

Date Submitted: 12/02/20 4:01 pm

Viewing: **APBAGC : Applied Behavior Analysis Graduate Certificate**

Last approved: 02/19/20 3:24 pm

Last edit: 12/04/20 8:13 am

Changes proposed by: kmamisei

Catalog Pages Using
this Program

[Applied Behavior Analysis \(APBA\)](#)
[Special Education \(SPED\)](#)

Submitter: 7456 User ID: lkulcza Phone:

Program Status Active

Academic Level Graduate

Type of proposal Certificate

Select a reason for this modification

Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding/changing Focused Study or Track)

Effective Catalog Year Fall 2021

College/School Code
College of Education and Health Professions (EDUC)

Department Code
Department of Curriculum and Instruction (CIED)

Program Code APBAGC

Degree Graduate Certificate

CIP Code

In Workflow

1. EDUC Dean Initial
2. GRAD Dean Initial
3. Director of Program Assessment and Review
4. Registrar Initial
5. Institutional Research
6. CIED Chair
7. EDUC Curriculum Committee
8. EDUC Dean
9. Global Campus
10. Provost Review
11. University Course and Program Committee
12. Graduate Committee
13. Faculty Senate
14. Provost Final
15. Provost's Office-- Notification of Approval
16. Registrar Final
17. Catalog Editor Final

Approval Path

1. 12/02/20 4:15 pm
Ketevan Mamiseishvili (kmamisei):
Approved for EDUC Dean Initial
2. 12/02/20 5:04 pm
Pat Koski (pkoski):

- Approved for GRAD
Dean Initial
3. 12/04/20 8:14 am
Alice Griffin
(agriffin): Approved
for Director of
Program
Assessment and
Review
 4. 12/07/20 11:23 am
Lisa Kulczak
(lkulcza): Approved
for Registrar Initial
 5. 12/07/20 4:23 pm
Gary Gunderman
(ggunderm):
Approved for
Institutional
Research
 6. 12/07/20 4:54 pm
Ed Bengtson
(egbengts):
Approved for CIED
Chair
 7. 01/06/21 2:12 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Curriculum
Committee
 8. 01/06/21 2:16 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Dean
 9. 01/06/21 2:47 pm
Suzanne Kenner

(skenner): Approved
for Global Campus
10. 01/06/21 3:52 pm
Terry Martin
(tmartin): Approved
for Provost Review

History

1. Feb 27, 2017 by
Peggy Schaefer
(pschaefe)
2. Nov 13, 2018 by Lisa
Kulczak (lkulcza)
3. Nov 13, 2018 by Lisa
Kulczak (lkulcza)
4. Feb 19, 2020 by
suzannek

13.1013 - Education/Teaching of Individuals with Autism.

Program Title

Applied Behavior Analysis Graduate Certificate

Program Delivery

Method

Online/Web-based

Is this program interdisciplinary?

No

Does this proposal impact any courses from another College/School?

No

What are the total 21
hours needed to
complete the
program?

On-line/Web-based Information

Reason for offering

Web-based Program

Reaching a national and international audience

Maximum Class Size 25
for Web-based
Courses

Course delivery
mode

Method(s)
Online

Class interaction
mode

Method(s):
Electronic Bulletin Boards

Percent Online

100% with No Required Campus Component

Provide a List of
Services Supplied by
Consortia Partners or
Outsourced
Organization
N/A

Estimate Costs of the Program over the
First 3 Years N/A

List Courses Taught
by Adjunct Faculty

Upload
Memorandum of
Understanding Forms
(if required)

Program Requirements and Description

Requirements

Graduate Certificate Program in Applied Behavior Analysis (APBA):

The Graduate Certificate in Applied Behavior Analysis is for those individuals who wish to pursue board certification in behavior analysis. The program builds on candidate’s previous knowledge of behavior strategies and extends knowledge and skills in the use of applied behavior analysis. Classes emphasize the development and ethical use of behavior change programs that are validated by systematic evaluation of the interventions used. Ethical, professional, and legal standards are discussed and used in relation to applied behavior analysis.

Admission requirements for the graduate certificate program include: A minimum 3.00 cumulative GPA during the last 60 hours of undergraduate work.

Program of Study

<u>SPED 6843</u>	Basic Principles of ABA	3
<u>SPED 6853</u>	Behavioral Assessment in ABA	3
<u>SPED 6863</u>	Behavior Change Procedures and Supports	3
<u>SPED 6873</u>	Measurement and Experimental Design	3
<u>SPED 6883</u>	ABA Ethical, Professional, and Legal Standards	3
<u>SPED 6453</u>	Human Performance Improvement	3
<u>SPED 6463</u>	Concepts and Principles in Behavior Analysis	3
Total Hours		21

Candidates for the graduate certificate must have a B or higher in the program of study. Courses from other institutions will not be substituted for the required courses. The Graduate Certificate in Applied Behavior Analysis can be infused into the Master of Special Education degree program.

Dismissal Based on Unethical or Unprofessional Behaviors in Applied Behavior Analysis

The University of Arkansas’s Applied Behavior Analysis program adheres to the Behavior Analysis Certification Board’s Professional and Ethical Compliance Code for Behavior Analyst, as well as program specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed directly with the student and referred to the program’s coordinator or supervising faculty.

Any candidate may be suspended by the program coordinator for extreme, unforeseen circumstances such as endangerment of students, disruption of schools or classes, felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life).

The program coordinator, in consultation with the Graduate School, has the authority and responsibility to dismiss a student from the Applied Behavior Analysis program for unethical or unprofessional behavior and/or not recommend the student for certification.

More detailed guidelines about the policies, supports, and other requirements are provided in the program’s handbook and the graduate school website.

Are Similar Programs available in the area?

No

Estimated Student Demand for Program N/A

Scheduled Program 2022-2023

Review Date

Program Goals and
Objectives

Program Goals and Objectives

The program's mission is to enable its students to work proficiently with the coherent system of concepts and principles of behavior analysis, preparing them for professional careers in a variety of environments. The core principles and techniques of ABA are broadly applicable. Demand for individuals with applied behavior analytic competencies is intense and growing, especially in social service agencies and educational institutions that serve individuals with autism or with developmental disabilities and functional deficits resulting from head injury. The program also provides competencies for diverse types of work, such as devising arrangements for more effective instruction and classroom management, teaching strategies for effective behavior management in home settings, and designing and improving performance, productivity, and safety in organizations. The program is anchored upon fundamentals of the behavior - analytic approach.

Learning Outcomes

Learning Outcomes

Learning Outcomes

1. Students will develop fluency in working with the coherent system of behavior-analytic theory, concepts and principles. This includes proficiency in functional analyses that inform the application of those principles in practical situations, detailed task analyses, and techniques of teaching as well as implementing of those principles.
2. Students will be able to identify and appropriately apply a variety of real-time measures of behavior, including time-sampling, response rate and time-allocation measured comparatively across individuals, settings, and staff members, including assessments of inter-observer agreement.
3. Students will be able to evaluate the data generated before and during interventions, using appropriate graphical methods, including computer-based graphics where appropriate.
4. Students will be able to identify the appropriate research designs, with emphasis upon within-subject designs such as reversal, multiple-baseline, multi-element, changing-criterion and, probe designs, including evaluations of both strengths and limitations of each.
5. Students will be able to analyze and interpret behavior analytic data, and make sound research and application decisions based on a critical analysis of data.
6. Students will be able to write in a professional style, appropriate to relevant formats such as research reports, functional analyses, task analyses, and intervention plans.
7. Students will be able to identify the ethical principles governing interactions with clients in need of intervention. They will also be conversant with the relevant legal issues and regulations.

Description and justification of the request

Description of specific change	Justification for this change
Adding dismissal policies based no ethical/professional grounds.	Per Grad School's policy, these dismissal policies will have to be approved by Graduate Council and Faculty Senate. This will ensure that these policies are vetted and approved.

Upload attachments

Reviewer Comments

Alice Griffin (agriffin) (12/04/20 8:13 am): The addition of the dismissal policy will require campus approval.

