

1. Program Type (Please specify any from the list below that apply—delete the others)

Option Elevation

1. Program Identification
   1. Campus

Fresno

* 1. Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).

Master of Arts in Applied Behavior Analysis

* 1. Term and academic year of intended implementation (e.g., fall 2017). Fall 2019
  2. Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.

44 units

* 1. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

Department of Psychology

* 1. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed option or concentration elevation to a full degree major program.

Marianne Jackson, Associate Professor, Coordinator of the ABA graduate program

* 1. Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit

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the WSCUC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

It is not subject to WASC Substantive Change review (see WSCUC Substantive Change Program Screening Form Appendix I)

* 1. Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

Applied Behavior Analysis – CIP code 42.2814

* 1. Please provide teach-out policy language to accommodate those students who will complete the original program with the option or concentration.

The current option being elevated will have no change in curriculum as a result of this proposal. Students will be able to complete their current requirements after this elevation has occurred. All required classes will still be offered under the new degree.

* 1. Provide evidence the current option will be discontinued once all existing students exit the program.

All students who declared the current major before the implementation of this proposal will be complete and receive their current degree (MA in Psychology) or be permitted to switch to the new degree that is applicable to their academic plan (see appendix II). Because there is no change in courses or course sequence, this will have no effect upon the students or their time to graduation.

1. Program Overview and Rationale
   1. Provide a rationale for option or concentration elevation to a full degree program. Include a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for elevating the option or concentration to a full degree program at this time.

The M.A. option in Applied Behavior Analysis is a 44-unit program that includes a thesis requirement. Coursework meet the requirements for the national credential of the field of study, and along with the supervised experience provided, qualifies graduates of the program to sit the qualifying exam to become a Board Certified Behavior Analyst. This credential is currently required to practice as a Behavior Analyst nationwide (and increasingly internationally too). Our current M.A. option in Applied Behavior Analysis is out of compliance with the Chancellor’s Executive Order 1071. Currently our option in Applied Behavior Analysis

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is an option of the M.A. program in Psychology and shares only one required course (4 out of 44 units). This proposal is intended to bring the M.A. option in Applied Behavior Analysis into compliance with the Executive Order by elevating the option to the status of a M.A. degree. Current curriculum for the option will remain in place as the curriculum for the degree.

* 1. Provide the proposed catalog copy description, including program overview, degree requirements (including course catalog numbers, titles, and units), and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

The revised catalogue copy is provided in Appendix III.

* 1. Provide written documentation of the campus approval process with written evidence of a significantly greater campus and administrative commitment to sustain the stand-alone program than was required to establish it as a specialization area.

Approval documents are provided in Appendix IV.

1. **Curriculum –** *(These requirements conform to the revised 2013 WASC Handbook of Accreditation)*
   1. Provide a side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.

There no proposed changes to the current curriculum.

|  |  |
| --- | --- |
| Current M.A. Option in Applied Behavior Analysis | Proposed M.A. Degree in Applied Behavior Analysis |
| Psych 244A (4), 288 (4), 231 (3), 268 (4), | Psych 244A (4), 288 (4), 231 (3), 268 (4), |
| 245 (4), 289 (4), 221 (4), 271 (3), 223 | 245 (4), 289 (4), 221 (4), 271 (3), 223 |
| (4). | (4). |
| Two Elective courses (6-8 units) | Two Elective courses (6-8 units) |
| Thesis units – Psych 299 (3-6 units) | Thesis units – Psych 299 (3-6 units) |
| Total required – 44 units | Total required – 44 units |

* 1. These program proposal elements are required:
     + Comprehensive assessment plan addressing all assessment elements;
     + Matrix showing where student learning outcomes are introduced (I), reinforced (R), and advance (A).

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The department’s Student Outcomes Assessment Plan (SOAP) for the proposed degree program is provided in Appendix V.

1. Evidence of Potential Student Demand

Please provide enrollment numbers in the current option for the past three to five years to provide evidence of sustained and possible future interest in the program.

Anticipated student interest – For the academic year, 2018-19, there were 28 applications to the M.A. option in Applied Behavior Analysis, and 11 students were offered placements (with 2 offered a placement as an alternate if any of these initial offers are declined). Seven students were admitted. Others accepted positions at other universities (many within the CSU system). We currently receive about 50% of our applicants from outside of Fresno State and many are recruited by faculty who are active presenters at state and national conferences and through recruitments events held at state and national conferences. We regularly participate in these at least twice per year. We plan to increase the number of applications from within Fresno State by recruiting more actively from the related undergraduate courses. The department now offers an increased number of sections of the undergraduate class in ABA and we will have regular brief presentations in each class every semester. We also participate in the department’s annual recruitment hosted by PsiChi where we get interest that is comparable to that of the other graduate options within the department. In addition, we are confident that the elevation of our program to a Master’s in Applied Behavior Analysis, rather than an option in Applied Behavior Analysis, will increase our application and acceptance rates. Many of those offered places who did not accept in the last application cycle went to another CSU where they have a Master’s degree in Applied Behavior Analysis.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| Student Applications | 26 | 44 | 22 | 29 | 28 | 22 |
| Students Admitted | 6 | 11 | 5 | 7 | 7 | 4 |
| Students Graduated | 9 | 4 | 6 | 2 | 5 | 11 |

It is expected that the current levels of student interest will increase with more stable faculty numbers (some notable low admission rates were due to fluctuating faculty numbers – the ABA program lost Dr. Adams in 2014 and Dr. Grow in 2017, hired Dr. Payne and Dr. Rafacz in 2015 (Dr. Payne was on a year of leave in 2016). This variation in faculty numbers meant that for some portion of 2014 and 2015 there was only one tenure track faculty in the ABA program able to chair thesis committees and serve as an advisor to students. At that time there were approximately 20 students in the ABA program and this inevitably had an effect on graduation rate. Much of this slow down continued into 2015/16 and 2016/17. Since then graduation rates have increased again, with the expectation that we will graduate 10-12 students per year going forward. In addition, the majority of the recent graduating cohort completed the program within 2 years.

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Another effect that the loss of key faculty and changing faculty numbers has had is to decrease the number of students accepted into the program each year. In order to manage the student to faculty advisor ratios, and to try to graduate all of the students who were already in the program, fewer student applicants were accepted into the program in the following few years. The fluctuating faculty numbers, with the leave time of Dr. Payne in 2016 and the loss of Dr. Grow in 2017, prompted a similar decrease in acceptance rates. In addition, it has been reported that the program gained a reputation for being difficult to get into at this time and this may has decreased applicants from Fresno State (this was reported by many students who applied and some who decided not to apply at that time). It is expected that our more stable faculty numbers will allow us to increase our acceptance rates and continue to decrease time to graduation for all students. In addition, we are implementing a mentorship model in the 2019 application process to allow student applicants to apply to one mentor and begin working on their thesis as soon as they begin the Master’s degree program. As it stands now, students apply generally to the ABA option and are assigned a faculty mentor through a collaborative process that takes place in their first semester. Applying directly to a mentor, via the mentorship model being implemented in 2019, is expected to further decrease time to graduation by allowing students to begin working with their mentors on their thesis as soon as they begin the graduate program.

The current faculty group is composed of 5 faculty members, three of whom primarily focus on the Applied Behavior Analysis graduate program (one tenured and two tenure track). All three of these faculty will apply for promotion in the next academic year (one to full professor and two to associate professor) and are making excellent progress toward this. This provides some increased stability in faculty numbers for the ABA program. The other two members of the faculty group provide an additional supporting role, serving on thesis committees, teaching classes, etc. One of these faculty members is a tenured faculty in the psychology department and is a licensed clinical psychologist with interests and expertise in the diagnosis of autism spectrum disorders, and the assessment and treatment of Alzheimer’s Disease (a growing area of interest in ABA). The other is a faculty member in the Department of Communicative Sciences and specializes in speech and language therapy with individuals diagnosed with autism spectrum disorder and related issues, who had published on the intersection of speech and language therapy and ABA. Their information is listed below:

Marianne L. Jackson, PhD, BCBA-D

Associate Professor – Psychology Department (ABA program)

Sharlet D. Rafacz, PhD., BCBA-D

Assistant Professor – Psychology Department (ABA Program)

Steven W. Payne, PhD, BCBA-D

Assistant Professor – Psychology Department (ABA Program)

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Amanda Mortimer, PhD

Associate Professor – Psychology Department

Christine Maul, PhD.

Associate Professor – Communicative Sciences and Deaf Studies

1. Work force demand and employment opportunities – Over the last 6 years, we have had a 100% employment rate for our students (for those not going on to further studies) with many of them receiving multiple job offers upon graduation. Graduates work in a variety of contexts including school districts, state administration, community college and university teaching, and home or center-based ABA service providers located in the local community, statewide, or even nationwide. In addition, approximately 33% of students have gone on to pursue doctoral degrees in Behavior Analysis or a related field. An analysis of national demand for Board Certified Behavior Analysts (BCBAs) was conducted by Burning Glass Technologies in 2015, and found that the demand for behavior analyst positions more than doubled between 2012 (1,414) and 2014 (3,083). This was a national trend, as demand increased across almost every state with the largest demand being for the BCBA (Master’s level credential) showing the largest increase in demand (compared to the Bachelor’s level credential and the doctoral level credential). 85% of job postings fell into the area of Health Care, Educational Services, or Social Assistance industries, consistently calling for experience working with individuals with autism and other developmental disabilities. Furthermore, the majority of job postings were in three states: California, Massachusetts, and New Jersey. This indicates the need for more BCBAs in the state of California. Another analysis of certification trends (Deochand and Fuqua, 2016) showed that, although California had the largest number of BCBA certificants, it had the largest deficit when analyzed as per 1,000 state population. The demand for BCBAs in California has increased dramatically in recent years, in part due to the enactment of reforms that have extended insurance coverage for ABA services for people with autism spectrum disorder. In California, Senate Bill 946 was enacted in 2011, requiring insurance companies to provide behavior analytic interventions for individuals with Autism Spectrum Disorder. This bill was extended in 2014 and is heavily supported by lobby groups around the country. In addition, The California Association for Behavior Analysis, along with other legislative groups, continues to lobby for the licensure of Behavior Analysts in the state of California and it is widely argued that this would broaden the scope of services and populations BCBAs could serve, further increasing the demand for qualified individuals and quality Master’s degree programs to meet this demand.
2. Self-Support Programs

N/A

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Submit completed proposal packages to:

[APP@calstate.edu](mailto:APP@calstate.edu)

Academic Programs and Faculty Development CSU Office of the Chancellor

401 Golden Shore

Long Beach, CA 90802-4210

Contact Us

Dr. Christine Mallon Assistant Vice Chancellor

Academic Programs and Faculty Development

Phone (562) 951-4672

Fax (562) 951-4982

[cmallon@calstate.edu](mailto:cmallon@calstate.edu)

Academic Programs and Faculty Development is on the Web <http://www.calstate.edu/APP/>

Contact Extended Education

Dr. Sheila Thomas, Assistant Vice Chancellor and Dean, Extended Education Phone (562) 951-4795

Fax (562) 951-4982

[sthomas@calstate.edu](mailto:sthomas@calstate.edu)

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Appendix I: WSCUC Substantive Change Program Screening From

Appendix II: Add / Change Degree Form

**Criteria**

**“Add or Change Graduate Degree *or* Certificate of Advanced Study Objective”**

***If you*** are applying to and wanting to add a credential program:

* **Do not** complete this form.
* Please contact the appropriate credential office.

***If you*** intend to change your degree objective from a graduate degree to a 2nd bachelor’s degree, a 2nd major, or a certificate (other than an advanced certificate):

* **Do not** complete this form.
* Go to the Admissions & Records Office, Student Services Windows to request a Change of Major Request form.

***If you*** are a new applicant to the university this semester and *it is* ***before*** *the 4th week* of the semester:

* **Do not** complete this form.
* You must declare or clarify your degree objective in the Graduate Admissions Office, Joyal Administration Building, Room 121.
* International students must declare or clarify their degree objective in the International Admissions Office, Joyal Administration Building, Room 256.

***If you*** are a new applicant to the university this semester and *it is* ***after*** *the 4th week* of the semester:

* **Do** complete this form.

***If you*** are currently enrolled:

* **Do** complete this form.

***If you*** were in attendance last semester:

* **Do** complete this form.

***If you*** have been out of attendance for only one semester as a postbaccalaureate student:

* **Do** complete this form.

***If you*** wish to pursue or add a graduate degree or a Certificate of Advanced Study to your current graduate program, and answered “yes” to the four questions above:

* **Do** complete this form.

DRGS.mv/3-16

### Instructions

“Add or Change Graduate Degree *or*

**Certificate of Advanced Study Objective”**

**Note to the student:**

All requests to add or change graduate degree *or* a certificate of advanced study objective must be handled in the same manner as any new application to the program concerned. The application on the back of this form will initiate a process that makes you a candidate for admission to the new program objective being named.

The Division of Research and Graduate Studies will forward your application and all relevant paperwork and test scores, if required, to the graduate program coordinator for your requested proposed program degree objective, for the program faculty’s consideration and formal recommendation. ***We will send you official notification of their decision***.

Instructions:

1. Complete all information requested on this form.
2. If required, graduate degree or advanced certificate students ***must*** have on file with the university “official” GRE, MAT, or GMAT tests scores.
3. If BA/BS degree was received from an institution other than Fresno State, you ***must*** provide a copy of your transcript with the degree posted.
4. **For students seeking a second graduate degree,** submit the completed form to the receptionist in the Division of Research and Graduate Studies, Frank W. Thomas Building, Room 130, and secure an appointment with a Graduate Degree Specialist. A specialist will review your application for any potential problems regarding second graduate degree coursework before you pay the requisite fee.
5. Take the completed Special Services Fee portion of the form to the Cashier’s Window in the South Lobby of the Joyal Administration Building and pay the $5.00 fee. The Cashier will receipt your form and supply you with a fee receipt.
6. Return your form and register receipt to the receptionist in the Division of Research and Graduate Studies, Frank W. Thomas Building, Room 130. The receptionist will retain the original receipt to be kept on file.

DRGS.mv/11-17

Division of Research and Graduate Studies DOMESTIC STUDENT

California State University, Fresno INTERNATIONAL STUDENT

*To complete this form, you must have a 2.5 cumulative undergraduate GPA, or a 2.5 GPA on the last 60 units (including postbaccalaureate work) and, if required, GRE, MAT, or GMAT test*

Add or Change Graduate Degree *or* Certificate of Advanced Study Objective

*Type or print in ink.*

**NAME ID#**

Last First Middle

**ADDRESS PHONE**

Street City State Zip

**RECEIVED:** BA BS MAJOR \*INSTITUTION YEAR

***CURRENT* PROGRAM:**

***PROPOSED* DEGREE OBJECTIVE** (Name of the new degree designation, program, and option [if applicable] you wish to):



* Add (to current program) ***OR*** Change to (abandon current program)
* MA in

Degree Title Option (if applicable)

* MS in

Degree Title Option (if applicable)

* Other (Circle one: EdS, MBA, MBt, MFA, MPA, MPH, MPT, MSW) Degree Title Option (if applicable)
* Advanced Certificate (Circle one: Biotechnology, Community and Regional Planning, Composition, Dietetics, Educational Technology, Geographic Information Systems, Psychiatric Mental Health Nurse Practitioner, Teaching American History, Teaching English to Speakers of Other Languages)

**IF REQUIRED, ADMISSIONS TEST COMPLETED (check one):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Score | Date | Score | Date | Score |
| * GRE |  | * GMAT |  | * MAT |  |

**STATEMENT OF PURPOSE:** Explain briefly your reasons for seeking to pursue a new or additional postbaccalaureate graduate degree *or* advanced certificate program. Include any information concerning your preparation that is pertinent to the objective specified. If necessary, attach an additional sheet, and any resume and/or letters required by your department.

**FINANCIAL AID:** Has the Financial Aid office informed you to change/correct your degree objective? Yes No

**SIGNED STATEMENT:** I hereby make application for admission to the new or additional graduate degree *or* advanced certificate program objective noted above.

DRGS.mv/7-16

Student’s Signature Date

Division of Research and Graduate Studies Special Services Fee

Please follow the instructions below to obtain the service you require:

1. Complete the *Service Requested* portion of this form. 2) Take your completed form to the Cashier’s Window in the south lobby of the Joyal Administration Building. 3) Make payment. The Cashier will receipt the form and return it to you with a register receipt. 4) Return the register receipt to the Division of Research and Graduate Studies office to obtain the service requested. This receipted form will serve as your own proof of payment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SERVICE REQUESTED  Cost # of Copies Total  Per Copy Needed Cost   * Enrollment verification (thesis/project zero- $5 $ unit/continuation only; all other cases are   verified by the Registrar)   * Certification of student’s completion of $5 $ requirements for the master’s degree to be   granted.   * Certification of student’s completion of $5 $ requirements for the doctoral degree   to be granted.   * Duplication of foreign documents (per page). $5 $ * Duplication of lost documents or for a second $5 $ copy of any document previously provided. * Add or Change of Graduate Degree or $5 N/A $ Certificate of Advanced Study Objective   Total Fee $  Student Name:  Student ID #: Date:    Address:  Street City State Zip  Phone: Email: | | | | |
| **CASHIER’S USE ONLY**  Item Code #1280 | | | | |
| Special Service Fee | Account # 501906 | Fund 48527 | Org. ID 36320 | Program 0000 |

Appendix III: Revised Catalogue Copy

Department of Psychology

Constance Jones, Chair Science II Building, Room 312 559.278.2691

[www.fresnostate.edu/csm/psych](http://www.fresnostate.edu/csm/psych)

Degrees and Programs Offered

BA in Psychology, B.A.

BA in Psychology - Pre-M.B.A. Option, B.A. EDS in Psychology, Ed.S.

MA in Psychology, M.A.

MA in ~~Psychology -~~ Applied Behavior Analysis ~~Option~~, M.A. MN in Psychology, Minor

PREB in Pre-Psychology

Psychology is the scientific study of behavior -- including human thought, emotion, and action -- and the application of scientific knowledge to the solution of real-world problems. It includes a wide variety of topics, including perception, learning, memory, thinking, emotion, personality, social interaction, development, and abnormal behavior. Psychologists recognize that understanding behavior in all its complexity requires studying it from multiple perspectives. A thorough understanding of memory, for example, requires knowledge ranging from the neural structures and processes that underlie it to the social and cultural forces that influence it.

Students majoring in psychology take core courses in general psychology, statistics, and research methodology, along with additional courses in each of the primary areas of the discipline. There are also numerous opportunities for students to supplement their coursework with hands-on experience in faculty research labs and in the field under faculty supervision. Advanced and well-qualified students can participate in our senior honors program. These students design, conduct, and present an original research project as a senior thesis.

Psychology majors learn to think critically, write and speak clearly, identify and solve problems, and work effectively both individually and in groups. As a result, the study of psychology provides excellent preparation for graduate study and careers in a variety of fields.

Master of Arts Degree - Applied Behavior Analysis ~~Option~~ - Requirements

The Master of Arts degree in Applied Behavior Analysis ~~Option in the Master of Arts degree~~ ~~program in psychology~~ is a two-year, full-time graduate program ~~option~~ that meets the degree, coursework, and experience requirements needed in preparation for national certification as a Board Certified Behavior Analyst (BCBA). Students are required to take 44~~3 hours~~ units of coursework, including 3 thesis ~~hours~~ units and 4 ~~hours of~~ practicum units. ~~A minimum of 1,000 contact hours of practicum are required~~ Students are also able to acquire the required number of supervised experience hours over the two years of the program. Students must apply for admission to the ~~ABA Option of the M.A.~~M.A. in Applied Behavior Analysis program during the graduate application process.

This degree program, particularly the practicum, ~~option~~ emphasizes behavior analytic applications with typically developing and developmentally disabled children and adults.

Course Requirements for the M.A. in Applied Behavior Analysis ~~Option~~

**~~Core~~**

PSYCH 221 (4 units)

PSYCH 223 (4 units) PSYCH 231 (3 units)

PSYCH 244A (4units)

PSYCH 245 (4 units)

PSYCH 268 (4 units – 1 unit per semester) PSYCH 271 (3 units)

PSYCH 288 (4 units) PSYCH 289 (4 units)

PSYCH 299 (Thesis) (3 units)

**~~Total (19 units)~~ ~~Additional requirements~~**  ~~PSYCH 231 (3 units)~~

~~PSYCH 268 (Practicum) (4 units)~~  ~~PSYCH 271 (3 units)~~

~~PSYCH 288 (4 units)~~  ~~PSYCH 289 (4 units)~~  **~~Total (18 units)~~**

Electives (6-8 units)

Elective c~~C~~ourses must be approved by the ABA program coordinator.

**Total (44 units)**

Graduate Programs

The Master of Arts in Psychology, Master of Arts in Applied Behavior Analysis, and Educational Specialist degrees in Psychology are designed to provide students with a broad background in psychology while allowing them opportunities to pursue areas of special interest. Completion of the requirements for ~~either~~ all master's degrees prepare~~s~~ students for positions in community mental health service agencies, school settings, community college teaching, research, or entry into Ph.D. or Psy.D. programs in Psychology.

Admission to the Master of Arts in Psychology, Master of Arts in Applied Behavior Analysis, and Ed.S. programs ~~in Psychology~~ is based upon the satisfactory completion of prerequisite courses selected from the core courses required for the California State University, Fresno undergraduate major in psychology, or their equivalent. Potential graduate students should submit transcripts of all academic work and three letters of recommendation. In addition, students must submit scores from the GRE general test to be considered for admission.

School Psychology program applicants must submit scores from the CBEST as well and complete other prerequisites as outlined in the department's application. All students must submit applications to both the Division of Graduate Admissions and the Department of Psychology.

Admission to the graduate program in psychology is based on the evaluation of a student's capacity to successfully complete master's level work. The graduate committee uses multiple criteria to assess an applicant's qualifications including coursework completed, grades, test scores, essays, and letters of recommendation. In addition, an applicant's professional interests and goals are evaluated in terms of the interests of the faculty and the resources of the Department of Psychology. Separate evaluations of applicants are made for the M.A. general/experimental program, the M.A. Applied Behavior Analysis program, and the Ed.S. School Psychology program. Although many applicants meet our minimum admission requirements, we are limited in the number of positions available and many qualified applicants cannot be admitted.

Admission to classified graduate standing requires a minimum undergraduate grade point average of 3.0, as well as a minimum grade point average of 3.0 in undergraduate psychology courses. A combined score ~~of 1,000~~at the 50th percentile or higher on the Verbal and Quantitative sections of the GRE General Test is preferred. Applicants lacking minimum scores in one area with compensating strengths in other areas may apply. The Department of Psychology does not typically admit unclassified students into the graduate program.

In order to apply for advancement to candidacy, students in psychology graduate programs must earn grades of A or B in PSYCH 244A ~~and PSYCH 244B~~ and pass the Psychology Department Graduate Writing Requirement.

The graduate writing requirement can be fulfilled in PSYCH 244A. Further information can be found in the course syllabus and graduate handbook.

Under the direction of a graduate adviser, a coherent program is prepared and submitted, directed toward the achievement of the student's goal in graduate study.

#### Master of Arts Degree - Applied Behavior Analysis ~~Option~~

Courses

PSYCH 221. Advanced Learning and Behavior

Prerequisites: core Psychology courses (PSYCH 10 PSYCH 42, and PSYCH 144). Recommended: PSYCH 288. This course will examine a broad range of topics as they relate to the underlying principles of behavior. Topics will include mechanisms of learning, associative and non-associate processes, operant and respondent conditioning, schedules of reinforcement, and verbal processes.

Units: 4

PSYCH 223. Verbal Behavior

Prerequisites: core Psychology courses (PSYCH 10 PSYCH 42, and PSYCH 144). Recommended: PSYCH 288. Verbal Behavior is a special topics seminar that will examine behavior analytic approaches to language, including Skinner's analysis of Verbal Behavior and Relational Frame Theory. We will discuss recent research, application, interactions, and controversies surrounding main approaches.

Units: 4

PSYCH 231. Ethics and Philosophy of Behaviorism

This course will familiarize students with the ethical responsibilities for basic and applied behavior analysts required by leading organizations. The philosophical underpinnings of behavior analysis will be covered along with the larger concepts of researching and practicing as a behavior analyst, professional, and member of society.

Units: 3

PSYCH 244A. Measurement, Research Methods & Statistics

Prerequisites: PSYCH 143 or permission of instructor. Examination of measurement, advanced research design and statistical techniques in behavioral research. Includes the graduate writing assessment. (May include lab hours)

Units: 4

PSYCH 245. Research Methods in Behavior Analysis

Prerequisite: PSYCH 288. Single subject research designs and behavioral measurement techniques, assessment of graphed data; social validity.

Units: 4

PSYCH 268. Practicum in Applied Behavior Analysis

Prerequisite: Enrollment in PSYCH 288 and permission of instructor. University and site- based supervision of practica in applied behavior analysis. CR/NC grading only.

Units: 1, Repeatable for 4 units

PSYCH 271. Community Intervention & Behavior Support

This course is designed to give students hands-on experience in the application of principles used by behavior analysts to train direct staff in a variety of community settings

Units: 3

PSYCH 288. Advanced Applied Behavior Analysis

Prerequisite: PSYCH 172 or permission of the instructor. Applied use of classical and operant conditioning and social learning theory as behavior change techniques. Emphasis will be on functional assessment of behavior, including structured observations and behavior rating instruments. Students will also learn to develop and evaluate single subject research designs. Includes supervised practicum experience.

Units: 4

PSYCH 289. Functional Assessment and Intervention

Prerequisite: PSYCH 288. Advanced strategies of functional behavioral assessment and intervention for adults and children across school, home, and community settings; ethical and procedural considerations of assessment and intervention; issues of system support and maintenance.

Units: 4

PSYCH 290. Independent Study

See Academic Placement. Approved for RP grading.

Units: 1-3, Repeatable up to 6 units

PSYCH 299. Thesis

Prerequisite: Preparation, completion, and submission of an acceptable thesis for the master's degree in compliance with Psychology Department regulations. Approved for RP grading.

Units: 3-6

PSYCH 299C. Thesis Continuation

Pre-requisite: Thesis PSYCH 299. For continuous enrollment while completing the thesis. May enroll twice with department approval. Additional enrollments must be approved by the Dean of Graduate Studies.

Units: 0

All full-time faculty members in the department have a Ph.D. in psychology or a closely related field. Their areas of expertise represent the breadth of contemporary scientific psychology. In addition to being dedicated teachers, most faculty members also conduct and publish original research. Many are also licensed or certified as practitioners of clinical psychology, school psychology, or applied behavior analysis.

For faculty phone numbers and e-mail, see the campus directory. For more on the faculty, see the faculty pages.

The faculty pages are updated by the department or program.

This coursework sequence is a Verified Course Sequence with the Behavior Analysis Certification Board (BACB) and is updated, as needed, to stay current with the most recent edition of these requirements

Appendix IV: University Approval Documents

**GRADUATE PROGRAM**

**(master’s degree, doctoral degree, certificate of advanced study, Credential requiring graduate-level course work)**

**CATALOG STATEMENT REVISION REQUEST**

**Return original to:** Graduate Program: M.A. Applied Behavior Analysis

Department:

Psychology

*Division of Research and Graduate Studies* Contact Person: Marianne Jackson

*Thomas Administration Building, Room 130* Phone: 559.278.2757

*Mail Stop TA 51* E-mail: [majackson@csufresno.edu](mailto:majackson@csufresno.edu)

Effective Term/Year:

Fall 2019

**PURPOSE OF FORM:** To propose revision of a graduate program catalog statement (program description and/or requirements) as it appears in the University Catalog. The proposed program changes if approved will be binding on students who are advanced to candidacy under the new catalog statement. NOTE: Revisions in graduate courses and proposals for new graduate courses are submitted on separate forms available through the Division of Research and Graduate Studies, phone 8-2448.

**INSTRUCTIONS:** Use attachments to this sheet to indicate the changes that you propose. Make changes as space allows directly on a 8.5” x 11” xerographic copy of the entire page(s) of your graduate program statement (description/requirements) as it appears in the most recent University Catalog, including page numbers. Use “mock-up” style: cross out wording to be deleted; type new language in margins. If there is no sufficient space in the margins to type lengthy additions, designate inserts (a, b, c, etc.). Attach fully typed language for each insert on additional sheets.

Address question on these instructions to the Dean, phone 8-2448.

Routine proposals for graduate program changes are reviewed by the Graduate Curriculum Subcommittee. Extensive, substantive changes are reviewed by the University Graduate Committee.

Those planning to propose a new or extensively revised graduate program (master’s, doctoral, or certificate of advanced study), including a proposal for a revised or an additional option under an existing graduate degree, should schedule a meeting with the Research and Graduate Dean.

**JUSTIFICATION:** Explain why the proposed changes in the graduate program are needed. Attach additional pages as necessary. Special justification and approval are required for proposals to increase master’s degree program units above 30 units in academic fields, and 60 units in professional fields. Such justification must include comparative information concerning similar programs at representative universities, and outline adherence to accreditation standards if applicable. Document the impact of the proposed change and/or any increased program units on program students and department resources.



**CONSULTING SIGNATURES (if required)**

In an effort to avoid misunderstandings, signatures must be obtained from those **departments potentially affected** by proposed changes(s).

I have read the catalog statement revision request and support the proposed change(s).

Yes

No

If no, please explain your concern (s):

**Department Chair** (of department being consulted)

Psychology

Department Department

Constance Jones

Department Chair (typed name)

Department Chair (typed name)

Department Chair Signature

Department Chair Signature

Date

Date

**REQUIRED SCHOOL SIGNATURES** (verifies proposal has been approved)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Graduate Program Coordinator**  Marianne Jackson |  | | | |
| Typed Name |  | Signature |  | Date |
| **Department Chair**  Constance Jones |  |  |  |  |
| Typed Name |  | Signature |  | Date |

**School Curriculum (or Credential) Committee Chair (if applicable)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Typed Name |  | Signature |  | Date |
| **School Dean**  Christopher R. Meyer |  |  |  |  |
| Typed Name |  | Signature |  | Date |



***- For committee use only -***

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM SUBCOMMITTEE REVIEW RECOMMENDATION:**

**Request Approved Request Denied Request Deferred**

Date of Action

Explanation:

Recommendation approved by:

UNjfdsddf

Dean, Research and Graduate Studies/or designee

James Marshall

Typed Name Signature

Date

Justification

In anticipation of the approval of the elevation of the M.A. degree in Psychology – Option in Applied Behavior Analysis to a Master’s degree in Applied Behavior Analysis, we are requesting these catalogue copy changes to reflect the requirements of the degree (as a Master’s degree itself and not an option of the Master’s degree in general/experimental Psychology). There are no proposed curriculum changes or changes in required courses. This program elevation is to bring us into compliance with the Chancellor’s Executive Order 1071.

Appendix V: Student Outcomes and Assessment Plan (SOAP)

|  |
| --- |
| **Department of Psychology Master’s Degree in Applied Behavior Analysis**  **COLLEGE OF SCIENCE AND MATHEMATICS** |
|  |
| **I. Mission Statement** |
| The mission of the ABA Master of Arts in Psychology is to provide comprehensive education and training in Applied Behavior Analysis, as well as an appreciation for research, theory, and practice in Behavior Analysis, and Psychology more broadly. |

**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

**1** 5-Jun-18

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 course work, 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 appreciation of diverse perspectives.

Student learning outcomes:

1. Students can show an understanding of, respect for, and responsiveness to cultural and individual differences by describing the perspectives of those of other ages, abilities, gender, or ethnicities.
2. Students can listen to and discuss perspectives on psychology with others regardless of similarity or diversity of personality characteristics or professional experience and orientation.

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

PSYCH 221 Advanced Learning and Human Behavior PSYCH 223 Verbal Behavior

PSYCH 231 Ethics and Philosophy in Behavior Analysis PSYCH 244A Measurement, Research Methods, and Statistics PSYCH 245 Research Methods in Behavior Analysis

PSYCH 268 Practicum in Applied Behavior Analysis PSYCH 271 Community Interventions and Support PSYCH 288 Advanced Applied Behavior Analysis PSYCH 289 Functional Assessment and Intervention PSYCH 299 Thesis

Students also complete two elective classes that are approved by their advisor and the program coordinator as relevant to their specific area of study.

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 on to 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 |  |  |
| **PSY 223** | A |  |  |  | A | A | A | A |  |  |
| **PSY 231** | I |  |  | I |  | I | I | I | I | I |
| **PSY 244A444444AA** |  | I | I |  | I | I | I |  |  |  |
| **PSY 245** | R | R | R | 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 |  |
| **PSY 288** | I | I | I | I | I | I | I | I | I | I |
| **PSY 289** | R | A | R |  | A | A |  |  |  | R |
| **PSY 299** | 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, etc.) on a 4-point scale (1 = Inadequate; 2 = Adequate; 3 = Good; 4 = Excellent). **The standard is all theses will be rated with a mean of 3.0 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 30 items. **During the final semester of practicum, it is expected that students will achieve a review 95% or better.** |
| 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 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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4. **Employer Evaluation Survey:** This is administered every three years to assess the strengths and needs of the program, specifically the views of employers on how the program prepared their employees for their current position. The information obtained is used for future curricular planning. **The goal is “good” to “excellent” preparation.**

5. **Doctoral Advisor Evaluation Survey:** This is administered every three years to assess the strengths and needs of the program, specifically the views of doctoral advisors on how the program students for doctoral students in the area of Behavior Analysis or related field. 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 |  |  |  |
| 2. |  |  |  |  | X |  | X |  |  |  |
| 3. | 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 |
| 2. | X | X | X | X |  |  | X |  | X | X |
| 3. | X |  |  | X |  |  | X |  | X | X |
| 4. | X |  |  | X |  |  |  | X | X | X |
| 5. | X | X |  |  | X | X | X |  | X | X |

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **VI. Timeline for Implementation of Assessment Methods and Summary Evaluations** | | | | | |
|  | **‘18-**  **‘19** | **’19-**  **‘20** | **’20-**  **‘21** | **’21-**  **‘22** | **’22-**  **‘23** |
| **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** |  |  |
| 4. Employer Evaluation Survey |  |  | **X** |  |  |
| 5. Doctoral Advisor 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 all 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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**Appendices**

1. **Sample Psych 244A Exam**
2. **Graduate Writing Assessment Grading Instructions and Rubric**
3. **Psychology Department Thesis Rubric**
4. **BCBA Supervisor Review**
5. **Exit Survey**
6. **Alumni Evaluation Survey**
7. **Employer Evaluation Survey**
8. **Doctoral Evaluation Survey**

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* 1. **Sample Psych 244A Exam**

**Psychology 244A Fall 2017**

EXAM 3

**(6 points total)**

1. Read each of the research hypotheses below, and select the statistical test that

would best answer each. In certain situations, you may circle more than one answer.

Women score higher on the Conscientiousness

scale than men. A B c D E F G H

College GPA and GRE scores, taken together,

predict graduate school GPA. A B c D E F G H

Students who take longhand notes during a lecture will score higher on the final exam than those who take notes on their laptops.

A B c D E F G H

Never married people will score higher on the

Well-being scale than those who are married or

those who are divorced. A B C D E F G H

Those who score higher on CPI Responsibility

and CPI Independence are less likely to die

after surgery. A B C D E F G H

The number of students served by School Psychologists is related to their reported level of

job satisfaction. A B C D E F G H

Induced anxiety (present versus absent) and task difficulty (easy versus hard) impacts performance on a face recognition task. A B C D E F G H

Those exposed to the auditory distraction task of "people taking continuously" will perform more

poorly on a concentration task than those exposed to the "door slamming occasionally" task or the "traffic noise" task. A B C D E F G H

1

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Women are more likely to be qiagnosed as clinically depressed than men. | A | B | C | D | E | F | G | H |
| Those who care for more pets, more children, |  |  |  |  |  |  |  |  |
| and more square footage in their homes are |  |  |  |  |  |  |  |  |
| more likely to score higher on the CPI Flexibility. | A | B | C | D | E | F | G | H |
| Brothers will score higher on CPI Independence than their sisters. | A | B | C | D | E | F | G | H |
| Those who are married (versus unmarried), with |  |  |  |  |  |  |  |  |
| children (versus without children), and employed |  |  |  |  |  |  |  |  |
| (versus not employed) will score higher on CPI Independence. | A | B | C | D | E | F | G | H |
| A = Independent samples t-test |  | | | | | | | |
| B = Dependent samples t-test |
| C = One-way ANOVA |
| D = Two-way ANOV A |
| E = Chi-square test for independence |
| F = Correlation |
| G = Multiple regression |
| H = None of the above |

**(5 points total)**

1. You are interested in investigating the link between academic women's career success and the

number of women faculty who taught them throughout their graduate school career, with the idea that women who were taught by more women faculty will achieve greater career success.

Describe a study that could examine this phenomenon. lnclude in your discussion the following:

* 1. research design (with enough detail to understand how the data will be collected), 2) research

question, 3) research hypothesis, 4) descriptive statistics you might use, and 5) inferential statistic you might use.

2

**(15 points total)**

1. Consider the output that follows. Data are from original members of the Intergenerational Studies when they were approximately 70 years old. The variables of focus are:

|  |  |  |
| --- | --- | --- |
| Variable nam e | Variable | Question & resp nse scoring |
| sex | Sex of participant | F = female M = male |

posaff Standardized summary score for positive affect, taken from 4 items from the Bradburn Affect Scale; higher scores indicate more positive affect

negaff Standardized summary score for negative affect; taken from 4 items from the Bradburn Affect Scale; higher scores indicate more negative affect

|  |  |  |  |
| --- | --- | --- | --- |
| marital | satisfaction | Marital satisfaction | *"Ingeneral, how happy isyour marriage? Circle the number that best describes your* |
|  | | | *marriage atpresent."* |
| 1 = very unhappy |
| 5 = fairly happy  10 = almost perfect |

Examine the attached output, then provide answers to questions a and b:

**(1 point)**

1. How many men and how many women are in the sample?

**(1 point)**

1. Describe the distributions of the variables marital satisfaction, positive affect, and negative affect.

3

Now answer the questions c through i "yes" or "no," with reported APA-style statistics to back your claim. Use a = .05 for all inferential tests.

**(1 point)**

1. Do women have higher marital satisfaction than men?

**(1 point)**

1. Do women have higher positive affect than men?

**(1 point)**

1. Do women have higher negative affect than men?

**(1 point)** .

f. Do those with higher positive affect have lower negative affect?

**(1 point)**

1. Can marital satisfaction be predicted by positive and negative affect simultaneously?

**(1 point)**

1. Can marital satisfaction be predicted by positive affect, controlling for negative affect?

**(1 point)**

* 1. Can marital satisfaction be predicted by negative affect, controlling for positive affect?

4

**(3 points)**

j. Create and attach an APA-style table or figure to present results from questions c through e.

**(3 points)**

k. Create and attach an APA-style table or figure to present results from questions g through i.

**(4 points total)**

1. Using the "Exam 3 data" posted on Blackboard, create a summary score of marital quality, using the presented 9 items (rell through rel9), rated I =strongly disagree to 4=strongly agree:
   1. My spouse insists on his/her own way\*\*\*
   2. My spouse expects more than he/she is willing to give\*\*\*
   3. My spouse acts as if he/she were the only important one\*\*\*
   4. I give in more to my spouse's wishes than he/she does to mine\*\*\*
   5. My spouse brings out best in me
   6. My spouse appreciates me
   7. My spouse does not give me enough opportunity to be myself\*\*\*
   8. I annot be myself around spouse\*\*\*
   9. I can talk with my spouse

Note items marked with \*\*\* need to be reverse scored. Call the summary score "marqualtotal."

What is the internal consistency of the "marqualtotal"? What is the correlation between "marqualtotal" and "marsat," which is a single-item measure of marital satisfaction (1=very unhappy through I O=almost perfect marriage). Do "marqualtotal" and "marsat" together predict "attach," which is a single-item measure of ease with emotional closeness (1=not at all comfortable with emotional closeness to lO=great ease with emotional closeness). Attach your output to the exam, along with your interpretations.

5

FREQUENCIES VARIABLES=sex

/ORDER=ANALYSIS.

**Frequencies**

**Statistics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| sex  N | Valid | 172 |  |  | |
|  | Missing | 0 |  |
|  |  |  | **sex** |
|  |  | Frequency | Percent | Valid Percent | Cumulative Per cent |
| Valid | female | 87 | 50.6 | 50.6 | 50.6 |
|  | male | 85 | 49.4 | 49.4 | 100.0 |
|  | Total | 172 | 100.0 | 100.0 |  |

GRAPH

/HISTOGRAM=marsat.

###### Graph

Page 1

301-1 .----

,.-,

,,

Mean =7.61

Std. Dev. =2.243

N =125

>-

0

**c:**

Q)

**::::s**

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**C"**

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201-1

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# c

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0 I I I I I I I

0 2 4 6 8 10 12

**marital satisfaction**

GRAPH

/HISTOGRAM=posaff .

###### Graph

Page 2

30-'

.--...-

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Mean = -.35 Std. Dev. = 2.952 N = 166

>-

(.)

**c:**

Q)

**:l C**Q..).**" LL**

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-10 00 -5.00 00 5 00 10.00

**posaff**

GRAPH

/HISTOGRAM=negaff .

###### Graph

Page 3

Mean =-.54 Std. Dev. = 2.809 **N** = 165



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**r-i**

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-5.00 00 5.00 10 00 15.00

**negaff**

DESCRIPTIVES VARIABLES=marsat posaff negaff

|  |  |  |  |
| --- | --- | --- | --- |
| /STATISTICS=MGAN  **Descriptives** | STDDEV MIN MAX. |  | |
|  | **Descriptive Statistics** |
|  | N Minimum Maximum | Mean | Std. Deviation |
| marital satisfaction | 125 10 | 7.61 | 2.243 |
| posaff | 166 c8.07 6.42 | -.3512 | 2.95246 |
| negaff | 165 -3.28 12.56 | -.5439 | 2.80904 |
| Valid N (listwise) | 119 |  |  |

* 1. EST GROUPS=sex ('M' 'F' )

/MISSING=ANALYSIS

/VARIABLES=marsat posaff negaff

/CRITERIA=CI(. 95).

Page 4

###### T-Test

**Group Statistics**

-

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | sex | N |  | Mean | Std | Deviation Std. Error Mean | |
| marital satisfaction | male |  | 72 | 7.82 |  | 2.158 .254 | |
|  | female |  | 53 | 7.32 |  | 2.343 .322 | |
| posaff | male |  | 82 | -.3725 |  | 2.60949 .28817 | |
|  | female |  | 84 | -.3304 |  | 3.26846 .35662  - | |
| negatt | male |  | 83 | -1.0820 |  | 2.30092 | .25256 |
|  | female |  | 82 | .0007 |  | 3.16539 | .34956 |

**Independent Samples Test**

,Levene's Test fo1 Equ'ality of

Variances

I-test for Equality of Means

F Sig. df

marital satisfaction Equal variances assumed 2.862 .093 1.231 123

[-----](#_TOC_250000)

Equal variances not 1.216 106.728

assumed

----

posaff Equal variances assumed 2.763 .098 -.091 164

- - --

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Equal variances not |  |  | -.092 | 157.827 |
| assumed |  |  |  |  |
| negaff | Equal variances assumed | ,4.674 | .032 | -2.515 | 163 |
|  | Equal variances not assumed |  |  | -2.510 | 147.843 |

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**Independent Samples Test**

t-lest for Equality of Means

|  |  |  |
| --- | --- | --- |
|  | Mean | Std. Error |
| Sig. (2-tailed) | DiHerence | Difference |

marital satisfaction Equal variances assumed .221 .499 .405

Equal variances not .227 .499 .410 assumed

----

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| posaff | Equal variances assumed | .927 | -.04205 | .45973 |
|  | Equal variances not assumed | .927 | -.04205 | .45850 |
| negaff | Equal variances assumed | .013 | -1.08264 | .43044 |
|  | Equal variances not assumed | .013 | -1 .08264 | .43125 |

**Independent Samples Test**

t-test for Equality of Means

95% Confidence Interval of the Difference

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Lower | Upper |
| marital satisfaction | Equal variances assumed | -.303 | 1.301 |
|  | Equal variances not assumed | -.315 | 1.312 |
| posaff | Equal variances assumed | -.94980 | .86570 |
|  | Equal variances not assumed | -.94763 | .86353 |
| negaff | Equal variances assumed | -1.93260 | -.23268 |
|  | Equal variances not | - 1.93485 | -.23043 |
|  | assumed |  |  |

CORRELATIONS

/VARIABLES=posaff negaff

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE .

###### Correlations

Page 6

**Correlations**

posaff Pearson Correlation

posaff nega*ff*

-.432

..

Sig. (2-tailed) .000

163

..

N 166

negaff Pearson Correlation -.432 Sig. (2-tailed) .000

N 163 165

\*\*. Correlation is significant at the 0.01 level (2-tailed).

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(. 05) POUT(.10)

/NOORIGIN

/DEPENDENT marsat

/METHOD=ENTER posaff negaff.

###### Regression

**Variables Entered/Removeda**

Variables

Model Entered

Variables

Removed Method

negaff, posaff b Enter

1. Dependent Variable: marital satisfaction
2. All requested variables entered.

**Model Summary**

Model R R Square

Adjusted R Square

Sid. Err or of the Estimate

' 118 .103 2.072

a. Predictors : (Constant), negaff, posaff

Page 7

A NOVAa

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Sum of |  | | | |
| Model |  | Squares | df | Mean Square | F | Sig. |
|  | Regression | 66.829 | 2 | 33.414 | 7.785 | .001b |
|  | Residual | 497.877 | 116 | 4.292 |  |  |
|  | Total | 564.706 | 118 |  |  |  |

1. Dependent Variable: marital satisfaction
2. Predictors: (Constant), negaff, posaff

**Coefficients**a

Standardized Unstandardized Coefficients Coefficients

Model B Std. Error Beta Sig. (Constant) 7.544 203 37.200 .000

P?saff .126 .074 .160 - 1.705-- .091

-

--

negaff -.206 .077 -.251 -2.670 .009

a. Dependent Variable: marital satisfaction

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**B. Graduate Writing Assessment Grading Instructions and Rubric**

Graduate Writing Assessment

On xx/xx/xxxx, all students will be given the same article to read. On xx/xx/xxxx, from 2:30-4:20 pm, students will write an 850-word critique on their laptop computer.

The critiques will be evaluated by at least two members of the Psychology Graduate Committee. Names will be removed from the document before assessment. Faculty will be assigned to critiques using random assignment procedures, and will do their assessments independently.

Critiques will be evaluated with respect to:

* + - Content
    - Writing mechanics
    - Clarity and coherence

The sum across the 3 criteria must be 24 or higher to pass the writing requirement. No more than 850 words are allowed.

Content: Sum of scores as indicated below <6 points total>

Briefly summarize the overall purpose, procedures, and results of the study

0 = contains errors or is incomplete

1 = satisfactory

Research Question: Indicate the primary research question posed by the author(s)

0 = contains errors or is incomplete

1 = satisfactory

Participants: Discuss the sample size, sample type, and adequacy of the sample as a whole

0 = contains errors or is incomplete

1 = satisfactory

Instruments: Discuss the instruments used, and indicate the adequacy of those instruments

0 = contains errors or is incomplete

1 = satisfactory

Research Design: Discuss the research design used, and the adequacy of that design

0 = contains errors or is incomplete

1 = satisfactory

Results and Discussion: Discuss the primary results obtained, and how these results may or may not be of importance to the general literature

0 = contains errors or is incomplete

1 = satisfactory

Writing mechanics (i.e., grammar and spelling): Single score given <12 points total>

1 = Writing is completely incomprehensible

2-3 = Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension.

4-6 = Writing contains numerous errors in spelling, grammar, and/or sentence structure, but is essentially comprehensible

7-9 = Writing contains a moderate number of errors in spelling, grammar, and/or sentence structure, but is essentially comprehensible

10-11=Writing follows normal conventions of spelling and grammar throughout, but contains some minor errors

12 = Writing is error-free in terms of mechanics

Clarity and coherence: Single score given <12 points total>

1 = Writing is utterly incoherent

2-3 = Writing is so poor as to have very little clarity or coherence

4-6 = Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult

7-9 = Sentence structure and/or word choice sometimes interfere with clarity

10-11= Sentences are structured and words are chosen to communicate ideas with adequate clarity

12 = Writing flows perfectly smoothly and logically

**C. Psychology Department Thesis Rubric**

Psychology Department Thesis Rubric

Use the scale below to rate each aspect of the thesis. Fill out this form separately for each thesis you want to nominate.

Note that E and G should be considered “acceptable”; A and M should be considered “unacceptable”. If you give a rating of A or M, please briefly indicate the problem you identify.

E=excellent G=good A=average

M=minimally acceptable

\* Required

**Student name** \*

**Rater name**

**Faculty rater role** \*

 Chair

 Outside member

 Not on committee

**Introduction** \*

E - Compelling introduction to topic, clearly justifying the current study

G - Interesting introduction to topic, with some justification for the current study A - Adequate introduction to topic, but justification for current study is unclear M - Poor introduction to topic and/or no justification for current study

**Intro - comments for A or M**

**Literature Review** \*

E - Comprehensive literature review that is clearly and logically related to the research question; extensive review; varied sources (peer-reviewed studies, current research and landmark works, related topics and disciplines)

G - Strong review of the literature that is tied to the research question; substantial literature review A - Adequate review of the literature, but does not place research question in context

M - Insufficient and/or superficial literature review

**Literature Review - comments for A or M**

**Methods** \*

E - Very clear, well-justified research hypotheses, data collection procedures, and measures G - Good presentation of research hypotheses, data collection procedures, and/or measures

A - Adequate description of research hypotheses, data collection procedures, and/or measures; understandable but superficial

M - Inadequate description of research hypotheses, data collection procedures, and/or measures; unintelligible or incorrect

**Methods - comments for A or M**

**Results** \*

E Correct statistics used; results very thoroughly and clearly described G - Correct statistics used; results well described

A - Correct statistics used, but results not completely described; some inaccuracies in result description M - Incorrect statistics used and/or results unintelligible

**Results - comments for A or M**

**Discussion** \*

E - Key findings presented thoroughly (“thick” description); limitations and implications discussed thoroughly and correctly

G - Key findings presented coherently; limitation and implications described well

A - Findings mentioned, but little connection to previous literature; superficial description of limitations and implications

M - Findings very poorly discussed; limitations and implications considered minimally or not at all

**Discussion - comments for A or M**

**Mechanics** \*

E - Coherent and well-organized; no typographical, grammatical, or APA/thesis-style errors G - Well organized; very minimal typographical, grammatical, or APA/thesis-style errors

A - Adequately organized; some typographic, grammatical, or APA/thesis-style errors

M - Lacks organization and coherence; numerous typographical, grammatical, or APA/thesis-style errors

**Mechanics - comments for A or M**

**On a scale of 0-5, rate the degree to which this thesis should be considered 'outstanding':** \*

1 2 3 4 5

clearly not outstanding clearly outstanding

**D. BCBA Supervisor Review**

Supervisee Review

**Supervisee: Date:**

**Supervisor: Semester:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Professionalism** | **Met (1)** | **Partially Met (0.75, 0.50, 0.25)** | **Not Met (0)** | **Not Applicable** |
| 1 | Arrives on time for meetings, trainings, and client sessions |  |  |  |  |
| 2 | Keeps scheduled meetings, trainings, and client sessions |  |  |  |  |
| 3 | Provides adequate notice of meeting, training, and client session cancellations |  |  |  |  |
| 4 | Brings required documentation to meetings, trainings, and client sessions |  |  |  |  |
| 5 | Maintains professional attire and demeanor |  |  |  |  |
| 6 | Adheres to timelines for assigned tasks |  |  |  |  |
| 7 | Maintains client confidentiality at all times |  |  |  |  |
| 8 | Accepts feedback in an appropriate manner |  |  |  |  |
| 9 | Maintains professional and courteous interactions with clients/consumers, regardless of similarity or diversity in age, ability, gender, or ethnicity |  |  |  |  |
| 10 | Maintains professional and courteous interactions with other service providers, regardless of similarity or diversity of personality characteristics or professional experience and orientation |  |  |  |  |
| 11 | Maintains professional and courteous interactions with coworkers, supervisors, managers, and directors, regardless of similarity or diversity in experience, age, gender, ethnicity, or personal characteristics |  |  |  |  |
| 12 | Maintains boundaries related to scope of practice and seeks additional resources when necessary |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Clinical Skills** | **Met (1)** | **Partially Met (0.75, 0.50, 0.25)** | **Not Met (0)** | **Not Applicable** |
| 13 | Accurately implements feedback |  |  |  |  |
| 14 | Demonstrates fluency in the Task List Skills targeted in the current review period |  |  |  |  |
| 15 | Utilizes behavioral terminology during supervision |  |  |  |  |
| 16 | Demonstrates appropriate conceptualization of client needs |  |  |  |  |
| 17 | Demonstrates ability to problem solve |  |  |  |  |
| 18 | Demonstrates sound decision making related to client needs and intervention |  |  |  |  |
| 19 | Conveys behavioral concepts and interventions to others, individually or in a group, in an effective manner appropriate to the individual or group’s |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | experience, ability, ethnicity, or professional orientation. |  |  |  |  |
| 20 | Adheres to best practices when developing interventions |  |  |  |  |
| 21 | Demonstrates ability to interpret and utilize research |  |  |  |  |
| 22 | Adheres to BACB Professional and Ethical Code of Conduct |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Appropriate Activities** | **Met (1)** | **Partially Met (0.75, 0.50, 0.25)** | **Not Met (0)** | **Not Applicable** |
| 23 | Conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment) |  |  |  |  |
| 24 | Designing, implementing, and systematically monitoring skill-acquisition |  |  |  |  |
| 25 | Designing, implementing, and systematically monitoring behavior- reduction programs |  |  |  |  |
| 26 | Overseeing the implementation of behavior- analytic programs by others |  |  |  |  |
| 27 | Training, designing behavioral systems, and performance management |  |  |  |  |
| 28 | Attending planning meetings regarding the behavior analytic programs |  |  |  |  |
| 29 | Researching and evaluating the scientific literature related to the behavior analytic programs |  |  |  |  |
| 30 | Talks to relevant individuals about the behavior analytic programs |  |  |  |  |
|  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Total Number of Items Assessed =** | **Supervisee Score =** | **% =** |

**Supervisor Feedback:**













**Goals for Subsequent Review Period:**













**E. Exit Survey**

Current Date:

Date of entry to the program: Graduation Date:

Applied Behavior Analysis – MA Program Department of Psychology

Exit Survey

Please answer the following questions related to your graduate education in the Applied Behavior Analysis (ABA) Master’s Degree Program at Fresno State.

Use the following scale to rate your experience with each of the following statements: 5=Strongly agree, 4=Agree, 3=Neutral, 2 = Disagree, 1 = Strongly disagree, N/A = Not applicable

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 5  Strongly Agree | 4  Agree | 3  Neutral | 2  Disagree | 1  Strongly disagree | N/A |
| 1. My graduate classes provided me a thorough understanding of the underlying philosophy, theory, research, and application in field of Behavior Analysis. |  |  |  |  |  |  |
| 2. I have a thorough understanding of research methods in ABA. |  |  |  |  |  |  |
| 3. I can design data collection systems, collect data in a variety of research and applied settings, and evaluate these data to make necessary decisions. |  |  |  |  |  |  |
| 4. I have a thorough understanding of the ethical guidelines of our field. |  |  |  |  |  |  |
| 5. I can apply various behavior analytic principles to affect socially valid behaviors. |  |  |  |  |  |  |
| 6. I can evaluate current research and its application to social valid behavior change. |  |  |  |  |  |  |
| 7. My graduate experience has provided me with the skills necessary to write in a professional and effective manner. |  |  |  |  |  |  |
| 8. I can present clinical or research data to a wide variety of audiences with diverse educational and cultural backgrounds. |  |  |  |  |  |  |
| 9. I have developed the professional skills necessary to enter the job market as a Behavior Analyst. |  |  |  |  |  |  |
| 10. My graduate experience has prepared me to sit for the Behavior Analysis Certification Board exam. |  |  |  |  |  |  |
| 11. I plan to go on to doctoral studies and feel that my graduate experience has prepared me to enter a doctoral program in Behavior Analysis or a related field (mark N/A if you do not plan to go onto doctoral studies). |  |  |  |  |  |  |
| 12. The faculty supported me in my progress throughout degree program. |  |  |  |  |  |  |
| 13. My thesis advisor provided me with the necessary amount of feedback and guidance during my thesis development, implementation, and defense. |  |  |  |  |  |  |
| 14. The faculty of the ABA program helped to guide and advise me in the achievement of my professional goals. |  |  |  |  |  |  |
| 15. I found the experience of being a teaching intern to be useful in the development of my skills as a professional/academic (mark N/A if you did not have a role as a teaching intern). |  |  |  |  |  |  |
| 16. The ABA club provided me with leadership experience and professional networking opportunities. |  |  |  |  |  |  |
| 17. I am glad that the faculty encouraged me to attend professional conferences and found these to be beneficial in my development as a behavior analyst. |  |  |  |  |  |  |
| 18. I am glad that I chose to attend the ABA Master’s degree program at Fresno State. |  |  |  |  |  |  |

Current Date: Date of entry to the program:

Graduation Date:

What do you think is/are the main strength(s) of the ABA Program at Fresno State?

What do you think is/are the main weakness(es) of the ABA Program at Fresno State?

What was your favorite aspect of the ABA Program at Fresno State?

What was your least preferred aspect of the ABA Program at Fresno State?

Please provide us with another email address (other than your Fresno State email) that we can use to contact you in future:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for taking the time to complete this exit survey and assist us in the assessment and ongoing improvement of the Master’s degree program at Fresno State.

**F. Alumni Evaluation Survey**

Name:

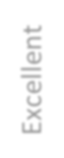
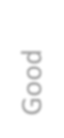
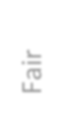
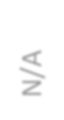
**Year of intake:**

Dear Graduate:

Year of graduation:

Alumni Evaluation Survey Applied Behavior Analysis Program Department of Psychology California State University, Fresno

As an alumnus of the Applied Behavior Analysis (ABA) Master’s Degree Program at Fresno State, we would like you to reflect on your time as a student in the department and evaluate the extent to which you feel the education and experience you received prepared you for your current position. As a requirement of our review process, this evaluation is being sent to all graduates of our program will help us to evaluate the strengths and weaknesses of our program and to make improvements where necessary. As a graduate of the program, you are uniquely placed to help us do this. We realize you are very busy and thank you in advance for taking the time to complete this survey. Please rate the following items on the scale below:



Excellent

Good

Fair

Poor

N/A

1. Overall knowledge of the field of Applied Behavior Analysis

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2. | Ability to understand and utilize relevant, current research |  |  |  |  |  |
| 3. | Ability to design, utilize, and analyze data and use these to make data-based decisions |  |  |  |  |  |
| 4. | Knowledge and understanding of the BACB® Ethical Conduct guidelines and how they apply in their current context |  |  |  |  |  |
| 5. | Ability to conduct function-based assessment of behavioral excesses and design a treatment program based on this |  |  |  |  |  |
| 6. | Ability to conduct skills assessment and select socially valid targets for individuals based on this |  |  |  |  |  |
| 7. | Skills in training, evaluating, and overseeing the implementation of behavior analytic procedures by others |  |  |  |  |  |
|  | (staff, parents, caregivers, etc.) |  |  |  |  |  |
| 8. | Overall organizational skills (including ability to meet deadlines) |  |  |  |  |  |
| 9. | Ability to communicate relevant procedures or findings through behavior plans and/or written reports |  |  |  |  |  |
| 10. | Ability to communicate with a variety of audiences in a small group setting (parents, caregivers, funding sources, other staff |  |  |  |  |  |
|  | members, etc.) |  |  |  |  |  |
| 11. | Demonstrate understanding of, respect for, and responsiveness to individuals or various individual and cultural differences, |  |  |  |  |  |
|  | including but not limited to differences of age, ability, gender, |  |  |  |  |  |
|  | ethnicity, or professional experience or orientation |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Did you pursue, or are you currently pursing, a doctoral degree in behavior analysis or a related field? If so, please specify year or intake, year (or expected year) of graduation, and the institution:

Are you currently a Board Certified Behavior Analyst (BCBA or BCBA-D)?

Do you work with individuals with Autism Spectrum Disorder (ASD) or other related developmental or intellectual disabilities (if no, please specify)?

Do you currently work in a role where your primary job is to manage the behavior of staff, employees, etc. (e.g. OBM or administrative context)?

Do you currently supervise other individuals for BACB certification at any level (BCBA, BCaBA, or RBT)?

Do you currently teach at an in statute of higher education? If so, please specify the institute and classes.

Do you currently conduct or assist in the conduct of research?

Who is your current employer (optional)?

What do you see as the main strengths of the employee/employees of the ABA program at Fresno State:

What do you see as the area of improvement for the employee/employees of the ABA program at Fresno State:

Please feel free to add any other comments you think would be helpful:

Please provide us with your current email address so that we may contact you about future alumni events:

Thank you again for taking the time to complete this survey. Regards,

Marianne L. Jackson, Ph.D, BCBA-D

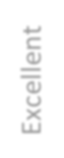
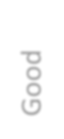
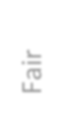
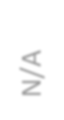
(Coordinator of ABA Master’s Degree at Fresno State)

**G. Employer Evaluation Survey**

Dear Employer:

Employer Evaluation Survey Applied Behavior Analysis Program Department of Psychology California State University, Fresno

Our records show that you have recently (in the last 5 years) employed a graduate of our Applied Behavior Analysis (ABA) Master’s Degree Program at Fresno State. As a requirement of our review process, this evaluation is being sent to all employers of our graduates. The information will not be shared with your employee and is to allow us to evaluate the strengths and weaknesses of our program and to make improvements where necessary. As an employer of one (or more) of our recent graduates, you are uniquely placed to help us do so. We realize you are very busy and thank you in advance for taking the time to complete this survey. Please rate the following items on the scale below:



Excellent

Good

Poor

Fair

N/A

1. Overall knowledge of the field of Applied Behavior Analysis
2. Ability to understand and utilize relevant, current research
3. Ability to design, utilize, and analyze data and use these to make data-based decisions
4. Knowledge and understanding of the BACB® Ethical Conduct guidelines and how they apply in their current context
5. Ability to conduct function-based assessment of behavioral excesses and design a treatment program based on this
6. Ability to conduct skills assessment and select socially valid targets for individuals based on this
7. Skills in training, evaluating, and overseeing the implementation of behavior analytic procedures by others (staff, parents, caregivers, etc.)
8. Overall organizational skills (including ability to meet deadlines)
9. Ability to communicate relevant procedures or findings through written behavior plans and/or reports
10. Ability to communicate with a variety of audiences in a small group setting (parents, caregivers, funding sources, other staff members, etc.)
11. Demonstrate understanding of, respect for, and responsiveness to individuals or various individual and cultural differences, including but not limited to differences of age, ability, gender, ethnicity, or professional experience or orientation

What do you see as the main strengths of the employee/employees of the ABA program at Fresno State:

What do you see as the area of improvement for the employee/employees of the ABA program at Fresno State:

Please feel free to add any other comments you think would be helpful:

Thank you again for taking the time to complete this survey. Regards,

Marianne L. Jackson, Ph.D, BCBA-D

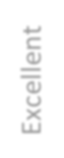
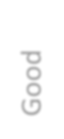
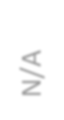
(Coordinator of ABA Master’s Degree at Fresno State)

**H. Doctoral Evaluation Survey**

Dear Faculty:

Doctoral Advisor Evaluation Survey Applied Behavior Analysis Program Department of Psychology California State University, Fresno

Our records show that you have recently mentored a graduate of our Applied Behavior Analysis (ABA) Master’s Degree Program at Fresno State as a doctoral student. As a requirement of our review process, this evaluation is being sent to mentors of our graduates. The information will not be shared with your student and is to allow us to evaluate the strengths and weaknesses of our program, specifically as it prepares our students for doctoral studies, and to make improvements where necessary. As a mentor of one (or more) of our recent graduates, you are uniquely placed to help us do so. We realize you are very busy and thank you in advance for taking the time to complete this survey. Please rate the following items on the scale below:



Excellent

Good

Poor

Fair

N/A

1. Overall knowledge of the field of Behavior Analysis

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2. | Ability to understand and utilize relevant, current research |  |  |  |  |  |
| 3. | Ability to apply the scientific method in research |  |  |  |  |  |
| 4. | Knowledge and understanding of the BACB® Ethical Conduct guidelines and how they apply in their current context |  |  |  |  |  |
| 5. | Skills in relevant applied area (clinical treatment of special populations, Organizational Behavior Management, etc.) |  |  |  |  |  |
| 6. | Overall organizational skills (including ability to meet deadlines) |  |  |  |  |  |
| 7. | Ability to produce clear and well-organized written reports, documents, or papers |  |  |  |  |  |
| 8. | Ability to communicate with a variety of professional audiences in a group setting |  |  |  |  |  |
| 9. | Ability to work independently and respond appropriately to feedback when necessary |  |  |  |  |  |
| 10. | Demonstrate understanding of, respect for, and responsiveness to individuals or various individual and cultural differences, |  |  |  |  |  |
|  |  | including but not limited to differences of age, ability, gender, |  |  |  |  |  |
|  |  | ethnicity, or professional experience or orientation |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

What do you see as the main strengths of the graduate(s) of the ABA program at Fresno State:

What do you see as the area of improvement for the graduate(s) of the ABA program at Fresno State:

Please feel free to add any other comments you think would be helpful:

Thank you again for taking the time to complete this survey. Regards,

Marianne L. Jackson, Ph.D, BCBA-D

(Coordinator of ABA Master’s Degree at Fresno State)