

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Tuesday, January 27, 2015 11:50 AM
To: Brothers, Sheila C; Hippisley, Andrew R
Subject: MS in Applied Behavior Analysis
Attachments: MS in ABA-signed.pdf

Master of Science in Applied Behavior Analysis

This is a recommendation that the University Senate approve the establishment of a new MS in Applied Behavior Analysis in the Department of Early Childhood, Special Education, and Rehabilitation Counseling within the College of Education.

Please find the updated version of the proposal attached here.

Please let me know if you need anything else.

Best-
Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of Mathematics Education | [STEM PLUS Program Co-Chair](#)
| [Department of STEM Education](#) | [University of Kentucky](#) | [www.margaretmohrschroeder.com](#)



NEW MASTERS DEGREE PROGRAM FORM
(Attach completed "Application to Classify Proposed Program"¹)

GENERAL INFORMATION

College:	Education	Department:	Early Childhood, Special Education, and Rehabilitation Counseling		
Major Name:	Applied Behavior Analysis	Degree Title:	Master of Science		
Formal Option(s):	N/A	Specialty Fields w/in Formal Option:	N/A		
Date of Contact with Associate Provost for Academic Administration ¹ :		8/16/13			
Bulletin (yr & pgs):		CIP Code ¹ :	42.2814	Today's Date:	3/25/2014
Accrediting Agency (if applicable):					
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.		OR	<input type="checkbox"/> Specific Date ² :	
Dept. Contact Person:	R. Allan Allday	Phone:	257-0722	Email:	allan.allday@uky.edu

CHANGE(S) IN PROGRAM REQUIREMENTS

1.	Number of transfer credits allowed (Maximum is Graduate School limit of 9 hours or 25% of course work)	9
2.	Residence requirement (if applicable)	No
3.	Language(s) and/or skill(s) required	N/A
4.	Termination criteria	Student must maintain a 3.0 GPA; if a student earns a second grade of C or lower, student may be dismissed from program.
5.	Plan A Degree Plan requirements ³ (thesis)	This is a Plan A degree; exit requirement will be a thesis.
6.	Plan B Degree Plan requirements ³ (non-thesis)	
7.	Distribution of course levels required (At least one-half must be at 600+ level & two-thirds must be in organized courses.)	
8.	Required courses (if applicable)	EDS 601, EDS 603, EDS 612, EDS 614, EDS 615, EDS 616, EDS 630, EDS 633, EDS 660, EDS 661, EDS 662, EDS 663, EDS 748
9.	Required distribution of courses within program (if applicable)	Students are required to take 18 credit hours (five 3-hour courses: 601, 603, 612, 630, 633; three 1-hour courses 614, 615, 616), that will qualify them to sit for the examination to become a Board Certified Behavior Analyst. These courses prepare students with the practical (601, 603, 630), research (633), ethical (614, 615, 616) and applied skills (612) experiences to complete the work of a behavior analyst. Students will also be required to take 12 hours

¹ Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration (APAA). If you do not know the CIP code, the APAA can provide you with that during the contact.

² Programs are typically made effective for the semester following approval. No changes will be made effective until all approvals are received.

³ If there is only one plan for the degree, plans involving a thesis (or the equivalent in studio work, etc.) should be discussed under Plan A and those not involving a thesis should be discussed under Plan B.

NEW MASTERS DEGREE PROGRAM FORM

		<p>of credit toward a Graduate Certificate in Autism Spectrum Disorders (660, 661, 662, 663). Because many behavior analysts work with children with Autism Spectrum Disorders, the course sequence for the graduate certificate will provide a deeper understanding of Autism. Students will take 3-credits of Master's Thesis and have 3-credits of an elective (RC 520 or IEC 710). The electives were selected because behavior analysts have to work with other agencies. Rehabilitation Counselors and/or Early Childhood Education providers are common groups that behavior analysts would have to interact. The electives would provide a broad overview of these two professional fields.</p>
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10.	Final examination requirements	<p>The Masters in ABA program requires successful completion of 33 credit hours of coursework and successful defense of a 3-credit hour thesis. Candidates for the Masters in ABA will complete a thesis during their final semester of the program. A student must have satisfactorily completed 20 hours of coursework in order to begin the thesis. A student with an incomplete (I) will not be allowed to begin the thesis until the I has been removed from the student's transcripts. The thesis must include research that involves effects of academic or behavioral intervention on behavior change. The thesis will be assessed by the student's advisory committee and will be graded based on a pass/fail basis, as determined by evaluation rubric. Results of thesis defense will be submitted to the Graduate School by the student's advisory committee chair.</p> <p>A final examination is required of all master's students at the University of Kentucky. It is the student's responsibility to ensure all College and Graduate School requirements are met prior to completion of thesis.</p>
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11.	Explain whether the proposed new program (as described in numbers 1 through 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).	
		<p>Each course offered in the new program are offered in the Department of Early Childhood, Special Education and Rehabilitation Counseling (EDSRC). There are no other programs offering courses that cover the topics. In addition the EDSRC is already approved by the Behavior Analyst Certification Board as an approved university to offer the course sequence that leads to certification as a behavior analyst.</p>

12.	What is the rationale for the proposed new program?
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	<p>The field of behavior analysis has grown exponentially nationwide over the past 10 years. As the number of individuals with Autism Spectrum Disorders and children with challenging behavior have increased, there has been a need for professionals uniquely trained to support them and their families. The UK EDSRC has been approved by the Behavior Analyst Certification Board as an approved university to offer the course sequence. All of the BCBA coursework is currently taught in the EDSRC department, as is each course in the new master's degree in applied behavior analysis. Perhaps the greatest rationale for the program is that it does not require any additional faculty for the program. All of the coursework is currently being taught in load by tenure-track faculty. The new program would simply combine specific coursework together to form a specialized training in dealing with children and youth with challenging behaviors, Autism Spectrum Disorders, academic needs, and other needs that affect their functioning in society and school.</p>
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NEW MASTERS DEGREE PROGRAM FORM

Currently, the master's programs that offer some of the courses for the BCBA in the EDSRC require teacher certification to enter the program. This eliminates many students who are interested in becoming a BCBA. The reason for the new master's degree is to provide an opportunity for students not seeking teacher certification to be able to complete a graduate degree while completing the requirements to sit for the BCBA examination. To date, there have been approximately 20 students turned away from UK because the current EDSRC programs require teacher certification.

This program will allow for recruitment of students from a variety of undergraduate majors. In addition, it will provide a depth of understanding in applied behavior analysis, managing challenging behaviors, autism spectrum disorders, working in schools, and working with parents and caregivers. Students from this program will be marketable in a variety of private and public entities. Currently, BCBAAs are highly sought after by these various entities, so the employability of candidates of this program would be high.

NEW MASTERS DEGREE PROGRAM FORM

Signature Routing Log

General Information:

Program Name: Master of Science, Applied Behavior Analysis

Proposal Contact Person Name: R. Allan Allday Phone: 257-0722 Email: allan.allday@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDSRC Faculty	8.27.14	Margaret Bausch / 257-8810 / meb@email.uky.edu	
College of Education Courses and Curriculum	9/23/14	Doug Smith / 257-1824 / dcsmit1@uky.edu	
College of Education	10/31/14	Robert Shapiro /7-9795/ rshap01@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council			
Graduate Council	11/18/14	<i>Roshan Nikou</i>	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁴ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.
Rev 8/09

Name of Program: Master of Science, Applied Behavior Analysis (MS in ABA)

Academic Unit: College of Education, Department of Early Childhood, Special Education,
And Rehabilitation Counseling (EDSRC)

Director of Graduate Studies: Dr. Ralph Crystal

Roster of Faculty of Record with Brief Rationale:

R. Allan Allday, Ph.D., BCBA-D – Program Coordinator and Associate Professor

Responsibilities: Recruitment, Advising, Committees, Supervision, EDS 601,
EDS 603, EDS 612, EDS 614, EDS 615, EDS 616

Rationale: Dr. Allday is a BCBA-D, developer of the program, and acknowledged by the Behavior Analyst Certification Board (BACB) as an approved instructor and supervisor of practicum.

Justin Lane, Ph.D., BCBA-D – Assistant Professor

Responsibilities: Recruitment, Advising, Committees, Supervision, EDS 601,
EDS 603, EDS 612, EDS 614, EDS 615, EDS 616

Rationale: Dr. Lane is a BCBA-D and will serve as instructor for multiple courses and is acknowledged by the BACB as an approved instructor and supervisor of practicum.

Amy D. Spriggs, Ph.D. - Assistant Professor

Responsibilities: Committees, EDS 630, EDS 633, EDS 660,
EDS 661, EDS 662, EDS 663

Rationale: Dr. Spriggs teaches multiple courses in the program and is acknowledged by the BACB as an approved instructor.

Melinda J. Ault, Ph.D. – Assistant Professor

Responsibilities: Committees, EDS 630, EDS 633, EDS 662, EDS 663

Rationale: Dr. Ault teaches multiple courses in the program and is acknowledged by the BACB as an approved instructor.

Deborah Harley, Ph.D. – Professor

Responsibilities: Committees, RC 520

Rationale: Dr. Harley may be teaching one course in the program and will assist students in any work with adults through vocational rehabilitation services within the community.

Jennifer Grisham-Brown, Ed.D. – Professor

Responsibilities: Committees, IEC 710

Rationale: Dr. Grisham-Brown may be teaching one course in the program and will assist students in any work with infants/toddlers through early childhood services within the community.

Jonathan Campbell, Ph.D. – Professor

Responsibilities: Committees, EDS 660, EDS 661

Rationale: Dr. Campbell may be teaching courses in the program and will assist students with any work with school psychologists within the community, as well as assist students with understanding norm-referenced assessments.

Other faculty may be added as new hires are made. Faculty added to the program will be made when interests and expertise coincide with the focus of the Applied Behavior Analysis program.

Proposed new codes: There will be no new codes needed because all courses are currently being offered.

Admissions Criteria

1. Applicants must hold a Bachelor's Degree in psychology, education, special education, social work, communication disorders, or a closely related field.
2. Applicants must have a minimum of a 3.0 undergraduate grade point average or a minimum of 3.25 graduate grade point average.
3. Applicants must take the Graduate Record Examination (GRE) and submit scores to the Graduate School; the Institution Code for the GRE for UK Graduate School is R1837. There are no specific GRE subtests required.
4. Applicants must secure three (3) letters of recommendations with one related to academic performance (e.g., from professor, advisor) and two related to the applicants work with children and youth (e.g., from practicum supervisor, research supervisor).
5. Applicants must submit a writing sample of a scholarly paper (e.g., research paper, literature review completed in APA formatting).
6. Applicants must participate in an interview with program faculty.
7. Upon acceptance, applicants must satisfactorily pass a criminal background check (due to the nature of the work performed by behavior analysts).

Rationale for Degree

The field of applied behavior analysis has grown exponentially nationwide over the past 10 years. As the numbers of individuals with challenging behaviors (e.g., Autism Spectrum Disorders; ASD) have increased, there has been a need for professionals uniquely trained to support them in educational, familial, and vocational settings. Behavior analysts provide assessment, intervention and evaluation of challenging behaviors through the use of behavioral principles that should result in a meaningful change in the individuals' social behavior(s).

The Behavior Analyst Certification Board (BACB) has acknowledged the Department of Early Childhood, Special Education, and Rehabilitation Counseling (EDSRC) as an approved university training site for the course sequence to sit for the Board Certified Behavior Analyst (BCBA) certification examination. All of the BCBA coursework is currently taught in the EDSRC department, as is each course in the new master's degree in applied behavior analysis. Perhaps the greatest rationale for the program is that it does not require any additional faculty for the program. All of the coursework is currently being taught in load by tenure-track faculty. The new program would simply combine specific courses together to form a specialized training in dealing with children, youth, and adults with challenging behaviors, academic needs, or other needs that affect their functioning in society and school.

Currently, the masters programs that offer some of the courses for the BCBA in the EDSRC require teacher certification to enter the program. This eliminates many students who are interested in becoming a BCBA. The reason for the new masters degree is to provide an opportunity for students not seeking teacher certification to be able to complete a graduate degree while fulfilling the requirements to sit for the BCBA examination. To date, there have been approximately 20 students turned away from UK because the current EDSRC programs require teacher certification. This program will allow for recruitment of students from a variety of undergraduate majors.

There is currently no master's degree in applied behavior analysis at any public university in Kentucky; however, a private institution (Spalding University) offers a similar degree. There are three (3) universities in Kentucky approved by the BACB (i.e., UK, University of Louisville, and Spalding University). Within the region, the following peer universities are permitted to offer BACB approved coursework: University of Cincinnati, Ohio State University, Vanderbilt University, Ball State University, West Virginia University, and University of Virginia. Of these, only University of Cincinnati and Ball State offers a master's degree in ABA.

The MS in ABA at UK will provide a depth of understanding in applied behavior analysis, managing challenging behaviors, ASD, working in schools, and working with parents and caregivers. Students from this program will be marketable in a variety of private and public entities. Currently, BCBA's are highly sought after by these entities. Each week several emails

from employers seeking BCBA's are sent by the BACB. In these emails, there are jobs listed across the U.S. and the world, so the employability of candidates of this program would be high.

Student Learning Outcomes (SLO) and Assessments:

	Student Learning Outcomes	SLO Assessments
1	Students will demonstrate behavioral principles to improve academic and behavioral skills of individuals with challenging behaviors.	<ul style="list-style-type: none"> a. Rubric assessment for Behavior Change Project b. Practicum Supervision Evaluation Form addressing BACB 4th Edition Task List Subsections D, E, and F c. Successful completion of thesis
2	Students will demonstrate assessment, intervention, and evaluation techniques for working with individuals with challenging behaviors.	<ul style="list-style-type: none"> a. Practicum Supervision Evaluation Form addressing BACB 4th Edition Task List Subsections A, D, E, G, H, I b. Practicum evaluations from client representatives (i.e., school or parent)
3	Students will demonstrate ethical principles for behavior analysts in providing behavior services.	<ul style="list-style-type: none"> a. Passing score (>90% correct) on exam covering BACB Guidelines for Responsible Conduct for Behavior Analysts b. Practicum evaluations from client representatives (i.e., school or parent) c. Successful completion of thesis (i.e., IRB compliance)
4	Students will demonstrate behavioral consultation techniques for working with teachers, parents, and caregivers of individuals with behavioral challenges.	<ul style="list-style-type: none"> a. Rubric assessment for Functional Behavioral Assessment Project b. Practicum Supervision Evaluation Form addressing BACB 4th Edition Task List Subsections A, D, G, J c. Practicum evaluations from client representatives (i.e., school or parent)
5	Students will demonstrate research methodologies that can result in behavior change.	<ul style="list-style-type: none"> a. Successful completion of thesis b. Completion and submission for publication of one (1) single subject research project
6	Students will demonstrate effective written and oral communication to relay behavior analytic information to teachers, parents, caregivers, and individuals with challenging	<ul style="list-style-type: none"> a. Rubric Assessment of Behavior Intervention Plan project. b. Practicum Supervision Evaluation Form addressing BACB 4th Edition Task List

	behaviors.	Subsections C, K c. Successful completion of thesis
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Other Program Assessments:

This program will be directly and indirectly assessed through a variety of methods. Direct Assessments will include (a) Application and acceptance rates to show demand and access; (b) Number of students successfully completing coursework and thesis to show completion rates; (c) Course evaluations to show effectiveness of coursework; and (d) Practicum evaluations to show effectiveness of students in employing behavior analytic skills in applied settings.

Indirect Assessments will include (a) Passing rates of BCBA examination to show effectiveness of program at meeting certification requirements; (b) Program surveys for completers to show strengths and weaknesses of program curriculum and processes; and (c) Advisory committee of practitioners to ensure program is meeting practical guidelines of daily practice in behavior analysis.

Coursework

Course #	Course Title	Credit Hours
BCBA-Approved Courses – 18 Credit Hours		
EDS 601	Applied Behavior Analysis	3
EDS 603	Behavioral Consultation in Schools	3
EDS 630	Advanced Methods for Teaching Students with Disabilities	3
EDS 633	Single Subject Research Design	3
EDS 612	Advanced Practicum in Special Education (taken for 1 credit hour for 3 consecutive semesters)	3
EDS 614*	Professional Ethics for Behavior Analysts I	1
EDS 615*	Professional Ethics for Behavior Analysts II	1
EDS 616*	Professional Ethics for Behavior Analysts III	1
Autism Certificate Courses – 12 Credit Hours		
EDS 660	Introduction to Characteristics of Autism Spectrum Disorders	3
EDS 661	Advanced Instructional Strategies for ASD	3
EDS 662	Communication, AAC, and Technology for Individuals with ASD	3
EDS 663	Institute for Serving Individuals with ASD	3
Approved Electives – 3 Credit Hours		
RC 520	Principles of Rehabilitation Counseling	3
IEC 710	Advanced Instructional Strategies in Interdisciplinary Early Childhood Education	3
Thesis – 3 Credit Hours		
EDS 748	Master's Thesis Research	3
Total Hours		36

*Course approved by College of Education Courses and Curriculum Committee and Graduate Council as of 8.14