

# BUILDING AND SUSTAINING MOMENTUM FOR QUALITY ASSURANCE IN AN ONLINE GRADUATE PROGRAM

## Take Advantage of Times of Change

- For us, the impetus for quality assurance work was a newly required Board Certified Behavior Analyst (BCBA) task list to be implemented in our verified course sequence. This new 5<sup>th</sup> edition task list goes into effect January 1, 2022.

## Our Process

- Given this new task list, we partnered with the TAMU Center for Teaching Excellence (CTE) to embark upon curriculum redesign, using the Program (Re)Design Model for Learner-Centered Curriculum (Fowler, Macik, Sandoval, Bakenhus & MacWillie, 2016).

- We, a curriculum committee, determined who our ideal graduate would be and what our program learning outcomes would be.

- We developed competency rubrics and determined the course sequence which allowed for our students to meet each competency.



## Course Alignment Matrix

Course Learning Outcome	Module Objectives	Reading(s)	Video(s)	Formative and/or Summative Measurement	*Student Time Engaged in Instruction
5. c. 1 Identify ethical responsibilities of a behavior analyst and special educator.					
5. c. 2 Describe ethical responsibilities of a behavior analyst and special educator.					
6. a. 1 Develop goals that are adult-professional driven and lack data.					
6. a. 2 Create student goals based on limited sources.					
6. b. 1 List assessments and types.					
6. b. 2 Describe qualities of various measurements and assessments (e.g., rating scales, preference assessment).					

## References

- Behavior Analyst Certification Board. (2017). BCBA/BCaBA task list (5th ed.). Littleton, CO: Author.
- Christian, M. & Skinner, J. (2016). *Benefits of a course alignment matrix: Avoid ending up someplace else*. Presentation at the annual Quality Matters conference, Portlank, OR.
- Fowler, D., \*Macik, M. L., Sandoval, S., \*Bakenhus, C., & \*MacWillie, S. (2016). Program (re)design model: A sustainable, system-level approach to faculty development. *Journal of Faculty Development*, 30(2), 17-25.
- Mainka, S. & Pedraza, G. (2016). *Mapping the journey of alignment: Developing a template tool that facilitates course alignment and mapping*. Presentation at the annual Quality Matters conference, Portlank, OR.

## Support for Faculty

- CTE shared a course guide with each faculty member teaching in the program. This guide included: program learning outcomes addressed in the course, assessment, engagement, active learning, and instructional technology strategies; writing for learning approaches; critical thinking and reflection practices; a glossary of terms; and *an alignment matrix*.

- This matrix is similar to those proposed by Christian and Skinner(2016) and Mainka and Pedraza (2016) but has been adapted for our purposes and includes aspects specifically needed for the BCBA.

- Given new BCBA Task list and our realignment work, course syllabi were required to be updated by faculty.

## Next Steps

- 1) development of an assessment plan
- 2) completion of alignment matrices as courses are redesigned to align with new syllabi
- 3) work alongside the CTE Instructional Consultants to publish our work completed through this process

