



**ARIZONA STATE UNIVERSITY  
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE**

This template is to be used only by programs that have received specific written approval from the University Provost's Office to proceed with internal proposal development and review. A separate proposal must be submitted for each individual new degree program.

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**DEGREE PROGRAM**

**College/School(s) offering this degree:** College of Liberal Arts & Sciences

**Unit(s) within college/school responsible for program:** Department of Psychology

If this is for an official joint degree program, list all units and colleges/schools that will be involved in offering the degree program and providing the necessary resources: N/A

Proposed Degree Name: Master of Science in Applied Behavior Analysis

Master's Degree Type: Master of Science

Proposed title of major: Applied Behavior Analysis

**Is a program fee required?** Yes  No

**Is the unit willing and able to implement the program if the fee is denied?** Yes  No

**Requested effective term: Fall and year:** 2014

(The first semester and year for which students may begin applying to the program)

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**PROPOSAL CONTACT INFORMATION**

(Person to contact regarding this proposal)

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**Name:** Sara Pennak

**Title:** Director of Program Development & Clinical Initiatives

**Phone:** 480.965.4646

**email:** sara.pennak@asu.edu

**DEAN APPROVAL**

This proposal has been approved by all necessary unit and College/School levels of review, and the College/School(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program. *(Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.)*

**College Dean name:**

*(Please see attached email of approval)*

**College Dean Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College Dean name:**

*(if more than one college involved)*

**College Dean Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ARIZONA STATE UNIVERSITY  
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE**

This proposal template should be completed in full and submitted to the University Provost's Office [mail to: [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu)]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

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**DEGREE PROGRAM INFORMATION**

**Master's Type:** MS (Master of Science)  
(E.g. MS, MA, MAS, PSM, or other)

**Proposed title of major:** Master of Science in Applied Behavior Analysis

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**1. PURPOSE AND NATURE OF PROGRAM:**

**A. Brief program description –**

The proposed Master of Science in Applied Behavior Analysis (ABA) is a two-year degree program that will provide the necessary scientific curriculum and practitioner training required for ABA certification and Arizona State board licensing (270 classroom hours and 1500 supervised practicum fieldwork hours). With a Master of Science degree in ABA, graduates will be able to provide evidenced-based treatment interventions across a range of community settings for a broad base of clients and their families. In addition to four full-time semesters of coursework, students will be required to participate in field-based practicums each semester, including both summer sessions. The degree's culminating experience will be a year of Applied Project courses for which the completed projects will be presented at a community-wide reception at the end of the students' second program year. It should be noted that the program's coursework is designed to fulfill the Fourth Edition Task List of the Behavior Analyst Certification Board (BACB)—the field's leading organization with credentialing programs that are accredited by the National Commission for Certifying Agencies in Washington, DC.

**B. Will concentrations be established under this degree program?**  Yes  No  
(Please provide additional concentration information in the operational appendix – number 5A.)

**2. PROGRAM NEED -** Explain why the university should offer this program (include data and discussion of the target audience and market).

Applied Behavior Analysis is the single most effective, evidence-based approach to the treatment of autism as well as a range of other behavioral and developmental disorders (Fisher, Piazza, & Roane, 2011; see also vol. 2 of Madden, 2012). Further, the field of behavior analysis continues to grow dramatically in the number of practicing behavior analysts as well as in the range of behavioral issues to which ABA principles can be effectively applied.

The incidence of autism and developmental disabilities continues to rise and the need for evidence-based professional services such as Applied Behavior Analysis (ABA) is critical. This is especially true in Arizona, where there is only one licensed Behavior Analyst for every 401 children with autism. To meet this ever-growing need for licensed professionals, the Department of Psychology in the College of Liberal Arts & Sciences (CLAS) proposes to establish a scientist-practitioner Master of Science program in ABA.

In recent years, Arizona has become uniquely positioned to provide ABA services to children and families. Arizona is only one of 30 states in the US that have enacted insurance laws to cover behavior analytic services to children with autism. However, many of these state laws require the ABA provider to be board-licensed. Most behavior analysts in the US are board certified—not licensed—and very few states have actually passed a licensure law for behavior analysts. Arizona’s ABA licensing laws make it more appealing for practitioners and families alike.

According to the CDC (2012), autism spectrum disorder affected 1 in 88 children for year 2008. Given this increasing prevalence, many families are moving to Arizona to take advantage of the state’s insurance law that provides coverage of ABA treatment interventions. This has created an even greater need for more licensed professionals who can provide services to the target population. Currently, there are only 66 licensed Behavior Analysts in the state, 15 of whom have PhDs. This relatively small group of practitioner-scientists is spread across the state in multiple settings/agencies and must serve an estimated 26,530 kids under the age of 18 who have autism—as well as provide services to clients with developmental disabilities, cognitive impairment, substance abuse, eating disorders or other mental health issues that respond well to ABA therapies.

As of this writing, there are approximately 25 agencies in Arizona that advertise the use of ABA in their services which include assessment, intervention plan development, intervention implementation, and provider training. These agencies and other service providers (e.g. private practitioners), are planning to expand their services in the next 5 years which will increase the need for highly trained professionals. These data make it readily apparent that the state of Arizona has a shortage of highly trained masters-level providers, supervisors and researchers.

ASU has played a unique role in the history of Behavior Analysis, and only a handful of universities around the nation offer a license-eligible graduate program in ABA. Notably, ASU’s Department of Psychology was instrumental in the development of behavior analysis within clinical and experimental psychology. In the late 1950s and 60s, faculty in ASU’s Psychology department included many well-known behavior analysts such as Jack Michael, Jon Bailey, Montrose Wolf, John Mabry, Fred Keller, and Israel Goldiamond. During that time, the behavioral psychology program at ASU was known as “Fort Skinner in the Desert,” acknowledging its rich heritage and continuing leadership in the science of learning theory that formed the base of ABA.

The development of a MS in ABA graduate program in Psychology not only continues ASU’s behavioral science tradition, but the Psychology department is exceptionally qualified to provide the comprehensive foundation in the experimental method that ABA requires. Applied practice will comprise half of the ABA training – the remaining coursework for certification will focus on clinical assessment, measurement, and experimental design and analysis.

In conclusion, ASU and the Department of Psychology has the potential to become a well-known training ground for behavior analysts for several reasons: client demand in Arizona is high; Arizona provides insurance coverage for ABA services and is on the forefront of Behavior Analyst licensure; and finally, the Department of Psychology is a highly ranked

program that can draw out-of-state students for training. The proposed program will therefore help fulfill the need for ABAs in Arizona and around the country.

3. **IMPACT ON OTHER PROGRAMS** - Attach any letters of collaboration/support from impacted programs. (see Checklist coversheet)

Please see attached email correspondence from Suzanne Painter, Mary Lou Fulton Teachers College.

4. **PROJECTED ENROLLMENT** - How many new students do you anticipate enrolling in this program each year for the next five years? Please note, The Arizona Board of Regents (ABOR) requires nine masters and six doctoral degrees be awarded every three years. Thus, the projected enrollment numbers must account for this ABOR requirement.

<b>5-YEAR PROJECTED ANNUAL ENROLLMENT</b>					
<b>Please utilize the following tabular format.</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b> (Yr 1 continuing + new entering)	<b>3<sup>rd</sup> Year</b> (Yr 1 & 2 continuing + new entering)	<b>4<sup>th</sup> Year</b> (Yrs 1, 2, 3 continuing + new entering)	<b>5<sup>th</sup> Year</b> (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	15	30	30	40	40

5. **STUDENT LEARNING OUTCOMES AND ASSESSMENT:**

- A. **List the knowledge, competencies, and skills** students should have attained by graduation from the proposed degree program. (You can find examples of program Learning Outcomes at <http://www.asu.edu/oue/assessment.html>).

Because the proposed program’s curriculum is based on the content areas required by the BACB, the learning outcomes for the program are specific to the BACB Fourth Edition Task List or are based on the BACB’s *Guidelines for Responsible Conduct for Behavior Analysts*. A detailed, nine-page list of the knowledge, competencies and skills that will be acquired by students of the proposed MS in ABA program can be found at:

[http://www.bacb.com/Downloadfiles/TaskList/BACB\\_Fourth\\_Edition\\_Task\\_List.pdf](http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf)

In general, the program’s learning outcomes will include mastery across three major areas: Basic Behavior-Analytic Skills; Client-Centered Responsibilities; and Foundational Knowledge. For the first two categories, learning outcomes would involve the ability to utilize different types of measures (e.g., frequency, rate, duration, latency); develop experimental designs (e.g., criterion, baseline, probe, withdrawal); use fundamental elements of behavior change (e.g. shaping, chaining, task analyses); use specific behavior change procedures and systems (e.g., errorless learning, token economies, functional communication training); be able to identify, define, measure, assess and intervene with behavior problems; and be able to provide an array of training and supervisory tasks.

Learning outcomes for Foundational Knowledge include the ability to explain and behave in accordance with Behavior Analytic philosophies such as determinism, pragmatism and empiricism. Outcomes also include being able to distinguish between verbal operants, and

have the ability to define an array of key concepts such as stimuli, responses, punishment, reinforcement, and types of conditioning.

### *Practicum Competencies and Skills*

Practicum entails student placements at clinical sites at which ABA is utilized with various populations of children and adults with a range developmental and other disorders or deficits. Students provide services within the site under the supervision of certified behavior analysts at the site. By the end of the proposed MS ABA program, the students' practicum experience will enable them to:

- conduct assessment activities related to the need for behavioral interventions;
- design, implement and monitor behavior analysis programs for clients;
- oversee the implementation of behavior analysis programs by others;
- attend planning meetings regarding a client's behavior analysis program;
- conduct a review of the literature related to the client's program; and
- participate in evaluating a behavior analyst's performance.

Students will also learn to recognize activities that are inappropriate for a behavior analyst such as attending meetings with little or no behavior analytic content; providing interventions that are not based in behavior analysis, doing non-behavior analytic administrative activities, or conducting any other activities that are not directly related to behavior analysis.

**B. Describe the plans and methods to assess** whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at (<http://www.asu.edu/oue/assessment.html>)).

Due to the design of the proposed curriculum, students will have had the opportunity to learn the BACB Task List in an iterative way across the two-year program and be able to apply their knowledge in clinical settings under highly qualified supervision. As their knowledge builds from basic concepts to more advanced principles and complex interventions, students will be continuously tested on their abilities through course exams, literature reviews, term papers, classroom exercises, presentations and practicum evaluations. By the end of their training, students will present their applied projects to experts in the field at an event that will serve as a poster session, research conference and graduation reception.

Just prior to graduation, a mock-up of the four-hour BACB certification exam will be given to the program's students. This exam will not only help prepare the student for board certification and later licensure but it will also serve as the program's final measure of student success. The criterion for successful performance will be the equivalent score to that established by the BACB for their assessment which is "based on an extensive psychometric profile of the examination." Students who do not reach the criterion for the mock exam will be advised to enroll in the exam preparation courses offered by the BACB.

- 6. ACCREDITATION OR LICENSING REQUIREMENTS (if applicable):** Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

As noted in Section 1.A., the curriculum for the proposed program has been guided by the Behavior Analyst Certification Board (BACB) Task List (Fourth Edition). The proposed MS

in ABA program will provide the necessary skills and knowledge that should allow successful program graduates to pass the certification exam at the BACB's highest level of professional credentials, the Board Certified Behavior Analyst® (BCBA). In addition to meeting the BACB's coursework requirements for certification, the proposed program will also meet Arizona state licensing requirements for certification and for the required 1500 hours of practicum fieldwork supervised by BCBA professionals.

In general, the curriculum must have 270 classroom hours at the graduate level of instruction across the following content areas: Ethical and Professional Conduct (45 hrs); Concepts and Principles of Behavior Analysis (45 hrs); Measurement including Data Analysis (25 hrs); Experimental Design (20 hrs); Identification of the Problem & Assessment (30 hrs); Fundamental Elements of Behavior Change & Specific Behavior Change Procedures (45 hrs); Intervention & Behavior Change Considerations (10 hrs); Behavior Change Systems (10 hrs); Implementation, Management and Supervision (10 hrs); and Discretionary (30 hrs).

Noted above, current BCBA course content requirements allow 30 hours of discretionary coursework for BACB credentials. Based on recommendations from our Advisory Committee of experts, we have designed a program that will add significant value by using some of those 30 hours for more specialized training in developmental disabilities, organizational behavior management, and Skinnerian principles which are not only viewed as popular courses but will also meet projected knowledge needs. In addition, our proposed curriculum offers two omnibus courses (Pro-Seminar and Special Topics), which cover a range of content choices across the students' two years of training. Students will not be limited in the number of times they can enroll in these two elective courses.

Our Advisory Committee also provided a list of six aspirational peers for masters programs in ABA. Our proposed curriculum of 42-credit hours requires fewer credit hours than four of these programs (three are 48-credit hours and one program is a 44-credit hours). The remaining two programs require 39 and 37 credit hours. The 5-credit hour Capstone Project basically reflects the number of semesters that the students will be required to take this course: 1-credit each for Summer sessions A & B and for Fall semester of Year 2 plus 2 credits for Spring semester of Year 2 where the student must also prepare a poster presentation of their project for a one-day local conference/job fair that the Department will be sponsoring for the graduating students.

## **7. FACULTY, STAFF, AND RESOURCE REQUIREMENTS:**

### **A. Faculty**

- i. **Current Faculty** - List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculty members who will teach in the program.

Listed in the table below, several faculty in the Department of Psychology have the expertise to teach courses in the proposed ABA program. Two of the department's tenure-track faculty, Crnic and Sanabria, will additionally serve the program as Advisory Committee members. Use of current faculty will pose no jeopardy to the department's ability to deliver its full undergraduate and doctoral programs.

Name	Rank	Highest Degree	Area of Specialization
Carolyn Cavanaugh-Toft	Sr. Lecturer	PhD	Clinical Psychology
Erin Lanphier	Instructor	PhD	Child Clinical Psychology
Michael Palmer	Sr. Lecturer	PhD	Clinical/ Experimental Psychology (Behaviorism)
Federico Sanabria	Assistant Professor	PhD	Experimental Psychology/Behaviorism
Keith Crnic	Professor	PhD	Child Clinical Psychology/ Developmental Disabilities

- ii. **New Faculty** - Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

It is anticipated that several non-tenure track faculty will be hired to teach specific courses that cannot be covered by the instructors noted in Section 7A.i. These hires would be considered “Clinical Professors” or “Clinical Lecturers,” similar to many medical school models of instruction. The second-year Seminar (PSB 591) would have a colloquium format and be taught by a series of guest speakers. Program faculty will also serve as Applied Project mentors/advisors.

Once the proposed program is approved, the hiring of non-tenure track faculty will be initiated in Spring, 2014. These faculty hires will hold graduate degrees and be BCBA-certified and eligible for Arizona state licensing or will hold a current license from the Arizona Board of Psychologist Examiners for behavior analysis. This hiring plan has been recommended by our Advisory Committee of ABA experts who represent key agencies in the great Phoenix Metro Area and would be considered significant stakeholders in this process.

Financial support for faculty and staff hires will primarily come from the proposed program fees with the exception of start-up funds which will be jointly provided by the Department of Psychology and the College of Liberal Arts & Sciences during FY 2013/2014.

- iii. **Administration of the program** - Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

The program’s first two years will be administered by Sara Pennak who will act as an Interim Director until the program becomes financially stable and successfully implemented. Ms. Pennak is currently the department’s Director of Program Development and Clinical Initiatives and is also a Faculty Associate in Psychology and an Ethics Teaching Fellow. As such, she may also teach the program’s ethics course (PBS 520). In addition, Ms. Pennak serves as the department’s webmaster and will provide the necessary marketing and student recruitment on the department’s website.

Once the program is sustainable, a full-time faculty program director with a doctoral degree and BCBA certification will be hired to administrate the program per 2017 BCBA university training program requirements. By that time, it is anticipated that

increased program enrollment will provide additional funding support for this position.

In addition to Ms. Pennak, 1.5 to 2.0 FTE BACB board-certified and Arizona state-licensed instructors will be hired to coordinate the practicum courses and placements.

Sno Kleepsies is currently the department's Graduate Program senior assistant in charge of graduate admissions/coordination for the doctoral programs. She will provide administrative assistance and training to a .5 FTE program assistant to be hired in Spring 2014 to support the proposed program and its admissions process. Other department staff will be available as needed during the program's first round of applications to ensure full support for admissions, advising and information about course offerings.

**B. Resource requirements needed to launch and sustain the program:** Describe any new resources required for this program's success such as new staff, new facilities, new library resources, new technology resources, etc

After the program's first year, it is anticipated that Ms. Kleepsies will return to her regular duties. No other new resources for the program will be required.

**8. COURSES:**

**A. Course Prefix(es):** Provide the following information for the proposed graduate program.

i. Will a new course prefix(es) be required for this degree program?

Yes  No

ii. If yes, complete the [Course Prefixes / Subjects Form](#) for each new prefix and submit it as part of this proposal submission.

**B. New Courses Required for Proposed Degree Program:** Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program.

PSB 501	3	Basic Principles of Applied Behavior Analysis (ABA)	An introduction to the fundamental principles of behavior including the history, theory, definitions, processes, concepts and characteristics of applied behavior analysis.
PSB 510	2	Basic Principles of Experimental Analysis of Behavior	This course will introduce students to the practical applications of research methodology in order to examine the effects and evaluate the efficacy of behavioral interventions. It will provide students with an empirical science approach to designing, conducting, and critically evaluating research involving applications of the experimental analysis of behavior in the use of graphic displays, single-case, ABAB, multiple baselines, changing criterion and alternating treatment designs
PSB 520	3	Ethical Issues and Professional Standards in ABA	Ethical standards and legal responsibilities including regulatory requirements and Arizona licensing statutes for ABA professionals who provide services to individuals with special needs and their families.
PSB 511	2	Advanced Research Methods	This course builds upon PSB 501 and PSY 510 and focuses on research techniques such as time-series methods for single case assessment, behavior measurement and the effectiveness of treatment interventions on behavior. Topics include conducting component and parametric analyses and use of experimental designs such as withdrawal, reversal, criterion, and multiple baselines.
PSB 530	3	Behavioral Observation and Functional Assessment	Focuses on how to conduct behavioral observations and functional analyses using various methods for assessment and for data collection, organization and interpretation.



PSB 540	3	Development of Applied Behavioral Intervention Programs	Includes techniques for conducting task analyses; developing target intervention outcomes; determining alternative behaviors and environmental changes; and use of behavior change procedures such as reinforcement, extinction, punishment, shaping, modeling, training and teaching.
PSB 573	3	Advanced Principles of Learning and Analysis of Behavior	An in-depth review of the philosophy and theory of behaviorism and its scientific application. Includes Skinner's conceptual framework plus fundamental elements of behavior change and procedures.
PSB 563	2	Basic Principles of Organizational Behavior Management (OBM)	This course includes an overview and the use of Behavioral Systems Analysis (BSA) and Performance Management (PM) as they relate to the identification and modification of environmental variables that can affect and improve individual and organizational performance as a system. Basic techniques will include analysis of antecedents, behavior and consequences and development of interventions to support the desired performance improvements and increase system productivity.
PSB 578	3	Applied Behavior Analysis in Developmental Disorders	An overview of the major theories and research related to the development of psychological disorders of childhood and adolescence including autism, attention deficit disorder, behavior disorders and intellectual disabilities.

**APPENDIX  
OPERATIONAL INFORMATION FOR GRADUATE PROGRAMS**

(This information is used to populate the [Graduate Programs Search](#)/catalog website.)

**1. Provide a brief (catalog type - no more than 150 words) program description.**

The Master of Science in Applied Behavior Analysis (ABA) in the Department of Psychology is a two-year degree program that will provide the necessary scientific curriculum and practitioner training required for ABA certification and Arizona State board licensing (270 classroom hours and 1500 supervised practicum fieldwork hours). With a Master of Science degree in ABA, successful graduates will be able to provide evidenced-based behavioral treatment interventions across a range of community settings for a broad base of clients and their families. In addition to four full-time semesters of coursework, students will be required to participate in field-based practicums each semester, including both summer sessions. The degree's culminating experience will be a year of Applied Project courses where the completed projects will be presented at a community-wide reception at the end of the students' second program year.

**2. Campus(es) where program will be offered:**

*(Please note that Office of the Provost approval is needed for ASU Online campus options.)*

**ASU Online only (all courses online)**

**All other campus options (please select all that apply):**

Downtown                       Polytechnic  
 **Tempe**                               West

**Both on-campus and**  ASU Online (\*) - (Check applicable campus from options listed.)

(\*) Please note: Once students elect a campus option, students will not be able to move back and forth between the on-campus (in-person) or hybrid options and the ASU Online campus option.

**3. Admission Requirements:**

**Degree:** Prospective students must submit a graduate online application and have the minimum of a Bachelor's degree in psychology, human development, sociology or closely related field from a regionally accredited college or university in the United States or an equivalent degree from a recognized international post-secondary institution. Students must fulfill both the admissions requirements of the Graduate Education office and those of the College of Liberal Arts and Sciences. Admission criteria reflects current ASU requirements [http://graduate.asu.edu/admissions/degree\\_requirements](http://graduate.asu.edu/admissions/degree_requirements) and either matches, or is more inclusive, than other masters ABA programs in the U.S.

**GPA:** Applicants need a minimum 3.00 cumulative GPA (where 4.0 = A) in the last 60 hours of the student's bachelor degree program.

**English Proficiency Requirement for International Applicants:** The English proficiency requirements are the same as the Graduate Education requirement. (see graduate policies [http://graduate.asu.edu/admissions/international/english\\_proficiency](http://graduate.asu.edu/admissions/international/english_proficiency)):  **Yes**                       No

If applicable, list any English proficiency requirements that are supplementary to the Graduate Education requirement.

**Foreign Language Exam:**

Foreign Language Examination(s) required?  Yes  No

**Required Admission Examinations:**  GRE  GMAT  Millers Analogies  None required  
(Select all that apply.)

**Letters of Recommendation:**  Yes  No

At least two letters of recommendation, one of which should be from a tenure-track faculty member from the student's bachelor's degree program.

4. **Application Review Terms (if applicable Session):** Indicate all terms for which applications for Admissions are accepted and the corresponding application deadline dates, if any:

Fall (regular)                      Deadline (month/year): 3/2014

5. **Curricular Requirements:**

(Please expand tables as needed. Right click in white space of last cell. Select "Insert Rows Below")

5A. Will concentrations be established under this degree program?  Yes  No

**5B. Curricular Structure:**

<b>Required Core Courses for the Degree</b>			<b>Credit Hours</b>
<b>(Prefix &amp; Number)</b>	<b>(Course Title)</b>	<b>(New Course?) Yes or No?</b>	<b>(Insert Section Sub-total) 24</b>
PSB 501	Basic Principles of Applied Behavior Analysis (ABA)	Yes	3
PSB 510	Basic Principles of Experimental Analysis of Behavior	Yes	2
PSB 511	Advanced Research Methods	Yes	2
PSB 520	Ethical Issues and Professional Standards in ABA	Yes	3
PSB 530	Behavioral Observation and Functional Assessment	Yes	3
PSB 540	Development of Applied Behavioral Intervention Programs	Yes	3
PSB 563	Basic Principles of Organizational Behavior Management (OBM)	Yes	2
PSB 573	Advanced Principles of Learning and Analysis of Behavior	Yes	3
PSB 578	Applied Behavior Analysis in Developmental Disorders	Yes	3
<b>Required Concentration Courses</b> (Not applicable)			
<b>Elective or Research Courses</b> <i>(as deemed necessary by supervisory committee)</i>			<b>Credit Hours</b>
<b>(Prefix &amp; Number)</b>	<b>(Course Title)</b>	<b>(New Course?) Yes or No?</b>	<b>(Insert Section Sub-total) 4</b>

PSB 591	Seminar	No	2
PSB 598	Special Topics (Elective)	No	2
<b>Culminating Experience</b> <i>E.g. - Capstone course, applied project, <u>thesis (masters only – 6 credit hours)</u> or <u>dissertation (doctoral only – 12 credit hours)</u> as applicable</i>			<b>Credit Hours</b> (Insert Section Sub-total) 5
PSB 593 Applied Project: Capstone			5
<b>Other Requirements</b> <i>E.g. – Internships, clinical requirements, field studies as applicable</i>			<b>Credit Hours</b> (Insert Section Sub-total) 9
PSB 580 Practicum: Applied Behavior Analysis			4
PSB 583 Fieldwork: Applied Behavior Analysis			5
<b>For doctoral programs</b> – when approved by the student's supervisory committee, will this program allow 30 credit hours from a previously awarded master's degree to be used for this program? If applicable, please indicate the 30 credit hour allowance that will be used for this degree program.			
<b>Total required credit hours</b>			<b>42</b>

6. **Comprehensive Exams:** Not applicable

**Master's Comprehensive Exam (when applicable), please select the appropriate box. (Written comprehensive exam is required)**

- Oral comprehensive exam is required – in addition to written exam  
 No oral comprehensive exam required - only written exam is required

7. **For Doctoral Degrees that require a dissertation, submission of a written dissertation prospectus and its oral defense are required. (Please include any required timelines for defense of the prospectus.) It is expected that the submission of a written dissertation prospectus and its oral defense will take place no later than the end of the fourth year.**

Not applicable

8. **Allow 400-level courses:**  Yes  No (No more that 6-credit hours of 400-level coursework can be included on a graduate student plan of study.)

9. **Committee:** Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs):

No thesis required. Instead of forming a Capstone Project Committee, students will formally propose their project to their faculty advisor for approval which must then be approved by the Program Director and the Department Chair. The faculty advisor will have primary responsibility for the oversight and supervision of the Capstone Project. The Capstone Project will be considered successfully completed once the student has presented his/her results at the end of their training during the local conference/job fair noted earlier.

**10. Keywords** (List all keywords that could be used to search for this program. Keywords should be specific to the proposed program.)

Applied Behavior Analysis; ABA; Behavioral Psychology; Functional Assessment; Experimental Analysis of Behavior; Learning

**11. Area(s) of Interest**

A. Select one (1) primary Area of Interest from the list below that applies to this program.

- |  |  |
|--|--|
| <input type="checkbox"/> Architecture, Construction & Design               | <input type="checkbox"/> Engineering & Technology            |
| <input type="checkbox"/> Artistic Expression & Performance                 | <input type="checkbox"/> Environmental Issues & Physical Sci |
| <input checked="" type="checkbox"/> Biological Sciences, Health & Wellness | <input type="checkbox"/> Interdisciplinary Studies           |
| <input type="checkbox"/> Business, Management & Economics                  | <input type="checkbox"/> Languages & Cultures                |
| <input type="checkbox"/> Communication & Media                             | <input type="checkbox"/> Law & Justice                       |
| <input type="checkbox"/> Computing & Mathematics                           | <input type="checkbox"/> Social Science, Policies & Issues   |
| <input type="checkbox"/> Education & Teaching                              |  |

B. Select any additional Areas of Interest that apply to this program from the list below.

- |   |  |
|---|--|
| <input type="checkbox"/> Architecture, Construction & Design    | <input type="checkbox"/> Engineering & Technology                    |
| <input type="checkbox"/> Artistic Expression & Performance      | <input type="checkbox"/> Environmental Issues & Physical Sci         |
| <input type="checkbox"/> Biological Sciences, Health & Wellness | <input type="checkbox"/> Interdisciplinary Studies                   |
| <input type="checkbox"/> Business, Management & Economics       | <input type="checkbox"/> Languages & Cultures                        |
| <input type="checkbox"/> Communication & Media                  | <input type="checkbox"/> Law & Justice                               |
| <input type="checkbox"/> Computing & Mathematics                | <input checked="" type="checkbox"/> Social Science, Policies & Issue |
| <input type="checkbox"/> Education & Teaching                   |  |

## COLLEGE OF LIBERAL ARTS AND SCIENCES APPROVAL

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**From:** Paul LePore  
**Sent:** Wednesday, April 24, 2013 11:37 AM  
**To:** [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu)  
**Cc:** Paul LePore; Jenny Smith  
**Subject:** Proposal for a MS in Applied Behavior Analysis

Please accept this submission for a new Master of Science degree in Applied Behavior Analysis.

Thank you.

PL

**PAUL C. LEPORE, Ph.D.**  
Associate Dean  
**College of Liberal Arts and Sciences**  
Foundation Building, Suite 110  
Arizona State University | P.O. Box 876605 | Tempe, Arizona 85287-6605  
480.965.6506 | Fax: 480.965.2110 | e-mail: [paul.lepore@asu.edu](mailto:paul.lepore@asu.edu)

**ASU College of Liberal Arts and Sciences** — *Transforming learning, discovery and lives*

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**From:** Jenny Smith  
**Sent:** Wednesday, April 24, 2013 11:08 AM  
**To:** Paul LePore  
**Subject:** Proposal for a MS in Applied Behavior Analysis

Paul,

The CLAS Curriculum Committee and Senate have approved the attached proposal for a Master of Science degree in Applied Behavior Analysis. Please submit the proposal with your approval to [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu)

Thanks,  
Jenny

## LETTER OF SUPPORT FROM MARY LOU FULTON TEACHERS COLLEGE

From: Suzanne Painter <SUZANNE.PAINTER@asu.edu>  
Date: Monday, March 11, 2013 2:25 PM  
To: Keith Crnic <Keith.Crnic@asu.edu>  
Subject: RE: Program Approval from MLFTC

Hi Keith,

Thanks for the clear explanation. Our College supports the ABA program that you describe below, and we don't believe there is a conflict with the proposed online concentration that we are requesting.

Best wishes,

Suzanne

From: Keith Crnic  
Sent: Sunday, March 10, 2013 9:57 PM  
To: Suzanne Painter  
Subject: Program Approval from MLFTC

Hi Suzanne,

We will be submitting the new Department of Psychology ABA Master's program this week, and we would like to include an e-mail from you as the representative of the MLFTC that the TC supports this new masters program as we discussed it over the summer.

As noted when we originally discussed this program, the new masters program in ABA through the Department of Psychology of Psychology will be a two year masters program delivered in face-to-face format, and will include practicum training for the accrual of clinical hours toward licensure in ABA. The focus of the program will be a hybrid clinical science program that emphasizes the underlying psychological science of ABA, the research methodology that supports ABA, and the supervised application of ABA principles across a variety of settings. The program will emphasize individual treatment models, and will not specifically address ABA within the school or classroom context.

If you would be willing to supply a quick acknowledgement that the TC supports this program, we would be most grateful. Please feel free to send that statement of support directly to me, or send any questions. We hope to submit our program document this Wednesday, so we would be delighted to receive your statement by then.

Thanks so much for your consideration!

Best,

Keith

Keith Crnic  
Foundation Professor and Chair