

# Summary of Graduate Curriculum Changes

Ouachita Baptist University

March 2023

The faculty **approved** these curriculum changes at a faculty meeting on March 14, 2023.

[Applied Behavior Analysis](#) | [MBA](#) | [Exercise Science](#)

The **short form** notation indicates informational level curriculum revisions submitted on the Curriculum and Academic Standards Committee's short form, which addresses course title changes, course time offering changes, and non-substantive changes to course content and/or descriptions. These short form revisions will NOT be brought to the faculty for discussion or a vote, unless questions are raised before the faculty meeting.

## Applied Behavior Analysis

Applied Behavior Analysis	
<b>Short Form</b>	
<b>Proposed Change</b>	<p>Changes to catalog entry (the below changes were previously approved in the March 2022 grad council and voted on in the May 2022 faculty meeting):</p> <ol style="list-style-type: none"><li>1. Add a clear statement distinguishing between the M.S. and the M.A.'s pathways to BCBA certification.</li><li>2. Update the BACB's requirements for becoming a BCBA and add the licensure requirement (in some, but not all states).</li><li>3. Update the transfer policy to maximum of 9 credits and specify that coursework must be from the same edition of the test content outline.</li><li>4. Update program learning objectives to reflect new curriculum.</li><li>5. Clarify that course ABA 6XX3: Ethical &amp; Professional Issues in ABA is offered asynchronously in the May term, not summer.</li></ol>
<b>Rationale</b>	<ol style="list-style-type: none"><li>1. Although both programs have an identical VCS, their pathways to BCBA certification are different: the M.S. meets ALL 3 requirements for exam eligibility, whereas the MA meets 2 out of 3. The 3<sup>rd</sup> one is the fieldwork experience, which is only offered in the M.S., not in the M.A.</li><li>2. The BACB recently updated their eligibility requirements and made clarification to Pathway 2, which is the one we provide.</li><li>3. The graduate catalog states up to 12 transfer credits, but the ABA program handbook states maximum of 9. Also, given the frequent changes to test content outline (TCO) and coursework/training requirements by the BACB and ABAI, we need to specify that transfer credits must be from courses that are within the same TCO as our program. For example, a student with courses at another VCS-approved ABA program under 5<sup>th</sup> edition TCO would not be eligible to transfer those courses to our ABA program, as we</li></ol>

- are now under the 6<sup>th</sup> edition TCO. This is to prevent students from having their application to the BACB denied due to coursework not being under the current TCO.
4. The addition of the M.A. and its focus on ABA outside of autism and IDD, as well as the addition of thesis/capstone and applied research requirements need to be reflected in the program objectives.
  5. Given that summer encompasses the May term as well as the June-July term, we must specify that the Ethics course will be offered in the MAY term.

## Catalog Entry

### ABA Graduate Catalog Entry Academic Year 2023-2024

#### Applied Behavior Analysis (ABA)

Dr. Julyse Migan-Gandonou Horr, Director

The Master of Science (M.S.) and the Master of Arts (M.A.) in Applied Behavior Analysis (ABA) at Ouachita Baptist University are graduate degree programs designed to train compassionate, highly competent and committed ABA scientist-practitioners who possess the theoretical, experimental, applied, and professional knowledge, skills, and competencies necessary to design, implement, and evaluate empirically supported behavior-analytic interventions to improve behaviors of social significance. Both programs prepare students for the Board Certified Behavior Analyst (BCBA) certification examination and subsequent lives of meaningful and impactful work as they serve clients, families, individuals, and the larger community in various therapeutic settings including but not limited to Autism therapy, intellectual and developmental disabilities, behavioral disorders, special education, behavioral pediatrics, mental health, substance abuse, etc.

The M.S. in ABA program is a 36-credit, 540-hour program designed to prepare graduates to be successful scientist-practitioners by integrating theory and practice through online-synchronous coursework and Concentrated Supervised Fieldwork experience at approved fieldwork sites (i.e., clinical partners). The M.S. in ABA program is ideal for students who are interested in conducting applied behavior analytic research, teaching courses in applied behavior analysis, or pursuing a Doctoral degree in the future. It is most appropriate for students currently working at an ABA clinic/organization who wish to accrue supervised fieldwork experience while in the program in order to be eligible to take the BCBA<sup>®</sup> examination immediately after program completion and degree conferral.

The M.A. in ABA program is a 36-credit, 540-hour program designed to prepare graduates to be successful science-informed practitioners in areas beyond autism and intellectual/developmental disabilities (AU/IDD), by integrating theory and practice through online-synchronous coursework and applied experience in a variety of settings. The M.A. in ABA program provides professionals working in various settings outside of AU/IDD, clinic-based, or home-based ABA-based therapy (e.g., schools, residential/group homes, foster care, behavioral health, psychiatric units, nursing homes, etc.) a pathway to obtaining a master's degree in ABA while working in their existing preferred setting and accrue supervised fieldwork experience at their own pace, independent of Ouachita. The M.A. in program provides the degree and coursework requirement needed to be eligible to take the BCBA<sup>®</sup> examination. Students are responsible for meeting the fieldwork experience requirement on their own, independent of Ouachita.

Both the M.S. and M.A. in ABA programs follow a cohort, lock-step model, and the curricula align with the BACB's® 6<sup>th</sup> edition test content outline (TCO; formerly known as Task List) as well as ABAI's quality training standards for master's degree programs.

**\*Requirements to become a Board Certified Behavior Analyst® (via Pathway 2):**

1. Possess a graduate (Master's or Doctoral) degree in any discipline.
2. Complete coursework in Behavior Analysis from a program with a Verified Course Sequence.
3. Complete practical fieldwork in applied behavior analysis:
  - a. 2000 hours of SUPERVISED FIELDWORK, or
  - b. 1500 hours of CONCENTRATED SUPERVISED FIELDWORK
4. Pass the national BCBA® certification examination
5. Apply for licensure in your state of practice (not required in all states)

\*For detailed, most up-to-date information on the BACB's® requirements for BCBA® certification, please visit <https://www.bacb.com/bcba/>. Please note that requirements of the BACB may change and may take effect immediately. Their requirements supersede the University catalog listings.

- Ouachita's M.S. in ABA program meets ALL the requirements to be eligible to take the national BCBA® certification examination.
- Ouachita's M.A. in ABA program meets the degree and course requirements; students must complete practical fieldwork on their own, independent of Ouachita, in order to be eligible to take the national BCBA® certification examination.
- Students planning to apply for the BCBA® certification examination *after December 31<sup>st</sup> 2025* must have a [BCBA VCS Coursework Attestation of Coursework Requirements Form](#) completed and signed by the ABA Program Director prior to applying for the exam.

**Admission Requirements for the M.S. and M.A in ABA programs:**

1. Meet general university admissions requirements
2. A minimum GPA of 3.000 on a 4.000 scale\*
3. Brief online interview with ABA Fieldwork Coordinator
4. At least one (1) reference/letter of recommendation from a faculty or a BCBA® supervisor with more than one year experience as a BCBA®

\*Conditional admission is considered for applicants who meet all other admissions requirements and have a GPA below 3.000, but not lower than 2.500. For students below a 2.500 GPA, an alternative path to admission may still be possible on a case-by-case basis, at the discretion of the ABA applications review committee, and will require a compelling personal statement and strong letters of recommendations from at least 2 BCBA® supervisors. Alternative path to admission must receive approval from Graduate Council.

**Transfer Policy:**

Degree-seeking transfer students may be permitted to transfer coursework from another university with an ABAI-approved Verified Course Sequence (VCS). A maximum of nine (9) hours may be transferred. Courses must have been completed within the last five (5) years, must be from the same task list or TCO as Ouachita's ABA programs, and must have a grade of B or above to be eligible to receive transfer credit. Transfer students must have a minimum graduate GPA of 3.000 on a 4.000 scale. In order to be accepted for transfer, a transcript along with course syllabi must be submitted for review to and approved by Ouachita's ABA Program Director. Credits earned for completing Thesis, Capstone, Research, and/or Concentrated Supervised

Fieldwork will not be accepted for transfer. Transfer students are required to complete the 3-day intensive.

**Upon completion of the program, graduates will:**

1. Students will demonstrate knowledge of – and develop competence in – the historical, theoretical, and philosophical foundations of behaviorism, as well as the conceptual analysis of behavior, with particular emphasis on radical behaviorism.
2. Students will demonstrate knowledge of – and develop competence in – the concepts and principles of applied and experimental behavior analysis.
3. Students will demonstrate knowledge of – and develop competence in – behavioral measurement, data collection systems, graphical representation and visual analysis of behavioral data, and experimental design with particular emphasis on single subject research designs.
4. Students will demonstrate knowledge of – and develop competence in – ethical and professional issues as they pertain to behavior analytic research and practice.
5. Students will demonstrate knowledge of – and develop competence in – behavioral assessments and selection of assessment-derived behavioral interventions, particularly as they pertain to behavior reduction and behavioral acquisition.
6. Students will demonstrate knowledge of – and develop competence in – the application of principles of behavior as behavior-change procedures, with particular emphasis on the implementation of behavioral interventions to increase and decrease behavior of social significance.
7. Students will demonstrate knowledge of – and competence in – behavior analytic personnel supervision, training, consultation, and performance management.
8. Students will demonstrate competence in behavior analytic clinical skills with particular emphasis on professional practice and service delivery model across a variety of populations and settings, including and beyond Autism and Intellectual & Developmental Disabilities.
9. Students will demonstrate competence in conducting applied behavior analytic research.
10. Students will demonstrate knowledge of – and develop competence in – one or more specialized areas of behavior analysis.

**A Master of Science (M.S.) in Applied Behavior Analysis (ABA)** includes the following courses: ABA6143, ABA6153, ABA6161, ABA6243, ABA6253, ABA6261, ABA6343, ABA6353, ABA6361, ABA6443, ABA6453, ABA6482, ABA6542, ABA6563, ABA6582.

**A Master of Arts (M.A.) in Applied Behavior Analysis (ABA)** includes the following courses: ABA6143, ABA6153, ABA6171, ABA6243, ABA6253, ABA6271, ABA6343, ABA6353, ABA6371, ABA6443, ABA6453, ABA6491, ABA6554, ABA6563, ABA6591.

**ABA 6143: Concepts & Principles of ABA**

This course introduces students to concepts, principles, characteristics, and the technical terminology of Applied Behavior Analysis (ABA). The course also provides a brief introduction to the historical, philosophical, and methodological foundations of ABA as a science and a profession. The philosophical assumptions and dimensions of the science of ABA, including determinism, empiricism, parsimony, selectionism, pragmatism, and lawfulness of behavior are discussed. **FALL TERM I.**

**ABA 6153: Research Methods in ABA**

This course introduces students to single case research methodology and behavior analytic experimental research designs. Tactics for measuring behavior and behavioral products, graphing and interpreting data, and evaluating behavior change procedures within the framework of single subject experimental designs that allow for conclusions about the impact of interventions and maintaining the accountability of the behavior analyst are discussed. **FALL TERM II.**

**ABA 6161: Concentrated Supervised Fieldwork I**

This course provides students Concentrated Supervised Fieldwork and practical experience through weekly live-online group supervision meetings hosted by a BCBA/BCBA-D® faculty. This course is the *first* of three (3) in the Concentrated Supervised Fieldwork course sequence that allows students to accrue fieldwork experience hours under the supervision of Ouachita's ABA faculty and the student's fieldwork site BCBA®s. The course includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. **FALL TERMS I & II.**

**ABA 6171: Applied Experience in ABA I**

This course is the *first* of three (3) in the Applied Experience in ABA course sequence that includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. Particular emphasis is placed on the development and evaluation of skills in the applied research and professional practice branches of behavior analysis, with a focus on subspecialties and applications of ABA beyond autism and intellectual/developmental disorders. **FALL TERMS I & II.**

**ABA 6243: Behavioral Assessment**

This course introduces students to behavioral assessment. Fundamental elements of behavioral assessments are reviewed, with a focus on practical functional behavioral assessments, functional analyses, and selecting assessment-derived functionally equivalent interventions to decrease behavior. **SPRING TERM I.**

**ABA 6253: Behavior-Change Procedures I**

This course introduces students to evidence-based and empirically derived behavior change tactics used to modify and improve behavior of social significance. Specifically, this course addresses behavior analytic strategies to decrease challenging behaviors of social significance, both at the individual and at the societal level. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (e.g., reinforcement) and are systematically applied to decrease behavior. Basic behavioral concepts and principles are revisited with a focus on their application in applied research as well as professional practice. This course is the first of two (2) behavior-change procedure courses. **SPRING TERM II.**

**ABA 6261: Concentrated Supervised Fieldwork II**

This course provides students Concentrated Supervised Fieldwork and practical experience through weekly live-online group supervision meetings hosted by a BCBA/BCBA-D® faculty. This course is the *second* of three (3) in the Concentrated Supervised Fieldwork course sequence that allows students to accrue fieldwork experience hours under the supervision of Ouachita's ABA faculty and the student's fieldwork site BCBA®s. The course includes activities such as application

of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. **SPRING TERMS I & II.**

**ABA 6271: Applied Experience in ABA II**

This course is the *second* of three (3) in the Applied Experience in ABA course sequence that includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. Particular emphasis is placed on the development and evaluation of skills in the applied research and professional practice branches of behavior analysis, with a focus on subspecialties and applications of ABA beyond autism and intellectual/developmental disorders. **SPRING TERMS I & II.**

**ABA 6343: Ethical & Professional Issues in ABA**

This course introduces students to ethical and professional considerations relevant to applied research in – and the professional practice of – Applied Behavior Analysis, specifically, the ethical, disciplinary, and responsible conduct and standards of the profession. Students will become familiar with the BACB®’s current ethical codes and their application to professional practice. **This course is delivered in an asynchronous model. MAY TERM.**

**ABA 6353: Supervision, Training, & Performance Management**

This course introduces students to behavior-analytic supervision, training, and performance management across settings, populations, and organizations. Best practices for supervision and supervisor-supervisee relationships will be discussed, with a focus on competency- and performance-based training, including behavioral skills training. Issues related to organizational behavior management are also discussed. **SUMMER TERM.**

**ABA 6361: Concentrated Supervised Fieldwork III**

This course provides students Concentrated Supervised Fieldwork and practical experience through weekly live-online group supervision meetings hosted by a BCBA/BCBA-D® faculty. This course is the *last* of three (3) in the Concentrated Supervised Fieldwork course sequence that allows students to accrue fieldwork experience hours under the supervision of Ouachita’s ABA faculty and fieldwork site BCBA®s. The course includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. **SUMMER TERM.**

**ABA 6371: Applied Experience in ABA III**

This course is the *last* of three (3) in the Applied Experience in ABA course sequence that includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. Particular emphasis is placed on the development and evaluation of skills in the applied research and professional practice branches of behavior analysis, with a focus on subspecialties and applications of ABA beyond autism and intellectual/developmental disorders. **SUMMER TERM.**

**ABA 6443: Behavior-Change Procedures II**

This course introduces students to evidence-based and empirically derived behavior change tactics used to modify and improve behavior of social significance. Specifically, this course addresses behavior analytic strategies to establish, strengthen, and maintain behaviors of social significance, both at the individual and at the societal level. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (e.g., reinforcement) and are systematically applied to increase behavior. Basic behavioral concepts and principles are revisited with a focus on their application in applied research as well as professional practice. This course is the first of two (2) behavior-change procedures courses. **FALL TERM I.**

**ABA 6453: Experimental Analysis of Behavior**

This course introduces students to the basic branch of behavior analysis and covers seminal research and current issues in the experimental analysis of behavior, including shaping, conditioned reinforcement, complex schedules of reinforcement, verbal behavior, stimulus control, matching law, stimulus equivalence, and the three levels of selection by consequences. Special emphasis is placed on understanding how principles of behavior are discovered and described in the context of basic research. Additionally, implications of basic research in behavior analysis for the development of behavioral technologies and their subsequent applications to behavior of social significance are discussed. **FALL TERM II.**

**ABA 6482: ABA Thesis / Capstone I**

This course provides students supervised experiential learning and applied research experience in the form of a Thesis or a Capstone project, under the advising and supervision of two (2) doctoral-level Ouachita ABA faculty and one (1) approved fieldwork BCBA supervisor (Thesis) or one (1) master's or doctoral-level Ouachita ABA faculty and one (1) approved fieldwork BCBA supervisor (Capstone). Students meet weekly online as a group, with their Thesis or Capstone project advisor. This course is the first of two (2) Thesis and Capstone courses. For Thesis: includes identification of a research topic, in-depth literature review, research proposal, and IRB application; for Capstone, includes identification of a behavior targeted for improvement, literature review, project outline, and IRB application. **FALL TERMS I & II.**

**ABA 6491: Applied Research Project I**

This course provides applied behavior analytic research experience and focuses on developing competence in identifying and defining a behavior of social significance in need of improvement, designing a method to address the behavior need for improvement, and using single-subject behavior-analytic research designs to evaluate the effectiveness of one or more behavioral intervention in improving the behavior. **FALL TERMS I & II.**

**ABA 6542: Special Topics in ABA**

This course introduces students to special topics in behavior analysis as well as sub-specialties and various applications of ABA across settings and populations beyond autism and intellectual/developmental disabilities. Topics include behavioral momentum, behavioral economics, relational frame theory and acceptance commitment training, behavioral pediatrics, behavioral gerontology, addiction/substance abuse and contingency management, etc. **SPRING TERM I.**

**ABA 6554: Subspecialties of ABA**

This course introduces students to sub-specialties of ABA and their supporting research. Particular emphasis is placed on relational frame theory, acceptance and commitment training, clinical behavior analysis, and issues related to mental health, addiction, etc. **SPRING TERM I.**

**ABA 6563: Advanced Concepts and Principles of ABA**

This course provides an advanced, in-depth overview of the history and philosophy of behaviorism. Theoretical approaches to understanding and analyzing human behavior will be discussed, with particular emphasis on radical behaviorism and conceptual analysis of human behavior. **SPRING TERM II.**

**ABA 6582: ABA Thesis / Capstone II**

This course provides students supervised experiential learning and applied research experience in the form of a Thesis or a Capstone project, under the advising and supervision of two (2) doctoral-level Ouachita ABA faculty and one (1) approved fieldwork BCBA supervisor (Thesis) or one (1) master's or doctoral-level Ouachita ABA faculty and one (1) approved fieldwork BCBA supervisor (Capstone). Students meet weekly online as a group, with their Thesis or Capstone project advisor. This course is the first of two (2) Thesis and Capstone courses. For Thesis: includes identification of a research topic, in-depth literature review, research proposal, and IRB application; for Capstone, includes identification of a behavior targeted for improvement, literature review, project outline, and IRB application. **SPRING TERMS I & II.**

**ABA 6591: Applied Research Project II**

This course provides applied behavior analytic research experience and focuses on developing competence in identifying and defining a behavior of social significance in need of improvement, designing a method to address the behavior need for improvement, and using single-subject behavior-analytic research designs to evaluate the effectiveness of one or more behavioral intervention in improving the behavior. **SPRING TERMS I & II.**



## MBA

<b>Proposed Change</b>	Add the requirement “Two or more years of full-time work experience” to the admissions requirements.
<b>Rationale</b>	The program is designed for working adults with some workplace experience. Many of the topics require first-hand knowledge of workplace environments and practices. College graduates with no work experience would not substantially benefit from an MBA since they lack sufficient context for problems and tools that are an integral part of the MBA curriculum.
<b>Catalog Entry</b>	<p>Admissions Requirements</p> <ol style="list-style-type: none"> <li>1. Meet general university graduate admissions requirements</li> <li>2. Two letters of recommendation addressing a candidate’s professional and academic potential</li> <li>3. Submission of GMAT or GRE scores is recommended but not required</li> <li>4. Successful completion of Math 1003 –College Algebra or a higher level math course</li> <li>5. A minimum GPA of 3.000 on a 4.000 scale*</li> <li><b>6. Two or more years of full-time work experience</b></li> </ol> <p>*Conditional admission is considered for applicants who meet all other admissions requirements and have a GPA below 3.000, but not lower than 2.500.</p>

## EXERCISE SCIENCE

<b>Proposed Change</b>	<ol style="list-style-type: none"> <li>1. Add Physiology of Exercise II course;</li> <li>2. Change the option of 6-hours for internship/thesis to 3-hours</li> <li>3. Move required courses under admissions to “recommended</li> </ol>
<b>Rationale</b>	<p>For 1 &amp; 2, the request is being made in order to fix a problem that occurred during our editing process. We inadvertently added a 6-hour requirement for the internship/thesis section while leaving off the PE II course. The PE II course has already been written and completed through our online system (Dr. Rob Hewell).</p> <p>For 3, the request is being made to accept the courses as recommended and not required. We want to cast a wider net to reach more students by simplifying our admissions requirement. We also feel comfortable that we will cover the necessary core competencies in our Introduction to Human Performance, PE I, and PE II courses. The section here is an update to the specific Exercise Science admissions requirements. These are a supplement to the general university graduate requirements, which can be viewed in the graduate catalog.</p>

<b>Catalog Entry</b>	<p>Exercise Physiology II - A study of cardiovascular and pulmonary physiology related to exercise as well as the endocrine system and the impacts of stress and chronic disease on the system.</p> <p><b>Internship</b> On-site training and opportunity to practice the student learning outcomes in a career setting</p> <p><b>Thesis in Exercise Science</b> Student driven production and defense of research related to exercise science.</p> <p>*All courses are 3-hours.</p> <p>Admissions Requirements for the M.S. in Exercise Science:</p> <ul style="list-style-type: none"><li>• 2.75 GPA</li><li>• Recommended: Kinesiology undergraduate coursework (such as Biomechanics, Exercise Physiology, Exercise Testing, Special Populations, Strength &amp; Conditioning, Structural Basis of Human Movement or Sports Nutrition), 9+ hours</li></ul> <p>*Conditional admission is considered for applicants who meet all other admissions requirements and have a GPA below 2.750, but not lower than 2.500.</p>