



NEW GRADUATE CONCENTRATION PROPOSALS
ARIZONA STATE UNIVERSITY
GRADUATE COLLEGE

This form should be used for academic units wishing to propose a new concentration for existing graduate degrees.

A concentration is a subspecialty within a degree and major. It indicates the fulfillment of a designated, specialized course of study, which qualifies the student with skills and training in one highly concentrated area of the major. Concentrations are formally-recognized educational designations (including the assignment of a university plan code for reporting/record-keeping purposes and appearance on the ASU transcript). Concentrations are distinguished from more informal academic distinctions such as “emphases,” “tracks,” “foci,” “options,” etc.

Submit the completed and signed (chairs, unit deans) proposal to the **Office of Graduate Academic Programs**. Mail code 1003 and electronic copies to eric.wertheimer@asu.edu or Denise.Campbell@asu.edu

Please type.

Contact Name(s): Suzanne Painter, Meredith Toth, Ann Keith, Samuel DiGangi	Contact Phone(s): 602-543-6380
College/School/Division Name: Mary Lou Fulton Teachers College / Division of Educational Leadership and Innovation	
Academic Unit Name: Educational Leadership and Innovation – Organization – CEDGRAD – Dean, Teachers College (or proposing faculty group for interdisciplinary proposals)	
Existing Graduate Degree and Major under which this concentration will be established: M.Ed. in Curriculum and Instruction	
Proposed Concentration Name: Applied Behavior Analysis (ABA)	
Requested Effective Term and Year: Spring 2014 (e.g. Fall 2014)	
Do Not Fill in this information: <u>Office Use Only</u> Plan Code:	CIP Code:

1. Overview

- A. Provide a brief description (*not to exceed 150 words*) of the new concentration (including the focus of the new concentration, relationship to other concentrations within this degree program, etc).**

The Applied Behavior Analysis (ABA) concentration under the MEd in Curriculum and Instruction 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 (BCBA) certification examination. BCBA certification helps professionals better meet and address diverse behavior needs and make a lasting difference in the community.

2. Impact Assessment

- A. Explain the unit’s need for the new concentration (e.g., market demand, research base, direction of the discipline, and interdisciplinary considerations). How will the new concentration complement the existing degree program, including enrollment, national ranking, etc.?**

The courses for the proposed Applied Behavior Analysis concentration have been offered online as a specialization under the M.Ed. in Curriculum and Instruction: Teaching and Learning for approximately two years. The request to establish a new

concentration under the C&I degree will promote the coursework from a specialization to a concentration that will be indicated on the ASU transcript. The existing Teaching and Learning: Applied Behavior Analysis specialization will continue to exist while current students finish the degree. In addition, new specializations may be added to the existing Teaching and Learning concentration at a future date.

The proposed ABA concentration 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 program may intend to sit for the Board Certified Behavior Analyst 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.

Of the 10 courses required for the ABA concentration graduate program, three courses provide foundational and advanced knowledge and skills in special education and autism spectrum disorders, and one is the capstone course required of most students in the Curriculum and Instruction degree program. The six remaining courses 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 distinction of the concentration from other specializations within the Curriculum and Instruction degree program. The coursework is delivered in an online format only.

The proposed ABA concentration and the previously approved ASD concentration share two courses that are based upon principles of Applied Behavior Analysis and are directly relevant to both ASD and ABA. Behaviors often demonstrated by persons diagnosed with Autism Spectrum Disorders (ASD) are not exclusive to Autism. Likewise, the methods and approaches toward evaluation and intervention grounded in Applied Behavior Analysis are not exclusively relevant to persons with ASD.

Professionals skilled in ABA are equipped to design implement and evaluate the effectiveness of behavior analytic interventions for individuals across a range of behavioral concerns and handicapping conditions. As Autism is characterized by a 'spectrum' or range of conditions associated with developmental disorders, rather than a discrete set of behaviors for which a unique set of techniques are applied, ABA provides an evidence-based framework by which specific behaviors are directly addressed. The proposed ABA concentration includes two courses also required in the previously approved ASD concentration that focus on the identification and treatment of a continuum of behaviors, including those associated with Autism Spectrum Disorder. In this way, students completing the proposed ABA concentration gain direct experience in the design and application of ABA based identification and treatment services for individuals demonstrating a range of behavioral concerns, including those associated with ASD.

While the two concentrations share foundations courses, the ASD concentration includes additional coursework specifically designed for those who seek direct experience in the area of ASD, and the ABA concentration includes additional coursework specifically designed for those who seek experience and expertise in ABA. Students in each of the two concentrations who seek state licensure or other recognition of their advanced qualifications are often required to provide a transcript that specifies a degree conferred in either "Autism Spectrum Disorders" or "Behavior Analysis."

Enrollment in the existing specialization has grown from approximately 75 students admitted in AY2009-2010 to 265 admitted in AY2011-2012, and is on track to admit 400 students in AY2012-2013. The addition of the new concentration will make it easier for students to find and apply to the program. Equally important, the students will receive recognition for their expertise in ABA upon graduation, as the concentration name would display on ASU transcripts. Furthermore, establishment of the new concentration will improve the process by which the college can track and advise students throughout the program.

To support the high number of students enrolled in this program, the college has developed (in coordination with the faculty who coordinate and teach in the online programs) policies and procedures for the staffing of high-enrollment online courses. A full-time faculty member designs the course materials and serves as the lead instructor overseeing the course, thereby ensuring that all students receive the same high-quality materials developed by our full-time faculty. For every 30 students enrolled in the course, the college hires an online facilitator who works closely with a group of 25-30 students under the supervision of the lead instructor. The online facilitators must meet the minimum qualifications established by the college for part-time faculty. This hiring practice allows the college to offer classes to large numbers of students while maintaining smaller group sizes in high-enrollment classes so that students receive personal attention and individual feedback on their work.

B. Please identify other related ASU programs and describe how the new concentration will complement these existing ASU programs? (If applicable, statements of support from affected academic unit administrators should be included with this proposal submission.)

The current specialization in ABA is the only one offered at ASU. The proposed Applied Behavior Analysis concentration under the M.Ed. in Curriculum and Instruction will replace the current ABA specialization within the M.Ed. in Curriculum and Instruction: Teaching and Learning concentration. The Teaching and Learning concentration will continue to exist.

As noted above, the courses in the proposed concentration are already being offered and have permanent numbers assigned in the ASU catalog. No new courses are required for the proposed concentration.

- C. Is this an interdisciplinary concentration? If yes, please address the relationship of the proposed concentration to other existing degree programs and any parallel or similar concentrations in those degree programs. (Please include relevant Memoranda of Understanding regarding this interdisciplinary concentration from all applicable academic units.)

This concentration is not interdisciplinary.

3. Academic Requirements and Curriculum

- A. What are the total minimum hours required for the major and degree under which the proposed concentration will be established?

30 credit hours

- B. Please provide the admissions criteria for the proposed concentration. If they are identical to the admission criteria for the existing major and degree program under which this concentration will be established, you may attach a copy of these criteria as they appear on the departmental website, or other source (please indicate source).

Please also list all undergraduate and graduate degrees and/or related disciplines that are required for admission to this concentration program.

Degree(s): Completion of a bachelor's degree, preferably in education or other field related to ABA, such psychology, but not required.

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 College policies and procedures) (http://graduate.asu.edu/admissions/international/english_proficiency):

Required Admission Examinations: GRE GMAT Millers Analogies None required

Additional Required Material:

Personal statement demonstrates that applicant's goals with respect to the program outcomes and success in a graduate and online program. The statement should also demonstrate high quality writing and awareness that the student understands the demands of graduate school.

Two letters of recommendation from individuals who can speak to the applicant's potential for success in a graduate program

- C. If the proposed concentration is part of a larger, interdisciplinary agenda, please provide additional admission information related to students who may enter with various academic backgrounds, including expected entry-level competencies. As applicable, please also address the courses that must be taken to remedy any relevant deficiencies for incoming students.

The proposed concentration is not part of a larger, interdisciplinary agenda.

- D. What knowledge, competencies, and skills (learning outcomes) should graduates have when they complete this proposed concentration 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 3.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 3D will be assessed via two methods: course projects and assignments, along with a culminating portfolio.

Major assignments in each of the special education and 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 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.

In the Capstone Course, students complete a portfolio that incorporates the major assignment or project from each of their courses and integrates a reflection on the national autism standards of the Council for Exceptional Children. In accordance with rigorous guidelines, students demonstrate analysis of material learned in and across each of the major assignments/projects, resulting in a highly organized high-level synthesis of their program experience.

Teachers College will communicate to all students accepted to the Applied Behavior Analysis concentration 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 provide the curricular structure for the proposed concentration.

- Additionally, please ensure that all **new** required course proposals have been submitted to the Provost's office through the Curriculum ChangeMaker online course proposal submission system for approval before this concentration is put on the University Graduate Council and CAPC agendas.

SPE 565: Behavior Change Systems was been submitted to the Provost's office through the Curriculum ChangeMaker online course proposal submission system for approval on January 31, 2013. The Behavior Analysis Certification Board (BACB) has released a new task list that will be evaluated starting January 2015. To comply with the new task list and the BACB requirements for coursework, we needed to add a new course to the existing catalog.

(*) In order to provide the six courses required to meet the number of content hours stipulated by the BACB, no core courses from the C&I degree program will be used in this concentration. Rather than COE 501: Introduction to Research and Evaluation in Education, a core course taken by most students in the C&I degree program, students in the ABA concentration will take a research course focused on research methods in Applied Behavior Analysis. Three additional courses provide foundational and advanced knowledge and skills in special education and autism spectrum disorders (one

of which is required for students in the teacher certification programs and can be considered an essential course for students working with individuals with special needs) and one course is the capstone required of most students in the Curriculum and Instruction degree program.

Required Core Courses for the Degree			Credit Hours
(Prefix & Number)	(Course Title) (*) Please see note above regarding core courses for the degree.	(New Course?) Yes or No?	(Insert Section Sub-total)
Required Concentration Courses			Credit Hours
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 24
SPE 531	Methods of Applied Behavior Analysis for Exceptional Populations	No	3
SPE 565	Behavior Change Systems	Yes	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 520	Reading and Communication Strategies for Individuals with Autism	No	3
SPE 521	Foundations of Autism Spectrum Disorders	No	3
SPE 541	Consultation Framework and Issues	No	3
Elective or Research Courses (as deemed necessary by supervisory committee)			Credit Hours
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 3
SPE 569	Research Methods in Applied Behavior Analysis	No	3
Culminating Experience			Credit Hours
<i>E.g. - Capstone project, applied project, thesis (masters only – 6 credit hours) or dissertation (doctoral only – 12 credit hours) as applicable</i>			(Insert Section Sub-total) 3
SPE 597: Capstone			3
Other Requirements <i>E.g. - Internships, clinical requirements, field studies as applicable</i>			Credit Hours
			(Insert Section Sub-total)
For doctoral programs – as approved by the student's supervisory committee, the program can allow 30 credit hours from a previously awarded master's degree to be used for this program. As applicable, please indicate the total credit hour allowance that will be used for this program.			
Total required credit hours			30

- G. 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, and fill out the applicable section in the Operational Appendix.**

The program 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 applied behavior analysis specialization.

- H. Please describe the culminating experience(s) required for completion of the existing degree and major, and the proposed concentration (e.g., thesis, dissertation, comprehensive exams, capstone course(s), practicum, applied projects, etc.).**

The Capstone Course (portfolio) is based on all coursework taken over the 30 hours of the program. Students identify one major assignment or project from each of their courses to be included in their portfolio. Through a written reflection on each assignment/project and a written paper, students demonstrate analysis and synthesis of material learned in the master's program and evidence of competency in the Council for Exceptional Children Advanced Knowledge and Skill Standards (see section 3E).

- I. Please describe any other requirements for completion of the existing degree and major, and the proposed concentration (e.g., internships, foreign language skills, etc.).**

n/a

- J. For interdisciplinary programs, additional sample curricular structures must be included as appendix items to this proposal relating to students with various academic backgrounds who may pursue the proposed concentration, including expected mastery of core competencies (e.g., course work, skills, and/or knowledge).**

This program is not interdisciplinary.

4. Administration and Resources

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

Individuals in the Mary Lou Fulton Teachers College Office of Student Services currently administer the M.Ed. Curriculum and Instruction: Teaching and Learning concentration with an Applied Behavior Analysis specialization and will continue to administer the program if approved as a new concentration. 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 concentration.

- B. How many students will be admitted immediately following final approval of the concentration? What are enrollment projections for the next three years?**

Over 400 students are currently enrolled in the applied behavior analysis specialization under the MEd in Curriculum and Instruction, concentration in Teaching and Learning program. Following approval of the concentration, approximately 75-100 students will be admitted each semester with an enrollment projection of 700-1000 students over the next three years.

The existing Curriculum and Instruction: Teaching and Learning, Applied Behavior Analysis specialization will continue to exist while current students finish the degree. New students will apply to the Curriculum and Instruction: Applied Behavior Analysis concentration.

- C. What are the resource implications for the proposed concentration, including any 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 concentration 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 concentration.**

As applied behavior analysis (proposed concentration curriculum) is currently being offered as a specialization in the M.Ed. in Curriculum and Instruction: Teaching and Learning program, 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.

D. Please list the primary faculty participants in this proposed concentration.

Name	Title	Area(s) of Specialization as they relate to proposed concentration
Samuel DiGangi, PhD, BCBA-D	Associate Professor	Positive behavior interventions and supports
Kathleen McCoy, PhD	Associate Professor	Methods in special education and ASD
Stanley Zucker, PhD	Professor	Research in Applied Behavior Analysis
Sarup Mathur, PhD, BCBA-D	Associate Professor	Behavior analysis and Ethics
Linda Caterino Kulhavy, PhD, ABPP	Clinical Associate Professor	Research in special education and ASD; school psychology
Ronni Okraski, BCBA	Lecturer	Research and evaluation techniques in Applied Behavior Analysis

E. Is there a graduate faculty structure for this concentration program that will differ from the original degree program graduate faculty structure (for PhD programs only)? If yes, please include the name of the graduate faculty group and whether they will participate in offering this concentration.

N/A

5. Additional Material — Please attach any additional information that you feel relates to the proposed concentration. (Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

Approvals (if the proposal submission involves multiple units, please include letters of support from those units)

DEPARTMENT CHAIR or SCHOOL DIRECTOR

Suzanne Painter, Director, Div. of Educational Leadership & Innovation

Suzanne R Painter

3/12/13

SIGNATURE

DATE

DEAN (Please print or type)

Mari Koerner, Dean, Mary Lou Fulton Teachers College

Mari Koerner

3/12/13

SIGNATURE

DATE

The following section will be completed by the GC following the recommendations of faculty governance bodies.

EXECUTIVE VICE PROVOST FOR ACADEMIC AFFAIRS AND DEAN OF THE GRADUATE COLLEGE

SIGNATURE

DATE

Please note: Proposals for new concentrations also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate (Information item only), 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.

(NEW GRADUATE INITIATIVES)

PROPOSAL PROCEDURES CHECKLIST

Applied Behavior Analysis concentration under the MEd in Curriculum and Instruction

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

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 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 the Graduate College 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.

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 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 College Policies and Procedures website. Please go to http://graduate.asu.edu/faculty_staff/policies to access Graduate College Policies and Procedures.