

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Jul-15** Curriculum Bulletin \_\_\_\_\_  
 Effective Date **Fall 2016** Approved by EPC \_\_\_\_\_

Department **Lifespan Development and Educational Sciences**  
 College **EH - Education, Health and Human Services**  
 Degree **CER6 - Post-Baccalaureate Certificate**  
 Program Name **Behavioral Intervention Specialist** Program Banner Code **C605**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Offer program fully online**

**Description of proposal:**

**This action requests authorization to deliver the Behavior Intervention Specialist Certificate Program (BISCP) 100% online and updates the program description in the university catalog.**

Does proposed revision change program's total credit hours?  Yes  No

Current total credit hours: **21** Proposed total credit hours **21**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

**No impact**

Units consulted (other departments, programs or campuses affected by this proposal):

**None**

### REQUIRED ENDORSEMENTS

<i>A. Dellmann-Jenkins</i>	<u>9 / 17 / 2015</u>
Department Chair / School Director	
	<u>  /  /  </u>
Campus Dean (for Regional Campuses proposals)	
<i>Catharine Ebback</i>	<u>10 / 23 / 15</u>
College Dean (or designee)	
<i>Melody Barberly</i>	<u>11 / 2 / 15</u>
Dean of Graduate Studies (for graduate proposals)	
	<u>  /  /  </u>
Provost and Senior Vice President for Academic Affairs (or designee)	

## Proposal Summary

### Behavior Intervention Specialist Post-Baccalaureate Certificate Revisions

#### **Description of Action, Including Intended Effect**

The purpose of this proposal is to revise the Behavior Intervention Specialist Post-Baccalaureate Certificate [C605] delivered by the Special Education [SPED] program, housed in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH] as follows:

1. University-level designation of the Behavior Intervention Specialist Certificate Program (BISCP) as a 100% online graduate certificate program is sought. This will enable the BISCP to be added to the list of 100% online programs on the university website and facilitate student applications to the program. This certificate is already recognized as an online program at the State level but the paperwork had not been submitted internally through Kent State University's curriculum approval process.
2. Change the catalog description of the BISCP to remove the requirement that potential applicants be licensed teachers or school psychologists. This will facilitate student applications to the program.
3. Through the course catalog update system: change SPED 63031 *Program Development and Ethical Application of ABA* course title to *Program Development in ABA* and update prerequisites, content allocation hours, textbook, and instructor information. Ethical content was moved to a stand-alone ethics in ABA course in Spring, 2015.

#### **Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)**

None. There are no new courses or requirements being added to the program. This action will allow the program to be marketed and advertised as fully online.

#### **Fiscal, Enrollment, Facilities and Staffing Considerations**

None. There are no new courses or requirements being added to the program.

#### **Evidence of Need and Sustainability if Establishing**

Not applicable.

#### **Provisions for Phase-Out if Inactivating**

Not applicable.

**Timetable and Actions Required:** The proposal will go through the required curriculum approval process with changes to take effect Fall 2016. The following is the anticipated schedule:

Special Education program approval: August 28, 2015


LDES SCC approval: September 16, 2015

presented to EHHS for approval: October 23, 2015

presented to EPC for approval: November 16, 2015

- Search
- College of Education, Health and Human Services
- Undergraduate Programs
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- Faculty
- Certificates**
- College of Applied Engineering, Technology and Innovation
- College of Architecture and Environmental Design
- College of Arts and Sciences
- College of Business Administration
- College of Communication and Information
- College of Nursing
- College of Podiatric Medicine
- College of Public Health
- College of the Arts
- College of Education
- College of Health and Human Services
- College of Digital Sciences
- College of Law

## Behavioral Intervention Specialist (Post Bachelor's)

Kent State University 2015 Catalog > College of Education, Health and Human Services > Certificates > Behavioral Intervention Specialist (Post Bachelor's)  Download

**College** College of Education, Health and Human Services

**Department** School of Lifespan Development and Educational Sciences  
 405 White Hall  
 Tel: 330-672-2294  
 E-mail: [oss@kent.edu](mailto:oss@kent.edu)  
 Web: [www.kent.edu/ehhs/ides](http://www.kent.edu/ehhs/ides)

The Behavioral Intervention Specialist certificate is for currently licensed special education teachers and school psychologists or to graduate students currently enrolled in programs that will lead to licensure. Through studies in special education and school psychology, as well as supervised field-based experiences, students gain specialized knowledge and skills to collaborate with professional teams and parents to develop, implement and evaluate positive behavior support programs for children and youths with behavioral concerns.

### CERTIFICATE REQUIREMENTS (21 credits)

Course	Title	Credits
SPED 53030	Applied Behavior Analysis I	3
SPED 53031	Applied Behavior Analysis II	3
SPED 63031	Program Development and Ethical Application of in Applied Behavior Analysis	3
SPED 63032	Advanced Interventions for Addressing Severe Behavior	3
SPED 63033	Ethical and Professional Conduct in Applied Behavior Analysis	3
SPED 63301	Single Subject Research Methods	3
SPED 64892	Advanced Practicum (3-4)	3
<b>MINIMUM TOTAL</b>		<b>21</b>

[Click here for gainful employment disclosure on this certificate for 2013-2014.](#)

The Behavior Intervention Specialist Certificate Program is a highly specialized sequence that imbues the theoretical orientation and practical application of applied behavior analysis. Through coursework in special education, as well as supervised field-based experiences, students gain specialized knowledge and skills to collaborate with professional teams and parents to develop, implement and evaluate positive-behavior support programs for children and youths with behavioral concerns. Students who have completed a bachelor's degree or master's degree in Special Education or a related field may apply. Students seeking the Board Certified Behavior Analyst (BCBA) credential must meet additional requirements outlined by the Behavior Analyst Certification Board ([www.bacb.com](http://www.bacb.com)).



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**Board of Regents**  
University System of Ohio

John R. Kasich, Governor  
John Carey, Chancellor

## Change Request: Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid<sup>1</sup> delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

**Date of submission:** 08-14-15

**Name of institution:** Kent State University

**Degree/degree program to be offered using online or blended/hybrid delivery:**  
Behavior Intervention Specialist Certificate Program (BISCP) [C605]  
delivered by the Special Education program

**Primary institutional contact for the request**

**Name:** Dr. Melody Tankersley  
**Title:** Dean, Graduate Studies  
**Phone number:** 330-672-4734\*\*\*\*\*  
**E-mail:** mtankers@kent.edu

**Proposed start date:** Fall, 2016

**Date that the request received final approval from the appropriate institutional committee:**  
Approved by the Educational Policies Council,  
a subcommittee of the Faculty Senate on [DATE]

**Institution has Higher Learning Commission approval for online or blended/hybrid delivery:** Yes

**Educator preparation program that leads to licensure or endorsement:** NO

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<sup>1</sup> For this document, the following definitions will be used:

**Online:** A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.

**Blended/hybrid:** Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings.

**Web-facilitated:** Course that uses web-based technology to facilitate what is essentially a face-to-face course. Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

**On-ground (aka traditional or face-to-face):** Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

### 3. CURRICULUM

**3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?**

No, the BISCP will be offered 100% online.

**3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.**

There is no 100% on-ground offering of the BISCP for comparison. While there are sections of SPED 53030 *Applied Behavior Analysis I*, SPED 53031 *Applied Behavior Analysis II* and SPED 63301 *Single Subject Research Methods* offered on-grounds as a part of a graduate degree in Special Education, there will be dedicated and differentiated online sections of these courses for students enrolled in the BISCP. The remaining three courses and the Advanced Practicum in the BISCP will only be delivered as online courses.

**3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.**

All course construction adheres to the standards of Quality Matters, which has specific elements that ensure interaction. For example, each of the course instructors utilizes technology such as discussion boards, threaded discussions, video, Skype, Adobe Connect, Wimba, and Google Hangout to engage students as a class, as well as to offer them ways to interact with each other throughout the courses. While courses are delivered in an asynchronous format, students have deadlines for posting content to increase the interactive nature of the courses.

**3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.**

Instructors are responsive to inquiries from students and are available to students via email, telephone, or in person. Additionally, Blackboard Learn offers discussion boards, threaded discussions, and shared workspace for questions and sharing among class members.

**3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.**

The quality and effectiveness of the BISCP will be evaluated by using the results of the Student Survey of Instruction that is completed at the end of each course. The Coordinator of Special Education, as well as the School Director of Lifespan Development and Educational Sciences will review the results. Additionally, the number of students who enroll in and complete the program will measure the quality and effectiveness of the BISCP. Finally, the number of students who are able to take the knowledge and skills that they gained in the BISCP and pass the Board Certified Behavior Analyst (BCBA) Examination will measure the quality and effectiveness of the BISCP.

3.5 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) *Please provide a syllabus for each new course as an appendix item.*

Course	Online	On-ground (including web facilitated)	Blended/hybrid	Course currently required in approved program	Comments (as needed)
SPED 53030 <i>Applied Behavior Analysis I</i>	■			Yes	Taught by SPED Faculty
SPED 63031 <i>Program Development/Ethical Application of Applied Behavior Analysis</i>	■			Yes	Taught by BCBA
SPED 53031 <i>Applied Behavior Analysis II</i>	■			Yes	Taught by SPED Faculty
SPED 63301 <i>Single Subject Research Methods</i>	■			Yes	Taught by SPED Faculty
SPED 63033 <i>Ethical and Professional Conduct in Applied Behavior Analysis</i>	■			Yes	Taught by BCBA
SPED 63032 <i>Advanced Interventions for Addressing Severe Behavior</i>	■			Yes	Taught by BCBA
SPED 64892 <i>Advanced Practicum</i>	■			Yes	Taught by BCBA

**4. FACULTY AND ADMINISTRATION**

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

Dr. Christine Balan is the advisor for all students enrolled in the BISCIP. Dr. Balan recruits students, advertises the BISCIP program, responds to inquiries about the program from prospective students, reviews BISCIP applications, advises students about the sequence of coursework in the BISCIP, approves students' plan of study, ensures BISCIP curriculum is approved under the current requirements of the Behavior Analyst Certification Board (BACB), maintains BACB-qualifications for advising students in the BISCIP, monitors student progress through the program, and contributes to national program certification reports. Dr. Balan has taken the initiative to developed the technology skill set necessary to run a certificate program online as a way to remove logistical barriers imposed by having students to come to campus to access coursework.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to

**implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.**

Faculty members' responsibilities to the online program will not impact their teaching load, advising, research, scholarship, or participation on faculty committees. Faculty involvement in the BISCOP will be focused on the three core courses that are also required in the Special Education graduate program (i.e., SPED 53030 *Applied Behavior Analysis I*, SPED 53031 *Applied Behavior Analysis II* and SPED 63301 *Single Subject Research Methods*). As such, the teaching of these three courses will be incorporated into faculty load. The BISCOP is fully staffed and no additional faculty will be hired.

**4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.**

Kent State University's College of Education, Health and Human Services provides technical support specifically for faculty within the college. In addition, the university provides technical support for Blackboard Learn to faculty and students in person, via telephone or email, and 24/7 through an online support system. Online courses are expected to adhere to the Quality Matter guidelines, as well.

**4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.**

Name of instructor	Rank or title	Full-time/part-time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/professional development in DL	Number of courses instructor will teach/year (include traditional & DL)
Dr. Christine Balan	Professor, NIT & BISCOP Faculty Advisor	FT	PhD, Special Education, Kent State University, 1994	None	Blackboard Learn training; experience delivering course through distance learning and online	0
Dr. Lyle Barton	Professor Emeritus	FT	Ed.D., Special Education, Northern Illinois University, 1981	SPED 53030 <i>Applied Behavior Analysis I</i> SPED 53031 <i>Applied Behavior Analysis</i>	Experience teaching online courses for numerous years	8
Dr. Sanna Harjusola-Webb	Associate Professor	FT	Ph.D., Special Education, University of Kansas, 2006	SPED 63301 <i>Single Subject Research Methods</i>	Experience teaching online courses for numerous years	4

Name of instructor	Rank or title	Full-time/part-time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/professional development in DL	Number of courses instructor will teach/year (include traditional & DL)
Dr. Andrew Wiley	Associate Professor	FT	Ph.D., Special Education, University of Virginia, 2008	SPED 63301 <i>Single Subject Research Methods</i>	Experience teaching online courses for numerous years	5
Dr. Pena Bedesem	Associate Professor	FT	Ph.D., Special Education, University of Central Florida, 2010	SPED 63301 <i>Single Subject Research Methods</i>	Experience teaching online courses for numerous years	5
Dr. Jennifer Sweeney	Instructor, Board Certified Behavior Analyst - Doctoral	PT	Ph.D., Special Education, Kent State University, 2010	SPED 63031 <i>Program Development/ Ethical Application of Applied Behavior Analysis</i> SPED 64892 <i>Advanced Practicum</i>	Experience teaching online courses for numerous years	2
Rosemarie Griffith	Instructor, Board Certified Behavior Analyst	PT	Ed.S., Administration, Cleveland State University, 2008	SPED 63033 <i>Ethical and Professional Conduct in Applied Behavior Analysis</i>	Experience teaching online courses	1
Carrie Yasinovsky	Instructor, Board Certified Behavior Analyst	PT	M.A., Special Education, Kent State University, 2007	SPED 63032 <i>Advanced Interventions for Addressing Severe Behavior</i>	Experience teaching online courses	1
Stacy Cianciolo	Instructor, Board Certified Behavior Analyst	PT	M.A., Educational Psychology, John Carroll University, 2005	SPED 63031 <i>Program Development/ Ethical Application of Applied Behavior Analysis</i> SPED 64892 <i>Advanced Practicum</i>	Experience teaching online courses	1

## APPENDICES

### Appendix Description

- A Course Syllabi
- B Christine Balan vita
- C BISCOP Faculty vitae

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon  
Senior Vice President for Academic Affairs and Provost  
Kent State University