MASTERS OF INCLUSIVE EDUCATION

SCHOLARSHIPS INITIATIVE

APPLICATION GUIDELINES (APPLIED BEHAVIOUR ANALYSIS) Round 5

*Courses commencing from Semester 1, 2021*

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# 1. Introduction

The Department of Education and Training (the Department) has developed these guidelines to support prospective applicants to apply for a scholarship through the Masters of Inclusive Education Scholarships (MIES) initiative.

Through this initiative, the Department will provide 638 scholarships over four years for teachers in Victorian government schools, and regional support staff, to undertake a Victorian Institute of Teaching (VIT)-endorsed postgraduate course focused on inclusive education. Scholarships can also be used to undertake the Master of Education (Applied Behaviour Analysis) course through Monash University.

The Department acknowledges the diversity of the students and staff whom we serve. We endeavour to support the development of an inclusive and vibrant culture that promotes value and respect for all. Applicants from diverse backgrounds, orientations and abilities are encouraged to apply for the MIES initiative.

## Background

Launched in late 2017 as part of the *Inclusive Education Agenda Reform – Additional Supports Program,* the MIES initiative provides scholarship funding for teachers and regional support staff seeking to undertake postgraduate study in inclusive education. This will support schools to strengthen their inclusive education practices so that all students, including those with a disability or an additional learning need, can succeed in their learning.

The Victorian School-wide Positive Behaviour Support (SWPBS) framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. The framework supports schools to identify and successfully implement evidence-based whole of school practices to enhance learning outcomes for all students. Applied behaviour analysis cohesively aligns with implementation of SWPBS, equipping recipients with skills to facilitate the Multi-Tiered Systems of Support.

The MIES initiative aligns with all the essential elements of the Framework for Improving Student Outcomes (FISO) by building *Professional Leadership*, *Excellence in Teaching and Learning*, *Positive Climates for Learning* and *Breaking the Link.*

The MIES initiative is part of the Victorian Government’s commitment to increase the number of highly qualified inclusive and special education teachers working in Victorian schools. Through the Victorian Teaching and Learning Model (VTLM), Victorian teachers are supported to develop strong evidence-based inclusive practices to improve learning for all students, including those with disabilities and additional learning needs. The VTLM also works alongside FISO, bringing it into the classroom and creating a line of sight between the whole-school approach and classroom practices.

Visit [Victorian School-wide Positive Behaviour Support](https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/swpbs.aspx) for more information

Visit [Framework for Improving Student Outcomes](https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx) for more information

Visit [Victorian Teaching Learning Model](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx) for more information

# 2. Masters of Inclusive Education Scholarships initiative

The MIES initiative aims to strengthen the capability of teachers, schools and regions to provide high-quality inclusive and special education to all students, including those with a disability or an additional learning need. The Inclusive Education Grants Unit (IEGU) manages the scholarships program, including the application process and assisting successful recipients to manage their scholarships.

**These guidelines relate only to Applied Behaviour Analysis scholarships for Semester 1, 2021 entry**.

## What is being funded?

The MIES initiative has two intakes per year via application rounds. In this round (Round 5), the Department will provide scholarships for Victorian government school teachers and regional-based staff from eight available courses. These guidelines have been specifically created for the following course:

* [Master of Education Applied Behaviour Analysis (Monash University)](https://www.monash.edu/education/future-students/postgraduate/master-of-education-in-applied-behaviour-analysis)

For more information on the other courses available as part of the MIES program, please see the general application guidelines that are available on our website –

<https://www.education.vic.gov.au/school/teachers/profdev/Pages/inclusive-education-scholarship.aspx>

There is no university-coordinated practicum element to the Applied Behaviour Analysis course. The Master of Education in Applied Behaviour analysis has been verified by the Association for Behaviour Analysis International (ABAI) as meeting specific instructor and coursework requirements and may fulfil part of the requirements for students who wish to obtain the Board Certified Behaviour Analyst (BCBA) credential.

## Course fees

The scholarship will cover the tuition fees associated with a full-fee domestic place in one of the courses listed above. A successful scholarship recipient will not be eligible to apply for a Commonwealth Supported Place.

Visit [Masters of Inclusive Education Scholarships](https://www.education.vic.gov.au/school/teachers/profdev/Pages/inclusive-education-scholarship.aspx) for further information

## Behaviour science in Victorian government schools

A number of scholarships are available for Victorian government school teachers and regional support staff (Koorie Engagement Support Officers (KESO), Student Support Services (SSS), Visiting Teachers (VT’s)) to undertake the Master of Education: Applied Behaviour Analysis (ABA) through Monash University.

This course is a pathway to certification as a BCBA. One of the primary eligibility requirements for certification as a Board Certified Behaviour Analyst® (BCBA®) is the completion of a defined practical experience in applied behaviour analysis.

The Victorian Department of Education and Training is currently delivering the *Department of Education BCBA Supervision Opportunity*, which is a two-year initiative to support a number of Master of Education in Applied Behaviour Analysis scholarship recipients to receive clinical supervision from Departmental BCBAs from February 2020-December 2021. **Expressions of interest for completing supervised independent fieldwork to meet the requirements for professional BCBA certification through the Department are currently closed.**

Other initiatives across the state that have promoted the use of evidence-based practices underpinned by the framework of Applied Behaviour Analysis include:

* Behaviour Coaching (BCBA) project 2018 – 2019
* Differentiation for Inclusion Project 2017 – 2019
* Bridging the GAPPS Project 2019 – 2020.

For scholarship recipients who have completed or who are currently completing the Master of Education in Applied Behaviour Analysis at Monash University, and who are interested in learning more about the application of behaviour science within Victorian government schools, please contact your Regional Behaviour Coach:

* North West Victoria Region: Jamie Tatarczuk – [Jamie.Tatarczuk@education.vic.gov.au](mailto:Jamie.Tatarczuk@education.vic.gov.au)
* North East Victoria Region: Samantha Packer – [Samantha.Packer@education.vic.gov.au](mailto:Samantha.Packer@education.vic.gov.au)
* South East Victoria Region: Anneliese Freitag – [Anneliese.Freitag@education.vic.gov.au](mailto:Anneliese.Freitag@education.vic.gov.au)
* South West Victoria Region: this role is currently being recruited. In the interim, if you would like more information please contact Kerry Watson, Senior Project Officer, Behaviour Coaching – [Kerry.Watson@education.vic.gov.au](mailto:Kerry.Watson@education.vic.gov.au)

Information on the Behavioural Analyst Certification Board (BACB) is available at:

<https://www.bacb.com/>

# 3. Funding criteria

## Eligibility

Applicants must:

* be an Australian Citizen or Permanent Resident
* be currently employed as a teacher in a Victorian government school or as a regional staff member (e.g. a KESO, SSS, SWPBS Coach or VT)
* continue to be employed in a Victorian government school or as a regional staff member for the duration of your approved course
* be a qualified practising teacher with full VIT registration
* round 5 recipients must commence their approved course by March 2021
* be willing to enter into a legally binding agreement that outlines the responsibilities of both the scholarship recipient and the Department
* be willing and able to complete their approved course within four years of enrolling in the course
* be supported by a recommendation from their Principal/Manager
* not be the recipient of other scholarships for their approved course.

NB: In addition to the MIES eligibility criteria, universities have their own eligibility requirements. Please ensure that you review your preferred course eligibility criteria prior to submitting your MIES application.

**ABA applicants:**

* must be employed at a school that is currently implementing the Victorian School-wide Positive Behaviour Framework. Please note that mainstream settings will be prioritised.

The Department encourages all potential scholarship recipients to complete a relevant course (Supporting Student Behaviour) from the *Inclusive Classrooms professional learning program* as a precursor to the MIES program. This is preferred, but not mandatory.

Visit [*2020 Inclusive Classrooms professional learning catalogue*](https://www.deafeducation.vic.edu.au/professional-learning/inclusive-classrooms)to view the upcoming courses.

## Funding exclusions

The MIES will not cover the following:

* scholarships for teachers in non-government schools
* scholarships for teachers and regional staff who are already enrolled in one of their preferred courses, commencing study before Semester 1, 2021
* additional expenses associated with completing your approved course (e.g. textbooks, stationery, travel expenses, accommodation and information technology equipment)
* teachers employed as a Casual Relief Teacher (CRT)
* additional expenses associated with the BACB supervision and/or examination
* any costs incurred in relation to failed units beyond the one unit covered by the scholarship
* any costs incurred if you choose to withdraw from a unit, or the course, after the university census date. If you withdraw after the census date, you will be personally responsible for any associated course costs and fees including any failed units of study
* any course costs incurred after four years of study, as per the scholarship agreement.

## Assessment priorities

The MIES initiative supports schools, teachers and regional support staff to strengthen their inclusive practices so that all students, including those with a disability or an additional learning need, can succeed in their learning. Please note that schools who have not received a scholarship recipient from previous rounds are prioritised at each intake. A selection panel will review and assess all applications against detailed assessment criteria. Applications will be prioritised based on the initiative’s objectives, which include:

* increasing the number of Victorian government schools with classroom-based staff members qualified in inclusive education
* aligning the scholarships initiative with other Departmental programs, such as VTLM, the Victorian SWPBS Framework and Inclusive Classrooms.

|  |  |
| --- | --- |
|  | Eligible group |
| *Priority 1* | * teachers in mainstream schools implementing SWPBS strategies in which no staff member has received an MIES Scholarship in previous rounds |
| *Priority 2* | * teachers in specialist schools implementing SWPBS strategies in which no staff member has received an MIES Scholarship in previous rounds |
| *Priority 3* | * regional-based staff (KESOs, SSS, SWPBS Coaches and VTs) who work directly with students with disabilities or additional learning needs * teachers in mainstream or specialist schools implementing SWPBS strategies in which a staff member has received an MIES Scholarship in previous rounds * principal class that are not classroom based, e.g. Principal, Assistant Principal |

## Intermission

Scholarship recipients cannot defer their first semester of study. You can request an intermission or leave of absence (study break) after you have successfully completed one unit of study in the first semester of your approved course. If you wish to take a break from study once meeting this requirement, you will be able to request an intermission for a maximum of 12 months (unless exceptional circumstances—such as illness, natural disaster or other circumstances which are beyond your control—apply).

Though a 12-month maximum intermission is available, you are encouraged to take no more than six months intermission during your course as this will allow flexibility should you fail any unit of study. This policy is to ensure that all scholarship recipients can become qualified as soon as possible to bring inclusive and special education practices into the classroom.

Please contact your university if you would like specific information regarding intermission or leave of absence processes and policies. If you are seeking an intermission after you have commenced your course, you must advise the IEGU and your university of your decision.

## Failed Units

If a scholarship recipient fails a unit of study, the scholarship will (on a one-off basis) pay the course fees associated with that failed unit of study. You will be responsible for the costs and fees associated with repeating this failed unit of study, together with the costs and fees associated with any further failed units

If you are personally responsible for any course costs under this policy, the Department will contact you regarding these fees.

## Withdrawals

If you choose to withdraw from a unit of study, or from the course entirely, you must do so before the university census date. If you withdraw after the census date, you will be personally responsible for any associated course costs and fees including any failed units of study.

Please note that if you choose to withdraw from a unit of study after the census date, some universities will record this as a failed unit. This will be treated in accordance with the MIES failed units policy.

# 4. Considerations before applying

Applicants should consider the following information in selecting their preferred course.

## Board Certified Behaviour Analyst Pathway

The ABA course is verified by the Association for Behaviour Analysis International as meeting specific course content requirements. Across the entire verified course sequence 315 hours of direct instruction aligned to the Behaviour Analyst Certification Board’s 5th Edition Task list must be delivered. The specific content areas on the task list may be found here: <https://www.bacb.com/wp-content/uploads/2017/09/170113-BCBA-BCaBA-task-list-5th-ed-.pdf>

The ABA course covers applications of evidence-based instructional and behaviour support strategies with preschool-aged children, school-aged children, and adults. The course explores the use of individualised evidence-based instructional and behaviour support strategies with individuals with autism and related conditions, language delays, developmental delay, or severe behaviour disorders. Applications of ABA in home, school, and community-based settings are discussed. You should review the websites of the Behaviour Analyst Certification Board (BACB) and the Association for Behaviour Analysis International (ABAI) prior to enrolling in this course, and consider applicability of the content to your current and prospective future roles at your school and/or other Victorian government schools

This course provides a pathway to BCBA certification. The credential of Board-Certified Behaviour Analyst® (BCBA®) is a graduate-level certification in behaviour analysis. Professionals who are certified at the BCBA level are independent practitioners who provide behaviour - analytic services. BCBAs can also supervise the work of Board-Certified Assistant Behaviour Analysts, Registered Behaviour Technicians, and others who implement behaviour-analytic interventions.

Following a multiyear evaluation, consultation and training from the certification industry, and extensive deliberation among the BACB’s leadership, the BACB Board of Directors voted in August 2019 by majority to substantially revise the BACB’s international focus. This means that effective 1 January 2023, initial BACB certification applications will no longer be accepted from individuals who reside outside of the U.S. and Canada. The full announcement from the BACB, with background information and rationale for this change, can be found at <https://www.bacb.com/global-certification/>.  For those who will not have met the eligibility requirements to sit the BACB professional certification exam before 31 December 2022, please be assured that Monash and the Association for Behaviour Analysis Australia are in contact with the BACB, and will be actively working with them over the next few months to determine how credentialing and regulation of the professional practice of Applied Behaviour Analysis will look in Australia after 1 January 2023.  Monash is committed to your education, and to supporting your goal to be professionally recognised as an Applied Behaviour Analyst.

## Study workload

Study workload for the eligible courses may range from 15 to 20 hours per week. The Department and universities encourage recipients to complete the **minimum** **units** of study required per semester. This is based on the study workload requisite in conjunction with balancing work and personal commitments.

The ABAI is responsible for verifying that the Monash MEd in ABA course meets specific standards. The ABAI requires that students participate in a total of 315 hours of direct instructional activities aligned to the 5th Edition Task List (across all units that comprise the verified course sequence). Coursework delivered remotely is required to include verifiable methods that ensure students are in contact with the material for required time. Therefore, participation in online learning activities (presented on Moodle, the Monash University coursework management system) is mandatory and must be verifiable. Completion of online learning activities is tracked using Moodle’s progress tracker. Students must complete at least 90% of the online learning activities for each unit, in addition to two assessment tasks, in order to pass the unit. Most units require students to participate in 45 hours of asynchronous direct instruction (e.g., watching video lectures, completing quizzes, and participating in discussion forums) across the 12-week semester (about 3-4 hours per week). Students will need to allocate additional time to complete weekly readings and work on assessment tasks. For each ABA unit, students should plan to commit approximately 6-8 hours per week to their studies.

For more details about the ABA course content and expected study hours, please see **Appendix B** on page 20.

It is important to understand the expected weekly hours of study and how this will affect your other commitments. If you are considering studying part-time, you may wish to consider the total length of time you will need to complete the course, noting that you must complete your approved course within four years (December 2024) to be eligible for a scholarship. You might also like to ask your preferred university provider if there are options to switch from part-time to full-time, or vice versa, part-way through the course.

## Multiple applications from teachers at the same school

IEGU will award one scholarship per school per application round. This is to ensure that each school and region receives the benefit of a Masters-qualified staff member in applied behaviour analysis. This will also ensure the initiative has the broadest possible impact.

If multiple applications are received from a single school, region or area, IEGU may contact the applicants’ Principal/Manager for additional information about the applicants’ suitability. This information will be considered in addition to the information provided by applicants and the additional criteria listed above. In all cases, funding is awarded at the discretion of the Department.

## Academic Credit

Academic credit, or Recognition of Prior Learning (RPL) (also known as credit for prior learning or advanced standing), is acknowledgement of prior study based on previous study or work experience. If your approved university grants RPL, you may be able to reduce the duration of your approved course.

Monash university has its own policy in relation to RPL, which will be granted at its discretion. You may be asked to provide further information and detail about the studies you have completed to help with this assessment. As RPL will only be relevant if you are successful in receiving a scholarship, we would recommend that you have a conversation with the relevant university after you have enrolled in your approved course.

# 5. How to apply

SmartyGrants is an online grants administration program that the Department uses to facilitate the MIES initiative. Scholarship applications can only submitted online via [SmartyGrants](https://inclusiveedgrants.smartygrants.com.au/).

The application round for the initiative will be open for **four weeks**, from **9am, Monday, 10 August 2020.** Applications will close at **12pm (midday),** **Monday, 7 September 2020.**

IEGU aims to process all applications and notify applicants of the outcomes by **Monday, 28 September 2020**. As part of the assessment process, members of the selection panel will be contacting shortlisted applicants and their principals/managers by phone to discuss their application. **This will occur between 7 September and 28 September 2020.**

Applications must address each of the criteria. Incomplete or late applications will not be considered. Once you have submitted your online application through SmartyGrants, you will not be able to change it or submit any additional documentation through the online form.

## Guidance on personal statement and statement of support

### Personal Statement

As part of your application you must submit a personal statement outlining why you are applying for a scholarship and how you intend to use the knowledge and skills gained through completing the ABA course. Your personal statement should include information about:

* why you wish to undertake the ABA course, clearly explaining why you have chosen this particular course
* your awareness of the workload associated with the ABA course and how you propose to manage this
* how you intend to use the knowledge and skills from the ABA course in your current role
* how you intend to use the VTLM in the classroom to improve student learning experiences effectively, and how your participation in the MIES initiative will affect improvement initiatives within your school, your teaching and student learning
* how you demonstrate commitment to enhancing inclusive education in your classroom, school and community.

### Statement of Support

You must submit a statement of support, signed by your Principal/Manager, outlining the reasons why they support your application to complete the ABA course. The template for this document is available on the MIES website and via the online application form. Your Principal must address the following:

* ***VTLM Practice Principle***

Your Principal/Manager is required to identify a Practice Principle from the VTLM that can be strengthened through your participation in the scholarship initiative and expand on this in their statement.

* ***SWPBS Component***

Your Principal/Manager must endorse that you will be able to work with the school SWPBS implementation team during and after completion of your course.

# 6. The ABA Course at a glance

Scholarship applicants are encouraged to undertake their own research into the Applied Behaviour Analysis course in order to identify if the course best suits their individual circumstances.

|  |  |
| --- | --- |
| Course name | Master of Education (Applied Behaviour Analysis) |
| **Course code** | D60027 |
| **Entry requirements** | Entry level 1: an Australian undergraduate degree (or equivalent) with at least a credit (sixty per cent) average.  Please note the Monash University recognizes equivalent relevant professional experience, graduate certificates or diplomas. It is your responsibility to ensure you meet the course entry requirements prior to applying for a scholarship.  Further details about minimum entry requirements for domestic students is available at:  <https://www.monash.edu/study/courses/find-a-course/2020/education-d6002#accordion__target-accordion-I2VudHJ5LXJlcXVpcmVtZW50cy0y> |
| **Study mode** | Online or on-campus (Clayton). This course is delivered in a flexible delivery mode allowing you to work whilst completing the course.  This course can be completed on a part time basis but note that it must still be completed within four years of commencing study. |

### Applied behaviour analysis overview

*Information has been sourced from Monash University:*[*https://www.monash.edu/study/courses/find-a-course/2020/education-d6002#overview-1,Applied\_behaviour\_analysis*](https://www.monash.edu/study/courses/find-a-course/2020/education-d6002#overview-1,Applied_behaviour_analysis)

This specialisation is for those interested in the principles and practice of applied behaviour analysis in clinical, school and work settings, as well as those aiming to become Board Certified Behaviour Analysts (BCBA).

You will be orientated to the field of education and gain an understanding of the major theoretical and professional debates in education. You will gain knowledge and expertise in the following areas:

* principles of behaviour modification and their application
* identification and assessment of behaviours
* evidence-based practices for behaviour analysts
* experimental design for research into behaviour analysis
* professional ethics in behaviour analysis

The units in this specialisation have theoretical and practical relevance to professionals in a range of contexts, including inclusive and special education, and the disability sector. You will be challenged to make connections between research and practice and will be equipped to pursue education-related careers and/or further study in education.

# 7. Information privacy

The Department values and is committed to protecting your privacy. We handle your personal information in accordance with the Privacy and Data Protection Act 2014 (Vic) (PDP Act) and other applicable legislation. The Department has adopted the Information Privacy Principles in the PDP Act as minimum standards when dealing with personal information.

We may collect personal information that you choose to give us, which is a necessary function of running the MIES initiative. This includes information collected via online forms through SmartyGrants, phone and email correspondence. SmartyGrants may also collect your personal information for its own purposes. Please refer to SmartyGrants’ [terms of service and privacy policy](https://www.ourcommunity.com.au/privacy) for further information.

Under the PDP Act, the Department has a responsibility to protect your personal information. We take reasonable steps to make sure that your personal information is protected from misuse, loss, unauthorised access, modification or disclosure. Access to systems, applications and the information that we collect is limited to authorised staff members only.

For further information on how the Department will handle your personal information, please refer to our general [information privacy policy.](https://www.education.vic.gov.au/Pages/privacypolicy.aspx)

Please see the website for the [Office of the Victorian Information Commissioner](https://ovic.vic.gov.au/) for further details regarding the Information Privacy Principle.

### Collection Notice

We collect your personal information through SmartyGrants and email correspondence in order to register you as an applicant for this initiative, contact you if necessary in relation to this initiative, and for reporting purposes. We will not disclose your personal information without your consent, except where required to do so by law. If you do not wish to provide your personal information you will be unable to submit an application for the MIES initiative. You may contact us to discuss your application, to request access to your personal information, or for other concerns about the privacy of your personal information.

The Department will collect the average academic outcomes for each student as they progress through their course to obtain their qualification. This information will be used to assess if further support from the educational institution is required for a scholarship recipient to successfully complete their course. This information may also be used by the Department in a de-identified and aggregated format to assist with reporting and evaluation of the MIES initiative. This academic information will not impact a person’s eligibility to continue to receive their scholarship as part of the initiative. Information may also be sought from applicants and scholarship recipients over this period to analyse the effectiveness of the program and to inform future workforce policies and initiatives.

### Updating Personal Details

To ensure that our records are current and to assist with the efficacy of the MIES initiative, the Department will regularly contact scholarship recipients to update their contact and employment details.

# 8. Application Timeline

Please refer to the table below for a timeline of the MIES initiative assessment process. Applications will close at **12pm (midday), Monday, 7 September 2020.**

The IEGU will conduct an initial check to confirm that each application meets the eligibility criteria, and assess all eligible applications using the assessment priorities (see page 8). You may be contacted after the closing date to provide clarification or additional information in support of your application.

The IEGU aims to process all applications and notify the outcome of your application within 21 business days of the initiative’s closing date (i.e. by **Monday, 28 September 2020**).

| Application Assessment Process | Time and/or date |
| --- | --- |
| Opening Date for Application | 9am, Monday 10 August 2020 |
| Closing Date for Application | 12pm, Monday 7 September 2020 |
| Application Assessment | Monday 7 September – Friday 25 September 2020 |
| Application Outcomes | Monday 28 September 2020 |

## How and when to apply for your courses

**We advise all applicants to wait until they have received a notification of the outcomes of the MIES initiative before applying and enrolling in their preferred courses.**

The IEGU has ensured that all successful recipients will have sufficient time to enrol in their approved university course after receiving the outcome of their scholarship application.

Please refer to the flowchart below for a visual timeline of the application process.

Applicants are notified of the outcome of the application round by

**28 September 2020**

Successful scholarship recipients **commence study** in Semester 1, 2021

MIES

application round closes

**7 September 2020**

MIES

application round opens

**10 August 2020**

Successful recipients **must** enrol in the ABA course as soon as they are notified by the IEGU.

Key university dates for enrolment, study and census dates are outlined on the following page.

These dates are a guide, because of COVID impacts, and continued revision of academic calendars, key dates for 2021 are not yet confirmed or \* may be subject to change.

| University | Enrolment opens | Enrolment closes | Course commences | Census date |
| --- | --- | --- | --- | --- |
| Monash University | 1 August  2020 | 22 January  2021 | \*March  2021 | \*31 March  2021 |

## Successful applications

The IEGU will notify all successful applicants of the application outcome and the course which has been approved for a scholarship. The approved course can be either one of the two nominated during the application process. Successful applicants will receive an email through SmartyGrants that includes an induction information pack. This induction pack consists of:

* a letter from the Department with your scholarship information
* an information sheet that explains the steps you need to complete in order to accept your scholarship offer
* a Scholarship Agreement
* a Fringe Benefits Tax form and FAQ’s sheet

You must return these documents within two weeks of receiving this induction pack (by 12 October 2020). These documents can be returned to the IEGU via [email](mailto:inclusive.ed.grants@education.vic.gov.au).

## Unsuccessful applications

Following the conclusion of the assessment process, the IEGU will notify unsuccessful applicants of the outcome of their applications. If you are seeking feedback on your unsuccessful application, please contact the IEGU team.

# 9. Contact information

* For Masters of Inclusive Education Scholarships enquiries and application support, please contact the Inclusive Education Grants Unit:

Ph: (03) 9084 8496

Email: [inclusive.ed.grants@education.vic.gov.au](mailto:inclusive.ed.grants@education.vic.gov.au)

* For advice on how to manage the CRT recruitment process to your schools’ benefit, please contact **Schools Recruitment**:

Ph:1800 641 943

Email: [schools.recruitment@education.vic.gov.au](mailto:schools.recruitment@education.vic.gov.au)

* For assistance with managing leave requests and approvals, please contact **Employee Relations**:

Ph: 1800 641 943

Email: [employee.relations@education.vic.gov.au](mailto:employee.relations@education.vic.gov.au)

## University Contact Details

The universities are in the best position to answer specific questions relating to the MIES courses on offer. Each university has support services for prospective students.

| *University* | *Website* | *Contact phone* |
| --- | --- | --- |
| Monash University | www.monash.edu.au | 1800 666 274 |

# Appendix A – Frequently Asked Questions

## Eligibility

### Do I need to be a permanent resident or citizen to apply?

You must be an Australian citizen or permanent resident to be eligible to receive a scholarship.

### Can I apply if I am on a fixed-term contract and/or work part-time?

Both ongoing and fixed-term contract teachers and teachers who work part-time can apply.

Teachers employed on a casual basis are **not** eligible to apply.

Please note that the eligibility of fixed term employees may change in future rounds.

### Can I apply if I live in a rural or regional area?

Applicants in rural and regional areas are encouraged to apply.

Some of the courses offer flexible learning options, including fully online and partially online study modes, which may be suited to applicants in rural areas.

Please note that travel, accommodation and information technology equipment expenses are not covered by the MIES initiative.

### Can I apply if I have already started the course?

You are not eligible to receive a scholarship if you are already enrolled and studying in your chosen course.

### Do I have to study full-time?

Both full-time and part-time study modes are eligible. You can select whichever study mode best suits you. The IEGU and universities encourage you to consider part-time study, because this will best allow you to manage your work and personal commitments whilst also meeting your chosen course requirements. Please note that Round 5 recipients commencing study in Semester 1, 2021 must complete their course by December 2024.

### Can I study online?

Yes, the Master of Education – Applied Behaviour Analysis course is an online course.

**CAN I APPLY IF I AM PLANNING OR CURRENTLY ON EXTENDED LEAVE (E.G. LONG SERVICE LEAVE OR MATERNITY LEAVE)?**

Yes, as long as you are still employed by the Department and continue to meet the eligibility criteria outlined in these guidelines. Please note that Round 5 recipients commencing study in Semester 1, 2021 must complete their course by December 2024.

**WHAT HAPPENS IF I MOVE OUT OF THE GOVERNMENT TEACHING SERVICE?**

You are no longer eligible to receive your scholarship. You must notify the Department if you move out of the Government Teaching Service, and you will be withdrawn from the MIES initiative.

## Applying for a scholarship

### My Principal/Manager is not available. Can someone else complete the statement of support?

In the absence of your Principal or Manager, whoever is acting in the role at the time of your application should provide the Statement of Support.

### I am a Principal. Who endorses my statement of support?

A School Education Improvement Leader can provide endorsement.

### How will I know if my application has been received?

All applicants will receive a confirmation email when their application has been received. This will be sent to the primary email address given by the applicant during the application process. If you have submitted an application, but have not received confirmation, please email [inclusive.ed.grants@education.vic.gov.au](mailto:inclusive.ed.grants@education.vic.gov.au) to check if your application has been received.

## Scholarship details

### Will I incur a Higher Education Contribution Scheme (HECS) debit for my course?

No, the scholarship only applies to tuition fees for a full-fee paying place, not a Commonwealth-supported place that attracts HECS. Scholarship recipients will not incur a HECS debt for their course.

### Can I take study leave days when completing my approved course?

The Department does not organise leave for scholarship recipients and is not responsible for leave that a scholarship recipient takes.

Leave days should be discussed with your school’s Principal and Business Manager. Please advise them to follow [Department’s support](https://www.education.vic.gov.au/hrweb/employcond/Pages/default_leave.aspx) with respect to all types of leave.

Visit [Study Leave – Teaching Service](https://www.education.vic.gov.au/hrweb/employcond/Pages/studylveTS.aspx) for more information.

## Applying for a university course

### What happens if I receive an invoice from the university?

The Department and the universities have an agreement which states that an invoice for course fees will be sent to the IEGU once the census date has passed.

If you receive an invoice from your approved university and have any concerns, please contact the IEGU.

# Appendix B – ABA Course Overview

The Master of Education in Applied Behaviour Analysis course sequence at Monash consists of eight 6-point units. A part time student will complete two 6-point units per semester, and a full time student will complete four 6-point units per semester. Most units require students to participate in 45 hours of direct instruction across the 12-week semester. Below, please find a short synopsis of each ABA unit, the assessment tasks for each unit, and the anticipate workload (hours of study per week) for each unit.

Units will be offered in the following semesters, on an ongoing basis, to accommodate Semester 1 and Semester 2 intakes:

|  |  |
| --- | --- |
| Semester 1 | Semester 2 |
| EDF5683  EDF5684  EDF5685  EDF5686  EDF5687  EDF5679 | EDF5684  EDF5686  EDF5687  EDF5679  EDF5688  EDF5689 |

[Monash MEd in ABA course map](https://www.monash.edu/__data/assets/pdf_file/0005/2052428/2020-map-d60027-med-aba.pdf).

### EDF5683: Philosophical Foundations of Behaviour Analysis

Pre-requisites: None

Applied behaviour analysis is a science devoted to the understanding and improvement of human behaviour. To be skilled in the design and delivery of behaviour analytic interventions, one must first have a strong understand of the philosophy of the science. In this unit, we will explore radical behaviourism as the philosophy underlying the science of applied behaviour analysis. We will review the goals and assumptions of science, the philosophical assumptions underpinning the science of behaviour analysis, compare and contrast radical behaviourism and other theories of learning and behaviour, and describe learning and behaviour from the perspective of a radical behaviourist. This unit aligns primarily with Section 1A of the BACBs 5th Edition Task List.

1. **Assessment Task 1 (40%) – Multi-Choice Tests:** Students will demonstrate their learning of the key concepts and principles presented in this unit by completing two 20-question multi-choice tests.
2. **Assessment Task 2 (60%) – Comparative Essay:** Student’s will demonstrate their learning of the philosophical foundations of behaviour analysis by writing a comparative essay. Students will be asked to describe behaviour and learning from the perspective of radical behaviourism, and to analyse behaviour and learning in relation to the goals and assumptions of science.

**Workload**: In EDF5683, students must complete 45 hours of direct instructional activities. Each week, students should expect to spend 3-4 hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and 1 hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately 2 hours per week) and working on components of the assessment tasks.

### EDF5684: Concepts and Principles of Learning

Pre-requites: None

This unit defines the basic elements involved in a scientific analysis of behaviour and introduces students to several principles that have been discovered through such analysis. In this unit, you will learn about two functionally distinct types of behaviour, respondent and operant, and discuss how the environment influences each type of behaviour. In addition, you will gain an in depth understanding of core concepts and principles in behaviour analysis, including reinforcement, extinction, punishment, motivation, stimulus control, and stimulus equivalence. Throughout the unit, you will be challenged to apply these concepts and principles to analyse complex human behaviour in real world settings. This unit primarily aligns with section 1B of the BACBs 5th Edition task list.

1. **Assessment Task 1 (40%) – Multi-Choice Tests:** Students will demonstrate their learning of the key concepts and principles presented in this unit by completing two 20-question multi-choice tests.
2. **Assessment Task 2 (60%) – Conditional Discrimination Project:** Students will demonstrate their learning of the concepts and principles presented in this unit by designing one or more match-to-sample procedures to teach a conditional discrimination and will explain how to test for emergent relations using a stimulus equivalence paradigm.

**Workload**: In EDF5684, students must complete 45 hours of direct instructional activities. Each week, students should expect to spend 3-4 hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and 1 hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately 2 hours per week) and working on components of the assessment tasks.

### EDF5685: Professional Ethics for Behaviour Analysts

Pre-requisites: None

The aim of this unit is to develop your ability to practice ethically in a variety of contexts. In this unit, you will be introduced to the BACB’s Professional and Ethical Code of Conduct. We will explore professional and ethical issues in behaviour analysis, including our ethical responsibilities to clients, colleagues, supervisees, other professionals, the BACB, and society as a whole. You will learn to engage in ethical decision-making within the context of evidence-based practice, and will identify contextual and cultural factors that may influence ethical behaviour in real world settings. In addition, you will learn to distinguish between scope of practice and scope of competence in applied behaviour analysis, will identify your own scope of competence, and will describe ways to expand your scope of competence. This unit aligns primarily to section 2E of the BACBs 5th Edition Task List.

1. **Assessment Task 1 (50%) – Ethics Case Scenario 1:** Students will demonstrate their ability to engage in the process of ethical decision-making to identify and propose solutions to ethically complex case scenarios.
2. **Assessment Task 2 (50%) – Ethics Case Scenario 2:** Students will demonstrate their ability to engage in the process of ethical decision-making to identify and propose solutions to ethically complex case scenarios.

**Workload**: In EDF5685, students must complete 45 hours of direct instructional activities. Each week, students should expect to spend 3-4 hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and 1 hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately 2 hours per week) and working on components of the assessment tasks.

### EDF5686: Measurement, Data Analysis, and Experimental Design

Pre-requisites: None

In this unit, you will learn to conduct basic behaviour assessments to inform the selection of treatment goals and objectives, and to evaluate the effectiveness of interventions. In this unit, you will learn about (a) important considerations for selecting and defining target behaviours, (b) various strategies for measuring behaviour, (c) methods for assessing and improving the quality of measurement, and (d) tactics for constructing and interpreting graphic displays of data. In addition, you will learn about specific tactics of scientific research in behaviour analysis, including (a) the components of experiments in behaviour analysis, (b) single subject research designs, and (c) tactics for visually analysing graphed data to identify functional relations. This unit primarily aligns with sections 1C and 1D of the BACBs 5th Edition Task List.

1. **Assessment Task 1 (40%) – Multi-Choice Tests:** Students will demonstrate their learning of the concepts and principles presented in this unit by completing two 20-question multi-choice tests.
2. **Assessment Task 2 (50%) – Case Study:** Students will demonstrate their learning of measurement, data analysis, data graphing, and data interpretation by conducting a case study. Students will select and define a target behaviour, select an appropriate measurement system, measure the target behaviour during baseline observations, create a graphic display of the baseline data, interpret the data, and discuss their findings and the strengths and limitations of the methodology used. Students will be required to present their findings in a written report.

**Workload**: In EDF5686, students must complete 45 hours of direct instructional activities. Each week, students should expect to spend 3-4 hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and 1 hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately 2 hours per week) and working on components of the assessment tasks.

### EDF5679: Behaviour Assessment and Treatment

Pre-requisites: EDF5684 and EDF5686

This unit focuses largely on applications of applied behaviour analysis with individuals who display behaviours of concern. In this unit, we will explore a comprehensive, function-based approach to the assessment and treatment of behaviours of concern. Students will learn to design and analyse the results of indirect assessments, descriptive assessments, and functional analyses, and to integrate assessment information with client goals, preferences, supporting environments, risks, constraints, and social validity to design, deliver, and monitor the effectiveness of a function-based, skill-based behaviour support plan. We will also review strategies for promoting maintenance and generalisation of behaviour change, with an emphasis on facilitating the social inclusion of our learners. This unit primarily aligns with sections 2F, 2G, and 2H of the BACBs 5th Edition task list.

1. **Assessment Task 1 (50%) –** Functional Behaviour Assessment Report: In Part 1 of the behaviour assessment and treatment project, students will analyse and interpret the results of a functional behaviour assessment. Students will use the functional behaviour assessment data to develop a hypothesis about the function of the target behaviour and to write a functional behaviour assessment report summarising the purpose and results of each assessment component.
2. **Assessment Task 2 (50%) –** Behaviour Support Plan: In Part 2 of the behaviour assessment and treatment project, students will use the results of the functional behaviour assessment to design a function-based behaviour support plan. In the behaviour support plan, students will need to identify and describe strategies for strengthening a functional replacement behaviour and other developmentally and contextually appropriate behaviours. The behaviour support plan will not be implemented as part of this assessment (although students may wish to do so in collaboration with their clinical supervisor).

**Workload**: In EDF5679, students must complete 45 hours of direct instructional activities. Each week, students should expect to spend 3-4 hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and 1 hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately 2 hours per week) and working on components of the assessment tasks.

### EDF5687 Evidence-Based Instructional Design

Pre-requisites: EDF5684 and EDF5686

In this unit, you will be introduced to evidence-based instructional tactics for teaching learners with diverse needs. We will explore child development from a behaviour analytic perspective, with an emphasis on communication, language, social, and emotional development. You will learn to select meaningful intervention goals and strategies based on the learners strengths, needs, preferences, supporting environments, risks, constraints, and social validity. We will explore how and when to use evidence-based instructional tactics (including shaping, chaining, discrete trial teaching, natural environment teaching, multiple exemplar instruction, and precision teaching) and how to use data to inform teaching decisions and clinical problem solving. We will also review strategies for promoting maintenance and generalisation of skills, with an emphasis on facilitating the social inclusion of our learners. This unit primarily aligns with sections 2G and 2H of the BACBs 5th Edition Task List.

1. **Assessment Task 1 (50%) – Individual Learning Plan**: In Part 1 of the skill acquisition project, students will analyse the results of a criterion-referenced skills assessment and then develop an individualised learning plan consisting of clear and measurable learning objectives for the student.
2. **Assessment Task 2 (50%) – Skill Acquisition Procedure**: In Part 2 of the skill acquisition project, students will select and define a skill to be taught, write a short term measurable objective, describe how to teach the skill using an evidence-based teaching tactic, describe how maintenance and generalisation of the new behaviour will be promoted, and design a measurement and data collection system. The teaching procedures will not be implemented as part of this assessment (although students may wish to do so in collaboration with their clinical supervisor).

**Workload**: In EDF5687, students must complete 45 hours of direct instructional activities. Each week, students should expect to spend 3-4 hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and 1 hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 45 hours of direct instruction, students will need to allocate time to reading (approximately 2 hours per week) and working on components of the assessment tasks.

### EDF5688 Performance Management and Supervision

Pre-requisites: None

Behaviour analysts are often responsible for teaching others how to implement behaviour interventions/teaching strategies, and for directly supervising aspiring or newly certified behaviour analysts. In this unit, you will learn about applications of behaviour analysis to initial and ongoing job training, supervision, and performance management. Topics covered include effective communication and teamwork, assessing performance, establishing performance expectations and goals, teaching new job skills, monitoring performance, delivering effective performance feedback, using reinforcement in the workplace, and identifying and remediating performance problems using a performance analysis. In addition, you will learn about effective strategies for interdisciplinary collaboration and communication with other professionals, such as teachers, school leaders, and allied health practitioners. This unit primarily aligns to section 2I of the BACBs 5th Edition task list.

1. **Assessment Task 1 (40%) – Performance Checklist**: Students will demonstrate their learning of the key concepts and principles presented in this unit by developing a performance checklist for a specific job skill. The performance checklist should include a definition of the skill, a list the steps that the trainee needs to perform to successfully complete the task, a description of how procedural integrity data will be collected, and a data collection system.
2. **Assessment Task 2 (60%) – Staff Training Plan**: Students will demonstrate their learning of the key concepts and principles presented in this unit by writing a staff training plan to teach trainees how to correctly and consistently implement a component of a behaviour analytic intervention. Students will be expected to state the reason for the training plan, state the performance expectation for the trainee, describe how the skill will be trained using an evidence-based staff training tactic, describe how performance will be monitored over time and feedback will be delivered, and incorporate the performance checklist from assessment #1. The staff training plan will not be implemented as part of this assessment (although students may wish to do so in collaboration with their clinical supervisor).

**Workload**: In EDF5688, students must complete 30 hours of direct instructional activities. Each week, students should expect to spend 2-3 hours engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and 1 hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 30 hours of direct instruction, students will need to allocate time to reading (approximately 2 hours per week) and working on components of the assessment tasks.

### EDF5689 Diverse Applications of Behaviour Analysis

Pre-requisites: None

In this unit, we will explore diverse applications of behaviour analysis in the areas such as early intervention, parent education, sleep, safety, health and fitness, addiction, mental health, aged-care, and environmental sustainability. We will explore how basic behavioural principles, including motivation, stimulus control, and reinforcement, can be applied to address socially significant problems with diverse populations. You will be challenged to think about and discuss ways to extend the reach of behaviour analysis into more diverse settings, with varied populations. This unit primarily aligns to sections 1B and 2G of the BACBs 5th Edition Task List.

1. **Assessment Task 1 (50%) – Annotated Bibliography**: Students will demonstrate their learning of the key concepts and principles presented in this unit by selecting a topic (a diverse application of behaviour analysis), developing a concise and clear introduction that describes the problem and why the evaluation of behaviour analytic tactics to address this problem is important, and preparing an annotated bibliography of selected articles on the topic.
2. **Assessment Task 2 (50%) – Research Synthesis**: Students will demonstrate their learning of the key concepts and principles presented in this unit by writing a research synthesis on a diverse application of behaviour analysis. Students will discuss common themes and findings of the selected articles included in the annotated bibliography, summarise the strengths and limitations of this body of research, and propose areas for future study.

**Workload**: In EDF5689, students must complete 15 hours of direct instructional activities. Each week, students should expect to spend 0.5-1 hour engaging with the content on Moodle (text-based instruction, video lectures, video bytes, interactive knowledge checks, discussion forums, and/or post-class quizzes) and 1 hour engaging with the tutorial (live attendance or watching the video recording). In addition to the 15 hours of direct instruction, students will need to allocate time to reading (approximately 2 hours per week) and working on components of the assessment tasks.