

Date Submitted: 09/05/19 2:59 pm

Viewing: **APBAGC : Applied Behavior Analysis****Graduate Certificate**

Last approved: 11/13/18 4:28 pm

Last edit: 09/09/19 12:34 pm

Changes proposed by: suzannek

Catalog Pages Using

this Program

[Applied Behavior Analysis \(APBA\)](#)[Special Education \(SPED\)](#)

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|------------|----------|---------|--------|
| Submitter: | User ID: | lkulcza | Phone: |
| 7456 | | | |

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|----------------|--------|
| Program Status | Active |
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|----------------|----------|
| Academic Level | Graduate |
|----------------|----------|

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|------------------|-------------|
| Type of proposal | Certificate |
|------------------|-------------|

Select a reason for this modification

Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding/changing Focused Study or Track)

| | |
|------------------------|-----------|
| Effective Catalog Year | Fall 2020 |
|------------------------|-----------|

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|---------------------|--|
| College/School Code | College of Education and Health Professions (EDUC) |
|---------------------|--|

| | |
|-----------------|---|
| Department Code | Department of Curriculum and Instruction (CIED) |
|-----------------|---|

| | |
|--------------|--------|
| Program Code | APBAGC |
|--------------|--------|

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|--------|----------------------|
| Degree | Graduate Certificate |
|--------|----------------------|

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|----------|--|
| CIP Code | |
|----------|--|

In Workflow

1. EDUC Dean Initial
2. GRAD Dean Initial
3. Director of Program Assessment and Review
4. Registrar Initial
5. Institutional Research
6. CIED Chair
7. EDUC Curriculum Committee
8. EDUC Faculty
9. EDUC Dean
10. Global Campus
11. Provost Review
12. University Course and Program Committee
13. Graduate Committee
14. Faculty Senate
15. Provost Final
16. Provost's Office-- Notification of Approval
17. Registrar Final
18. Catalog Editor Final

Approval Path

1. 09/05/19 3:56 pm
Ketevan Mamiseishvili (kmamisei):
Approved for EDUC Dean Initial

2. 09/05/19 3:58 pm
Pat Koski (pkoski):
Approved for GRAD
Dean Initial
3. 09/09/19 9:11 am
Alice Griffin
(agriffin): Approved
for Director of
Program
Assessment and
Review
4. 09/09/19 12:11 pm
Lisa Kulczak
(lkulcza): Approved
for Registrar Initial
5. 09/09/19 12:35 pm
Gary Gunderman
(ggunderm):
Approved for
Institutional
Research
6. 09/10/19 10:04 am
Ed Bengtson
(egbengts):
Approved for CIED
Chair
7. 10/02/19 2:09 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Curriculum
Committee
8. 10/02/19 2:56 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Faculty

9. 10/02/19 2:57 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Dean
10. 10/02/19 3:27 pm
Suzanne Kenner
(skenner): Approved
for Global Campus
11. 10/04/19 10:24 am
Terry Martin
(tmartin): Approved
for Provost Review
12. 10/25/19 4:56 pm
Alice Griffin
(agriffin): Approved
for University
Course and Program
Committee
13. 11/21/19 3:39 pm
Pat Koski (pkoski):
Approved for
Graduate
Committee

History

1. Feb 27, 2017 by
Peggy Schaefer
(pschaefe)
2. Nov 13, 2018 by Lisa
Kulczak (lkulcza)
3. Nov 13, 2018 by Lisa
Kulczak (lkulcza)

13.1013 - Education/Teaching of Individuals with Autism.

Program Title

Applied Behavior Analysis Graduate Certificate

Program Delivery

Method

Online/Web-based

Is this program interdisciplinary?

No

Does this proposal impact any courses from another College/School?

No

What are the total **21** ~~18~~
hours needed to
complete the
program?

On-line/Web-based Information

Reason for offering

Web-based Program

Reaching a national and international audience

Maximum Class Size 25

for Web-based

Courses

Course delivery
mode**Method(s)**

Online

Class interaction
mode**Method(s):**

Electronic Bulletin Boards

Percent Online

100% with No Required Campus Component

Provide a List of
Services Supplied by
Consortia Partners or
Outsourced
Organization

N/A

Estimate Costs of the Program over the First 3 Years N/A

List Courses Taught by Adjunct Faculty

Upload Memorandum of Understanding Forms (if required)

Program Requirements and Description

Requirements

Graduate Certificate Program in Applied Behavior Analysis (APBA):

The Graduate Certificate in Applied Behavior Analysis is for those individuals who wish to pursue board certification in **behavior analysis**. ~~Behavior Analysis or to utilize behavioral theory in the area of autism or behavioral disorders.~~ The program builds on candidate's previous knowledge of **behavior effective teaching and behavioral** strategies and extends knowledge and skills in the use of applied **behavior behavior** analysis (ABA). **Classes emphasize the development and ethical use of behavior change programs which are validated by systematic evaluation of the interventions used. Ethical, professional, (ABA), positive behavior support (PBS), and legal standards are discussed and used functional behavioral assessments (FABs) in relation to Applied Behavior Analysis. teaching persons with low incidence or severe disabilities.**

~~Classes emphasize the development and ethical use of behavioral change programs which are validated by systematic evaluation of the interventions used. Ethical, professional and legal standard are discussed and applied in the use of Applied Behavior Analysis.~~ Admission requirements for the Graduate Certificate program include:

A minimum 3.00 cumulative grade point average (GPA) during the last 60 hours of undergraduate work.

Program of Study:

| | | |
|-------------------------|---|--------------|
| <u>SPED 6843</u> | Basic Principles of ABA | 3 |
| <u>SPED 6853</u> | Behavioral Assessment in ABA | 3 |
| <u>SPED 6863</u> | Behavior Change Procedures and Supports | 3 |
| <u>SPED 6873</u> | Measurement and Experimental Design | 3 |
| <u>SPED 6883</u> | ABA Ethical, Professional, and Legal Standards | 3 |
| SPED-6893 | Practicum in Applied Behavioral Analysis | 3 |
| <u>SPED 6453</u> | Human Performance Improvement | 3 |
| <u>SPED 6463</u> | Concepts and Principles in Behavior Analysis | 3 |
| Total Hours | | 21 |

Candidates for the Graduate Certificate must have a B or **higher better** in the Program of Study. Courses from other institutions will not be substituted for the required **courses. The graduate certificate in ABA can be infused into the Master's of Special Education degree program. courses.**

~~As of 2015, those seeking to become a National Board Certified Behavior Analyst will be required to have a degree in Education, Psychology, or Applied Behavior Analysis. Those with master's degrees in areas other than Education, Psychology, or Applied Behavior Analysis will need to consult with the Behavior Analyst Certification Board to determine if their degree program will be accepted. However, the graduate certificate in ABA can be infused into a degree program if needed.~~

Are Similar Programs available in the area?

No

Estimated Student Demand for Program N/A

Scheduled Program **2022-2023** ~~N/A~~

Review Date

Program Goals and

Objectives

Program Goals and Objectives

The program's mission is to enable its students to work proficiently with the coherent system of concepts and principles of behavior analysis, preparing them for professional careers in a variety of environments. The core principles and techniques of ABA are broadly applicable. Demand for individuals with applied behavior analytic competencies is intense and growing, especially in social service agencies and educational institutions that serve individuals with autism or with developmental disabilities and functional deficits resulting from head injury. The program also provides competencies for diverse types of work, such as devising arrangements for more effective instruction and classroom management, teaching strategies for effective behavior management in home settings, and designing and improving performance, productivity, and safety in organizations. The program is anchored upon fundamentals of the behavior - analytic approach. No changes

Learning Outcomes

Learning Outcomes

Learning Outcomes

1. Students will develop fluency in working with the coherent system of behavior-analytic theory, concepts and principles. This includes proficiency in functional analyses that inform the application of those principles in practical situations, detailed task analyses, and techniques of teaching as well as implementing of those principles.
2. Students will be able to identify and appropriately apply a variety of real-time measures of behavior, including time-sampling, response rate and time-allocation measured comparatively across individuals, settings, and staff members, including assessments of inter-observer agreement.
3. Students will be able to evaluate the data generated before and during interventions, using appropriate graphical methods, including computer-based graphics where appropriate.
4. Students will be able to identify the appropriate research designs, with emphasis upon within-subject designs such as reversal, multiple-baseline, multi-element, changing-criterion and, probe designs, including evaluations of both strengths and limitations of each.
5. Students will be able to analyze and interpret behavior analytic data, and make sound research and application decisions based on a critical analysis of data.
6. Students will be able to write in a professional style, appropriate to relevant formats such as research reports, functional analyses, task analyses, and intervention plans.
7. Students will be able to identify the ethical principles governing interactions with clients in need of intervention. They will also be conversant with the relevant legal issues and regulations. ~~No changes~~

Description and justification of the request

| Description of specific change | Justification for this change |
|--------------------------------|-------------------------------|
|--------------------------------|-------------------------------|

| Description of specific change | Justification for this change |
|---|---|
| <ol style="list-style-type: none"> 1. Changed from 6 to 7 courses 2. Added SPED 6463 (new courses currently in approval sequence). Replaced SPED 6893 with SPED 6453. 3. Updated language about program requirements. 4. Added program goals and objectives 5. Added learning outcomes | <ol style="list-style-type: none"> 1. These changes are in response to the Association for Behavior Analysis International (ABAI) changing certification requirements. These new requirements, specify that students must complete 315 content hours (or seven, three credit courses). 2. A seventh course to this sequence is being added in response to those new requirements. This new course (SPED 6463 Concepts and Principles in Behavior Analysis) will include the increased hours requirement for "Philosophical Underpinnings; Concepts & Principles" now required by ABAI. SPED 6453 replaced SPED 6893 to align with requirements. 3. ABAI will accept a master's degree in any field as a qualifying graduate degree, therefore, the text specifying a degree was changed. |

Upload attachments

Reviewer Comments

Alice Griffin (agriffin) (09/09/19 9:07 am): Inserted 3 hours for SPED 6463, in order to total hours of program to reflect 21 credit hours. Also inserted scheduled program review date.

Gary Gunderman (ggunderm) (09/09/19 12:34 pm): CIED may want to consider changing the CIP Code on this program to (42.2814 - Applied Behavior Analysis - A program that focuses on the application of principles of learning and behavior to enhance the development, abilities, and choices of children and adults; and that prepares individuals to address the behavioral needs of individuals, especially those with developmental disabilities and autism. 42.2814 is a "psychology" CIP Code rather than an "education" CIP Code, but the department may consider this change. I'm not sure if that would change this from a "minor change request" to a "major change request".

Key: 262