25-49% online)
 Other distance education (explain if selected)

*Note: Please see curriculum list for course delivery modes for each course.

Program Contact Information (name, title, telephone number, and email address):

Katie Wolfe Assistant Professor, kmwolfe@mailbox.sc.edu, (803) 777-8260

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Dean Pre-Authorization Approval – October 31, 2017

Provost's Office Pre-Authorization Approval – December 7, 2017

College of Education – March 20, 2018

Graduate Council – April 23 2018

Board of Trustees – June 22, 2018

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

Nature and Purpose of Proposed Program: This proposal is for the creation of a new Master of Education (M.Ed.) in Applied Behavior Analysis. This face-to-face degree does provide opportunities for various courses delivered in online, hybrid, and face-to-face formats (see specific formats below under Curriculum). However, less than 25% of the courses are online. This proposed degree will not result in teacher certification, rather the degree will include the coursework and practicum hours required to be eligible to become a Board Certified Behavior Analyst (BCBA). The BCBA credential is a national certification that enables professionals to work with individuals with autism and other disabilities across the lifespan. BCBAs conduct assessments and develop intervention plans to teach skills that will improve the individual's ability to function independently, including social, communication, and self-help skills. BCBAs also design plans to decrease problem behaviors that interfere with the individual's quality of life. BCBAs train parents, teachers, and direct support staff to implement instructional procedures. They also teach others how to collect data to monitor client progress. BCBAs must remain current with research-based instructional strategies for individuals with autism, as well as how parents, teachers, and staff can implement those strategies.

Most often, BCBAs work with children and adults with autism spectrum disorder and are paid by Medicaid or private insurance companies.

There is a severe shortage of BCBAs in South Carolina, resulting in long waiting lists for services. Autism Services are covered under the Medicaid State Plan and must be provided by a BCBA (see DHHS Autism Services document, attached). All individuals aged 21 and under with autism are eligible for these services. Of more than 7500 individuals with autism in South Carolina aged 21 and under who are eligible for these services, *only 585 (8%) have received these services* (The State, 6/23/17, <https://www.thestate.com/news/politics-government/politics-columns-blogs/the-buzz/article157974669.html>, attached). One of the primary reasons for this is a *shortage of qualified Board Certified Behavior Analysts* (The State, 6/23/17). Thus, there is a clear need for more BCBAs to provide services to individuals with autism.

Individuals who wish to become BCBAs must have a master's degree, specialized coursework in ABA, and supervised practice hours. Only after all three of these requirements have been completed, may they then apply to sit for the national BCBA exam.

The purposes of the proposed program are to

- a) provide students with all the requirements to be eligible to sit for the national BCBA exam and
- b) address the severe shortage of BCBAs in the state to enable children and adults with disabilities to access critical behavioral interventions.

Target Audience: The target audience for this degree program will be individuals who are interested in a career working with individuals with autism spectrum disorder (ASD) and related disabilities. Thus, the target audience includes

- a) recent bachelor's level graduates majoring in psychology, social work, education, or other related fields and
- b) individuals who currently work with people with ASD and wish to further their professional development and career options.

The latter audience may include individuals working for agencies, ABA providers, group homes, residential settings, or schools.

Centrality to Institutional Mission: This degree will help fill the growing demand for graduate degree preparation to become a BCBA. The creation of a master's degree in ABA speaks directly to the University's mission of educating "the state's citizens through teaching, research, creative activity, and community engagement." The degree program will meet a need in the state by providing this specific training (see more information below under Assessment of Need).

Relation to the Strategic Plan: The proposed degree is connected directly to several goals within the University's strategic plan. Goal 1, "Educating the thinkers and leaders of tomorrow" includes several objectives related to preparing students to be "workforce ready" when they graduate. As described in more detail below, the proposed program will equip students to take the national BCBA exam and begin their professional career as a BCBA immediately upon graduation. The program also has a strong focus on experiential learning, with 15 credits of practicum where students are actively applying the content from coursework in real-world settings. The proposed program also addresses Goal 3, "Spurring Innovation, Creative Expression, and Community Engagement." The practicum course includes collaboration with community partners to place students with high-quality local service providers to gain their supervision hours.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

The South Carolina Department of Disabilities and Special Needs requires that the professionals who provide behavior support to individuals with disabilities be Board Certified Behavior Analysts. In addition, both the South Carolina Department of Health and Human Services and private insurance companies require that providers of behavioral intervention to children with autism be Board Certified Behavior Analysts (SCDHHS press release, 2017; <https://www.scdhhs.gov/press-release/autism-services>, also attached). In other words, there are two primary sources of employment for BCBA's in SC – providing behavior supports to adults with disabilities and providing intensive autism services to children and young adults with autism.

In each of these service systems, there is currently a shortage of qualified providers creating high demand and immediate employability for individuals with this credential (see attached letter of support from Susan Beck, Associate State Director-Policy, Department of Disabilities and Special Needs (DDSN)). School districts in South Carolina are also beginning to hire BCBA's to assist teachers in addressing problem behaviors and learning difficulties in school systems. Thus, there are multiple service systems in the state that create a great demand for professionals with the proposed degree.

Currently, the USC College of Education offers the required coursework (but not a standalone degree) to become a BCBA. There is significant demand for this coursework, as documented by

- a) an ongoing contract between the USC COE and DDSN to provide the BCBA coursework to up to 30 DDSN employees/contractors (see Beck, letter of support),
- b) the sponsorship of a cohort of prospective school-based BCBA's to pursue the BCBA through USC COE by SC CREATE, which is a scholarship program sponsored by the South Carolina Department of Education Office of Special Education Services (see Sutton, letter of support), and
- c) current USC students pursuing the BCBA credential, evidenced by enrollment in EDEX 717 (Research and Ethics in Behavior Analysis). This course is only taken by prospective BCBA's, and enrollment in this course has ranged from 8-19 students per offering (every 1-2 years).

Together, these offerings of our BCBA coursework demonstrate the demand for the coursework from agencies, schools, and individual students.

Currently there is only one other master's degree in ABA that is offered in the state which is located at Francis Marion University, and it is offered through a Department of Psychology. Undergraduate preparation in psychology is required for admission. This may prevent some candidates in education or special education from pursuing the degree. In addition, the other

degree is 42 credits and does not include the required experiential training required to become a BCBA (currently 1500 hours of practice).

Because of the lack of training available in ABA in the state, individuals seeking this training are likely to enroll in online degree programs located at universities outside of South Carolina. Costs for these Masters degrees are often much higher than the cost of tuition at USC. For example, Florida Institute of Technology offers a Master’s degree in ABA at a cost of almost \$27,000 (http://cpla.fit.edu/aba/hy_courses.php). The cost of a 36-credit Master’s degree for an in-state student at USC would be \$20,475 based on current tuition rates.

The USC-Columbia proposed degree program housed in the College of Education, without undergraduate prerequisite courses, will be 36 credit hours, and will include all of the required experiential training through a series of a practicum course. Therefore, the graduates of this program will be eligible to sit for the BCBA. Based on the documented need in the state for BCBA’s, it is appropriate to have a degree program at the flagship university, centrally located in the state, and housed within a College of Education.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

N/A

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Behavior Analyst			3,083 (number of job openings posted in 2014)	Postings doubled in a two-year period	Burning Glass Report, 2015
BCBA	49 postings between 10/1/18-11/1/18				indeed.com

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Article I. **Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

This program prepares individuals to become BCBAs, which is a master's level, national credential required to provide behavioral interventions and supports to children and adults with autism and other related disabilities. BCBA provide services that are reimbursed through Medicaid and private insurance and the average entry level annual salary is approximately \$56,000 (https://www.payscale.com/research/US/Job=Behavior_Analyst/Salary) for full-time employment.

BCBA are often self-employed so the employment data in the table underestimates the opportunities for individuals with this credential. BCBAs can work in a variety of settings and with a variety of populations, but the current state of services for children with autism in SC can provide an indicator of employment opportunity for BCBAs in the state. We can look at the number of children who have been approved for Medicaid-funded services from a BCBA and the number of those children who are on waiting lists to receive those services. Out of over 2,600 children with autism in South Carolina who have applied for or been approved for Medicaid-funded services from a BCBA, *more than 2,000 are on waiting lists for services* (78%; The State, 6/23/17, <https://www.thestate.com/news/politics-government/politics-columns-blogs/the-buzz/article157974669.html>, attached). One of the primary reasons for these waiting lists is a *shortage of qualified Board Certified Behavior Analysts* (The State, 6/23/17).

There are currently only 250 Board Certified Behavior Analysts in South Carolina. Not all of them are practicing, nor do they all work with children with autism – many work with the adult population. The credentialing board provides guidance that a BCBA working with children with autism should have no more than 6-12 clients at any one time (https://www.bacb.com/wp-content/uploads/2017/09/ABA_Guidelines_for_ASD.pdf). Thus, even if all the BCBAs in SC were actively providing services to children with autism, they could serve between 1500-3000 children. Considering that not all of these individuals are practicing (i.e., they may be university faculty) and not all of those practicing work with children with autism (i.e., they may work with adults with disabilities), there is clear documentation of a high demand in the state for individuals with this credential to serve this population.

Additionally, this analysis represents just one employment opportunity for individuals with a BCBA. BCBAs may also work with children with autism but receive payment through private insurance rather than Medicaid, or they may work in school settings, or as independent Behavior Support Providers with adults with intellectual and developmental disabilities.

Nationally, the credentialing board commissioned a report examining workforce trends for those with a BCBA credential. The report's key finding was that demand for the BCBA is increasing in every state of the country. Specifically, based on an analysis of job postings, the

report found a 153% increase in demand for individuals with this credential between 2012-2014 (Burning Glass Report, 2015, <https://www.bacb.com/wp-content/uploads/2017/09/151009-burning-glass-report.pdf>, attached). The demand for credentialed behavior analysts is increasing with behavior analyst positions more than doubling between 2012 (1,414 postings) and 2014 (3,083 postings). This is a national trend, as demand increased in almost every state.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019-2020	6	6	6
2020-2021	10	10	6
2021-2022	14	14	10
2022-2023	18	18	10
2023-2024	18	18	10

Explain how the enrollment projections were calculated.

Based on current students working to complete courses that are required to sit for the BCBA exam, it is estimated that 6 new student will start each year as a cohort group. This is based on enrollment in EDEX 717, which is only taken by students pursuing the BCBA. This course has generally been offered every 1-2 years beginning in 2014, with enrollment as follows:

- 2014 – 10 students
- 2015 – 14 students
- 2017 – 8 students
- 2018 – 19 students
- 2019 – 14 students (projected)

This table projections of 6 new students starting each year as a cohort in the fall semester in the first 2 years, but also growth of 4 new students in additional years with 10 new students starting each year in years 3, 4, and 5. As is to be expected with any program, we have accounted for potential attrition. Specifically, we anticipate that two students may not continue to the second year of the program for each cohort. Also, cohorts would graduate in the spring semesters and the new cohorts would begin in the fall semesters; therefore, the summer headcount is less than the spring headcount.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes

No

Curriculum

New Courses

List and provide course descriptions for new courses (**NOTE: No new courses are included in this curriculum. All courses listed below are already developed and approved by the University**).

Courses preceded by * have been approved by the Behavior Analyst Certification Board for meeting the coursework requirements for the credential. In particular, the practicum course is developed in accordance with the BACB standards.

Applied Behavior Analysis Courses (21 credits)

Course	Percent of Online Instruction
*EDEX 610 - Instruction of Students with Severe and Multiple Disabilities	0
*EDEX 701 - Nature of Students with Autism	100
*EDEX 715 - Applied Behavior Analysis in Special Education	33
*EDEX 716 - Functional Behavioral Assessment and Behavior Interventions	50
*EDEX 717 - Research and Ethics in Behavior Analysis	50
*EDEX 809 - Single-Case Research Designs in Special Education	33
One additional, related course in applied behavior analysis as approved by advisor (sample courses follow) <ul style="list-style-type: none"> • EDEX 615: Curriculum and Language Instruction for Students with Severe and Multiple Disabilities • EDEX 640: Managing Problem Behavior in the Classroom • EDEX 750 - Technology and Exceptional Populations • EDEX 785 - Language Impairment, Disabilities, and Augmentative Communication 	0 (EDEX 615)

Practicum Course (15 credits)

Course	Percent of Online Instruction
*EDEX 718 – Intensive Practicum in Applied Behavior Analysis (take 3 credits for each of 5 semesters)	0
<p>EDEX 718 has been approved by both the credentialing board and the University to be taken multiple times. The course was designed in this manner to meet the credentialing board’s requirements for the intensive practicum, which includes having students take one course over multiple semesters to obtain the required 1500 hours of supervised practice in ABA. The credentialing board prefers that all supervised practice hours come from multiple registrations under the same course number for ease of processing applications for the credential. The Graduate Council and University allow courses to be established in this manner. The syllabus for the course clearly establishes specific learning outcomes with associated assignments and competencies that students must attain during each semester of the practicum course.</p>	

Total Credit Hours Required: 36 Total Proportion of Online Instruction = 22%

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
*EDEX 610: Instruction of Students with Severe and Multiple Disabilities	3	*EDEX 715: Applied Behavior Analysis in Special Education	3	*EDEX 718: Intensive Practicum in Applied Behavior	3
*EDEX 701: Nature of Students with Autism	3	*EDEX 718: Intensive Practicum in Applied Behavior Analysis	3	1 additional related course in Applied Behavior Analysis (Sample – EDEX 615: Curriculum and Language Instruction for Students with Severe and Multiple Disabilities)	3
*EDEX 718: Intensive Practicum in Applied Behavior	3				
Total Semester Hours	9	Total Semester Hours	6	Total Semester Hours	6
Year 2					
Fall		Spring		Summer	
*EDEX 717: Research and Ethics in Behavior Analysis	3	*EDEX 718: Intensive Practicum in Applied Behavior	3		
*EDEX 716: Functional Behavioral Assessment and Behavior Interventions	3	*EDEX 809: Single-Case Research Designs in Special Education	3		
*EDEX 718: Intensive Practicum in Applied Behavior	3				
Total Semester Hours	9	Total Semester Hours	6	Total Semester Hours	
Total Credit Hours for the Degree					36

NOTE: Courses preceded with an asterisk have been approved by the credentialing board.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Institution	Similarities	Differences
Program Name	Institution	Similarities	Differences
Master of Science in Applied Psychology with an emphasis in Applied Behavior Analysis; Department of Psychology	Francis Marion University	The FMU degree program is also designed to prepare individuals to become BCBA's. It includes the six classroom-based courses required for BCBA certification. It also includes a 3 credit hour internship, but the FMU website specifically states that the degree program does not include the supervised experience necessary to become a BCBA.	<ul style="list-style-type: none"> • The degree program at FMU is 42 credits compared with the proposed 36 credit degree program. • The degree program at FMU is offered through the Department of Psychology and requires undergraduate coursework in psychology. The proposed degree program is offered through the Department of Educational Studies without prerequisite course requirements. • The degree program at FMU does not include the supervised experience necessary to become a BCBA, while this proposed program at USC includes 15 credits of practicum which will meet the full experiential requirement to become a BCBA. In other words, students who graduate with the degree from FMU will need to complete additional supervised practice hours to sit for the national exam, while students who graduate with the proposed USC degree will be eligible to sit for the national exam upon graduation.

BCBA courses; Center for Behavior Analysis	Clemson University	Offer courses required for BCBA through a Center	Do not offer a specific master's degree for individuals who want to be BCBA that combines the required courses and a supervision practicum. While Clemson currently offers a supervision experience, it is not offered for credit or as part of a degree program like the one proposed at USC.
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Faculty

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
<p>FT- Assistant Professor</p>	<p>Fall EDEX 716: Functional Behavior Assessment and Behavior Interventions(3 credits)</p> <p>Spring EDEX 715: Applied Behavior Analysis in Special Education (3 credits) EDEX 809: Single-Case Research Designs in Special Education (3 credits)</p> <p>Summer EDEX 701: Nature of Students with Autism (3 credits) EDEX 717: Research and Ethics in Behavior Analysis (3 credits)</p>	<p>PhD is in Disability Disciplines and Applied Behavior Analysis, which is the focus of this MEd degree</p> <p>Currently a Board Certified Behavior Analyst, which is required to teach the courses</p> <p>Has taught these courses for 5 years at University of South Carolina</p>	
<p>FT-BCBA Clinical Instructor</p>	<p>Fall EDEX 610: Instruction of Students with Severe and Multiple Disabilities (3 credits) EDEX 718: Intensive Practicum in Applied Behavior Analysis (3-6 credits)</p> <p>Spring EDEX 718: Intensive Practicum</p>	<p>MEd in Early Childhood Special Education with add-on teacher certification in Severe and Multiple Disabilities</p> <p>PhD candidate in Special Education</p> <p>Currently a Board Certified</p>	

	<p>in Applied Behavior Analysis (3-6 credits)</p> <p>Summer EDEX 615: Curriculum and Language Instruction for Students with Severe and Multiple Disabilities</p>	<p>Behavior Analyst, which is required to teach the courses</p> <p>Has taught these courses for 3 years at University of South Carolina</p>	
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Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program:

Faculty:

Staff:

Administration: .05

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

All courses included in the degree program are already offered in the Programs in Special Education program and there is ample enrollment space in these courses to accommodate the anticipated increased enrollment in this degree program; therefore, the College does not anticipate any additional faculty costs.

Katie Wolfe already serves as the Verified Course Sequence Coordinator for the Board Certified Behavior Analyst coursework, communicating with current and prospective students and with the credentialing board to ensure the coursework is meeting current standards. The only additional responsibility involved with the new degree program will involve 5% of Katie Wolfe’s time going to activities related to assessment and evaluation of the new degree program.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The current library resources include all books and journals that are necessary to support the proposed program. Primary databases include PsycINFO, PsycARTICLES, and Academic Search Complete. Primary journals that students will access include the *Journal of Applied Behavior Analysis*, the *Journal of the Experimental Analysis of Behavior*, the *Journal of Positive Behavior Interventions*, and *Behavior Analysis in Practice*. The University library has access to all of these journals as e-journals.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Current academic support services available at the university are adequate to support students in the proposed degree program.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

Current physical facilities will be adequate for supporting the program.

Equipment

Identify new instructional equipment needed for the proposed program.

None

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding to University	59,119	59,119	87,271	87,271	126,684	126,684	154,836	154,836	154,836	154,836	582,746	582,746
Tuition Funding to College	16,891	16,891	16,891	16,891	28,152	28,152	28,152	28,152	28,152	28,152	118,238	118,238
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds		75,870		75,870		75,870		75,870		75,870		379,350
Federal, Grant, or Other Funding												
Total	16,891	92,761	28,152	92,761	28,152	104,022	28,152	104,022	28,152	104,022	118,238	497,588
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	3,600	79,370	3,600	79,370	3,600	79,370	3,600	79,370	3,600	79,370	18,000	396,850
Facilities, Equipment, Supplies, and Materials		100		100		100		100		100		500
Library Resources												
Other (specify)												
Total	3,600	79,470	3,600	79,470	3,600	79,470	3,600	79,470	3,600	79,470	18,000	397,350
Net Total (Sources of Financing Minus Estimated Costs)	13,291	13,291	13,291	13,291	24,552	24,552	24,552	24,552	24,552	24,552	100,238	100,238

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Katie Wolfe already serves as the Verified Course Sequence Coordinator for the BCBA coursework, communicating with current and prospective students and with the credentialing board to ensure the coursework is meeting current standards.

The only additional cost involved with the new degree program will be \$3,600 to be provided to Dr. Katie Wolfe as she will be reassigned by 5% of her academic year time to devote to activities related to assessment and evaluation of the new degree program. Dr. Wolfe will be given a reduction in course load to offset this 5% reassignment. All courses are already offered in the special education programs, and there is space to accommodate the increased enrollment from the degree program, so there will be no new faculty costs other than the \$3,600 salary supplement. Part of Katie Wolfe's time, as indicated above, is currently dedicated to communicating with both the credentialing board and prospective students interested in the BCBA coursework, as well as advising all of these students; therefore, there is no anticipated additional time she will spend communicating with prospective students for this degree program or advising students in the degree program.

The only additional time required for the degree program is for assessment and evaluation. Sources of financing were calculated based on the number of projected credit hours each year given projected enrollment in table. This includes only tuition funding to the college from Summer credit hours (Summer E & G).

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
COE 1.A DISPOSITIONS	1. Cultural Competence. Program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.	<p>Two key assessments will be used to address this standard:</p> <ul style="list-style-type: none"> • Ethics interview project (EDEX 717) • Functional behavior assessment and behavior support plan project (EDEX 718) <p>Success criteria for these assessments will be detailed in associated rubrics on a four-point scale. Scores of 3 or 4 will be considered demonstrative of mastery of the learning outcome. We will calculate the percent of students demonstrating mastery out of the number of students completing each key assessment.</p> <p>The program will review all key assessment data annually and make any changes needed to the curriculum to ensure students are meeting the expected learning outcomes.</p>
COE 1.B KNOWLEDGE	2. Knowledge and Application of Ethical Principles. Program candidates demonstrate in- depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.	<p>Two key assessments will be used to address this standard:</p> <ul style="list-style-type: none"> • Ethics interview project (EDEX 717) • Pass/fail rate on the national Board Certified Behavior Analyst exam (taken after graduation) <p>Success criteria for these assessments will be detailed in</p>

		<p>associated rubrics on a four-point scale. Scores of 3 or 4 will be considered demonstrative of mastery of the learning outcome. We will calculate the percent of students demonstrating mastery out of the number of students completing each key assessment.</p> <p>The program will review all key assessment data annually and make any changes needed to the curriculum to ensure students are meeting the expected learning outcomes.</p>
<p>COE 1.C PRACTICE</p>	<p>3. Communication Skills. Program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For doctoral programs, candidates are prepared to publish and present at conferences.</p>	<p>Two key assessments will be used to address this standard:</p> <ul style="list-style-type: none"> • Parent/teacher training project (EDEX 718) <p>Functional behavior assessment and behavior support plan project (EDEX 718) Success criteria for these assessments will be detailed in associated rubrics on a four-point scale. Scores of 3 or 4 will be considered demonstrative of mastery of the learning outcome. We will calculate the percent of students demonstrating mastery out of the number of students completing each key assessment.</p> <p>The program will review all key assessment data annually and make any changes needed to the curriculum to ensure students are meeting the expected learning outcomes.</p>
<p>COE 1.B KNOWLEDGE</p>	<p>4. Mastery of Relevant Theory and Research. Program candidates demonstrate in-depth, critical knowledge of the theory and</p>	<p>Two key assessments will be used to address this standard:</p> <ul style="list-style-type: none"> • Research to practice project (EDEX 809)

	<p>research relevant to the professional role(s) and focus area(s) emphasized in the program.</p>	<ul style="list-style-type: none"> • Pass/fail rate on the national Board Certified Behavior Analyst exam <p>Success criteria for these assessments will be detailed in associated rubrics on a four-point scale. Scores of 3 or 4 will be considered demonstrative of mastery of the learning outcome. We will calculate the percent of students demonstrating mastery out of the number of students completing each key assessment.</p> <p>The program will review all key assessment data annually and make any changes needed to the curriculum to ensure students are meeting the expected learning outcomes.</p>
<p>COE 1.C PRACTICE</p>	<p>5. Skills in Identifying and Using Professional Resources. Program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.</p>	<p>Two key assessments will be used to address this standard:</p> <ul style="list-style-type: none"> • Research to practice project (EDEX 809) • Functional behavior assessment and behavior support plan project (EDEX 718) <p>Success criteria for these assessments will be detailed in associated rubrics on a four-point scale. Scores of 3 or 4 will be considered demonstrative of mastery of the learning outcome. We will calculate the percent of students demonstrating mastery out of the number of students completing each key assessment.</p> <p>The program will review all key</p>

		<p>assessment data annually and make any changes needed to the curriculum to ensure students are meeting the expected learning outcomes.</p>
<p>COE 1.C PRACTICE</p>	<p>6. Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, Program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.</p>	<p>Two key assessments will be used to address this standard:</p> <ul style="list-style-type: none"> • Research to practice project (EDEX 809) • Parent/teacher training project (EDEX 718) <p>Success criteria for these assessments will be detailed in associated rubrics on a four-point scale. Scores of 3 or 4 will be considered demonstrative of mastery of the learning outcome. We will calculate the percent of students demonstrating mastery out of the number of students completing each key assessment.</p> <p>The program will review all key assessment data annually and make any changes needed to the curriculum to ensure students are meeting the expected learning outcomes.</p>
<p>COE 1.C PRACTICE</p>	<p>7. Skills in Collaborating, Teaching, and/or Mentoring. Program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.</p>	<p>Two key assessments will be used to address this standard:</p> <ul style="list-style-type: none"> • Functional behavior assessment and behavior support plan project (EDEX 718) • Parent/teacher training project (EDEX 718) <p>Success criteria for these assessments will be detailed in associated rubrics on a four-point scale. Scores of 3 or 4 will be</p>

		<p>considered demonstrative of mastery of the learning outcome. We will calculate the percent of students demonstrating mastery out of the number of students completing each key assessment.</p> <p>The program will review all key assessment data annually and make any changes needed to the curriculum to ensure students are meeting the expected learning outcomes.</p>
<p>COE 1.D ADVOCACY</p>	<p>8. Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.</p>	<p>Two key assessments will be used to address this standard:</p> <ul style="list-style-type: none"> • Functional behavior assessment and behavior support plan project (EDEX 718) • Ethics interview project (EDEX 717) <p>Success criteria for these assessments will be detailed in associated rubrics on a four-point scale. Scores of 3 or 4 will be considered demonstrative of mastery of the learning outcome. We will calculate the percent of students demonstrating mastery out of the number of students completing each key assessment.</p> <p>The program will review all key assessment data annually and make any changes needed to the curriculum to ensure students are meeting the expected learning outcomes.</p>
<p>COE 1.D ADVOCACY</p>	<p>9. Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think</p>	<p>Two key assessments will be used to address this standard:</p> <ul style="list-style-type: none"> • Parent/teacher training project (EDEX 718)

	<p>strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.</p>	<ul style="list-style-type: none"> • Ethics interview project (EDEX 717) <p>Success criteria for these assessments will be detailed in associated rubrics on a four-point scale. Scores of 3 or 4 will be considered demonstrative of mastery of the learning outcome. We will calculate the percent of students demonstrating mastery out of the number of students completing each key assessment.</p> <p>The program will review all key assessment data annually and make any changes needed to the curriculum to ensure students are meeting the expected learning outcomes.</p>
	<p>10. MEd in ABA candidates demonstrate knowledge of the conceptual principles and foundations of applied behavior analysis, with an emphasis on operant learning theory.</p>	<p>Two key assessments will be used to address this standard:</p> <ul style="list-style-type: none"> • Research to practice project (EDEX 809) • Pass/fail rate on the national Board Certified Behavior Analyst exam <p>Success criteria for these assessments will be detailed in associated rubrics on a four-point scale. Scores of 3 or 4 will be considered demonstrative of mastery of the learning outcome. We will calculate the percent of students demonstrating mastery out of the number of students completing each key assessment.</p> <p>The program will review all key assessment data annually and make any changes needed to the</p>

		<p>curriculum to ensure students are meeting the expected learning outcomes.</p>
	<p>11. MEd in ABA candidates apply the methods and procedures of applied behavior analysis, including techniques of measurement, assessment, intervention strategies, and single case research designs.</p>	<p>Two key assessments will be used to address this standard:</p> <ul style="list-style-type: none"> • Functional behavior assessment and behavior support plan (EDEX 718) <p>Pass/fail rate on the national Board Certified Behavior Analyst exam</p>
	<p>12. MEd in ABA candidates describe and analyze issues of application in real world settings, including ethics and contextual variables related to organizational systems, culture, and families.</p>	<p>Three key assessments will be used to address this standard:</p> <ul style="list-style-type: none"> • Ethics interview project (EDEX 717) • Functional behavior assessment and behavior support plan project (EDEX 718) • Research to practice project (EDEX 809) <p>Success criteria for these assessments will be detailed in associated rubrics on a four-point scale. Scores of 3 or 4 will be considered demonstrative of mastery of the learning outcome. We will calculate the percent of students demonstrating mastery out of the number of students completing each key assessment.</p> <p>The program will review all key assessment data annually and make any changes needed to the curriculum to ensure students are meeting the expected learning outcomes.</p>

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The proposed program will follow the University Assessment Cycle during each academic year:

- Plan:
 - Develop an assessment plan for the upcoming academic year; make sure to incorporate changes suggested by the previous year's assessment results (end of the academic year)
 - Discuss assessment plans with faculty to ensure everyone is aware of their responsibilities in terms of data collection, etc. (start of the academic semester)
- Assess:
 - Collect assessment data (during the academic semester)
 - Aggregate and analyze results; update annual data summary report with the results (end of the academic year)
- Improve:
 - Decide how assessment results should be used to improve the program; update annual program changes report accordingly (end of the academic year)
 - Implement changes to improve the program and student learning (start of the academic year)

The specific logistics of carrying out this cycle are as follows.

1. Key assessment data from courses will be submitted by instructors or other appropriate personnel throughout or at the end of each semester to Katie Wolfe (Program Coordinator) using the Chalk and Wire System.
2. Katie Wolfe will share data with the Office of Assessment and Accreditation (OAA). OAA produces a Data Summary Report which summarizes the data and provides this report to the program each semester by the Office of Assessment and Accreditation. In addition, faculty receive annual reports on data from surveys of students and supervisors, and data from surveys of graduates. We will also collect data on graduates' rate of passing the national credentialing exam, employment outcomes in the first three years post-graduation, and employer satisfaction with program graduates. Key assessment data from courses as well as from post-graduation outcomes listed above will be analyzed by faculty with recommendations for program change annually as described below.
3. The Applied Behavior Analysis faculty along with supervisors will analyze a summary of key assessment data at least once annually. A further collaborative analysis will take place once every three years when data will be analyzed by the faculty, supervisors, and the broader special education faculty. The questions guiding analysis of data will be:

- a) To what extent do candidates demonstrate the standard of the USC Conceptual Framework (CF) at admission, midpoint, and program completion?
- b) What do our candidates clearly do well and in what areas do they need more assistance?
- c) What changes can be made in the program to assist candidates to be as prepared as possible as Board Certified Behavior Analysts?

The objectives of the proposed program include **Program-Specific Competencies and College of Education Standards for Advanced Programs.**

The **Program-Specific Competencies** are to prepare students to:

1. Demonstrate knowledge of the conceptual principles and foundations of applied behavior analysis, with an emphasis on operant learning theory.
2. Apply the methods and procedures of applied behavior analysis, including techniques of measurement, assessment, intervention strategies, and single case research designs.
3. Describe and analyze issues of application in real world settings, including ethics and contextual variables related to organizational systems, culture, and families.

The **College of Education (COE) Standards for Advanced Programs** are to prepare students to (COE goals follow each standard)

1. Demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity. **COE 1.A DISPOSITIONS**
2. demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role. **COE 1.B KNOWLEDGE**
3. possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For doctoral programs, candidates are prepared to publish and present at conferences. **COE 1.C PRACTICE**
4. demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program. **COE 1.B KNOWLEDGE**
5. demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base. **COE 1.C PRACTICE**
6. demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals. **COE 1.C PRACTICE**
7. demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles. **COE 1.C PRACTICE**
8. demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.

COE 1.D ADVOCACY

9. reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession. **COE 1.D ADVOCACY**

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

We do not plan to seek program-specific accreditation at this time. Currently, of 305 institutions that offer the BCBA coursework, only 20 (6.5%) are accredited by the field's professional organization (ABAI). This is due in part to the fact that all course syllabi already undergo extensive review each year by the credentialing board for inclusion of all relevant content required to become a BCBA (see note that all courses have been approved by the credentialing board under curriculum).

The University has a system for external program reviews with peer institutions, and this program would undergo this review. This program is also under the oversight of and reviewed by the Board of Trustees.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

The proposed program will prepare students to become BCBA. Current requirements to become a BCBA include:

1. A master's degree in psychology, education, special education, or behavior analysis
2. Completion of six, graduate level courses in Applied Behavior Analysis
3. Completion of supervised practice in Applied Behavior Analysis
4. Passing the national exam

The proposed program:

1. results in an MEd in Applied Behavior Analysis (requirement #1),
2. includes 6, graduate level courses in Applied behavior Analysis (requirement #2), and
3. includes 15 credits of practicum meeting the supervised practice requirement (#3).

Therefore, after completion of the degree program, students will be qualified and eligible to take the national exam that certifies them as Board Certified Behavior Analysts immediately upon graduation. The exam pass rate for students in USC's College of Education completing our coursework was 79%; the national average passing rate was lower that year (58%) and was reported to be 65% in 2017. Among all BCBA coursework programs nationally and internationally in 2017, the pass rate ranged from 25% to 100%.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No

Mary Poole
State Director
Rufus Britt
Interim Associate State Director
Operations
Susan Kreh Beck
Associate State Director
Policy
Lisa Weeks
Interim Associate State Director
Administration



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803/898-9600
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Website: www.ddsn.sc.gov

October 30, 2018

Dr. John Lane
Director of Academic Affairs
Committee on Higher Education
1122 Lady Street, Suite 300
Columbia, S.C. 29201-3245

Dear Dr. Lane:

I am writing in support of the University of South Carolina's proposal for the creation of an MEd in Applied Behavior Analysis to prepare BCBAs. There is a significant shortage of BCBAs in the state, resulting in children and adults with intellectual and developmental disabilities waiting years to receive needed services. This also creates a strong demand for professionals with this credential.

For over 15 years, the Department of Disabilities and Special Needs has contracted with the University of South Carolina to provide the University's BCBA course sequence to our contractors and employees, with the goal of expanding the pool of qualified BCBAs in the state. A Master's degree in Applied Behavior Analysis would further increase the number of professionals able to work with the DDSN population of consumers, and the proposal has my full support.

Sincerely,

A handwritten signature in black ink, appearing to read "SKB".

Susan Kreh Beck, Ed.S., LPES, NCSP
Associate State Director-Policy

DISTRICT I

P.O. Box 239
Clinton, SC 29325-5328
Phone: (864) 938-3497

Midlands Center - Phone: 803/935-7500
Whitten Center - Phone: 864/833-2733

DISTRICT II

9995 Miles Jamison Road
Summerville, SC 29485
Phone: 843/832-5576

Coastal Center - Phone: 843/873-5750
Pee Dee Center - Phone: 843/664-2600
Saleeby Center - Phone: 843/332-4104



July 17, 2018

Katie Wolfe, MS, BCBA
University of South Carolina
Columbia, SC, USA

Dear Ms. Wolfe,

Congratulations, the Behavior Analyst Certification Board, Inc. (BACB) has verified the course sequence that you submitted from the University of South Carolina as meeting the 270-hour coursework requirement for taking the Board Certified Behavior Analyst (BCBA) examination. You may now inform your students that the course sequence meets the BACB's coursework eligibility requirements. Applicants who provide verification that they have completed this verified course sequence will not have to provide coursework documentation.

The course sequence verification number for the University of South Carolina is 4049. Your institution will be listed on the Verified Course Sequences page. This course sequence verification will be valid from the present through June 30, 2019. For this period, you may use the following language when referring to the coursework sequence verification: "This coursework sequence has been verified to meet the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify." We encourage schools with Verified Course Sequences to post their verified course content hours for each course, along with details of the program offered, on their web sites.

We will be pleased to include your sequence's verification information on the Verified Course Sequence page of www.BACB.com. If you would like to add a link to your website, please send the URL at your convenience.

The BACB will oversee your renewal until December 1, 2018. ABAI has agreed to oversee your renewal until June 30, 2019 and subject to renewal.

Please note that you will need to abide by the verified course content or immediately notify the BACB that the course does not meet the agreed upon requirements. In addition, be sure to notify us if your course content or instructor list changes. You should send us a revised syllabi if you make changes to the content and revised faculty information if you add new faculty.

We believe that this verification process is an important step in creating an educational and career path for professional behavior analysts that will be beneficial to all. Thank you for your interest and commitment to this important process.

®Board Certified Assistant Behavior Analyst Examination or Board Certified Behavior Analyst Examination® is the registered trademark owned by the Behavior Analyst Certification Board®, Inc., all rights reserved.

Regards,

A handwritten signature in black ink that reads "Emily White". The signature is written in a cursive, flowing style.

Emily White, M.S.Ed., BCBA
Director of Credentialing



4049, University of South Carolina
 Katie Wolfe, kmwolfe@mailbox.sc.edu

CONTENT HOURS LISTED ARE EFFECTIVE AS OF SPRING 2013.
 ALL COURSES COMPLETED PRIOR TO SPRING 2013 REQUIRE A
 COURSEWORK EVALUATION.

CONTENT AREA AND REQUIRED NUMBER OF CLASSROOM HOURS		Course 1 EDEX 610 Instruc of Students w/ severe & mult dis	Course 2 EDEX 701 Nature of Students w/ Autism	Course 3 EDEX 715 ABA in Special Educ	Course 4 EDEX 716 Func Behav Assess & Behav Interv Plans	Course 5 EDEX 717 Ethics in Behav Analysis	Course 6 EDEX 718 Intensive Practicu m in ABA	Course 7 EDEX 809 Single-case Research Designs
	Institution is on the Semester system							
A	45 hours in ethical & professional conduct					45		
B	45 hours in concepts & principles of behavior analysis	18	12	9	3			6
C	25 hours in measurement (including data analysis)	9		9	6			2
	20 hours in experimental design							21
D	30 hours in identification of the problem & assessment	6	9	6	12			4
	45 hours in fundamental elements of behavior change & specific behavior change procedures	9		21	12			3
	10 hours intervention & behavior change considerations	3						9
	10 hours in behavior change systems				12			
	10 hours in implementation, management & supervision		12					
E	30 hours in discretionary		12					



March 19, 2015

Katie Wolfe, MS, BCBA
University of South Carolina
Columbia, SC, USA

Dear Ms. Wolfe,

Congratulations, the Behavior Analyst Certification Board, Inc. (BACB) has approved the practicum courses you submitted from University of South Carolina toward the Intensive Practicum experience requirement for taking the Board Certified Behavior Analyst (BCBA) Examination.

You may now inform your students that your approved practicum courses will be accepted toward the BACB's eligibility requirements in the Intensive Practicum experience category. Applicants will need to submit a signed Experience Verification Form indicating the number of Intensive Practicum experience hours they obtained in the courses.

This practicum course approval will be valid from the present through the completion of your next full course sequence approval period. For this period you may use the following language when referring to the coursework sequence approval: "The Behavior Analyst Certification Board, Inc. has approved the following practicum courses toward the experience requirements for eligibility to take the Board Certified Behavior Analyst Examination. Applicants may need to meet additional requirements to qualify."

Please be sure to notify us if your practicum content or supervisor list changes. You should send us a revised application if you have made changes to the content or supervisors. Please note that you will need to continue to abide by the requirements for approved course sequences.

We believe that this approval process is an important step in creating an educational and career path for professional behavior analysts that will be beneficial to all. Thank you for your interest and commitment to this important process.

Regards,

James E. Carr, Ph.D., BCBA-D
Chief Executive Officer



US Behavior Analyst Workforce: Understanding the National Demand for Behavior Analysts

Produced by Burning Glass Technologies on behalf of the Behavior Analyst Certification Board.



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EXECUTIVE SUMMARY

INTRODUCTION

Burning Glass conducted an analysis of demand in the United States (US) for credentialed behavior analysts, including individuals holding the Board Certified Behavior Analyst-Doctoral™ (BCBA-D™), Board Certified Behavior Analyst® (BCBA®), Board Certified Assistant Behavior Analyst® (BCaBA®), and Licensed Behavior Analyst credentials. This report provides an analysis of the demand for these credentials from 2012 through 2014, including specialized skills, a breakdown of the roles by industry type, and the titles and occupations of these jobs. This report also includes demand for the certification in US where there exist licensure laws for behavior analysts.

KEY FINDINGS

- **Demand for credentialed behavior analysts is increasing:** Demand for behavior analyst positions more than doubled between 2012 (1,414 postings) and 2014 (3,083 postings). This is a national trend, as demand increased in almost every state.
- **Demand is highest in three states:** Despite national growth, nearly half of all job postings for behavior analysts were in one of three states: California, Massachusetts, or New Jersey. However, 18 states had 40 or more job postings in 2014 – more than double the number of states as 2012.
- **The number of newly credentialed behavior analysts tracks closely with demand:** New certifications awarded increased from 1,817 in 2012 to 3,184 in 2014.
- **The BCBA credential has the largest increase in demand:** In addition to an increasing demand for BACB credentials in general, demand is skewing more heavily toward the BCBA credential.
- **The credentials are required in a range of occupations and titles:** The existing O*Net Standard Occupational Classification (SOC) system does not neatly categorize the role of “Behavior Analyst.” Occupations that included the credential in job postings include Counselors, All Other; Clinical, Counseling, and School Psychologists; Special Education Teachers; and Teacher Assistants; among others. Clear opportunities exist to create a unified occupation and to identify the skills required for these roles.
- **Skill demand varies by industry:** 85% of job postings fall into Health Care, Educational Services, or Social Assistance industries. While job postings consistently call for experience working with autism and developmental disabilities in addition to behavior-analytic experience, each industry asks for a different mix of skills:
 - **Health Care:** These roles call for treatment planning, therapy, and case management skills. This is reflected also in the titles for these positions, such as therapist and clinician.
 - **Educational Services:** These positions are primarily located within schools and call for skills in data collection and school psychology. School Psychologist is the most common title in this industry.
 - **Social Assistance:** The skills are more varied here, including therapy skills, employee training, and treatment planning. Many of the positions in this industry have titles such as behavior analyst, clinical manager, and clinical supervisor.

ABOUT BURNING GLASS

Burning Glass's tools and data are playing a growing role in informing the global conversation on education and the workforce by providing researchers, policy makers, educators, and employers with detailed real-time awareness into skill gaps and labor market demand. Burning Glass's job seeker applications power several government workforce systems and have been shown to have a substantive impact on reemployment outcomes and on labor market literacy.

Burning Glass is proud to serve a client base that spans six continents and includes education institutions, government workforce agencies, academic research centers, global recruitment and staffing agencies, major employers, and leading job boards.

ABOUT THE DATA: DEFINITIONS

Job market data in this analysis is drawn from Burning Glass's database of online job postings, collected from over 40,000 sources. Using advanced text analytics, over 70 data fields are extracted from each posting, including job title, occupation, employer, industry, required skills, credentials, and salary. Postings are then de-duplicated and placed in a database for further analysis.

- **Occupational Demand:** Burning Glass identified occupations, as defined by the Bureau of Labor Statistics. Demand figures include the total number of job postings for behavior analysts, annually 2012-2014.
- **Occupations:** Occupations are defined by the Bureau of Labor Statistics' Standard Occupational Classification (see <http://www.bls.gov/soc/>).
- **Job Title:** Job titles reflect employer naming conventions for positions. Titles are more varied than occupations.
- **Geography:** Demand data is provided at a national level.
- **Skills:** The skills and other occupational characteristics most commonly requested by employers in job postings are presented for each occupation.
- **Employers:** The employers with the highest number of job postings annually.

DETAILED REPORT

SECTION I: BEHAVIOR ANALYST RESEARCH OVERVIEW

Burning Glass Technologies partnered with the BACB to answer the following questions:

- What is the demand for credentialed behavior analysts in the United States?
- What industries are most frequently employing credentialed behavior analysts in the United States between 2012 and 2014?
- What specialized skills are most frequently requested in conjunction with BACB credentials?
- What is the demand by level of credential both “required” and “preferred” by employers?

Note: In this demand analysis, *online job postings* served as the source of data for all analyses.

CAPTURING THE BEHAVIOR ANALYST LANDSCAPE

To define behavior analyst roles, primary (i.e., titles and credentials) and secondary (i.e., skills, employers, locations) fields were captured from real-time job market data.

Primary fields:

- **Titles:** Searched for titles: “Behavior Analyst”, “Board Certified Behavior Analyst”, “Board Certified Assistant Behavior Analyst”, “Behavior Specialist”, and “Licensed Behavior Analyst”.
- **Credentials:** Searched for credentials: BCaBA, BCBA, and BCBA-D.

Secondary fields:

- **Skills:** Specialized skills within the job postings (e.g., “working with individuals with autism,” “data collection and analysis”).
- **Locations:** Location of job position (i.e., where the employee will work, rather than the headquarters of the company hiring).

RESEARCH SUMMARY

- Time frame: Calendar years 2012, 2013, and 2014
- There were 7,254 job postings for behavior analyst credentials that form the basis of this analysis. These jobs fell into a range of industries, but were most concentrated in:
 - Health Care: 46%
 - Educational Services: 28%
 - Social Assistance: 11%
- The majority of job postings were primarily located in a few states, especially California, Massachusetts, and New Jersey.

LANDSCAPE OF DEMAND FOR BEHAVIOR ANALYSTS

- In 2014, there were more than 3,000 individual postings for behavior analysts nationwide.
- There has been an increase in demand for credentialed behavior analysts. Total postings have doubled since 2012, from 1,414 to 3,083.
- There are currently 24 states that have passed laws to regulate behavior analysts through licensure or certification (19 of those since 2012).
- In 2014, a total of 45% of demand is concentrated in three states: California, Massachusetts, and New Jersey. Of these, only Massachusetts has enacted regulation of behavior-analytic practice through licensure.

SECTION II: OVERVIEW OF BEHAVIOR ANALYST DEMAND

In this part of the analysis, we will provide an overview of demand for behavior analysts between the years 2012 to 2014, including the following information:

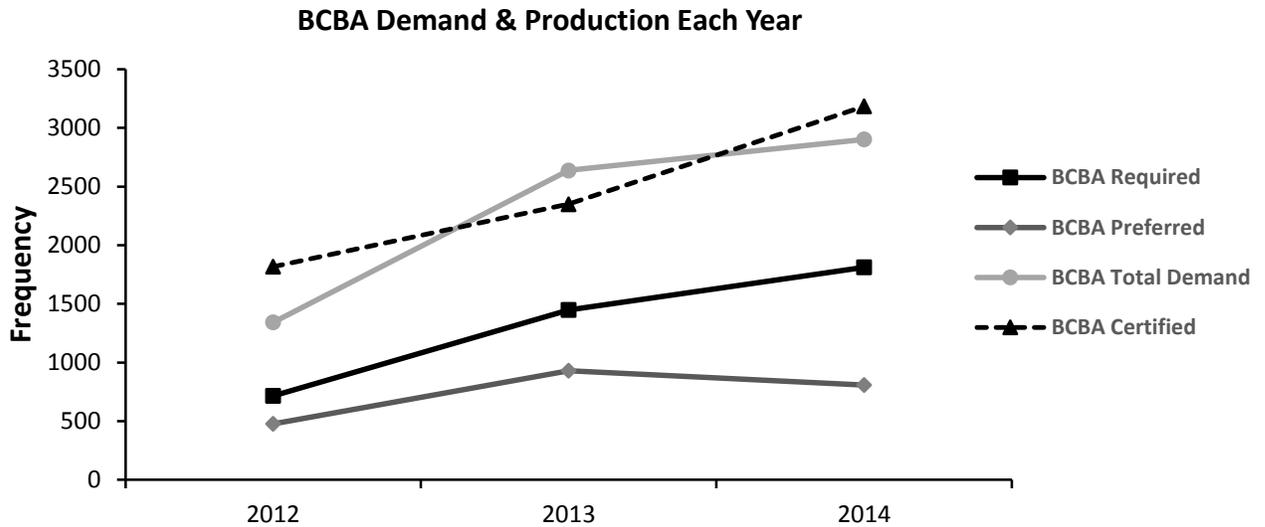
- Overall demand for certified behavior analysts, including demand by credential type (i.e., BCBA-D, BCBA, BCaBA)
- Behavior analyst credential demand by state
- Industries most frequently recruiting behavior analysts
- Employers most frequently recruiting behavior analysts
- Occupations most frequently recruiting behavior analysts (based on the Department of Labor Occupational Classifications)
- Most frequently used titles for behavior analysts
- Most commonly requested specialized skills for behavior analysts

OVERALL DEMAND FOR BEHAVIOR ANALYST CREDENTIALS

The table below illustrates the frequency of job postings requesting BACB credentials, by credential type, for 2012, 2013, and 2014. The last column indicates the percentage growth from 2012 to 2014.

Posting Type	2012	2013	2014	Growth
All with BCBA	1,342	2,638	2,903	116%
Required	716	1,448	1,812	153%
Preferred	477	930	808	69%
All with BCBA-D	84	124	117	39%
Required	63	78	57	-9%
Preferred	21	46	60	186%
All with BCaBA				
Required	54	78	95	76%
Total Behavior Analyst Demand	1,414	2,757	3,083	118%

In addition, the graph below illustrates the frequency of job postings requiring or requesting the BCBA credential in relation to the number of newly credentialed BCBA certificants, by year.

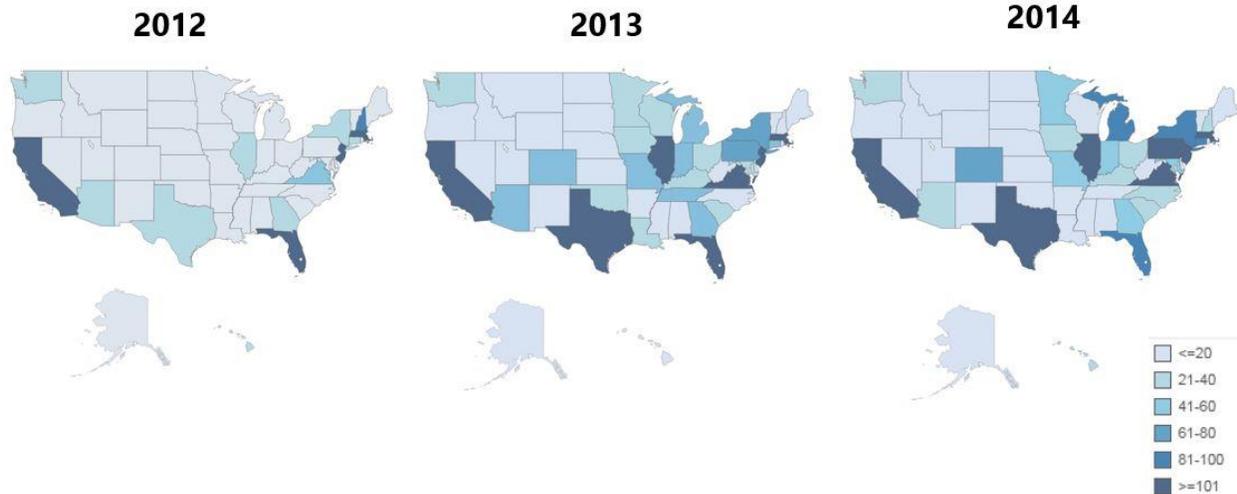


Overall Demand Trends:

- While demand for the BCBA and BCBA-D credentials are increasing overall, the relative growth of the BCBA credential as a requirement for a job, rather than a preference, is increasing more quickly.
- BCaBA (not represented in above graph) credential demand, as expected, is quite low, and plateaued in 2013. Total postings requesting BCaBA as a minimum credential decreased from 2013 to 2014.

GEOGRAPHIC ANALYSIS, 2012-2014

The figure below shows the geographic distribution of demand (i.e., job postings in each state) as well as an adjacent list of states that have passed licensure law, by year, to regulate the practice of behavior analysis.



States with Licensure Requirements, as of 2012
Arizona (2009)
Kentucky (2010)
Missouri (2010)
Nevada (2010)
North Dakota (2011)
Oklahoma (2009)
Rhode Island (2012)
Virginia (2012)
Wisconsin (2010)

Additional States, 2013
Massachusetts
Ohio
Oregon

Additional States, 2014
Alabama
Alaska
Arkansas
Kansas
Maryland
New York
Tennessee

Geography Trends:

- Behavior analyst positions are increasing in frequency nationwide.
- Distinct areas of concentration for the positions exist in California, New Jersey, and Massachusetts; 45% of all job postings in 2014 were in one of these three states.

TOP INDUSTRIES

The table below lists the percentage of behavior analyst postings by industry, each year. Industries follow the North American Industry Classification System (NAICS).

Industry*	2012	2013	2014
Health Care	37%	43%	46%
Educational Services	41%	28%	28%
Social Assistance	9%	14%	11%
Insurance Carriers and Related Activities	2%	4%	5%
Other Services (except Public Administration)*	4%	4%	5%
Public Administration	2%	3%	3%
Professional, Scientific, and Technical Services	1%	2%	1%
Other Industries	4%	3%	2%

* Industries ranked by 2014 figures.

Industry Trends:

- The most frequent industries for behavior analysts are: Health Care, Educational Services, and Social Assistance.
- Additional industries with demand are insurance agencies and local governments.

TOP OCCUPATIONS

The table below lists the most frequent occupation in which each 2014 job posting was classified, based on the Bureau of Labor Statistics (BLS) Standard Occupational Classification (SOC) codes. For each of these occupations, the table illustrates the job postings by occupation (“Behavior Analyst Demand”) in each year 2012-2014.

Occupation	Behavior Analyst Demand		
	2012	2013	2014
Counselors, All Other	337	833	844
Clinical, Counseling, and School Psychologists	146	317	425
Medical and Health Services Managers	104	189	259
Special Education Teachers	57	153	204
Teacher Assistants	79	108	169
Other Licensed Professionals	60	153	148
Educational, Guidance, School, and Vocational Counselors	58	67	58
Education Administrators	32	49	56
First-Line Supervisors of Office & Administrative Support Workers	11	45	47
All Occupations Total	1,414	2,757	3,083

* Occupations ranked by 2014 demand.

Occupation Trends:

- Behavior analysts do not fall neatly into a single BLS-defined occupation and are assigned to a wide variety of occupations, which is not surprising because behavior analysis is a relatively young profession without its own occupational classification.
- Behavior analysts comprise approximately 20% of the “Counselors, All Other” job postings and less than 5% of all other occupations.

TOP JOB TITLES

The table below lists the top job titles that required behavior analyst credentials from 2012-2014, ranked by frequency. Titles reflect employer language for positions.

	2012	2013	2014
1	Behavior/Behavioral Analyst	Behavior/Behavioral Analyst	Board Certified Behavior/Behavioral Analyst (BCBA)
2	Board Certified Behavior Analyst (BCBA)	Board Certified Behavior/Behavioral Analyst (BCBA)	Behavior/Behavioral Analyst
3	School Psychologist	Board Certified Behavior Analyst & Autism Tutor	ABA/Behavioral Assistant
4	Psychologist	BCBA	Psychologist
5	ABA/Behavioral Assistant	Psychologist	School Psychologist
6	BCBA	ABA Instructor/Therapist	Behavior Interventionist
7	Speech Language Pathologist	Clinical Supervisor/Director	(BCBA) Clinical Supervisor/Manager
8	Clinical Supervisor	ABA Behavioral Assistant/Assistant Analyst	Behavior Clinician
9	(ABA) Behavior Specialist/Instructor	School Psychologist	Behaviorist
10	Clinical Manager/Director	Behavior/Behavioral Consultant	(BCBA) Behavior/Behavioral Consultant
11	Professor of Education	Speech Language Pathologist	Behavior Specialist
12	Board Certified Behavior Analyst and/or Associate	(BCBA) Clinical Manager/Supervisor	Speech Language Pathologist
13	Master's Level Case Manager	Early Education Therapist	Program Analyst
14	Guidance Counselor	Professor of Education	(BCBA) Program Supervisor
15	Behaviorist	ABA Supervisor	BCBA/BCaBA
16	Lead Behavior Analyst	Behavior Specialist/ Interventionist/Therapist	Clinical Psychologist
17	Professor of Psychology	BCBA Case Manager	Instructional Assistant
18	Behavior Consultant	Educational Consultant	ABA Therapist
19	Assistant Professor of Psychology	Behaviorist	Behavioral Healthcare Manager: Autism Spectrum Disorder
20	Program Supervisor: Behavioral Health Therapy	Professor of Psychology	Board Certified Assistant Behavior Analyst
21	Psychology Manager	Program Director/Manager	Licensed Behavior Analyst

TOP SKILLS FOR OVERALL DEMAND

The table below lists top skills demanded by employers 2012-2014, ranked based on demand in 2014. These are specialized skills (and other occupational characteristics), requiring training and occupational knowledge, specifically mentioned by employers in job postings each year.

Top Skills	2012	2013	2014
Experience with Autism	43%	57%	53%
Psychology	47%	52%	47%
Treatment Planning	13%	19%	22%
Experience working with Developmental Disabilities	23%	32%	21%
Therapy	14%	23%	15%
Data Collection	10%	15%	15%
Case Management	7%	9%	9%
Mental Health	4%	7%	9%
Collaboration	3%	6%	7%
Employee Training	7%	6%	7%
Human Development	5%	5%	6%
Crisis Intervention	5%	2%	6%
Behavioral Health	4%	6%	6%
Social Services	3%	6%	5%
Experience working with Special Needs Children	5%	6%	5%
Program Development	7%	4%	4%
School Psychology	10%	3%	4%

* Top Skills ranked by 2014 demand.

Skills Trends:

- The most commonly requested skills and requirements for behavior analysts are experience with autism, psychology, treatment planning, experience working with developmental disabilities and therapy.
- Experience with autism and treatment planning are increasingly identified within job postings as being necessary.

SECTION III: INDUSTRY BREAKDOWN

In this part of analysis, we provide the most commonly requested occupations, titles, and skills of behavior analysts in the top three major industries, based on 2014 job postings.

- Health Care Industry
- Educational Services Industry
- Social Assistance Industry

HEALTH CARE INDUSTRIES

The table below lists the employers, occupations, titles, and skills in demand within the Health Care industries: Ambulatory Health Care Services, Hospitals, and Nursing and Residential Care Facilities.

Top Occupations	Top Titles	Top Skills
Counselors, All Other	Applied Behavior Analysis Therapist	Experience with Autism
Clinical, Counseling, and School Psychologists	ABA/Behavioral Assistant	Psychology
Medical and Health Services Managers	Board Certified Behavior Analyst	Treatment Planning
Other Licensed Professionals	Behavior Clinician	Experience working with Developmental Disabilities
Teacher Assistants	Clinical Supervisor	Therapy
Special Education Teachers, Preschool	Behavior Analyst	Data Collection/Analysis
First-Line Supervisors of Office and Administrative Support Workers	Psychologist	Case Management
Educational, Guidance, School, and Vocational Counselors	BCBA	Human Development
Mental Health Counselors	Clinical Psychologist	Mental Health
Speech-Language Pathologists	Behavioral Consultant	Experience with Special Needs Children

Health Care Industry Trends:

- The Health Care Industry had 1,404 job openings in 2014.
- In addition to core behavior analysis skills, health care roles more frequently called for treatment planning, therapy, case management, and human development skills than postings in other industries (represented in **bold**).

EDUCATIONAL SERVICES INDUSTRY

The table below lists the employers, occupations, titles, and skills in demand within the Educational Services industry, which consists primarily of schools and educational support services organizations.

Top Occupations	Top Titles	Top Skills
Counselors, All Other	School Psychologist	Experience with Autism
Clinical, Counseling, and School Psychologists	BCBA	Psychology
Teacher Assistants	Board Certified Behavior Analyst	Data Collection/Analysis
Teachers and Instructors, All Other, Except Substitute Teachers	Behavior Analyst	School Psychology
Postsecondary Teachers, All Other	Instructional Assistant	Experience working with Developmental Disabilities
Special Education Teachers, Preschool	Program Analyst	Special Education
Special Education Teachers, All Other	Behaviorist	Mental Health
Psychology Teachers, Postsecondary	BCBA Consultant	Therapy
Education Administrators, Elementary and Secondary School	Professor of Education	Crisis Intervention
Education Administrators, Postsecondary		Case Management

Educational Service Industry Trends:

- There were 863 job postings in the Educational Services Industry in 2014.
- These roles frequently fell into teaching roles via special education or teacher assistant roles.
- Placement in educational facilities and schools led to more frequent calls for data collection and school psychology skills than behavior analysts generally (represented in **bold**).

SOCIAL ASSISTANCE INDUSTRY

The table below lists the employers, occupations, titles, and skills in demand within the Social Assistance industry, which includes family service organizations, and child care organizations.

Top Occupations	Top Titles	Top Skills
Counselors, All Other	Behavior Analyst	Psychology
Clinical, Counseling, and School Psychologists	Clinical Manager	Experience with Autism
Medical and Health Services Managers	Board Certified Behavior Analyst	Treatment Planning
Managers, All Other	Licensed Behavior Analyst – BCBA	Experience working with Developmental Disabilities
First-Line Supervisors of Office and Administrative Support Workers	Psychologist	Therapy
Teacher Assistants	BCBA Clinical Supervisor	Employee Training
General and Operations Managers	Program Manager Autism Services	Data Collection/ Analysis
Special Education Teachers, Preschool	Behavior Specialist	Mental Health
Special Education Teachers, Middle School		Social Services
Educational, Guidance, School, and Vocational Counselors		Crisis Management

Social Assistance Trends:

- The Social Assistance Industry had 340 job postings in 2014.
- Skills in higher demand than average included psychology, treatment planning, therapy, and employee training skills (represented in **bold**).
- Managerial titles and occupations are higher in demand in this industry compared to others.



Centers for the Re-Education and Advancement of Teachers in Special Education and Related Services Personnel

November 7, 2018

Dr. John Lane
Director of Academic Affairs
Committee on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201-3245

Dr. Dr. Lane,

I am writing to offer my enthusiastic support of The University of South Carolina Columbia's (USCC) proposal for development of a Master of Education (MEd) degree program in Applied Behavior Analysis. This unique constellation of coursework will provide professional preparation to behavior interventionists who will be eligible for national certification as Board Certified Behavior Analysts (BCBA).

One career path for BCBAs is to work in school settings. Increasingly, school districts and educational programs operated by the South Carolina Department of Education (SCDE) are recognizing the need to employ behavior interventionists to provide consultation to teachers and direct assistance in behavioral analysis and intervention to students with disabilities, including students with autism spectrum disorders, and other learners who struggle with their behavior. There is a shortage of professionals with this expertise in our State.

The SC-CREATE scholarship program, sponsored by the SCDE Office of Special Education Services (Rebecca Davis, Director), began assisting school districts several years ago in offering course tuition and textbook assistance to individuals seeking the BCBA credential to serve as behavior interventionists. Toward this end, SC-CREATE has partnered with USCC in delivering needed coursework to BCBA candidates. We are committed to funding these professionals in completing their required BCBA coursework sequence as well as the practicum course at USCC.

An MEd degree program in Applied Behavior Analysis at USCC would further assist the State in its mission to build capacity among professionals who are able to work with students who have challenging behavioral struggles.

Please accept my full, unwavering support of this proposal. Should you have questions or need to speak with me directly, I am available by phone at 864.414.8360 or by email at director@sccreate.org.

Sincerely yours,

Joe P. Sutton, PhD
Program Director, SC-CREATE
South Carolina Department of Education
Office of Special Education Services

Autism Services

Tagged: All Categories

Effective on or after July 1, 2017, Autism Spectrum Disorder (ASD) treatment services will be added to the South Carolina Medicaid State Plan.

ASD treatment services will be available both for fee-for-service (FFS) beneficiaries and for managed care organization (MCO) members.

Medical Necessity

Medically necessary ASD treatment services are available for Medicaid beneficiaries between the ages of 0 to 21 who have an established ASD diagnosis via a comprehensive psychological assessment.

Provider Enrollment

Providers can begin the enrollment process on April 21, 2017. To enroll as an ASD provider in the South Carolina Medicaid program, the provider must qualify as a Licensed Independent Practitioner (LIP), Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA). In order to enroll as an Applied Behavior Analysis (ABA) provider, the applicant must have a National Provider Identifier (NPI) number which can be obtained at <https://nppes.cms.hhs.gov/NPPES/Welcome.do>, and complete the online Medicaid provider enrollment application with South Carolina Department of Health and Human Services (SCDHHS). Once the online provider enrollment application has been submitted and screened, SCDHHS will contact the Administrative Service Organization (ASO), South Carolina Department of Disabilities and Special Needs (SCDDSN). The ASO will review and approve prospective ABA providers.

On or after April 21, 2017, you may access the online enrollment application at <https://providerservices.scdhhs.gov/ProviderEnrollmentWeb/> to begin enrolling as an ABA provider.

If you are enrolling as an individual, the table below identifies fields that must be selected within the enrollment application.

Enrollment Type	Provider Type Description	Specialty Description	Taxonomy Code
Individual	Other Medical Professionals	Board Certified Behavioral Analyst	103K00000X
Individual	Other Medical Professionals	Board Certified Assistant Behavioral Analyst	106E00000X

If you are enrolling as a group practice, the table below identifies fields that must be selected within the enrollment application.

Enrollment Type	Provider Type Description	Provider Specialty	Taxonomy Code
Organization	Groups	Multiple Specialty Group	193400000X

Enrolled Medicaid LIPs are also eligible to provide ASD services following registration in the ASD provider network through SCDDSN. To begin this process, contact the SCDHHS' Division of Behavioral Health at behavioralhealth002@scdhhs.gov. Providers seeking to become LIPs should follow the procedures outlined in the LIP manual.

Please visit <https://www.scdhhs.gov/ProviderRequirements> for more information on provider enrollment.

Providers may also choose to contract and enroll with any of the state’s contracted MCOs. Providers must be enrolled with SCDHHS in order to participate with any of the MCOs. Providers can find contact information for each MCO at <https://msp.scdhhs.gov/managedcare//resource/managed-care-health-plan-contact-information> .

Prior Authorization

All ASD services for FFS beneficiaries must receive prior authorization through the SCDHHS ASO.

Providers must verify eligibility and contact the applicable MCO for prior authorization, when required, before rendering services to MCO-enrolled beneficiaries. Both Medicaid and managed care eligibility can be verified at the SC Medicaid Web Portal, <https://portal.scm Medicaid.com/login>.

Billable Codes

As of July 1, 2017, the following codes will be billable for medically necessary ASD services rendered by enrolled ASD network providers. The fee schedule will be available on the SCDHHS website, <https://www.scdhhs.gov/resource/fee-schedules> , after April 21, 2017.

Procedure Code	Service Description	Qualifications
0359T	Behavior Identification Assessment (ABA)	BCBA/BCaBA
0368T & 0369T	Adaptive Behavior Treatment with Protocol Modification	BCBA/BCaBA
0360T & 0361T	Observational Behavioral Follow-up Assessment	BCaBA/RBT II (bachelor degree + RBT + 500 hours of line therapy experience)
0362T, 0363T 0364T, 0365T	Exposure Behavioral Follow-up Assessment Adaptive Behavior Treatment by Protocol	RBT I (RBT certification)
0370T	Family Adaptive Behavior Treatment Guidance	BCBA/BCaBA
H2019	Therapeutic Behavioral Services (non-ABA)	Ph.D./Psy.D., LISW, LMFT, LPC, LPES
90791	Behavior Assessment (non-ABA)	Ph.D./Psy.D., LISW, LMFT, LPC, LPES
96101	Psychological Testing	Ph.D./Psy.D., LPES

Should you have any questions regarding this bulletin, please contact the SCDHHS Division of Behavioral Health at (803) 898-2565.

Thank you for your continued support of the South Carolina Healthy Connections Medicaid program.

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Why SC families are waiting for autism therapy, a wait that is getting worse

By Jamie Self jamieself@thestate.com LEXINGTON

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The state's lowest-in-the-nation Medicaid reimbursement rates are to blame for the lack of available therapists to help autistic children.

By Tracy Glantz

The Buzz

A blog from The State's political team of Tom Barton, Avery Wilks, Maayan Schechter and Bristow Marchant.

Ashley Manley hand-fed her son Zephaniah a lunch of chicken tenders and fries Thursday.

“It's hard that I've had to feed him like a baby for nearly six years,” Manley said of “Zeph,” who, at 5, wears diapers and does not talk.

Shortly after he turned 4, Zeph received the diagnosis that Manley had suspected since he was an unsmiling infant who barely could sit up on his first birthday. “It's not my fault,” Manley said. “It's autism.”

Two years after his diagnosis, Zeph's family still is waiting for him to begin receiving the intensive, in-home therapy that a pediatrician says he needs for up to 40 hours a week.

Behind the delay is South Carolina's lowest-in-the-nation reimbursement rate for the therapy, advocates and providers say.

- Rates are so low – \$13.58 an hour – that providers are backing out of the program, refusing to take on new patients like Zeph, who are covered by Medicaid, the joint federal-state insurance program for the poor and disabled
- A 27 percent increase — to \$17.28 an hour — that goes into effect July 1 will leave South Carolina still in dead last, trailing the rates paid by the second-lowest state by about \$13 an hour. The national average is \$43 an hour, according to Autism Speaks, a national advocacy group.
- Making matters worse, an expansion of the program next month to include older patients could add hundreds of children and adults to the list of Medicaid patients awaiting autism treatment.

1 in 68 children affected

Autism affects about 1 in 68 children, according to the Centers for Disease Control.

The neurological disorder has some genetic connection though little is known about it. Experts say autism is “not a thing” but a “set of symptoms” that define people differently, said Cecelia Knight, a past president of the S.C. Association for Behavior Analysis.

Some people with autism function at high levels. Others do not.

Self-injury, saying the same thing over and over again, and self-stimulation — ranging from “repeatedly flicking your finger in front of your eye all the way to obsessively talking about paleontology” — could be signs of autism or not, Knight said. “It’s all over the spectrum.”

Children with severe autism cannot afford to wait for therapy if they are to become independent when older, advocates say.

That means the stakes are high for children like Zeph, who now are waiting for therapy.

‘We've fought and fought and fought’

Most S.C. children eligible for autism treatment, paid for by Medicaid, are not receiving it, according to the state Health and Human Services Department. Of the 1,425 children approved for the treatment, the agency has received claims for only 585.

Advocates say the reason is clear – there aren't enough therapists because of the low pay.

A survey of autism therapy providers showed 84 percent were not going to accept new Medicaid patients starting July 1, according to the S.C. Association for Behavior Analysis. Low reimbursement rates were the top reason cited.

Some providers — including Palmetto Autism Interventions, where Zeph has been wait-listed for treatment — are shutting down.

“We've fought and fought and fought for them to raise the rates,” said PAI co-owner Beth Bunge, citing high costs and turnover as the reasons that she is shuttering her service on July 1.

The move will force roughly 100 patients in Columbia and Greenville — including 74 on Medicaid — to seek help elsewhere.

Manley said she now is looking for another waiting list for Zeph.

‘A denial of access’

Others are sounding alarms, too.

This month, the S.C. Department of Disabilities and Special Needs

Commission voted unanimously to reject a contract with Health and Human Services to run the autism-therapy program, saying providers will not participate because the rates that the state agency pays are so low.

Contract negotiations are continuing, but so are the concerns about the program's viability.

“We want to expand autism coverage, but we can't expand it without a provider network and a rate that is good enough,” said Bill Danielson, the Special Needs Commission's outgoing chairman.

Starting July 1, the autism program will expand to cover all Medicaid patients, under age 21, who are prescribed the therapy. There will be no limit on how much therapy they can get.

Under the old program, Medicaid covered up to \$50,000 in treatment for a limited number of children up to age 10, based on the availability of funding. As of May, more than 1,200 S.C. applicants were waiting to be approved for Medicaid-paid autism therapy.

The state has a legal obligation to ensure there are enough autism-therapy providers in its network to meet the demand, said state Rep. James Smith, D-Richland, who this year proposed raising the reimbursement rates to \$40 an hour, up from the current \$13.58.

“Every other state in the union provides a competitive rate” so children with autism can “have a life that is not in an institution,” Smith said, arguing for the raise, which lawmakers tabled.

Smith said the state's reimbursement rate amounts to “a denial of access.”

‘Independent one day’

Zeph giggles as he spins inside a canvas pod hanging from a chain from the ceiling of his bedroom. The activity is his speech therapist's way of rewarding

him for pointing to pictures of socks and shirts when she says those words, then signing that he wants to “spin.”

Zeph sometimes makes the “sssss” sound that starts one of his favorite activities.

He’s “stimming,” Manley said, describing Zeph’s repetitive motions that feed what appears to be a torturous need for stimulation.

Since he was 1, Zeph has been going to physical therapy because he was diagnosed with global developmental delay. Eventually, his family added occupational therapy and speech therapy.

While important and helpful, none of the therapies compare to the applied behavioral analysis – or ABA therapy – that Zeph was prescribed after his autism diagnosis, his mother says.

The treatment is “a huge investment of time, and the only thing that research shows can take a child who is not talking or toileting and teach those skills,” said Knight, the past president of the S.C. Association for Behavior Analysis.

Zeph gets an hour a day of ABA therapy in school, helping him act appropriately in a classroom. But that therapy does not address his behavior at home, Manley said. It also ended when school let out.

Under ABA therapy, Zeph would be shadowed by a therapist for several hours a day in his home.

The therapist would help Zeph and his family develop strategies for correcting inappropriate behaviors – grabbing hair and other objects, biting for the oral stimulation or gorging himself with food because he cannot regulate his impulses.

Zeph faces big challenges as he becomes an adult, his mother says.

But, with ABA therapy, he may have a chance.

“My biggest hope is that he will be independent one day,” Manley said. “I don't think he will be. I think we'll have him forever.

“But just that we could go out and (it) not be so difficult.”

By the numbers

2: Number of the state's largest treatment providers that have stopped seeing S.C. autistic children covered by Medicaid, according to Dr. Kevin Wessinger, president of the S.C. Chapter of the American Academy of Pediatrics, in a letter encouraging the governor to support a rate increase

70: Percent of S.C. children with autism covered by Medicaid

30: Percent of S.C. children with autism covered by private insurance

1 in 68: Number of children nationally diagnosed with autism spectrum disorder

About 7,500: Number of South Carolinians, 21 and under, with autism

1,425: S.C. children accepted to receive Medicaid-funded therapy

1,259: Number of South Carolinians requesting Medicaid pay for autism therapy

585: S.C. children who have received some level of service

84: Percent of S.C. therapy providers who say they will not accept new Medicaid patients as of July 1

SOURCES: American Academy of Pediatrics S.C. Chapter; Centers for Disease Control and Prevention, S.C. Department of Disabilities and Special Needs, the S.C. Department of Health and Human Services