WESTERN CONNECTICUT STATE UNIVERSITY

APPLIED BEHAVIOR ANALYSIS

PROGRAM HANDBOOK

Rev 8.2026

This handbook is provided to students and applicants for their general information and guidance only. It does not constitute a contract; either expressed or implied and is subject to revision at the University's discretion.

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PURPOSE OF THE HANDBOOK

This handbook provides candidates with information and guidance about the Master of Science in Applied Behavior Analysis degree at Western Connecticut State University. Requirements for admission to the program and qualifying for certification with the BACB and licensure in the state of Connecticut are explicitly addressed.

Additional requirements may be imposed for certification or licensure (even once a plan of study has been prepared). If such requirements are imposed by outside licensing or accrediting agencies, a plan of study may be revised to reflect such changes.

MISSION

The mission of Western Connecticut State University's ABA program is to broaden access to effective, science-based applied behavior analysis by providing students with high-quality instruction and to foster the field's ongoing growth and continual improvement as an evidence-based profession and practice.

DESCRIPTION OF THE PROGRAM

The Master of Science (M.S.) in Applied Behavior Analysis (ABA) requires thirty credits. The program is housed in the Educational Psychology Department. The M.S. in ABA offers courses of study candidates can apply toward advanced degrees or toward careers as Board-Certified Behavior Analysts.

The ABA Program at WCSU has been designed to meet the coursework requirements for candidates to be eligible for the Board-Certified Behavior Analyst examination (BCBA). The standards for coursework as well as the examination content are set by the Behavior Analyst Certification Board (BACB). In the past, the BACB used a verified coursework sequence (VCS) designation for academic programs. This designation was "sunsetted" (i.e., eliminated) on January 1, 2026 in preparation for the accreditation requirement.

All candidates applying for the certification examination must have completed academic programs that are accredited by ABAI or the Association for Professional Behavior Analysts (APBA) by January 1, 2032. Rest assured, the WCSU ABA program continues to meet the standard required for coursework and is actively preparing to seek accreditation. Coursework will be validated by the Program Coordinator/Department Chairperson through the completion of a coursework attestation.

PROGRAM STRUCTURE

Our program consists of 30 semester hours completed online using an asynchronous format. The fall, spring and summer semesters are 14-16 weeks in length. Students take two lecture courses and one practice skills course during the fall and spring semesters and three lecture courses during the summer semester. It takes approximately 16 months to complete the program. Candidates are admitted in fall and spring cohorts and will follow the recommended course sequence. Courses are delivered via the Learning Management System (LMS) Blackboard® and consist of video-based lectures, interactive discussion boards, application activities, quizzes, and learning modules.

Classes do not meet at a specific time each week, allowing students the flexibility to complete coursework based on their scheduling needs.

Materials necessary for courses include the materials supplied by the professor via Blackboard as well as required textbooks designated for each course by the professor and purchased by the student.

This program does not require practicum, fieldwork, or internship. Please note that fieldwork is required by the BACB to be eligible for the BCBA examination.

PROGRAM OBJECTIVES & LEARNING GOALS

Candidates will be able to demonstrate mastery of the knowledge of the basic skills, ethics and underlying principles of applied behavior analysis. In addition, candidates will demonstrate mastery of practical skills in applied behavior analysis. The goal of the program is to ensure candidates are professionally competent and proficient in all areas of the Behavior Analyst Certification Board® (BACB) and are prepared for the Board Certified Behavior Analyst Certification (BCBA) Examination.

- Candidates will demonstrate knowledge of the concepts and principles that underlie the science of behavior analysis and the application of those concepts and principles to professional practice.

- Candidates will demonstrate knowledge of the process and procedures for implementing functional behavioral assessment procedures as well as the application of applied behavior analysis-based intervention procedures.

- Candidates will demonstrate knowledge of research design and procedures in applied behavior analysis.

Disclaimer: State laws related to licensure of behavior analysts vary and can change over time. The ABA program at WCSU currently meets education requirements for licensure in CT and most other states. However, licensure requirements vary by state and it is the responsibility of the applicant to be knowledgeable about licensure requirements in the state in which he or she may plan to apply for licensure.

COURSE DESCRIPTIONS & SEQUENCE

The courses in the MS in ABA program include coursework in the following areas:

- Basic Principles of Behavior (45 hours in one 3 credit course)
- Theory & Philosophy in Behavior Analysis (45 hours in one 3 credit course)
- Research Methods in Behavior Analysis (45 hours in one 3 credit course)
- Behavior Assessment & Intervention (90 hours in two 3 credit courses)
- Organizational Behavior Management (45 hours in one 3 credit course)
- Ethics in Behavior Analysis (45 hours in one 3 credit course)
- Experimental Analysis of Behavior (45 hours in one 3 credit course)
- Practice Skills in ABA (45 hours in one credit course taken 3 times)
- Capstone in Applied Behavior Analysis (45 hours in one 3 credit course)
- Comprehensive Examination (0 credit course)

Required Courses (30 Semester Hours (SH)):

EPY 664 Organizational Behavior Management	3 SH
EPY 665 Practice Skills in Applied Behavior Analysis I	1 SH
EPY 666 Practice Skills in Applied Behavior Analysis II	1 SH
EPY 667 Practice Skills in Applied Behavior Analysis III	1 SH
EPY 655 Basic Principles of Behavior	3 SH
EPY 658 Theory and Philosophy in Behavior Analysis	3 SH
EPY 656 Behavior Assessment	3 SH
EPY 659 Research Methods in Behavior Analysis	3 SH
EPY 660 Ethics and Professional Issues	3 SH
EPY 662 Experimental Analysis of Behavior	3 SH
EPY 657 Behavior Intervention	3 SH
EPY 653 Capstone in Applied Behavior Analysis	3 SH
EPY 663 Comprehensive Exam in Applied Behavior Analysis	0 SH

COURSE DESCRIPTIONS

EPY 664 Organizational Behavior Management (3SH) :
Examiness topics in organizational management including performance analysis and management, personnel supervision and management, staff training, behavioral systems analysis, organizational culture, and leadership.

EPY 665, 666, 667 Practice Skills in Applied Behavior Analysis I, II, III (1SH each):
Candidates will engage in application exercises to develop and demonstrate competency in skills necessary to practice effectively in the field of applied behavior analysis.
Note: The skills practiced in each administration of this course are intended to align with the content in the courses taken alongside it. The courses use a pass/fail grading system.

EPY 656 Behavior Assessment (3SH):
Examines factors related to behavior assessment including those related to review of records and available data, the need for behavior-analytic services, and methods to identify and prioritize socially significant behavior-change goals. Identifies methods of assessment of relevant skill strengths and deficits and preference. Explores methods of functional assessment including descriptive assessment and functional analysis in addition to examination of functional assessment data. Explores methods to train personnel to competently perform assessment and intervention procedures, topics related to performance monitoring, feedback, and reinforcement systems, and use a functional assessment approach to identify variables affecting personnel performance.

EPY 655 Basic Principles of Behavior (3SH): Examines and applies basic concepts and principles of behaviors including behavior, response, and response class, stimulus and stimulus class, respondent and operant conditioning, positive and negative reinforcement contingencies, positive and negative punishment contingencies, automatic and socially mediated contingencies, unconditioned, conditioned, and generalized reinforcers, unconditioned, conditioned, and generalized punishers, simple schedules of reinforcement, concurrent, multiple, mixed, and chained schedules of reinforcement, operant and respondent extinction, stimulus control, stimulus discrimination, stimulus and response generalization, response maintenance, motivating operations, rule-governed and contingency-shaped behavior, verbal operants, multiple control in verbal behavior, processes that promote emergent relations and generative performance, behavioral momentum matching law and imitation and observational learning.

COURSE DESCRIPTIONS (Continued)

EPY 657 Behavior Intervention (3SH): Examines factors related to behavior intervention including those related to designing and evaluating positive and negative reinforcement procedures, differential reinforcement procedures, time-based reinforcement, conditioned reinforcers, motivating operations, discriminative stimuli, simple and conditional discriminations, stimulus and response prompting procedures, fading stimulus and response prompts, modeling procedures, instructions and rules, shaping, chaining, trial-based and free-operant procedures, group contingencies, stimulus and response generalization, factors related to maintenance, positive and negative punishment, emotional and elicited effects of behavior-change procedures, and procedures to promote emergent relations and generative performance.

EPY 658 Theory and Philosophy in Behavior Analysis (3SH): Identifies the goals of behavior analysis as a science (i.e., description, prediction, control) and explains the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism). Examines behavior from the perspective of radical behaviorism. Examines the distinctions among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis. Examines the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

EPY 659 Research Methods in Behavior Analysis (3SH): Examines methods and measurement in applied behavior analysis including operational definitions of behavior, distinguishing among measures of behavior, occurrence measurement, measurement of temporal dimensions of behavior, form and strength measurement, measurement of trials to criterion and sampling procedures (i.e., interval recording, time sampling). Examines evaluation related to the validity and reliability of measurement procedures. Considers methods for selection of a measurement system and methods to graph data and interpret graphed data. Examines dependent variables, independent variables, internal validity, and external validity. Examines the defining features of single-subject experimental designs including advantages and use. Examines rationales for conducting comparative, component, and parametric analyses.

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COURSE DESCRIPTIONS (Continued)

EPY 660 Ethics in Behavior Analysis (3SH):
Identifies cultural considerations and ethical behavior in applied behavior analysis including ethical principles, the BACB's ethics codes and requirements, the BACB's code-enforcement mechanisms, and professionalism.

EPY 653 Capstone in Applied Behavior Analysis (3SH):
The content in this course provides candidates with an opportunity to demonstrate core competencies for practicing behavior analysis by applying and integrating material from the curriculum into a culminating project.

EPY 662 Experimental Analysis of Behavior (3SH):
A more in-depth examination of basic concepts previously introduced in EPY 655 (i.e., basic learning processes that underlie behavior and elicit/occasion behavior-change). Basic research on the experimental analysis of behavior will be highlighted. Advanced topics may be covered such as quantitative models of behavior. This EAB course will use a translational approach to demonstrate how basic learning processes can inform applied research/practice and vice versa.

EPY 663 Comprehensive Exam in Applied Behavior Analysis (0SH): The comprehensive exam is a multiple-choice cumulative examination delivered to students in their final semester who have completed the required coursework in the program. Note: Completion of EPY 663 comprehensive examination with a passing score of 80% or higher is required for completion of the program.

COURSE SEQUENCES

Term	Fall Semester Start	Term	Spring Semester Start
Fall 1	EPY 655, EPY 664 & EPY 665	Spring 1	EPY 655, EPY 664 & EPY 665
Spring 1	EPY 656, EPY 659, & EPY 666	Summer	EPY 660, EPY 662 & EPY 658
Summer	EPY 660, EPY 662 & EPY 658	Fall 1	EPY 656, EPY 659, & EPY 666
Fall 2	EPY 657, EPY 653, EPY 667, EPY 663	Spring 2	EPY 657, EPY 653, EPY 667, EPY 663

REGISTERING FOR COURSES

The Master of Science in Applied Behavior Analysis is a cohort program. Candidates are registered for courses each semester by the graduate studies unless otherwise indicated.

It is strongly recommended that candidates complete courses in the recommended sequence as the program follows a cohort model. Candidates who require an alternative plan (i.e., fewer credits per term) should contact the program coordinator.

Due to the program sequence and coursework requirements of the BACB, transfer credits are not accepted.

ADMISSION REQUIREMENTS

Applicants who wish to be admitted to the M.S. in ABA are required to submit the following materials to the Office of Graduate Admissions:

1. Application for admission and a $50 application fee. Applications are accepted on a rolling basis throughout the year as space permits. Candidates are encouraged to apply by November 1 for Spring entry and May 1 for fall entry.
2. Applicants for the M.S. in Applied Behavior Analysis must hold a baccalaureate degree from an accredited institution of higher education.
3. Mail and/or request electronic delivery from the institution of one official transcript to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degrees. Transcripts can be sent to: Western Connecticut State University, 181 White Street, Danbury, CT 06810 or sent as an attachment to Graduate Admissions at graduateadmissions@wcsu.edu
4. Applicant's cumulative undergraduate grade point average (GPA) must be at least 2.8 for admission into the program.
5. Applicant must submit a professional resume/vitae.
6. Applicant must submit a response to the following essay question:

   In a single, double-spaced page please describe previous experiences which would make you a successful candidate for Western Connecticut State University's Applied Behavior Analysis (ABA) program.

   To evaluate your application, it will be helpful to have the following information such as why you wish to pursue a career in ABA, what are your goals upon earning a degree, and what are some experiences you feel prepare you for success in our program (e.g., relevant coursework, GPA, job, etc.)?

GRADUATION REQUIREMENTS

1. Completion of EPY664, EPY665, EPY666, EPY667, EPY655, EPY656, EPY657, EPY658, EPY659, EPY660, EPY662, EPY653, and EPY663 for a total of 30 credits inclusive of 330 classroom hours of graduate-level instruction.
2. Completion of EPY663 Comprehensive Examination with a passing score of 80% of higher.
3. Candidates whose work is of marginal quality, less than a B, in all M.S. in Applied Behavior Analysis courses or who demonstrate personal qualities that are not conducive to the role of Board Certified Behavior Analyst will not be recommended for continuation in the program.
4. Candidates are required to visit http://bacb.com regularly and keep up to date with all requirements to sit for the examination and become a Board Certified Behavior Analyst. Candidates are required to be knowledgeable about all licensure laws and requirements in the state in which they plan to practice.

CERTIFICATION ELIGIBILITY

1. Candidates are required to 1) obtain a qualifying degree; 2) complete coursework that meets the standards set by the BACB; 3) complete supervised fieldwork and 4) pass the BCBA examination. The degree and qualifying coursework are part of the program at WCSU. Candidates who complete coursework at WCSU complete the fieldwork independent of the program at WCSU (i.e., it is not required as part of the academic program).
2. Candidates may begin to accumulate fieldwork hours on or following the first day of classes in the first semester in the program provided the candidate and candidate's supervisor have met the requirements set forth by the BACB. Candidates are responsible for finding an appropriate supervisor for the supervised fieldwork requirement for certification with the BACB. If it is difficult to find a supervisor in their area candidates may choose to work with companies that are providing online supervision. The supervisor must not be a relative, subordinate, or employee during the experience period. Candidates may be asked to compensate a supervisor for his or her time. This is common, acceptable, and not considered an employer/employee relationship. If a candidate has difficulty locating a supervisor, they can speak to the program coordinator and they will do their best to assist the candidate.
3. Candidates must complete experience that fully complies with the BACB experience standards. This experience consists of supervised independent fieldwork (1500/2000 hours). The fieldwork experience is completed independently of coursework at WCSU and is not a degree requirement. See BACB.com for additional details.

LICENSURE ELIGIBILITY

The program at WCSU meets the education requirements of the State of Connecticut. The State of Connecticut requires that candidates for licensure hold a current BCBA certification and WCSU meets the coursework content requirements outlined by the BACB. This is the case for many states with behavior analyst licensure, however requirements can and do vary by state. Candidates should become knowledgeable about licensure laws for behavior analysts in the state(s) in which they plan to practice. The BACB provides this helpful resource: https://www.bacb.com/u-s-licensure-of-behavior-analysts/

PROGRAM POLICIES

Academic Policy and Procedures
Academic information and policies for graduate candidates can be found in the graduate catalog here: https://catalogs.wcsu.edu/grad/academic-policies/

All institutions in the Connecticut State Colleges and Universities (CSCU) are built on traditions and practices of shared governance and as stated in the University Governance Bylaws, WCSU embraces a commitment to shared governance to support open dialogue, input from all parties, and adequate deliberation of all decisions affecting the University. School-level departments, committees, and University Senate committees contribute to decision-making processes at WCSU. Descriptions of the processes and procedures are available in the bylaws for the committees and can be viewed here: https://www.wcsu.edu/faculty-handbook/university-governance/

Class sizes in the ABA program are limited to 25 students to ensure a positive faculty-student ratio. Faculty are all doctorate-level BCBAs with extensive expertise in the field. Faculty are actively involved in areas of clinical practice, research, continuing education, and university committees along with their teaching. Faculty hold regular office hours on campus and online and use multiple modalities to connect with students including discussion boards, email, messaging apps (e.g., MS Teams), and video meetings among others.

Faculty meet regularly (i.e., 1x month or more during the academic calendar) for program meetings as well as department meetings.

Academic Integrity:
The Student Code of Conduct sets forth the rules, regulations, and expected behavior of students enrolled at Western Connecticut State University. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student's responsibility to read the Student Code of Conduct and comply with these expectations.

The Academic Honesty Policy (https://www.wcsu.edu/faculty-handbook/policies-pertaining-to-students/academic-honesty-policy/) defines various forms of academic misconduct and describes the procedures an instructor should follow when they suspect that a student has violated the Academic Honesty Policy.

See the Student Code of Conduct (https://www.ct.edu/files/pdfs/2.1%20StudentCodeofConduct.pdf) for more details.

PROGRAM POLICIES (Continued)

Grade Requirements:
Candidates who fail to earn a B in any course may be permitted to retake a course once and to retake a maximum of two courses. Total course retakes may not exceed two. Candidates who fail to earn a B in any course after repeating two courses will not be eligible to continue in the program and will be dismissed.

Tuition:
For more information regarding tuition costs and fees please visit https://www.wcsu.edu/cashiers/tuition-fees/

Academic Calendar:
For more information regarding the start date of classes and other important dates please visit https://www.wcsu.edu/calendars/

Certification Examination Pass Rates:
Success rate of first-time test takers on the BACB certification examination for candidates who successfully completed the program at WCSU are publicly posted and regularly updated by the BACB. The historical and most recent data can be found here: https://www.bacb.com/university-pass-rates/

Course Repeat Policy:
Candidates must earn a minimum grade of B in all courses within the M.S. in Applied Behavior Analysis program. Those whose academic performance falls below this standard, or who exhibit personal characteristics inconsistent with the professional expectations of a Board Certified Behavior Analyst, may not be recommended for continuation in the program.

Course repetition is permitted under the following conditions:

- 3-credit courses: A candidate may repeat a 3-credit course once. No more than two 3-credit courses may be repeated in total.
- 1-credit courses: A candidate may repeat a 1-credit course once. Only one 1-credit course may be repeated.

Candidates who fail to earn a grade of B or better after the permitted number of course repetitions will be dismissed from the program.

CONTENT ALLOCATION

2027 BACB Pathway 2 Coursework Requirements		ABA Program at WCSU	
Content Areas and Descriptions	**Instructional Hours**	**Course**	**Instructional Hours/Credit Hours**
Basic Principles of Behavior	45 hours (1 freestanding course)	EPY 655 Basic Principles of Behavior	45 hours 3 credits
Theory & Philosophy in Behavior Analysis	45 hours (1 freestanding course)	EPY 658 Theory and Philosophy in Behavior Analysis	45 hours 3 credits
Research Methods in Behavior Analysis	45 hours (1 freestanding course)	EPY 659 Research Methods in Behavior Analysis	45 hours 3 credits
Behavior Assessment & Intervention	90 hours (2 freestanding courses)	EPY 656 Behavior Assessment EPY 657 Behavior Intervention	45 hours/3 credits 45 hours/3 credits
Organizational Behavior Management	45 hours (1 freestanding course)	EPY 664 Organizational Behavior Management	45 hours 3 credits
Ethics in Behavior Analysis	45 hours (1 freestanding course)	EPY 660 Ethics and Professional Issues	45 hours 3 credits
Total	315 hours	Subtotal	315 hours 21 credits

CONTACT

Dr. Stephanie Kuhn, PhD
Co-Chair, Department of Educational Psychology
Associate Professor
kuhns@wcsu.edu
Office # (203) 837-3206

Dr. Adam Brewer, PhD
Professor
brewera@wcsu.edu
Office # (203) 837-8510

Dr. Antonia Giannakakos, PhD
Assistant Professor
giannakakosa@wcsu.edu
Office # (203) 837-8508

Ms. Therese Richardson
Secretary 2
richardsont@wcsu.edu
Office # (203) 837-8510

Margaret Manzer
University Assistant
manzerm@wcsu.edu
Office # (203) 837-8042

APPENDICES

APPENDIX A: CERTIFICATE PROGRAM

Candidates who have previously completed a graduate degree from an accredited university seeking coursework to meet the BACB pathway 2 coursework requirement may apply to complete the certificate in Applied Behavior Analysis at WCSU. This is not a degree program. Candidates must apply and be accepted into this program. The requirements for admission are the same as those stated for the MS in ABA Program at WCSU with the addition of the prior graduate degree. BACB pathway 2 will cease to be a viable pathway to certification as of January 1, 2032. Candidates who choose the certification option must apply for and obtain certification prior to that time to be eligible for certification. Candidates who are unsure if they will obtain certification by that time must opt for the MS in ABA option. WCSU will stop offering the certificate program at or before the start of the 2028-29 academic year.

The following courses are required to complete this program (Total: 21 credits):
EPY 655 Basic Principles of Behavior (3SH)
EPY 658 Theory & Philosophy in Behavior Analysis (3SH)
EPY 659 Research Methods in Behavior Analysis (3SH)
EPY 656 Behavior Assessment (3SH)
EPY 657 Behavior Intervention (3SH)
EPY 664 Organizational Behavior Management (3SH)
EPY 660 Ethics in Behavior Analysis (3SH)

APPENDIX B: UPCOMING CHANGES

Date	Change	WCSU Policy	Student Implications
January 1, 2026	The VCS designation for academic programs will be "sunsetted" (i.e., eliminated)	Between the sunset of the VCS designation and acquiring accreditation, coursework will be validated by the VCS coordinator/Department Chairperson through the completion of a coursework attestation	Students graduating between Spring 2026 and program accreditation will receive instructions from the program coordinator regarding the completion of a coursework attestation
January 1, 2027	The current 5th edition Task List will expire, and the new 6th Edition Test Content Outline will be implemented	Students starting the program on or after the Fall 2024 semester will receive content aligned with the 6th Edition Test Content Outline	Students starting courses on or after the Fall 2024 semester do not need to take any action. Students who started courses before Fall 2024 should ensure they complete the requirements for the BACB exam and apply for certification prior to January 1, 2027
January 1, 2032	All academic programs must be accredited by ABAI or the Association for Professional Behavior Analysts (APBA)	There is a plan in place for the ABA program at WCSU to meet the accreditation requirement in advance of the deadline so that candidates are adequately qualified per the BACB	Only coursework from an ABAI or APBA accredited graduate program will be eligible toward BACB certification. Students enrolled in the program do not need to take any action.

APPENDICES (Continued)

APPENDIX C: ASSESSMENT SYSTEM

The Characteristics of the Assessment System:
The assessment system is marked with the following characteristics:

1. Candidates are evaluated through the use of Pre/Post assessments and must pass a comprehensive examination with a score of 80% or higher in EPY 653 (required course for MS in ABA program, necessary to pass to obtain degree).
2. The assessment system relies on multiple measures of assessments, formal and informal, that are aligned to the standards of BACB.
3. Evaluation of the candidate occurs at multiple points within the program.
4. Data are collected, analyzed, and used regularly (i.e., every semester).
5. An assessment committee works together to ensure reliable, fair, and equitable assessments to make appropriate decisions.

Purpose and Characteristics of the Assessment System:
The purpose of the assessment of candidates and the program is to improve performance. The assessment system provides a structured and systematic way for collecting, analyzing, and using candidate performance data for making decisions about individual candidates, courses within the programs, and the program. The major goal of the assessment system is to enable the members of the professional community to make data-driven decisions that will lead to the improvement of the program. The assessment system has a clear set of objectives and is defined by marked characteristics that facilitate the members of the professional community in reaching their goal. They are the following:
The Objectives of the Assessment System

1. To monitor candidates' progress throughout the program from their admission to and exit from the program and into their first year after graduation.
2. To systematically collect performance data that are aligned to the Behavior Analyst Certification Board professional standards.
3. To analyze data at specific transition points or phases within the candidates' program.
4. To use candidates' performance data to make decisions on individual candidates for improving their performance.
5. To use data on a regular basis for improving instruction, courses and the program.

Rubric Review:
Established scoring guides or rubrics are used for determining levels of candidate performance/accomplishment and completion of their programs.

Syllabi:
Syllabi are consistently reviewed for proper alignment to the Behavior Analyst Certification Board standards.
Learning Management System (LMS):
WCSU uses the LMS Blackboard® to deliver online coursework. The full-time and adjunct program faculty work in coordination to create a well-organized visual display in Blackboard that is consistent across courses in the program. Coursework material is organized in folders by week in each course. Within the folder for each week, students can locate an overview, lectures, supplemental materials, and assignments. Due dates and course policies are consistent across courses.

APPENDICES (Continued)

APPENDIX C: ASSESSMENT SYSTEM (Continued)

Grading:
All grades will be posted in Blackboard®. Rubrics are used in Blackboard® for qualitative grading (i.e., excludes multiple choice, true/false, and short answer questions in quizzes). Final examinations (post-tests) in the core courses make up 35-45% of the total course grade. Late assignments are not accepted for credit. Exceptions are made for extenuating circumstances. Candidates are expected to contact the professor in the case of illness, injury, or emergency, as soon as possible to discuss potential arrangements.

Transition Points:
Candidates' knowledge is evaluated at multiple transition points in the ABA program using multiple measures to assess knowledge for formative and summative purposes.

Assessments:
Multiple assessments are aligned with the Behavior Analyst Certification Board standards and are administered in a variety of forms. Faculty in each course/program communicate formative and summative assessment results to candidates. Faculty monitor candidates from admission to exiting the program. Full-time and part-time program faculty play an active and ongoing role in evaluating candidates' performances.

Data Analysis:
Biannual data retreats are held in January and May to evaluate results from the prior semester. The May retreat also reviews ABA assessments and sets long-term goals for the following academic year. The ABA program collects and analyzes a broad array of information from multiple sources. Data informs instruction. Data also influences decisions for strengthening courses with the programs.