

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

UNIT PREPARES IN QUADRUPLICATE
Route as indicated below under approvals. Return to the
Registrar's Office once all signatures have been obtained.

Date: March 1, 2011

Dr. Susan Copeland
(Name of individual initiating Graduate Degree or Graduate Certificate)

Associate Professor 277-0628
(Title, position, telephone number)

susanrc@unm.edu
(Email address)

Educ. Specialties/Special Education
(Department/Division/Program)

*Allow up to one year for the process to be
completed for a certificate, and 18 months
for a degree.

MVH MAY 03 2011 REC'D

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the
Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need
state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to
initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes ☒ No ☐ If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2011

Required Signatures:

Department Chair <u>Ruth Luckenbach</u>	Date <u>3/21/11</u>
X College Curricula Committee <u>Ruth Luckenbach</u>	Date <u>5/2/11</u>
College or School Dean <u>Bill Howell</u>	Date <u>5/3/11</u>
Dean of Library Services <u>see attach ment</u>	Date _____
Office of the Registrar—Catalog <u>Elizabeth A. Barton</u>	Date <u>07/14/11</u>
FS Graduate Committee <u>Michele Cervantes</u>	Date <u>8/9/11</u>
Dean of Graduate Studies _____	Date _____
FS Curricula Committee <u>Dan K. Kato</u>	Date <u>10-10-11</u>
Office of the Provost <u>Dyggel</u>	Date <u>10/11/11</u>
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

Additional Approvals for Degrees:

Board of Regents _____	Date _____
Council of Graduate Deans _____	Date _____
Academic Council of Higher Education _____	Date _____
Higher Education Department _____	Date _____
State Board of Finance _____	Date _____

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For Registrar's Office ONLY

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THE UNIVERSITY *of*
NEW MEXICO

Office of the Vice Provost for Academic Affairs
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

Date: 17 June 2011

To: Richard Howell, Dean
College of Education

From: Wynn Goering

Re: Preliminary Program Approval for Graduate Transcribed Certificate
in Applied Behavior Analysis

Thanks for submitting the preliminary proposal for COE's new graduate transcribed certificate program in Applied Behavior Analysis. In my judgment, the proposal is sufficiently well-developed to advance through the stages of faculty review and approval. Please proceed.

Graduate certificate programs do not require the approval of state-level entities like the Higher Education Department, Council of Graduate Deans, State Board of Finance, etc. We do, however, routinely submit our master list of proposals under consideration to these regulatory bodies and we'll add this one to it.

Let me know if my office can be of assistance.

Cc: Suzanne Ortega, Provost and EVP for Academic Affairs
Amy Wohlert, Dean of Graduate Studies
Nancy Middlebrook, Academic Program Review Director
Elizabeth Barton, Associate Registrar

Transcripted Graduate Certificate in Applied Behavior Analysis
Dept. of Educational Specialties Proposal, March 2011

Library Impact Statement

University Libraries provides on-going support for the research and teaching needs of the Dept. of Educational Specialties, including Special Education. The proposal states that "All required prerequisite and core coursework for the proposed certificate, with the exception of SPCD 505 *Seminar in Special Education: Advanced Applied Behavior Analysis* and SPCD 595 *Advanced Fieldwork* are already a part of the faculty's regular workload. The library, therefore, does not anticipate any difficulty in supporting this program. In addition to routine purchase in this area, the library has also adopted a "Purchase on Request" policy, allowing faculty members to request specific purchases to support faculty or student needs.

Steven R. Harris
Director of Collections & Acquisitions Services
University Libraries

t. Kiera 3/22/11

March 21, 2011

To: Deb Rifenburg, Associate Dean
From: Ruth Luckasson, Chair, Department of Educational Specialties *Ruth*
Re: Form D for Proposed Graduate Certificate in Applied Behavior Analysis

Attached please find the proposed Transcribed Graduate Certificate in Applied Behavior Analysis. This proposed certificate has gone through all necessary steps to be submitted to the College of Education Graduate Committee. The Certificate was formally passed at the Special Education Program level, and at the Department of Educational Specialties level.

Consistent with the steps required for a new certificate, the Provost reviewed the preliminary proposal and confirmed that we may proceed through the curricular process.

The library has indicated its approval, but we have not yet received the signed form. As soon as it comes, I will deliver it to you.

Thank you for your assistance.

Executive Summary

Transcripted Graduate Certificate in Applied Behavior Analysis: Research-based Interventions for Individuals with Disabilities who have Behavioral Challenges

The transcripted graduate certificate in *Applied Behavior Analysis: Research-based Interventions for Individuals with Disabilities who have Behavioral Challenges* is designed to prepare inservice special and general education teachers and related professionals as well as community providers (e.g., behavior therapists, developmental specialists, early interventionists) to conduct behavioral assessment with children and adults in need of behavior intervention services, provide behavior analytic interpretation of the results, and design and implement appropriate behavior interventions based on assessment results that will be implemented in home, school, and community settings. The Graduate Certificate program is open to students pursuing a graduate degree in Special Education and in other related fields (e.g., Psychology) at the University of New Mexico and to individuals who minimally hold a bachelor's degree and are interested in advanced training in behavioral analysis and intervention. The certificate offers two options, each developed prospectively with the designated faculty certificate advisor: (1) Students successfully complete a minimum of 18 hours of coursework and an approved final capstone project or (2) Students successfully complete the requirements of (1) and also successfully complete an additional 6 hours of advanced field experience to fulfill the field experience requirements for credentialing as a Board Certified Behavior Analyst (BCBA). Option (2) would prepare them to sit for the national credentialing exam for BCBAs.

Graduate Certificate in
*Applied Behavior Analysis: Research-based Interventions for Individuals
 with Disabilities who have Behavioral Challenges*

Proposed Catalog Listing to be inserted on page 387

The Graduate Certificate in *Applied Behavior Analysis: Research-based Interventions for Individuals with Disabilities who have Behavioral Challenges* is designed to prepare inservice special and general education teachers and related professionals as well as community providers (e.g., behavior therapists, developmental specialists, early interventionists) to conduct behavioral assessment with children and adults in need of behavior intervention services, provide behavior analytic interpretation of the results, and design and implement appropriate behavior interventions based on assessment results that will be implemented in home, school, and community settings. The Graduate Certificate program is open to students pursuing a graduate degree in Special Education and in other related fields (e.g., Psychology) at the University of New Mexico and to individuals who minimally hold a bachelor's degree and are interested in advanced training in behavioral analysis and intervention. The certificate offers two options, each developed prospectively with the designated faculty certificate advisor: (1) Students successfully complete a minimum of 18 hours of coursework and an approved final capstone project or (2) Students successfully complete the requirements of (1) and also successfully complete an additional 6 hours of advanced field experience to fulfill the field experience requirements for credentialing as a Board Certified Behavior Analyst (BCBA). Option (2) would prepare them to sit for the national credentialing exam for BCBAs.

Prerequisite for Options (1) and (2)

SPCD 582 *Teaching Students with Intensive Communication Needs* 3

Total Required Course Work for Option (1): 18 hours

SPCD 510	Special Education Law	3
SPCD 519	Applied Behavioral Analysis in the Classroom	3
SPCD 619	The Application of ABA to Academic Research in Special Education	3
SPCD 505	Seminar in Special Education: Advanced Applied Behavior Analysis	3
SPCD 595	Advanced Field Experience	3
Elective	3 (approved by faculty certificate advisor)	

Total Required Course Work for Option (2)

SPCD 510	Special Education Law	3
SPCD 519	Applied Behavioral Analysis in the Classroom	3
SPCD 619	The Application of ABA to Academic Research in Special Education	3
SPCD 505	Seminar in Special Education: Advanced Applied Behavior Analysis	3
SPCD 595	Advanced Field Experience	9
Elective	3 (approved by faculty certificate advisor)	

Transcripted Graduate Certificate in Applied Behavior Analysis: Research-based Interventions for Individuals with Disabilities who have Behavioral Challenges

Program Description

What is the program and why should we offer it? Include the program's major goals.

The Graduate Certificate in *Applied Behavior Analysis* is designed to prepare inservice special and general education teachers and related professionals as well as community providers (e.g., behavior therapists, developmental specialists, early interventionists) to conduct behavioral assessment with children and adults in need of behavior intervention services, provide behavior analytic interpretation of the results, and design and implement appropriate behavior interventions based on assessment results that will be implemented in home, school, and community settings. Applied behavior analysis (ABA) is "the systematic application of behavioral principles to change socially significant behavior to a meaningful degree" (Alberto & Troutman, 2003, p. 531). The assessment and treatment methodologies that comprise ABA are empirically based and have a long history of successful use with individuals with and without disabilities across a range of settings.

Certificate Program Goals

Specifically, the certificate is designed for two purposes:

1. To address the need for competent, professional behavioral services for New Mexican children and adults in need of behavioral assessment and intervention by preparing individuals with the knowledge and skills to provide high quality behavioral intervention for children or adults in need of such services. This is done through advanced professional development in behavior analysis that is reflected in a transcripted graduate certificate. This option is for individuals who do not wish to complete all the requirements to become a Board Certified

Behavior Analyst (BCBA) (i.e., to complete the full number of field experience hours and take the national exam)

2. Option 2 is for individuals who wish to acquire the knowledge and skills to successfully meet the requirements to become Board Certified Behavior Analysts (BCBAs) (i.e., to apply for certification as BCBAs). This credential is administered by the Behavior Analyst Certification Board, Inc., a non-profit organization created to develop and oversee professional credentialing for individuals who provide behavior intervention services for children and adults in need of such services (<http://www.bacb.com/>). Becoming a BCBA requires a minimum of a Master's degree from an institution in the US or Canada, completion of a minimum of 225 graduate classroom hours in particular content areas, completion of supervised field experience hours (750-1000 hours of practicum experience), and successful passing of a national exam. (See Appendix A for a detailed listing of coursework and field experience requirements for the BCBA certification.)

Rationale for the Certificate

Applied behavior analysis (ABA) is "the systematic application of behavioral principles to change socially significant behavior to a meaningful degree" (Alberto & Troutman, 2003, p. 531). The assessment and treatment methodologies that comprise ABA are empirically based and have a long history of successful use with individuals with and without disabilities. These practices are used in home, educational, clinical, employment, and community settings with children and adults.

There is an increasing demand for practitioners with specialized training and certification in applied behavior analysis. Nationally, it is estimated that there are four job vacancies for every BCBA applicant (Florida Association for Behavior Analysis, 2010). In our own state, there is a

high need for competent, well-qualified behavior interventionists who can work with individuals across settings, age ranges, and across disability areas. For example, a typical case load for a practicing BCBA is 16 clients (personal communication, Otero, 2011) and there are over 2200 individuals receiving services from the state who are in need of behavioral intervention.

Providing for their behavioral needs (not taking into account the needs of schools across the 89 NM school districts, and not taking into account yearly attrition due to professionals leaving their positions for any reason) would require a minimum of 138 professionals. Yet, currently there are only 11 BCBAs practicing in New Mexico, most of them concentrated in the central section of the state (personal communication, Basso, 2011). So few professionals cannot meet the need for behavioral intervention services across the state. Following are some specific examples within our state that illustrate the need for additional well-trained professionals with expertise in behavioral intervention.

Preschool children. One specific example of the need for specially trained behavior interventionists in New Mexico is a 2005 research study conducted by Gilliam as a part of the National Prekindergarten study. Gilliam examined data on expulsions of preschool age children in 4,185 preK state-funded classrooms in 40 states. He found that New Mexico has the highest preschool expulsion rate of the 40 states included in the study (21.1 children per 1,000 enrolled). The researchers also found that expulsion rates were significantly lower in classrooms where the teachers had on-going access to trained behavioral consultants. A key recommendation from this study was that preschool teachers receive additional training in providing behavioral support. These findings also point to the need for competent, well-trained behavioral support professionals to work with teachers.

School-aged children. Schools are another setting in which it is critical that we develop capacity to appropriately assess and implement behavioral supports for students. One example of the need for appropriately trained staff are the numerous news reports in the past school year concerning failure of teachers or other school staff in our local district to appropriately and effectively support students with challenging behavior resulting in students being harmed. Relatedly, the Keeping All Students Safe act (H.R.4247) is currently making its way through Congress. This proposed legislation has come about because of recognition that many schools across the country are not providing appropriate behavioral assessment and intervention for students perceived as having challenging behavior. Instead of using positive behavioral supports based on appropriate data, students are often subjected to seclusion and restraint, resulting in trauma and even death (GAO Report, 2009). These reports point to the critical importance of providing advanced professional development in behavior analysis for teachers and other school staff (Human Rights Watch/ACLU Report, 2009). Indeed, the proposed federal legislation will require additional training in behavioral support for school staff.

Although students with the most challenging behavior represent only 20% of the school population, they account for more than 50% of the behavioral problems dealt with by school staff (Cohn, 2001). The reason most frequently provided for removing students from the general education classroom is that students are displaying challenging behavior (Cohn, 2001). Being removed from the general education classroom and placed in a separate, segregated setting can result in numerous academic and social difficulties for students. Data from the New Mexico Public Education Department for the 2008-2009 school year regarding suspensions and expulsions from school also support the need for more appropriate and effective intervention for students with challenging behavior. These data indicate that 2,405 children with disabilities in

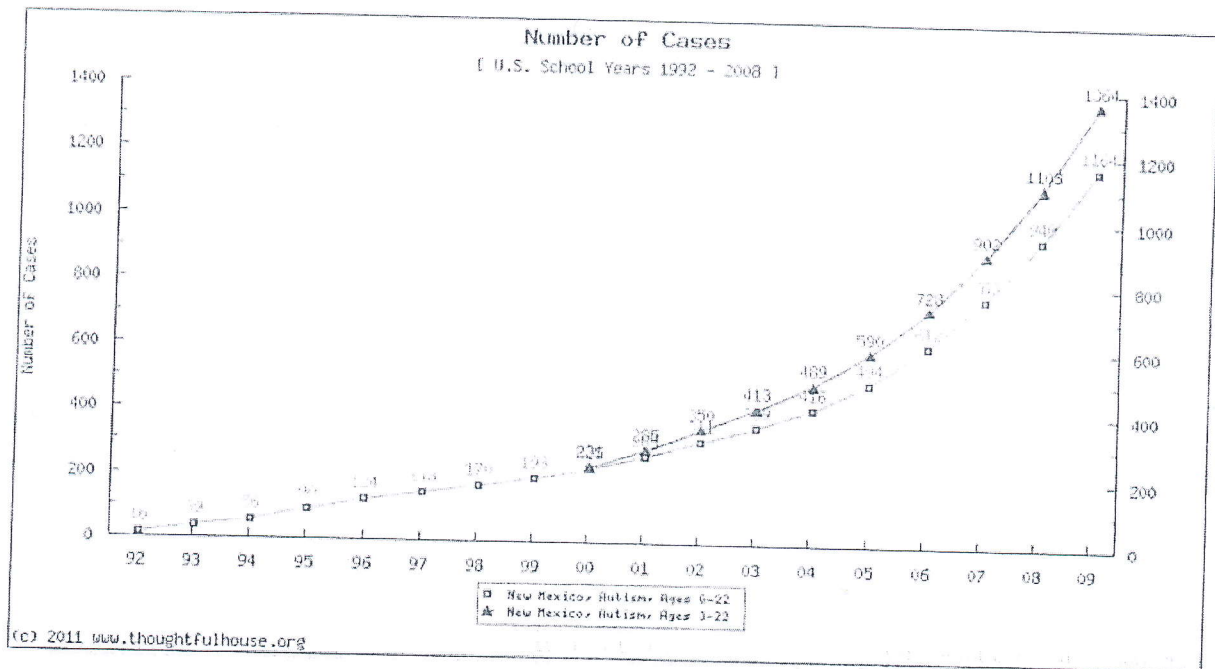
public schools in New Mexico (ages 3-21) were suspended/ expelled from school for 10 or fewer days during that time period while 132 children were suspended/expelled for more than 10 days. Over 800 students with disabilities received in-school suspension from 1 to over 10 days during that same time period. These statistics represent many lost days of instruction for students and time taken away from instruction for teachers and staff to focus on the challenging behaviors that resulted in these suspensions/expulsions. Suspensions and expulsions do not typically result in positive changes in student behavior, meaning that these measures will not ameliorate the underlying behavioral difficulties of the students. More must be done to prevent such challenging behaviors, including helping students learn more appropriate and effective skills to get their needs met rather than using challenging behavior. Another concern is that Native American and Hispanic students are overrepresented in these categories. This points to yet another issue that could benefit from having competent assessment and intervention provided by well-trained professionals who are also sensitive to issues of culturally and linguistic diversity.

Adults with disabilities. Many individuals with disabilities continue to have behavioral challenges into adulthood that can have serious negative effects on their inclusion in the community and their ability to find and maintain employment. For example, there are approximately 2,200 individuals with disabilities statewide receiving behavioral services. This behavioral support ranges from minimal to very intensive support (Heimerl, personal communication, 2010). A certificate program offering advanced professional development in behavior analysis would provide the behavior support consultants serving these individuals with additional opportunities to gain new skills and knowledge in their field.

Individuals with Autism Spectrum Disorders. Another example of the utility of behavioral interventions based in ABA is their use with persons with autism spectrum disorders

(ASD). The incidence of ASD has increased to approximately 1 in 110 children (Centers for Disease Control [CDC], 2009). This increase is also evident in New Mexico (see graph below from Thoughtful House Center for Children displaying the increase in number of children with ASD ages 3-22 within New Mexico over the past 17 years.) This increase is evident in our local school district, Albuquerque Public Schools, which has approximately 630 children with an ASD diagnosis for whom they provide services (APS, 2011). This represents approximately 4.8% of all the children with disabilities served by the district, an increase from 0.9% receiving services within this eligibility category in 2002. Behavioral intervention is recognized as an evidence-based practice for this group of individuals, and it is critical that practitioners working with this population have a strong foundation in behavioral assessment and intervention. For example, our local district has 35 autism-specific classrooms for students with ASD (not including services provided to students with ASD within general education and intensive support classrooms) (Albuquerque Journal, 2011). At this time, there are no classroom teachers with BCBA certification and only one autism resource specialist with this credential. This points to a need for additional training for educators and other school staff. In the community, insurance companies are now paying for ABA therapies for children with ASD when it is provided by BCBAs,

resulting in an increased need for these professionals.



Other individuals. Applied Behavior Analysis assessment and intervention strategies are also highly successful with individuals with other disabilities or mental health issues. Individuals with intellectual disability or emotional/behavior disorders, for example, benefit greatly from behavioral support provided by competent, well-trained practitioners. Approximately 10-20% of individuals with intellectual disability display challenging behavior (Emerson et al., 2001). In our state, of the approximately 4000 individuals with developmental disabilities receiving services through the developmental disabilities programs, approximately 2200 require some type of behavioral intervention services (personal communication, Heimerl, 2011). Their behavioral problems limit their participation and inclusion in home, school, community, and employment settings. Having competent behavior interventionists to work with these individuals and their families and school or employment staff would greatly improve the quality of their lives.

Individuals with mental health issues frequently benefit from pharmacological intervention and verbally-based therapies. Combining these with behavior analytic techniques

(e.g., utilizing a function based approach, operationally defining problem behavior, collecting data and making data-based decisions) can provide added benefit for many of these individuals (Harvey, Luiselli, & Wong, 2009).

How does the program fit within the participating unit's future plans?

Individuals seeking training (and certification) as behavior analysts work with adults and children with developmental disabilities and/or mental disorders in a wide range of settings. They are employed by schools, community or private agencies delivering behavioral support, and by inpatient units providing intensive behavioral support. Heimerl (personal communication, 2010) notes that there are approximately 225-235 individuals across the state working part- or fulltime as behavior support consultants. Most of these individuals do not have BCBA certification (only 11 BCBAs in New Mexico currently and not all of these are working within these state related programs.) This number also does not include individuals providing these services in public schools, those working in inpatient clinics, or individuals working for community agencies providing ABA services for children with ASD.

The vision of the UNM Special Education Concentration in Intellectual Disability and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners is that all children and adults with disabilities will be valued members of their communities, including their communities of learners. The work of the Concentration focuses deliberately on those diversities that are constructed in ways that devalue the status of those individuals who are so labeled. In particular this includes individuals:

- whose varieties, forms, or modalities of communication and/or language are considered alternative or non-mainstream;
- with extensive and pervasive needs for support; and/or

- in groups disproportionately represented in special education.

Children and adults with behavioral support needs are among the most marginalized individuals in our society. The challenging nature of their behavior can serve to distance others and can have serious negative effects on their inclusion in the typical educational, community, and employment activities experienced by their peers. The goal of the proposed certificate, to prepare competent practitioners to provide effective behavioral supports, aligns with the vision of the Concentration and furthers its mission. This certificate supplements the educational programs already offered through the University of New Mexico Special Education program by providing a specialized focus for advanced study, either as part of a graduate degree program (e.g., the PhD or MA program) or as additional professional development.

The Special Education Graduate Program at UNM currently offers the following degrees and certificates:

- M.A. Special Education (Plan II without thesis – 36 hours)
- Ed.D. Special Education (72 hours + dissertation)
- Ph.D. Special Education (72 hours + dissertation)
- Certificate: Education Specialist (Ed.S.) Special Education (30 hours Post-Masters)
- Certificate: Instruction for Students with Intensive Social, Language, and Behavioral Needs (18 hours post BA)

In addition to core requirements for the M.A., Ed.D., and the Ph.D., students in the Special Education program must also focus on one of two concentrations: Either Concentration I: Intellectual Disability and Severe Disabilities or Concentration II: Learning and Behavioral Exceptionalities. The proposed transcribed certificate will be a third certificate supported and administered by Concentration I within the Special Education Graduate Program.

How does the program fit within the UNM mission and strategic plan? Does this program address particular research priorities?

The mission of the University of New Mexico is “to serve as New Mexico’s flagship institution of higher learning through demonstrated and growing excellence in *teaching, research, patient care, and community service*.” The proposed transcribed certificate in *Applied Behavior Analysis* aligns directly with this purpose. The certificate’s goal is to prepare practitioners to provide behavioral services for individuals across New Mexico that are of excellent quality and that reflect the most current research findings. Specifically the certificate is designed to:

- Utilize current, relevant courses within a coherent and meaningful framework to prepare in-service general and special education teachers and other related services professionals to work more effectively with individuals in need of behavior analytic services.
- Provide a mechanism for the formal certification of a student’s professional development in *Applied Behavior Analysis*. The coursework will be represented on students’ transcripts as documentation for employers and is designed to prepare students to take the national certification exam for Board Certified Behavior Analysts if they so choose.
- Provide a curriculum of study that focuses on urgent issues critical to the education and support of individuals with behavior support needs in New Mexico and in the Southwest that are not currently addressed in higher education in the State of New Mexico. No certificate programs designed to prepare practitioners to work with students who have significant behavioral needs are offered at present at the New Mexico State University, or other HIEs in New Mexico.

Does the program overlap or duplicate any existing program within UNM? In the state or region?

The proposed certificate does not duplicate any existing program at UNM or in New Mexico. At this time, an individual who wishes to obtain advanced training in behavior analysis or to become credentialed as a BCBA in NM, for example, must choose a program out of state or online. There are programs in Texas, Oklahoma, Arizona, California, and Utah that provide coursework and/or supervised fieldwork experience that prepare individuals to sit for the BCBA exam. (See Table 1 below).

Advantages of a certificate program at UNM. Our proposed certificate offers prospective students several advantages over out-of-state programs. First, the students can take coursework without going out of state or paying exorbitant fees for non-UNM or out-of-state online courses. Second, we will offer an organized program of graduate coursework taught by highly competent faculty and integrated with our UNM graduate program. Students will receive high quality educational experiences and personal faculty advisement. Third, students completing the certificate will have this advanced professional development documented on their transcript as evidence for current and future employers. Finally, students will receive fieldwork supervision from a highly trained, experienced faculty member. Very few universities in surrounding states offer this later option. Students choosing the option of taking 9 credits of field experience to meet BCBA credentialing requirements, for example, will not have to find an additional individual outside of the university to supervise their fieldwork and can complete these requirements with fewer hours (750 – 1000 hours vs. 1500 hours) because of this high quality practicum experience and less expense.

Table 1

Universities in our Region that Provide BCBA Preparation (CA, AZ, CO, TX, UT, OK)

Approved by the Behavior Analyst Certification Board

Institution	On-line	On Campus	BCBA Coursework ^a	Experience ^b
Northern Arizona University	X	X	X	
Arizona State University	X	X	X	X
Texas Tech University	X		X	
University of North Texas	X	X	X	X
Alliant International University, CAL		X		
Azusa Pacific University, CAL		X	X	
Baylor University, TX		X	X	
California Polytech State University		X	X	
California Statue University Fresno (IABA)		X	X	
California Statue University Fresno (Psych)		X	X	X
California State University Los Angeles (Counseling)		X	X	
California State University Los Angeles (Psych)		X	X	
California State University Northridge		X	X	
California State University Sacramento		X	X	
California State University Stanislaus		X	X	
Fresno Pacific University, CAL		X	X	X
National University Bakersfield, CAL		X	X	
National University Camarillo, CAL		X	X	
National University Costa Mesa, CAL		X	X	
National University Fresno, CAL		X	X	
National University Los Angeles, CAL		X	X	
National University Orange, CAL		X	X	
National University Sacramento, CAL		X	X	
National University San Diego, CAL		X	X	
National University San Fernando, CAL		X	X	
National University San Jose, CAL		X	X	
National University Stockton, CAL		X	X	
Sam Houston University, TX		X	X	X
San Diego State University, CAL		X	X	X
Texas A & M		X	X	X
Texas State		X	X	
University of Central Oklahoma		X	X	

Institution	On-line	On Campus	BCBA Coursework ^a	Experience ^b
University of Houston Clear Lake		x	x	x
University of Oklahoma		x	x	
University of Texas, Austin		x	x	
University of Texas, Pan American		x	x	
University of the Pacific, CAL		x	x	x
Utah State University		x	x	

^aProvides coursework to prepare students to take the BCBA exam.

^bProvides the supervision for the clinical hours required for certification as a BCBA.

What is the governance structure of the program?

The proposed certificate program will be administered within the Special Education Graduate Program. This Program is administrated and located within the Department of Educational Specialties. There is an existing hierarchy of supervision of the curriculum and of student progress within the Educational Specialties Department, the Special Education Graduate Program, and its concentrations. This includes a Concentration Coordinator, a Special Education Program Coordinator, and a Department Chair.

For interdisciplinary programs, describe the responsibilities of each participating unit?

NA

What is the program development and implementation timeline?

Pending approval by the university curricular review system, we propose implementation of the certificate program by Fall 2011.

Student Impact

How many students are projected to enroll?

A projected enrollment of students in the Graduate Certificate in *Applied Behavior Analysis* for the first five years is presented in the table below. Because the majority of graduate students in the Special Education Program at UNM are enrolled part-time, the projected

enrollment is broken down into full- and part-time students. We anticipate that many students wishing to enroll in the certificate program will also be part-time students.

Year	ONE	TWO	THREE	FOUR	FIVE
New Part-time Students	4	7	10	12	15
New Full-time Students	1	1	3	4	5
Continuing Students	0	3	5	8	9
Total	5	12	18	24	39
Credit Hours	66	138	204	264	324

From where will these students be drawn?

Students will be drawn from two sources. First, we anticipate that a number of our master's, doctoral, and Educational Diagnostician program students will seek this certificate based on the number of requests we have had from current and former students to offer coursework that could prepare them to apply for BCBA certification. Our MA students can begin taking coursework in the certificate program while still in the MA program. However, if they wish to apply for BCBA certification, they will need to complete their degrees before sitting for the national exam.

Individuals currently working in community and inpatient units with children and adults in need of behavioral intervention services are a second source of students. We have been contacted repeatedly over the past years by practitioners in the Albuquerque area seeking BCBA certification, and we have had to refer them to out-of-state programs.

What are the demographic characteristics and educational goals of the target students?

work for agencies providing the instruction and support needed by children/adults with a diagnosis of ASD.

Curriculum Plan

Describe the curriculum and its impact on existing courses, including courses in other departments.

The proposed certificate will offer two options. For both Options 1 and 2, students will be required to complete a minimum of 18 graduate-level credits, which includes a 3-hour practicum course. Students choosing Option 1 will complete these 18 hours to obtain the advanced professional development and transcribed certificate but will not apply for certification as a BCBA. Students selecting Option 2 will take an additional 6 hours of practicum experience to fulfill the field experience requirements for credentialing as a BCBA.

The certificate program emphasizes behavioral assessment, evidence-based instructional and intervention strategies, and development, implementation, and monitoring of individualized behavioral support programs that are based on behavioral assessment. Each of the components focused on within the certificate's required coursework directly supports the purpose of the certificate and ensures a rigorous course of study. A fieldwork requirement provides students in the certificate program with an opportunity to apply theory to practice under the supervision of a special education faculty member who is also a BCBA. The field experience courses are structured to meet the requirements for field experience for certification as a BCBA. Students who choose Option 2 will complete three, 3 hr practicum courses, each building on the prior course, to meet the total fieldwork requirements to apply for certification as a BCBA.

The coursework for the proposed ABA certificate, described below, does not require creation of any new courses. In order to assure an organized, integrated curriculum consistent

with BACB standards, students must (1) take all prerequisite and core coursework at UNM, and (2) follow a planned written program of studies preapproved by their Concentration I faculty certificate advisor. No student may enroll in the SPCD 595 Advanced Field Experience courses unless the student is admitted to the ABA certificate program and has successfully completed the planned program of prerequisites and core courses including SPCD 582, and the 18 hours of core requirements. All coursework, including Advanced Field Experiences must be completed within three years immediately preceding awarding of the certificate. Students completing the certificate in conjunction with a graduate degrees must complete certificate requirements within the time limits for the graduate degree (UNM Catalog, 2010-2011, p. 76).

Certificate guidelines for students enrolled in both the certificate and other graduate programs. The ABA certificate results from successfully completing a prospectively planned set of courses and experiences designed with an ABA certificate advisor. In a small number of cases in which the student has already taken a required course, an adjustment in requirements may be made. Any adjustment to the required courses must be pre-approved in writing by the ABA certificate advisor. The type of adjustment depends on when the required course was taken, with the following guidelines (NOTE: These guidelines are congruent with UNM's policies regarding transcribed graduate certificates [UNM Catalog, 2010-11, p.76-77) but are more stringent because our program wanted to ensure that students in the certificate program exit the program with a high level of preparation):

- *Concurrently enrolled.* If a student is currently concurrently enrolled in either the Special Education masters (MA) degree or the Special Education doctoral degree (PhD), and the ABA certificate at the same time and took SPCD 519 and 510 at any time during the current enrollment, the student may apply SPCD 519 and SPCD 510 to both the

degree and the certificate, thus reducing to 12 the total number of additional hours required for completion of the certificate. This exception applies to SPCD 519 and SPCD 510 only. For example, a student enrolled in the MA with licensure program AND the ABA program at the same time would need to complete a maximum total of 57 hours for both programs: 45 hrs for the MA with licensure and 12 for the ABA certificate. A non-licensure student enrolled in the MA AND the ABA program at the same time would complete a maximum of 48 hours: 36 hours for the MA and 12 hours for the ABA certificate.

- *Recent graduate.* If a student is a recent graduate of either the Special Education MA or doctoral degree programs (i.e., **graduated no more than 12 months prior to the time of admission to the certificate program**), then SPCD 519 and SPCD 510 may be transferred into the certificate program, resulting in a total requirement of 12 hours for completion of the certificate.
- *Former graduate.* If a student graduated from the MA or PhD program more than 12 months prior to admission to the ABA certificate program, the following guidelines apply:
 - If, while previously enrolled longer than 12 months ago, a student took one or more of the required courses prior to the student's admission to the ABA certificate program, a substitution of the equivalent number of hours of coursework related to behavioral assessment and intervention can be made if pre-approved in writing by the student's designated certificate advisor. This means that the student would still take 18 hours for completion of the certificate, but

courses from the approved substitution list would take the place of courses already taken as a part of the previously earned MA or PhD.

Graduate Certificate Requirements:

Admission Requirements

Standards for admission to the certificate program are comparable to those for other graduate programs at UNM and other state institutions of higher education. These criteria reflect the program's commitment to creating a rigorous course of study. The requirements for admission are:

- Hold minimally a bachelor's degree from an accredited institution and have earned a cumulative GPA of 3.0 on a 4-point scale in the last 60 hours of the bachelor's degree
- Provide a one-page philosophy statement on behavioral assessment and intervention for persons in need of high quality behavioral intervention services.
- Provide three letters of recommendation that include academic and/or professional references.

(1) Core Requirements

Total Required Coursework: 18 hours plus one pre-requisite course

- **Pre-requisite Course:** SPCD 582 *Teaching Students with Intensive Communication Needs*

This course explores the identification, assessment, and facilitation of the development and function of communication in educational settings. This includes communication through alternative means to oral language.

Lead Faculty Members: Dr. Julia Scherba de Valenzuela & Dr. Joanna Cosbey

Required Coursework for both Options 1 & 2:

- SPCD 510 *Special Education Law* (3 credits)

This course explores the legal rights of practitioners in regards to their actions with students who have exceptionalities and the families of those students. The course includes study of applicable Constitutional law, statutes, regulations and interpretive case law.

Lead Faculty Member: Ruth Luckasson, JD

- SPCD 519 *The Application of Applied Behavioral Analysis in the SPCD Classroom* (3 credits)

This course focuses on teaching and intervention procedures for increasing academic, social behavioral, and communication skills in classroom, home, and community settings utilizing the principles of applied behavior analysis.

Lead Faculty Member: Dr. Susan Copeland

- SPCD 619 *The Application of Applied Behavior Analysis to Academic Research in Special Education* (3 credits)

This course introduces students to single-case research and its utility as a research methodology. Its application to educational research is emphasized and it includes discussion of practitioner use of single-case methodology to evaluate the efficacy of educational/intervention practices.

Lead Faculty Member: Dr. Susan Copeland

- SPCD 505 *Seminar in Special Education: Advanced Applied Behavior Analysis* (3 credits)

This course is designed to extend students' understanding of basic behavior analysis principles and their skills in applying them. Content will focus on advanced schedules of reinforcement, intervention strategies to increase and decrease behaviors as well as facilitate generalization of behaviors to novel settings, and application of ABA strategies

to enhance communication and verbal behavior. Ethical and professional standards are also discussed and applied within this course.

Lead Faculty Member: Dr. Susan Copeland

- SPCD 595 *Advanced Field Experience* (3 credits)

This course will include application of behavioral assessment and intervention/instructional strategies with individuals in need of behavior support in home, school, and/or community settings.

Lead Faculty Member: Dr. Susan Copeland

- One elective (3 hours)

Students in the certificate will take one elective graduate course pre-approved by the certificate advisor. If the student has already taken one of the required courses, substitutions of coursework from this list can be made at the discretion of the student's certificate advisor (see section above).

Completion of Final Integrating Experiences

Each student in the certificate program will be required to complete two final integrating experiences. The first is successfully passing a final comprehensive assessment (exam) that will assess students' knowledge in the core content areas taught within the certificate program. This will allow both assessment of students' knowledge and skills and will prepare students wishing to sit for the national BCBA exam, if they so choose.

A second integrating experience will be completion of a portfolio as a capstone project that demonstrates synthesis of theory, professional literature, and application to practice in behavior analysis. The student, in conjunction with his/her certificate advisor and Program of Studies committee will develop the content of the portfolio to demonstrate competency in each

core content area of the certificate program. The project might, for example, include a classroom intervention to teach a specific communication skill the certificate student developed, implemented, and evaluated with a student in his or her classroom or it might include a functional behavior assessment a student conducted for an individual during field experience with the resulting behavior intervention plan and progress monitoring data to evaluate the plan.

Additional Coursework: Option 2

Students who want to become credentialed as a BCBA will take two additional 3-hr Advanced Field Experience courses. Doing so will provide them with the required number of supervised fieldwork hours required by the Behavior Analyst Certification Board. Each fieldwork course will build on the prior one to give students opportunities to apply their assessment and intervention skills. Only students who have successfully completed the program of SPCD 582, 510, 619, 505, approved electives, and 595 at UNM are eligible for the additional 6 hours of SPCD 595.

- SPCD 595 *Advanced Field Experience* (3 credits)

This course will include application of behavioral assessment and intervention/instructional strategies with individuals in need of behavior support in home, school, and/or community settings.

Lead Faculty Member: Dr. Susan Copeland

What instructional model(s) will be used in presenting the program?

Coursework/field experiences will be delivered in a face-to-face instructional format. At a future date, it might be feasible to develop and implement an online version of the certificate program, minus the field experience component, but the immediate need for qualified BCBAs could be met by offering the courses on-campus. A major advantage of on-campus instruction is

that it allows us to offer high-quality field experience coursework needed for individuals wishing to apply for certification as BCBAs. Since few programs in other states offer this, we anticipate that students will perceive this as a major advantage over other programs.

What are the expected student learning outcomes for the program?

Specific learning outcomes for this program will align with the Behavior Analyst Certification Board Task List, 3rd Ed. (see attached). In general, students will

- understand and comply with ethical standards of practice,
- define and correctly implement behavioral strategies to teach new skills or decrease inappropriate behaviors based on the individual needs of students or clients,
- implement appropriate behavioral assessments and interpret that data to design individualized behavioral support intervention plans,
- select appropriate, accurate, and reliable methods of measurement of behavior to monitor the progress of their students or clients, and
- collaborate effectively with families and other professionals to assess, design, and implement appropriate behavioral strategies to support individuals.

How will the learning outcomes be measured?

Outcomes will be assessed in ways that will allow ongoing evaluation of the effectiveness of the certificate program. First, outcomes will be assessed by students' successful completion of the courses included in the certificate program (i.e., students earning passing grades in each course). Students will also complete end-of-course evaluations that will provide valuable information for faculty on the content of courses. Second, students will be required to complete a final comprehensive assessment measure (i.e., a multiple choice exam) that will both assess their knowledge of behavior analysis gained from their coursework and field experience

and prepare them for taking the national BCBA exam, if they choose to do so. We will track the percentage of students successfully passing this assessment. Third, students will develop a portfolio that will function as the capstone for the certificate. This will include documentation of their knowledge and skills on core content areas of the certificate program. It could include items such as intervention plans developed for students or clients, examples of assessment data and interpretation, or other types of work samples that illustrate the student's competence in a core content area. Students' program of studies committees will review and evaluate the portfolios; this information will be tracked as a means of on-going evaluation of the certificate program. Finally, outcomes will be assessed by tracking the percentage of students who choose to sit for and successfully complete the national BCBA exam. This will allow us to monitor the effectiveness of the certificate in preparing students for this rigorous exam.

Budgetary Impact

How many faculty are necessary for program delivery and what are their qualifications?

Full time faculty members in the Special Education program at UNM will teach the core and prerequisite courses that make up the certificate program. The faculty members teaching the core required courses have extensive experience in the content areas in which they teach and in providing social, educational, and behavioral support to children and adults with ASD and related disabilities who may require behavioral support. All but one of the courses included in the certificate program are already a part of these faculty's regular teaching load. These faculty include:

- Susan Copeland, PhD, BCBA-D, Associate Professor of Special Education. Her research and teaching interests focus on developing instructional, social, and behavioral supports for individuals with significant disabilities within inclusive settings.

- Joanna Cosbey, PhD, OTR/L, Assistant Professor of Special Education. Her areas of interest and expertise are assessment, social participation, and sensory processing disorders.
- Ruth Luckasson, JD, Distinguished Professor, Professor of Special Education. Her areas of expertise are legal rights and advocacy of persons with intellectual disability and professional leadership.
- Julia Scherba de Valenzuela, PhD, Associate Professor of Special Education. Her research interests are bilingual special education, and assessment and communication development among culturally and linguistically diverse population.

In addition, students may take an elective graduate course as a part of their certificate program.

Faculty who teach these are all fulltime members of the special education program and have extensive experience in their areas of expertise. These include:

- Erin Jarry, PhD, Lecturer III. Dr. Jarry's areas of focus are teacher preparation to support inclusive education, educational leadership to support inclusive education, and collaborative teaching models.
- Liz Keefe, PhD, Associate Professor of Special Education. Her areas of focus are inclusive education, collaborative teaching models, and educational equity.
- Veronica Moore, PhD, Lecturer III. Her areas of expertise are strategies for enhancing student empowerment and learning and supporting students in the Least Restrictive Environment.
- Nitasha Clark, M. Ed., Instructor. Her expertise is in creating effective instruction for students with severe disabilities within inclusive settings and utilization of peer supports.

- Cathy Qi, PhD, Associate Professor of Special Education. Her areas of focus are Asperger's syndrome and autism spectrum disorders, and language and behavioral assessment for children from low-income families.

How will this program affect the workload of current faculty and support staff?

The program would not significantly impact support staff workloads. All required prerequisite and core coursework for the proposed certificate, with the exception of SPCD 505 *Seminar in Special Education: Advanced Applied Behavior Analysis* and SPCD 595 *Advanced Fieldwork* are already a part of the faculty's regular workload. Offering SPCD 505 *Seminar in Special Education* would not require hiring any additional faculty; course loads would be shifted but no increase to workloads would be required. Regarding SPCD 595 *Advanced Field Experience*, there may be a periodic need to hire a part-time instructor or graduate assistant who has BCBA certification to assist with supervision of fieldwork.

Will additional faculty or staff be required? What is the cost?

There may be a need periodically to shift the responsibilities of a doctoral student or a part-time instructor colleague from a school or community agency who has BCBA certification to provide fieldwork supervision, particularly if the College of Education decides to significantly expand the program in coming years beyond what we currently anticipate. We have strong collaborative relationships between the local public schools and community agencies and anticipate that if we do have a need to hire a part-time instructor, we have a strong pool of qualified individuals with BCBA certification from which to choose. This individual would be hired as a graduate assistant (if doctoral student) or part-time instructor. The cost of this would be approximately \$3,200 per semester for a part-time instructor or \$3,700 for a graduate assistant to assist with the curriculum of students working toward certification requirements as CBAs.

(See section on Student Fees on pp. 27-28 that outlines how some of these costs would be addressed.)

What faculty and staff development services will be needed?

No additional faculty or staff development services will be required to implement the proposed certificate program.

What impact will enrollments in the certificate program have on student support (GA & TA positions, scholarships, etc.)?

The proposed certificate program will not create significant changes in needed student support. As noted above, we might need periodically to shift the responsibilities of a doctoral student with BCBA certification to assist with fieldwork supervision. (The cost would be approximately \$3,700 per semester if this were needed.) Students could apply for scholarships, but the number doing so would not create a burden.

What technology, media, equipment and instructional supplies are needed to reach these learning outcomes?

No additional technology, media equipment or supplies are needed to reach the learning outcomes of the proposed certificate.

Are these resources available? These resources are already available within the College of Education and the Special Education program.

What is the estimated cost? NA

Are there any needs for additional or renovated space?

Additional space is not required to implement the proposed certificate in *Applied Behavior Analysis*.

What student support services are likely to be needed and to what extent (CAPS, Library, ITS, advising, etc.)? Existing student support services are sufficient for implementation of the proposed certificate. Additional support services will not be required.

Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

Students in the certificate program will require a more intensive level of supervision than is generally provided in such courses. For example, students who are working toward certification as BCBAs, must receive direct supervision a minimum of two times per week (for a minimum of 25 direct supervision hours per *Advanced Field Experience* course). To cover the additional costs of this higher level of supervision, we are requesting that students pay a curricular fee of \$500 for each SPCD 595 *Advanced Field Experience* course taken. These fees will be used to pay for (a) the cost of needed video equipment (i.e., equipment students will use to video specific instances of their fieldwork that will be used by the supervisor as a form of assessment and instruction for that student), (b) the cost of behavioral assessments students will learn to administer and interpret, and (c) consultants (i.e., If the certificate program grows quickly, we will need additional BCBAs to provide some of the direct supervision. These fees would be used for consultation with a BCBA to provide direct supervision on-site and to conduct assessment of student's behavior analytic practice).

NOTE: Many university programs offering coursework to prepare students for certification as BCBAs require students to find a private BCBA supervisor on their own, outside of the university. Fees for this supervision service, which students are required to pay privately, range from \$35 - \$100 per hour, for totals that range from \$2,625 to \$7,500 per student. Our proposed curriculum fee is \$500 per 3-hr Advanced Field Experience course for a grand total for all three

field experience classes of \$1,500.00 (in addition to tuition). This will be both financially and academically beneficial to potential students. They will receive high quality supervision at a very reasonable rate and will have the advantage of a carefully planned, organized, and sequenced graduate level course that will extend their behavior analytic knowledge and skills provided by a highly competent and experienced faculty member.

Accreditation Plan

How does the program affect any existing accreditation and licensure requirements?

The implementation of the certificate program in Applied Behavior Analysis will not affect existing accreditation or licensure requirements.

If new accreditation is required, describe the accreditation process and the expenses involved.

We are not aware of any accreditation process that is required for implementation of the certificate.