



New Graduate Concentration Proposal

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 curriculumplanning@asu.edu.

Please type.

Contact Name(s): 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.A. in Special Education	
Proposed Concentration Name: Applied Behavior Analysis <i>(Implementation pending the reinstatement of the standalone MA in Special Education degree and the academic plan approval of the Applied Behavior Analysis concentration)</i>	
Requested Effective Term and Year: Fall 2018 (e.g. Fall 2014)	
Do Not Fill in this information: Office Use Only Plan Code:	CIP Code:

Is a program fee required?

Note: for more information about program fee requests, visit <https://provost.asu.edu/curriculum-development/changemaker/form-instructions#fees>

Is the unit willing and able to implement the program if the fee is denied?

Yes, a program fee is required.

The program fee already approved encompasses all online master's degrees offered by Teachers College and thus a new program fee proposal does not need to be submitted for review and approval.

Yes, we are able to implement the program.

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 MA in Special Education pairs research and experience to prepare professionals to provide therapy based on ABA principles to individuals with special learning and behavior needs. **Applied behavior analysis** is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in **behavior**. (Baer, Wolf, & Risley, 1968). As a scientifically validated component of evidence-based special education services, an ABA concentration course serves as common core across the MA in Special Education program.

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 coursework, designed and delivered by Mary Lou Fulton Teachers College faculty, is verified by the Behavior Analyst Certification Board as meeting the academic qualification requirements for individuals who plan to sit 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 concentration under the M.Ed. in Curriculum & Instruction for approximately three years. The establishment of a new concentration under the existing M.A. in Special Education degree will enable better alignment with labor market recognition of degrees focused on the application of ABA in a Special Education context - as indicated through internal market research, feedback from current and past students, and survey of competitive programs offered by other institutions of higher education. Upon approval and implementation of the M.A. Special Education ABA concentration, the current M.Ed. in Curriculum & Instruction (Applied Behavior Analysis) concentration will be disestablished. Once disestablished, the M.Ed. in Curriculum & Instruction (Applied Behavior Analysis) concentration it will stay active in degree search with applications closed until all students are no longer in the program.

This concentration combines research and experience to prepare professionals in educational leadership and treatment based on principles of applied behavior analysis (ABA). Students acquire knowledge and skills applicable to a range of populations and settings. Graduates are adept in providing direct instruction, training, intervention and consultative services to clients in school, community and home settings. BCBA certification positions professionals to address behavior of social significance.

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. 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 courses required for the program, one course (SPE 566 Applied Behavior Analysis in Inclusive Settings) is the common core requirement for the MA in Special Education. Eight concentration courses provide foundational and advanced knowledge and skills of applied behavior analysis and are verified by the national Behavior Analyst Certification Board® (BACB) as meeting the university coursework requirement to qualify for their certification exam. One additional course serves as the culminating experience (capstone course or applied project). The coursework is delivered in an online format only.

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. 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 autism spectrum disorder (ASD).

Current enrollment in the M.Ed. in Curriculum Instruction, Applied Behavior Analysis concentration for fall 2017 exceeds 1300 students, with continued demand for the concentration. Based upon market observation, requests from current and prospective students and program alumni, it is anticipated that the proposed M.A. Special Education ABA concentration will initially maintain the current enrollment level of the M.Ed. in Curriculum and Instruction ABA concentration and continue to grow. 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 28 students enrolled in the course, the college hires an online co-instructor who works closely with a group of 25-28 students under the supervision of the lead instructor. The online co-instructors must meet the minimum qualifications established by the university for part-time faculty teaching graduate courses. Each co-instructor must also hold the credential of Board Certified Behavior Analyst (BCBA or BCBA-D), ensuring that all members of the instructional team possess the knowledge and skills of the profession. Likewise, as BCBA's each co-instructor is obligated to abide by the provisions of the Professional and Ethical Compliance Code for Behavior Analysts. 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. The proposed concentration under the MA in Special Education will follow the same policies and procedures for enrollment indicated here.

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 Department of Psychology in the College of Liberal Arts and Sciences offers an MS in Applied Behavior Analysis. Psychology and Teachers College have developed programs that broadly address the general topic of Applied Behavior Analysis and have worked together in the development of these separate programs to ensure that our programs and their specific foci are quite different and evidence very little overlap. Whereas the focus of the MLFTC program is primarily on school-based ABA intervention and will be delivered on-line, the focus of the Psychology program is a science-clinical practice intervention training program that is delivered entirely face-to-face. As such, the student populations that MLFTC would serve are quite different, and the program will serve the diverse needs of children and individuals with developmental disorders in the schools as well as in the home and other critical environments.

The Applied Behavior Analysis graduate certificate will remain in the catalog as a program offering for those students who have a master's degree in applied behavior analysis or a related field, yet need the courses verified by the national Behavior Analyst Certification Board® (BACB) as meeting the university coursework requirement to qualify for their certification exam. The plan of study for the ABA graduate certificate will be updated to align with the new courses required by the BACB, including those that form part of the coursework for the proposed MA in Special Education, Applied Behavior Analysis 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.

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

- 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.

An applicant must fulfill the requirements of both the Graduate College and the Mary Lou Fulton Teachers College.

Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in any field, from a regionally accredited institution. A degree in education or another field related to applied behavior analysis is preferred.

Applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in an applicable master's degree program.

Applicants are required to submit:

1. graduate admission application and application fee
2. official transcripts
3. personal statement
4. three letters of recommendation
5. resume
6. proof of English proficiency

Additional Application Information

Applicants whose native language is not English (regardless of current residency) must provide proof of English proficiency.

The personal statement should demonstrate the 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.

Three letters of recommendation from individuals who can speak to the applicant's potential for success in a graduate program are required for admission.

- 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. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOEEE's approval of your assessment plan for this program. Visit the assessment portal at <https://uoeee.asu.edu/assessment-portal> or contact uoeee@asu.edu with any questions.

See Appendix II for the assessment plan approved by UOEEE.

E. 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.

Required Core Courses for the Degree			Credit Hours
<i>(Prefix & Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	(Insert Section Sub-total) 12
SPE 564	Controversial Therapies; Science, Fad and Pseudoscience in Educational Settings	Yes	3
SPE 565	Behavior Change Systems	No	3
SPE 566	Applied Behavior Analysis in Inclusive Settings	No	3
SPE 568	Behavior Assessment	No	3
Required Concentration Courses			Credit Hours
<i>(Prefix & Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	(Insert Section Sub-total) 15
SPE 531	Methods of Applied Behavior Analysis for Exceptional Populations	No	3
SPE 567	Ethics of Applied Behavior Analysis	No	3
SPE 569	Research Methods in Applied Behavior Analysis	No	3
SPE 562	Personnel Supervision and Organizational Behavior Management in Educational Settings	Yes	3
SPE 563	Philosophical Foundations of Applied Behavior Analysis in Educational Settings	Yes	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 OR SPE 593 Applied Project			3
Total required credit hours			30

- F. 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. Six courses for the program are already developed for online and are currently offered as part of the existing MEd Curriculum & Instruction (Applied Behavior Analysis) concentration.

- G. 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.).**

Two options will be available for student selection, based on personal and professional interest and need.

The **Capstone** option is based on all coursework taken over the 30 hours of the program. Through examination of each assignment/project, preparation of a professional digital archive, and a written paper, students demonstrate analysis and synthesis of material learned in the master’s program. Students align experiences and artifacts with program objectives and Behavior Analyst Certification Board content areas, with focus on application of theoretical and practical information gained throughout their program to real world settings.

The **Applied Project** option provides students pursuing professional careers in the field of applied behavior analysis an opportunity to prepare a supervised applied project. As part of the applied project, students collect data on one or more individuals’ target behavior; identify research-based strategies to address the target behavior; design and implement a behavior intervention plan to systematically address the target behavior; collect data on the target behavior as the intervention is being implemented; analyze and draw conclusions from the data collected; communicate findings using evidence of best practice from current research.

- H. 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

- I. 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. in Curriculum and Instruction: concentration in Applied Behavior Analysis and will also administer this proposed new concentration if approved. The Teachers College Office of Student Services processes admission and conducts student advisement and retention. An Admission

Specialist makes the recommendation for admission after reviewing the application file against admission criteria articulated and documented by the program faculty. If there is question as to whether an applicant meets admission criteria, then the program coordinator is consulted. 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 1300 students are currently enrolled in the applied behavior analysis concentration under the MEd in Curriculum & Instruction. Following approval of the concentration, approximately 200-400 students will be admitted to the MA in Special Education, Applied Behavior Analysis concentration each semester with an enrollment projection of 1500-1800 students over the next three years.

The existing M.Ed. in Curriculum and Instruction: Applied Behavior Analysis concentration will continue to exist while current students finish the degree. New students will apply to the M.A. in Special Education Applied Behavior Analysis concentration.

3-YEAR PROJECTED ANNUAL ENROLLMENT			
Please utilize the following tabular format	1st Year	2nd Year <small>(Yr. 1 continuing + new entering)</small>	3rd Year <small>(Yr. 1 & 2 continuing + new entering)</small>
Number of Students in concentration (Headcount)	600	1200	1200

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 an applied behavior analysis concentration (proposed curriculum concentration) is currently being offered under the M.Ed. in Curriculum and Instruction program, no additional budget expenditure is anticipated. Budget needs should be met through existing tuition and approved program fee for all online master's degrees offered by Teachers College. 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.

<i>Name</i>	<i>Title</i>	<i>Area(s) of Specialization as they relate to proposed concentration</i>
Samuel DiGangi, PhD, BCBA-D	Associate Professor	Applied Behavior Analysis, Experimental Analysis of Behavior
Erin Rotheram-Fuller, PhD, BCBA	Associate Professor	Applied Behavior Analysis; ASD; School psychology
Stanley Zucker, PhD	Professor	Research in Applied Behavior Analysis
Sarup Mathur, PhD, BCBA-D	Professor	Behavior analysis
Kathleen Puckett, PhD	Associate Professor	Special and inclusive education

Juliet Barnett, PhD	Associate Professor	Educator preparation, Emotional/Behavior Disorders
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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 (Please print or type)	Sherman Dorn
	10/10/17
SIGNATURE	DATE
DEAN (Please print or type)	Carole G. Basile
	10/10/17
SIGNATURE	DATE

Please note: Proposals for new concentrations 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.

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APPENDIX I
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 M.A. in Special Education with a concentration in applied behavior analysis (ABA) combines research and experience to prepare professionals to use principles of ABA with individuals with special learning and behavior needs. The coursework prepares students to use applied behavior analysis to address a variety of learning and behavior needs across a range of professions and settings. All courses are online, combining a range of resources and technologies to provide students the opportunity to interact directly with program faculty and classmates. Program graduates will be well-prepared to provide applied behavior analysis and evidence-based consultative services and support to clients, community and family members across a variety of settings. Coursework is verified by the Behavior Analyst Certification Board for students interested in sitting for the Board Certified Behavior Analyst (BCBA) examination. BCBA supervision hours, required for certification, are arranged and completed by the student separately from ASU coursework

Breakdown of requirements for the academic catalog:

Required Core (12 credit hours)

- SPE 564 Controversial Therapies; Science, Fad and Pseudoscience in Educational Settings (3)
- SPE 565 Behavior Change Systems (3)
- SPE 566 Applied Behavior Analysis in Inclusive Settings (3)
- SPE 568 Behavior Assessment (3)

Concentration (15 credit hours)

- SPE 531 Methods of Applied Behavior Analysis for Exceptional Populations (3)
- SPE 562 Personnel Supervision and Organizational Behavior Management in Educational Settings (3)
- SPE 563 Philosophical Foundations of Applied Behavior Analysis in Educational Settings (3)
- SPE 567 Ethics of Applied Behavior Analysis (3)
- SPE 569 Research Methods in Applied Behavior Analysis (3)

Culminating Experience (3 credit hours)

- SPE 593 Applied Project (3)
- SPE 597 Capstone (3)

2. Marketing description *(Optional - 50 words maximum. The marketing description should not repeat content found in the program description.)*

3. Contact and Support Information:

Office Location (Building & Room): FAB 200	Campus mail code: 1811
Campus Telephone Number: (480)965-5555	Program Director (Name and *ASU ID): Sam DiGangi (drsam)
Program email address: graduateeducation@asu.edu	Program Support Staff (Name and *ASU ID): Jodi Banzhaf (jbanzhaf) Dayna Bartoli (dbartoli)

	Rich Givens (rgivens) Dawn Koths (kailee)
Program website address: TBA (education.asu.edu)	Admissions Contact (Name and *ASU ID): Melissa Rudd (merudd)

* ASU ID (e.g. SHJONES)

4. Campus(es) where program will be offered:

* 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.

ASU Online only (all courses online) – (Office of the Provost and ASU Online approval is needed)

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

Downtown Polytechnic

Tempe West

Both on-campus and ASU Online (*) – Office of the Provost and ASU Online approval is needed for this option. (Check applicable campus from options listed).

5. Application Review Terms (if applicable session):

Indicate the first term and year in which applications will be opened for admission. Applications will be accepted on a rolling basis after that time.

Note: It is the academic unit's responsibility to display program deadline dates on their website.

Terms	Years	University Late Fee Deadline
<input checked="" type="checkbox"/> Fall (regular) <input checked="" type="checkbox"/> Session B	(year): 2018 (year): 2018	July 1st October 1st
<input checked="" type="checkbox"/> Spring (regular) <input checked="" type="checkbox"/> Session B	(year): 2019 (year): 2019	December 1st February 8th
<input checked="" type="checkbox"/> Summer (regular) <input type="checkbox"/> Summer B	(year): 2019 (year):	May 14th May 14th

Note: Session B is only available for approved online programs.

Program admission deadlines website address: <https://education.asu.edu/admission/graduate>

6. Application and iPOS Recommendations: List the Faculty and Staff that will input admission/POS recommendations to Gportal and indicate their approval for Admissions and/or POS:

Name	ADMSN	POS
Samuel DiGangi	Yes	Yes
Susan Anderson	Yes	No
Melissa Rudd	Yes	Yes

Laura Abril	No	Yes
Jodi Banzhaf	No	Yes
Dawn Koths	No	Yes
Rich Givens	No	Yes
Dayna Bartoli	No	Yes

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

Applied behavior analyst, behavior analyst, behavior analysis, autism, applied behavior analysis, applied behavior, special education

8. 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.

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communication & Media | <input type="checkbox"/> Psychology |
| <input checked="" type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Humanities | |

B. Select one (1) secondary area of interest from the list below that applies to this program.

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Humanities | |

(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

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

APPENDIX II
Assessment Plan



Academic Program
Assessment Plan 2016-2017

Date: 12/28/2017	Program Name: MA in Special Education (Applied Behavior Analysis)	Status: UOEEE Provisional Approval
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Comment

Assessment Plan

Outcome 1:	Identify as describe a target behavior of social significance for a client.
Measure 1.1	Students will identify and operationally define a target behavior of social significance for their client as part of the Functional Behavior Assessment (FBA) assignment in SPE 568 Assessment.
Performance Criterion 1.1	80% or more of the students will earn a rating of Acceptable or better on the FBA written report assignment, defining behavior section. Performance will be evaluated based on a rubric with scale of Outstanding, Very Good, Acceptable, Unacceptable.
Measure 1.2	Students will operationally define a behavior of social significance for their client, in observable and measurable terms as part of the Single Case Design project in SPE 531 Methods of Applied Behavior Analysis for Exceptional Populations
Performance Criterion 1.2	80% or more of the students will earn a rating of Acceptable or better on the Single Case Design written report assignment, defining behavior section. Performance will be evaluated based on a rubric with scale of Outstanding, Very Good, Acceptable, Unacceptable.
Measure 1.3	Students will identify and describe a target behavior of social significance for their client via student created Training Video assignment (SPE 597-Capstone).
Performance Criterion 1.3	80% or more of the students will earn a rating of Acceptable or better on the Training Video assignment, defining behavior section. Performance will be evaluated based on a rubric with scale of Outstanding, Very Good, Acceptable, Unacceptable.
Outcome 2:	Create a behavior analytic measurement protocol
Measure 2.1	Students will create a measurement protocol for direct observation of a target behavior as part of the Behavior Change Research Project assignment in SPE 569 Research Methods Applied Behavior
Performance Criterion 2.1	80% or more of the students will earn a rating of Acceptable or better on the Behavior Change Research Project assignment, measurement section. Performance will be evaluated based on a rubric with scale of Outstanding, Very Good, Acceptable, Unacceptable.
Measure 2.2	Students will describe a measurement protocol for direct observation of a behavior as part of the Social Skills Intervention assignment, measurement section in SPE 566 Applied Behavior Analysis in Inclusive Settings
Performance Criterion 2.2	80% or more of the students will earn a rating of Acceptable or better on the Social Skills Intervention assignment, measurement section. Performance will be evaluated based on a rubric with scale of Outstanding, Very Good, Acceptable, Unacceptable.
Measure 2.3	

Performance Criterion 2.3

Outcome 3:	Evaluate antecedent and consequence interventions for a target behavior.
Measure 3.1	Students will substantiate evidence based antecedent and consequent interventions for their Behavior Change Project SPE 569 Research Methods Applied Behavior Analysis.
Performance Criterion 3.1	80% or more of the students will earn a rating of Acceptable or better on the Behavior Change Project assignment, intervention section. Performance will be evaluated based on a rubric with scale of Outstanding, Very Good, Acceptable, Unacceptable.
Measure 3.2	Students will summarize the efficacy of specific antecedent and consequence interventions as part of the SPE 597 Capstone video consultation assignment.
Performance Criterion 3.2	80% or more of the students will earn a rating of Acceptable or better on the Video Consultation assignment. Performance will be evaluated based on a rubric with scale of Outstanding, Very Good, Acceptable, Unacceptable.
Measure 3.3	Students will compare and contrast the risks and benefits of specific antecedent and consequence interventions on the Risk Benefit Analysis in SPE 597 Ethics of Behavior Analysts.
Performance Criterion 3.3	80% or more of the students will earn a rating of Acceptable or better on the Risk/Benefit Analysis assignment. Performance will be evaluated based on a rubric with scale of Outstanding, Very Good, Acceptable, Unacceptable.

Outcome 4:	Analyze the effectiveness of treatment.
Measure 4.1	Students will identify a single case research design capable of determining the efficacy of treatment intervention as part of the FBA assignment in SPE 568.
Performance Criterion 4.1	80% or more of the students will earn a rating of Acceptable or better on the FBA assignment - treatment efficacy section. Performance will be evaluated based on a rubric with scale of Outstanding, Very Good, Acceptable, Unacceptable.
Measure 4.2	Students will describe a single case design type capable of demonstrating a functional relation between an independent and dependent variable on the Single Case Design project in SPE 569 Research Methods in Applied Behavior Analysis.
Performance Criterion 4.2	80% or more of the students will earn a rating of Acceptable or better on the Single Case Design project - functional relationship section. Performance will be evaluated based on a rubric with scale of Outstanding, Very Good, Acceptable, Unacceptable.
Measure 4.3	Students will analyze visual data to determine efficacy of treatment in the Behavior Intervention Plan (SPE 568).
Performance Criterion 4.3	80% or more of the students will earn a rating of Acceptable or better on the Behavior Intervention Plan assignment - Results Section. Performance will be evaluated based on a rubric with scale of Outstanding, Very Good, Acceptable, Unacceptable.

Outcome 5:	Apply the Professional and Ethical Compliance Code for Behavior Analysts.
Measure 5.1	Students will explain salient aspects of Professional and Ethical Compliance Code in ethical scenarios. Explanation will be presented in team (peer) discussion meetings.
Performance Criterion 5.1	Through application of a rubric assessing accuracy of discussion contribution of the individual student, 80% or more of students 80% of the students will earn a rating of Acceptable or better (based on a scale of Outstanding, Very Good, Acceptable, Unacceptable).
Measure 5.2	Compare and contrast possible treatment decisions with respect to the Behavior Analysis Certification Board professional and ethical compliance code (Risk Benefit Analysis assignment - SPE 567 Ethics of Applied Behavior Analysis).

Performance Criterion 5.2 Through application of a rubric assessing accuracy and Risk/Benefit analysis with respect to the Professional and Ethical Compliance Code, 80% of the students will earn a rating of Acceptable or better (based on a scale of Outstanding, Very Good, Acceptable, Unacceptable).

Measure 5.3

Performance Criterion 5.3

If you would like to make additional revisions to the plan, please make revisions to this document and email to wlkrause@asu.edu.

APPENDIX III

Letters of Support

Mary Lou Fulton Teachers College – Official Submission

From: Yolanda Baca
Sent: Tuesday, October 10, 2017 4:38 PM
To: curriculumplanning@asu.edu
Cc: Amanda Morales-Calderon <AMANDA.MORALES-CALDERON@asu.edu>; Melissa Rudd <Melissa.Rudd@asu.edu>; Erin Froncek <Erin.Froncek@asu.edu>
Subject: MA in Special Education - Applied Behavior Analysis concentration proposal

Please see the attached documents from Sherman Dorn.
Let me know if you have any questions.

Thank you,
Yolanda

Yolanda Baca

Executive Coordinator
Mary Lou Fulton Teachers College
Arizona State University
P.O. Box 37100/Phoenix, AZ 85069/Mail Code 1252
Phone: (602) 543-6380/Email: yolanda.baca@asu.edu

From: Sherman Dorn
Sent: Tuesday, October 10, 2017 9:11 AM
To: Yolanda Baca <Yolanda.Baca@asu.edu>
Cc: Melissa Rudd <Melissa.Rudd@asu.edu>
Subject: MA in Special Education - Applied Behavior Analysis concentration proposal

Dear Yolanda,

I'd greatly appreciate if you would forward the attached materials to curriculumplanning@asu.edu and copy to Amanda Morales-Calderon, Erin Froncek, and Melissa Rudd.

Please let me know if you have any questions.

Sherman

Yours truly,

Sherman Dorn


Professor and Director, Educational Leadership and Innovation
Arizona State University
Mary Lou Fulton Teachers College
P.O. Box 37100, Phoenix, AZ 85069-7100
O: 602-543-6379 | sherman.dorn@asu.edu

Approval for Concurrent Academic Plan and Governance Review



TO: Carole Basile, Dean, Mary Lou Fulton Teachers College (MLFTC)

CC: Alfredo Artiles, Dean, Graduate College
Frederick Corey, Vice Provost, Undergraduate Education, Office of the University Provost
Sherman Dorn, Division Director, Division of Educational Leadership and Innovation, MLFTC
Erin Froncek, Graduate Format Advisor, Graduate College
Amanda Morales-Calderon, Manager, Graduate College
Kim Naig, Executive Director, Graduate College
Melissa Rudd, Associate Director, Graduate Student Services, MLFTC
Jennifer Shea, Manager, Curriculum Development, Office of the University Provost
Tamara Underiner, Associate Dean, Graduate College

FROM: Mark Searle, Executive Vice President and University Provost 

DATE: October 2, 2017

RE: **Mary Lou Fulton Teachers College: Request to reinstate the Master of Arts (MA) in Special Education and have the proposed Applied Behavior Analysis concentration proceed through academic plan and governance reviews concurrently**

The University has approved the request to reinstate the MA in Special Education (EDSPEDMA) program. The program was previously removed from degree search but was never formally disestablished and has remained active in the academic plan table since 2013. Please work with the Graduate College in reinstating this program operationally.

The request to have the proposed MA in Special Education, concentration in Applied Behavior Analysis, has been approved to proceed through academic plan and governance reviews concurrently. Please submit the proposal to establish a new concentration directly to curriculumplanning@asu.edu to initiate the governance review process. Please note that this program cannot be launched until it has received academic plan and full governance review approvals.

If you have any questions regarding the steps in the process, please reach out directly to the Graduate College at grad-gps@asu.edu.

OFFICE OF THE EXECUTIVE VICE PRESIDENT AND UNIVERSITY PROVOST

300 EAST UNIVERSITY DRIVE
PO Box 877805 Tempe, AZ 85287-7805
480-965-9585 Fax: 480-495-0785

EdPlus
Memo of Support for Online Offering



To: Meredith Toth
From: Casey Evans
Date: October 20, 2017
Subject: Master of Arts in Special Education (Applied Behavior Analysis)

Dear Meredith,

Congratulations!

The Master of Arts in Special Education (Applied Behavior Analysis) program has received support from Dean Philip Regier to be offered through ASU Online. This program must complete university governance reviews for formal approval. Please include this support memo along with your proposal submission when it is submitted formally to the university (to curriculumplanning@asu.edu) by your dean or their designee.

Please note that in order to proceed with implementation you must receive final approval to launch an online program from the University Provost.

Once again, congratulations! We are excited to work with you on your new program.

Thank you!

Casey Evans

Director, Program and Project Management
EdPlus at ASU
Arizona State University
Phone: (480) 884-1631
Casey.l.evans@asu.edu

College of Liberal Arts and Science
Department of Psychology – Impact Statement

From: Steven Neuberg
Sent: Wednesday, September 20, 2017 10:41 PM
To: Sherman Dorn <Sherman.Dorn@asu.edu>
Cc: Laurie Chassin <laurie.chassin@asu.edu>; Adam Hahs <Adam.Hahs@asu.edu>; Kenro Kusumi <Kenro.Kusumi@asu.edu>; Samuel DiGangi <sam@asu.edu>
Subject: Re: Letter of support request, M.A. in Special Education (Applied Behavior Analysis)

Sherman --

Thanks for the opportunity to review the proposed name change from an MEd in Curriculum and Instruction to an MA in Special Education program, as well as the following proposed courses: SPE 562 ("Personnel Supervision and Organizational Behavior Management in Educational Settings"), SPE 563 (renamed as "Philosophical Foundations of Applied Behavior Analysis in Educational Settings", and SPE 564 (renamed as "Philosophical Foundations of Applied Behavior Analysis in Educational Settings"). In my view, the proposal and related courses do not duplicate our respective efforts in training behavior analysts. Specifically, our total-immersion program is designed to prepare practitioners to work in a variety of contexts and does not specifically place its efforts to targeting ABA within a school or classroom setting, whereas your proposed concentration is designed for online training of behavior analysts for educational settings. Because we have attracted different kinds of students in the past several years, I expect that relationship to continue as you offer the newly-named program.

We offer this assessment with an understanding that you will present the new degree on all public websites as "MA in Special Education with a concentration in Applied Behavior Analysis" and that you will do the same with the current degree as long as it exists – i.e., "MA in Curriculum and Instruction with a concentration in Applied Behavior Analysis."

Best,

Steve

Steven L. Neuberg, Ph.D.
Foundation Professor and Chair
Department of Psychology
Box 871104
Arizona State University
Tempe, AZ 85287-1104
(480) 965-7845
<https://psychology.clas.asu.edu/research/labs/neuberg-lab-neuberg>