

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**NEW PROGRAM PROPOSAL – P Form Signature Pages**

For Curriculum and Scheduling Office Use Only		
D.B.	Catalog	File

COLLEGE/SCHOOL  CoAS  CoBA  CoE  SoN      Discipline EDUCATION

**TITLE OF PROGRAM** Applied Behavior Analysis Certificate of Advanced Study

This form is the signature sheet for new programs and new options/concentrations/tracks within existing programs. For all changes to existing programs (other than addition of new options/concentrations/tracks), use the Form P-2.

Check one:  New Undergraduate Major or New Graduate Degree      Attach a completed New Program Proposal Template  
 New Option/Concentration/Track  
 New Minor  
 New Teaching Credential  
 New Certificate Program      }      Attach a completed New Option/Concentration/ Track, Minor, or Teaching Credential Proposal Template

Does this proposal impact other disciplines?  YES  No  
 If yes, obtain signature(s). Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Special Education Discipline #1	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
<i>Signature Howard</i>	Date 4-25-13		

Psychology Discipline #2	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
<i>Signature White</i>	Date 4/29/13		

Discipline #3	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

Discipline #4	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

Discipline #5	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Memo attached
Signature	Date		

CALIFORNIA STATE UNIVERSITY SAN MARCOS

P-FORM PREPARATION

1a. Jodi Robledo 4/25/13  
 Originator (Please print) Date

1b. [Signature] 10/10/13  
 Librarian Liaison for Library Report\* Date

1c. [Signature] 10/10/13  
 IITS Liaison for IITS Report\* Date

PROGRAM/DEPARTMENT-LEVEL REVIEW

2. [Signature] 4/25/13  
 Program/Department - Director/Chair\* Date

COLLEGE/SCHOOL-LEVEL REVIEW

3. [Signature] 9/27/13  
 College/School Curriculum Committee\* Date

REVIEW (Signatures must be obtained by proposer)

4a. [Signature] 10/10/13  
 Vice President for Student Affairs\* Date

4b. [Signature] 10-10-13  
 Dean of Library\* Date

4c. [Signature] 10/10/13  
 Dean of Information and Instructional Technology Services\* Date

4d. [Signature] 10-10-13  
 Vice President for Finance and Administrative Services\* Date

4e. [Signature] 10/16/13  
 Dean of Graduate Studies (if applicable)\* Date

COLLEGE/SCHOOL-LEVEL RECOMMENDATION

5. [Signature] 10-16-13  
 College/School Dean/Director\* Date

UNIVERSITY-LEVEL REVIEW

(May not begin until all signatures numbered 1-5 have been obtained.)

6a. \_\_\_\_\_ Date  
 University Curriculum Committee^

6b. \_\_\_\_\_ Date  
 Budget and Long-Range Planning Committee^

FACULTY APPROVAL

7. \_\_\_\_\_ Date  
 Academic Senate

UNIVERSITY-LEVEL APPROVAL

8. \_\_\_\_\_ Date  
 Provost

9. \_\_\_\_\_  
 Date to Chancellor's Office

+ Please contact the liaisons at the beginning of the process and allow sufficient time for the liaisons to prepare the resource implication report. Upon completion of the report liaisons will sign.  
 \* May attach a memo on program impact on the unit and the ability of the unit to support it.  
 ^ Attach a memo summarizing the curricular and/or resource deliberations.

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
Proposal for New Certificate Program

School of Education  
Proposed by: Jodi Robledo, Ph.D.

**Name of Certificate Program:** Applied Behavior Analysis Certificate of Advanced Study: Board Certified Behavior Analyst (BCBA) Track and Board Certified Assistant Behavior Analyst (BCaBA) Track

**Level of Program:** Certificate of Advanced Study

**Proposer:** Jodi Robledo, Ph.D., Assistant Professor of Special Education in the School of Education

**Proposed Implementation Date:** Fall 2014

**Existing Programs:** This certificate will be a new program and will include all new courses.

**Existing Programs Affected:** The Autism Spectrum Disorder Added Authorization Program and the Special Education Credential Program from the School of Education covers some content related to Applied Behavior Analysis. However, these existing programs are designed for teachers and/or teacher candidates. The proposed certificate program is much more advanced and is tied directly to the Behavior Analyst Certification Board for individuals who are seeking university approved coursework to prepare them to become Board Certified Behavior Analysts or Behavior Certified Assistant Behavior Analysts. It may be the case that potential students are attracted to both programs and they will be able to obtain multiple credentials and certificates to better prepare themselves to work in a variety of setting within schools, homes, public and private agencies and the community.

The proposer has also met with the Chair of the Psychology Department to determine if a similar program existed or was in process. It was determined that this proposed program or any of the proposed courses did not exist or conflict with other courses or programs.

**Purpose of the Proposed Certificate:**

Recent statistics from the Center for Disease Control and Prevention (CDC) identify approximately 1 in 88 American children as being diagnosed on the Autism Spectrum – a ten-fold increase in prevalence in 40 years. With the dramatic increase in children diagnosed with Autism Spectrum Disorder (ASD), there is incredible need for evidence-based methodologies and strategies to support individuals with ASD and their families. Strategies and methodologies incorporating Applied Behavior Analysis (ABA) are recognized as effective and evidence-based, meaning research indicates that children with

autism develop skills and reduce inappropriate behavior when receiving treatments based in Applied Behavior Analysis.

Behavior analysts provide services to individuals, families, group homes, schools, mental health agencies, hospitals, industrial and business settings, and other agencies working with individuals who require intensive behavioral training and/or consultation. Special populations such as individuals with Autism Spectrum Disorder and other developmental disabilities have been shown to benefit greatly from ABA services. ABA is also frequently used in the field of education for both neuro-typical students and students with disabilities. Behavior analyst professionals are strongly encouraged by the Behavior Analysis Certification Board to pursue Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA) certification. BCBA and BCaBA are considered the industry standards in this field and these certifications are nationally and internationally recognized.

Currently 34 states have insurance mandates for Applied Behavior Analysis treatment for children with ASD. Five other states are currently in process of creating this mandate. In 2014, the Affordable Health Care Plan is to include ABA programming for Autism Spectrum Disorder services for all 50 states. Currently there is a significant shortage of professionals to support these upcoming programs. Nationally there are hundreds, if not thousands, of ABA companies and school districts that are constantly looking for professionals who are BCBA's or BCaBA's. In addition, 48 countries now recognize certificates from the Behavior Analysis Certification Board, including Australia, Brazil, Canada, China, France, Germany, Italy, Japan and the UK. Without a doubt, there is a national and international need for professionals trained and certified in ABA.

In response to the documented increase in ASD prevalence and demand for BCBA and BCaBA certified professionals, CSUSM is proposing to develop an online credit certificate program in Applied Behavior Analysis with two track options: BCBA and BCaBA. New courses must be developed in order to meet the standards outlined by the Behavior Analyst Certification Board.

Currently, there is one tenure-track faculty member at CSUSM whose background and area of research focuses on Autism Spectrum Disorder and Applied Behavior Analysis – Dr. Jodi Robledo. Additionally, to develop the ABA certificate program, CSUSM will leverage its community partnership with ACES (Autism Comprehensive Educational Services), a San Diego-based organization that provides comprehensive, professional services to individuals with Autism Spectrum Disorder and other developmental disabilities and their families in the home, school, clinic and community, throughout the individual's lifespan in locations across the United States. ACES is committed to community outreach and frequently hosts and participates in a wide variety of community events, parent support groups, parent training sessions, and workshops related to ASD and developmental disabilities. ACES professionals will serve as lecturers for the ABA certificate program and will co-develop curriculum with Dr. Robledo. ACES professionals are all licensed and certified professionals who are known experts and have numerous years of experience in both providing ABA services to individuals and families

and training other professionals in these methods. Given ACES is well-known and well-respected in the field of applied behavioral analysis, this partnership will assist CSUSM in: ensuring quality curricula; recruiting students locally, nationally, and internationally; and assisting students in identifying job opportunities.

Currently, the California State System offers ABA, BCBA, and BCaBA certificate programs. However, none of these programs are offered completely online. In order to meet the local, regional, national and international need for qualified professionals certified in Applied Behavior Analysis, it is imperative that these programs be offered using distance technologies. Recently, we received the CSU Extended Education Commission grant to fund the development of this program.

We will be incorporating a cohort model for this program. Courses will be 11 weeks with a 2-week break in-between. It is our hope that we can run multiple cohorts at one time, depending on the demand for the program.

**Certificate Courses:**

The major goal of this project is to develop an online certificate program in Applied Behavior Analysis, aligned to the standards outline by the Behavior Analyst Certification Board. The certificate will have two track options. The first option will be the Board Certified Behavior Analyst Track, an 18-semester unit program that will meet the 270 contact hours of graduate-level instruction required by the Behavior Analyst Certification Board. This track will take all 6 courses offered in this program. The second track option will be the Board Certified Assistant Behavior Analyst Track, a 12-semester unit program that will meet the 180 contact hours of graduate-level instruction required by the Behavior Analyst Certification Board. This track will take the first four courses of the program.

Proposed course are outlined below:

*ABA 601 – Foundations and Concepts in Behavior Analysis (3 units)*

*ABA 602 – Behavior Analysis Processes For Behavior Change (3 units)*

*ABA 603 – Applied Behavior Analysis Applications for Complex Procedures and Promoting Behavior Change (3 units)*

*ABA 604 – Behavior Analysis for Classroom Management, Instructional Methods, and Ethical Considerations (3 units)*

*ABA 605 – Behavior Analysis in Autism Spectrum Disorder (3 units)*

*ABA 606 – Ethics and Professional Conduct for Behavior Analysis (3 units)*

### **Level of Competence:**

In compliance with the Behavior Analyst Certification Board, students enrolled in the BCBA track must receive a grade of “B-” or higher in all 6 graduate level courses to receive the proposed certificate. For students enrolled in the BCaBA track, a grade of “B-” or higher in graduate level courses 1-4 are required to receive the proposed certificate.

Assessment measures in each course will include: weekly writing assignments and online discussion, weekly quizzes and a final examination.

### **Wavier of Lower Division Requirements:**

There will not be any wavier of lower division requirements.

Requirements for admission for the BCBA track:

Possession of a minimum a master's degree (or concurrent admission in a master's degree program) that was conferred in behavior analysis or other natural science, education, human services, engineering, medicine or a field related to behavior analysis and approved by the BACB from any of the following:

1. A United States institution of higher education listed in the CHEA Database of Institutions and Programs Accredited by Recognized U.S. Accrediting Organizations; OR
2. A Canadian institution of higher education that is a member of the Association of Universities and Colleges of Canada or the Association of Canadian Community Colleges; OR
3. An institution of higher education located outside the United States or Canada that, at the time the applicant was enrolled and at the time the applicant graduated, maintained a standard of training equivalent to the standards of training of those institutions accredited in the United States as demonstrated by World Education Services or by a member of the National Association of Credential Evaluation Services.

Requirement for admission for the BCaBA track:

Possession of a minimum of a bachelor's degree from any of the following:

1. A United States institution of higher education listed in the CHEA Database of Institutions and Programs Accredited by Recognized U.S. Accrediting Organizations; OR
2. A Canadian institution of higher education that is a member of the Association of Universities and Colleges of Canada or the Association of Canadian Community Colleges; OR

3. An institution of higher education located outside the United States or Canada that, at the time the applicant was enrolled and at the time the applicant graduated, maintained a standard of training equivalent to the standards of training of those institutions accredited in the United States as demonstrated by World Education Services or by a member of the National Association of Credential Evaluation Services.

### **New Courses:**

#### *ABA 601 – Foundations and Concepts in Behavior Analysis (3 units)*

This course introduces students to the conceptual and empirical issues underlying the science of behavior. Students will learn basic concepts in science and behavior, selecting, defining and measuring behavior, evaluating and analyzing behavior change. This is the first course in a series of six courses designed to meet the academic requirements of the Behavior Analysis Certification Board (BACB). The courses are to be completed sequentially. The “Applied Behavior Analysis Certificate of Advanced Study” focuses on the 4<sup>th</sup> Edition Task List as specified by the BACB.

#### *ABA 602 – Behavior Analysis Processes For Behavior Change (3 units)*

This course presents students with the essential processes involved in changing behavior based on the main concepts of behavior analysis to include: Reinforcement, Punishment, Antecedent Variables, Developing New Behavior, Decreasing Behavior with Nonpunishment Procedures. This is the second course in a series of six courses designed to meet the academic requirements of the Behavior Analysis Certification Board (BACB). The courses are to be completed sequentially. The “Applied Behavior Analysis Certificate of Advanced Study” focuses on the 4<sup>th</sup> Edition Task List as specified by the BACB.

**Course Prerequisites** This is the second course in the sequenced. Prerequisite course is: ABA 601.

#### *ABA 603 – Applied Behavior Analysis Applications for Complex Procedures and Promoting Behavior Change (3 units)*

This course covers the areas of Functional Analysis, Verbal Behavior, Special Applications of applied behavior analysis, promoting generalized behavior change and ethical considerations for Applied Behavior Analysts. This is the third course in a series of six courses designed to meet the academic requirements of the Behavior Analysis Certification Board (BACB). The courses are to be completed sequentially. The “Applied Behavior Analysis Certificate of Advanced Study” focuses on the 4<sup>th</sup> Edition Task List as specified by the BACB.

**Course Prerequisites** This is the third course in the sequence. Prerequisite courses are: ABA 601 and 602.

#### *ABA 604 – Behavior Analysis for Classroom Management, Instructional Methods, and Ethical Considerations (3 units)*

This course covers applications of behavior analysis in school settings, conducting functional behavior assessments and the main instructional principles documented in

evidence-based instructional methodologies. This is the fourth course in a series of six courses designed to meet the academic requirements of the Behavior Analysis Certification Board (BACB). The courses are to be completed sequentially. The “Applied Behavior Analysis Certificate of Advanced Study” focuses on the 4<sup>th</sup> Edition Task List as specified by the BACB.

**Course Prerequisites** This is the fourth course in the sequence. Prerequisite courses are: ABA 601, 602 and 603.

*ABA 605 – Behavior Analysis in Autism Spectrum Disorder (3 units)*

This course is based on applying behavior analysis across the Autism Spectrum and covers topics in treating Autism. This is the fifth course in a series of six courses designed to meet the academic requirements of the Behavior Analysis Certification Board (BACB). The courses are to be completed sequentially. The “Advanced Behavior Analysis Certification Program” focuses on the 4<sup>th</sup> Edition Task List as specified by the BACB.

**Course Prerequisites** This is the fifth course in the sequence. Prerequisite courses are: ABA 601, 602, 603 and 604.

*ABA 606 – Ethics and Professional Conduct for Behavior Analysis (3 units)*

This course introduces students to the ethical and professional guidelines and responsibilities for behavior analysts. Areas of application range from classroom instruction, experimental research and applying behavioral concepts and procedures to a variety of settings including educational institutions, business and industry, state agencies, clinical settings and in-home treatment models. This is the sixth course in a series of six courses designed to meet the academic requirements of the Behavior Analysis Certification Board (BACB). The courses are to be completed sequentially. The “Advanced Behavior Analysis Certification Program” focuses on the 4<sup>th</sup> Edition Task List as specified by the BACB.

**Course Prerequisites** This is the sixth course in the sequence. Prerequisite courses are: ABA 601, 602, 603, 604 and 605.

“C” forms and syllabi are attached for each proposed course.

**Program Faculty:**

**CSUSM Faculty:**

Jodi Robledo, Ph.D. Dr. Robledo is an Assistant Professor in Special Education in the School of Education in the College of Education, Health, and Human Services. Her research and background focus on Autism Spectrum Disorder, Inclusive Education, and Applied Behavior Analysis. Dr. Robledo is the lead proposer for this proposal and will develop and coordinate the Applied Behavior Analysis Certificate of Advanced Study.

**ACES Staff:**

CJ Conard, PhD., BCBA-D – Dr. Conard received his PhD in Applied Behavioral Sciences from the University of Kansas in 1985 and has been a fixture in the autism and behavior services ever since. Currently Dr. Conard is the General Operations Director at ACES. He will be co-developing the Applied Behavior Analysis Certificate of Advanced Study with Dr. Robledo at CSUSM. He will be the primary instructor for ABA 601.

Michael Zhe, M.A. in Education School Psychology, BCBA, has over five years experience in the field of Applied Behavior Analysis and develops and conducts company wide training on ABA insurance-based services. He is currently a Program Manager at ACES. He will be the primary instructor for ABA 602.

Leah Sloterbeek, M.S. in Clinical Psychology, BCBA, has over 9 years experience working as a Program Coordinator, Case Supervisor, and Adjunct Professor in Applied Behavior Analysis. She will be the primary instructor for ABA 603.

Nicholas Ascolese, M.S. in Applied Behavior Analysis, BCBA. Five years experience at a non public agency (NPA) working as a Supervisor focusing on development of ABA programming, parent training, supervision of program goals, reporting of progress, and updating reports for insurance, state mandated service agencies and school providers. He will be the primary instructor for ABA 604.

Brooke Tawanna, M.S. in Applied Behavior Analysis, BCBA. She has over 6 years experience working in Applied Behavior Analysis. Brooke is currently a Program Coordinator at ACES. She will be the primary instructor of ABA 605.

Sharon Kerr, Ph.D., BCBA, received her doctorate in Psychology and is currently the Executive Clinical Director at ACES. She has extensive experience working with clients and families, as well as assessment and training in Behavior Analysis. She will be the primary instructor for ABA 606.

**Instructional Resources:**

Each of the six courses will be fully online and will not require classroom space. Courses online require IT and Library support as students will be accessing course materials and readings and interacting through Moodle.

Currently our CSUSM has online access to full-text of the journals we required for this program:

- Journal of Applied Behavior Analysis
- Journal of Experimental Analysis of Behavior
- Psychological Bulletin
- The Behavior Analyst Today (Free Online)
- Behavior and Social Issues
- Analysis and Intervention in Developmental Disabilities