

P5-153



THE FACULTY SENATE

May 17, 2010

MEMORANDUM

TO: Dr. R. Bowen Loftin, President

FROM: R.S. Bednarz, Speaker *RS Bednarz*

SUBJECT: Approval of Graduate Council Item (FS.27.127)

At its regular meeting on May 10, 2010, the Faculty Senate approved the following curriculum item from the Graduate Council. The Faculty Senate submits it for your approval. Attached is a copy of the material sent to our Senators.

Special Consideration - March 4, 2010

College of Education and Human Development

Department of Educational Psychology

Request for a transcribed graduate certificate in Applied Behavior Analysis

Thank you for your time and consideration. Please inform me of your action on this matter.

Attachment

cc: Karan Watson
 Martyn Gunn
 Antonio Cepeda-Benito
 Sandra Williams
 Robert Webb
 David Reed
 Douglas Palmer

Approved:

R. Bowen Loftin, President

5/16/11

Date



UCC/GC APR 01 2010
 FS MAY 10 2010
 Pres. App. MAY 15 2011
 SIMS MAY 27 2011
 Catalog 2011-2012

RECEIVED
 APR 07 2010
 GRADUATE STUDIES

Requested by the Department or Unit of: Educational Psychology, Special Education Program

Program Type, Level, Designation, Title, Description, Hours

Program Type Certificate Program Degree Program
 Program Level Undergrad Certificate Grad Certificate Bachelor Master Doctoral
 Degree Designation (i.e., BS, BA, MA, MS, MAg, Med, PhD, EdD, etc.) _____

Title of proposed program: Applied Behavior Analysis

Proposed CIP Code (if known): _____

Brief program description (provide a catalog description for undergraduate and graduate certificates):

Catalog Description:

Covers content in applied behavior analysis and education that is recommended by professional organizations and guided by the National Competencies for Teachers of Children with ASD, Council for Exceptional for Exceptional Children (CEC) Standards for Professional Practice, and recommendations by the (CEC).

Minimum program semester credit hours (SCH) Certificates - 12 hours* Bachelors - 120 hours Masters - 30 hours

Proposed program hours: 15 _____ _____
 *12 hours minimum to appear on transcript

Off-Campus or Distance Delivery

% of Program a student can take off-campus or through Distance Education	Program Start Date	SACS Approval**	When Provost needs to inform SACS
<input type="checkbox"/> 25%	_____	Notification Only	_____
<input type="checkbox"/> 50%	_____	Approval Required	6 months before first day of program
<input type="checkbox"/> 80%	_____	Approval Required	6 months before first day of program
<input checked="" type="checkbox"/> 100%	<u>Fall 2010</u>	Approval Required	6 months before first day of program

**Notification letter arranged through the Assistant Provost and sent by TAMU President.

Program Delivery Mode

Location
 On-campus _____
 Broadcast / TTVN _____
 Specific off-campus location*** _____
 Distance Education / Internet In-State Out-of-State Start Date Fall 2010
 Out-of-Country Will this program be offered with another institution? Yes No
 If yes, contact Assistant Provost for additional reporting requirements.

***Is this an approved SACS location? Yes No If no, a program prospectus must be sent to SACS.

Approved locations as of September 2009: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, Dubai (EMBA)

Program Funding

Has program funding been finalized at the department or college level? Yes No
 If no, explain or attach budget: _____

Will new costs for the first five years of the program be under \$2 million? Yes No
 If new costs exceed \$2 million, coordinating board approval is required.

Submitted by (Contact Person):

New Program Request Form for
Certificate Programs, Bachelor's and Master's Degrees
Page 2

Kimberly J. Vannest

kvannest@tamu.edu

Name

Email

Assistant Professor

979 862-3881

Title

Phone

Certification Statement

By signing below, the Dean of the College certifies the proposed program complies with coordinating board standards. If the program is delivered through Distance Education, the Dean of the College certifies that they are following the *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically*.

Use additional signature lines if program is between three or more departments or colleges.

Signature, Department Head or Interdisciplinary
Program Chair

Date

Signature, Department Head or Interdisciplinary
Program Chair (if joint program)

Date

Typed or Printed Name

Typed or Printed Name

Chair, College Review Committee

Date

Chair, College Review Committee

Date

Dean of College

Date

Dean of College

Date

Chair, University Curriculum Committee or
Graduate Council David W. Reed

Date

Chair, University Curriculum Committee or
Graduate Council

Date

Additional Approvals Required: Faculty Senate and President.

New Program Request Form for Certificate Programs, Bachelor's and Master's Degrees

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Administrative Information

1. Institution: Texas A & M University

2. Program Name – Show how the program would appear on the Coordinating Board's program inventory (e.g., *Bachelor of Business Administration degree with a major in Accounting*):
Certificate in Applied Behavior Analysis

3. Proposed CIP Code: n/a

4. Brief Program Description – Describe the program and the educational objectives:

SEFB 618 (3 credits): Applied Behavior Management

Field-based course related to effective management of challenging behavior problems in the classroom using proactive classroom strategies, effective instruction and planned behavior interventions; discussion and applications of methods for observing, assessing and analyzing challenging behaviors. Prerequisites: Graduate classification and approval of department head.

EPSY 630 (3 credits): Single-Case Research

Provides skills to conduct research with N=1 designs in the area of special education, school counseling and school psychology; provides the procedures and applications to scenarios in classroom and clinic settings; students are required to collect and analyze data in three mini studies. Prerequisite: Approval of instructor and department head.

SPED 642 (3 credits): Program Development for Students with Behavior Problems

Field-based course relating to effective management of challenging and severe behavior problems in the classroom using proactive strategies; effective instruction and planned behavioral interventions; methods for observing, assessing and analyzing challenging and severe behaviors; includes a 20-hour field based component. Prerequisites: Graduate classification and approval of department head.

SPED 699 (3 credits): Advanced Behavior Analysis

This course provides a rigorous repertoire of knowledge *and* skill in behavior analysis. This course is a comprehensive and contemporary description of applied behavior analysis. The principles and paradigms of theoretical and experimental aspects of behavior analysis require this course and the accompanying lab or field experience in which to apply them. It is not sufficient to be able to merely espouse theory if one cannot apply it successfully and ethically in the environments in which it is needed.

SPED 609 (3 credits): Educating Individuals with Autism Spectrum Disorders

This course presents a study of the incidence, prevalence, and characteristics of individuals with autism spectrum disorders for teachers, counselors, and related fields; research and best practices in assessment, treatment, and education are explored; approaches emphasized include treatment of social, communication, academic, and behavior deficits with emphasis on behavior analysis.

Elective Courses: 0 semester credit hours

Total Hours: 15 semester credit hours

Number of Semester Credit Hours Required 15 semester credit hours

5. Administrative Unit – Identify where the program would fit within the organizational structure of the university (*e.g., The Department of Electrical Engineering within the College of Engineering*):
The Department of Educational Psychology within the College of Education and Human Development

6. Proposed Implementation Date – Report the first semester and year that students would enter the program:

Fall 2010

7. Contact Person – Provide contact information for the person who can answer specific questions

about the program:

Name: Kimberly J. Vannest or Jennifer Ganz

Title: Assistant Professor/ Associate Professor

E-mail: kvannest@tamu.edu

Phone: 979 845-1831

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

- A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market. (n/a this program was recently approved)
- B. Student Demand – Provide short- and long-term evidence of demand for the program. (n/a this program was recently approved)
- C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (Include majors only and consider attrition and graduation.)

YEAR	1	2	3	4	5
Headcount	20	20	40	40	60
FTSE	15	15	20	20	30

II. Quality

- A. Certificate and Degree Requirements – Use this table to show the certificate and degree requirements of the program. (Modify the table as needed; if necessary, replicate the table for more than one option.)

Category	Semester Credit Hours
General Education Core Curriculum (bachelor's degree only)	n/a
Required Courses	5
Prescribed Electives	0

Free Electives	0
Other (Specify, e.g., internships, clinical work)	(if not included above)
TOTAL	15

- B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program, and curriculum as it will appear in the undergraduate and graduate catalog. Note with an asterisk (*) courses that would be added if the program is approved. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options as shown in the undergraduate catalog.)

Prefix and Number	Required Courses	SCH
SEFB 618	Applied Behavior Management Field-based course related to effective management of challenging behavior problems in the classroom using proactive classroom strategies, effective instruction and planned behavior interventions; discussion and applications of methods for observing, assessing and analyzing challenging behaviors. Prerequisites: Graduate classification and approval of department head.	3
EPSY 630	Single-Case Research Provides skills to conduct research with N=1 designs in the area of special education, school counseling and school psychology; provides the procedures and applications to scenarios in classroom and clinic settings; students are required to collect and analyze data in three mini studies. Prerequisite: Approval of instructor and department head.	3
SPED 642	Program Development for Students with Behavior Problems Field-based course relating to effective management of challenging and severe behavior problems in the classroom using proactive strategies; effective instruction and planned behavioral interventions; methods for observing, assessing	3

	and analyzing challenging and severe behaviors; includes a 20-hour field based component. Prerequisites: Graduate classification and approval of department head.	
SPED 699	Advanced Behavior Analysis This course provides a rigorous repertoire of knowledge <i>and</i> skill in behavior analysis. This course is a comprehensive and contemporary description of applied behavior analysis. The principles and paradigms of theoretical and experimental aspects of behavior analysis require this course and the accompanying lab or field experience in which to apply them. It is not sufficient to be able to merely espouse theory if one cannot apply it successfully and ethically in the environments in which it is needed.	3
SPED 609	Educating Individuals with Autism Spectrum Disorders This course presents a study of the incidence, prevalence, and characteristics of individuals with autism spectrum disorders for teachers, counselors, and related fields; research and best practices in assessment, treatment, and education are explored; approaches emphasized include treatment of social, communication, academic, and behavior deficits with emphasis on behavior analysis.	3

Prefix and Number	Prescribed Elective Courses	SCH

	TOTAL SCH	
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III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$0	Reallocated Funds	\$0
Facilities and Equipment		Anticipated New Formula	


	\$0	Funding ³	\$0
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	\$0	Other ⁴	\$0
Total Costs	\$0	Total Funding	\$0

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.



MEMORANDUM

TO: College of Education and Human Development
Graduate Instruction Committee

FROM: Dr. Victor L. Willson, Professor and Head
Department of Educational Psychology 

DATE: January 8, 2010

SUBJECT: Request for transcribed graduate certificate program in applied behavior analysis.

Request: The graduate faculty members of the special education program in the Department of Educational Psychology request approval to offer a 15 semester credit hour graduate certificate in Applied Behavior Analysis.

Justification:

One in every 150 children in Texas may have an autism spectrum disorder (ASD). Without early intervention, the cost to care for a person with autism over his or her lifetime is about \$3.2 million. A TAMU transcribed certificate identifies individuals with specialized professional preparation at the graduate level in evidence based interventions to improve the quality of life for individuals with autism spectrum disorders and others with challenging behaviors. TAMU will provide state leadership in this area and help reduce the current market for the many entities that provide training in unproven or even dangerous interventions. Teachers who are unable to critically evaluate the research are susceptible to such practices because proponents often claim they will cure the individual with autism or result in "recovery" from autism.

This certificate relies on applied behavior analysis (ABA) practices and techniques rooted in ABA (e.g., Positive Behavioral Interventions and Supports) which have been repeatedly demonstrated to be effective with many students with ASD (Loiacono & Allen, 2008). The courses are specifically designed to cover content recommended by professional organizations and guided by the National Competencies for Teachers of Children with ASD; Council for Exceptional for Exceptional Children (CEC) Standards for Professional Practice; and recommendations by the (CEC), the Autism Society of America (ASA), and the Network of Autism Training and Technical Assistance Programs (NATTAP).

**Graduate Certificate Program in Applied Behavior Analysis
Offered by the Department of Educational Psychology**

Required Courses: 15 semester credit hours

SEFB 618 (3 credits): Applied Behavior Management

Field-based course related to effective management of challenging behavior problems in the classroom using proactive classroom strategies, effective instruction and planned behavior interventions; discussion and applications of methods for observing, assessing and analyzing challenging behaviors. Prerequisites: Graduate classification and approval of department head.

EPSY 630 (3 credits): Single-Case Research

Provides skills to conduct research with N=1 designs in the area of special education, school counseling and school psychology; provides the procedures and applications to scenarios in classroom and clinic settings; students are required to collect and analyze data in three mini studies. Prerequisite: Approval of instructor and department head.

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SPED 609 (3 credits): Educating Individuals with Autism Spectrum Disorders

This course presents a study of the incidence, prevalence, and characteristics of individuals with autism spectrum disorders for teachers, counselors, and related fields; research and best practices in assessment, treatment, and education are explored; approaches emphasized include treatment of social, communication, academic, and behavior deficits with emphasis on behavior analysis.

Elective Courses: 0 semester credit hours

Total Hours: 15 semester credit hours

OFFICE OF THE PROVOST



June 16, 2009

MEMORANDUM

TO: Dr. R. Bowen Loftin
Interim President

THROUGH: Dr. Jeffrey S. Vitter *JSV*
Provost and Executive Vice President for Academics

SUBJECT: Faculty Senate Items

I recommend approval of the following Faculty Senate Items.

Course approvals: (All have been reviewed and approved by appropriate committees.)

FS.27.07 W course approvals
 FS.27.04 New courses and course changes at TAMUG
 FS.27.03 New courses and course changes
 FS.27.02 New courses and course changes

Degree and certificate programs (All have been reviewed and approved by college and university curriculum committees [UCC for undergraduate programs, GC for graduate ones] and the Faculty Senate.)

FS.27.09 Changes to the requirements for a chemistry minor
 FS.27.08 Addition of a minor in agricultural systems management
 FS.27.06 Changes to the Texas A&M University at Galveston B.S. in Maritime Systems Engineering
 FS.27.05 Changes to the Texas A&M University at Galveston B.S. in Marine Transportation (reducing requirements from 139 to 132 hours)

A handwritten signature in cursive script, appearing to read 'Paul R. Meyer'.

Paul R. Meyer
 Assistant Provost for Academic Affairs
 and Assessment

Attachments

Robert Tower Office
 1248 TAMU
 College Station, TX 77843-1248

Phone: 979-847-1118 Fax: 979-847-1854
 Email: rbtower@tamu.edu



96-110

THE FACULTY SENATE

June 15, 2009

MEMORANDUM

TO: Dr. Elsa Murano, President

FROM: R.S. Bednarz, Speaker *RSBednarz*

SUBJECT: Approval of Graduate Council Items (FS.27.02)

At its regular meeting on June 8, 2009, the Faculty Senate approved the following curriculum items from the Graduate Council. The Faculty Senate submits them for your approval. Attached is a copy of the material sent to our Senators.

Graduate Council

New Courses - May 7, 2009

BAEN 667	Entropy Theory and its Application in Water and Environmental Engineering
BIOT 685	Directed Studies
CHEN 695	Graduate Mentoring Seminar
FSTC 610	Nutritional Pharmacometrics of Food Compounds
FSTC 640	Therapeutic Microbiology I
GEOL 633	River Restoration
MGMT 626	Teams in Organizations
NUTR 610	Nutritional Pharmacometrics of Food Compounds
NUTR 640	Therapeutic Microbiology I
SCSC 621	International Agricultural Research Centers - MX
SCSC 625	Biofuels and the Environment
SPED 699	Advanced Applied Behavior Analysis

Course Changes - May 7, 2009

BIOT 601	Biotechnology Principles and Techniques I
BIOT 602	Biotechnology Principles and Techniques II
MGMT 620	Strategic Human Resource Management

Dr. Elsa Murano, President
June 15, 2009
Page 2

Thank you for your time and consideration. Please inform me of your action on this matter.

Attachment

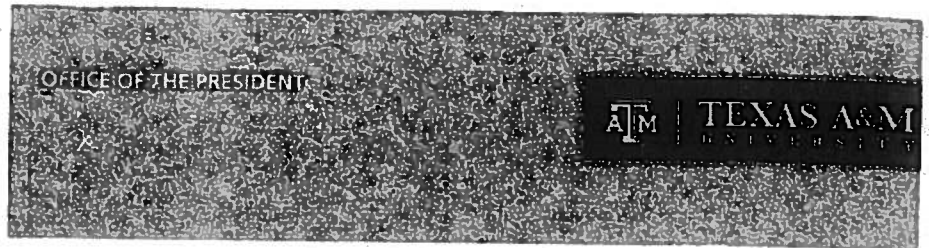
cc: Jeffrey S. Vitter
Paul Meyer
Antonio Cepeda-Benito
Sandra Williams
Robert Webb
David Reed
Kemble Bennett
Mark Hussey
Bjom Kjerfve
Jerry Strawser
Douglas Palmer

Approved:



 President

6/29/09
Date



Tel. 979.845.2217 Fax. 979.845.5027

Memo to: Dr. Robert Bednarz

Date

July 27, 2009

The attached Faculty Senate Item has been signed and is returned for appropriate handling.

R. Bowen Loftin

- cc: Ms. Linda Newman
- Dr. Antonio Cepeda-Benito
- Ms. Sandra Williams
- Dr. Bob Webb
- Dr. David Reed
- Dr. Charles Johnson
- Dr. Ken Bennett
- ✓ Dr. Doug Palmer
- Dr. Mark Hussey
- Dr. Jorge Vanegas

*Swift
W. Williams
K. Knudsen*

received
7/27/09


OFFICE OF THE PROVOST




July 22, 2009

M E M O R A N D U M

TO: Dr. R. Bowen Loftin
Interim President

THROUGH: Dr. Jeffrey S. Vitter 
Provost and Executive Vice President for Academics

THROUGH: Dr. Karan L. Watson 
Vice Provost

SUBJECT: Faculty Senate Items

I recommend approval of the following Faculty Senate Items.

Course approvals: (All have been reviewed and approved by appropriate committees.)

FS.27.11 New courses and course changes
FS.27.12 W course and C course approvals
FS.27.13 Course changes



Paul R. Meyer
Assistant Provost for Academic Affairs
and Assessment

Attachments



99-150

THE FACULTY SENATE

July 20, 2009

MEMORANDUM

TO: Dr. R. Bowen Loftin, President

FROM: R.S. Bednarz, Speaker *RS Bednarz*

SUBJECT: Approval of Graduate Council Items (FS.27.11)

At its regular meeting on July 13, 2009, the Faculty Senate approved the following curriculum items from the Graduate Council. The Faculty Senate submits them for your approval. Attached is a copy of the material sent to our Senators.

New Courses - June 4, 2009

COMM 671	Interdisciplinary Seminar in Prevention Science
CVEN 696	Urban Traffic Facilities
CVEN 699	Engineering Risk Analysis
HIST 646	Readings in Military History
—HLTH 671	Interdisciplinary Seminar in Prevention Science
POLS 660	Gateway Seminar in the Politics of Race and Ethnicity
RPTS 620	Interdisciplinary Seminar in Prevention Science
—SPED 609	Educating Individuals with Autism Spectrum Disorders
—SPSY 620	Interdisciplinary Seminar in Prevention Science
VIZA 626	Generative Art and Design

Course Changes - June 4, 2009

MATH 627	Theory of Numbers
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Thank you for your time and consideration. Please inform me of your action on this matter.

Dr. R. Bowen Loftin, President
July 20, 2009
Page 2

Attachment

cc: Jeffrey S. Vitter
Paul Meyer
Antonio Cepeda-Benito
Sandra Williams
Robert Webb
David Reed
Charles Johnson
Kamble Bennett
Douglas Palmer
Mark Hussey
Jorge Vanegas

Approved:


Dr. R. Bowen Loftin, President

7/27/09
Date

**COLLEGE OF EDUCATION
AND HUMAN DEVELOPMENT**

Office of the Dean



RECEIVED

JAN 28 2010

GRADUATE STUDIES

JAN 28 2010

DLA

JB

January 26, 2010

MEMORANDUM

TO: Dr. Robert Webb
Interim Dean Graduate Studies

FROM: James B. Kracht
Executive Associate Dean for Academic Affairs

SUBJECT: GC Agenda Item

[Handwritten signatures: Robert Webb and James B. Kracht]

The College of Education and Human Development would like GC to review the attached request for a transcribed graduate certificate in Applied Behavior Analysis at the next meeting.

804 Harrington Education Center
4222 TAMU
College Station, TX 77843-4222

Tel. 979.845.5311 Fax. 979.845.6129
www.cehd.tamu.edu