**Association for Behavior Analysis International**

**Accreditation Board**

**Self-Study Report**



**Version: September 2019**

Programs seeking initial accreditation or reaccreditation from the Association for Behavior Analysis International (ABAI) Accreditation Board are required to submit a Self-Study Report, which is an assessment of the complete degree program, led by program administrators and involving faculty, students and external stakeholders. The self-study process provides an opportunity for the administration and faculty to examine the program in light of the ABAI Accreditation Board’s standards and policies and to draft recommendations for its own action to improve the program and services for students. The Self-Study Report permits an opportunity, once in an accreditation cycle, for the program to report on these assessment efforts and the current status of the program’s accreditation compliance. The Site Visit Team that will conduct the evaluation of the program will use the Self-Study Report as its primary reference.

The accreditation review process places great emphasis on the outcomes or products of the program’s training efforts. The review also evaluates the program’s resources and processes. Consistent with this approach, the accreditation guidelines and principles identify and describe general domains that are considered important to the success of any training program in behavior analysis. For each domain, programs are expected to document their records of achievement.

It is assumed that, with reasonable guidance about the kind of information needed by the ABAI Accreditation Board, programs can decide how best to present their goals, objectives and the means by which these are achieved. Similarly, it is assumed that with adequate information from a program, the ABAI Accreditation Board can reach an informed, fair and reasonable decision about the program’s status with respect to (re) accreditation. All programs are evaluated according to the same standards with considerable flexibility as to specific course content and the manner in which research and practical training are handled.

These instructions for preparing a Self-Study Report have been developed to assist in this process. The program initiating the request for (re) accreditation is responsible for completing this form and submitting it to the Accreditation Administrator, along with any relevant supplemental material using the format specified herein. Program administrators should read each standard carefully, share requested data, and provide narrative descriptions supported by evidence that the program is meeting each standard. Once completed, the Self-Study Report should be submitted as a zipped/compressed file to:

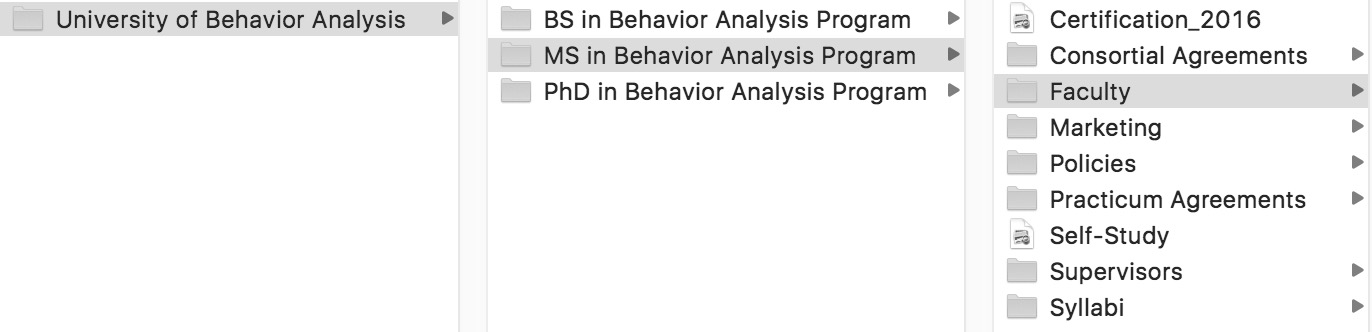
**ABAI Education Manager: Accreditation Administrator**

**Jenna Mrljak, Ph.D.**

[**ABAIaccreditation@abainternational.org**](mailto:ABAIaccreditation@abainternational.org)

**Self-Study Instructions**

The ABAI Accreditation Board requires that programs applying for accreditation and re-accreditation submit their Self-Study as zipped or compressed file using a specific folder structure (Figure 1).



*Figure 1.* Screenshot from fictional university showing folder structure required for every ABAI Accreditation Board Self-Study Report.

Whenever possible, files included in the Self-Study should be saved using the Portal Document Format (.pdf). Program Administrators should email the completed Self-Study as a zipped or compressed file to the ABAI Accreditation Board Accreditation Administrator. The Program Administrator will receive notification from the Accreditation Administrator within a week of receiving the Self-Study. Program Administrators should follow up with the Accreditation Administrator after one week if they do not receive confirmation that the Self-Study was received.

Form fields indicate where responses are necessary in the narrative. The gray text boxes can be deleted (i.e., your final text should not be highlighted in gray) and are only there to remind you to provide information in that spot. You may wish to prepare your response outside the form field and paste into the gray boxes or you may replace the gray boxes with your text. **Narrative responses should be concise and direct.**

Nothing in the self-study requires you to provide students’ names with the exception of publicly available publications and presentations. When submitting sample documents, please remove any name that could raise FERPA or Health Information Portability and Accountability Act (HIPAA) issues, questions, or concerns.

For new applications for accreditation, eligible programs must have graduated at least one student, therefore the recent data requested herein should come from the last few years the program was in operation. For programs reapplying for accreditation, the recent data requested herein should come from every year the program was accredited during its last accreditation period (e.g., the last five years).

**ABAI Accreditation Board**

Self-Study Report Certification

*The ABAI Accreditation Board Self-Study Report must be accompanied by a signed statement from appropriate institutional officials certifying their belief that the information contained herein and attached hereto is complete and correct. This signed certification page should be printed, signed, scanned, and saved separately in the Self-Study Report main program folder using the following naming convention: Certification\_Year (e.g., Certification\_2019.pdf)*

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| --- | --- |
| **CERTIFICATION:**  I certify that, to the best of my knowledge, the information herein and attached hereto is correct. | |
|  |  |
| Program Director:  Leslie Neely  Signature:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: March 1, 2024 | Department Chair:  Sharon Nichols  Signature: Text, letter  Description automatically generated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_March 3, 2024\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Dean of College/School\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signature:  Date: 03/04/2024  *\*If applicable* |  |

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| **Program Cover Sheet and Contact Information** | |
| Currently Accredited  (Date of Last ABAI Accreditation Board Visit:      )  New Application | Date Submitted: | |
| Program Name: Master’s of Science in Behavior Analysis | Department Name: Educational Psychology | |
| Institution Name: University of Texas at San Antonio | College/School Name: College of Education and Human Development | |
| Degree Offered: Master’s of Science | Location: San Antonio, Texas | |
| Name of Institution’s Regional Accrediting Body: Texas Higher Education Coordinating Board | Current Institution Regional Accreditation Status: Texas Higher Education Coordinating Board | |
| Total Number of Students in Program this Year: 49 |  | |
| Program Director: Leslie Neely  Full Title: Associate Professor  Full Mailing Address: 501 West Cesar E Chavez, SA, TX 78207  Phone Number: (210) 458-2732  Fax Number: (210) 458- 2019  Email Address: Leslie.neely@utsa.edu | Department Chair: Sharon Nichols  Full Title: Professor  Full Mailing Address: 501. West Cesar E Chavez, SA, TX, 78207  Phone Number: (210) 458- 2650  Fax Number: (210) 458-2019  Email Address: Sharon.Nicols@utsa.edu | |
| Dean of College/School: Mario Torres  Full Title: Professor  Full Mailing Address: One UTSA Circle, SA, TX 78249  Phone Number: (210) 458-4370  Fax Number: (210) 458-2019  Email Address: mario.torres2@utsa.edu | President: Taylor Eighmy  Full Title: President of UTSA  Full Mailing Address: Main Building, Ste 4.122 SA, TX 78249  Phone Number: (210) 458-4101  Fax Number: (210) 458-4655  Email Address: [president@utsa.edu](mailto:president@utsa.edu) | |
| Contact Name of Person Responsible for this Report: Leslie Neely  Contact Email of Person Responsible for this Report: [leslie.neely@utsa.edu](mailto:leslie.neely@utsa.edu) |  | |

**ABAI Accreditation Board Self-Study Standards Checklist**

*Please use this checklist to indicate completed sections of the self-study.*

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|  | **1. Mission** | | |
|  | *The program has a mission which is its specific purpose for existing.* | | |
|  | [1-100](#Standard_1_100) | The program articulates its mission, together with a set of objectives to accomplish it, in a mission statement. | |
|  | [1-101](#Standard_1_101) | The mission of the program is congruent with the mission and goals of ABAI and the institution where it resides, and appropriate to the science and practice of behavior analysis. | |
|  | [1-102](#Standard_1_102) | The mission statement of the program is readily available to the public. The mission statement must be readily understandable by prospective students, parents, the public, and other educational programs. | |
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|  | **2. Curriculum** | | |
|  | *The program implements a clear and coherent curriculum plan that provides the means whereby all students can demonstrate substantial understanding and competence in areas pertinent to the program’s mission, and recognize the value of life-long learning.* | | |
|  | [2-100](#Standard_2_100) | The curriculum promotes knowledge of contemporary issues in the field, critical thinking and problem-solving skills, and mastery of technologies necessary to conduct research. | |
|  | [2-101](#Standard_1_101) | The program’s education, training, and socialization experiences are characterized by mutual respect, courtesy, and professionalism. | |
|  | [2-102](#Standard_2_102) | The faculty regularly reviews student learning outcomes to evaluate student progress. | |
|  | [2-103](#Standard_2_103) | The faculty regularly review student learning outcomes to evaluate and improve the program. | |
|  | [2-104](#Standard_2_104) | Program duration is appropriate for the level of degree offered. | |
|  | [2-105](#Standard_2_105) | The program encourages the faculty’s innovation and creativity in the methods of instruction and modes of delivery. | |
|  | [2-106](#Standard_2_106) | Practicum environments, including arrangements for supervision, are sufficient in number and quality to support the achievement of student learning outcomes and program objectives. | |
|  | [2-107](#Standard_2_107) | Written agreements for practicum agencies are current, specify expectations for all parties, and ensure the protection of students. | |
|  | [2-108](#Standard_2_108) | Research environments are sufficient in number and quality to support the achievement of student learning outcomes and program objectives. | |
|  | [2-109](#Standard_2_109) | The program provides adequate training and supervision by behavior analysts with expertise in the subject and methods of the research. | |
|  | [2-110](#Standard_2_110) | The program evaluates and considers awarding proper academic credit for courses taken at institutions that are accredited by organizations recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or other international authorities that satisfy current program course requirements. | |
|  | [2-111](#Standard_2_111) | The program makes its policies on transfer of credit readily accessible to prospective and enrolled students. | |
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|  | **3. Outcomes Assessment** | | |
|  | *Essential to the accreditation review process are the outcomes of the program’s training efforts. Fair and reasonable outcomes assessment protects the interests of the program and the public. The program’s overall outcomes are assessed in the context of various outcome measures.* | | |
|  | [3-100](#Standard_3_100) | Time to completion for all students entering the program. | |
|  | [3-101](#Standard_3_101) | Graduation rates and attrition. | |
|  | [3-102](#Standard_3_102) | Success rate on Behavior Analyst Certification Board examination. | |
|  | [3-103](#Standard_3_103) | Success rate on state licensing examinations. | |
|  | [3-104](#Standard_3_104) | Admissions data: numbers of students who applied, were admitted, and enrolled. For admitted students, scores on standardized tests and undergraduate grade point average. | |
|  | [3-105](#Standard_3_105) | Job placement of graduates. | |
|  | [3-106](#Standard_3_106) | List of final projects (if required by the program), undergraduate or master’s theses (if required by the program) and dissertations (if required by the program), including the title, and the supervising faculty member. If the work is in a language other than English, provide an English version of the title and abstract. | |
|  | [3-107](#Standard_3_107) | List of publications (in APA format) with students as authors or co-authors. If the work is in a language other than English, provide an English translation. | |
|  | [3-108](#Standard_3_108) | List of conference presentations (in APA format) with students as authors or co-authors. If the work is in a language other than English, provide an English translation. | |
|  | [3-109](#Standard_3_109) | Public online posting of items 3-100 through 3-104 is achieved in a format provided by the ABAI Accreditation Board. | |
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|  | **4. Administration** | | |
|  | *The program is an integral part of its sponsoring institution and it is governed by its faculty as led by a qualified core member of the faculty.* | | |
|  | [4-100](#Standard_4_100) | The program is an integral part of the mission of the academic department, college, school, or institution in which it resides. | |
|  | [4-101](#Standard_4_101) | The program may consist of, or be located under, a single administrative entity (institution, agency, school, department, etc.) or may take the form of a consortium. A consortium is comprised of multiple independently administered entities which have, in writing, formally agreed to pool resources to conduct a training or education program. Written consortial agreements should articulate: | |
|  |  | [4-101-00](#Standard_4_101_00) | The nature and characteristics of the participating entities. |
|  |  | [4-101-01](#Standard_4_101_01) | The rationale for the consortial partnership. |
|  |  | [4-101-02](#Standard_4_101_02) | Each partner’s commitment to the training/education program, its philosophy, model, and goals. |
|  |  | [4-101-03](#Standard_4_101_03) | Each partner’s obligations regarding contributions and access to resources. |
|  |  | [4-101-04](#Standard_4_101_04) | Each partner’s adherence to central control and coordination of the training program. |
|  |  | [4-101-05](#Standard_4_101_05) | Each partner’s commitment to uniform administration and implementation of the program’s training principles, policies, and procedures addressing trainee/student admission, financial support, training resource access, potential performance expectations, and evaluations. |
|  | [4-102](#Standard_4_102) | The program has an organized administrative structure and decision-making process that incorporates the program faculty and input from its students. | |
|  | [4-103](#Standard_4_103) | The administrator is a doctoral-level behavior analyst and a full-time member of the core faculty, whose training and experience equip him or her to lead the program. The administrator has adequate time and resources to fulfill the role’s responsibilities. | |
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|  | **5. Resources** | | |
|  | *The program has fiscal, physical, and learning resources adequate to fulfill its mission.* | | |
|  | [5-100](#Standard_5_100) | Fiscal resources are sustainable, sufficient to ensure the achievement of the student learning outcomes and program outcomes, and commensurate with the resources of the governing organization. | |
|  | [5-101](#Standard_5_101) | Physical resources, including research, teaching, and practical training facilities, are sufficient to ensure the achievement of program outcomes and meet the needs of the faculty and students. | |
|  | [5-102](#Standard_5_102) | Stipends for student assistantships and fellowships, if available, are awarded on a fair and consistent basis. | |
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|  | **6. Faculty** | | |
|  | *Program faculty are sufficient in number and quality to fulfill the program’s mission.* | | |
|  | [6-100](#Standard_6_100) | The faculty consists of behavior analysts who document their expertise in the applied, experimental, or conceptual analysis of behavior. The core faculty consists of full-time doctoral-level behavior analysts. Other program faculty, full- or part-time, have master’s or doctoral degrees in behavior analysis or a related field. | |
|  | [6-101](#Standard_6_101) | Faculty obtain appropriate student evaluation of teaching for the purpose of course development and program improvement. | |
|  | [6-102](#Standard_6_102) | Faculty engage in ongoing professional development. | |
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|  | **7. Student Services** | | |
|  | *Students enrolled in the program have the academic credentials, experience, and skills necessary to successfully complete the program in a timely fashion. Policies and procedures facilitate completion of the program.* | | |
|  | [7-100](#Standard_7_100) | The program provides students with accurate information about admission, retention, financial obligations, disciplinary procedures, and program accreditation status prior to enrollment. If the program trains professional behavior analysts, the information provided to prospective students includes the alignment of the program’s offerings with applicable certification and licensing standards. | |
|  | [7-101](#Standard_7_101) | Programs offering master’s or doctoral degrees give students offered stipends an April 15 deadline to accept them, if the program institution is a signatory of the April 15 Resolution of the Council of Graduate Schools. | |
|  | [7-102](#Standard_7_102) | The program policies for students are publicly accessible and consistently applied. Justification for variances is documented. | |
|  | [7-103](#Standard_7_103) | The program offers academic advising services to students: students receive meaningful feedback about their progress in the program at regular intervals; the program assists students who are experiencing difficulty in progressing satisfactorily. In master’s or doctoral degree programs, the advisor is a member of the program’s core faculty. | |
|  | [7-104](#Standard_7_104) | The program encourages students to participate in professional development activities. | |
|  | [7-105](#Standard_7_105) | The program ensures that student complaints receive due process and maintains records of resolution. | |
|  | [7-106](#Standard_7_106) | The program abides by institutional policies with respect to diversity and nondiscrimination of ethnicity, gender, disability, and veteran status. | |
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|  | **8. Public Disclosure** | | |
|  | *The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant parties.* | | |
|  | [8-100](#Standard_8_100) | The program makes public its goals, objectives, and training model; its requirements for admission and graduation; curriculum; its faculty, students, facilities, and other resources; its administrative policies and procedures; the kinds of research and practicum experiences it provides; its education and training outcomes; and if the program trains professional behavior analysts, the alignment of the program offerings with the applicable certification and licensing standards. | |
|  | [8-101](#Standard_8_101) | This information should be presented in a manner that allows applicants to make informed decisions about the program. | |
|  | [8-102](#Standard_8_102) | As stated in the Mission Standard, the mission statement of the program, its purpose, and its supporting objectives are readily available to the public. The mission statement must be expressed in terms that can be readily understood by prospective students, parents, the public, and other educational programs. | |
|  | [8-103](#Standard_8_103) | The program discloses information about the achievement of learning outcomes and the success of graduates. | |
|  | [8-104](#Standard_8_104) | Accredited programs disclose their accreditation status in advertising and all relevant materials. Programs undergoing review for accreditation do not disclose their status as indicated in the Policy on Advertising of Accreditation Status. | |
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|  | **9. Degree Programs** | | |
|  | *Programs are accredited at the doctoral, master’s and bachelor’s level. Each program has objectives appropriate to its level as well as requirements for instruction in specific content areas. In each area the scope of training is expressed in terms of hours of contact with the instructor. Programs are allowed flexibility in terms of how they achieve the prescribed contact hours.* | | |
|  | [9-100](#Standard_9_100) | Faculty provide descriptive syllabi including learning objectives, methods of assessment, and assignment of grades for all the components in the curriculum. Distance education components meet the same standards as conventionally delivered components. | |
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|  | Master’s Degree Programs | | |
|  | [9-106](#Standard_9_106) | Standards. | |
|  |  | [9-106-00](#Standard_9_106_00) | The students demonstrate knowledge and understanding founded upon bachelor’s-level studies. |
|  |  | [9-106-01](#Standard_9_106_01) | Program extends and/or enhances knowledge typically associated with bachelor’s-level degree programs, and provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context. |
|  |  | [9-106-02](#Standard_9_106_02) | The students apply their knowledge and understanding and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. |
|  |  | [9-106-03](#Standard_9_106_03) | The students communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously. |
|  |  | [9-106-04](#Standard_9_106_04) | The students study in a manner that may be largely self-directed or autonomous. |
|  | [9-107](#Standard_9_107) | Content Areas. | |
|  | [9-108](#Standard_9_108) | Supervised Experiential Learning. | |
|  | [9-109](#Standard_9_109) | Thesis or Equivalent. | |
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# Mission

*The program has a mission which is its specific purpose for existing.*

### The program articulates its mission, together with a set of objectives to accomplish it, in a mission statement.

For 1-100: Provide a copy of the program’s mission statement and the program’s objectives to accomplish it.

**Program mission:**

The Master of Science (M.S.) degree in Behavior Analysis aims to prepare graduate students to become scientist-practitioners trained to provide quality, impactful services for all populations benefitting from behavior analysis. This degree aims to provide students with a foundation in behavior analysis and prepare students to sit for the Behavior Analyst Certification Exam to obtain national certification and state licensure as a Behavior Analyst. Students will obtain competency in the basic principles of learning with an emphasis on treating children, youth, and adults in community, clinic, hospital, and as consultants in educational settings. The degree program prepares graduates for eligibility to become Board Certified Behavior Analysts (BCBA®) through approved coursework and practicum opportunities. Typical clients include individuals diagnosed with developmental or other disabilities that can impact prosocial skill development (e.g., Autism, Emotional Disturbance, Conduct Disorder, Obsessive Compulsive Disorder, Phobias) as well as people without disabilities who need systematic support in the development of prosocial skills and behaviors. Certified behavior analysts at the master’s level work in a variety of settings as independent practitioners or contracted employees for an organization (e.g., public school, preschool, private school, clinic, hospital). The educational objectives of this degree are commensurate with professional competence and certification requirements as currently reflected by professional standards of the Behavior Analyst Certification Board.

**Program objectives:**

1. Graduate students within a median graduation time of 2 years
2. Graduate students who pass the BACB exam and become certified Board Certified Behavior Analysts (BCBAs)
3. Graduate students who obtain employment before graduation

### The mission of the program is congruent with the mission and goals of ABAI and the institution where it resides, and appropriate to the science and practice of behavior analysis.

For 1-101: Provide a copy of the institution’s mission and a narrative explaining how the program’s mission is congruent with the mission of the institution, the mission of the Association for Behavior Analysis International (ABAI), and the science and practice of behavior analysis. *Note: ABAI’s mission is to contribute to the well-being of society by developing, enhancing, and supporting the growth and vitality of the science of behavior analysis through research, education, and practice.*

The University of Texas at San Antonio is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. As an institution of access and excellence, UTSA embraces multicultural traditions, and serves as a center for intellectual and creative resources as well as a catalyst for socioeconomic development and the commercialization of intellectual property – for Texas, the nation and the world. The mission of the behavior analysis program aligns with UTSA’s goal of advancing knowledge through our coursework, research requirements, and extensive community projects/community engagement. As we are preparing effective, culturally-diverse, and culturally-responsive BCBAs, our program meaningfully advances community priorities within our coursework, experiences, and programming. This aligns with ABAI’s mission to contribute to the well-being of society through research, education, and practice. In addition, our graduates represent the diversity of our community which aligns with ABAI’s mission to diversify the field of behavior analysis and provide culturally-responsive services to families.

### The mission statement of the program is readily available to the public. The mission statement must be readily understandable by prospective students, parents, the public, and other educational programs.

For 1-102: The web address directing visitors to this information should be reported in 8-100 through 8-103.

Information provided on two websites that link to each other:

<https://www.abautsa.com/>

<https://future.utsa.edu/programs/master/behavior-analysis/>

# Curriculum

The program implements a clear and coherent curriculum plan that provides the means whereby all students can demonstrate substantial understanding and competence in areas pertinent to the program’s mission, and recognize the value of life-long learning.

1. **The curriculum promotes knowledge of contemporary issues in the field, critical thinking and problem-solving skills, and mastery of technologies necessary to conduct research.**

For 2-100: Describe specific aspects of the curriculum that promote knowledge of contemporary issues and indicate how they promote it.

The Master of Science in behavior analysis program promotes, discusses, and analyzes contemporary issues within the field of applied behavior analysis. Topics include, but are not limited to, (1) fad and non-evidence-based treatments, (2) culturally responsive practice, and (3) punishment-based interventions. For example:

* 1. Fad and non-evidence-based treatments.
     1. In our student’s first semester, within the Intro to Behavior Analysis and Research in Single Case Design courses, we discuss what makes an intervention evidence-based (Research in Single Case Design) and how to spot various fad treatments (Research in Single Case Design/Intro to ABA). For example, in Introduction to ABA, we discuss facilitated communication, watch videos, and review research that debunks this intervention. Students learn how to consult the literature to avoid adopting such interventions or participating in places of employment or teams in which non-evidence-based practices are used. Then, during fieldwork, practicum, and the ethics course, we discuss how to respond to caregivers and other stakeholders proposing the use of non-evidence-based practices.
  2. Culturally responsive practice
     1. Through coursework, mentorship, and supervision, scholars work their way through their identifying their own cultural identity- including the intersectionality of various cultural variables, how their identity contributes and influences their provision of services, and how we must plan for and consider cultural variables for all stakeholders we work with during service planning, monitoring, and the concluding service provision. Students' complete readings discussing cultural humility and applied behavior analysis, work to develop their own cultural identity map, engage in reflective practice and active discussion with faculty and peers, and incorporate these considerations into their case conceptualization processes in fieldwork (using case vignettes) and practicum (actual cases with clients that are supervised by program faculty) settings.
  3. Punishment-based interventions
     1. Throughout their time in the program students are exposed to literature, basic principles, and ethical guidelines related to punishment-based interventions. Starting from their first semester in the Introduction to Behavior Analysis course, students complete an assignment related to the Judge Rotenburg center in which they complete readings, watch videos, and write a paper on the use of contingent shock in the treatment of interfering and challenging behavior. This is discussed again in their interventions and supervision course as well as within their ethics course. Also, within the ethics course, students are also exposed to the topic of conversion therapy, the ties it has to behavior analysis, and how ethics and research play into the autonomy, respect, and dignity of the individuals we serve. Within their second year, students take a Basic Behavior Analysis course in which basic research is utilized to show how punishment-based interventions work at the foundational-level of learning and behavior. Students learn how aversive stimulation such as shock and other forms of punishment (i.e., restraint and seclusion) have side-effects such as the potential to be conditioned as reinforcers and may lead to other corollary behavior such as learned helplessness, emotional responding (i.e., fear and anger), aggression, and suppression of responding all together. Finally, throughout discussion of punishment-based interventions across coursework, the contingencies in effect for the interventionist are discussed (e.g., suppression of challenging behavior is negatively reinforcing for the implementer) and implications are directly linked to our ethical practices as behavior analysts.

For 2-100: Describe specific aspects of the curriculum that promote critical thinking and problem-solving skills and indicate how they promote them.

The M.S. in Behavior Analysis program scaffolds instruction over two years using a spiral curriculum approach. In the foundational classes we introduce topics, then in later semesters, students complete applied activities before eventually leading their own cases. For example, in the Introduction to ABA class, students learn about basic concepts regarding function of behavior. In their second semester, within Behavior Assessment, students complete an applied project in which they work with one of their current clients to implement a functional behavior assessment. Students are scaffolded through the project with periodic benchmarks aligned to the course content in addition to supervision from their faculty instructor and clinical supervisor. The students then lead their own severe behavior cases through their fieldwork experiences.

For 2-100: Describe specific aspects of the curriculum that promote mastery of research technologies and indicate how they promote it.

In their first semester, students are introduced to research technologies in the Research in Single Case Design class. Assignments that promote mastery of research technologies include data collection activities using various formats (e.g., live, videos), developing graphs for four single case research designs (ABAB, multiple baseline, changing criterion, alternating treatments design) using excel, and selecting appropriate research designs based off a variety of research questions.

Mastery in research technologies continues into their second semester, when students take their Communication Interventions course. Students complete a communication project in which they search and review the literature on communication interventions for individuals with communication deficits (e.g., autism). They then summarize the literature through an annotated bibliography and write a practitioner-oriented paper noting what the intervention is ideal for addressing and the expected outcomes. They are also required to complete a research project applying their knowledge from the classroom to a real-world case.

M.S. in Behavior Analysis Research Competency

All students in the Master of Science in Behavior Analysis program must complete a thesis/ thesis-equivalent research project in order to graduate from the program. This requirement includes proposing a project that meets the requirements of the ABAI accreditation board, the execution of the project, writing of a manuscript, and presentation of a final product at a professional conference that is approved by the student’s committee. Student’s must conceptualize the project, prepare a proposal manuscript, and orally defend the proposed research in a proposal meeting. Once the research project is complete, the student is responsible for preparing the final manuscript, professional presentation, and defending their results to their committee.

The committee must include two members; one as core faculty from the ABA program and one other member from the university. The primary committee member (i.e., chair) must be a doctoral level faculty member in the ABA program. Both members must approve the proposal before data collection may occur. The thesis proposal manuscript must include an introduction section (including the research question) with appropriate reference to supporting literature, a methods section, and brief results with hypothetical data for the expected outcomes. Additionally, appendices of all data sheets and other supporting materials will be required as part of the proposal manuscript. Prior to the proposal meeting, the thesis manuscript should be sent to all committee members. During the proposal meeting, a brief PowerPoint presentation should be utilized to present the proposed research project to the committee, taking no longer than 20 minutes in total to present.

Once the research proposal is approved by all committee members, the student must carry out the research procedures as approved by, and under the supervision of, their committee chair. Following completion of the research project, the student must revise their research manuscript to include the gathered data and replace hypothetical with actual results and a discussion section. Students must also present at a professional conference including either the UTSA COEHD Research Colloquium and/or Texas Association for Behavior Analysis conference. Finally, the student must present and orally defend their findings in a research defense meeting to their committee.

**Research Project Options**

**Focused concentration** students will complete a systematic literature review. A systematic review must critically appraise published research to answer a novel research question. The systematic review procedures must be clearly defined and reported using PRISMA guidelines (<http://www.prisma-statement.org/Protocols/>).

**Comprehensive concentration** students have three options: 1) lab study, 2) replication study, 3) novel study. These options are described below.

Lab study: A lab study is the development of a novel research idea that falls within the scope of a faculty member’s existing research agenda. The current faculty research agendas will be presented to you within the first year of the program. The student is responsible for designing the study, but they may use the faculty member’s existing IRB application for research approval for data collection. Students must consider which faculty member matches their interests, discuss their interests with that faculty member, and receive approval from the faculty member for mentorship within the spring of their second semester.

Replication study: A replication study involves a direct replication of a published research study in select behavior analytic journals (i.e., *Journal of Applied Behavior Analysis, Behavior Analysis in Practice, or Journal of Experimental Analysis of Behavior).* The methods should be followed exactly how they are described in the original paper and all data collected in a manner that shows experimental control. Students must propose an extension of the research in addition to the replication. If the study is subject to human research guidelines, the student must receive approval from a faculty member for mentorship, and must confirm the project conforms to a current IRB.

Novel study: This option is good for students that are interested in a doctoral program as it is time intensive and requires the most amount of autonomy. This option is for projects that are novel (i.e., designed by the student) that do not fall within any faculty member’s current area of research. A student completing this research option is responsible for developing the research proposal, becoming fluent with the literature on the topic, and working closely with a faculty member to develop and submit an IRB application for approval. Students must secure a faculty mentor by the end of the Fall semester of their first year to complete this option.

1. **The program’s education, training, and socialization experiences are characterized by mutual respect, courtesy, and professionalism.**

For 2-101: Describe the program practices, policies, or procedures that promote mutual respect, courtesy, and professionalism, and provide a general explanation of how they do so.

* 1. The M.S. in Behavior Analysis program provides new student orientation at the beginning of the Fall and Spring semesters. During this orientation, we discuss the program expectations, policies, and review the program handbook which requires a signature. Policies outlined in our student handbook that promote respect, courtesy, and professionalism include commitment to communicate by both students and faculty/staff when attendance to class, client sessions, and/or supervisor meetings cannot be kept; working collegially with faculty, supervisors, parents, and peers; and respecting the privacy, humanity, and autonomy of clients, to name a few. Throughout the first year in the program, we offer faculty mentorship to students who may benefit (e.g., first generation college student). During mentorship, we discuss in depth the policies and practices of the program as it relates to the individual barriers and needs of our students. For example, how to be successful in coursework (e.g., study habits) and professionalism at internship sites and during class with faculty and supervisors. We also have a Fitness to Practice program (described in the Handbook) that allows for formal support if required.

1. **The faculty regularly reviews student learning outcomes to evaluate student progress.**

For 2-102: Describe the program’s procedures for using student outcomes to evaluate student progress, including information about the frequency of the evaluations.

Knowledge competencies are embedded into the coursework and include formative and summative evaluations. For example, our EDP 6263: Behavior Assessment class requires a behavior assessment project. The project is separated into benchmark projects. Students submit the benchmarks, receive feedback from the professor, and iterate the benchmark until they receive 100%. They then submit all the benchmarks together at the end of the semester integrated into a behavior intervention plan.

For clinical competency, students complete the fieldwork binder in year one (comprehensive) or year two (focused). This binder has multiple assignments (like conducting a preference assessment) that are completed under the supervision of their fieldwork supervisor. For their research competency, the students complete either a systematic review (focused) or empirical research study (comprehensive). Research benchmarks are programmed throughout the lifespan of the project and overseen by their primary research advisor.

1. **The faculty regularly review student learning outcomes to evaluate and improve the program.**

For 2-103: Describe the program’s procedure for using student outcomes to evaluate the program’s success in meeting its objectives in all curricular components, including courses, practica, and research. Indicate how, and how frequently, the procedure is used to revise the various components.

Evaluation of students’ development of knowledge and professional competencies occurs continually throughout the program as a regular component of students’ coursework. Within this context, students are evaluated via formal exams and quizzes, projects, individual and group presentations, research papers, literature reviews, literature critiques, case studies, assessment reports, case notes, intervention plans, supervisor evaluations, class activities, class participation, and other methods as appropriate. In addition to academic skills, students are evaluated based on their ability to demonstrate professional and ethical behaviors. Formal review of students’ progress and fitness to practice will occur on an as-needed basis (see complete Fitness to Practice Policy in the student handbook).

Faculty engage in weekly program meetings and an annual program retreat to review student outcomes and develop strategic goals for the next academic year. Any students not adequately progressing through the program are met with individually in a Fitness to Practice meeting to set goals to remediate a lack of progress in the program outcomes.

1. **Program duration is appropriate for the level of degree offered.**

For 2-104: Indicate the planned duration of the program and provide the mean, median, and range of times to complete the program for recent graduates. A table may be used.

The master’s in behavior analysis program at UTSA is comprised of 36 semester credit hours and is planned to be completed in 1.75 years to 2 years, depending on whether they enter Fall or Spring, respectively. For our graduates from the last two cohorts (i.e., defined as recent graduates), the mean time to completion was 1.88 years (range, 1.75 to 3 years; median, 1.75 years).

|  |  |  |
| --- | --- | --- |
| Semester Admitted | Semester Graduated | Years to Complete |
| Spring 2020 (n= 3) | | |
| TX | Fall 2021 | 2 |
| KH | Fall 2021 | 2 |
| SL | Fall 2021 | 2 |
| Fall 2020 (n= 20) | | |
| YA | Spring 2022 | 1.75 |
| RW | Spring 2022 | 1.75 |
| JP | Spring 2022 | 1.75 |
| AV | Spring 2022 | 1.75 |
| MP | Spring 2022 | 1.75 |
| SC | Spring 2022 | 1.75 |
| EP | Spring 2022 | 1.75 |
| IL | Spring 2022 | 1.75 |
| MC | Spring 2022 | 1.75 |
| HA | Spring 2022 | 1.75 |
| HG | Spring 2022 | 1.75 |
| LO | Spring 2022 | 1.75 |
| AG | Spring 2022 | 1.75 |
| JM | Summer 2022 | 2 |
| RS | Summer 2022 | 2 |
| GF | Summer 2022 | 2 |
| SM | Summer 2022 | 2 |
| AN | Summer 2022 | 2 |
| AM | Summer 2022 | 2 |
| KS | Summer 2022 | 2 |
| VA | Spring 2023 | 3 |
| Spring 2021 (n= 2) | | |
| AN | Spring 2023 | 2 |
| MG | Spring 2023 | 2 |
| Fall 2021 (n= 13) | | |
| VD | Spring 2023 | 1.75 |
| LG | Spring 2023 | 1.75 |
| JD | Spring 2023 | 1.75 |
| TL | Spring 2023 | 1.75 |
| RCV | Spring 2023 | 1.75 |
| VV | Spring 2023 | 1.75 |
| ID | Spring 2023 | 1.75 |
| MM | Spring 2023 | 1.75 |
| CM | Spring 2023 | 1.75 |
| JC | Summer 2023 | 2 |
| FH | Summer 2023 | 2 |
| VG | Summer 2023 | 2 |

1. **The program encourages the faculty’s innovation and creativity in the methods of instruction and modes of delivery.**

For 2-105: Describe how the program supports faculty experimentation with new methods of instruction and modes of delivery. Include specific examples.

Every summer, the program holds a faculty retreat where we discuss methods and modality of instruction. We discuss issues from the previous year and discuss opportunities for how to iterate. For example, during the height of the COVID-19 pandemic (i.e., Spring 2020 and Fall 2020), our program had to transition our courses to online. This requirement caused our faculty to become creative with how courses were being taught. Many of our faculty utilized a flipped classroom style of instruction with pre-recorded lectures with guided notes and quizzes built in to the lecture. Many of our faculty use Kahoot! as a way to conduct formative assessments to guide their instruction during class. ABA faculty took advantage of these new teaching technologies and even conducted research related to innovative pedagogical approaches (e.g., MacNaul et al. (2021) Effect of Assignment Choice on Student Academic Performance in an Online Class). Additionally, UTSA’s Academic Innovation office helps our faculty learn new software and technology that can be utilized to facilitate instruction and modes of delivery.

We also evaluate the potential effects of the modalities. We just received our pass rate from 2021 (students who entered in 2020 and received a hybrid-online program due to the COVID 19 pandemic), and the pass rate was much lower in comparsion to previous years. These data support the findings of Dubuque and Kazemi (2022) showing online/hyrbid programs have lower first-time pass rates than face-to-face programs. Given we also designed our program to be face-to-face with our first-generation, majority-minority student population in mind, it was not suprising to us that the students did not do well in the hybrid/online program. As such, our cohort starting in Fall 2021 returned to a completely face-to-face program.

Dubuque, E. M., & Kazemi, E. (2021). An investigation of BCBA exam pass rates as a quality indicator of applied behavior analysis training programs. *Behavior Analysis in Practice.* Online first. https://doi.org/10.1007/s40617-021-00660-x

1. **Practicum environments, including arrangements for supervision, are sufficient in number and quality to support the achievement of student learning outcomes and program objectives.**

For 2-106: Describe recent practicum opportunities and the activities and learning objectives they support. Include a list of recently used sites, the number of student placements at each site, a summary of on-site and off-site supervisors for each site, and a summary of supervision procedures. A table may be used to organize site information.

UTSA partners with 9 external sites to facilitate student acquisition of clinical skills. See table below for details:

|  |  |  |  |
| --- | --- | --- | --- |
| **Practicum Sites** | **Supervisors** | **Activities** | **Number of students** |
| Autism Treatment Center | 2 | Full time clinic with on-site BCBA supervision. Clients may engage in severe behavior and age range up to older adolescents  Fieldwork Binder  Comprehensive- Competencies | 8 |
| SAABA | 2 | Full time clinic with on-site doctoral level BCBA supervision. Mainly preschool and elementary-aged children. Focus on skill building and some interfering behaviors.  Fieldwork Binder  Comprehensive- Competencies | 32 |
| Bloom | 6 | Home health care with elementary aged clients. Focus on skill building and some interfering behaviors  Fieldwork Binder | 3 |
| Blue Sprig at the MAC | 2 | Full time clinic with on-site BCBA supervision. Mainly preschool and elementary-aged children. Focus on skill building and some interfering behaviors  Onsite RBT training program | 3 |
| Cole Health | 2 | Full time clinic with on-site BCBA supervision. Mainly preschool and elementary-aged children. Focus on skill building and some interfering behaviors  Onsite RBT training program | 4 |
| Behavior Saviors | 1 | Home health care with elementary aged clients. Focus on skill building and some interfering behaviors  Onsite RBT training program | 1 |
| Empower Behavior Health | 2 per site | Full time clinic with on-site BCBA supervision. Mainly preschool and elementary-aged children. Focus on skill building and some interfering behaviors  Onsite RBT training program | 3 |
| Action Behavior Centers | 2 per site | Full time clinic with on-site BCBA supervision. Mainly preschool and elementary-aged children. Focus on skill building and some interfering behaviors  Onsite RBT training program | 2 |
| Promise Center for Autism | 2 per site | Full time clinic with on-site BCBA supervision. Mainly preschool and elementary-aged children. Focus on skill building and some interfering behaviors  Onsite RBT training program | 3 |

For 2-106: In the main program self-study folder, create a sub-folder labeled: *Supervisors*. In this folder save résumés or curriculum vitas for every recent supervisor affiliated with the program using the following naming convention: Lastname\_Firstname (e.g., Doe\_John.pdf).

**Written agreements for practicum agencies are current, specify expectations for all parties, and ensure the protection of students.**

For 2-107: In the main program self-study folder, create a sub-folder labeled: *Practicum Agreements*. In this folder save signed agreements with every recent practicum site affiliated with the program using the following naming convention: Name\_of\_agency (e.g., Association\_for\_behavior\_analysis\_international.pdf).

1. **Research environments are sufficient in number and quality to support the achievement of student learning outcomes and program objectives.**

The Master of Science in Behavior Analysis Program has a variety of faculty research labs and research environments to support student learning and research activities. Faculty labs include the Telehealth and Technology lab (Dr. Leslie Neely), Severe Behavior Lab (Dr. Hannah MacNaul), the Parent-Led Autism Treatment for At-Risk Young Infants and Toddlers (PLAAY) Lab (Dr. Neely), ABA in Schools and Technology-based Supports Lab (ACTS Lab; Dr. Marie Kirkpatrick), and SAABA Research Consortium (Dr. Neely, Ashley Labay). Our partner sites also support the student research projects.

1. **The program provides adequate training and supervision by behavior analysts with expertise in the subject and methods of the research.**

For 2-108 & 2-109: Describe recent research opportunities and the activities and learning objectives they support. Include a description of recent laboratory and field research sites and the equipment and other research support they provide, the number of student placements at each site, and a list of research supervisors and a summary of supervision procedures.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Research Opportunity | Activities and Learning Objectives | Equipment | Number of Students | Number of Supervisors | Summary of Supervision Procedures |
| Telehealth and Technology lab | Students engage in a telehealth case with a supervisor. Supervisors use behavior skills training (BST) based on the Neely et al., 2021 article. The objective is for students to achieve 100% fidelity on the implementation fidelity rubric. | We have a telehealth room at the back of the PLAAY lab that includes headsets and computers set up with Zoom®. We also have a lending library stored at our partner site, Autism Treatment Center (ATC). | 12 | Leslie Neely  Jordan Wimberly (ATC)  Sierra Stegemann (ATC) | We utilized BST with on-site supervision and weekly review of graphs. |
| Severe Behavior Lab | Students serve as a lead on a traditional functional analysis (FA) model. Students operationally define behavior, design conditions for a traditional FA, design data sheets for the FA, design schedule for sessions, review research and design a function-based intervention, implement a function-based intervention, graph function-based intervention data, and present data during research lab meetings. | We have two spaces we use for these assessments (PLAAY and ARC labs). Described below. | 12 | Leslie Neely  Hannah MacNaul  Ashley Labay | We utilized BST with on-site supervision and weekly review of graphs. |
| ABA in Classrooms and Technology-based Supports Lab | Build rapport with teacher/paraprofessional; Work with teacher/paraprofessional to determine area of need; Develop a scope of work based on need and have it approved by the site supervisor, practicum supervisor and student/teacher; Provide a permanent product as identified based on the scope approved by the site supervisor, practicum supervisor, and student/teacher Provide one permanent product that contributes to the overall school curriculum (for example, example data sheets for a classroom) Develop short video of you implementing specific strategy Coach and provide feedback to | ARC and PLAAY Labs described below | 6 | Marie Kirkpatrick | We utilized BST with on-site supervision and weekly review of graphs. |
| Parent-Led Autism Treatment for At-Risk Young (PLAAY) Infants and Toddlers | Implement evidence-based interventions to young children at risk of autism to promote communication skills and decrease challenging behavior. Complete assessment, select and implement intervention, collect data to 95% fidelity, graph data, and submit final treatment report. Focus on caregiver training. | PLAAY lab described below | 13 | Leslie Neely  Cha Patterson | We utilized BST with on-site supervision and weekly review of graphs. |

Lab spaces on-site at UTSA described below:

(a) Autism Research Center (ARC): The ARC is a 3,000 sq. ft. lab located at UTSA’s Downtown Campus designed as an age-inclusive intervention space. This lab has 4 main areas including a conference/work room, “teen scene” lounge, 3 individual instruction rooms, and a large-group instruction room. Materials and equipment include 6 researcher desks with computers and related equipment, a large breakapart conference table with chairs, lounge furniture, television with videogames, one-way mirrors for observation, a children’s climbing structure, several child and adolescent size instructional tables with chairs, imaginative play stations (e.g. building center, home center, store center, physical play center, reading center, cooperative play center), and a plethora of toys and activities for all ages.

(b) Parent-Led Autism Treatment for At-Risk Young Infants and Toddlers (PLAAY): The PLAAY lab is an innovative research and treatment lab designed for infants and toddlers at-risk for or diagnosed with autism. The PLAAY lab includes a reception space, 3 treatment rooms, a storage room, and 2 office spaces. The treatment rooms each have toddler size tables with chairs, and a book case, The office spaces encompass 8 work desks with chairs, computers, and related equipment. The storage room contains all the toys and activities used to individualize the treatment room, including gross motor toys (e.g., roller coaster, trampoline, slide, climbing blocks, spinning chairs, etc.), cause and effect toys (e.g., pop up animal game, ball tower, car ramps, musical instruments, etc), learning toys (e.g., letter blocks, shape sorters, color sorting games, etc.), and sensory toys (e.g., wiggle bands, pop-its, lava jars, spinners, stress balls, etc.). Finally, the lab includes data storage space and technologies including 10 iPad tablets, 10 iPods, 4 laptops, and headphones.

For 2-108 & 2-109: In the main program self-study folder, create a sub-folder labeled: *Supervisors*. In this folder save résumés or curriculum vitas for every recent supervisor affiliated with the program using the following naming convention: Lastname\_Firstname (e.g., Doe\_John.pdf).

1. **The program evaluates and considers awarding proper academic credit for courses taken at institutions that are accredited by organizations recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or other international authorities that satisfy current program course requirements.**

For 2-110: Provide a summary of procedures (used by either program administrators or other institutional officials) to transfer academic credit or to establish that a transfer student has met a program requirement. Include a description of institutional-level information for degree requirements and program-level information for course equivalencies.

**Transfer of Credit**

**Limitations**

**Quantity**

Students are expected to complete the majority of all coursework at UTSA. UTSA awards credit for college-level transfer coursework , earned with a grade of “B” or higher, from regionally-accredited colleges and universities. Admitted students may submit a petition for credits to the related Graduate Program Committee and academic College to receive credit earned from foreign institutions and non-regionally accredited colleges or universities. Based on course level, rigor, quality, comparability, and degree program relevance, credits may be awarded on an individual basis at the discretion of the Graduate Program Committee, academic College and the Graduate School.

UTSA reserves the right to refuse recognition of credit from a college or university if it is determined the course does not meet the department’s standards of level, rigor, quality, comparability, and degree program relevance. Applicability of such coursework toward the UTSA degree plan is at the discretion of the major academic department. Work counted toward a degree at another institution cannot be transferred.

Conditions for transfer of credit:

1. Students must complete the form “Transfer of Graduate Credit towards Master’s Degree.”
2. Student must be in a current master’s degree program.
3. Student must be in good academic standing.
4. The courses must have been completed with a grade of “B” (3.0) or better. Degrees awarded from a Professional School with selected grading systems such as pass/fail must have been completed with a grade of “Pass” or better.
5. Coursework cannot be used in another degree program.
6. An official transcript from the institution where the coursework was completed must be submitted.
7. All coursework must have been completed no more than six years before the degree was awarded.
8. Coursework is subject to approval of the appropriate Graduate Program Committee and academic College in which the program is administered.
9. Courses must be defined as graduate-level work at the institution where the credit was earned.
10. International transcripts must be evaluated by a UTSA approved foreign credential evaluation service agency.

**Time Limitation**

All requirements for a master’s degree must be completed within one six-year period. Work over six years old may be reinstated only with the permission of the Dean of the Graduate School, upon recommendation of the Graduate Program Committee.

**Evaluation of Courses**

The student’s Graduate Advisor of Record and the College evaluate transcripts and designate which graduate courses are acceptable under the above provisions for transfer toward a master’s degree at UTSA. Whether or not a course is transferable as graduate coursework is determined by the course number assigned by the institution awarding the credit. To be transferable to UTSA, courses must be defined as graduate courses at the institution where credit was earned. Courses that are defined as undergraduate upper-division by their course numbers, but that can be applied to a graduate degree at the institution awarding the credit, are not accepted for transfer toward a master’s degree at UTSA. All work submitted for transfer credit must have been completed with grades of “A” or “B” (3.0) and must have been completed no more than six years before the degree was awarded. Competency based coursework or credit only courses will not be accepted.

**Transfers within The University of Texas System**

It is the policy of The University of Texas System that all academic institutions within the System may accept graduate credit from each other, and the regular requirements for residency are adjusted accordingly. The applicability of specific courses from other University of Texas institutions to a student’s graduate degree program at UTSA, however, must be approved by the appropriate Graduate Program Committee.

**Course Types and Acceptability**

**Not Accepted**

* + **Audited Courses**

No UTSA credit is granted for courses that are audited; no official record is made of enrollment in classes on an audit basis.

* + **Correspondence and Extension Courses**

Courses completed by correspondence or extension may not be applied to a graduate degree program.

* + **Courses Counted for Another Degree**

No courses counted toward another degree may be applied to a graduate degree, either directly or by substitution. The only exception is that candidates holding a Master of Arts degree in Art from another institution seeking admission to the Master of Fine Arts degree program may have up to 24 semester credit hours applied toward the M.F.A. degree exclusive of the thesis and/or degree project, upon recommendation of the department Graduate Program Committee and approval of the Dean of the Graduate School.

* + **Credit by Examination**

Credit by examination at UTSA is intended to enable undergraduate students to receive credit for courses leading to a bachelor’s degree in which they may already have achieved the objectives. Credit cannot be earned by CEEB examination or by UT Challenge Examination for any courses used to meet minimum requirements for a graduate degree or graduate teacher certification program.

1. **The program makes its policies on transfer of credit readily accessible to prospective and enrolled students.**

For 2-111: The web address directing visitors to this information should be reported in 8-100 through 8-103.

<https://catalog.utsa.edu/graduate/mastersdegreeregulations/transferofcredit/>

# Outcomes Assessment

*Essential to the accreditation review process are the outcomes of the program’s training efforts*. *Fair and reasonable outcomes assessment protects the interests of the program and the public. The program’s overall outcomes are assessed in the context of various outcome measures.*

1. **Time to completion for all students entering the program.**
2. **Graduation rates and attrition.**
3. **Success rate on Behavior Analyst Certification Board examination.**
4. **Success rate on state licensing examinations.**
5. **Admissions data: numbers of students who applied, were admitted, and enrolled. For admitted students, scores on standardized tests and undergraduate grade point average.**

For 3-100 through 3-104: Fill in the table below with the program’s most recent data.

|  |
| --- |
|  |
|  | Years | | | | |
| 2023 | 2022 | 2021 | 2020 | 2019 |
| Number of students whose degrees were conferred by the program.  *When reporting data for this question only include degrees conferred by the accredited program. For example, students earning Master's degrees while enrolled in an accredited doctoral program would not be counted.* | 13 | 22 | 11 | 8 | 8 |
| Median years until graduation for students whose degrees were conferred by the program. | 1.75 | 1.75 | 1.75 | 1.75 | 1.75 |
| Number of students enrolled in the program on January 1st of the reporting year. | 49 | 39 | 401 | 22 | 18 |
| Number of students no longer enrolled for any reason other than conferral of degree. | 4 | 0 | 4 | 1 | 1 |
| Number of completed applications received.  *Only report data for applications that included all materials required by the program. Data for partially completed applications should not be included.* | 57 | 43 | 26 | 24 | 18 |
| Number of students admitted during the reporting year. | 20 | 31 | 18 | 23 | 16 |
| Number of Core Program Faculty Members.  *“Core Program Faculty” are faculty members who devote at least 50% of their professional time to program-related activities. This does not include broader department administration or teaching in programs outside the accredited program.* | 5 | 4 | 3 | 3 | 3 |
| Number of Associated Program Faculty Members.  *“Associated Program Faculty” are faculty who do not meet the criteria for core faculty but make a substantial contribution to the program (e.g., Faculty within the department that teach program courses.* | 1 | 1 | 1 | 1 | 1 |
| Number of Other Contributors.  *“Other Contributors” are individuals who have a role in the program, but to a much more limited extent than core or associated faculty and have minimal contact with students (e.g., adjunct faculty, supervisors, seminar presenters, etc.* | 2 | 2 | 2 | 2 | 2 |
| Number of first-time candidates sitting for their Board Certified Behavior Analyst (BCBA) examination.  *Only report data if the program is (re)applying for ABAI Accreditation Board Masters-level accreditation.* | TBD | 11 | 8 | 8 | 8 |
| Percentage of first time candidates passing the BCBA certification examination.  *Only report data if the program is (re)applying for ABAI Accreditation Board Masters-level accreditation.* | TBD | 50% (51257; n= 12)  64% (51344; n= 11) | 62.5%2 (51257; n= 8)  56.25% (51344; n= 16) | 100% | 89% |
| Number of graduates obtaining a master-level state license as a behavior analyst.  *Only report data if the program is (re)applying for ABAI Accreditation Board Masters-level accreditation.* | TBD | 10 | 7 | 8 | 7 |
| Median undergraduate grade point average (GPA) for applicants admitted (report on a 4-point scale).  *Only report data if the program is (re)applying for ABAI Accreditation Board masters or doctoral level accreditation.* | 3.62 | 3.51 | 3.42 | 3.40 | 3.60 |
| Median score on GRE  (if applicable, enter name of standardized test required for admission).  *Only report data if the program is (re)applying for ABAI Accreditation Board masters or doctoral level accreditation. Add a new table row for any additional scores used in the consideration for admission into the program.* | N/A | N/A | N/A3 | 139.5 (V), 135.5(Q), 2.25 (W) | 150.25 (V), 144 (Q), 3.5 (W) |

1In Spring 2020, the UTSA Special Education program closed its Applied Behavior Analysis Program. It was determined by the COEHD Dean that all current students and recently accepted students should be transferred to the Educational Psychology program. The dean decided that these students were not required to meet the admissions criteria of the Educational Psychology program given UTSA had already committed to admissions via the Special Education Program.

2This cohort entered the program in Fall 2019. They received a partially online/hybrid program with modified research competency due to the COVID 19 pandemic. Emerging research is identifying the COVID 19 pandemic disproportionally affected students of color in areas of finance/economic stability, living situation, academics, mental health, and educational/career progress (Molock et al., 2021). Given that our student population is highly diverse, these stressors were a strong variable during this year. In addition, we believe these data clearly support that our students are best served by a face-to-face program with the full research competency. Starting Fall 2022, we have transitioned back to our original programing. We expect one more year (2022) of potentially lower pass rates given these students also received a partial hybrid program and modified research competency. This second COVID cohort also was combined with the students who were transferred to the Educational Psychology program from the UTSA Special Education program.

3We dropped the GRE as an admissions requirement in 2020 due to the COVID pandemic. Starting Fall 2022, we will closely evaluate the impact of the removal of the GRE. We are considering potentially revising our admission criteria to raise the minimum GPA with an option for those with lower GPAs to supplement their application with the GRE. However, we want to evaluate the removal of the GRE separate from the other potentially confound variables (i.e., COVID 19 pandemic stressors, the move to online/hybrid instruction, and the modification of the research competency).

Molock, S. D. & Parchem, B. (2021). The impact of COVID-19 on college students from communities of color. *Journal of American College Health.* Online publication first. <https://doi.org/10.1080/07448481.2020.1865380>

1. **Job placement of graduates.**

For 3-105: Provide a list of paid job placements for recent graduates. List placements by date of employment beginning with the most recent. Graduates’ names are not required.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Date (Month/Year) | Organization | Title |
|  | 09/2023 | Texas Behavioral Supports | BCBA |
|  | 09/2023 | Bluesprig Pediatrics | BCBA |
|  | 09/2023 | UTSA | BCBA |
|  | 09/2023 | Bluesprig Pediatrics | BCBA |
|  | 09/2023 | Pine Cone Therapies | BCBA |
|  | 09/2023 | Inbloom | BCBA |
|  | 09/2023 | Behavior Frontiers | BCBA |
|  | 09/2023 | La Cuna | BCBA |
|  | 09/2023 | Step Up ABA | BCBA |
|  | 09/2023 | AWARE, Inc. | BCBA |
|  | 09/2022 | Empower Behavioral Health | BCBA |
|  | 07/2022 | Bloom Behavioral and Educational Solutions | BCBA |
|  | 07/2022 | Action Behavior Center | BCBA |
|  | 07/2022 | San Antonio Independent School District | BCBA |
|  | 07/2022 | Action Behavior Center | BCBA |
|  | 06/2022 | UTSA | Special Research Associate |
|  | 06/2022 | Action Behavior Center | Behavior Analyst in Training (pending certification exam) |
|  | 06/2022 | Brighton Center - Hannah Griffin (8/24) | Behavior Specialist/BCBA |
|  | 05/2022 | Bloom Behavioral and Educational Solutions | BCBA |
|  | 05/2022 | Blue Sprig | BCBA |
|  | 05/2022 | ABACFE | BCBA |
|  | 05/2022 | Autism Treatment Center | RBT (pending certification exam) |
|  | 05/2022 | Bloom Behavioral and Educational Solutions | BCBA |
|  | 05/2022 | Medina Valley ISD | Autism Unit Teacher, SafetyCare Trainer, Special Ed. Grade Level Chair- |
|  | 05/2022 | Pat Neff Middle School | Special Education Teacher |
|  | 05/2022 | Eagle Pass ISD | Special Education Coordinator |
|  | 05/2022 | Action Behavior Centers | Behavior Analyst in Training (pending certification exam) |
|  | 05/2022 | Comal ISD | Special Education Teacher |
|  | 05/2022 | Applying for Doctoral Program | TBD |

*(add more table rows as necessary)*

1. **List of final projects (if required by the program), undergraduate thesis, master’s thesis equivalents, master’s theses (if required by the program) and dissertations (if required by the program), including the title, and the supervising faculty member. If the work is in a language other than English, provide an English version of the title and abstract.**

For 3-106: Fill in the table below starting with the most recently completed final project.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Project Category[[1]](#footnote-2) | Project Title | Supervising Faculty | Completion Date  (month/year) |
|  | Master’s Thesis Equivalent | Implementing functional communication training and thinning schedules of reinforcement in home environments of individuals with developmental disabilities | Leslie Neely | 02/2024 |
|  | Master’s Thesis Equivalent | Teaching the Functional Communication Response in the Context of Functional Communication Training: A Review of the Literature | Hannah MacNaul | 02/2024 |
|  | Master’s Thesis Equivalent | Comparing a Function-based and Non-function-based Intervention for Echolalia | Hannah MacNaul | 02/2024 |
|  | Master’s Thesis Equivalent | Video Modeling Social Media Safety Skills for Adolescents Under the Condition of Persuasion | Hannah MacNaul | 02/2024 |
|  | Master’s Thesis Equivalent | Using Video Modeling to Teach Social Media Safety Skills | Hannah MacNaul | 02/2024 |
|  | Master’s Thesis Equivalent | Teaching initial self-advocacy skills to autistic youth | Marie Kirkpatrick | 02/2024 |
|  | Master’s Thesis Equivalent | Effects of Discriminative Stimuli on Latency and Frequency of Problem Behavior during a Functional Analysis for Children with ASD from Dual-Language Background | Leslie Neely | 01/2024 |
|  | Master’s Thesis Equivalent | Augmented reality to train first responders to de-escalate autistic individuals. | Leslie Neely | 01/2024 |
|  | Master’s Thesis Equivalent | Using Behavior Skills Training to Train First Year ABA Graduate Students to Respond to De-Escalation Situations with Autistic Individuals | Leslie Neely | 01/2024 |
|  | Master’s Thesis Equivalent | Teaching Water Safety Skills to Children with Autism Using Applied Behavior Analysis | Leslie Neely | 12/2023 |
|  | Master’s Thesis Equivalent | The Effect of Functional Communication Training on Challenging Behavior Maintained by Access to Tangibles in Toddlers with Autism | Leslie Neely | 05/2023 |
|  | Master’s Thesis Equivalent | A Retrospective Study of Latency as a Predictor of Responsiveness to Treatment | Leslie Neely | 05/2023 |
|  | Master’s Thesis Equivalent | Increasing Mask-Wearing Tolerance in a Child with ASD Using Graduated Exposure,  Prompts and Differential Reinforcement | Heather Davis | 05/2023 |
|  | Master’s Thesis Equivalent | Comparing the Rate of Skill Acquisition When Presumed Reinforcers are Based off of Direct and Indirect Assessments | Leslie Neely | 05/2023 |
|  | Master’s Thesis Equivalent | Using a Video Activity Schedule to Teach Cooperative Games to Autistic Children | Marie Kirkpatrick | 05/2023 |
|  | Master’s Thesis Equivalent | A Comparison of Teaching a Child with Autism to Answer Questions With and Without Visual Prompts | Marie Kirkpatrick Heather Davis | 05/2023 |
|  | Master’s Thesis Equivalent | Token Economy: An Intervention for Property Destruction in Structured Settings | Heather Davis | 04/2023 |
|  | Master’s Thesis Equivalent | The Effect of Choice of Reinforcement as an Antecedent Intervention in Reducing Latency to On-task Behavior | Leslie Neely | 04/2023 |
|  | Master’s Thesis Equivalent | Evaluation of Language Preference within Functional Communication Training | Leslie Neely | 02/2023 |
|  | Master’s Thesis Equivalent | Evaluation of an intervention package with written feedback to reduce vocal protests during chores for a young adult with a developmental disability | Marie Kirkpatrick | 05/2023 |

*(add more table rows as necessary)*

If any of the final projects listed in the table above is in a language other than English, provide an English version of the title and abstract.

N/A

1. **List of publications (in APA format) with students as authors or co-authors. If the work is in a language other than English, provide an English translation.**

For 3-107: Provide a list of recent publications with students as authors or co-authors in APA format.

|  |  |  |
| --- | --- | --- |
|  | Reference (APA style) | Student Author Name(s) |
|  | MacNaul, H., Nguyen, A., Wilson, S., Cividini-Motta, C., & Mandel, N. (2023). Evaluating two iterations of a paired stimulus preference assessment. *Behavioral Interventions,* 1-11*.* https://doi.org/10.1002/bin.1977 | Anh Nguyen |
|  | Tapia, H., Kirkpatrick, M., & Davis, H. (2024). Teaching initial self-advocacy skills to autistic youth. *Manuscript in preparation for submission.* | Haley Tapia |
|  | Kirkpatrick, M., Tankersley, M. E., Ferrer, G. N., & Carrillo Vega, R. (2023). Using a video activity schedule to teach cooperative games to autistic children in a camp setting. *Under review at the* *Journal of Developmental and Physical Disabilities*. | Mariela Tankersley  Gennina Ferrer  Roberta Carrillo Vega |
|  | Smith, K., MacNaul, H., Kirkpatrick, M. (2023). Using behavior skills training and a group contingency to promote mask-wearing in an early childhood special education classroom. *Journal of Special Education Apprenticeship, 12*(3), 39-49. https://doi.org/10.58729/2167-3454.1180 | Kaitlyn Smith |
|  | Pullen, M., Neely, L., Kirkpatrick, M., Alaeddini, A. (2023). Teaching water safety skills to children with autism using applied behavior analysis. *Under review at the Journal of Developmental and Physical Disabilities.* | Michele Pullen |
|  | Garcia, S., Neely, L., Davis, H., & Alaeddini, A. (2024). Using Behavior Skills Training to Train First Year ABA Graduate Students to Respond to De-Escalation Situations with Autistic Individuals. *Manuscript in Preparation for Submission* | Sophia Garcia |
|  | Cantu-Davis, K., Neely, L., Ximenez, T., Kirkpatrick, M., & Alaeddini, A. (2024). Augmented reality to train first responders to de-escalate autistic individuals. *Manuscript in Preparation for Submission* | Kimberley Cantu-Davis  Victor “Trey” Ximenez |
|  | Kirkpatrick, M., O’Guinn, K. N., Carrillo Vega, R., Akers, J. S., Davis, T. N., & Avery, S. K. (2023). Systematic review of video activity schedules to teach autistic people. *Journal of Behavioral Education.* Advanced online publication. https://doi.org/10.1007/s10864-023-09535-3 | Roberta Carrillo Vega |
|  | Carnett, A., **Neely, L.,** Chen, M.T., Cantrell, K., Santos, E., & Alai-Rosales, S. (2022). How might indices of happiness inform early intervention research and decision making? *Advances in Neurodevelopmental Disorders, 6*(4), 567-576. https://doi.org/10.1007/s41252-022-00288-0. | Erin Santos |
|  | MacNaul, H., Cividini-Motta, C., \*Wilson, S., & \*Di Paola, H. (2021). Asystematic reviewcof research on stability of preference assessment outcomes across repeated administrations. *Behavioral Interventions, 36*(4), 962-983*.* <https://doi.org/10.1002/bin.1797> | Hunter Di Paola |
|  | **Neely, L.,** Carnett, A., Hansen, S., Courtney\*, M., & Cantrell, K. (2022). Iterative development of caregiver-implemented behavioral intervention via telehealth: A focus on feasibility. *Perspectives of the ASHA Special Interest Groups, 7*(2), 295-309. doi.org/10.1044/2022\_PERSP-21-00219 | Meghan Courtney |
|  | Neely, L., MacNaul, H., Gregori, E., & Cantrell\*, K. (2021). Effects of telehealth mediated behavior analytic interventions and assessments on subject outcomes. *Journal of Applied Behavior Analysis, 54*(2), 484-510. <https://doi.org/10.1002/jaba.818> | Katherine Cantrell |
|  | Neely, L., Hong, E., Kawamini, S., Umana\*, I., & Kurz\*, I. (2020). Intercontinental telehealth to train Japanese interventionists in incidental teaching for children with autism. *Journal of Behavioral Education,29*, 433-448. https://doi.org/10.1007/s10864-020-09377-3 | Isa Kurz, Ileana Umana |
|  | Neely, L., Carnett, A., Kunnavatana, S., Wimberley\*, J., & Cantrell\*, K. (2020). Impact of language on behavior assessment outcomes. *Journal of Behavioral Education.* Online first. https://doi.org/10.1007/s10864-020-09419-w | Jordan Wimberley & Katherine Cantrell |
|  | Neely, L., Graber, J., Kunnavatana, S., & Cantrell\*, K. (2019). Impact of language on behavior assessment and intervention outcomes. *Journal of Applied Behavior Analysis.* | Katherine Cantrell |
|  | Carnett, A., Neely, L., & Hong, E., Escobar\*, J., (2019). Choosing a response topography for individuals with autism during functional communication training: A critically appraised topic. *Evidence-Based Communication Assessment and Intervention, 13,* 85-105*.* doi: 10.1080/17489539.2019.1602298 | Julie Escobar |
|  | Neely, L., Graber, J., Kunnavatana, S., & Cantrell\*, K. (2019). Impact of language on behavior assessment and intervention outcomes. *Journal of Applied Behavior Analysis.* | Katherine Cantrell |
|  | Neely, L., Garcia\*, E., Bankston\*, B., & Green\*, A. (2018). Generalization and maintenance of functional communication training for individuals with developmental disabilities: A systematic and quality review. *Research in Developmental Disabilities*, 79, 116–129. https://doi.org/ 10.1016/j.ridd.2018.02.002. | Garcia, E., Bankston, B., & Green, A. |
|  | MacNaul\*, H., & Neely, L.C. (2017). Systematic review of differential reinforcement without extinction for autism and other disabilities.[Special issue]. *Behavior Modification, 42,* 398-421*.* https://doi.org/10.1177/0145445517740321 | MacNaul, H. |

*(add more table rows as necessary)*

If any of the references listed in the table above is in a language other than English, provide an English version of the title and abstract.

**N/A**

1. **List of conference presentations (in APA format) with students as authors or co-authors. If the work is in a language other than English, provide an English translation.**

For 3-108: Provide a list of recent conference presentations with students as authors or co-authors in APA format. Include posters

|  |  |  |
| --- | --- | --- |
|  | Reference (APA style) | Student Author Name(s) |
|  | Duarte, I., MacNaul, H., & Davis, H. (2023, April 28). *Comparing the effectiveness of in vivo and video modeling in teaching caregivers to implement mand training* [Poster presentation]. Texas Association for Behavior Analysis, San Antonio, TX. | Ivan Duarte |
|  | Hollenbeck, F., **MacNaul, H.,** & Davis, H. (2023, April 28). *Token economy: An intervention for property destruction in structured settings* [Poster presentation]. Texas Association for Behavior Analysis, San Antonio, TX. | Felicia Hollenbeck |
|  | Nguyen, A., & MacNaul, H. (2023, April 28). *Antecedent interventions for challenging behavior in naturalistic contexts* [Poster presentation]. Texas Association for Behavior Analysis, San Antonio, TX. | An Nguyen |
|  | Carrillo Vega, R., & Kirkpatrick, M. (2024, January 17-19). *Using a video activity schedule with an embedded social script to teach cooperative games to autistic children* [Poster presentation]. International Conference on Autism, Intellectual Disability & Developmental Disabilities, Honolulu, HI, United States. | Roberta Carillo Vega |
|  | Tankersley, M. E., Kirkpatrick, M., & MacNaul, H. L. (2023, March 3). *Using a video activity schedule to teach cooperative games to autistic children* [Poster presentation]. Annual College of Education and Human Development Research Colloquium, San Antonio, TX, United States. | Mariela Tankersley |
|  | Williamson, M., Kirkpatrick, M., & MacNaul, H. L. (2023, March 3). Evaluation of an intervention package with written feedback to reduce vocal protests during chores for a young adult with a developmental disability [Poster presentation]. Annual College of Education and Human Development Research Colloquium, San Antonio, TX, United States. | Mikayla Williamson |
|  | Valdez, V., Kirkpatrick, M., & Davis, H. (2023, March 3). *A comparison of teaching a child with autism to answer questions with and without visual prompts* [Poster presentation]. Annual College of Education and Human Development Research Colloquium, San Antonio, TX, United States. | Vanessa Valdez |
|  | Tankersley, M. E., Kirkpatrick, M., & MacNaul, H. L. (2023, April 28). *Using a video activity schedule to teach cooperative games to autistic children* [Poster presentation]. Texas Association for Behavior Analysis, San Antonio, TX, United States. | Mariela Tankersley |
|  | Valdez, V., Kirkpatrick, M., & Davis, H. (2023, April 28). *A comparison of teaching a child with autism to answer questions with and without visual prompts* [Poster presentation]. Texas Association for Behavior Analysis, San Antonio, TX, United States. | Vanessa Valdez |
|  | Duarte, I., Kirkpatrick, M., Tankersley, M., Ferrer, G., Carrillo Vega, R., Mathew, A., & Gonzales, L., (2023, May 26-29). *Using a video activity schedule with an embedded social script to teach cooperative games to autistic children* [Poster presentation]. Association for Behavior Analysis International, Denver, CO, United States. | Ivan Duarte  Mariela Tankersley  Gennina Ferrer  Roberta Carrillo Vega  Aparna Mathew  Lauren Gonzales |
|  | Miller\*, C. M., Davis, H., & Neely, L. (2023, April 28). *Increasing mask-wearing tolerance in a child with ASD using graduated exposure, prompts and differential reinforcement* [Poster presentation]. Texas Association for Behavior Analysis, San Antonio, TX, United States. | C. Miller |
|  | Miller\*, C. M., Davis, H., & Neely, L. (2023, March 3). *Increasing mask-wearing tolerance in a child with ASD using graduated exposure, prompts and differential reinforcement* [Poster presentation]. Annual College of Education and Human Development Research Colloquium, San Antonio, TX, United States. | C. Miller |
|  | De La Rosa\*, J., Neely, L., Davis, H., Cantu, K., & Robles, W. (2023, April 28). *The effect of functional communication training on challenging behavior maintained by access to tangibles in toddlers with autism* [Poster presentation]. Texas Association for Behavior Analysis, San Antonio, TX, United States. | J. De La Rosa |
|  | De La Rosa\*, J., Neely, L., Davis, H., Cantu, K., & Robles, W. (2023, March 3). *The effect of functional communication training on challenging behavior maintained by access to tangibles in toddlers with autism* [Poster presentation]. Annual College of Education and Human Development Research Colloquium, San Antonio, TX, United States. | J. De La Rosa |
|  | Corvington\*, J. S., Neely, L., & MacNaul, H. L. (2023, March 3). *A retrospective study of latency as a predictor of responsiveness to treatment* [Poster presentation]. Annual College of Education and Human Development Research Colloquium, San Antonio, TX, United States. | J. Corvington |
|  | Gonzales\*, L. N., Neely, L., & MacNaul, H. L. (2023, March 3). *Comparing the rate of skill acquisition when presumed reinforcers are based off of direct and indirect assessments* [Poster presentation]. Annual College of Education and Human Development Research Colloquium, San Antonio, TX, United States. | L. Gonzales |
|  | Carrillo Vega\*, R., Neely, L., & Kirkpatrick, M. (2023, April 28). *The effect of choice of reinforcement as an antecedent intervention in reducing latency to on-task behavior* [Poster presentation]. Texas Association for Behavior Analysis, San Antonio, TX, United States. | R. Carrillo Vega |
|  | Carrillo Vega\*, R., Neely, L., & Kirkpatrick, M. (2023, March 3). *The effect of choice of reinforcement as an antecedent intervention in reducing latency to on-task behavior* [Poster presentation]. Annual College of Education and Human Development Research Colloquium, San Antonio, TX, United States. | R. Carrillo Vega |
|  | Le\*, T., Neely, L., & Davis, H. (2023, April 28). *Evaluation of language preference within functional communication training* [Poster presentation]. Texas Association for Behavior Analysis, San Antonio, TX, United States. | T. Le |
|  | Le\*, T., Neely, L., & Davis, H. (2023, March 3). *Evaluation of language preference within functional communication training* [Poster presentation]. Annual College of Education and Human Development Research Colloquium, San Antonio, TX, United States. | T. Le |
|  | **Neely, L.,** Cantrell, K., Carnett, A. (2022, May 28-31). *Evaluating the Effect of Stimulus-Stimulus Pairing Procedures on Indices of Happiness With Toddlers At-Risk for Autism.* Presentation at the 48th Annual Association for Behavior Analysis International Conference. Boston, Massachusetts. | K. Cantrell |
|  | **Neely, L**., Stegemann, S., Cantrell, K. (2022, May 28-31). *Effects of Caregiver Coaching on Caregiver and Child Indices of Happiness.* Presentation at the 48th Annual Association for Behavior Analysis International Conference. Boston, Massachusetts. | S. Stegemann & K. Cantrell |
|  | **Neely, L.,** Oyama, S., & Wimberley, J. (2022, May 28-31). *Feasibility of Wearable Technology to Supplement Measurement During Functional Analysis.* Symposium presented at the 48th Annual Association for Behavior Analysis International Conference. Boston, Massachusetts. | J. Wimberley |
|  | Carnett, A., **& Neely, L.,** Chen, M. T., Cantrell, K., Santos, E., & Alai, S. (2022, August) *What sparks joy: Toward a process of measuring and evaluating indices of happiness in very early intervention*. Symposium at the New Zealand Applied Behaviour Analysis Annual Conference. Turanga, New Zealand. [Peer-reviewed]. | E. Santos |
|  | Bah, L. & MacNaul, H. (2022, May). *Examining critical multicultural pedagogy in graduate-level coursework across related disciplines serving minoritized and high-needs populations.* Symposium presented at the Association for Behavior Analysis International. Boston, MA. | L. Bah |
|  | Ximenez, V., Neely, L. (2022, May 28-31). Evaluation of behavioral skills training on Behavior Technicians adherence to COVID-19 protocols at an Applied Behavior Analysis clinic. [Poster presentation]. Association for Behavior Analysis International Conference | V. Ximenez |
|  | MacNaul, H., Nguyen, A., & Carr, M. (2022, May). *Reducing challenging behavior without extinction and promoting delay tolerance through contingency-based progressive delays.* Symposium presented at the Association for Behavior Analysis International. Boston, MA. | A. Nguyen and M. Carr |
|  | Chatman\*, S. N., **Kirkpatrick, M.**, & Mathew\*, A. (2022, May 27-30). *Group contingencies in early childhood settings: A systematic & quality review* [Poster presentation]. Association for Behavior Analysis International, Boston, MA, United States | S. Chatman & A. Mathew |
|  | Nguyen, A. & MacNaul, H. (2022, May). *Reducing challenging behavior without extinction and promoting delay tolerance.* Symposium presented at the University of Texas Special Education Conference. Austin, TX. | A.Nguyen |
|  | Piña, E., Neely, L., Quarles, J., & Cantrell, K. (2022, April). *Integrating innovative technologies into behavioral therapies.* Poster presentation conducted at Viva Science! event held by the UT Health San Antonio Graduate School of Biomedical Sciences. San Antonio, TX. | E. Pina |
|  | Mathew\*, A, Kirkpatrick, M., & Chatman\*, S. N. (2022, April 21-24). *Group contingencies in early childhood settings: A systematic & quality review* [Poster presentation]. Texas Association for Behavior Analysis, Dallas, TX, United States. | A.Mathew and S. Chatman |
|  | Carrillo Vega\*, R., Kirkpatrick, M., Akers, J. S., Davis, T. N., O’Guinn, N., Avery, S. & Swensson R. (2022, April 21-24). *Systematic review of video activity schedules to teach autistic people* [Poster session]. Texas Association for Behavior Analysis, Dallas, TX, United States | R. Carrillo Vega |
|  | Stegemann, S.B. Neely, L.C., & Cantrell, K., (2021, Oct.).*Effect of telehealth training on caregiver fidelity of A-DANCE implementation and child outcomes*. [Poster presentation]. Children's Hospital of San Antonio Research Symposium, San Antonio, Tx. | S. Stegemann |
|  | Ximenez, V., Neely, L., Cantrell, K. (2021, June 10). Functional communication training for toddlers at-risk for autism [Poster presentation]. UTSA SURF Research Conference, Online. | V. Ximenez |
|  | Ximenez, V., Neely, L., Cantrell, K. (2021, May 28-31). Parents sense of competency after receiving caregiver-mediated behavioral intervention for toddlers at-risk for Autism Spectrum Disorder. [Poster presentation]. Association for Behavior Analysis International Conference, Online. | V. Ximenez |
|  | Cantrell, K. , Neely, L., Carnett, A., Kunnavatana, S., & Wimberley, J. (2021, May 27-31). *Impact of Language on Behavior Assessment Outcomes*. Symposium presented at the 47th Annual Association for Behavior Analysis International Conference, Online | J. Wimberley |
|  | Cantrell, K., Neely, L., Stegemann, S., (2021, May 27-31). *Caregiver-mediated play-based intervention for toddlers at-risk for autism.*[Poster presentation]. 47th Annual Association for Behavior Analysis International Conference, Online. | S. Stegmann |
|  | Cantrell, K., Neely, L., Stegemann, S., (2021, May 27-31). *Caregiver-mediated play-based intervention for toddlers at-risk for autism.*[Poster presentation]. 47th Annual Association for Behavior Analysis International Conference, Online. | S. Stegmann |
|  | Carvajal, I., \*Wilson, S., MacNaul, H., & Cividini-Motta, C. (2021, May). *Preference for social stimuli: A comparison of stimulus modes used in preference assessments.* Poster presented at San Antonio Military Health System (SAMHS) and Universities Research Forum. Online. | I.Carvajal |
|  | Smith, K. & MacNaul, H. (2021, May). *Using behavior skills training and a group contingency to promote mask-wearing in an early-education classroom.* Poster presented at Association for Behavior Analysis International. Online. | K.Smith |
|  | Valdez, A., Neely, L.C., & Stegemann, S.B, Cantrell, K., (2021, Oct.).*Functional communication training for caregiver on young children at-risk for autism* [Poster presentation]. Children's Hospital of San Antonio Research Symposium, San Antonio, Tx. | A.Valdez & S. Stegemann |
|  | Daniel, S., Chavez, Y., Neely, L., Cantrell, K., (2021, February) *Effect of telehealth training on caregiver fidelity of A-DANCE implementation and child outcomes.* Poster presented at the 36th Annual Convention for Texas Association of Behavior Analysis. Online. | S. Daniel, Y, Chavez |
|  | Immenschuh, L., MacNaul, H., \*Stegemann, S., & \*Nguyen, A. (2021, February). *FCT without extinction plus a contingency-based progressive delay.* Poster presented at Texas Association for Behavior Analysis. Online. | L.Immenschuh & A.Nguyen |
|  | Nguyen, A., MacNaul, H., Wilson, S., & Cividini-Motta, C. (2021, February). *Evaluation of a brief paired-stimulus preference assessment.* Poster presented at Texas Association for Behavior Analysis. Online. | A.Nguyen |
|  | Iqbal, M., MacNaul, H., Wimberly, J., Novotny, M., Morgan, B., Labay, A., & Neely, L. (2021, February). *Training direct service providers in telehealth service model.* Poster presented at Texas Association for Behavior Analysis. Online. | M.Iqbal |
|  | Quiceno, L., Preston, L., Neely, L., Cantrell, K., (2021, February). *Effect of telehealth training on caregiver fidelity of A-DANCE implementation and indices of happiness.* Poster presented at the 36th Annual Convention for Texas Association of Behavior Analysis. Online. | L., Quiceno, L. Preston |
|  | Yong Patterson, C., Pena, L., Neely, L., Carnett, A., & Cantrell, K. (2020, April). *Results from infant/toddler pre-emptive intervention on reduction of interfering behavior and increased communication.* Poster presented at Texas Association of Behavior Analysis (TxABA), San Antonio, TX. | C. Yong Patterson, L. Pena |
|  | Gonzalez, L., Neely, L., Carnett, A., & Wimberley, J. (2020, April). *FCT without extinction to decrease SIB with subtype 1 automatic maintained behavior*. Poster presented at Texas Association of Behavior Analysis (TxABA), San Antonio, TX. | Gonzalez, L. |
|  | Courtney, M., Eros, L., Heath, K., Neely, L., Carnett, A., Graber, J., Svoboda, M., Martinez, A., Bosl, W., Cantrell, K., & Santos, E. (2019, October*). Using functional communication training decreases challenging behaviors in toddlers at-risk for autism spectrum disorder*. Poster session presented at the meeting of the Children’s Hospital of San Antonio Research Symposium, San Antonio, TX. | M. Courtney, K. Heath, E. Santos |
|  | Stegemman, S., Valdez, A., Zuniga, P., Neely, L., Carnett, A., Graber, J., Svoboda, M., Martinez, A., Bosl, W., Cantrell, K., & Santos, E. (2019, October). *Teaching young children at risk of having autism spectrum disorder to communicate using an alternative modality.* Poster session presented at the meeting of the Children’s Hospital of San Antonio Research Symposium, San Antonio, TX. | S. Stegemann, A. Valdez, P. Zuniga |
|  | Neely, L., Hardt, C., Cantrell, K., & Santos\*, E. (2019, May). *A quantitative literature and quality review of intervention research for infants and toddlers "at-risk" for autism spectrum disorder*. Poster presented at the 45th Annual Convention for Association for Behavior Analysis. Chicago, IL. | E. Santos |
|  | Neely, L., & Lansford, A. (2019, May). *A behavior analytic case example of culturally responsive consultation in schools.* Symposium presented at the 45th Annual Convention for Association for Behavior Analysis. Chicago, IL | A.Lansford |

*(add more table rows as necessary)*

If any of the references listed in the table above is in a language other than English, provide an English version of the title and abstract.

1. **Public online posting of items 3-100 through 3-104 is achieved in a format provided by the ABAI Accreditation Board.**

For 3-109: Programs must have a dedicated outcomes webpage directly accessible from their homepage. This webpage must be updated annually by April 1st and contain the information listed below from the last full year the program was in operation or programs may provide a link to the ABAI Accreditation Annual Reports website. The web address directing visitors to this information should be reported in 8-100 through 8-103.

Information available on [www.abautsa.com](http://www.abautsa.com)

*Masters Degree Programs*

Programs applying for masters-level accreditation or re-accreditation must publicly display the following information.

* Annual reporting period:
* Number of students whose degrees were conferred by the program:
* Median years until graduation for students whose degrees were conferred by the program:
* Number of students enrolled in the program:
* Number of students no longer enrolled for any reason other than conferral of degree:
* Number of completed applications received:
* Number of students admitted:
* Number of first-time candidates sitting for their Board Certified Behavior Analyst (BCBA) examination:
* Percentage of first time candidates passing the BCBA certification examination:
* Number of graduates obtaining a master-level state license as a behavior analyst:
* Median undergraduate grade point average (GPA) for applicants admitted (reported on a 4-point scale):
* Median standardized test scores:

# Administration

The program is an integral part of its sponsoring institution and it is governed by its faculty as led by a qualified core member of the faculty.

1. **The program is an integral part of the mission of the academic department, college, school, or institution in which it resides.**

For 4-100: Describe the organization of the institution in which the program resides and the program’s place within it.

The Behavior Analysis Program resides within the College of Education and Human Development in the Educational Psychology Program. The main office of the Department of Educational Psychology is located in the Durango Building, Office 4.322, on the Downtown Campus. Dr. Sharon Nichols currently serves as the Chair of the Department of Educational Psychology.

1. **The program may consist of, or be located under, a single administrative entity (institution, agency, school, department, etc.) or may take the form of a consortium. A consortium is comprised of multiple independently administered entities which have, in writing, formally agreed to pool resources to conduct a training or education program. Written consortial agreements should articulate:**
2. **The nature and characteristics of the participating entities.**
3. **The rationale for the consortial partnership.**
4. **Each partner’s commitment to the training/education program, its philosophy, model, and goals.**
5. **Each partner’s obligations regarding contributions and access to resources.**
6. **Each partner’s adherence to central control and coordination of the training program.**
7. **Each partner’s commitment to uniform administration and implementation of the program’s training principles, policies, and procedures addressing trainee/student admission, financial support, training resource access, potential performance expectations, and evaluations.**

For 4-101.00 through 4-101-05: In the main program self-study folder, create a sub-folder labeled: *Consortial Agreements*. In this folder save any recent signed consortial agreements using the following naming convention: Name\_of\_institution (e.g., Association\_for\_behavior\_analysis\_international.pdf).

We are not a consortia.

1. **The program has an organized administrative structure and decision-making process that incorporates the program faculty and input from its students.**

For 4-102: Describe the program’s administrative structure, the role of the lead administrator, how faculty participate, the nature and scope of the decision-making process, and how input from students is considered.

Dr. Sharon Nichols is the Chair of the Educational Psychology program, Dr. Leslie Neely is the Director of the Behavior Analysis Program, and Dr. Hannah MacNaul currently serves as the Graduate Advisor of Record for the Master’s Program. We use a shared governance model of decision-making with proposals discussed during weekly program meetings. For decisions impacting students (e.g., class start time), we will poll the students and use that data to make decisions. As a program, we propose any changes to our department chair or relevant university committees for approval.

1. **The administrator is a doctoral-level behavior analyst and a full-time member of the core faculty, whose training and experience equip him or her to lead the program. The administrator has adequate time and resources to fulfill the role’s responsibilities.**

For 4-103: Summarize the administrator’s leadership training and experience, and describe the time and resources made available to the administrator to support his or her role.

Dr. Neely earned a Bachelor's degree in Civil Engineering from UT-Austin and a Master’s degree in Educational Psychology (emphasis in Special Education and Applied Behavior Analysis) from Texas A&M University. Dr. Neely received her Ph.D. in Educational Psychology in 2015 from Texas A&M University. She is doctoral level BCBA and Licensed BCBA. Dr. Neely received formal program management training in her Bachelor’s program and in her initial work as a program manager for roadway projects. She also received a PMP certificate during her work as a civil engineer. She currently holds multiple leadership and administrative positions including the Director of the Behavior Analysis Program. For her administrative positions, she receives a course release in the spring semester.

Dr. Hannah MacNaul received her Master of Arts degree in School Psychology from the University of Texas at San Antonio where she also completed specialized training in applied behavior analysis (ABA). She completed her Ph.D. in ABA from the University of South Florida. She is doctoral level BCBA and Licensed Behavior Analyst. Dr. MacNaul is receiving formal mentorship in program management and administrative from Dr. Neely. For her GAR position, she receives an annual course release, a stipend, and 10% administrative time for her workload.

# Resources

*The program has fiscal, physical, and learning resources adequate to fulfill its mission.*

1. **Fiscal resources are sustainable, sufficient to ensure the achievement of the student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.**

For 5-100: Summarize the funding model as it relates to faculty lines, staff support, and student assistantships.

The department of educational psychology’s total budget for 2023-2024 is estimated at approximately $1,644,550.18 (see Table below). This amount covers costs for salaries of 12 T/TT faculty, three full time Fixed Track (FTT) faculty, one senior administrative associate, and several part time FTT faculty who teach courses for us as needed throughout the academic year and in the summer. Faculty lines are all funded through permanent funds. The budget for our full time and part time FTT faculty come from a variety of sources including from the Provost/Dean’s office and from grants. The amount needed for part time faculty who teach courses for us on an as needed basis varies slightly from year to year and is allocated to the department at the discretion of the Dean’s office. The Department of Educational Psychology has always received funding required to hire FTT needed to teach our courses. We also receive revenue from school psychology and learning resource fees that students pay when enrolled in our courses. This revenue covers additional costs associated with programing needs (e.g., learning materials for our resource centers or research labs, supervisor stipends, training materials, accreditation costs). Our department also has an operating budget for supplies and other miscellaneous costs. Lastly, faculty receive travel support that has increased significantly from last year to include support from Provost Office in the amount of $2,000 for each T/TT faculty and $2,000 for all full time FTT.

The budget includes support for Teaching Assistants (2 per academic semester). When it comes to student research positions (GRA), each academic year, a particular number of positions are made available through the Associate Dean of Graduate Studies Office. The number of Graduate Assistantships provided by the College determines how many faculty members are eligible to receive one. The chair in consultation with department faculty determine the priority of the assignments—with Assistant professors receiving priority. When assigned, a faculty member receives a minimum of 10 hours of graduate assistantship support throughout the academic year. New assistant professors are provided with three years GRA support as part of startup packages. Currently, we receive 2-3 additional GRA positions supported by our Graduate School and Provost to support the launch of our new PhD program.

**Fiscal Year 2023-2024**

|  |  |
| --- | --- |
| **Category** | **Amount** |
| Staff Salaries | $ 47,525.88 |
| Faculty Salaries (9-month) | $ 1,197,625.27 |
| FTT Salaries (12-month) | $ 286,787.93 |
| School Psychology Fee | $ 33,408.97 |
| Learning Resource Fee | $ 19,081.16 |
| Operating Expenses | $ 12,250.00 |
| Department Research/F&A | $ 5,531.59 |
| T/TT Faculty Travel Support (College) | $ 14,339.38 |
| T/TT Faculty Travel Support (Provost) | $ 22,000.00 |
| FTT Travel Support (Provost) | $ 6,000.00 |
| **Total** | **$ 1,644,550.18** |

1. **Physical resources, including research, teaching, and practical training facilities, are sufficient to ensure the achievement of program outcomes and meet the needs of the faculty and students.**

For 5-101: Describe the physical resources available to the program, including office space, classrooms, instructional laboratories, instructional technology, and library resources. Note that information about resources for practica, research, and research equipment is requested in relation to Standards 2-107 (practica) and 2108 and 2-109 (research & research equipment).

The Behavior Analysis program in the Department of Educational Psychology draws upon extensive expertise of existing faculty and course offerings in the COEHD. Existing facilities housed on the UTSA DT Campus provide several physical resources available to provide student training within the Behavior Analysis program. These facilities include faculty offices, conference rooms, and study areas. Additionally, the program has two university-based lab spaces and one university supported outpatient clinic. The Autism Research Center (ARC) is a 3,000 sq. ft. lab located at UTSA’s Downtown Campus designed as an age-inclusive intervention space. This lab has 4 main areas including a conference/work room for students, office and lounge space for supervisors, 3 individual instruction rooms, and a large-group instruction room. Located on the DT Campus in Durango Building, Suite 0.220, the ARC is used for research, assessment, delivery of evidence-based clinical interventions, supervision, and training. The PLAAY lab is an innovative research and treatment lab designed for infants and toddlers at-risk for or diagnosed with autism. The PLAAY lab includes a reception space, 3 treatment rooms, a storage room, and 2 office spaces located on the DT Campus in Durango Building, Suite 1.302. THE PLAAY lab is used for research, assessment, delivery of evidence-based clinical interventions, and training. The SAABA clinic is currently occupying the ARC space Monday-Thursday in the Fall and Spring semesters. Similarly, the COEHD recently renovated a student computer lab on the DT Campus, which provides students access to statistical software to support research and a communal area for students to study and gather to work on projects, in accordance with accreditation requirements. Similar work spaces for graduate students can be reserved in the UTSA Downtown Campus Library.

1. **Stipends for student assistantships and fellowships, if available, are awarded on a fair and consistent basis.**

For 5-102: Describe the decision-making process to distribute assistantships, fellowships, and other kinds of financial support for students.

Approximately one month before the start of the semester, the EDP student specialist sends an email to all active students to solicit applications for available assistantships/fellowships. The faculty review the submitted applications during a program meeting and create a short list from the applications. The faculty then interview potential candidates and offer assistantships/fellowships based on student interviews and best fit with their research agenda.

# Faculty

*Program faculty are sufficient in number and quality to fulfill the program’s mission.*

1. **The faculty consists of behavior analysts who document their expertise in the applied, experimental, or conceptual analysis of behavior. The core faculty consists of full-time doctoral-level behavior analysts. Other program faculty, full- or part-time, have master’s or doctoral degrees in behavior analysis or a related field.**

For 6-100: List the programs faculty name, highest degree rank, full or part-time status, brief description of their role in the program.

**Dr. Leslie Neely, PhD, BCBA- D**, Associate Professor, Behavior Analysis Program Director, Full Time: leads the program through teaching, obtaining grant funding, supervising students, conducting and disseminating research, and continuously evaluating student and faculty outcomes to strategically improve the Behavior Analysis program

**Dr. Hannah MacNaul, Ph.D, BCBA-D, LSSP**, Assistant Professor, Graduate Advisor of Record, Full Time: advising, teaching, obtaining grant funding, conducting and disseminating research

**Dr. Marie Kirkpatrick, Ph.D, BCBA-D**, Assistant Professor, Full Time: advising, teaching, obtaining grant funding, conducting and disseminating research

**Dr. Humberto Peña, Ph.D., BCBA-D, LBA,** Assistant Research Professor, Full Time: teaching, provides BCBA-D supervision to students, and conducting and disseminating research

**Ashley Labay, M.A., BCBA, LBA,** Associate Clinical Professor, Full Time: teaching, Fieldwork Coordinator, provides BCBA supervision to students, assists with research, and develops and fosters community partnerships

For 6-100: In the main program self-study folder, create a sub-folder labeled: *Faculty*. In this folder save curriculum vitas for every recent faculty member affiliated with the program using the following naming convention: Lastname\_Firstname (e.g., Doe\_John.pdf).

1. **Faculty obtain appropriate student evaluation of teaching for the purpose of course development and program improvement.**

For 6-101: Describe the policies and procedures related to student evaluation of instruction, and how this information is used to improve teaching.

The ABA faculty conduct informal mid-course evaluations for each course. The faculty then iterate based on the student feedback. For example, Fall 2022 Dr. Neely surveyed her Single-case research class. They mentioned they were having trouble with all of the new vocabulary. As a class, they brainstormed creating a vocabulary bank and reviewing the vocabulary at the beginning of each class. Dr. Neely created the vocabulary bank and edited her PowerPoints to include a review of vocabulary at the beginning of each lesson. She also began posting the PowerPoints a week in advance.

UTSA also conducts formal student evaluations at the end of each semester. These evaluations form the basis of faculty annual evaluations for teaching. The ABA faculty routinely receive teaching ratings of above 4.0 out of 5.0, indicating excellence in teaching. In fact, Dr. Neely was the recipient of the Presidential Teaching Award in recognition of her teaching.

1. **Faculty engage in ongoing professional development.**

For 6-102: Describe the professional development opportunities available to the program’s faculty, including support for travel to conference and participation in efforts at self-improvement.

Professional development opportunities are available to the program’s faculty through UTSA Academic Innovations. Faculty can sign up for training opportunities provided throughout the year. Each faculty is provided a stipend to attend conferences and participate activities which promote self-improvement. Dr. MacNaul also attends an annual professional development conference focused on sharing innovative teaching procedures for psychology.

# Student Services

*Students enrolled in the program have the academic credentials, experience, and skills necessary to successfully complete the program in a timely fashion. Policies and procedures facilitate completion of the program.*

1. **The program provides students with accurate information about admission, retention, financial obligations, disciplinary procedures, and program accreditation status prior to enrollment. If the program trains professional behavior analysts, the information provided to prospective students includes the alignment of the program’s offerings with applicable certification and licensing standards.**

For 7-100: The web address(es) directing visitors to the program’s marketing information should be reported in 8-100 through 8-103.

This is available at [www.abautsa.com](http://www.abautsa.com) in the frequently asked questions section.

For 7-100: In the main program self-study folder, create a sub-folder labeled: *Marketing*. In this folder save any recent recruitment materials given or available to prospective students (e.g., program posters, flyers, recruitment presentations) using a descriptive naming convention (e.g., Program\_Brochure\_2016.pdf).

1. **Programs offering master’s or doctoral degrees give students offered stipends an April 15 deadline to accept them, if the program institution is a signatory of the April 15 Resolution of the Council of Graduate Schools.**

For 7-101: Provide evidence that the program abides by the April 15 Resolution. If the program is not a signatory of the April 15 Resolution indicate so below. For more information visit: http://cgsnet.org/april-15-resolution.

We historically have not offered stipends. Rather, our students engage in paid fieldwork opportunities. For students that participate in grant-funded projects, all notices of acceptance are provided prior to the April 15 deadline.

1. **The program policies for students are publicly accessible and consistently applied. Justification for variances is documented.**

For 7-102: In the main program self-study folder, create a sub-folder labeled: Policies. In this folder save any recent program policy documentation publicly available to students using a descriptive naming convention (e.g., Program\_Handbook\_2016.pdf).

For 7-102: Describe the decision-making process involved in granting exceptions to established policies and procedures, and how these exceptions are documented.

With the exception of accepting students from the UTSA SPED program that closed Fall 2020, the only exceptions we have granted were due to COVID and in alignment with the guidance provided by ABAI and the BACB. We do not allow for any other exceptions. In the event students need to miss a class, we require documentation to provide an excused absence. If they miss more than two classes, students are recommended to consider a leave of absence for the semester or an incomplete for the class. Otherwise, students will need to extend their program to complete their competencies, classes, and internship hours if they do not complete it within the recommended time.

1. **The program offers academic advising services to students: students receive meaningful feedback about their progress in the program at regular intervals; the program assists students who are experiencing difficulty in progressing satisfactorily. In master’s or doctoral degree programs, the advisor is a member of the program’s core faculty.**

For 7-103: Describe the system for advising students, providing them with feedback, and assisting them when they are experiencing difficulties. Describe how faculty are matched with students.

Advising is conducted every semester before registration for the upcoming semester. Students are expected to communicate with their advisor to ensure their program plan meets degree, licensure, and certification expectations. Advising information is distributed through UTSA email accounts. Students are responsible for becoming familiar with university and program requirements and for meeting degree requirements, following policies and procedures, and meeting all deadlines. Faculty recommend students examine the Graduate Catalog, this Program Handbook, and the Educational Psychology department website to learn more about program policies, procedures, and deadlines. In the event a student requires enhanced support, they enter into the Fitness to Practice program (described in the handbooks). Students in the Comprehensive program are advised by Dr. Hannah MacNaul and students in the Focus and Certificate programs are advised by Dr. Marie Kirkpatrick.

1. **The program encourages students to participate in professional development activities.**

For 7-104: Describe students’ recent professional development activities (not counting coursework, practica, and research within the program).

We regularly distribute professional development opportunities (e.g., free webinars, workshops, etc.) through our student listserv. The faculty also actively engage students in research and encourage students to attend the state ABA conference (TxABA) or national (ABAI). In the past year, we had five master’s students attend ABAI and 10 attend TxABA. Since travel to conferences is cost-prohibited for most of our students, we also have two free local conferences (SURF and the CHofSA Research Colloquia), that we encourage students attend. We also support student applications for UTSA travel awards and travel awards supported by the professional conferences.

1. **The program ensures that student complaints receive due process and maintains records of resolution.**

For 7-105: List recent formal written complaints submitted by students. For each complaint, describe the process of adjudication, the resolution, and how the complaint and resolution were documented.

We have not had any substantial complaints about the program yet. We have had some individual instructor complaints made by the students to the program director (Dr. Neely). Dr. Neely first encouraged the student to discuss the issue with the instructor if they were comfortable. She also helped the student frame their concern and helped the student prepare for the conversation. This remediated all of the complaints to date. However, in the event that this does not remediate the complaint, the next step would be to escalate the complaint to the program director, then department chair, and finally the dean.

1. **The program abides by institutional policies with respect to diversity and nondiscrimination of ethnicity, gender, disability, and veteran status.**

For 7-106: Provide copies of institutional policies related to diversity and nondiscrimination. Certify that the program’s faculty and students act in accord with these policies.

It is the policy of The University of Texas at San Antonio (UTSA) to provide an educational and working environment that provides equal opportunity to all members of the UTSA community. In accordance with federal and state law, UTSA prohibits unlawful discrimination on the basis of race, color, gender, sex, religion, national origin, age, disability, citizenship, gender identity, gender expression, and veteran status in all aspects of employment and education. Discrimination on the basis of sexual orientation is also prohibited pursuant to this policy.

This policy is the principal prohibition of all forms of discrimination regardless of where it occurs, including both on and off university property, if it potentially affects the alleged victim’s education or employment with the following exceptions:  discrimination based upon disability (which is controlled by the Handbook of Operating Procedures (HOP) policy [9.02 Persons with Disabilities](https://www.utsa.edu/hop/chapter9/9-2.html)), and Sexual Harassment/Sexual Misconduct (which is controlled by the HOP policy [9.24](https://www.utsa.edu/hop/chapter9/9-24.html)).

[**http://www.utsa.edu/hop/chapter9/9-1.html**](http://www.utsa.edu/hop/chapter9/9-1.html)

For 7-106: Use the tables below to provide a demographic summary of recently enrolled students. Use the “other” category for students who identify as neither male or female.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | |  | | Number of Students Entering the Program | | | | | | | | | |
| Students Who Identify Themselves as: | Gender | | 2022 | | 2021 | | 2020 | | 2019 | | 2018 | | 2017 | |
| African-American / Black | M | | 3.5% | | 0% | | 0% | | 0% | | 0% | | 0% | |
| F | | 3.5% | | 0% | | 8% | | 8.3% | | 0% | | 12.5% | |
| Other | | 0% | | 0% | | 0% | | 0% | | 0% | | 12.5% | |
| Caucasian | M | | 0% | | 0% | | 0% | | 8.3% | | 0% | | 12.5% | |
| F | | 13% | | 33% | | 24% | | 8.3% | | 0% | | 25% | |
| Other | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% | |
| Hispanic / Latino | M | | 0% | | 7% | | 8% | | 8.3% | | 0% | | 0% | |
| F | | 67% | | 47% | | 44% | | 42% | | 88% | | 25% | |
| Other | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% | |
| Asian / Pacific Islander | M | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% | |
| F | | 7% | | 13% | | 12% | | 8.3% | | 0% | | 0% | |
| Other | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% | |
| American Indian / Alaska Native | M | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% | |
| F | | 0% | | 0% | | 0% | | 0% | | 0% | | 12.5% | |
| Other | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% | |
| Multiethnic or None of the Above | M | | 0% | | 0% | | 4% | | 0% | | 0% | | 0% | |
| F | | 7% | | 0% | | 0% | | 17% | | 12.5% | | 0% | |
| Other | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% | |
|  | |  | | Number of Students Entering the Program | | | | | | | | | |
| Student Demographics: | | 2022 | | 2021 | | 2020 | | 2019 | | 2018 | | 2017 | |
| Domestic | | 93% | | 93% | | 92% | | 100% | | 100% | | 100% | |
| International/Visiting | | 7% | | 7% | | 8% | | 0% | | 0% | | 0% | |

# Public Disclosure

*The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant parties.*

1. **The program makes public its goals, objectives, and training model; its requirements for admission and graduation; curriculum; its faculty, students, facilities, and other resources; its administrative policies and procedures; the kinds of research and practicum experiences it provides; its education and training outcomes; and if the program trains professional behavior analysts, the alignment of the program offerings with the applicable certification and licensing standards.**
2. **This information should be presented in a manner that allows applicants to make informed decisions about the program.**
3. **As stated in the Mission Standard, the mission statement of the program, its purpose, and its supporting objectives are readily available to the public. The mission statement must be expressed in terms that can be readily understood by prospective students, parents, the public, and other educational programs.**
4. **The program discloses information about the achievement of learning outcomes and the success of graduates.**

For 8-100 through 8-103: Information related to these standards is requested in relation to Section 3 (Outcomes) in its entirety, and in relation to Standards 1-102, 2-111, 7-100, 7-102, and 7-106. Please fill out the table below documenting where this information is publicly shared. All links must be directly accessible from the program’s homepage.

|  |  |
| --- | --- |
| **Public Disclosure Category** | **Web Addresses**  *(Multiple addresses may be included on the same row)* |
| Program mission, goals, objectives, and training model | <https://education.utsa.edu/departments/educational-psychology/about.html>  <https://future.utsa.edu/programs/master/behavior-analysis/> |
| Requirements for admission and graduation | <https://future.utsa.edu/programs/master/behavior-analysis/>  <https://education.utsa.edu/departments/educational-psychology/programs.html> |
| Curriculum | <https://catalog.utsa.edu/graduate/educationhumandevelopment/educationalpsychology/#degreestext> |
| Faculty, students, and other resources | <https://education.utsa.edu/departments/educational-psychology/faculty.html>  <https://education.utsa.edu/students/>  [https://www.abautsa.com/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.abautsa.com%2F&data=02%7C01%7Cjustine.cantu%40utsa.edu%7C982509cf943a48182b6508d85410b4f0%7C3a228dfbc64744cb88357b20617fc906%7C0%7C0%7C637351778014653755&sdata=vs7IW7PpypUzMGDmuPnKRYxzYDrosQhDCr4Hnusg%2Fv8%3D&reserved=0) |
| Administrative policies and procedures | <https://education.utsa.edu/about/faculty-staff-resources/> |
| Descriptions of research and practicum experiences | <https://education.utsa.edu/research-service-centers/capri/>  [https://www.abautsa.com/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.abautsa.com%2F&data=02%7C01%7Cjustine.cantu%40utsa.edu%7C982509cf943a48182b6508d85410b4f0%7C3a228dfbc64744cb88357b20617fc906%7C0%7C0%7C637351778014653755&sdata=vs7IW7PpypUzMGDmuPnKRYxzYDrosQhDCr4Hnusg%2Fv8%3D&reserved=0) |
| Education and training outcomes | [www.abautsa.com](http://www.abautsa.com) |
| If applicable, description of alignment with applicable certification and licensing standards | [www.abautsa.com](http://www.abautsa.com) |
| If applicable, websites containing marketing information for the program | [https://www.abautsa.com/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.abautsa.com%2F&data=02%7C01%7Cjustine.cantu%40utsa.edu%7C982509cf943a48182b6508d85410b4f0%7C3a228dfbc64744cb88357b20617fc906%7C0%7C0%7C637351778014653755&sdata=vs7IW7PpypUzMGDmuPnKRYxzYDrosQhDCr4Hnusg%2Fv8%3D&reserved=0) |

1. **Accredited programs disclose their accreditation status in advertising and all relevant materials. Programs undergoing review for accreditation do not disclose their status as indicated in the Policy on Advertising of Accreditation Status.**

For 8-104: Provide evidence (e.g., web address) that accreditation status is accurately communicated in program advertisements and other relevant materials (e.g., web pages, recruitment brochures).

N/A

# Degree Programs

*Programs are accredited at the doctoral, master’s and bachelor’s level. Each program has objectives appropriate to its level as well as requirements for instruction in specific content areas. In each area the scope of training is expressed in terms of hours of contact with the instructor. Programs are allowed flexibility in terms of how they achieve the prescribed contact hours.*

1. **Faculty provide descriptive syllabi including learning objectives, methods of assessment, and assignment of grades for all the components in the curriculum. Distance education components meet the same standards as conventionally delivered components.**

For 9-100: In the main program self-study folder, create a sub-folder labeled: *Syllabi*. In this folder save any recent syllabi for courses delivered by the program using the following naming convention: Year\_Semester\_Course#\_CourseName (e.g., 2017\_Fall\_ABA699\_Principles\_of\_behavior.pdf). Uploaded- need to rename

For 9-100: If applicable, describe how distance education components meet the same standards as conventionally delivered components. Include documentation, policies, grading/assessment criteria, and information on the contact hours for distance education components.

Please see syllabi enclosed for EDP 6403 and EDP 5493. They are the only two online classes. They follow the same program standards as the remaining classes.

For 9-100: Use the table below to list information about all recent program courses. Create separate entries if a single course extends across multiple content areas and divide the contact hours accordingly.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Course # | Course Title | Credits | Instructor | Start Date | End Date | Enrolled[[2]](#footnote-3) | Mode of Instruction[[3]](#footnote-4) |
|  | EDP 6223 | Single-case Research | 3 | Leslie Neely, Ph.D., BCBA-D, LBA | 08/2023 | 12/2023 | 29 | In person or face to face |
|  | EDP 5043 | Experimental Analysis of Behavior | 3 | Karie Depaolo, Ph.D., BCBA-D | 08/2023 | 12/2023 | 18 | In person or face to face |
|  | EDP  5493 | Field Experience in Behavior Analysis | 3 | Ashley Labay, BCBA | 08/2023 | 12/2023 | 26 | Online synchronous |
|  | EDP 5503 | Introduction to Behavior Analysis | 3 | Marie Kirkpatrick, Ph.D., BCBA-D, LBA | 08/2023 | 12/2023 | 13 | In person or face to face |
|  | EDP 5633 | Intervention and Supervision in Behavior Analysis | 3 | Humberto Pena Jr., Ph.D, BCBA-D, LBA | 08/2023 | 12/2023 | 18 | In person or face to face |
|  | EDP 5723 | Practicum I in applied behavior analysis | 3 | Ashley Labay, BCBA | 08/2023 | 12/2023 | 5 | In person or face to face |
|  | EDP 5723 | Practicum I in applied behavior analysis | 3 | Ashley Labay, BCBA | 08/2023 | 12/2023 | 5 | In person or face to face |
|  | EDP 5493 | Field Experience in Behavior Analysis | 3 | Ashley Labay, BCBA | 01/2024 | 05/2024 | 8 | Online synchronous |
|  | EDP 5643 | Verbal Behavior & Communication Interventions | 3 | Marie Kirkpatrick, PhD BCBA-D, LBA | 01/2024 | 05/2024 | 24 | In person or face to face |
|  | EDP 6263 | Behavior Assessment | 3 | Humberto Pena Jr., Ph.D., BCBA-D, LBA | 01/2024 | 05/2024 | 22 | In person or face to face |
|  | EDP 6433 | Capstone Class in Behavior Analysis | 3 | Hannah MacNaul, Ph.D., BCBA-D, LBA | 01/2024 | 05/2024 | 17 | Online synchronous |
|  | EDP 6403 | Ethics for Applied Behavior Analysiss | 3 | Humberto Pena Jr., Ph.D, BCBA-D, LBA | 01/2024 | 05/2024 | 31 | Online synchronous |
|  | EDP 5723 | Practicum I in applied behavior analysis | 3 | Ashley Labay, BCBA | 01/2024 | 05/2024 | 6 | In person or face to face |
|  | EDP 5723 | Practicum I in applied behavior analysis | 3 | Ashley Labay, BCBA | 01/2024 | 05/2024 | 5 | In person or face to face |

*(add more table rows as necessary)*

## Doctoral Degree Programs

### 9-101 Standards.

1. **The students demonstrate a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field.**
2. **The students conceive, design, implement, and adapt a substantial process of research with scholarly integrity.**
3. **The students contribute through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication.**
4. **The students engage in critical analysis, evaluation and synthesis of new and complex ideas; and can communicate with their peers, the larger scholarly community, and with society in general about their areas of expertise.**

For 9-101: Describe how the program meets standards 9-101-00 through 9-101-03.

### 9-102 Content Areas.

The program requires 585 hours of instruction, including course work and supervised experience. The work done in a master’s program may be counted in fulfillment of these doctoral degree requirements. For the doctoral degree, a dissertation is required; a thesis or equivalent is optional.

#### Principles of Behavior

*Contact hours*: 45

*Purpose*: To develop students’ competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis.

#### Research Methods

*Contact hours:* 90

*Purpose*: To develop competence in measurement of behavior, data collection analysis and graphic representation, experimental design with particular emphasis on single subject design, and applicable statistical procedures.

#### Conceptual Analysis

*Contact hours:* 90

*Purpose*: To develop competence in the history and philosophy of behaviorism, theoretical approaches to understanding behavior, and interpretation of behavior in terms of the concepts and principles of behavior analysis.

#### Applied Behavior Analysis

*Contact hours:* 90

*Purpose*: To develop competence in the application of the principles of behavior and multiple areas of investigation and practice.

#### Basic Behavior Analysis

*Contact hours*: 90

*Purpose*: To develop competence in understanding how principles of behavior are discovered and described in the context of basic research.

#### Ethics

*Contact hours:* 45

*Purpose*: To understand legal constraints and ethical guidelines as pertinent to behavioral research and practice.

#### Specialized Elective

*Contact hours*: 45

*Purpose*: To develop competence in one or more specialized areas of behavioral investigation.

### 9-103 Supervised Experiential Learning.

Hours of supervised experience: 90

*Purpose*: To develop skill in professional practice or research. Work to complete a thesis (or equivalent) and/or a dissertation may fulfill this requirement

Experiential learning can take place on or off campus, for example, in laboratories, educational settings, clinical settings, or organizations. It can take the form of basic or applied research or it can involve interventions that change behavior. The experiential learning requirement can be met through the student’s professional employment if an appropriate level of supervision or oversight is provided by program faculty and the experiential learning is a requirement for obtaining the degree – that is, if the experiential learning occurs before the degree is awarded. Regardless of the location or nature of the experience, it is incumbent on the program to show how it meets the Substantive Standards 2-106 through 2-109.

### 9-104 Thesis or Equivalent (Optional for Doctoral Degree Programs).

*Contact hours* as required by the institution.

*Purpose*: To develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion.

The thesis or equivalent must involve a proposal and include evaluative components. A project that is the equivalent of a thesis normally involves a proposal that describes the work to be conducted, the work itself, and a report of the work that describes the rationale, method, outcome, and an evaluation of the outcome.

### 9-105 Dissertation.

*Contact hours* as required by the institution.

*Purpose*: To demonstrate independent scholarship in the context of an investigation that produces an original contribution to the basic, applied, or conceptual analysis of behavior.

For 9-102 through 9-105: Use the table below to show how the program meets the content area standards. If a single course extends across content areas, list it on multiple rows and keep the credits the same but divide the contact hours accordingly. Contact hours may not be counted more than once per content area (e.g., contact hours designated for Principles can not then be designated to Basic Behavior Analysis).

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|  | Content Area[[4]](#footnote-5) | Course # | Course Title | Credits | Contact Hours in Content Area | Mode of Instruction[[5]](#footnote-6) |
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*(add more table rows as necessary)*

## Master’s Degree Programs

### 9-106 Standards.

1. **The students demonstrate knowledge and understanding founded upon bachelor’s-level studies.**
2. **Program extends and/or enhances knowledge typically associated with bachelor’s-level degree programs, and provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.**
3. **The students apply their knowledge and understanding and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.**
4. **The students communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.**
5. **The students study in a manner that may be largely self-directed or autonomous.**

For 9-106: Describe how the program meets standards 9-106-00 through 9-106-04.

The program meets the above standards through scaffolded coursework and experiential learning. The complexity of concepts in increased throughout the program to shape student knowledge. We also fade out faculty support in experiential learning to shape student independence in application of concepts to the field. Students are required to complete a minimum of two field experience classes, with comprehensive students completing two additional practicum courses. Students are also required to complete a research competency (described in 2-100) which allows them to extend ideas to the research concepts. Students also present their research at a research symposium or conference. While student study is not self-directed, it is autonomous and they have weekly reading quizzes to encourage preparation for class.

### 9-107 Content Areas.

The program requires 405 hours of instruction, including course work and supervised experience.

#### Principles of Behavior

*Contact hours*: 45

*Purpose*: To develop students’ competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis.

**Class**: EDP 5503: Intro to Applied Behavior Analysis

#### Research Methods

*Contact hours*: 45

*Purpose*: To develop competence in measurement of behavior, data collection analysis and graphic representation, and experimental design with particular emphasis on single subject design.

**Class**: EDP 6223: Research in Single-case Design

#### Conceptual Analysis

*Contact hours*: 45

*Purpose*: To develop competence in the history and philosophy of behaviorism, theoretical approaches to understanding behavior, and interpretation of behavior in terms of the concepts and principles of behavior analysis.

**Class**: EDP 5003: Psychological learning theories

#### Applied Behavior Analysis

*Contact hours*: 90

*Purpose*: To develop competence in the application of the principles of behavior and multiple areas of investigation and practice.

**Class**: EDP 6263: Behavior Assessment

**Class**: EDP 5643: Verbal Behavior

**Class**: EDP 5633: Intervention and Supervision in Behavior Analysis

#### Basic Behavior Analysis

*Contact hours*: 45

*Purpose*: To develop competence in understanding how principles of behavior are discovered and described in the context of basic research.

**Class**: EDP 5043: Experimental Analysis of Behavior

#### Ethics

*Contact hours*: 45

*Purpose*: To understand legal constraints and ethical guidelines as pertinent to behavioral research and practice.

**Class**: EDP 6403: Ethics for Behavior Analysis

### 9-108 Supervised Experiential Learning.

Hours of supervised experience: 90

*Purpose*: To develop skill in professional practice or research. Work to complete a thesis or equivalent may fulfill this requirement.

Experiential learning can take place on or off campus, for example, in laboratories, educational settings, clinical settings, or organizations. It can take the form of basic or applied research or it can involve interventions that change behavior. The experiential learning requirement can be met through the student’s professional employment if an appropriate level of supervision or oversight is provided by program faculty and the experiential learning is a requirement for obtaining the degree – that is, if the experiential learning occurs before the degree is awarded. Regardless of the location or nature of the experience, it is incumbent on the program to show how it meets the Substantive Standards 2-106 through 2-109.

**Class:** EDP 5493: Field Experience in Behavior Analysis (Take twice)

**Class**: EDP 5783: Practicum I in Applied Behavior Analysis (Taken twice by comprehensive students only)

### 9-109 Thesis or Equivalent.

*Contact hours* as required by the institution

*Purpose*: To develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion.

The thesis or equivalent must involve a proposal and include evaluative components. A project that is the equivalent of a thesis normally involves a proposal that describes the work to be conducted, the work itself, and a report of the work that describes the rationale, method, outcome, and an evaluation of the outcome.

For 9-107 through 9-109: Use the table below to show how the program meets the content area standards. If a single course extends across content areas, list it on multiple rows and keep the credits the same but divide the contact hours accordingly. Contact hours may not be counted more than once per content area (e.g., contact hours designated for Principles can not be designated to Basic Behavior Analysis).

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|  | Content Area[[6]](#footnote-7) | Course # | Course Title | Credits | Contact Hours in Content Area | Mode of Instruction[[7]](#footnote-8) |
|  | Principles of Behavior | EDP 5503 | Intro to Applied Behavior Analysis | 3.0 | 45 | Face to face |
|  | Research Methods | EDP 6223 | Single-case research | 3.0 | 45 | Face to face |
|  | Conceptual Analysis | EDP 5003 | Psychological learning theories | 3.0 | 45 | Face-to-face |
|  | Applied Behavior Analysis | EDP 6263 | Behavior Assessment | 3.0 | 45 | Face-to-face |
|  | Applied Behavior Analysis | EDP 5643 | Verbal Behavior | 3.0 | 45 | Face-to-face |
|  | Applied Behavior Analysis | EDP 5633 | Intervention and Supervision in Behavior Analysis | 3.0 | 45 | Face-to-face |
|  | Basic Behavior Analysis | EDP 5043 | Experimental Analysis of Behavior | 3.0 | 45 | Face-to-face |
|  | Ethics | EDP 6403 | Ethics for Behavior Analysis | 3.0 | 45 | Online |
|  | Supervised Experiential Learning. | EDP 5493 | Field Experience in Behavior Analysis (Take twice) | 3.0 | 45 | Online |
|  | Supervised Experiential Learning. | EDP 5783 | Practicum I in Applied Behavior Analysis (Taken twice by comprehensive students only) | 3.0 | 45 | Face-to-face |
|  | Thesis or Equivalent. | N/A | Not a class | N/A | 30-45 hours | Face-to-face |

*(add more table rows as necessary)*

1. Enter one of the following project categories for each submission: Undergraduate Thesis | Master’s Thesis Equivalent | Master’s Thesis | Doctoral Dissertation [↑](#footnote-ref-2)
2. Enrollment numbers should be taken from the course start date. [↑](#footnote-ref-3)
3. Enter one of the following modes of instruction for each submission: Face-to-Face, Web-Assisted, Hybrid, or Online. Descriptions are below.

   Face-to-Face: Course meets face-to face for all of the course contact hours prescribed by the course type and units. Syllabus/grades may be posted online.

   Web-Assisted: Course meets face-to-face for all of the course contact hours prescribed for the course type and units. Syllabus/grades may be posted online. Some course materials/activities are online and require active student access.

   Hybrid: Course uses both classroom and online instructional modes and meets face-to-face for 25%-75% of the course contact hours prescribed by the course type and units.

   Online: 100% of the course instruction is delivered in a synchronous or asynchronous instruction mode. Scheduled face-to-face meetings may or may not be required for orientation and student evaluation. [↑](#footnote-ref-4)
4. Enter one of the following content areas for each submission: Principles of Behavior | Research Methods | Conceptual Analysis | Applied Behavior Analysis | Basic Behavior Analysis | Ethics | Specialized Elective | Supervised Experiential Learning | Thesis or Equivalent | Dissertation [↑](#footnote-ref-5)
5. [See 9-100 for mode of instruction definitions.](#Mode_of_Instruction) [↑](#footnote-ref-6)
6. Enter one of the following content areas for each submission: Principles of Behavior | Research Methods | Conceptual Analysis | Applied Behavior Analysis | Basic Behavior Analysis | Ethics | Supervised Experiential Learning | Thesis or Equivalent [↑](#footnote-ref-7)
7. [See 9-100 for mode of instruction definitions.](#Mode_of_Instruction) [↑](#footnote-ref-8)