

Graduate Certificate in Applied Behavior Analysis

2023

Academic Assessment Plan

Program Goals (3-4)

(Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university and college.)

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.

Student Learning Outcomes (6-8)

(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.)

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.

Process for Assessing each Student Learning Outcome

(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as input for the improvement of the program.)

<i>Timeline for assessment and analysis.</i>	<i>Means of assessment and desired level of student achievement.</i>	<i>Reporting of results</i>
<ol style="list-style-type: none"> 1. At the end of each semester key assignments across coursework are collected by the program faculty. 2. At the end of each academic semester, student GPA is evaluated by the program faculty. 3. In the last semester of a student’s coursework, the comprehensive examination is completed using the Behavior 	<ol style="list-style-type: none"> 1. Key assignments (see below) will be collected with the desired outcome of all students passing those assignments across coursework. (Indirect) 2. GPA will be evaluated at the end of each semester, students who have a cumulative GPA of less than 3.0 will be counseled, it is expected that all students will obtain a GPA of 3.0+. (Indirect) 	<ol style="list-style-type: none"> 1. Final course grades and GPA are reported to the program coordinator and graduate school at the end of each academic semester. 2. Comprehensive examination reports are provided to the program coordinator and graduate school at the end of a student’s degree completion.

<p><u>Development Solution modules.</u></p>	<p>3. The comprehensive examination (which includes a published test) is used to evaluate student acquisition of content across courses and learning outcomes. It is desired that all students will pass the comprehensive examination. (Direct)</p>	<p>3. The annual academic program report is completed at the end of each academic year.</p>
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Annual Academic Assessment Report

Report annually to the Dean of the college/school the following:

<i>Results of Analysis of Assessment</i>	<i>Changes made based on assessment results</i>	<i>Changes to assessment planned</i>
<p>1. Behavior Development Solutions (BDS) modules used as a comprehensive examination—Results indicated 100% completion.</p> <p>2. All candidates will graduate with a GPA of 3.0+.</p> <p>3. All graduates will pass key assignments across coursework.</p>	<p>1. Transitioned from an essay based compressive examination to a module based, standardized exam preparation program to increase student success with the Board Certification in Behavior Analysis Examination.</p> <p>2. None.</p> <p>3. Key assignments within SPED 6883, Ethical Standards have been modified to reflect the new Ethical Guidelines released</p>	<p>1. None—we will continue to use modules as an comprehensive examination.</p> <p>2. None—we will continue to require a GPA of 3.0+ for graduation candidates.</p> <p>3. None—there are no changes to key assignments planned at this time. Courses may be added as we</p>

	by the Behavior Analysis Certification Board.	consider the possibility of accreditation from the Association for Behavior Analysis International.
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