



The University of Georgia

University Council
Athens, Georgia 30602

February 5, 2016

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Dear Colleagues:

The attached proposal for a new major in Applied Behavior Analysis (M.S.) will be an agenda item for the February 12, 2016, Full University Curriculum Committee meeting.

Sincerely,

William K. Vencill, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Rahul Shrivastav



The University of Georgia

College of Education
Department of Communication Sciences and Special Education

February 16, 2016

Curriculum Committee
University Council

Dear Committee Members:

The Department of Communication Sciences and Special Education (CSSE) is requesting the approval of a new major in Applied Behavior Analysis. This MS degree will (a) address a state/national wide need by providing students with the courses necessary for them to become board certified behavioral analysts and (b) increase the number of graduate students applying to our department. As specified within the Applied Behavior Analysis proposal, there is a shortage of individuals with the skills and certification necessary to work with children with autism and related developmental disabilities. This degree will help to address that need by providing students with the didactic and practicum courses to sit for and pass the Board Certified Behavioral Analysis exam.

In addition to addressing a state/national need, there is a demand by the populace for this degree. Drs. Ayres and Ardoin have been questioned by local school districts, teachers, and providers of service to children with autism if and when the proposed degree will be offered. Based upon such inquiries along with high number of applications to similar programs across the country, it is believed that this degree program will result in an increase in the number of graduate degrees conferred from CSSE. Considering the courses which make up this degree program are offered annually by CSSE and the Department of Educational Psychology, this degree program will not add to the cost of either department. Please contact me if you have questions or concerns regarding this proposal (cvail@uga.edu).

Sincerely,

Cynthia O. Vail, PhD
Professor and Department Head

FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM
(Traditional/Face-to-Face Delivery)

Institution: University of Georgia

Approval by President or Vice President for Academic Affairs:

Pamela Whitten, Senior Vice President for Academic Affairs and Provost

Date: March 25, 2015

School/Division: University of Georgia, College of Education

Department: Communication Sciences and Special Education

Departmental Contact: Cindy Vail

Name of Proposed Program/Inscription: Applied Behavior Analysis

Degree: Master of Science

Major: Applied Behavior Analysis

CIP Code:

Anticipated Implementation Date: August 2016

1. Description of the program's fit with the institutional mission, existing degrees and majors.

The Master of Science in Applied Behavioral Analysis (ABA) will fit the mission of the University of Georgia, as it provides students the knowledge and skills necessary to evaluate individuals' behavioral and skill needs, develop relevant interventions, and assess the effectiveness of those interventions. A mission of the University of Georgia is to "prepare the University community and the state for full participation in the global society of the twenty-first century." Furthermore, UGA strives to help its students develop an "understanding of and respect for cultural differences necessary for an enlightened and educated citizenry." Fortunately, in the twenty-first century individuals with special needs have gained a level of respect and appreciation that they were not afforded in the past. To a greater extent than previous generations, our society respects their differences, but unfortunately their needs are often misunderstood due to lack of personnel with the expertise to work with these individuals and their caregivers. The ABA program will help UGA meet its mission by increasing the number of personnel with (a) the knowledge and skills necessary to improve the lives of individuals with special needs and (b) the background to conduct research related to assessing and teaching behavioral and academic skills to individuals with disabilities.

The ABA program will combine the talents of individuals within two departments in the UGA College of Education (Department of Communication Sciences and Special Education; Department of Educational Psychology), thus complementing the Graduate Schools' Strategic Plan 2020 (Goal 2: Enhance the culture of innovation and interdisciplinarity in graduate education). Faculty in these two departments have worked together in development of a course sequence approved by the Behavioral Analysis Certification Board (BACB). Taking a course sequence approved by the BACB allows individuals who also gain their supervision hours to sit for the Board Certified Behavior Analyst (BCBA) examination. Being a credentialed BCBA allows service providers (clinical settings) to know that an individual has the knowledge to conduct behavioral assessments, develop functionally relevant interventions, and monitor intervention effects. Students across these two COE Departments have completed the course sequence and earned their BCBA while earning master's in special education or master's and doctoral degrees in special education and educational psychology with a concentration in school psychology. A master's in ABA would allow individuals who wish to focus their expertise in behavioral analysis to do so without having to complete courses that are necessary for a degree in special education, communication sciences, or educational psychology. Furthermore, it would allow individuals who already have a master's degree in special education or a related field to earn a second degree that would enable them to develop expertise in ABA and work outside of a school system.

Although in absence of an ABA master's-level program, some graduate students elect to enroll in the UGA Special Education Program, that program does not perfectly match their degree objectives. The ABA program will enable us to provide a program that mirrors the needs and interests of graduate students who do not wish to later become special education teachers. Not only will the degree better match some students' interests, but it will enable these students to earn their degrees in a shorter period of time, as they will not have to both conduct practicum coursework within schools for the special education major and take practicum requirements necessary for the students to sit for the BCBA exam. Furthermore,

the ABA program will attract students who might otherwise choose to pursue a degree out of the USG set of institutions. It is not expected that students who are currently enrolled in the special education program, and thus have at a minimum one year of course work towards their special education degree, will change their major to ABA. Choosing to do so would result in students losing credits that they earned through student teaching. Furthermore, the special education students who might consider changing their degree objective would be the students of the faculty who also make up the ABA program. We would advise against students making such a change in their program of study.

2. Program Description and Goals:

a. Institutional Priority: Describe how the proposed program is aligned with the institution's academic strategic plan. Indicate where this program falls in terms of the institution's top priorities for new degrees.

The proposed ABA program is aligned with multiple components of UGA's strategic directions/priorities. First, a strategic direction of UGA is to build graduate and professional programs. Currently, there are only 55 master's-level ABA programs across the United States, with the large majority of the programs being online programs. Furthermore, unlike the majority of programs, the UGA program will offer students supervised practicum experiences, enabling them to have all of the components necessary to sit for their BCBA exam. Personal communications with three of the five master's-level ABA programs identified through a search of the internet indicates that these programs receive in excess of 75 applicants to their programs per year. Thus, it is suspected that there will be a high demand for the program. As a strategic priority in building graduate and professional programs, UGA seeks to increase the number of interdisciplinary opportunities provided to students. The courses offered through the proposed master's ABA program are courses currently being offered by school psychology and special education faculty across two departments within the College of Education. Thus, all courses enrolled in by students within the ABA program will be interdisciplinary.

A second strategic direction that the proposed ABA programs would address is that of investing in research excellence at UGA. There are five core faculty members who would offer courses through the ABA program (Drs. Ardoin, Ayres, Davis, Ringdahl, Wunderlich). Drs. Ringdahl and Wunderlich are new to the UGA faculty as of fall 2015. Three of these faculty members have been successful in obtaining external funding both for training and research purposes. Currently Ardoin and Ayres are Co-PIs of a master's-level training grant and have an interdisciplinary doctoral-level training grant under review by the U.S. Department of Education. The proposed master's ABA program would provide further evidence for grant reviewers of the ability of the ABA faculty to collaborate. Furthermore, a primary mission of the UGA COE's Center for Autism and Behavioral Education Research (CABER) is to enhance the instructional environment of children with and without disabilities by training graduate students in evidence-based assessment and intervention skills. The proposed program of study for the Master of Science in ABA is a perfectly aligned for such training.

A third strategic direction addressed by the proposed ABA program is that the program would be "Serving the Citizens of the State of Georgia and Beyond." Recently the State of Georgia joined 33 other states in requiring that insurance companies assist families in

providing ABA/BCBA services to individuals with autism. Unfortunately, across the nation there is a shortage of individuals with the necessary credentials to provide these services to schools and families. Thus, the master's program would provide a service to the state and nation by developing graduate students in an area of high need. Under this strategic direction is also a strategic priority that UGA provide “educational and outreach programs that enhance the social, economic, and environmental well-being and health of individuals and communities.” As part of the ABA course sequence, students would complete practicum experiences supervised by faculty which would involve the students conducting assessments, developing interventions, and monitoring the effects of those interventions for individuals with disabilities. Drs. Ardoin and Ayres have working relationships with local school districts and service agencies in which these services would be provided. Furthermore, Dr. Ayres directs the UGA Applied Behavior Analysis Support Clinic, and Dr. Ardoin directs the UGA School Psychology Clinic; both clinics provide services to students in need of assessment and intervention services at a reduced/no-cost rate. The ABA program would allow for increased provision of assessment and intervention services through these clinics, thus allowing the clinics to improve the well-being and mental health of a greater number of individuals and communities in Georgia.

A second priority under the strategic direction to “Serve the Citizens of Georgia” is that the University “link UGA research and innovation to real-world problems by supporting and encouraging faculty involvement in public service and outreach activities including, but not limited to, the sharing of research.” As previously stated, the faculty which will make up this program have been successful in applying for both training and research grants. All of their grants, regardless of type, have involved the conducting of research in applied settings that have direct and beneficial outcomes for the research participants (reduction of problem behavior, improved academic outcomes) and their graduate students (increased knowledge regarding research methodology, assessment practices, intervention implementation). These projects also almost always result in the provision of information related to the research project to the caregivers (parents/teachers) of the participants. The proposed ABA programs would allow the related faculty to further extend their research into applied settings.

b. Brief description of the program and how it is to be delivered

Master's-level students will be required to complete 24 credit hours of didactic courses, 3 hours of thesis, and 9 hours of practicum course work. Didactic courses will be offered in the traditional format, with students attending classes on the UGA-Athens campus. The practicum experiences will be conducted either across community settings or within the UGA Applied Behavior Analysis Support Clinic. These practicum experiences will often involve graduate students in the ABA program working with parents, teachers, and other individuals who provide care to students with developmental disabilities. Through these supervised experiences, the program will essentially be providing professional development opportunities to these individuals.

c. Goals/objectives of the program

The goal of the ABA master's-level program is to increase the capacity of the citizenship of Georgia to meet the needs of individuals with developmental disabilities and their care

providers. In order to achieve this goal, objectives of the programs include providing students with didactic instruction and applied experiences so they are able to successfully accomplish the following: (a) assess the environmental causes of individuals' behavioral excesses and deficits, (b) develop interventions that are functionally related to clients' behavioral challenges, and (c) use single case design methodology to evaluate the effectiveness of the behavioral interventions.

d. Location of the program – main campus or other approved site

All didactic coursework will be conducted on the UGA-Athens campus. Practicum coursework will be conducted on the UGA Campus as well as within local community sites (e.g., local elementary schools who contract with the UGA Autism Clinic to provide consultation to teachers and administrators in the provision of evidence-based assessment and intervention services).

3. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student. Include Area VI requirements (if applicable).

All courses for the proposed master's program in ABA are pre-existing courses that are offered regularly by the respective departments. A listing of the courses is provided below. Although students might apply to the program already having a master's degree in a related field, it is expected that most students will enter the master's program only having an undergraduate degree either in education or psychology.

Master's in Applied Behavior Analysis

Credits	Course ID		Area
12 Credit Hours in ABA are Required			
3	SPED 7210	Behavioral Methods of Instruction (Instructor: Wunderlich)	Core
3	SPED 7230	Advanced Applied Behavior Analysis (Ayres)	Core
3	SPED 8230	Professional Ethics for Behavior Analysts (Ayres)	Core
3	EPSY 8120	Autism Spectrum Disorders and Other Developmental Disabilities (Harrison)	Core
6 Credit Hours in Intervention are Required			
3	EPSY 7320	Individual Psychoeducational Intervention (Ardoin)	Intervention
	or		
3	SPED 4050/6050	Managing Severe Aggressive Behavior in the Classroom and Community (Ringdahl)	Intervention
	EPSY 7330		
18 Credit Hours of Research/Practicum Experiences are Required			
3	ERSH 4300/6300	Applied Statistical Methods in Education	Research
3	SPED 8370	Single-Subject Research Methodology in Special Education * (Ayres)	Research
	EPSY 7300		
3	or	Master's Thesis	
	SPED 7300		
9	SPED 7440	Practicum in Special Education	Practicum

36 hours are required to graduate with a master's degree.

For the program, an equivalent course can be used to replace a required course with the consent of the degree committee. For example, if the student enters the program with a strong research foundation and took research methods courses as an undergraduate, a higher level course may be substituted.

Sample Program of Study for Master's in ABA

Fall Year 1

- 3 SPED 7210* Behavioral Methods of Instruction
- 3 SPED 7230* Advanced Applied Behavior Analysis
- 3 EPSY 7330* Individual Academic Interventions
- 3 ERSY 4300/6300* Applied Statistical Methods in Education
- 3 SPED 7440 Practicum in Special Education

Spring Year 1

- 3 EPSY 8120 Autism Spectrum Disorders and Other Developmental Disabilities
- 3 EPSY 7320 Individual Psychoeducational Intervention
- 3 SPED 8370* Single-Subject Research Methodology in Special Education
- 3 SPED 7440 Practicum in Special Education
- 3 SPED 7300 Master's Thesis

Summer Year 1

- 3 SPED 8230 Professional Ethics for Behavior Analysts (Ayres)
- 3 SPED 7440 Practicum in Special Education

- a. Clearly differentiate which courses are existing and those that are newly developed courses. Include course titles as well as acronyms and credit hour requirements associated with each course.**

All courses which make up the proposed program of study are currently being offered on an annual basis. Approving the proposed degree program would increase enrollment in these courses.

- b. Append course descriptions for all courses (existing and new courses).**

See Appendix A.

- c. When describing required and elective courses, list all course prerequisites.**

See Appendix A.

- d. Provide documentation that the program and all courses in the proposed curriculum have been approved by all relevant campus curriculum governance bodies.**

All courses have been offered on a regular basis for a minimum of three years. The courses have been approved by the university.

- e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.**

As part of the ABA master's program, students will take courses that will enable them to sit for certification as Board Certified Behavior Analysts. In 2010 a course sequence was submitted by Ayres and Ardoin to, and approved by, the Behavior Analysis Certification Board (BACB). Since that time BACB course requirements have slightly changed and the UGA course sequence was modified accordingly. The current course sequence is approved by BACB. Please see Appendix B for documentation of the certification.

- f. Indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline.**

Currently there are few ABA programs across the United States. Many of the programs that do exist are online programs which do not provide students with the experiences and supervision necessary to earn their BCBA or to apply their skills to school or clinical settings. The proposed program will provide students with a superior opportunity to learn while being supervised by leaders in the field of ABA. Furthermore, in addition to being able to take a course sequence approved by the BACB, students will gain the supervised experience hours required to sit for the BCBA exam. Most programs do not offer this supervision, which will make the UGA program highly attractive to potential students. We also believe that as opposed to an online program, the proposed program will better prepare students to enter into a doctoral program, as through the ABA master's program, students will gain research experiences. We hope to submit a doctoral program proposal after the master's program is established.

- g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned, supervised, and evaluated.**

Students will gain field-based experiences through providing assistance to senior-level students as they work with the clients and parents in the UGA Applied Behavior Analysis Support Clinic, directed by Dr. Kevin Ayres. Students will also gain field-based experience through assisting in the collection of data for research projects being conducted in local school settings as well as within the UGA Applied Behavior Analysis Support Clinic.

h. Indicate the adequacy of core offerings to support the new program.

All courses proposed for the master's program are currently being offered either annually or twice annually by respective departments and are used in other programs (Communication Sciences & Special Education and Educational Psychology).

i. Indicate the method of instructional delivery.

All courses will be offered in the traditional face-to-face format and/or in practicum format which will require supervision of students within practicum settings, group supervision meetings, and individualized supervision meetings.

4. Admissions Criteria: Please include required minimal scores on appropriate standardized tests and grade point average requirements.

Prospective students must have completed a baccalaureate degree from an accredited institution and met the minimum admissions requirements of the Graduate School for domestic and international applicants. Admission will be based on a portfolio of information, including the graduate application, official transcripts, a personal statement, letters of recommendation, and resume.

Students who meet all of the following requirements will be eligible to apply for the ABA Master's Degree Program:

Professional preparation: Earned, or will have earned, a bachelor's degree from an accredited institution before the date of enrollment at the University of Georgia.

GRE or Miller Analogies Test scores: Minimum GRE results of 146 verbal and 146 quantitative; alternatively, applicants may choose to take the Miller Analogies Test. We require a minimum score of 402 for the Miller Analogies Test.

GPA: Minimum cumulative undergraduate GPA of 3.0 for all courses taken.

TOEFL: Foreign applicants will also need to score a minimum of 20 points each on the Speaking and Writing sections of the TOEFL, with an overall minimum score of 80. Test scores must be within five years from the date of application.

5. Availability of Assistantships (if applicable).

N/A

6. Evaluation and Assessment:

a. Provide the student learning outcomes and other associated outcomes of the proposed program.

Students earning their master's in ABA will acquire the knowledge and skills necessary to conduct behavioral assessments, develop interventions for individuals with behavioral and intellectual disabilities targeted at teaching them daily living and academic skills,

decrease aberrant behavior, increase appropriate behavior, and monitor intervention effects. They will further gain the skills needed for training parents, staff, and teachers to conduct prescribed interventions.

b. Describe how the institution will monitor and ensure the quality of the degree program.

Monitoring and ensuring quality of the degree program will incorporate the following activities on an annual basis. Data will be collected regarding the following: (a) percentage of the master's-level students who successfully pass the BCBA exam within one year of exiting the program, (b) percentage of students following one year of graduation who are employed within settings that require their ABA skill/knowledge set, (c) number of students who pursue a Ph.D. in ABA or a related field, and (d) percentage of students who graduate within one semester of their expected graduation date.

7. Administration of the Program:

a. Indicate where the program will be housed within the academic units of the institution.

The program will be housed in the Department of Communication Sciences and Special Education.

b. Describe the administration of the program inclusive of coordination and responsibility.

The program will be co-coordinated by Ayres and Ardoin, who are co-directors of the Center for Autism and Behavioral Education Research. Ayres will maintain responsibility for managing certification by the BACB. Ardoin will be in charge of graduate admissions. Given that the courses being offered largely are drawn from the Special Education and School Psychology programs, Ardoin and Ayres will coordinate with the program directors of these programs to manage the course offerings. Each faculty advisor will provide advising to the advisees who are admitted into the program. Administrative responsibilities will be conducted through the Department of Communication Sciences and Special Education within the UGA College of Education.

8. Waiver to Degree-Credit Hours (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase of hours (NOTE: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours).

N/A

9. Accreditation (if applicable): Describe the program's alignment with disciplinary accreditation requirements and provide a time line for pursuing accreditation. Indicate the source of institutional funding that will be used, if needed, for the accreditation process.

A number of the courses that are part of the proposed program were approved by the BACB. See Appendix C.

10. External Reviews (This item only applies to doctoral level programs): Provide a list of five to eight reviewers, external to the System, from aspirational or comparable programs/institutions. This list should contain contact information for each reviewer and include an explanation of why the reviewer was suggested. The list should not include individuals for whom the department or institution has consulted during the process of program proposal development.

N/A

11. Enrollment Projections and Monitoring:

a. Provide projected enrollment for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)

MASTER'S in ABA	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	0	0	0	0
New to the institution	5	15	20	20
Total Majors	5	15	20	20
Course Sections Satisfying Program Requirements				
Previously existing	11	11	11	11
New	0	0	0	0
Total Program Course Sections	11	11	11	11
Credit Hours Generated by Those Courses				
Existing enrollments	0	0	0	0
New enrollments	180	540	720	720
Total Credit Hours	180	540	720	720

b. Explain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based.

Projections for Year 1 are based upon the fact that potential students are regularly contacting Ardoin and Ayres with interest in earning a Master of Science in ABA. Given the timeline, we do not expect to have sufficient time to advertise, and thus we project the number of student applicants in year 1 to be fewer than during the following years, as potential applicants will not be aware of the existence of the ABA program. Given the high demand for this degree, we suspect in year 2 we will have higher demand than 15 positions, but we will only accept 15 applicants in an effort to ensure that all involved are ready for the increased course loads. From year 3 forward, we will accept 20 students

into the program but expect to have more than 20 candidates who meet requirements for acceptance into the program.

The program will be offered through a cohort-based model. Furthermore, students' practicum experiences will increase in complexity with students at first performing observational tasks during practicum experiences and eventually engaging in more interactive behavior with clients.

Given that no new faculty and no new courses need to be offered as part of this program of study, enrollment is not necessary to sustain the program.

12. Provide the year when the program is expected to be reviewed in the institution's comprehensive program review process. 2023

13. Describe anticipated actions to be taken if enrollment does not meet projections.

Should we not meet enrollment projections, we will contact psychology and special education departments within the state and nearby states to ensure that their students and faculty are aware of the program and the potential for employment as a person with a BCBA and master's in ABA.

We will advertise the program at the conference of the Association of Applied Behavior Analysis International.

14. Faculty Qualifications and Capacity:

a. Provide an inventory of faculty directly involved with the program. On the list below indicate which persons are existing faculty and which are new hires. For each faculty member, provide the following information:

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Area of Specialization	Current EFT Workload
Scott Ardoin	Full	Ph.D.	M.S.	Psychology	School Psychology/ABA	.187 instruction in EPSY .375 research .187 service
Kevin Ayres	Full	Ph.D.	M.A.	Special Education	ABA, Special Education	.375 instruction in CSSE .375 research
Alicia Davis	Clinical Faculty	Ph.D.	M.Ed.	Special Education	ABA, Special Education	.563 instruction in CSSE

						.187 service in CSSE
Joel Ringdahl	Assistant	Ph.D.	M.S.	Psychology	ABA, Special Education	.375 instruction in CSSE .375 research
Kara Wunderlich	Assistant	Ph.D.	M.S.	Special Ed	ABA, Special Education	.375 instruction in CSSE .375 research
Ashley Harrison	Assistant	Ph.D.	M.A.	Psychology	Clinical/School Psychology	.375 instruction in EPSY .375 research

All faculty, with the exception of Ardoin and Harrison, currently have their BCBA. Ardoin will be sitting for the exam in November of 2015.

b. If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added and a timetable for adding new faculty.
Additional faculty are not required.

c. If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)

The coursework required for the program exists across programs in the UGA College of Education. The configuration of coursework for these degrees allows for a more streamlined and dedicated approach to pursuing the qualifications to work as a behavior analyst at the master's level. Therefore, no additional load will be required to accommodate new course offerings.

15. Budget – Complete the form below and provide a narrative to address the following:

a. For Expenditures:

i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

- All faculty resources needed for the program are pre-existing. The programs require five faculty members, all of whom are existing faculty within the college of education. These faculty will not be teaching any new courses.

- Need for administrative staff time is limited and is built into existing duties within the Department of Communication Sciences and Special Education. No new staff and no quantifiable redirection are needed.
- As the program grows, the addition of a graduate assistant will help to handle the resulting increase in supervision duties.
- All classes are face-to-face classes and thus will require classroom space for instructional purposes. These classes, however, are all currently being offered by their respective departments and thus no new class space will be required.
- The practicum experience requires a lab space that allows for the conducting of functional analyses. The UGA Applied Behavior Analysis Support Clinic, directed by Dr. Ayres, already has the space and equipment necessary.

ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).

Neither faculty nor staff hiring or reassignments are necessary.

b. For Revenue:

i. If using existing funds, provide a specific and detailed plan indicating the following:

1. Source of existing funds being reallocated

Existing faculty lines budgeted for instruction will be utilized to cover program instructional costs. As these courses were to be offered already, and only the class size is expanding, funds are being used more efficiently rather than being truly reallocated.

2. How the existing resources will be reallocated to specific costs for the new program

Instructional time for existing faculty lines will be used to cover the needed program instruction.

3. The impact the redirection will have on units that lose funding

No funding or instruction will be lost as a result of these programs.

ii. Explain how the new tuition amounts are calculated.

The total credit hours per academic year have been calculated based on the anticipated number of students enrolled in the programs. This number was then multiplied by the new graduate tuition rate of \$354 per credit hour for the 2015-2016 academic year.

iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

No additional fees are to be charged at this time.

- iv. **If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.**

N/A

- v. **If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.**

N/A

- c. **When Grand Total Revenue is not equal to Grand Total Costs:**

- i. **Explain how the institution will make up the shortfall.**

N/A. There is no shortfall because there is no new cost as a result of these programs.

- ii. **If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?**

If enrollments do not match projections, there will be no budget shortfall. The additional graduate assistant would not be needed if the enrollment is that low, and there would be no additional cost to the University.

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty (see 15.a.ii)	\$110,304	\$110,304	\$110,304	\$110,304
Part-time Faculty (see 15 a.ii)	\$4,000	\$4,000	\$4,000	\$4,000
Graduate Assistants (see 15 a.ii)				
Administrators (see 15 a.ii)				
Support Staff (see 15 a.ii)				
Fringe Benefits	\$36,634	\$36,634	\$36,634	\$36,634
Other Personnel Costs				
Total Existing Personnel Costs	\$150,938	\$150,938	\$150,938	\$150,938
Personnel – new positions (see 15 a.i)				
Faculty				
Part-time Faculty				
Graduate Assistants		\$19,234	\$19,234	\$19,234
Administrators				
Support Staff				
Fringe Benefits		\$718	\$718	\$718
Other Personnel Costs				
Total New Personnel Costs		\$19,952	\$19,952	\$19,952
Start-up Costs (one-time expenses) (see 15 a.i)				

Library/Learning Resources				
Equipment				
Other				
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs				
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses				
Travel				
Equipment				
Library/Learning Resources				
Other				
Total Recurring Costs				
GRAND TOTAL COSTS	\$150,938	\$170,890	\$170,890	\$170,890

II. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 15 b.i)	\$87,218	\$0	\$0	\$0
New student workload				
New tuition (see 15 b.ii)	\$63,720	\$191,160	\$254,880	\$254,880
Federal funds				
Other grants (see 15 b.iv)				
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.)				
Other (see 15 b.v)				
New state allocation requested for budget hearing				
GRAND TOTAL REVENUES	\$150,938	\$191,160	\$254,880	\$254,880
Nature of Funds				
Recurring/Permanent Funds				
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. and 15 c.ii.)	\$0	\$20,270	\$83,990	\$83,990

Please remember to include a detailed narrative explaining the projected expenditures and revenues following the instructions appearing at the beginning of the Budget section.

16. Facilities – Complete the table below.

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	2,971
b.	Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required.	N/A
ii.	Existing space will require modification.	N/A
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	N/A
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be.	N/A
v.	Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding.	N/A
vi.	Existing space will be used as is.	X Yes, existing facilities will satisfy program needs.
c.	If new space is anticipated, provide information in space below.	
i.	Estimated construction cost	N/A
ii.	Estimated total project budget cost	N/A
iii.	Proposed source of funding	N/A
iv.	Availability of funds	N/A
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year.)	N/A
vi.	How will the construction be funded for the new space/facility?	N/A
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the	N/A

BOR. Has the project been authorized by the BOR or appropriate approving authority?				
d. If existing space will be used, provide information in space below.				
Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.				
Athens Campus only. Two offices for the core faculty. Three classrooms in Aderhold Hall. Lab space in Applied Behavior Analysis Support Clinic.				
e. List the specific type(s) and number of spaces that will be utilized (e.g., classrooms, labs, offices).				
i.	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
	3	Classrooms	110	2,179
	1	Labs (dry)		392
		Labs (wet)		
		Meeting/Seminar Rooms		
	2	Offices		400
		Other (specify)		
Total Assignable Square Feet (ASF)				2,971
ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.			
	N/A			
Chief Business Officer or Chief Facilities Officer Name & Title		Phone No.	Email Address	
		Signature		
<p><i>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</i></p>				

Appendix A

COURSE DESCRIPTIONS Masters in Applied Behavior Analysis

Course	Pre-req	Description
EPSY 7000a		Research while enrolled for a masters degree under the direction of faculty members.
EPSY 7320		Individual and family treatment approaches to a number of child and adolescent psychopathologies common in schools, with emphasis primarily on cognitive-behavioral interventions.
EPSY 7330		Students will learn how to conduct assessments of individual student's academic strengths and weaknesses using direct assessments and problem solving procedures, evaluate the quality of instruction being provided to a student, develop interventions through data based decision making procedures, and assess students' academic growth.
EPSY 7650		Functional study of a topic or problem in applied cognition and development, gifted and creative education, research methods and measurement, or school psychology.
EPSY 8120		The diagnosis, treatment, and prevention of autism spectrum disorders (ASDs) and mental retardation. Course content will focus primarily on ASDs and highlight early identification, diagnosis, etiological theories (e.g., neurobiological), and treatment approaches, both traditional and controversial. Readings will involve classic reading and current empirical literature.
EPSY 7300		Thesis writing under the direction of the major professor
SPED 6050		This course covers methods of assessment and data collection appropriate for evaluation of severe aggressive behaviors including self-injury, aggression toward others and property destruction. Students learn how to setup individualized assessments and match treatment to assessment outcomes.
SPED 7210		Behavioral psychology learning principles and procedures in the design of instructional programs to teach basic life skills. Focus is on data-based instructional strategies that facilitate skill acquisition, fluency, maintenance, and generalization.
SPED 7230	SPED 3050 or similar	Behavioral analysis as applied to socially significant behavior. Emphases include skills curricula, social behavior across cultures, school- and community-based instruction, generalization of skills, and validation of intervention procedures.
SPED 7440		This practicum experience is designed for students to apply, under direct supervision, the techniques and methods they have learned about in their coursework. Students practice these skills in a variety of contexts (classrooms, clinics, and homes) while receiving coaching from faculty to improve their practice.

SPED 8320		This course will address the history of ethics in behavior analysis, qualifications and roles of persons who want to become a BCBA, selection of evidence-based practices (EBP) for clients, review of evaluation and design of behavior change programs using a function-based approach, and general responsibilities to the field. All topics covered during this course address specific areas directly related to ethical considerations for behavior analysts as outlined by the Behavior Analysis Certification Board (BACB).
SPED 8370		Research methods related to individuals with disabilities that employ single-subject research methodology. The design of a research proposal that uses single-subject research methodology.
SPED 7650		Functional study of a topic or problem within a school or home based setting associated with an individual's behavior or academic difficulties.
SPED 7300		Thesis writing under the direction of the major professor.
ERSH 6300	ERSH 4200/6200	Techniques for describing and summarizing data for educational research studies. Application of the standard normal distribution and the use and interpretation of standard scores, inferential statistics for one and two population means, and proportions and correlations.

Appendix B

Documentation of BACB Certification



BEHAVIOR ANALYST CERTIFICATION BOARD®
8051 Shaffer Parkway, Littleton, CO 80127 USA
Tel. 720-438-4321 | www.BACB.com

December 6, 2013

Kevin Ayres, PhD, BCBA-D
University of Georgia
Athens, GA, USA

Dear Dr. Ayres,

Congratulations, the Behavior Analyst Certification Board, Inc. (BACB) has approved the course sequence that you submitted from University of Georgia as meeting the 270-hour coursework requirement for taking the Board Certified Behavior Analyst (BCBA) examination that will go into effect in 2015. You may now inform your students that the course sequence meets the BACB's coursework eligibility requirements. Applicants who provide verification that they have completed this approved course sequence will not have to provide coursework documentation.

The BCBA course sequence approval number for University of Georgia is 4123. Your institution is listed on the www.BACB.com Approved University Training page. This course sequence approval will be valid from the present through December 31, 2016. For this period you may use the following language when referring to the coursework sequence approval: "The Behavior Analyst Certification Board, Inc.® has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify." We encourage schools with Approved Course Sequences to post their approved course content hours for each course, along with details of the program offered, on their web sites.

We will be pleased to include your sequence's approval information on the Approved Course Sequence page of www.BACB.com. If you would like to add a link to your website, please send the URL at your convenience.

Please note that you will need to abide by the approved course content or immediately notify the BACB that the course does not meet the agreed upon requirements. In addition, be sure to notify us if your course content or instructor list changes. You should send us a revised syllabus if you make changes to the content and revised faculty information if you add new faculty.

We believe that this approval process is an important step in creating an educational and career path for professional behavior analysts that will be beneficial to all. Thank you for your interest and commitment to this important process.

Regards,



James E. Carr, Ph.D., BCBA-D
Chief Executive Officer



The University of Georgia

College of Education
Department of Educational Psychology

February 16, 2016

Dean Suzanne Barbour
Graduate School
210 S. Jackson Street
The University of Georgia
Athens, GA 30602

Dear Dean Barbour,

I am writing on behalf of the faculty in the Department of Educational Psychology to express our support for the approval of a new major in Applied Behavior Analysis. This Master of Science degree proposal is being submitted by Dr. Kevin Ayres (Department of Communication Sciences and Special Education) and Dr. Scott Ardoin (Department of Educational Psychology). Both faculty members are experts in their field and co-direct our newest research center, the Center for Autism and Behavioral Education Research.

The proposal for this degree is timely as it meets a growing need for certification of professionals who can assist teachers and other professionals who support the behavior of children in our public schools. The degree, as designed, presents a program of study that focuses on the application of theory and research to support the unique needs of typically and atypically developing students in classrooms. Our faculty especially endorse the interdisciplinary nature of the proposed degree program and welcome the opportunity for our two departments to work more closely together.

I have reviewed the content of the proposal and am confident that Educational Psychology is capable of offering the courses listed on the proposed program of study. We already have a history of enrolling students from the Special Education graduate programs in these courses and I see no issues with capacity to absorb the numbers of students who would enroll in this degree program.

Our faculty believe that this degree program fulfills a unique place at a research institution. There is only one other program within the state that offers similar coursework. Our program differs from that program in the intensity of the tie of theory to practice. As indicated in the proposal, there is a well-documented need for this degree program and the array of courses indicated would provide a rigorous program of study that would create a cadre of graduate students with defined expertise in behavior analysis.

Thank you for your consideration of the proposed Master of Science degree. The faculty in Educational Psychology certainly endorse its creation, the potential this degree program could offer, and the additional opportunity for expanding the offerings available for graduate students at The University of Georgia.

On behalf of the faculty in Educational Psychology,

Stacey Neuharth-Pritchett, Ph.D.
Professor and Head