Requested by the Department or Unit of: Educational Psychology, Special Education Program

Program Type, Level, Designation, Title, Description, Hours

Program Type Certificate Program ☒ Degree Program ☐
Program Level Undergrad Certificate ☐ Grad Certificate ☒ Bachelor ☐ Master ☐ Doctoral ☐
Degree Designation (i.e., BS, BA, MA, MS, M Agr, Med, PhD, EdD, etc.)
Title of proposed program: Applied Behavior Analysis
Proposed CIP Code (if known): 
Brief program description (provide a catalog description for undergraduate and graduate certificates):

Catalog Description:
Covers content in applied behavior analysis and education that is recommended by professional organizations and guided by the National Competencies for Teachers of Children with ASD, Council for Exceptional for Exceptional Children (CEC) Standards for Professional Practice, and recommendations by the (CEC).

Minimum program semester credit hours (SCH) Certificates - 12 hours* Bachelors - 120 hours Masters - 30 hours
Proposed program hours: 15 
*12 hours minimum to appear on transcript

Off-Campus or Distance Delivery
% of Program a student can take off-campus or through Distance Education Program Start Date SACS Approval** When Provost needs to inform SACS
☐ 25% 
☐ 50% Approval Required 6 months before first day of program
☐ 80% Approval Required 6 months before first day of program
☒ 100% Fall 2010 Approval Required 6 months before first day of program
**Notification letter arranged through the Assistant Provost and sent by TAMU President.

Program Delivery Mode
☐ On-campus 
☒ Broadcast / TTVN 
☐ Specific off-campus location*** 
☒ Distance Education / Internet In-State ☒ Out-of-State ☐ Start Date Fall 2010
☐ Out-of-Country
Will this program be offered with another institution? Yes ☐ No ☒
If yes, contact Assistant Provost for additional reporting requirements.
***Is this an approved SACS location? Yes ☐ No ☐ If no, a program prospectus must be sent to SACS.
Approved locations as of September 2009: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, Dubai (EMBA)

Program Funding
Has program funding been finalized at the department or college level? Yes ☒ No ☐
If no, explain or attach budget: 

Will new costs for the first five years of the program be under $2 million? Yes ☒ No ☐
If new costs exceed $2 million, coordinating board approval is required.

Submitted by (Contact Person):
New Program Request Form for Certificate Programs, Bachelor’s and Master’s Degrees

Kimberly J. Vannest

Name
Assistant Professor
Title

kvannest@tamu.edu
Email
979 862-3881
Phone

Certification Statement
By signing below, the Dean of the College certifies the proposed program complies with coordinating board standards. If the program is delivered through Distance Education, the Dean of the College certifies that they are following the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.

Use additional signature lines if program is between three or more departments or colleges.

Signature, Department Head or Interdisciplinary Program Chair

Date 4/1/2010

Signature, Department Head or Interdisciplinary Program Chair (if joint program)

Date

Typed or Printed Name

Chair, College Review Committee

Date 4-7-10

Chair, College Review Committee

Date

Dean of College

Date 4-7-10

Dean of College

Date

Chair, University Curriculum Committee or Graduate Council David W. Reed

Date 4/1/10

Chair, University Curriculum Committee or Graduate Council

Date

Additional Approvals Required: Faculty Senate and President.

New Program Request Form for Certificate Programs, Bachelor’s and Master’s Degrees

Directions: An institution shall use this form to propose a new bachelor’s or master’s degree program. In completing the form, the institution should refer to the document Standards for Bachelor’s and Master’s Programs, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Administrative Information

1. Institution: Texas A & M University

2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting): Certificate in Applied Behavior Analysis

3. Proposed CIP Code: n/a
4. Brief Program Description – Describe the program and the educational objectives:
SEFB 618 (3 credits): Applied Behavior Management
Field-based course related to effective management of challenging behavior problems in the classroom using proactive classroom strategies, effective instruction and planned behavior interventions; discussion and applications of methods for observing, assessing and analyzing challenging behaviors. Prerequisites: Graduate classification and approval of department head.

EPSY 630 (3 credits): Single-Case Research
Provides skills to conduct research with N=1 designs in the area of special education, school counseling and school psychology; provides the procedures and applications to scenarios in classroom and clinic settings; students are required to collect and analyze data in three mini studies. Prerequisite: Approval of instructor and department head.

SPED 642 (3 credits): Program Development for Students with Behavior Problems
Field-based course relating to effective management of challenging and severe behavior problems in the classroom using proactive strategies; effective instruction and planned behavioral interventions; methods for observing, assessing and analyzing challenging and severe behaviors; includes a 20-hour field based component. Prerequisites: Graduate classification and approval of department head.

SPED 699 (3 credits): Advanced Behavior Analysis
This course provides a rigorous repertoire of knowledge and skill in behavior analysis. This course is a comprehensive and contemporary description of applied behavior analysis. The principles and paradigms of theoretical and experimental aspects of behavior analysis require this course and the accompanying lab or field experience in which to apply them. It is not sufficient to be able to merely espouse theory if one cannot apply it successfully and ethically in the environments in which it is needed.

SPED 609 (3 credits): Educating Individuals with Autism Spectrum Disorders
This course presents a study of the incidence, prevalence, and characteristics of individuals with autism spectrum disorders for teachers, counselors, and related fields; research and best practices in assessment, treatment, and education are explored; approaches emphasized include treatment of social, communication, academic, and behavior deficits with emphasis on behavior analysis.

Elective Courses: 0 semester credit hours
Total Hours: 15 semester credit hours

Number of Semester Credit Hours Required 15 semester credit hours

5. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., The Department of Electrical Engineering within the College of Engineering): The Department of Educational Psychology within the College of Education and Human Development

6. Proposed Implementation Date – Report the first semester and year that students would enter the program:
Fall 2010

7. Contact Person – Provide contact information for the person who can answer specific questions
about the program:

Name: Kimberly J. Vannest or Jennifer Ganz

Title: Assistant Professor/ Associate Professor

E-mail: kvannest@tamu.edu

Phone: 979 845-1831

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted
more than four years ago. This includes programs for which the institution was granted
broad preliminary authority for the discipline.

A. Job Market Need – Provide short- and long-term evidence of the need for
graduates in the job market. (n/a this program was recently approved)

B. Student Demand – Provide short- and long-term evidence of demand for the
program. (n/a this program was recently approved)

C. Enrollment Projections – Use this table to show the estimated cumulative headcount
and full-time student equivalent (FTSE) enrollment for the first five years of the
program. (Include majors only and consider attrition and graduation.)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>FTSE</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

II. Quality

A. Certificate and Degree Requirements – Use this table to show the certificate and
degree requirements of the program. (Modify the table as needed; if necessary,
replicate the table for more than one option.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum (bachelor’s degree only)</td>
<td>n/a</td>
</tr>
<tr>
<td>Required Courses</td>
<td>5</td>
</tr>
<tr>
<td>Prescribed Electives</td>
<td>0</td>
</tr>
</tbody>
</table>
B. **Curriculum** – Use these tables to identify the required courses and prescribed electives of the program, and curriculum as it will appear in the undergraduate and graduate catalog. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options as shown in the undergraduate catalog.)*

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEFB 618</td>
<td>Applied Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field-based course related to effective management of challenging behavior problems in the classroom using proactive classroom strategies, effective instruction and planned behavior interventions; discussion and applications of methods for observing, assessing and analyzing challenging behaviors. Prerequisites: Graduate classification and approval of department head.</td>
<td></td>
</tr>
<tr>
<td>EPSY 630</td>
<td>Single-Case Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Provides skills to conduct research with N=1 designs in the area of special education, school counseling and school psychology; provides the procedures and applications to scenarios in classroom and clinic settings; students are required to collect and analyze data in three mini studies. Prerequisite: Approval of instructor and department head.</td>
<td></td>
</tr>
<tr>
<td>SPED 642</td>
<td>Program Development for Students with Behavior Problems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Field-based course relating to effective management of challenging and severe behavior problems in the classroom using proactive strategies; effective instruction and planned behavioral interventions; methods for observing, assessing</td>
<td></td>
</tr>
</tbody>
</table>
and analyzing challenging and severe behaviors; includes a 20-hour field based component. Prerequisites: Graduate classification and approval of department head.

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
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<tbody>
<tr>
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</table>

TOTAL SCH

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel$^1$</td>
<td>$0</td>
</tr>
<tr>
<td>Facilities and Equipment</td>
<td>Reallocated Funds</td>
</tr>
<tr>
<td></td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Anticipated New Formula</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Library, Supplies,</td>
<td>$0</td>
</tr>
<tr>
<td>and Materials</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
</tr>
<tr>
<td>Total Costs</td>
<td>$0</td>
</tr>
</tbody>
</table>

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.
MEMORANDUM

TO: College of Education and Human Development
Graduate Instruction Committee

FROM: Dr. Victor L. Wilson, Professor and Head
Department of Educational Psychology

DATE: January 8, 2010

SUBJECT: Request for transcripted graduate certificate program in applied behavior analysis.

Request: The graduate faculty members of the special education program in the Department of Educational Psychology request approval to offer a 15 semester credit hour graduate certificate in Applied Behavior Analysis.

Justification:

One in every 150 children in Texas may have an autism spectrum disorder (ASD). Without early intervention, the cost to care for a person with autism over his or her lifetime is about $3.2 million. A TAMU transcripted certificate identifies individuals with specialized professional preparation at the graduate level in evidence based interventions to improve the quality of life for individuals with autism spectrum disorders and others with challenging behaviors. TAMU will provide state leadership in this area and help reduce the current market for the many entities that provide training in unproven or even dangerous interventions. Teachers who are unable to critically evaluate the research are susceptible to such practices because proponents often claim they will cure the individual with autism or result in “recovery” from autism.

This certificate relies on applied behavior analysis (ABA) practices and techniques rooted in ABA (e.g., Positive Behavioral Interventions and Supports) which have been repeatedly demonstrated to be effective with many students with ASD (Loiacono & Allen, 2008). The courses are specifically designed to cover content recommended by professional organizations and guided by the National Competencies for Teachers of Children with ASD; Council for Exceptional for Exceptional Children (CEC) Standards for Professional Practice; and recommendations by the (CEC), the Autism Society of America (ASA), and the Network of Autism Training and Technical Assistance Programs (NATTAP).
Graduate Certificate Program in Applied Behavior Analysis
Offered by the Department of Educational Psychology

Required Courses: 15 semester credit hours

SEFB 618 (3 credits): Applied Behavior Management
Field-based course related to effective management of challenging behavior problems in the classroom using proactive classroom strategies, effective instruction and planned behavior interventions; discussion and applications of methods for observing, assessing and analyzing challenging behaviors. Prerequisites: Graduate classification and approval of department head.

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Elective Courses: 0 semester credit hours

Total Hours: 15 semester credit hours
MEMORANDUM

TO: Dr. R. Bowen Loftin
    Interim President

THROUGH: Dr. Jeffrey S. Vitter
    Provost and Executive Vice President for Academics

SUBJECT: Faculty Senate Items

I recommend approval of the following Faculty Senate Items.

Course approvals: (All have been reviewed and approved by appropriate committees.)

FS.27.07 W course approvals
FS.27.04 New courses and course changes at TAMUG
FS.27.03 New courses and course changes
FS.27.02 New courses and course changes

Degree and certificate programs. (All have been reviewed and approved by college and university curriculum committees [UCC for undergraduate programs, GC for graduate ones] and the Faculty Senate.)

FS.27.09 Changes to the requirements for a chemistry minor
FS.27.08 Addition of a minor in agricultural systems management
FS.27.06 Changes to the Texas A&M University at Galveston B.S. in Maritime Systems Engineering
FS.27.05 Changes to the Texas A&M University at Galveston B.S. in Marine Transportation (reducing requirements from 139 to 132 hours)

Paul R. Meyer
Assistant Provost for Academic Affairs and Assessment

Attachments
THE FACULTY SENATE

June 15, 2009

MEMORANDUM

TO: Dr. Elsa Murano, President

FROM: R.S. Bednarz, Speaker

SUBJECT: Approval of Graduate Council Items (F8.27.02)

At its regular meeting on June 8, 2009, the Faculty Senate approved the following curriculum items from the Graduate Council. The Faculty Senate submits them for your approval. Attached is a copy of the material sent to our Senators.

Graduate Council

New Courses - May 7, 2009

BAEN 667 Entropy Theory and its Application in Water and Environmental Engineering
BIOT 685 Directed Studies
CHEN 695 Graduate Mentoring Seminar
FSTC 610 Nutritional Pharmacometrics of Food Compounds
FSTC 640 Therapeutic Microbiology I
GEOL 633 River Restoration
MGMT 626 Teams in Organizations
NUTR 610 Nutritional Pharmacometrics of Food Compounds
NUTR 640 Therapeutic Microbiology I
SCSC 621 International Agricultural Research Centers - MX
SCSC 625 Biofuels and the Environment
S P E D 608 Advanced Applied Behavior Analysis

Course Changes - May 7, 2009

BIOT 601 Biotechnology Principles and Techniques I
BIOT 602 Biotechnology Principles and Techniques II
MGMT 620 Strategic Human Resource Management
Dr. Elsa Murano, President  
June 15, 2009  
Page 2

Thank you for your time and consideration. Please inform me of your action on this matter.

Attachment

cc: Jeffrey S. Vitter  
    Paul Meyer  
    Antonio Cepeda-Benito  
    Sandra Williams  
    Robert Webb  
    David Reed  
    Kemble Bennett  
    Mark Hussey  
    Bjorn Kjerfve  
    Jerry Strawser  
    Douglas Palmer

Approved: [Signature]  
President  
6/29/09

Date
The attached Faculty Senate Item has been signed and is returned for appropriate handling.

R. Bowen Loftin

cc: Ms. Linda Newman
Dr. Antonio Cepeda-Benito
Ms. Sandra Williams
Dr. Bob Webb
Dr. David Reed
Dr. Charles Johnson
Dr. Kem Bennett
Dr. Doug Palmer
Dr. Mark Hussey
Dr. Jorge Vanegas
MEMORANDUM

TO: Dr. R. Bowen Loftin
   Interim President

THROUGH: Dr. Jeffrey S. Vitter
          Provost and Executive Vice President for Academics

THROUGH: Dr. Karan L. Watson
          Vice Provost

SUBJECT: Faculty Senate Items

I recommend approval of the following Faculty Senate Items.

Course approvals: (All have been reviewed and approved by appropriate committees.)

FS.27.11 New courses and course changes
FS.27.12 W course and C course approvals
FS.27.13 Course changes

Paul R. Meyer
Assistant Provost for Academic Affairs
and Assessment

Attachments
THE FACULTY SENATE
July 20, 2009

MEMORANDUM

TO: Dr. R. Bowen Loftin, President
FROM: R.S. Bednarz, Speaker
SUBJECT: Approval of Graduate Council Items (FS.27.11)

At its regular meeting on July 13, 2009, the Faculty Senate approved the following curriculum items from the Graduate Council. The Faculty Senate submits them for your approval. Attached is a copy of the material sent to our Senators.

New Courses - June 4, 2009

COMM 671 Interdisciplinary Seminar in Prevention Science
CVEN 696 Urban Traffic Facilities
CVEN 699 Engineering Risk Analysis
HIST 646 Readings in Military History

— HLTH 671 Interdisciplinary Seminar in Prevention Science
POLS 660 Gateway Seminar in the Politics of Race and Ethnicity
RPTS 620 Interdisciplinary Seminar in Prevention Science

— SPED 609 Educating Individuals with Autism Spectrum Disorders
SPSY 620 Interdisciplinary Seminar in Prevention Science
VIZA 626 Generative Art and Design

Course Changes - June 4, 2009

MATH 627 Theory of Numbers

Thank you for your time and consideration. Please inform me of your action on this matter.
Attachment

cc: Jeffrey S. Vitter
    Paul Meyer
    Antonio Cepeda-Benito
    Sandra Williams
    Robert Webb
    David Reed
    Charles Johnson
    Kamble Bennett
    Douglas Palmer
    Mark Hussey
    Jorge Vanegas

Approved:

Dr. R. Bowen Loftin, President  7/27/09  Date
January 26, 2010

MEMORANDUM

TO: Dr. Robert Webb  
Interim Dean Graduate Studies

FROM: James B. Kracht  
Executive Associate Dean for Academic Affairs

SUBJECT: GC Agenda Item

The College of Education and Human Development would like GC to review the attached request for a transcripted graduate certificate in Applied Behavior Analysis at the next meeting.

804 Harrington Education Center  
4222 TAMU  
College Station, TX 77843-4222  
Tel. 979.845.5311  Fax. 979.845.6129  
www.cehd.tamu.edu