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Proposal # S20psy1 Proposal #  
(Academic Affairs use only) (College use only)

## REQUEST FOR A NEW PROGRAM

University of Central Oklahoma

Proposed Name of Program (limited to 30 spaces)

Behavior Analysis

Name of Program: (full name of the program if longer than 30 characters)

Degree Designation (ex. B.S., M.A.)

M.S.

Program Director

Scott Singleton

Specialty Accrediting Agency

Association of Behavior Analysis International

CIP Code: 42.2814

For information regarding CIP codes contact your department chair or visit:  
[http://sites.uco.edu/academic-affairs/ir/program\\_inventory.asp](http://sites.uco.edu/academic-affairs/ir/program_inventory.asp)

Date submitted to Provost Cabinet:

Sept. 2 - Dean's Council

All proposals for new programs and majors must be presented by the College Dean to the Provost Cabinet for prioritization, planning and approval to proceed.

Psychology

Department submitting the proposal

Scott Singleton

Bsingleton1@uco.edu

5427

Person to contact with questions

email address

Ext. number

Approved by:

Jim Howard  
Department Chair

7/29/20  
Date

Naife Went-Kelly 8/21/20  
College Curriculum Committee Chair Date  
(Please notify department chair when proposal is forwarded to dean.)

Shanna Cole 8/21/20  
College Dean Date  
(Please notify department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs

Date

Effective term for this program change  
(Assigned by Academic Affairs)

## Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the State Regents. At the conclusion of an appropriate period of time, the program's performance shall be reviewed on the basis of the specified goals in a manner mutually satisfactory to the sponsoring institution and the State Regents. Final endorsement of the program will depend on demonstrated viability.

### A. Centrality of the Proposed Program to the Institution's Mission and Approved Function(s)

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan. List the objectives of the proposed program and explain how the proposed program relates to the institutional mission, academic plan, and approved function(s). An evaluation will be made as to the centrality of the program to the institution's mission. There are certain circumstances when institutions may request approval to offer programs outside their function as stated in the *Functions of Public Institutions* policy. However, budget constraints, system efficiency, and concerns about institutional capacity and priorities may further limit expansion of programmatic functions. Requests of this nature should be on a limited basis. *(Institution's response/rationale should follow each criteria, A through I of this policy;*

*Institutions requesting programs outside their approved programmatic function should contact Dr. Debbie Blanke (405-225-9145) or Dr. Stephanie Beauchamp (405-225-9399) for additional information and forms.*

#### Program Objectives:

- Develop the behavior analytic knowledge and experience to be successful clinicians.
- Prepare graduates to make impactful contributions to their communities as behavior analysts.
- Prepare graduates to meet certification standards of the Behavior Analyst Certification Board (BACB).
- Prepare graduates to work with a variety of populations in a variety of settings including autism, developmental disabilities, education, homes, clinic, and corporate settings.
- Develop scientist-practitioners by providing learning opportunities in critical thinking, experimental design, research, and program evaluation.
- Provide coursework and practical experiences that are designed to facilitate competency in the theories of behavior analysis and the philosophy of behaviorism and functional contextualism.
- Develop ethical and culturally competent professionals across all areas of professional practice.

The Behavior Analysis Program at the University of Central Oklahoma has as its foundation the university's mission of providing transformative educational experiences to students so that they may become productive, creative, ethical, and engaged citizens and leaders serving our global community. The program aims to create successful clinician's whose training enables them to impact their community by supporting those in need of behavioral health services. A combination of conceptual, theoretical, and practical preparation will provide a transformative experience as the graduate learner progress from student to productive and ethical professional behavior analyst.

Aligned to the university's academic plan, the Behavior Analysis Program will engage students in transformative learning by continuously seeking to improve student outcomes, enhance the learning environment and support learning collaborations. Foundational coursework is designed to impart discipline knowledge, so the students will be highly prepared to engage in the activities of a behavior analyst. Armed with exemplary discipline knowledge, student will additionally be provided with opportunities to become leaders in their field through partnerships with community agencies in need of behavior change professionals. Opportunities include agencies such as schools, clinics, hospitals, residential centers, and others in need of services. These opportunities are developed by learning collaborations with the community. These community learning opportunities not only provide students with discipline knowledge and leadership experience, but also support post-graduate success beyond preparation by creating networks of potential employers.

The Behavior Analysis program will meet the University of Central Oklahoma's high standards in satisfying the functions of a public institution. The program seeks to continue the university's tradition of helping students learn so that they may become productive, creative, ethical, engaged citizens and leaders.

## B. Curriculum

The curriculum should be structured to meet the stated objectives of the program. Explain how the curriculum achieves the objectives of the program by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

### M.S. - Behavior Analysis

#### Fall Year 1

PSY 5823	ABA I: Foundations in Behavior Analysis	3 Hours
PSY 5193	Experimental Design	3 Hours
PSY 5783	Behavioral Neuroscience	3 Hours

#### Spring Year 1

PSY 5833	ABA II: Application of Techniques in ABA	3 Hours
PSY 5883	School Based Psycho-educational Intervention	3 Hours
PSY 5143	Advanced Developmental	3 Hours

#### Summer Year 1

PSY 5873	Ethical Conduct and Principles of ABA	3 Hours
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#### Fall Year 2

PSY 5853	ABA III: Topics in ABA	3 Hours
PSY 5773	Personnel and Program Management	3 Hours
PSY 5893	Consultation in School Psychology	3 Hours

#### Spring Year 2

PSY 5863	ABA IV: Single Subject Design	3 Hours
PSY 5900	Practicum	3 Hours

**Total Hours 36 Hours**

ABA I and II form the foundational base of behavior analytic knowledge, and provide experience in basic behavior change goals (i.e. increasing and decreasing behaviors). Following completion of ABA I and II, students begin working on advanced methods of behavioral assessment and intervention. ABA III and School Based Psycho-educational Intervention courses address the specific needs of complex cases and populations. Both classes include competency assessments and direct experience with individual's in the community. Experience is



included throughout the program with an emphasis during a final semester practicum when the student completes a capstone behavior change project.

A better understanding of the neurological bases of behavior helps graduates develop a comprehensive view of behavior. Courses in development place behavior in a life-span context equipping students to gauge the severity of problems and select developmentally appropriate treatment goals.

As scientist-practitioners, behavior analysts must be able to interpret and apply the existing research literature, while also being able to scientifically evaluate the effectiveness of the treatment plans they design and implement. To this end, graduates are prepared through course work in experimental psychology and single case research methods.

Graduates obtain training and experience leading behavior change efforts in coursework on personnel management and consultation. These courses prepare graduates to be in leadership roles where directing other practitioners in behavior change interventions on behalf of their clients is required.

Ensuring ethical practice, ethics is interspersed through the coursework with additional emphasis in a course in ethics for behavior analysts. Coursework emphasizes the *Professional and Ethical Compliance Code for Behavior Analysts* published by the Behavior Analyst Certification Board.

The coursework has been approved by the Association for Behavior Analysis International (ABAI) to meet the coursework requirements for certification as a Board Certified Behavior Analyst (BCBA). The completion of the master's program meets the degree requirement allowing students to take the BCBA certification exam.

Students who are accepted to the undergraduate degree in Psychology may apply to take up to a maximum of 9 hours during their senior year of the bachelor's degree. These courses will count toward both the Psychology bachelor's degree and Behavior Analysis master's degree. The approved graduate courses are: PSY 5193, 5783, 5823, 5833, 5883. These courses are specified on the degree sheet. During the last semester of their junior year or within 30 hours of graduation, an undergraduate student with a 3.0 overall GPA may apply for admission to the Accelerated Degree Program.

### **For undergraduate degree programs only**

As part of the broader work of the Mathematics Success Initiative, the Math Pathways Task Force has identified four gateway mathematics courses that are suitable general education mathematics course options. These courses, *College Algebra/Pre-Calculus*, *Introduction to Statistics*, *Functions and Modeling*, and *Quantitative Reasoning*, are included on the Course Equivalency Project transfer matrix and provide rigorous mathematical content that is more relevant and appropriate for specific academic majors.

If the proposed program requires a general education mathematics course, please complete the following questions:

1. Which mathematics course is required as part of the general education requirements? If the program allows for multiple gateway mathematics course options, provide a rationale for each.  
Click here to enter text.
2. Describe how the mathematics course was selected and how it best meets the needs of the program's students. Click here to enter text.
3. How does this mathematics course articulate with your partner institutions? Click here to enter text.

*(For more information regarding the gateway mathematics courses, please contact Dr. Rachel Bates (405) 225-9168)*

The proposed program must meet the State Regents' minimum curricular standards including the total credit hour requirements for program completion, liberal arts and sciences, general education, and area of

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specialization credit hour requirements (refer to State Regents' Policy 3.15 Undergraduate Degree Requirements). Additionally, the curriculum should be compatible with accreditation or certification standards, where available. Any clinical, practicum, field work, thesis, or dissertation requirements should be included in the proposal.

Provide the following information for the program and for each option (some categories may not apply to all programs):

**For Master's and Doctorate Degrees:**

Total number of hours required for degree:	36
Number of hours in program core:	36
Number of hours in option (if applicable):	NA
Number of hours in thesis/dissertation/project:	3
Number of hours in electives (if applicable):	NA

**For Bachelor's and AA/AS Degrees:**

Total number of hours required for degree:	NA
Number of hours in general education:	
Number of hours in major:	
Number of hours in degree program core (if applicable):	
Number of hours in option (if applicable):	
Number of hours in guided electives (if applicable):	
Number of hours in general electives (if applicable):	

**For AAS Degrees:**

Total number of hours required for degree:	NA
Number of hours in general education:	
Number of hours in technical specialty:	
Number of hours in technical support courses (if applicable):	
Number of hours in technical related coursework (if applicable):	

Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

Students who complete an undergraduate degree from an accredited college or university will be eligible to apply, and if accepted, enter the program. Because the ABAI approved course sequence is embedded in the program, students would be expected to stay in the program as part of a cohort until completion.

**Specific curricular information.** List courses under the appropriate curricular headings and asterisk new courses. In the curriculum description, indicate the total number of new courses and how development will be funded. **If a course has a prerequisite, list the prerequisite courses in parentheses. NOTE: All prerequisite courses must be included as part of the undergraduate or graduate degree requirements. For undergraduate degrees, specific General Education requirements must be included.**

**ABAI Approved Course Sequence:**

PSY 5823	ABA I: Foundations in Behavior Analysis	3 Hours
PSY 5833	ABA II: Application of Techniques in ABA (PSY 5823)	3 Hours
PSY 5883	School Based Psycho-educational Intervention	3 Hours

PSY	5873	Ethical Conduct and Principles of ABA (submitted course prerequisite change to “PSY 5823 and 5833”)	3 Hours
PSY	5853	ABA III: Topics in ABA (submitted course prerequisite change to “PSY 5823 and PSY 5833”)	3 Hours
PSY	5773	Personnel and Program Management (PSY 5823)	3 Hours
PSY	5863	ABA IV: Single Subject Design (submitted course prerequisite change to “PSY 5823, PSY 5833, PSY 5853”)	3 Hours

Additional coursework for MS:

PSY	5193	Experimental Design	3 Hours
PSY	5783	Behavioral Neuroscience	3 Hours
PSY	5143	Advanced Developmental	3 Hours
PSY	5893	Consultation in School Psychology	3 Hours
PSY	5900	Practicum (submitted course prerequisite change to “Either PSY 5483, 5813, or 5853”)	3 Hours

All courses are currently offered through the Department of Psychology. No new courses will need to be developed.

Students who are accepted to the undergraduate degree in Psychology may apply to take up to a maximum of 9 hours during their senior year of the bachelor’s degree. These courses will count toward both the Psychology bachelor’s degree and Behavior Analysis master’s degree. The approved graduate courses are: PSY 5193, 5783, 5823, 5833, 5883. These courses are specified on the degree sheet. During the last semester of their junior year or within 30 hours of graduation, an undergraduate student with a 3.0 overall GPA may apply for admission to the Accelerated Degree Program.

### C. Academic Standards

Clearly state the admission, retention, and graduation standards which, must be equal to or higher than the State Regents’ policy requirements, and should be designed to encourage high quality.

#### Admission Standards\*:

- Official copies of undergraduate and graduate transcripts from each institution attended with all degrees posted. All transcripts must be from accredited institutions.
- Undergraduate transcripts must show:
- A minimum 2.75 GPA overall or 2.75 GPA in the last 60 hours attempted.
- Completion of PSY 2753 Psychological Statistics or equivalent as determined by the program coordinator.
- Students with a native language other than English must submit evidence of English language proficiency. See Admission to Graduate Studies - English Language Proficiency (p.15).
- A preferred GRE score of at least 290 on the combined verbal reasoning and quantitative sections and a minimum of 3.5 on the analytical writing section.

\*Students falling below these standards may qualify for conditional admission. See Admissions to Graduate Studies.

#### Retention and Graduation Standards:

- Plan of Study. Upon acceptance into the program, each student must meet with an advisor in the behavior analysis program and complete a plan of study. Each student must then file it with the Psychology Department and subsequently with the Jackson College of Graduate Studies (JCGS).



The plan must be signed and dated by the student and the graduate program advisor before it can be considered official.

- The student must maintain an overall GPA of 3.00 or higher.
- No more than six hours of “C” will be applied to the degree requirements.
- No more than 3 hours of C from ABAI approved course sequence coursework (i.e. PSY 5823, PSY 5833, PSY 5853, PSY 5863, PSY 5873, PSY 5883, PSY 5773) will be applied to the degree requirements.
- No grade below “C” will be applied to the degree requirements.
- Final Requirements. Apply for graduation through the JCGS by advertised deadline.

#### **D. Faculty**

Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty will meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program. Faculty qualifications, such as educational background, non-collegiate and collegiate experience, and research and service interests and contributions, which relate to the proposed program, should be summarized. The institution must demonstrate that core programmatic faculty possess the academic and research credentials appropriate to support the program. Attach faculty vita or provide explicit summaries.

Scott Singleton BCBA-D, PsyD will teach primary behavior analysis courses. Dr. Singleton has taught courses in psychology and behavior analysis for over 10 years. He has taught courses as a full-time faculty member and an adjunct for the past 10 years. Dr. Singleton has taught in graduate programs accredited by the American Psychological Association, National Association of School Psychologists, Behavior Analyst Certification Board, and the Association for Behavior Analysis International. He has been personally responsible for obtaining accreditation from the BACB, ABAI and NASP through multiple accreditation cycles. Dr. Singleton has presented research with students at multiple conferences including ABAI, the premier professional organization for behavior analysts. Dr. Singleton has worked in educational, clinical and university settings. He has been responsible for establishing partnerships with multiple schools and agencies. From 2015-18, in a partnership between UCO, Catholic Schools and Mercy Health, he was Clinical Director for the Good Shepherd School. He has been part of multiple grants including a program funded by the Oklahoma State Department of Education to provide behavior analysis training to teachers across the state. The program has received over \$1,000,000 in funds. Additionally, Dr. Singleton has worked with the state department of education to obtain a contract allowing his students to provide behavior consultation of public schools around the state. Under this contract, Dr. Singleton has received over \$200,000 to fund graduate student employment providing consultation services.

Dr. Singleton currently teaches the courses that make up the ABAI approved course sequence. New faculty will not be required. Current faculty teach the remaining courses as part of other department graduate programs, so additional faculty will not be required. Additional sections of courses will not be required.

#### **E. Support Resources**

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Books, periodicals, microfilms, microfiche, monographs, and other collections shall be sufficient in

number, quality, and currency to serve the program. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs. Describe all resources available.

Students taking the non-degree, behavior analysis coursework have demonstrated that current resources are sufficient. Students have successfully completed coursework and prepared research for presentation utilizing the current available resources. The behavior analysis coursework has been offered since 2008 with minor changes. The current proposed program simply organizes the courses along with existing psychology courses into a degree program that specializes in applied behavior analysis.

#### F. Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution must demonstrate demand for the proposed program.

1. Student Demand: Clearly describe all evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related programs at the institution, which should be adequate to expect a reasonable level of productivity.

The non-degree program currently has 12 students. An alumni survey was conducted to determine if a master's in behavior analysis was preferred over a general psychology masters. All respondents preferred a masters in behavior analysis.

2. Employer Demand: Clearly describe all evidence of sufficient employer demand, especially in the five workforce ecosystems developed by the State Department of Commerce that includes aerospace and defense, energy, agriculture and biosciences, information and financial services, and transportation and distribution. This demand can be demonstrated in the form of anticipated openings in an appropriate service area and in relation to existing production of graduates for the institution's service area and/or state. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

Local employers prefer hiring BCBA's with a master's in ABA. A survey was conducted for the largest employers of BCBA's in the metro Oklahoma City area. The survey was conducted to determine hiring preferences between candidates with a masters in behavior analysis, psychology, or no preference. Eighty percent of respondents preferred candidates with a masters in behavior analysis. No employers preferred a masters in psychology.

A study conducted by the Behavior Analyst Certification Board looking at job growth from 2010-2017 found an 800 percent increase in demand.

At this time there are several vacancies in the metro area. Many of the vacancies have been present for some time. Additionally, there are hundreds of children on waiting lists for to receive behavior analysis services from qualified BCBA's.

#### Estimated Student Demand for the Program

Project estimated student demand for the **first five years** of the program.

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester
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2021	0	6
2022	0	6
2023	6	6
2024	6	6
2025	6	6

Programs are provisionally approved and given enough time for a planning year plus the number of years necessary to produce one graduating class (i.e. a two-year program is allowed three years to meet its graduates and majors goals, a four-year program is allowed five years, etc.) unless the institution makes a specific timeframe request with a strong rationale.

**Using the above estimated student demand, please indicate the specific productivity criteria and timeframe for final review of the program:**

This program will enroll a minimum of 5 students in fall 2022 and will graduate a minimum of 5 students in 2022-23).

**(NOTE: Productivity data must come from the same academic year. Example: enroll a minimum of 50 students in fall 2015 and graduate a minimum of 35 students in 2015-2016)**

**Electronic Delivery**

Is this program intended to be offered through online delivery or other computer-mediated format or will be advertised as available through online delivery or other computer-mediated format?

Yes  No

If yes, describe the delivery method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning.

Click here to enter text.

Does your institution have prior Electronic Delivered Program approval?

Yes  No

**Note: If requesting institution has not gone through the electronic delivery approval process, you must also complete the Institutional Request for Electronic Delivery Approval section beginning on page 9 of this form.**

**G. Unnecessary Duplication**

The elimination of unnecessary program duplication is a high priority of the State Regents. Where other similar programs may serve the same potential student population, the proposed program must be sufficiently different from existing programs or access to existing programs must be sufficiently limited to warrant initiation of a new program.

Provide specific evidence that the proposed program is not unnecessarily duplicative of similar offerings at other state system institutions.

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There are no existing master's programs in behavior analysis. There are currently three approved course sequences in Oklahoma. Of those three, two of the programs are embedded in School Psychology programs (UCO and OSU). A third program at the University of Oklahoma is embedded in the special education program. The proposed program would be the only program available for students and employers who need specific training to become behavior analysts rather than psychologists(OSU) or teachers (OU). This level of practitioner is needed to support the many clinic and home-based Applied Behavior Analysis service programs in the state. Additionally, demand for behavior analysts far out-paces the current supply.

Have you explored opportunities to collaborate in dual, joint, or consortial programs?

Yes

If yes, explain and, if applicable, attach Memorandum of Understanding and all appropriate documents regarding the dual, joint, or consortial degree plan.

Click here to enter text.

No

If no, explain

Only two other universities provide behavior analysis coursework. Both of those universities embed the programs in existing professional programs. These programs specialize in training psychologists (OSU) or special education teachers (OU), and do not specialize in the preparation of stand-alone behavior analysts. The proposed program will specialize in training stand-alone behavior analysts to meet the demand in the community, metropolitan area, and the state.

#### **H. Cost and Funding of the Proposed Program**

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

Provide evidence of adequate funding, which will include, but not be limited to:

1. **Reallocation of Existing Resources:** The institution must provide evidence of campus funds to be reallocated to the proposed program. The source and process of reallocation must be specifically detailed. An analysis of the impact of the reduction on existing programs and/or organization units must be presented.

Additional funds will not be necessary. Current faculty and current class offerings will cover all program courses. Currently, the department houses the Association for Behavior Analysis (ABAI) approved course sequence. The course sequence includes seven courses that meet the coursework requirement for certification; however, a master's degree is also required. The coordinator for the course sequence currently receives one hour of reassignment time. When the program becomes a degree program (M.S.) the one hour of reassignment time will be transferred to the program coordinator and no longer needed for the current course sequence coordinator. The current course sequence coordinator will assume all coordinator duties for the degree program.

2. **Tuition and Fees:** The institution must provide evidence of a projected increase in total student enrollments to the campus as a result of the proposed program.

Current demand, alumni, and employer preference surveys provide evidence of increase in enrollment. As stated earlier in the proposal, students and employers prefer candidates with a degree in behavior analysis. Anecdotally, inquiries into the current non-degree program frequently end due to failure to provide a masters in behavior analysis option. Although many of these students prefer University of Central Oklahoma, they select out of state, online programs.

3. Discontinuance or Downsizing of an Existing Program or Organizational Unit: The institution must provide adequate documentation to demonstrate sufficient savings to the state to offset new costs and justify approval for the proposed program.

Currently, the university offers a non-degree, behavior analysis course sequence. Because the course sequence will be coupled with other, existing coursework, no additional resources will be required. Utilizing currently available resources while creating a higher demand program (i.e. master vs course sequence), we will be well positioned to obtain more students. A masters program in behavior analysis allows us to attract more students, create a program highly preferred by employers, but at no additional costs to the university.

### Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs for the life of the proposed program in the absence of additional funds from the State Regents. \*The total funding and expenses in the table should be the same, or explain source(s) of additional funding for the proposed program. *(NOTE: Each funding and/or expense amount provided must include an explanation regarding the source of the funds or how the funds will be utilized.)*

### Cost/Funding Summary:

The program will require minimal additional funding to cover 1 additional adjunct per year(1 class in fall & spring) and basic, continuing printing costs. In order to become a Board Certified Behavior Analyst (BCBA) the student must complete a course sequence approved by the Association for Behavior Analysis International (ABAI), complete a masters program, obtain field experience, and pass a certification exam. The UCO Psychology department currently has an ABAI approved course sequence, but students are forced to complete a masters program that may not be aligned to their goals or be preferred by employers. Since the approved course sequence exists, and given the breadth of knowledge in the psychology department including courses currently taught, a simple arrangement of current available courses can be used to create a very competitive masters in behavior analysis. The current course sequence coordinator would become the masters program coordinator, therefore relieving the university and department of any additional expenses. All courses in the masters program are already scheduled and have room to accommodate projected student numbers. As such, the program should not incur any additional expenses.

### Program Resource Requirements

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
<i>Explanation: None at this time.</i>					
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
<i>Explanation: This being a new program there are none at this time but they will be pursued once the program has been established.</i>					
Existing State Resources	0	0	0	0	0



A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
<i>Explanation: The amounts above reflect current funds within the College of Education and Professional Studies already budgeted to support programmatic expenses.</i>					
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
<i>Explanation: None at this time</i>					
Student Tuition	\$29,448	\$58,896	\$58,896	\$58,896	\$58,896
<i>Explanation and Calculations (Note: Tuition calculation should be based on the estimated student demanded indicated in section F "Demand for the Program" of this form): The amounts above were calculated based on resident graduate tuition of \$327.20 per credit hour. Estimates include 15 credit hours per year, per student and enrollment of 6, 12, 12, 12, 12 in years 1 through 5.</i>					
<b>TOTAL</b>	<b>\$29,448</b>	<b>\$58,896</b>	<b>\$58,896</b>	<b>\$58,896</b>	<b>\$58,896</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff					
<i>Explanation: The amounts above represent existing staff funds that are used for the BCBA course sequence that will support the program.</i>					
Faculty	\$5,490	\$5,490	\$5,490	\$5,490	\$5,490
<i>Explanation: Current faculty will teach the majority of existing courses required to complete the program. The above funds indicate the cost of an adjunct with a PhD teaching one course in the fall and spring semester to meet program growth.</i>					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
<i>Explanation: Click here to enter text.</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
<i>Explanation: Click here to enter text.</i>					
Equipment and Instructional Materials					
<i>Explanation: Click here to enter text.</i>					
Library					
<i>Explanation: Click here to enter text.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
<i>Explanation: Click here to enter text.</i>					
Other Support Services	\$0	\$0	\$0	\$0	\$0
<i>Explanation: Click here to enter text.</i>					
Commodities	\$0	\$0	\$0	\$0	\$0
<i>Explanation: Click here to enter text.</i>					
Printing	500	500	500	500	500
<i>Explanation: Click here to enter text.</i>					
Telecommunications	\$0	\$0	\$0	\$0	\$0
<i>Explanation: Click here to enter text.</i>					

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Travel					
<i>Explanation:</i> Click here to enter text.					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<i>Explanation:</i> Click here to enter text.					
<b>TOTAL</b>	\$5,990	\$5,990	\$5,990	\$5,990	\$5,990

**I. Program Review and Assessment**

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes-level student assessment requirements as established by State Regents’ policies should be detailed. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

Assessment of student dispositions and competencies will occur at three points during the program. During Year 1, student professional dispositions will be evaluated using a self-rating and faculty-rating. Student professional dispositions will target professionalism and effective student behaviors. The program coordinator or other faculty member will meet with each student to review the outcomes and together they will select relevant student goals. Goal attainment will be reviewed by the student and faculty member.

During Fall of Year 2, a cumulative assessment of foundational behavior analysis knowledge will be conducted. Performance feedback will be provided to the students and specific foundational knowledge goals will be set for the final semester.

The final program assessment will utilize the board certification exam. Exam scores are provided to each approved course sequence along with mean national scores. These data will be used to determine the overall effectiveness of the program.

**Other documents required for dual or joint degree requests**

If requesting a dual or joint degree, attach the New Joint or Dual Program Request cover page.

**INSTITUTIONAL REQUEST FOR  
ELECTRONIC DELIVERY**

**NOTE: Institutions that have completed the electronic delivery approval process and have been approved to offer electronically delivered programs have already provided the information requested in this section; and therefore, are not required to complete this section. If requesting institution has not completed the electronic delivery approval process must complete all sections on pages 9 – 11 of this form. If you have any questions contact Dr. Stephanie Beauchamp (405-225-9399).**

**Program Approval Procedures for New Online Programs**

Institutions that have not been approved previously to offer online programs are required to request approval as follows: (1) if programs are offered in such a manner that an individual student can take 100 percent of the courses for the major through online delivery or other computer-mediated format; or (2) the program is advertised as available through online delivery or other computer-mediated format. For the purpose of this policy, major is defined as courses in the discipline of the student’s declared degree program, excluding support courses, general education courses, and elective courses. Criteria for approval are based on qualitative consideration and the compatibility of the requested offering with the institution's mission and capacity and meeting the required academic standards.

*ew*

### 3.16.5 Academic Standards

The expectation is that there is no difference in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method. Electronic media courses and programs must meet the following academic standards.

- A. Faculty.** Describe the training and faculty development that the faculty receives to achieve competency in the technology required for teaching at a distance.

Click here to enter text.

- B. Faculty/Student Interaction.** Describe the provisions for appropriate real-time and delayed interaction between faculty and students and among other students enrolled in the class.

Click here to enter text.

- C. Academic Integrity.** Describe methods that are in place for ensuring academic integrity.

Click here to enter text.

- D. Student Confidentiality.** Describe methods that are in place to ensure the confidentiality and privacy of student personal data.

Click here to enter text.

- E. Identify Verification.** Institutions shall have an appropriate method to verify the identity of students taking distance education courses.

Click here to enter text.

- F. Advertising.** The institution must provide adequate and accurate information to students including but not limited to admission requirements, equipment standards, estimated or average program cost, and other services available. What methods are employed to ensure adequate and accurate information?

Click here to enter text.

- G. Learning Resources.** Students shall have access to facilities and learning materials on essentially the same basis as students in the same program or course taught at the main campus. Describe the resources that are available to distance learning students.

Click here to enter text.

- H. Academic Calendar Requirements.** The standards observed relating to the number of course meetings and total time spent in the course or in satisfying the course requirements shall be comparable to those observed on the main campus. An exception to course meeting time is allowed as defined in the Competency-Based Learning (CBL) section in the State Regents' Academic Calendars policy. Institutions utilizing this exception must have documented and validated methods for students to demonstrate competencies, student assessment, and awarding academic credit as required by the CBL section.

Click here to enter text.

- I. Admission, Retention, Assessment.** Describe the standards used for online student admission, retention, and assessment. Standards shall be the same as those standards observed for the same courses or programs on the





originating campus. Similarly, the applicable concurrent enrollment policies apply (see the State Regents' Institutional Admission and Retention and Assessment policies).

Click here to enter text.

- J. Student Services.** Students shall have access to program guidance and academic support services, including admissions, enrollment, academic advisement, financial aid, and related services on the same basis as the students located on the main campus. Online programs must make these services available to students in electronic format using the working assumption that these students will not be physically present on campus.

Click here to enter text.

- K. Technical Support System.** Students in electronic media off-campus courses or programs and faculty shall have access to appropriate technical support services. Describe the technical support system that is available for all hardware, software and delivery systems specified by the institution as required for the courses and program.

Click here to enter text.

- L. Equipment and Software/Tools.** Students must be informed in clear and understandable terms of the electronic or computer resources necessary for successful completion of the class, including, but not limited to, word processing and other productivity tools, e-mail, and Internet services.

Click here to enter text.



**Accelerated Degree Program Curricular Form**

Thank you for your desire to have an Accelerated Degree Program approved through the Graduate College curriculum review process, which involves a recommendation from the Graduate Council’s Curriculum Committee.

Given that Accelerated Degree Programs permit an undergraduate student to enroll in graduate courses and to count the completed graduate courses toward their undergraduate degree, these curriculum proposals are approved through both undergraduate (Academic Affairs Curriculum Committee) and graduate (Graduate Council) curricular processes. The Academic Affairs Curriculum Committee reviews Accelerated Degree Program proposals and makes recommendations to the Graduate Council.

In order for the Graduate Council to review the proposal submitted, this form should be completed and submitted with the undergraduate curriculum proposal. If approved, the information provided below will be used by the Graduate College to develop the Accelerated Degree Program paragraph in the Graduate Catalog degree sheet; a sample Degree Sheet paragraph is provided below.

**Undergraduate Degree Faculty Contact:**

Dr. Nora D. Gayzur

**Undergraduate Degree Department:**

Psychology

**Name of the Undergraduate Degree in the Accelerated Degree Program:**

Psychology

**Name of the Graduate Degree in the Accelerated Degree Program:**

Behavior Analysis

**Name of the Graduate Program Advisor for the ADP Graduate Degree:**

Dr. Scott Singleton

**Specific Graduate Courses to Be Counted Toward the Undergraduate and Graduate Degrees:**

Students may select 9 hours from the following courses:

<i>Graduate Course Prefix</i>	<i>Graduate Course No.</i>	<i>Graduate Course Credit Hour</i>	<i>Graduate Course Title</i>
PSY	5823	3	ABA I: Foundations in Behavior Analysis
PSY	5193	3	Experimental Design
PSY	5783	3	Behavioral Neuroscience
PSY	5833	3	ABA II: Application of Techniques in ABA
PSY	5883	3	School Based Psycho-educational Intervention

**Please Note:** No more than 10 hours of graduate coursework in an Accelerated Degree Program may be double-counted for both a graduate and undergraduate degree. No undergraduate coursework may be counted toward a graduate degree. All students are required to apply to the Graduate College for ADP admission and are subject to Graduate College policies upon graduate admittance.

Thomas W. Hancock Digitally signed by Thomas W. Hancock  
Date: 2020.08.18 15:55:32 -05'00'

Signature of Undergraduate Degree Department Chair

Scott Singleton Digitally signed by Scott Singleton  
Date: 2020.08.10 12:28:25 -05'00'

Signature of Graduate Degree Program Advisor

8/18/2020

Date

8/10/2020

Date

***Sample Accelerated Degree Program Graduate Catalog Degree Sheet Paragraph***

**Accelerated Degree Program**

Students who are accepted to the undergraduate degree in [insert name of undergraduate degree] may apply to take [see table of approved 5000-level courses up to a maximum of 10 hours] during their senior year of the bachelor's degree. These courses will count toward both the [insert bachelor's degree] and [insert master's degree]. The approved graduate courses are: [insert list of approved graduate courses]. These courses are specified on the degree sheet. During the last semester of their junior year or within 30 hours of graduation, an undergraduate student with a 3.0 overall GPA may apply for admission to the Accelerated Degree Program.