



**ESTABLISHING GRADUATE CERTIFICATES**  
ARIZONA STATE UNIVERSITY  
**GRADUATE EDUCATION**

**This form should be used by programs seeking to establish a new graduate certificate. All sections should be completed.**

The graduate certificate is a programmatic or linked series of courses in a single field or in one that crosses disciplinary boundaries. The graduate certificate facilitates professional growth for people who already hold the baccalaureate degree, and it may be freestanding or linked to a degree program. The graduate certificate enables the university to respond to societal needs while promoting university cooperation with corporate, industrial, and professional communities.

Submit the completed and signed (chairs, unit deans) proposal to the **Office of Graduate Academic Programs** in Graduate Education. Mail code: 1003 and electronic copies to [eric.wertheimer@asu.edu](mailto:eric.wertheimer@asu.edu) or [amanda.morales-calderon@asu.edu](mailto:amanda.morales-calderon@asu.edu).

**Please type.**

<b>Contact Name(s):</b> Ida Malian, Meredith Toth, Ann Keith, Samuel DiGangi	<b>Contact Phone(s):</b> (602) 543-6043
<b>College:</b> Mary Lou Fulton Teachers College	
<b>Department/School:</b> Division of Educational Leadership and Innovation (CEDGRAD)	
<b>Name of proposed Certificate:</b> Applied Behavior Analysis	
<b>Requested Effective Term and Year:</b> Fall 2014 (e.g. Fall 2014)	
<b>Do Not Fill in this information: Office Use Only</b>	
<b>CIP Code:</b>	

**1. OVERVIEW.** Below, please provide a brief overview of the certificate, including the rationale and need for the program, potential size and nature of the target audience, information on comparable programs (at ASU and/or peer institutions), how this program would relate to existing programs at ASU, and any additional appropriate information.

**Overview of the Certificate**

The proposed graduate certificate in Applied Behavior Analysis (ABA) pairs research and experience to prepare professionals to provide therapy based on ABA principles to individuals with special learning and behavior needs.

Applied projects and assignments allow students to focus on the population with which they plan to work, while gaining the knowledge and skills to use ABA across various populations and settings. Graduates will be well prepared to provide direct instruction, training, consultative services and support to clients and family members in school, community and home settings.

The graduate certificate provides pre-approved university coursework for students interested in sitting for the Board Certified Behavior Analyst (BCBA) certification examination. BCBA certification helps professionals better meet and address diverse behavior needs and make a lasting difference in the community.

**Rationale and Need for the Program**

The six courses for the proposed graduate certificate in Applied Behavior Analysis are currently offered as part of the M.Ed. in Curriculum and Instruction, concentration in Teaching and Learning which has a specialization in applied behavioral analysis and the M.Ed. in Curriculum and Instruction, concentration in Applied Behavior Analysis, which was approved for Spring 2014). Currently, students interested in taking only the 6 courses required to qualify for the BCBA certification examination follow one of two options: 1) enroll at ASU as a non-degree seeking student, or 2) enroll in the master's degree but take only the 6 courses and drop out of the program prior to graduation. Both options pose challenges for tracking students' degree progress and advising them during their program. Establishing a graduate certificate for these courses would improve student tracking and advising and also indicate completion of the certificate on student transcripts.

**Potential Size and Nature of the Target Audience**

Approximately 20 non-degree seeking students currently register for the courses that make up the proposed graduate certificate in Applied Behavior Analysis. The addition of the graduate certificate will make it easier for students

seeking to take the university coursework for the Board Certification Behavior Analyst exam (<http://www.bacb.com>) to find and apply to the ASU graduate certificate that offers the required subset of courses. Equally important, the students will receive recognition for their expertise in ABA when they are awarded the certificate after meeting the specified requirements and completion of the graduate certificate is noted on their on ASU transcript. Furthermore, establishment of the new graduate certificate will improve the process by which the college can track and advise students throughout the program. The proposed graduate certificate can also serve as a recruiting mechanism for the master's degree, since students who begin the graduate certificate may decide after taking 1-2 classes to apply for the master's degree and apply up to 9 graduate-level credits from the graduate certificate to the master's degree at ASU.

Enrollment for the graduate certificate and master's degree are usually mutually exclusive and students tend to pursue one program or the other for specific personal and professional reasons. The Behavior Analyst Certification Board requires candidates for the Board Certified Behavior Analyst (BCBA) exam to have a master's or doctoral degree. Students who already have a master's degree may choose to pursue the proposed graduate certificate in order to complete the coursework required for the BCBA exam. In addition, students pursuing doctoral studies (for example, in education, behavioral health, or psychology) may choose to take the courses as electives or apply to complete the proposed graduate certificate as part of their studies. In other cases, students may decide to pursue the master's degree in order to advance their salary or career opportunities. Other students may be required by their place of employment to become a BCBA and depending on whether they already have a master's degree, would apply to either the graduate certificate or the master's degree. Currently, although Teachers College offers the coursework required for the BCBA exam, the courses are not packaged in such a way that students can easily find them when searching for options to complete the coursework except by completing the master's degree, which may not be the most appropriate option for them. Offering both a master's and graduate certificate in applied behavior analysis will provide students with two options depending on their needs.

It is not expected that the proposed graduate certificate would affect enrollments in the MS in Applied Behavior Analysis being proposed by the Department of Psychology, or vice versa. The proposed graduate is offered exclusively on-line and is intended for those students who either already have an advanced degree in a related field, or who are seeking advanced studies in applied behavior analysis but not an advanced degree. The program proposed by the Department of Psychology is an in-person degree and includes the field experience required for the BCBA exam (Teachers College students complete the field experience requirement separate from the proposed graduate certificate or existing master's).

### **Information on Comparable Programs**

ASU does not currently offer a comparable graduate certificate in Applied Behavior Analysis. Two master's degrees at ASU broadly address the general topic of applied behavior analysis. The departments/divisions offering these degrees have worked together to ensure that the programs and their specific foci are different and evidence little overlap.

Mary Lou Fulton Teachers College offers an M.Ed. in Curriculum and Instruction: Teaching and Learning with a specialization in Applied Behavior Analysis (closed for admissions and new students apply to the ABA concentration; the ABA specialization will be disestablished after existing students graduate or transfer to the new concentration) and an M.Ed. Curriculum and Instruction, Applied Behavior Analysis concentration approved for Spring 2014). The focus of this program is primarily on school-based ABA intervention and is delivered on-line. Courses for the proposed graduate certificate are drawn from this existing degree program.

ASU's Department of Psychology is proposing an M.S. in Applied Behavior Analysis for Fall 2014 that will be a hybrid science-clinical practice intervention training program delivered entirely face-to-face.

### **How the Program Relates to Existing Programs at ASU**

As noted above, the courses in the proposed graduate certificate are already being offered as part of the M.Ed. in Curriculum and Instruction: concentration in Teaching and Learning with a specialization in applied behavioral analysis and the M.Ed. in Curriculum and Instruction: concentration in Applied Behavior Analysis approved for Spring 2014). No new courses are required for the proposed graduate certificate. The primary goal for establishing the graduate certificate is to facilitate student admissions, tracking, and advising for the numerous students currently taking these courses as non-degree seeking students.

### **Additional Information**

The proposed graduate certificate in Applied Behavior Analysis is designed for those who seek experience and expertise in Applied Behavior Analysis with the goal of providing services for individuals with developmental disabilities and behavioral problems, including (but not limited to) individuals with autism. Students enrolled in the ABA graduate certificate may intend to sit for the Board Certified Behavior Analyst (BCBA) exam in preparation for a career that requires the BCBA credential – a designation not exclusive to a specific disability or type of behavior. Indeed, the Behavior Analyst Certification Board does not describe the role of a BCBA as someone who works with any specific disorder, condition or profession.

The six courses required for the ABA graduate certificate provide foundational and advanced knowledge and skills of applied behavior analysis and are pre-approved by the national Behavior Analyst Certification Board (BACB) as meeting the university coursework requirement to qualify for their certification exam. The specialized nature of the ABA coursework warrants identification of the classes as part of a graduate certificate. The coursework is delivered in an online format only.

## 2. ADMINISTRATION AND RESOURCES

- A. How will the proposed certificate be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed certificate is part of a larger interdisciplinary agenda. How will the graduate support staffing needs for this proposed certificate program be met?**

Individuals in the Mary Lou Fulton Teachers College Office of Student Services currently administer the M.Ed. in Curriculum and Instruction: Applied Behavior Analysis concentration and will administer the graduate certificate if approved. The Teachers College Office of Student Services processes admission and conducts student advisement and retention. The faculty program coordinator and other faculty members will oversee all content and curriculum for the proposed graduate certificate.

- B. What are the resource implications for the proposed certificate, including projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this certificate, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate program.**

As the M.Ed. in Curriculum and Instruction: Applied Behavior Analysis concentration is currently offered and the classes that form the graduate certificate are offered as part of that degree, no additional budget expenditure is anticipated. Budget needs should be met through existing tuition and approved class fees associated with the classes. No provisions are necessary to support doctoral students. No new books, library holdings, equipment, laboratory space and or personnel will be required at this time.

## 3. ADMISSIONS PROCEDURES AND CRITERIA

- A. Admission criteria** – Applicants must meet the admissions criteria for Graduate Education. Please also include any other additional admission requirements, e.g. type of undergraduate degree, minimum GPA, tests and/or entry-level skills that are required for this certificate program.  
([http://graduate.asu.edu/sites/default/files/ASU\\_Graduate\\_Policies\\_and\\_Procedures.pdf](http://graduate.asu.edu/sites/default/files/ASU_Graduate_Policies_and_Procedures.pdf))

**Degree(s):** Completion of a bachelor's degree, preferably in education or other field related to ABA, such as psychology.

**GPA:** Minimum of a 3.00 cumulative GPA (scale is 4.0=A) in the last 60 hours of a student's first bachelor's degree program. Minimum of 3.00 cumulative GPA (scale is 4.0 = A) in the applicable Master's degree.

**English Proficiency Requirement for International Applicants:** (See Graduate Education policies and procedures) ([http://graduate.asu.edu/admissions/international/english\\_proficiency](http://graduate.asu.edu/admissions/international/english_proficiency)):

**Required Admission Examinations:**  GRE  GMAT  Millers Analogies  None required

- B. Application Review Terms**

Indicate all terms for which applications for admissions are accepted and the corresponding application deadline dates, if any:

**To select desired box,** place cursor on the left side of the box, right click mouse, select **Properties**, under **Default Value** select **Checked**, press **OK** and the desired box will be checked

Fall

Deadline (month/year): 8/2014

Spring      Deadline (month/year): 12/2014

Summer      Deadline (month/year): 5/2015

**C. Projected annual admission/enrollment. How many students will be admitted immediately following final approval of the certificate? What are enrollment projections for the next three years?**

Approximately 20 non-degree seeking students are currently enrolled in the courses required for the proposed graduate certificate in Applied Behavior Analysis. Following approval of the graduate certificate, approximately 5-10 students will be admitted each semester with an enrollment projection of 45 to 90 students over the next three years.

#### 4. ACADEMIC REQUIREMENTS

**A. Minimum credit hours required for certificate (15 credit hour minimum)**

18 credit hours

**B. Please describe the primary course delivery mode, (e.g., online, face-to-face, off-site etc.). Please note: If this proposed initiative will be offered completely online, clearly state that in this section.**

The graduate certificate will be delivered completely online and will be an ASU Online "managed" program. All courses for the program are already developed for online and are currently offered as part of the existing M.Ed. in Curriculum and Instruction: Applied Behavior Analysis concentration.

**C. As applicable, please describe culminating experience required (e.g., internship, project, research paper, capstone course, etc.)**

No culminating experience required for the graduate certificate.

**D. What knowledge, competencies, and skills (learning outcomes) should graduates have when they complete this proposed certificate program? Examples of program learning outcomes can be found at (<https://uoeee.asu.edu/program-outcomes>).**

Upon completion of the program, graduates will be able to:

- Describe, evaluate and apply behavior management approaches with special emphasis on applied behavior analysis techniques.
- Provide direct instruction, training, and support to client and family members during regularly scheduled home and community based visits.
- Provide consultative services to children, adolescents, young adults and their families in school districts and at home setting.
- Describe, evaluate and apply evidence-based practices for analyzing and addressing behavioral deficits and excesses.
- Describe, evaluate and apply current instructional methods and materials for working with individuals with developmental disabilities and behavioral problems.
- Employ strategies for support and empowerment of families with children or adolescents with special needs.
- Discriminate, synthesize and apply current guidelines for professional ethical practice in the field of behavior analysis.

**E. How will students be assessed and evaluated in achieving the knowledge, competencies, and skills outlined in 4.D. above? Examples of assessment methods can be found at (<http://www.asu.edu/oue/assessment.html>).**

Evaluation of student achievement of the knowledge, competencies and skills outlined in 4D will be assessed via course projects and assignments.

Major assignments in each of the applied behavior analysis courses require students to apply knowledge and skills from the course and demonstrate mastery of the course learning objectives. Course assignments require students to apply theory through real-world projects that demonstrate acquisition, fluency and maintenance of knowledge and skills needed to apply behavior analysis techniques.

Assignments require students to interact with individuals with special needs, their families, and other school or community personnel and demonstrate acquisition of both knowledge and skills central to the field. Not all online coursework is conducted on the computer or submitted in written form, but may require students to upload video footage (or a PowerPoint presentation that includes a series of photos with annotations) that demonstrates their use of a particular technique or strategy, conduct a functional assessment, develop a behavior intervention plan, or conduct another similar activity that requires students to apply relevant theory and practice in their local setting.

Teachers College will communicate to all students accepted to the graduate certificate in Applied Behavior Analysis that they will need access to an individual or individual(s) with special needs in order to complete coursework and be successful in the program. The majority of students applying to the program are already working with this population in their existing school, community or family setting. For students needing assistance identifying an individual with whom they can work, instructors and facilitators provide contacts and suggestions, as do other students in the class (students can post requests and suggestions to each other). In addition, the division and the full-time faculty receive requests or opportunities from parents and community organizations and post those in the online classrooms for students who are interested.

In developing the online coursework for the program, the faculty have made it a priority to include requirements for student experiences in practical settings to every degree possible. Students in these graduate courses who will be teaching students with special needs receive substantial school-based experience, and those who are non-teachers (e.g., family members, clinical child and school psychologists, educators, child psychiatrists, family therapists, social workers, or health care professionals) must identify individual(s), schools or other settings/sites (such as parent support groups, community networks, or local organizations that provide services to individuals with special needs) in which they can apply their knowledge from these courses through practical experiences. Developing these local connections during the program provides a long-term benefit for the students and their community.

**F. Please state the Satisfactory student academic progress standards and guidelines (including any time limits for completion).**

The Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy is located online: <http://education.asu.edu/uploads/general/Satisfactory-Academic-Progress-Professional-Conduct-Policy-Div-12.pdf>

**G. Will this proposed certificate program allow sharing of credit hours from another ASU degree program to be used as part of this certificate program? (Please note that a maximum of 9 graduate-level credit hours taken as a non-degree student at ASU, including as a part of a certificate program, may be used towards a future graduate degree at ASU).**

Students may be concurrently enrolled in the proposed graduate certificate in Applied Behavior Analysis and a degree program at ASU. If enrolled in the M.Ed. in Curriculum and Instruction: Applied Behavior Analysis concentration, students may share up to 9 credit hours from that degree as part of this certificate program. Because of the specific nature of the courses and their pre-approval by the Behavior Analysis Certification Board, courses other than those listed below may not be used as part of this certificate program.

**H. Below, please list all required and elective courses in the appropriate boxes (you may attach additional pages if necessary).**

Please ensure that all *new* core course proposals have been submitted to the Provost's office through the Curriculum ChangeMaker online course proposal submission system before this initiative is put on the University Graduate Council and CAPC agendas. Please note: a minimum of 2/3 of the courses required for a graduate certificate must be at the 500-level or above.

The proposed graduate certificate consists exclusively of the six courses pre-approved by the Behavior Analyst Certification Board qualifying students to sit for the BCBA exam. The content of this combined course sequence has been reviewed by the BACB and pre-approved as meeting the required 270 classroom hours of graduate-level instruction aligned with the Fourth Edition Task List objectives. In accordance with the BACB certification requirements, other courses may not be substituted. Students interested in additional courses may apply to a degree-granting program, such as the M.Ed. in Curriculum and Instruction, Applied Behavior Analysis concentration.

<b>Required Courses</b>			<b>Credit Hours</b>
<i>(Prefix &amp; Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	<b>(Insert Section Sub-total)</b> <b>18</b>
SPE 531	Methods of Applied Behavior Analysis for Exceptional Populations	No	3
SPE 565	Behavior Change Systems	No	3
SPE 566	Applied Behavior Analysis in Inclusive Settings	No	3
SPE 567	Basic Concepts and Ethics of Applied Behavior Analysis	No	3
SPE 568	Behavior Assessment	No	3
SPE 569	Research Methods in Applied Behavior Analysis	No	3
<b>Electives</b>			<b>Credit Hours</b>
<i>(Prefix &amp; Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	<b>(Insert Section Sub-total)</b>
<b>Culminating Experience (if applicable)</b>			<b>Credit Hours</b> <b>(Insert Section Sub-total)</b>
<b>Total required credit hours</b>			<b>18</b>

**5. PRIMARY FACULTY PARTICIPANTS** - Please list all primary faculty participants for the proposed certificate, including home unit and title. You may attach additional pages if necessary.

<b>Name</b>	<b>Home Unit</b>	<b>Title</b>
Samuel DiGangi, PhD, BCBA-D	Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College	Associate Professor Faculty Program Coordinator, M.Ed. in Curriculum and Instruction: Applied Behavior Analysis
Sarup Mathur, PhD, BCBA-D	Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College	Associate Professor
Ronni Orkaski, BCBA	Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College	Lecturer
Stanley Zucker, PhD	Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College	Professor

Kathleen McCoy, PhD	Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College	Associate Professor
Linda Caterino Kulhavy, PhD, ABPP	Division of Educational Leadership and Innovation, Mary Lou Fulton Teachers College	Clinical Associate Professor

**6. REQUIRED SUPPORTING DOCUMENTS**

(Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

Please include the following with your proposal:

- A. Sample plans of study for students in the proposed program (see course list above in section 4. H.)
- B. Statements of support from all deans and heads of impacted academic units

**7. APPROVALS** - If the proposal submission involves multiple units, please include letters of support from those units.

DEPARTMENT CHAIR or SCHOOL DIRECTOR (PRINT/TYPE)

Ida Malian

SIGNATURE



DATE

9/9/13

DEAN (PRINT/TYPE)

Mari Koerner

SIGNATURE



DATE

9/9/13

**The following section will be completed by Graduate Education following the recommendations of faculty governance bodies.**

VICE PROVOST FOR GRADUATE EDUCATION

SIGNATURE

DATE

**Please note:** Proposals for new certificates also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate, and the Office of the Provost before they can be put into operation.

**The final approval notification will come from the Office of the Provost.**

GF1112G-89

## APPENDIX

### OPERATIONAL INFORMATION FOR GRADUATE CERTIFICATES

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

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

The graduate certificate in Applied Behavior Analysis pairs research and experience to prepare professionals to provide therapy based on ABA principles to individuals with special learning and behavior needs.

Applied projects and assignments allow students to focus on the population with which they plan to work, while gaining the knowledge and skills to use ABA across various populations and settings. Graduates will be well prepared to provide direct instruction, training, consultative services and support to clients and family members in school, community and home settings.

The program provides pre-approved university coursework for students interested in sitting for the Board Certified Behavior Analyst certification examination. BCBA certification helps professionals better meet and address diverse behavior needs and make a lasting difference in the community.

- 2. Campus(es) where program will be offered: \***
- |                                     |               |                          |       |
|-------------------------------------|---------------|--------------------------|-------|
| <input type="checkbox"/>            | Downtown      | <input type="checkbox"/> | Tempe |
| <input checked="" type="checkbox"/> | Online (only) | <input type="checkbox"/> | West  |
| <input type="checkbox"/>            | Polytechnic   |                          |       |

\* **To select desired box**, place cursor on the left side of the box, right click mouse, select **Properties**, under **Default Value** select **Checked**, press **OK** and the desired box will be checked

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

Curriculum, Instruction, Education, Applied Behavior Analysis

**4. Area(s) of Interest:**

\* **To select desired box**, place cursor on the left side of the box, right click mouse, select **Properties**, under **Default Value** select **Checked**, press **OK** and the desired box will be checked

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

- Architecture, Construction & Design
- Artistic Expression & Performance
- Biological Sciences, Health & Wellness
- Business, Management & Economics
- Communication & Media
- Computing & Mathematics
- Education & Teaching
- Engineering & Technology
- Environmental Issues & Physical Sci
- Interdisciplinary Studies

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

- Architecture, Construction & Design
- Artistic Expression & Performance
- Biological Sciences, Health & Wellness



- Business, Management & Economics
- Communication & Media
- Computing & Mathematics
- Education & Teaching
- Engineering & Technology
- Environmental Issues & Physical Science
- Interdisciplinary Studies
- Languages & Cultures
- Law & Justice
- Social Science, Policies & Issues

## (NEW GRADUATE INITIATIVES)

### PROPOSAL PROCEDURES CHECKLIST

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

**Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals.**

- Establishment of new curricular initiative requests; degrees, concentrations, or certificates
- Rename requests; existing degrees, concentrations or certificates
- Disestablishment requests; existing degrees, concentrations or certificates

**Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.**

- Additional information can be found at the Provost's Office Curriculum Development website: [Courses link](#)
- For questions regarding proposing new courses, send an email to: [courses@asu.edu](mailto:courses@asu.edu)

**Prepare the applicable proposal template and operational appendix for the proposed initiative.**

- New degree, concentration and certificate templates (contain proposal template and operational appendix) can be found at the Provost's Office Curriculum Development website: [Academic Programs link](#)

**Obtain letters or memos of support or collaboration. (if applicable)**

- When resources (faculty or courses) from another academic unit will be utilized
- When other academic units may be impacted by the proposed program request

**Obtain the internal reviews/approvals of the academic unit.**

- Internal faculty governance review committee(s)
- Academic unit head (e.g. Department Chair or School Director)
- Academic unit Dean (will submit approved proposal to the [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu) email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

**Additional Recommendations** - All new graduate programs require specific processes and procedures to maintain a successful degree program. Below are items that Graduate Education strongly recommends that academic units establish after the program is approved for implementation.

**Set-up a Graduate Faculty Roster for new PhD Programs** – This roster will include the faculty eligible to mentor, co-chair or chair dissertations. For more information, please go to [http://graduate.asu.edu/graduate\\_faculty\\_initiative](http://graduate.asu.edu/graduate_faculty_initiative).

**Establish Satisfactory Academic Progress Policies, Processes and Guidelines** – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to [http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies) and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.

**Establish a Graduate Student Handbook for the New Degree Program** – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook provided to students when they are admitted to the degree program and published on the website for the new degree gives students this information. Include in the handbook the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and provide a link to the Graduate Policies and Procedures website. Please go to [http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies) to access Graduate Policies and Procedures.

**Mary Lou Fulton Teachers College**  
**Official Proposal Submission**

**From:** Hilary Pierce [<mailto:Hilary.Pierce@asu.edu>]  
**Sent:** Sunday, September 22, 2013 11:13 AM  
**To:** [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu)  
**Cc:** Ann Keith  
**Subject:** Graduate Certificate Proposals Applied Behavioral Analysis and English as a Second Language  
**Importance:** High

Hello

Attached you will find three proposals that we would like to submit for Fall 2014. These proposals have been reviewed by Graduate Education and we have edited from their feedback.

- Graduate Certificate in Applied Behavioral Analysis
- Graduate Certificate in English as a Second Language
- Graduate Certificate in Gifted Education

Please let us know if you have any questions,

**Hilary Pierce, Ed.D.**

Senior Assistant Dean of Academics

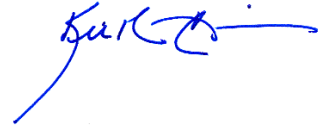
**Mary Lou Fulton Teachers College | Arizona State University**

4701 W. Thunderbird Road | Glendale, Arizona | 85306

Phone (602) 543-4519

Fax (602) 543-6900

Date: September 17, 2013  
To: Meredith J. Toth, Assistant Division Director, Online Programs  
From: Keith Crnic, Chair, Department of Psychology  
Re: Proposed ABA Certificate in MLFTC



I am happy to provide this letter in support of the proposed 6-course sequence of BACB-approved courses that will be offered to students who wish to gain certification in Applied Behavior Analysis. Such a certificate program through ASU and the MLFTC will enhance the ability of those individuals with relevant educational backgrounds to develop specific expertise in ABA, gain professional certification in the field, and begin to provide much needed services for children and adults who face developmental, behavioral, and adaptive challenges in our community.

The proposed certification program does not compromise or interfere with the new Masters degree program proposed by Psychology (currently under consideration), as our goal is to provide in-depth, classroom and practicum-based training in both the science and practice of ABA sufficient to lead to licensure in the state of Arizona.

I wish you every success with the new program.

**Subject:** Re: Graduate Certificate Proposals

**Date:** Wednesday, September 18, 2013 6:26:27 AM Mountain Standard Time

**From:** Philip Regier

**To:** Kari Barlow

**CC:** Meredith Toth, Rebecca Newton, Frederick Corey

fyi.

On Tue, Sep 17, 2013 at 11:46 PM, Elizabeth Phillips <[Betty.Phillips@asu.edu](mailto:Betty.Phillips@asu.edu)> wrote:

All approved

Sent from my iPhone

On Sep 18, 2013, at 12:08 AM, "Philip Regier" <[atpr@asu.edu](mailto:atpr@asu.edu)> wrote:

> Betty - we'd like for MLFTC to be able to offer all three of the certificates below through ASU Online starting next August. They are just repackaging courses that are already in existing programs, and each has a natural built-in constituency that should provide a lot of demand in the market.

>

> PR

>

>

> ----- Forwarded message -----

> From: Kari Barlow <[kbarlow@asu.edu](mailto:kbarlow@asu.edu)<mailto:[kbarlow@asu.edu](mailto:kbarlow@asu.edu)>>

> Date: Tue, Sep 17, 2013 at 2:52 PM

> Subject: Fwd: Graduate Certificate Proposals

> To: Philip Regier <[atpr@asu.edu](mailto:atpr@asu.edu)<mailto:[atpr@asu.edu](mailto:atpr@asu.edu)>>

>

>

> Thoughts?

> Kb

>

> ----- Forwarded message -----

> From: Meredith Toth <[Meredith.Toth@asu.edu](mailto:Meredith.Toth@asu.edu)<mailto:[Meredith.Toth@asu.edu](mailto:Meredith.Toth@asu.edu)>>

> Date: Tue, Sep 17, 2013 at 2:05 PM

> Subject: Graduate Certificate Proposals

> To: Kari Barlow <[kbarlow@asu.edu](mailto:kbarlow@asu.edu)<mailto:[kbarlow@asu.edu](mailto:kbarlow@asu.edu)>>

>

>

> Hi, Kari,

>

> We are in the process of submitting three proposals for graduate certificates that we would like to offer starting Fall 2014. In reviewing our proposals, the Graduate College indicated that we need to obtain approval from ASU Online to offer these degrees.

>

> These graduate certificates will be composed of classes already offered in our online master's degrees. Currently, students seeking to take these classes to qualify for an AZ Dept of Ed endorsement or a national certification offered by the Behavior Analysis Certification Board (BACB) take these classes as non-degree seeking students. Offering these classes as graduate certificates will improve our improve student tracking and advising and also indicate completion of the certificate on student transcripts.

>

> Can you please provide written approval that we move forward with the curriculum approval process to establish these as graduate certificates that would be offered through ASU Online?

>

- > \* English as a Second Language
- > \* Applied Behavior Analysis
- > \* Gifted Education

>

> In case you need them for reference or review, I've attached the three proposals for the new graduate certificates that we are proposing.

>

> Thank you,

> Meredith

>

> --

> Meredith J. Toth

> Assistant Division Director, Online Programs

> Division of Educational Leadership and Innovation

> Mary Lou Fulton Teachers College

> [602\) 543-8093](tel:6025438093)<tel:%28602%29%20543-8093>

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> Philip Regier

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> [480.965.2457](tel:480.965.2457) (office)

> <ABA GraduateCertificate.doc>

> <ESL GraduateCertificate.docx>

> <Gifted Ed GraduateCertificate.docx>

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