



Missouri Department of Higher Education

Building Missouri's future...by degrees

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Forest Institute of Professional Psychology

Program Title: Applied Behavior Analysis

Degree/Certificate: Master of Science

Options: None

Delivery Site(s): Springfield campus and St. Louis location

CIP Classification: 42.2814 (Please provide a CIP code)

Implementation Date: Fall 2011

Cooperative Partners: None

AUTHORIZATION:

Brian Nedwek, PhD/Vice

President of Academic Affairs

Name/Title of Institutional Officer

A handwritten signature in black ink that reads "Brian Nedwek".

Signature

09/29/11

Date

Megan Weaver, MS

Person to contact for More Information

(417) 823-3488

Telephone



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STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	7	10	15	15	15
Part Time	0	0	0	0	0
Total	7	10	15	15	15



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PROGRAM STRUCTURE

A. Total credits required for graduation: 48

B. Residency requirements, if any: None.

C. General education: Total credits: None

Courses (specific courses OR distribution area and credits):

Advanced Case Analysis in ABA	3 cr
Behavior Change and Support	3 cr
Clinical Risk Management	1 cr
Cognitive Assessment	3 cr
Ethical, Legal, and Professional Issues in ABA	1 cr
Experimental Evaluation of Interventions	2 cr
Foundations of ABA I	3 cr
Foundations of ABA II	3 cr
Human Diversity	3 cr
Lifespan Development	3 cr
Measurement and Interpretation of Data	3 cr
Practicum	9 cr
Psychopathology	3 cr
Thesis	2 cr
ABA Electives	6 cr

D. Major requirements: Total credits: 42

E. Free elective credits: 6 (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience: Thesis, Single subject design – 2 credits and 9 hours of practicum

G. Any unique features such as interdepartmental cooperation: _____



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PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Forest Institute of Professional Psychology
Program Name Applied Behavior Analysis
Date 9/29/11

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
In addition to regular institutional admissions standards, (e.g., GRE, 3 letters of professional recommendation), students must have completed undergraduate courses in research methods and human development.
- Characteristics of a specific population to be served, if applicable.
We will offer the MS-ABA as a stand-alone degree program at the Springfield campus and the St. Louis location. The delivery method for this program is such that working professionals may attend classes and continue employment. The courses will be delivered in eight-week sessions, and students will typically register for two courses during each eight-week session. The courses will be delivered evenings to provide an opportunity for those who work to also earn a graduate degree.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Must be Board Certified Behavior Analysts (BCBA)
- Estimated percentage of credit hours that will be assigned to full time faculty.
Please use the term "full time faculty" (and not FTE) in your descriptions here.
38% of credit hours will be assigned to full time faculty
- Expectations for professional activities, special student contact, teaching/learning innovation.
Faculty are expected to maintain BCBA certification

Enrollment Projections

- Student FTE majoring in program by the end of five years.
20
- Percent of full time and part time enrollment by the end of five years.
100% full time and 0% part time

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
7 graduates per annum at three years and 10 graduates per annum at five years
- Special skills specific to the program.
Students in the MSABA program will be expected to gain competency in the following areas: Behavior-Analytic Principles, Processes, and Concepts; Within-Subjects Research Methodology Measurement and Interpretation of Research Data; Behavioral Assessment; Behavioral Interventions; Behavior Change Procedures; Systems Support; and Ethical Principles in Applied Behavior Analysis.
- Proportion of students who will achieve licensing, certification, or registration.
We expect approximately 80% of students will achieve certification as Board Certified Behavior Analysts.
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
The examination used for certification only provides pass rates.
- Placement rates in related fields, in other fields, unemployed.
We expect 20% of graduates to gain employment in other fields or be unemployed.
- Transfer rates, continuous study.
We expect transfer rates to be negligible.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.
The course sequence within the MSABA maintains approval by the Behavior Analyst Certification Board, and the program intends to seek accreditation by Association of Behavior Analysis International in 2012.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys. We will survey alumni for the MSABA on the same schedule that we have used to survey alumni from other programs. Forest Institute has demonstrated a commitment to self-assessment and regular program review. Students regularly inform such assessment processes throughout their time in their program and continue to provide feedback through alumni surveys. The program systematically surveys alumni to gain information related to satisfaction, preparedness for clinical practice, and professional success indicators; additional qualitative feedback has been solicited periodically from alumni related to strategic initiatives and specific program-based initiatives.
- Expected satisfaction rates for employers, including timing and method of surveys. A measure of satisfaction for subsequent employers includes the ability of alumni to attain certification and/or licensure. We can utilize certification and/or licensure attainment programs as measures of student competence by employer.