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| **Department of Psychology Master’s Degree in Applied Behavior Analysis****COLLEGE OF SCIENCE AND MATHEMATICS** |
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| **I. Mission Statement** |
| The mission of the ABA Master of Arts in Psychology is to provide comprehensive education and training in Applied Behavior Analysis, producing culturally responsive scientist-practitioners who meet the needs of diverse communities and populations through research, theory, and application. |

**II.**

**Goals and Student Learning Outcomes**

The Goals and Student Learning Outcomes for the Applied Behavior Analysis Master’s degree

program are related to the overall goals of the Psychology department but also have goals and outcomes specific to the field of study.

**GOALS AND STUDENT LEARNING OUTCOMES**

**FOR ALL GRADUATE STUDENTS IN APPLIED BEHAVIOR ANALYSIS**

**Goal 1: Theory and Content in Psychology**. Students can demonstrate conceptual mastery of an area of emphasis in depth.

Student learning outcomes:

* 1. Students demonstrate their knowledge and understanding of theory and research in the following areas related to the field of Applied Behavior Analysis: philosophical underpinnings, concepts and principles, measurement, data display, and interpretation.

**Goal 2: Methodology and Technology.** Students can understand and be able to use major research methods and applied technologies in Applied Behavior Analysis., including design, data analysis, and evaluation.

Student learning outcomes:

1. Students can apply various research methodologies in research, including but not limited to, single-subject methodologies and designs.
2. Students can collect and analyze data accurately and reliably for research and applied purposes.
3. Students can explain Behavior Analysis Certification Board (BACB®) and APA guidelines for the ethical treatment of human research participants, clients in treatment, staff in

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training, and other relevant populations, and can identify violations of these ethical codes.

**Goal 3: Critical Thinking, Logic, and Problem Solving.** Students can demonstrate the skills and attitudes of critical thinking and sound decision-making in coursework, application, and independent work.

Student learning outcomes:

1. Students can evaluate the logic and data of research, compare perspectives, theories, assumptions, and facts, and develop hypotheses based on the research literature.
2. Students can evaluate research findings and their application to socially relevant behavior change.

**Goal 4: Communication Skills**. Students can write clearly and effectively and can display effective oral communication skills.

Student learning outcomes:

1. Students can produce well-organized papers and essays without grammatical errors, utilizing APA format.
2. Students can compose and deliver oral presentations on a variety of topics in Applied Behavior Analysis to various audiences in a group setting.

**Goal 5: Diversity and Awareness**. Students can demonstrate awareness and analysis of topics and issues related to justice, equity, diversity, and inclusion.

Student learning outcomes:

Students can demonstrate an understanding and respect for cultural and individual differences by describing the biases, disparities, and inequities different communities face and how these impact our science and practice.

1. Students can evaluate their own biases and ability to work collaboratively with individuals with diverse needs and backgrounds.

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**III. Curriculum Map (Matrix of Courses X Student Learning Outcomes)**

PSYCH 221 Advanced Learning and Human Behavior (4)

PSYCH 222 Legal, Ethical, and Professional Issues in Behavior Analysis (3)

PSYCH 223 Verbal Behavior (4)

PSYCH 224 ABA for Organizations and Systems (4)

PSYCH 235 Philosophy in Behavior Analysis (3)

PSYCH 244 Measurement, Research Methods, and Statistics (4)

PSYCH 245 Research Methods in Behavior Analysis (4)

PSYCH 268 Practicum in Applied Behavior Analysis (1x4)

PSYCH 271 Behavioral Intervention and Consultation (3)

PSYCH 288 Advanced Applied Behavior Analysis (4)

PSYCH 289 Functional Assessment and Intervention (4)

PSYCH 299 Thesis (3-6)

Total Units Required for Master’s Degree in ABA 44

The table that follows was created based on a review of syllabi and faculty reports of how their courses, as the courses currently exist, map onto the objectives: I =Introduced; R = Reinforced; A = Advanced.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1.1** | **2.1** | **2.2** | **2.3** | **3.1** | **3.2** | **4.1** | **4.2** | **5.1** | **5.2** |
| **PSY 221** | A | A |  |  | A | A | A | A | R | R |
| **PSY****222** | I |  |  | I |  | I | I | I | I | I |
| **PSY 223** | A |  |  |  | A | A | A | A | A | A |
| **PSY****224** | A |  | R | R | R | R | R | R | R | R |
| **PSY 235** | I |  |  | I |  | I | I | I | I | I |
| **PSY 244A444444AA**  |  | I | I | I | I | I | I |  | I |  |
| **PSY 245** | R | A | A | R | R | R | R | R | R | R |
| **PSY 268** | R |  | R | R |  | R |  | R | A | A |
| **PSY 271** | R | R | R | R | R | R | R | R | A | A |
| **PSY 288** | I | I | I | I | I | I | I | I | I | I |
| **PSY 289** | R | A | R | R | A | A | R | R | R | R |
| **PSY 299** | A | A | A | A | A | A | A | A | A | A |

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| **IV. Assessment Methods** |
| **Direct Measures:** |
| 1. **Embedded Questions (Psych 244A):** Embedded questions in the final course exam are used to assess knowledge of data analysis, data interpretation, and presentation of data in an APA table. **Although no specific standards are set, it is generally expected that students will obtain at least 75% correct.** |
| 2. **Graduate Writing Assessment (Psych 244A):** All graduate students in the department are given the same article to read, and during class time, they must write an 850-word critique. Critiques are anonymously evaluated by at least two members of the Psychology Department Graduate Committee with respect to content, writing mechanics, and clarity and coherence. **Students are expected to score at least 24 out of a possible 30.** |
| 3. **Thesis Rubric:** All theses are evaluated by the committee members. The rubric asks raters to rank the various components (i.e., Introduction, Literature Review, Method, Results, and Discussion) on a 3-point scale (1 = Below Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations). Writing and oral presentation are evaluated on a 5 point scale that is scored from 1-3. **The goal is all theses will be rated with a mean of 2.0 or better.** |
| 4. **Board Certification Mock Exam:** Every year a mock BCBA® exam will be administered to students at the end of their last semester of classes. This exam is provided by Behavior Development Solutions, the most commonly used preparation software for the BCBA exam and research has shown that success on this exam predicts success on the BCBA exam. The exam consists of 150 randomly selected multiple-choice questions, provided via an online system, to be taken in class. **The goal is that students will achieve at least 90% on the exam.** |
| **Indirect Measure(s):** |
| 1. **BCBA Supervisor Review:** Supervising Behavior Analysts review our students on an ongoing basis each semester of practicum. This review covers a number of professional and clinical skills across 28 items. **During the final semester of practicum, it is expected that students will achieve a review 95% or better across all items.** |
| 2. **Exit survey:** This is administered to graduating students each spring to assess their experience and evaluation of the graduate program immediately upon completion. The information obtained is used for future curricular and student support planning. **The goal is that they “agree” to “strongly agree” with the statement presented regarding their graduate school experience.** |
| 3. **Alumni Evaluation Survey:** This is administered every three years to assess the strengths and needs of the program, specifically the views of alumni on how the program prepared them for their current profession. The information obtained is used for future curricular planning. **The goal is “good” to “excellent” preparation.** |

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**V.**

**Student Learning Outcomes X Assessment Methods Matrix**

Below is a table of Student Learning Outcomes X Assessment Method Matrix

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1.1** | **2.1** | **2.2** | **2.3** | **3.1** | **3.2** | **4.1** | **4.2** | **5.1** | **5.2** |
| **A. Direct Measures** |
| 1. | X | X |  |  |  |  | X |  |  |  |
| 2. |  |  |  |  | X |  | X |  | X | X |
| 3. | X | X | X | X | X | X | X | X | X | X |
| 4. | X | X |  | X |  | X |  |  | X | X |
| **B. Indirect Measures** |
| 1. | X |  | X | X |  | X |  | X | X | X |
| 2. | X | X | X | X |  |  | X | X | X | X |
| 3. | X |  |  | X |  |  | X | X | X | X |

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| **VI. Timeline for Implementation of Assessment Methods and Summary Evaluations** |
|  | **’24-****‘25** | **’25-****‘26** | **’26-****‘27** | **’27-****‘28** | **’28-****‘29** |
| **Direct Measures** |  |  |  |  |  |
| 1. Embedded Questions (Psych 244A) | **X** | **X** | **X** | **X** | **X** |
| 2. Graduate Writing Assessment (Psych 244A) | **X** | **X** | **X** | **X** | **X** |
| 3. Thesis Rubric | **X** | **X** | **X** | **X** | **X** |
| 4. Board Certification Mock Exam | **X** | **X** | **X** | **X** | **X** |
| **Indirect Measures** |  |  |  |  |  |
| 1. BCBA Supervisor Review | **X** | **X** | **X** | **X** | **X** |
| 2. Exit survey | **X** | **X** | **X** | **X** | **X** |
| 3. Alumni Evaluation Survey |  |  |  |  | **X** |

**VII. Process for Closing the Loop**

Each Fall semester, the Graduate Coordinator will compile all assessment data available from the previous year (as indicated in the table above). These will be compiled into a document “ABA Program Student Outcomes and Assessment Report” and provided to the department chair and all ABA faculty. ABA faculty will review this report in a meeting where they will discuss the findings and suggest changes to the program/curriculum as needed. Any proposed changes will be presented to program faculty in the next monthly faculty meeting for approval, where other faculty may also suggest changes. Once in every 5-year cycle, all outcome measures will be presented to the entire department faculty for review and suggestions. Changes will be implemented as appropriate.

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