



# **PROGRAM HANDBOOK**

## **Master's Degree in Psychology: Applied Behavior Analysis Program (ABAP)**

**2010-2011**

**A collaboration between the UNO Psychology  
Department and MMI Psychology Department  
at UNMC**

<http://www.unomaha.edu/schoolpsych/MA.php>

**School Psychology ABAP Committee  
2010-2011**

**Faculty Representatives**

*Joseph Evans*, Munroe Meyer Institute  
*Lisa Kelly-Vance*, School Psychology, Program Director  
*Brian McKeivitt*, School Psychology  
*Mark Shriver*, Munroe Meyer Institute

**Department of Psychology**

**6001 Dodge Street  
Omaha, NE 68182-0274  
Phone: 402-554-2592  
Fax: 402-554-2556**

**Munroe Meyer Institute  
985450 Nebraska Medical Center  
Omaha, NE 68198  
Phone: 402-559-6402  
Fax: 402-559-5737**

## Table of Contents

Introduction .....	4
Program Description .....	4
Program Philosophy .....	5
Training Objectives .....	5
Faculty: Primary and Affiliated .....	11
Admission Policies/Requirements	
M.A. ....	14
Program Content	
M.A. ....	15
Course Descriptions .....	16
Applied Experiences	
Practicum: Masters Level. ....	18
Student Research	
Master's Thesis Project Guide .....	21
Submission Procedures .....	22
Formatting .....	23
Submitting .....	25
Research Support .....	26
Graduate School Policies .....	26
Academic Integrity. ....	29
Graduation Policies .....	32
Disability Services .....	33
Appendix	
A: Plan of Study Checklist .....	35
Rubrics	
Technical Writing .....	36
Writing Mechanics .....	47

# **APPLIED BEHAVIOR ANALYSIS PROGRAM**

## **UNIVERSITY of NEBRASKA at OMAHA**

### **Introduction**

The contents of this handbook are intended to help current and prospective students understand the structural and procedural operations of the UNO and MMI Applied Behavior Analysis training program. In addition to program information, this handbook reviews relevant departmental and graduate school policies for the program.

### **Program Description**

The Applied Behavior Analysis Program (ABAP) prepares students to be mental health practitioners with advanced knowledge and skills related to the provision of behavioral therapy for children. Students who graduate from the program will be eligible to sit for the examination (administered by the Behavior Analyst Certification Board [[www.BACB.com](http://www.BACB.com)]) for certification as Board Certified Behavior Analysts (BCBA). Students in the program complete 48 credit hours to earn a Master of Arts Degree in Psychology. The ABAP typically takes two years of full time study to complete.

Coursework in the ABAP also addresses content areas required for licensure as a mental health practitioner. Upon completion of the program, students will have obtained necessary prerequisites for Provisional Licensure as a Mental Health Practitioner (PLMHP) pending approval of the student's graduate transcript by the licensure board of the Nebraska Department of Health and Human Services. With an additional 3000 supervised experience hours after the completion of the ABAP, students may sit for a licensing exam to be a Licensed Mental Health Practitioner (LMHP) in the State of Nebraska. Practitioners holding the BCBA and/or the LMHP typically work in clinical mental health settings, inpatient and outpatient clinics in hospitals, and sometimes in schools.

The ABAP is a collaborative program managed jointly through the UNO School Psychology Program and the Psychology Department at the UNMC Munroe-Meyer Institute (MMI). The program has faculty with experience and expertise in the area of applied behavior analysis. The ABAP course sequence has been approved by the Behavior Analyst Certification Board ([www.BACB.com](http://www.BACB.com)).

## Program Philosophy

The UNO- MMI ABAP's mission is to graduate students who have met high levels of academic excellence relevant to the knowledge and skills of applied behavior analysis. The ABAP trains students in an applied behavioral analytic orientation to provide much needed services for children with behavioral disabilities.

## Training Objectives

Based on the program's philosophy, students are trained according to the following objectives. These objectives are based on the recommended Behavior Analyst Certification Board Task List: <http://www.bacb.com/tasklist/207-3rdEdTaskList.htm> .

### *Content Area 1: Ethical Considerations*

- 1-1 Solicit or otherwise influence clients only through the use of truthful and accurate representations of intervention efficacy and one's professional competence in applied behavior analysis.
- 1-2: Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.
- 1-3: Maintain competence by engaging in ongoing professional development activities.
- 1-4: Obtain informed consent within applicable legal and ethical standards.
- 1-5: Assist the client with identifying life style or systems change goals and targets for behavior change that are consistent with:
  - a. The applied dimension of applied behavior analysis
  - b. Applicable laws
  - c. The ethical and professional standards of the profession of applied behavior analysis
- 1-6: Initiate, continue, modify, or discontinue behavior analysis services only when the risk-benefit ratio of doing so is lower than the risk-benefit ratio for taking alternative actions.
- 1-7: Identify and reconcile contingencies that compromise the practitioner-client covenant, including relationships among the practitioner, the client, and other parties.
- 1-8: Use the most effective assessment and behavior change procedures within applicable ethical standards taking into consideration the guideline of minimal intrusiveness of the procedure to the client.
- 1-9: Protect confidentiality.

- 1-10: Truthfully and accurately represent one's contributions and those of others to the practice, discipline and profession of applied behavior analysis.
- 1-11: Ensure that the dignity, health, and safety of one's client are fully protected at all times.
- 1-12: Give preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated.

***Content Area 2: Definition and Characteristics***

- 2-1: Explain and behave in accordance with the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony.
- 2-2: Explain determinism as it relates to behavior analysis.
- 2-3: Distinguish between mentalistic and environmental explanations of behavior.
- 2-4: Distinguish among the experimental analysis of behavior, applied behavior analysis, and behavioral technologies.
- 2-5: Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms.
- 2-6: Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley 1968) for evaluating interventions to determine if they are behavior analytic.
- 2-7: Interpret articles from the behavior analytic literature.

***Content Area 3: Principles, Processes, and Concepts***

- 3-1: Define and provide examples of behavior/response/response class.
- 3-2: Define and provide examples of stimulus and stimulus class.
- 3-3: Define and provide examples of positive and negative reinforcement.
- 3-4: Define and provide examples of conditioned and unconditioned reinforcement.
- 3-5: Define and provide examples of positive and negative punishment.
- 3-6: Define and provide examples of conditioned and unconditioned punishment.
- 3-7: Define and provide examples of stimulus control.
- 3-8: Define and provide examples of establishing operations.
- 3-9: Define and provide examples of behavioral contingencies.
- 3-10: Define and provide examples of functional relations.
- 3-11: Define and provide examples of extinction.
- 3-12: Define and provide examples of generalization and discrimination.
- 3-13: Describe and provide examples of the respondent conditioning paradigm.

- 3-14: Describe and provide examples of the operant conditioning paradigm.
- 3-15: Describe and provide examples of echoics and imitation.
- 3-16: Describe and provide examples of mands.
- 3-17: Describe and provide examples of tacts.
- 3-18: Describe and provide examples of intraverbals.
- 3-19: Describe and provide examples of contingency-shaped and rule governed behavior and distinguish between examples of each.

***Content Area 4: Behavioral Assessment***

- 4-1: State the primary characteristics of and rationale for conducting a descriptive assessment.
- 4-2: Gather descriptive data.
  - a. Select various methods
  - b. Use various methods
- 4-3: Organize and interpret descriptive data.
  - a. Select various methods
  - b. Use various methods
- 4-4: State the primary characteristics of and rationale for conducting a functional analysis as a form of assessment.
- 4-5: Conduct functional analyses.
  - a. Select various methods
  - b. Use various methods
- 4-6: Organize and interpret functional analysis data.
  - a. Select various methods
  - b. Use various methods

***Content Area 5: Experimental Evaluation of Interventions***

- 5-1: Systematically manipulate independent variables to analyze their effects on treatment.
  - a. Use withdrawal designs
  - b. Use reversal designs
  - c. Use alternating treatments (i.e., multi-element, simultaneous treatment, multiple or concurrent schedule) designs
  - d. Use changing criterion design
  - e. Use multiple baseline designs
- 5-2: Identify and address practical and ethical considerations in using various experimental designs.
- 5-3: Conduct a component analysis (i.e., determining effective component(s) of an intervention package).
- 5-4: Conduct a parametric analysis (i.e., determining effective parametric values of consequences, such as duration or magnitude).

### ***Content Area 6: Measurement of Behavior***

- 6-1: Identify the measurable dimensions of behavior (e.g., rate, duration, latency, or inter-response times).
- 6-2: Define behavior in observable and measurable terms.
- 6-3: State the advantages and disadvantages of using continuous measurement procedures and sampling techniques (e.g., partial- and whole-interval recording, momentary time sampling).
- 6-4: Select the appropriate measurement procedure given the dimensions of the behavior and the logistics of observing and recording.
- 6-5: Select a schedule of observation and recording periods.
- 6-6: Use frequency (i.e., count).
- 6-7: Use rate (i.e., count per unit time).
- 6-8: Use duration.
- 6-9: Use latency.
- 6-10: Use inter-response time (IRT).
- 6-11: Use percent of occurrence.
- 6-12: Use trials to criterion.
- 6-13: Use interval recording methods.
- 6-14: Use various methods of evaluating the outcomes of measurement procedures, such as inter-observer agreement, accuracy, and reliability.

### ***Content Area 7: Displaying and Interpreting Behavioral Data***

- 7-1: Select a data display that effectively communicates quantitative relations.
- 7-2: Use equal-interval graphs.
- 7-3: Use Standard Celeration Charts (for BCBA only - excluded for BCABA).
- 7-4: Use a cumulative record to display data.
- 7-5: Use data displays that highlight patterns of behavior (e.g., scatter plot).
- 7-6: Interpret and base decision-making on data.

### ***Content Area 8: Selecting Intervention Outcomes and Strategies***

- 8-1: Conduct a task analysis.
- 8-2: Make recommendations to the client regarding target outcomes based upon such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results and best available scientific evidence.
- 8-3: State target intervention outcomes in observable and measurable terms.
- 8-4: Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current

repertoires, supporting environments, constraints, social validity, assessment results and best available scientific evidence.

- 8-5: Make recommendations to the client regarding behaviors that must be established, strengthened, and/or weakened to attain the stated intervention outcomes.
- 8-6: When a behavior is to be weakened, select an acceptable alternative behavior to be established or strengthened.
- 8-7: Determine and make environmental changes that reduce the need for behavior analysis services.
- 8-8: Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.

### ***Content Area 9: Behavior Change Procedures***

- 9-1: Use antecedent-based interventions, such as: contextual or ecological variables, establishing operations, and discriminative stimuli.
- 9-2: Use positive and negative reinforcement:
  - a. Identify and use reinforcers
  - b. Use appropriate parameters and schedules of reinforcement
  - c. Use response-deprivation procedures (e.g., Premack principle)
  - d. State and plan for the possible unwanted effects of the use of reinforcement
- 9-3: Use positive and negative punishment:
  - a. Identify and use punishers
  - b. Use appropriate parameters and schedules of punishment
  - c. State and plan for the possible unwanted effects of the use of punishment
- 9-4: Use extinction:
  - a. Identify possible reinforcers maintaining behavior and use extinction
  - b. State and plan for the possible unwanted effects of the use of extinction
- 9-5: Use response-independent (time-based) schedules of reinforcement.
- 9-6: Use differential reinforcement.
- 9-7: Use discrimination training procedures.
- 9-8: Use prompt and prompt fading.
- 9-9: Use instructions and rules.
- 9-10: Use modeling and imitation.
- 9-11: Use shaping.
- 9-12: Use chaining.
- 9-13: Use incidental teaching techniques.

- 9-14: Use Direct Instruction.
- 9-15: Use precision teaching.
- 9-16: Use personalized system of instruction (PSI).
- 9-17: Use discrete trials.
- 9-18: Use contingency contracting (e.g., behavioral contracts).
- 9-19: Use token economy procedures, including levels systems.
- 9-20: Use independent, interdependent and dependent group contingencies.
- 9-21: Use stimulus equivalence procedures.
- 9-22: Plan for behavioral contrast effects.
- 9-23: Use behavioral momentum.
- 9-24: Use the matching law and recognize factors influencing choice.
- 9-25: Use language acquisition programs that employ Skinner's analysis of verbal behavior (i.e., echoics, mands, tacts, and intraverbals).
- 9-26: Use language acquisition/communication training procedures.
- 9-27: Use self-management strategies.
- 9-28: Use behavior change procedures to promote stimulus and response generalization.
- 9-29: Use behavior change procedures to promote maintenance.

***Content Area 10: Systems Support***

- 10-1: Use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.
- 10-2: Use effective performance monitoring and reinforcement systems.
- 10-3: Design and use systems for monitoring procedural integrity.
- 10-4: Establish support for behavior analysis services from persons directly and indirectly involved with these services.
- 10-5: Secure the support of others to maintain the clients' behavioral repertoires in their natural settings.
- 10-6: Provide behavior analysis services in collaboration with others who support and/or provide services to one's clients.

## Faculty

### UNO Faculty

#### Lisa Kelly-Vance, Ph.D. (Indiana University), Program Director

Dr. Kelly-Vance has provided school psychology services to districts in Indiana, Michigan, and Iowa. Prior to coming to UNO in 1995, she worked for Area Education Agency 13 in Council Bluffs, IA. There, she worked with children who ranged in age from birth to 21. She also served as the Lead Psychologist and the President of the Iowa School Psychologists' Association. Dr. Kelly-Vance is certified as a School Psychologist in Iowa.

**Courses taught:** Early Childhood Assessment, Psychology of Exceptional Children, Family Analysis and Treatment, Practicum in School Psychology, Internship, Advanced Educational and Psychological Consultation

**Research interests:** Primary areas: play assessment and intervention in early childhood, response to intervention in early childhood, and English Language Learners. Other research interests include: development of reading skills, family involvement, curriculum based measurement, curriculum based evaluation, phonological awareness, and multiage classrooms

**Contact information:** (402) 554-3563; lkelly-vance@unomaha.edu

#### Brian McKeivitt, Ph.D. (University of Wisconsin-Madison)

Dr. McKeivitt served as a school psychologist in Heartland Area Education Agency 11 Iowa for six years before coming to UNO. There, he provided the full spectrum of school psychology services for children in grades kindergarten through eighth, supervised school psychology practicum students and interns, and coordinated the implementation of school-wide positive behavior support in over 30 schools in central Iowa. Dr. McKeivitt also has taught educational psychology and educational research courses at Iowa State University and Drake University. He is a Nationally Certified School Psychologist, a certified School Psychologist in Iowa and Nebraska and is a member of NASP, the Nebraska Association of School Psychologists (NSPA) and the Iowa School Psychologists Association (ISPA).

**Courses taught:** Introduction to School Psychology, Behavior Analysis and Intervention, School Age Assessment, Advanced Educational and Psychological Consultation, Educational Psychology

**Research interests:** School-wide positive behavior support; evidence-based social, emotional, and behavioral interventions; testing accommodations; reliability and validity in assessment

**Contact information:** (402) 554-2498; bmckevitt@unomaha.edu

**MMI Faculty (MMI faculty below also have adjunct appointments in the UNO Psychology Department)**

**Keith D. Allen, Ph.D., BCBA (West Virginia University)**

Clinical and research interests in pediatric pain management, health-related behavior in children, parent training, stress-related disorders, autism, child management during invasive medical and dental procedures. Publications include articles in *Journal of Applied Behavior Analysis, Behavior Therapy, Headache, Pediatric Dentistry, Child and Family Behavior Therapy*

**Courses taught:** Applied Behavior Analysis and Intervention, Practicum supervision, Thesis supervision

**Contact information:** (402) 559-6408; kdallen@unmc.edu

**Joseph H. Evans, Ph.D., Director of MMI Psychology**

Clinical and research interests in integrated behavioral health in primary care, rural pediatric behavioral health, dissemination research, Attention Deficit Hyperactivity Disorder, adolescent behavior. Publications include articles in: *Journal of Rural Mental Health, Pediatrics, Families Systems and Health, Child and Family Behavior Therapy*

**Courses taught:** Psychotherapeutic Interventions

**Contact information:** (402) 559-6408; jevans@unmc.edu

**Tiffany Kodak, Ph.D., BCBA (Louisiana State University)**

Clinical and research interests in early intensive behavioral intervention, choice, and reinforcer assessment. Publications include articles in *Journal of Applied Behavior Analysis, Development and Behavioral Pediatrics, Research in Developmental Disabilities.*

**Courses taught:** Practicum supervision, thesis supervision

**Contact information:** (402) 559-3716; tkodak@unmc.edu

**Brett R. Kuhn, Ph.D. (Oklahoma State University)**

Clinical and research interests in sleep disorders, Parent-Child Interaction Therapy (PCIT), elimination disorders, Fetal Alcohol Syndrome. Publications include articles in the *Journal of Pediatric Psychology, Clinical Child and Family Psychology Review, Psychological Bulletin, Child & Family Behavior Therapy, Sleep, and Clinical Pediatrics.*

**Courses taught:** Psychotherapeutic Interventions

**Contact information:** (402) 559-6408; brkuhn@unmc.edu

**Blake Lancaster, Ph.D. (Western Michigan University)**

Clinical and research interests in common behavioral difficulties in children, parent training, pain and anxiety related disorders in children, disruptive behavior disorders including Attention Deficit Hyperactivity Disorder and Oppositional Defiant Disorder, autism spectrum disorders, children or adolescents with behavioral or development

disabilities, adolescent and childhood depression, school problems, elimination disorders, and medical treatment adherence (e.g., diabetes treatment adherence). Publications include articles in *Journal of Applied Behavioral Analysis* and *Southern Medical Journal*.

**Courses taught:** Applied Behavior Analysis

**Contact information:** (402) 559-6408; blancaster@unmc.edu

**Judy Mathews, Ph.D., BCBA (University of Kansas)**

Clinical and research interests in medical adherence, chronic illness, feeding disorders, anxiety disorders, transitional problems (including adoption and foster care), adolescent females, primary care, and international public health. Publications include articles in *Journal of Applied Behavior Analysis*, *Pediatrics*, *Journal of Developmental and Behavioral Pediatrics*.

**Courses taught:** Practicum supervision, thesis supervision

**Contact information:** (402) 559-6408; jrmathew@unmc.edu

**Mark D. Shriver, Ph.D. (University of Nebraska-Lincoln)**

Clinical and research interests in academic and behavioral assessment for children with disabilities and school related problems, parent training, child noncompliance. Publications include articles in *School Psych Review*, *Journal of Evidence Based Practices for Schools*, *Journal of Applied Behavior Analysis*, *Behavior Therapy*.

**Courses taught:** Master's practicum in school psychology, ABA practicum coordination, thesis supervision

**Contact information:** (402) 559-6408; mshriver@unmc.edu

**William Warzak, Ph.D., BCBA (Georgia State University)**

Clinical and research interests in pediatric neuropsychology, diabetes, elimination disorders, feeding and swallowing disorders, pediatric rehabilitation, social skills training. Publications include articles in *Behavior Therapy and Experimental Psychiatry*, *Archives of Physical Medicine and Rehabilitation*, *Children's Health Care*, *Pediatrics*.

**Courses taught:** Small n Research Designs, practicum supervision, thesis supervision

**Contact information:** (402) 559-6408; wwarzak@unmc.edu

## Admission Policies and Requirements

Application materials must be submitted by **January 5** for consideration for admission to the ABAP program. Admission is made only for fall semester. The website for online applications is <https://admit.nebraska.edu/applyUNO/login.action>

### Master of Arts in Psychology (M.A.)

All Graduate College and Departmental admission requirements are prerequisite for admission to the M.A. in Psychology, with an emphasis in Applied Behavior Analysis, Training Program. A minimum of 15 undergraduate semester hours or the equivalent of psychology courses including basic statistics and an upper level laboratory course emphasizing the experimental method, data collection, statistical analysis, and report writing are required. For example, classes offered at UNO that would fulfill this requirement include laboratory research in Cognitive Psychology (PSYC-4074), Sensation and Perception (PSYC-4214), Behavioral Neuroscience (PSYC-4234), Animal Behavior (PSYC- 4280), and Learning (PSYC- 4024).

The Departmental Application Form requires a statement of purpose and an indication of the program and, where appropriate, the area of concentration within the program to which the applicant is applying.

The following information is required for every individual applying to the ABAP program:

- Graduate Record Examination (GRE)
- Undergraduate and Graduate (if applicable) grade point average (GPA)
- Letters of Recommendation
- Statement of purpose
- Senior authored writing sample
- Vitae
- Transcripts
- Graduate College and departmental application forms

## Master of Arts in Psychology (ABA Emphasis)

### Proseminars

Departmental proseminar requirements for all Master's degree students are: one statistics proseminar from Group 3, and three other proseminars from Groups 1 and 2, with at least one from Group 1 and at least one from Group 2.

#### Group 1

- PSYC 9040: **Proseminar: Learning\***  
PSYC 9070: Proseminar: Cognitive Psychology  
PSYC 9210: Proseminar: Sensation and Perception  
PSYC 9230: **Proseminar: Behavioral Neuroscience\***

#### Group 2

- PSYC 9430: Proseminar: Personality  
PSYC 9440: Proseminar: Social Psychology  
PSYC 9560: **Proseminar: Developmental Psychology\***

#### Group 3

- PSYC 9010: **Proseminar: Statistical Methods I** OR  
PSYC 9020: **Proseminar: Statistical Methods II**

**Note:** \* required

### Additional Coursework

Courses in bold are required for BCBA. All other courses required for LMHP or UNO Psychology Department requisites for M.A. degree.

- PSYC 8000: The Profession of Psychology (no credit)  
PSYC 8520: Foundations of Assessment (3 credits)  
**PSYC 8550: Psychotherapeutic Interventions (3 credits)**  
**PSYC 8576: Behavior Analysis and Intervention (3 credits)**  
PSYC 8800: Ethics and Law for Psychologists (3 credits)  
OR COUN 8040: Professional and Ethical Issues for Professional Counselors (3 credits)  
PSYC 8990 Thesis (6 credits)... an independent research project  
**PSYC 9570 Applied Behavior Analysis (3 credits)**  
**PSYC 9910 Topical Seminar in Psychology: Small n Research Designs (3 credits)**  
**PSYC 9574 Laboratory in Applied Behavior Analysis (15 credits, 750 hours)**

**Total Credit Hours: 48**

## Course Descriptions

**8000** The Profession of Psychology (0 credits): Required non-credit course for graduate students in psychology. Intended to familiarize the beginning graduate student with the profession of psychology including such topics as ethics, professional organizations, job and educational opportunities, use of reference materials, licensing and certification and other relevant material. *Not open to nondegree students.*

**8520** Foundations of Assessment (3 credits): Course content covers traditional psychometric concepts (e.g., norms, reliability, validity) and their application to various areas of human behavior that are assessed (e.g., cognitive ability, personality, achievement). Clinical considerations are applied to how assessment information is integrated into a problem-solving process. *Prereq: Admission to School Psychology Graduate Program and/or permission of instructor. Not open to nondegree students.*

**8550** Psychotherapeutic Interventions (3 credits): This course provides graduate students knowledge in the application of evidence-based therapeutic interventions that can be utilized with children and adolescents in school, home, and family settings. Various approaches and techniques are presented along with supporting research. Observation and participation in clinical cases may be arranged. *Prereq: Admission to School Psychology Graduate Program and/or permission of instructor. Not open to nondegree students.*

**8576** Behavior Analysis and Intervention (3 credits): Introduction to experimental methodology, rationale and research literature of changing behavior through behavior modification techniques. Particular attention will be paid to methodological concerns regarding single subject design, ethical considerations and ramifications of behavior intervention with children and youth. *Prereq: Admission to School Psychology Graduate Program and/or permission of instructor. Not open to nondegree students. (Cross-listed with PSYC-4570.)*

**8800** Ethics and Law for Psychologists (3 credits): This course presents legal principles relevant to all psychological specialties, with special reference to mental health services. Ethics codes are reviewed. *Prereq: Admission to School Psychology Graduate Program and/or permission of instructor. Not open to nondegree students.*

OR

**COUN 8040** Professional and Ethical Issues for Professional Counselors (3 credits): This course examines the ethical and professional aspects of individual, couple and family counseling including liabilities incurred by the professional

counselor who improperly provides services or fails to provide services. *Prereq: Graduate standing and admission into the Counseling program or related academic graduate programs.*

**8990** Thesis: Independent research project written under supervision of a faculty committee. *Prereq: Written permission of your thesis committee. Not open to nondegree students.*

**9010** Proseminar: Statistical Methods I (3 credits): The purpose of this course is to introduce students to the statistical concepts of correlation and regression. The course will cover basic understanding of these techniques, their applications, and interpretations of results. *Prereq: Graduate standing and an undergraduate course in basic statistics which included an introduction to correlation and linear regression. Not open to nondegree students.*

**9020** Proseminar: Statistical Methods II (3 credits): An advanced approach to experimental design and inferential statistics using the analysis of variance models. *Prereq: A course in basic statistics which included an introduction to analysis of variance. Not open to nondegree students.*

**9040** Proseminar: Learning (3 credits): A comprehensive and intensive coverage of experimental literature on learning in humans and animals. *Prereq: Permission of instructor. Not open to nondegree students.*

**9230** Proseminar: Behavioral Neuroscience (3 credits): A study of the biological substrates of behavior with emphasis upon neuroanatomy, neurophysiology and neuropharmacology. *Prereq: Permission of instructor. Not open to nondegree students.*

**9560** Proseminar: Developmental Psychology (3 credits): A survey of developmental processes across the life-span, with a particular emphasis on the interface of biological, cognitive and social influences. Theories of human development and issues pertaining to developmental processes are examined. The primary focus in the course is on the research literature pertaining to developmental psychology. Special emphasis is given to the role of context in development and to the topics of research methods, multicultural factors in development and social policy. *Prereq: Graduate standing. Not open to nondegree students.*

**9570** Applied Behavior Analysis (3 credits): A comprehensive introduction to experimental methodology in applied behavior analysis. Topics covered include observational recording systems, reliability indices, procedural implementation of behavioral techniques, single-subject research designs and a broad review of the research literature. *Prereq: A minimum of one course in learning theory (PSYC 8560, 8570, 9040, or equivalent) and permission. Not open to nondegree students.*

**9574** Laboratory in Applied Behavior Analysis (3-6 credits): Laboratory work coordinated with PSYCH 9570 consisting of the systematic application of behavioral technology within the context of single-subject experimental designs. This is a practicum course. Emphasis will be on the modification of behavior of children with cognitive, social emotional, and/or behavioral problems. *Prereq: PSYC 9570 or permission. Not open to nondegree students.*

**9910** Topical Seminar in Psychology (1-3 credits): A discussion of specific advanced topics which will be announced whenever the course is offered. *Prereq: Permission of instructor. Not open to nondegree students.*

**Small n Research Designs** (3 credits): This course will provide students with a "compass" in the form of applications of research methodology involving direct observation and single-subject designs to identify evidence-based practices to address clinical problems experienced by individuals across a variety of settings. It will introduce students to a natural science approach to designing, conducting, and critically evaluating research applications of the experimental analysis of behavior. The course differs from other research methods courses (e.g., those involving qualitative methods or group designs) with its focus on objective, repeated measurement and analysis of performance at the level of the individual. Individuals will, as a result of taking this course, be able to determine appropriate (a) measures of target behavior, (b) select observation and recording procedures for collecting data on those measures and assessing their reliability, (c) arrange for determining the relation between the procedures and changes in performance measures, and (d) procedures for assessing consumer satisfaction.

## Applied Experiences

The UNO Psychology Training Program is committed to integrating diverse field experiences with formal coursework. In addition to practica and internship, many courses include required field experiences as part of the curriculum.

Rule 20 of the Nebraska State Board of Education requires any student eligible for participation in pre-service educational activities in a school setting to disclose any felony or misdemeanor (excluding traffic) convictions in any criminal, drug, or juvenile court. Rule 21 of the Nebraska State Board requires that students affirm they do not have an order of determination by a court finding them mentally incapacitated. All students are required to complete a [form](http://coe.unomaha.edu/formsanddocuments.php) certifying their status under Rules 20 and 21 (see <http://coe.unomaha.edu/formsanddocuments.php> and please see the Program Director to obtain this form). This form will then be placed in the student's record file housed in the Psychology Department. Students must submit this completed form to the Program Director and the School of Education Certification Officer by October 1<sup>st</sup>.

## **Ethical Conduct**

Students are expected to conduct themselves in accordance with professional ethical standards taught in the first semester and reviewed as relevant in each course. Students will be discussing sensitive material at the site and university supervision meetings. The rules of confidentiality apply to the content discussed in these meetings. All information that could potentially identify a student, teacher, or school must be removed from any reports and/or presentations. The university supervisor should be notified immediately if any confidentiality issues should arise.

Students are reminded that they represent the UNO School Psychology Program when attending classes and engaging in practicum experiences. As such, students should always present themselves in a professional and appropriate manner. This includes dressing, speaking, and writing professionally at all times. Students should ensure that if they maintain any personal websites (e.g., Facebook, MySpace, etc.), their sites are private and unavailable to the general public. Recognizing that almost nothing is entirely private on the internet, students should refrain from posting anything that may present themselves or the program in a negative manner.

## **Practicum: Master's Level- Laboratory in Applied Behavior Analysis**

### **Description and Setting**

This is a 750 hour practicum designed to provide students with intensive supervised experience providing behavior analytic services to improve the well-being of children and their families. Students will participate in one of two tracks described below. Students will be assigned to tracks based on their respective interests and career goals. Students will be working in a professional setting providing services to children and families and will be expected to be knowledgeable of and adhere to all relevant professional and ethical standards.

Both tracks will include supervised experience providing behavioral assessment, consultation, and intervention services directly to children and families.

The Autism/Severe Behavior Disorders track will focus on providing services to children with autism spectrum disorder and/or severe behavioral disorders requiring partial day treatment in the Center for Autism Services Department at MMI. Practicum students will assist in the functional analysis, design, implementation and evaluation of treatment for

children in CASD as well as assisting with parent training, school consultation and working with other community agencies to facilitate generalization of treatment outcomes.

The outpatient behavioral pediatrics track will focus on providing services to children with and without developmental disabilities presenting with a wide variety of problems to the psychology clinic at MMI and/or to primary care clinics in the community. Practicum students will assist with functional assessment, design, implementation and evaluation of treatment as well as conducting parent training and consulting with school systems and community agencies to implement treatment at home and school and community.

Students will work 20 hours per week until at least 750 hours are accumulated. Students typically will sign up for 6 credits in fall (300 hours), 6 credits in spring (300 hours) and 3 (150 hours) credits in summer. A written plan for obtaining necessary hours will be planned between each individual supervisor and student each semester and approved by the practicum coordinator. A log of hours and experiences will be kept by each student and reviewed at least monthly by the supervisor and by the practicum coordinator.

## **Requirements**

Prerequisite: 8576 Behavior Analysis and Intervention and 9910 Topical Seminar in Psychology: Small n Research Designs; Not open to nondegree students.

May be taken concurrently with: 9570 Applied Behavior Analysis, 9040 Proseminar: Learning, and/or 8550 Psychotherapeutic Interventions

## **Supervision and Student Evaluation**

Supervision will occur at least twice weekly between practicum supervisor and student for a total of at least 2 hours weekly.

Evaluation:

This is a graded practicum. Practicum supervisors will provide graded feedback as to whether the student met expectations each semester. Grade criteria include at a minimum:

- Meeting hourly expectations
- Prepared for supervision
- Actively participating and assuming assigned responsibility for cases
- Completing all assigned readings
- Completing case presentations

- Participating in discussions of readings, cases, during group and individual supervision
- Adhering to all ethical and professional standards for BACB and APA

## Student Responsibility

The practicum student is responsible for coordinating all activities and maintaining highly professional behavior. Students should be punctual and cancel appointments only under extreme circumstances. A consistent schedule is preferable, but should be discussed with the site supervisor.

## Student Research

The scientist-practitioner model emphasizes the importance of utilizing empirically-based practices. To this end, the Applied Behavior Analysis Program trains students to be critical thinkers when reading research and to be able to conduct independent research projects, which means that students are required to complete a thesis. The completed thesis should be manuscript ready. Early in the first semester, students are required to take an on-line IRB course for CITI training (<http://www.unmc.edu/irb/>) and provide a certificate of successful completion to your advisor.

### **The Master's Thesis Project Guide**

from: [http://www.unomaha.edu/graduate/thesis\\_masters.php](http://www.unomaha.edu/graduate/thesis_masters.php)

A Master's Thesis, Thesis-Equivalent Project, or EdS Field Project provides the opportunity for students to acquire first-hand experience in research or creative activities with the supervision of experienced faculty. A thesis or thesis-equivalent project is equivalent to six semester hours of credit. The Specialist in Education (EdS) field project is equivalent to three hours of credit. Required course hours must be indicated on each student's plan of study.

Grades for a thesis, thesis-equivalent project or EdS field project are recorded on the permanent record after completion and approval by the department/school and the Office of Graduate Studies. For a thesis or thesis-equivalent project, grades will be either "S" for satisfactory or "U" for unsatisfactory. A letter grade will be recorded for the EdS field project.

The thesis, thesis-equivalent project or EdS field project is not considered to be a publication thus it may be published, in whole or in part, and either quoted or paraphrased, by giving appropriate credit to the relevant Department/School, the Graduate College, and the University of Nebraska at Omaha. File a Proposed Supervisory Committee form at the Office of Graduate Studies before initiating the thesis, thesis-equivalent project or Eds field project **at least one semester prior to your anticipated graduation date.**

## **Theses, Thesis-Equivalent Projects, and EdS Field Projects (ETD)** **Submission Procedures:**

The Supervisory Committee guides the student in the conduct and development of the thesis, thesis-equivalent project, or EdS Field Project and approves the final product. Typically, final recommendations from the supervisory committee, or Supervisory Committee Chair, are provided to the student at the time of the final oral examination, although details vary among department/schools and individual faculty. Final approval of the ETD, in PDF format, is contingent upon approval by the supervisory committee and the Office of Graduate Studies.

### **Procedures:**

1. When the final PDF version of the thesis/project has been approved by the Supervisory Committee, the student must submit the following to the Office of Graduate Studies for the final, administrative step in the approval process:

- \* One paper copy each of the Abstract and of the Title Page

- \* Report on Completion of Degree form, signed by supervisory committee

NOTE: If the thesis/project is to be held pending patent issuance, etc., the student must specify this at the time the PDF file is submitted to ProQuest (UMI).

2. After the documents are submitted to the Office of Graduate Studies, the students will upload their thesis/project to ProQuest. Instructions for the upload at: <http://dissertations.umi.com/unomaha/>

Be certain the electronic version, in PDF format is exactly as was approved by the Supervisory Committee. ETDs are to be checked for formatting, pagination, spelling, grammar, and typos by the student and the student's Supervisory Committee.

For help with conversion of files from word processing to PDF, see the Library staff (presently, Matt Fenner, [mfenner@mail.unomaha.edu](mailto:mfenner@mail.unomaha.edu)) who is available to assist.

Since errors may occur when converting from a word processor file to a PDF file, it is essential the student review the final version of the PDF file.

**Please Note:** There is a fee to submit the ETD through ProQuest. The amounts are noted on their website.

3. After successfully uploading the thesis/thesis-equivalent project, or Ed.S. Field Project, The Office of Graduate Studies will be notified electronically by ProQuest of the submission and asked to provide final approval. Final approval of the thesis/project will not be granted if steps 1-2 above are not completed.

**Note, these steps must be completed prior to the end of the day of the Graduate deadline which is 12 working days prior to the commencement ceremony.**

## **Thesis, Thesis-Equivalent Project, EdS Field Project, and Dissertation (ETD) Formatting**

After you have written your ETD, you must prepare the electronic version for submission. Overall, it is important to submit an ETD that has a consistent appearance throughout. All pages in your ETD should follow a general format regarding page numbering, margins, and line spacing.

### **Page numbering**

- Except for the Title Page and Abstract, number all pages in your ETD. (Page numbers appear in page headers and are right-justified. Consult the help files of your software on how to set up "Page Headers
- For pages before the introductory text, use small Roman numerals (i. ii. iii. iv. etc.) placed in the upper right corner of the page. Exceptions are the Title Page and the Abstract on which the numbers should not appear.
- Number all pages through the remainder of the ETD using Arabic numbers (1,2,3 etc.). These numbers are to appear in the upper right corner and are to be placed so that, when printed, they are at least 1/2" from the top and 1" from the right margin. Do not include a running head.

### **Margins**

- All margins for your ETD should be as follows: Left: 1 1/2", Right 1"; Top and Bottom 1". This format applies to all materials in the document. The extra space along the left margin allows space for binding.

### **Spacing**

- Double-space all sections of the ETD except footnotes/endnotes, bibliographic entries, and lists in appendices. Single spacing may be used on tables and figures at the discretion of the student's supervisory committee.

### **Fonts**

- Times New Roman or a comparable appearing font, usually at 12 pt, is recommended for best readability. All fonts must be embedded fonts and used consistently throughout the text.

### **Color**

- Manuscripts will appear in color when viewed electronically. Microfilm and print reproductions of the manuscript, however, will occur only as shades of gray so consider this when deciding how or whether to use color in your ETD.

### **Section Summary listed in order of pagination:**

- Title Page. Be sure the title you provide on the submission form is the same one you show as the title on the Title Page.
- Abstract
  - Each ETD must be accompanied by an abstract that has been approved by the student's Supervisory Committee. Abstracts are limited to 350 words including the title. Note, however, that thesis and project abstracts published by ProQuest will be truncated to 150 words.
- **Copyright Page**

- In any work, copyright implicitly devolves to the author of that work. One may make a statement of ownership explicit, however, by including a copyright notice, such as "Copyright 1988, John J. Smith" on a separate page of your ETD. Additionally, you may pay an optional fee, to UMI to register your copyright with the U.S. Copyright Office. This option is offered when you submit your final PDF file to UMI. You and your advisor should discuss copyrighting and whether copyrighting as the sole owner is an option for you.
- **Dedication** (optional)
- **Author's Acknowledgement** (optional)
- **Grant Acknowledgement Information** (optional)
- **Table of Contents**
  - Include the section headings of your ETD as well as the page on which each begins.
- **Lists of Multimedia Objects**
  - On a separate page, list the number and title for each of multimedia used (e.g. table, figure, graph, diagram, equation, etc.) list the number and title of the object and the page on which it occurs.
- **Main Body**
  - In general, the following format is recommended although, specific formatting (e.g. Chapters, Sections, etc.) should be consistent with your discipline. See your Supervisory Committee for guidance.
  - Label the beginning of each Chapter or Section (e.g. Introduction, Methods, etc.) using a font larger than that used in the subsequent text. Follow a standard format of your discipline for sub-section formatting.
  - **Chapters, Sections, etc. should be separated by an extra space.**
  - **Indent quotes on both left and right margin**
  - **Footnotes**
    - You may use footnotes and/or endnotes. Lengthy footnotes are probably best formatted as endnotes.
    - Place footnotes on the same page as the statement to which they refer. Footnotes in the main body text should be numbered consecutively in Arabic numerals, starting with 1.
  - **Multimedia Objects**
    - Multimedia objects include tables, figures, complex equations, graphs, diagrams, digital pictures, digital video, digital audio, virtual reality, and even computer software that you have developed.
      - **Simple Objects** - Most simple objects (e.g. tables, figures, graphs, and diagrams) are embedded in your ETD using your word processor. Typically, they are embedded immediately after they are mentioned in the text.
        - Center the object between the left and right margins of the text or page.
        - Titles are placed directly below for figures, graphs, etc. and directly above for tables. Figures and tables are separately numbered consecutively (e.g. Figure 1, Figure 2, etc. and Table 1, Table 2, etc.). Numbering may be further divided into chapters (e.g., in Chapters 5 we may have Table 5.1, Table 5.2, and Figures 5.1, 5.2, and 5.3). Titles should be concise but sufficiently descriptive to explain all aspects of the object.
        - **Complex Objects** - Most complex multimedia objects, require special treatment since they may not fit naturally on the page or the file size may be too large to fit reasonably within a document. For complex objects, place the type and number of the object along with its concise, descriptive title, centered on a line by itself. In parentheses, include the media encoding (e.g., JPEG) and file size (e.g., 1.5 Megabytes). Then, connect each object title to a separate

file containing the object. Many complex multimedia object types have a simple object version (often called "thumbnail") that is a reduction of the picture or one frame of the video. If possible, include this reduction in the main document along with a PDF link to the complex object. Be sure you submit the object file(s) with your ETD.

- **References**

- Consult your departmental/school guidelines for the standard forms for citations.

- **Appendices**

- A separate page with the word "Appendix" centered on it is recommended as an easily observed indication of the break between the main body and appendices.
- The source code or output of computer programs may be included as an enumerated appendix. Place figure references with PDF links to multimedia objects in the Appendix as well.
- Following the same format in the Appendix as you followed in the main body of your ETD, place the word "Appendix", the appendix letter or letters, and the appendix title in large type at the beginning of each appendix section. Appendices are enumerated alphabetically from A to Z, then AA, AB, and so on to ZZ, then AAA, AAB, etc.

## **Instructions for Submitting your ETD (Thesis or Thesis-Equivalent Project, EdS or Dissertation to ProQuest)**

The final step in submitting your ETD to ProQuest involves setting up an account, completing a form and transmitting your ETD. This step requires a computer with an internet connection that can access your ETD.

1. Connect to the following site: <http://dissertations.umi.com/unomaha/>  
*Use the above URL instead of the one you will receive in your email containing your new password. The emailed link does not go to the UNO site and does not work. The above URL will connect appropriately whenever you access your account.*
2. Create a new account for yourself, by clicking on the **Submit your Dissertation/Thesis** link located on the left side of the page.
3. You will receive your password via email. Once you have received it, connect to the above URL again and login with your account name and password supplied in the email.
4. Click on the **Start your Submission** button at the bottom of the page.
5. Follow the directions on the screen. You will be prompted for the location of your ETD (i.e. the computer drive letter) before you finish, so you need to have the ETD file on an internal or connected hard drive.

**PLEASE NOTE:** During the submission process you will be asked if you wish to select "Open Access", which includes an additional fee. Be aware that selecting this option allows full web access to your entire document. For reasons that include concern for plagiarism of your work, the Office of Graduate Studies does NOT recommend this option.

6. After you have completed your submission, the Office of Graduate Studies will receive an email confirmation and will then complete the submission process. You will receive email notifications for each step of the process until the ETD is transmitted to ProQuest and accepted.

**PLEASE NOTE:**

- If you have difficulty changing your file from the word processing format to the PDF format, please consult either the Library (presently Matt Fenner, [mfenner@mail.unomaha.edu](mailto:mfenner@mail.unomaha.edu)) or the ProQuest web site.
- Be certain that the PDF version of your thesis, thesis-equivalent project, EdS field project, or dissertation is exactly as you wish it. **ETDs are not checked for formatting, pagination, spelling, grammar, or typos by anyone other than the student and the student's Supervisory Committee.**

## Research Support

### Office of Sponsored Programs and Research

Funds may be available for student research through the University Committee on Research (UCR). The application deadline is in **mid-January**. For more details regarding the application process read the proposal guidelines and complete the application found on the [UCR website: http://www.unomaha.edu/spr/ucr.php](http://www.unomaha.edu/spr/ucr.php).

### Graduate School Policies *(from the Graduate School Handbook)*

#### Plan of Study

At the time of admission to a degree program, an individual plan of study will be sent to the student with their official letter of admission from the Dean for Graduate Studies. This individual plan of study will list all requirements for the completion of the degree program. These requirements may include deficiency courses and other provisions of admission, as well as specific courses to be completed to graduate and comprehensive examinations if applicable. Any deviations to this plan of study must be approved by the student's advisor, graduate program committee chair, and Dean for Graduate Studies by completing the Change in Plan of Study form ([cba.unomaha.edu/mba/forms/Change\\_In\\_Plan\\_Study.pdf](http://cba.unomaha.edu/mba/forms/Change_In_Plan_Study.pdf)). Upon approval, a copy will be sent to the student and department/school.

## **Academic Expectations and Quality of Work Standards**

A "B" (3.0 on a scale of 4.0) average must be maintained in all graduate work taken as part of a degree program.

### **Automatic Dismissal**

Graduate students are expected to do work of high caliber. Failure to do so will result in dismissal. In particular, the following will result in automatic dismissal from the degree or certificate program:

1. Receiving a grade of "C-" (1.67 on a 4.0 scale) or below in any course taken in the student's major field of study or in any course included in the plan of study or program of study;
2. Departments/Schools may have additional and more stringent criteria for evaluating a student's performance and progress and may demand a higher level of performance than that demanded by the Graduate College. A department/school or program unit may, under some circumstances, recommend dismissal of a student from a graduate program even though quality of work standards has been maintained. Grounds for dismissal could include, but are not limited to:
  - a. failure to be accepted by an appropriate thesis or dissertation adviser within stipulated time limitations;
  - b. failure to make timely progress toward the degree or certificate; and
  - c. failure to perform in course work, qualifying examination or research at an acceptable level in the respective department/school or program unit.

### **Probation or Dismissal**

A department/school will recommend that the Dean for Graduate Studies either dismiss, or place on probation with conditions for reinstatement as a student in good standing, in the following cases:

1. A Grade of "C+" (2.33 on a 4.0 scale) or below in any course involved in the first 12 hours of graduate study for provisionally admitted students;
2. Receiving at least nine hours of graduate credit with the grade of "C+" (2.33 on a 4.0 scale) or below in any courses taken in the student's major field of study or in any courses included in the plan of study for master's

or specialist's degrees or graduate certificates, regardless of the average;

3. Receiving at least six hours of graduate credit with the grade of "C+" (2.33 on a 4.0 scale) or below in any courses taken in the student's major field of study or in any courses included in the program of study for doctoral degrees, regardless of the average;

Failure to maintain a "B" (3.0 on a 4.0 scale) average in all graduate work taken as part of the degree or certificate program.

### **Student Responsibilities**

1. Students must be aware of the Quality of Work Standards of the Graduate College, as well as additional criteria of satisfactory performance in their respective department/school programs.
2. It is the student's responsibility to know when his or her previous course work has failed to meet those standards.
3. Students who are attending classes are still subject to dismissal if their department/school recommends that action based on its review of their previous performance.

### **Special Performance Quality Rule (Psychology Department)**

If at any time two grades of "C" (2.0 on a 4.0 scale) in graduate courses become a matter of record, a graduate student in the department of psychology will be placed on departmental probation. An unexcused grade of "W" in a proseminar course will be considered equivalent to a grade of "C" for purposes of this policy. An excused "W" must be approved by the chair of the department of psychology. Students placed on this probation will forfeit any departmental graduate assistantship they may have and any approved programs of study will be subject to re-evaluation and change. Before registering for additional courses, a student placed on probation must, with the assistance and approval of the Program Director, submit a plan for remediation of his/her academic problems, and have that plan approved by the Graduate Program Committee. The Graduate Program Committee will review and, if appropriate, modify the plan. Further, any enrollment in graduate courses must be approved by the Graduate Program Committee. The student will remain on departmental probation until the Graduate Program Committee approves termination of probation status.

If a student receives a grade of C or C+ in any course of his/her Program of Study, this course must be retaken and a grade of B- or better is necessary to receive credit toward degree completion. If the student wants to take the course at a different University or replace the course with a different course, the student must make a petition to the School Psychology Program Committee for approval.

### **Academic Integrity (from UNO Student Affairs)**

Under the Bylaws of the Board of Regents of the University of Nebraska [Sections 2.9 and 4.1(i)], the respective colleges of the University have jurisdiction over procedural matters concerning academic dishonesty. Just as the task of inculcating values of academic honesty reside with the faculty, the faculty are entrusted with the discretionary authority to decide how incidents of academic dishonesty are to be resolved. If a faculty member suspects that a student has intentionally violated the principles of academic honesty, the faculty member shall initiate the following procedures, starting at step 1, continuing only as necessary to steps 2 or 3.

**Step 1** The faculty member shall request a meeting with each student involved. At the meeting, the faculty member shall:

- Attempt to ascertain the facts pertinent to the incident;
- Explain to the student the basis for the suspicion of academic dishonesty; and
- Give the student an opportunity to explain the matter satisfactorily.

If the student offers an unsatisfactory explanation, the faculty member shall inform the student of the penalty for the offense, and shall explain to the student his or her rights to mediation, as described in step 2, and appeal as described in step 3. Any penalty imposed by the faculty member, such as retaking a test or rewriting a paper, or failure for the work involved or failure for the course, shall be limited to the course. If the student admits responsibility and accepts the penalty, the faculty member may consider the case closed, but will keep a confidential record of the action taken and retain any pertinent materials relating to the academic dishonesty until the end of the next regular semester following imposition of the penalty for academic dishonesty. A penalty of "F" for the course must be reported to the department chair and to the registrar. A faculty member who imposes a penalty for academic dishonesty may report the student and the penalty imposed to the department chair, the dean, and to the Assistant Vice Chancellor for Student Affairs. If a faculty member reports any action taken to a department chair, a dean, the registrar, or the Assistant Vice Chancellor, the faculty member shall inform the student.

**Step 2** If the faculty member and student cannot reach agreement as to the matter of an alleged incident of academic dishonesty, they may request the departmental chair to serve as a confidential mediator, exploring the student's intentions, the gravity of the suspected offense, and the appropriateness of the penalty. If the matter is satisfactorily resolved among these three parties, a record of the resolution shall be retained by the chair. Violation of the policy may be reported to Student Affairs. If reported, the student will be notified.

**Step 3** If the matter of an alleged incident of academic dishonesty cannot be mediated as provided in Step 2, or if either the faculty member or the student do not wish the departmental chair to mediate, either party may request the dean of the college to convene an appropriate college standing committee with student representation or impanel a committee with student representation to consider the matter of the alleged academic dishonesty. The college committee will be drawn from the instructor's college. The college committee will function in accordance with the procedural guarantees provided in Section 5.4 of the Bylaws of the Board of Regents of the University of Nebraska. If the committee finds the student did not violate the policy, the faculty member will award a grade for the student's work and course without prejudice, and all records related to the incident will be destroyed in the absence of an appeal. If the committee finds that the student has violated the policy, it will uphold the faculty member's proposed penalty. The dean will:

- Convey the committee's decision to the Assistant Vice Chancellor for Student Affairs;
- Retain the evidence and records of the committee's proceedings in accordance with the policies of the Board of Regent's and UNO on the retention of disciplinary records; and
- Inform the student and faculty member of the committee's decision.

### **Policy**

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following:

**Cheating** Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; or communicating information in an unauthorized manner to another person for an academic test, examination or exercise.

**Fabrication and falsification** Falsifying or fabricating any information or citation in any academic exercise, work, speech, test or examination. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information.

**Plagiarism** Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person.

**Abuse of academic materials and/or equipment** Destroying, defacing, stealing, or making inaccessible library or other academic resource material.

**Complicity in academic dishonesty** Helping or attempting to help another student to commit an act of academic dishonesty.

**Falsifying grade reports** Changing or destroying grades, scores or markings on an examination or in an instructor's records.

**Falsifying grade reports** Changing or destroying grades, scores or markings on an examination or in an instructor's records; misrepresentation to avoid academic work, misrepresentation by fabricating an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid timely submission of academic work or to avoid or delay the taking of a test or examination.

Other Academic units and members of the faculty may prescribe and give students prior notice of additional standards of conduct for academic honesty in a particular course, and violation of any such standard of conduct shall constitute misconduct under Sanctionable Conduct and the University Disciplinary Procedures. The Office of Academic and Student Affairs maintains a record of students who violate the policy on Academic Integrity. Repeat offenders may be subject to disciplinary action under the "UNO Student Code of Conduct."

### **Transfer of Graduate Credit**

Approval of transfer of graduate credit for course work taken at another accredited university (including extension credit but not including correspondence courses) is made at the time a Change in Plan of Study form is submitted to the Office of Graduate Studies. Grades received in courses for transfer of credit must be the equivalent of "B" (3.0 on a scale of 4.0) or higher. Transfer of graduate credits from a course taken with a pass/fail option must be recommended by the cognizant Graduate Program Committee, supported by a written evaluation from the instructor and approved by the Dean for Graduate Studies. All work accepted for transfer of credit must have been taken within the prescribed time limits for graduate degrees and is subject to restriction if previously used to satisfy requirements for another graduate degree.

The only course work from other institutions posted on the UNOmaha transcript will be those used on the approved plan of study.

### **Transfer of Credits Taken Outside the University of Nebraska**

Up to one-third of the course work required for a graduate degree program may be accepted from an accredited institution other than a unit of the University of Nebraska when the transfer is supported by the student's adviser and the appropriate Graduate Program Committee. Final approval will be made by the UNOmaha Dean of Graduate Studies. All other policies regarding graduate programs will apply. An official transcript must be forwarded to the Office of Graduate Studies documenting the course(s) that were taken for graduate credit.

## **Transfer of Credits Taken at the University of Nebraska**

There are no a priori limits on the transfer and applicability of credits earned in one program of the University of Nebraska toward meeting degree requirements in another such program, except as they are used to earn distinct degrees. However, such credits must be individually evaluated and approved by the appropriate Graduate Program Committee and campus Dean of Graduate Studies before they can actually be transferred. UNOmaha students who wish to take courses for transfer of credit at the University of Nebraska-Lincoln, the University of Nebraska Medical Center, or the University of Nebraska at Kearney should complete the intercampus application process at [https://intercampus.nebraska.edu/pre\\_inter\\_campus.aspx](https://intercampus.nebraska.edu/pre_inter_campus.aspx).

## **Time Limit for Graduate Degrees**

The degree program (as defined in the plan of study) for Master's degrees must be completed within ten consecutive calendar years. Course work over 10 years old at the completion of the degree program (as defined in the plan of study) cannot be used for a Master's degree. The first day of class of the earliest course which appears on the student's plan of study is the beginning of the student's graduate education.

If the student is not enrolled for two consecutive semesters, he or she shall be removed from the School Psychology Training Program and must reapply for admission to the Program, as well as potentially to the Department and the Graduate College.

## **Graduation Policies**

During what is expected to be the semester of graduation and prior to the posted deadline, students should apply for the conferral of the degree in the Office of the Registrar or through EBRUNO. Graduation deadlines are available through the Office of Graduate Studies. See Graduation Checklist: <http://www.unomaha.edu/graduate/graduationchecklist.php>.

If you apply for graduation and do not complete all of the requirements in time to graduate, notify the Office of Graduate Studies as soon as possible so that your name can be removed from the graduation list. You must REAPPLY for graduation in the Registrar's Office in the next semester in which you intend to complete the requirements for the degree; no additional fee is charged to reactivate your application.

**The following requirements are due 12 working days prior to commencement:**

- "Incompletes" and "NR" grades from a previous term must be removed so that the grade will be in the Office of Graduate Studies.
- Deliver all copies of thesis or thesis equivalent project to the Office of Graduate Studies for final approval.
- Pay all fees/fines and satisfy all obligations to the University.

For students currently enrolled in courses that are a part of their plan of study, enrollment must be maintained to be eligible for graduation. A grade for any current enrollment must be received by the Registrar's Office no later than the close of business on the fifteenth working day following the date of commencement.

## **Disability Services**

The Coordinator for Disability Services (DS) is available to arrange services for students with disabilities (i.e., reasonable academic adjustments, sign language interpreters, alternate print format, note takers, study mentors, use of the Testing Center, counseling, assistive technology, and classroom relocations). Programs coordinated through DS are committed to providing an equal educational opportunity for enrolled or admitted students who have documented disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The Coordinator serves as the primary contact person for students wishing to discuss eligibility, policies and procedures, services offered, and/or personal concerns. To be considered eligible and to obtain services, students must provide appropriate documentation (i.e., medical, psychological) regarding their disability. Letters to instructors (delivered by the student) explain any special classroom academic adjustments requested by a student through DS. Consultations with the Coordinator may be scheduled at any time throughout the year. For further information, please call the SNC at (402) 554-2872 or stop by the Epley Administration Building, Room 117, TDD (402) 554-3799. You may also obtain information from the DS web site, [www.unomaha.edu/disability/index.php](http://www.unomaha.edu/disability/index.php).

DS facilitates accommodations and accessibility for eligible students which may include:

- Screening of disability documentation
- Testing accommodations (arranged through Testing Center)
- Technology and assistive devices
- Provision of Sign Language interpreters
- Assistance with note taking
- Textbooks on tape
- Braille and large print materials

- Assistance to faculty in designing classroom accommodations
- Information about community resources
- Assist in accessing university departmental services

## APPENDIX A

### Plan of Study Checklist

#### **Master of Arts in Psychology (Emphasis in Applied Behavior Analysis)**

- \_\_\_\_\_ PSYC 8000: The Profession of Psychology (no credit)
- \_\_\_\_\_ PSYC 8520: Foundations of Assessment
- \_\_\_\_\_ PSYC 8550: Psychotherapeutic Interventions
- \_\_\_\_\_ PSYC 8576: Behavior Analysis and Intervention
- \_\_\_\_\_ PSYC 8800: Ethics and Law for Psychologists
- OR COUN 8040: Professional and Ethical Issues for Professional Counselors
- \_\_\_\_\_ PSYC 9010 OR 9020: Proseminar: Statistical Methods I or II
- \_\_\_\_\_ PSYC 9040: Proseminar: Learning
- \_\_\_\_\_ PSYC 9230: Proseminar: Behavioral Neuroscience
- \_\_\_\_\_ PSYC 9560: Proseminar: Developmental Psychology
- \_\_\_\_\_ PSYC 9570: Applied Behavior Analysis
- \_\_\_\_\_ PSYC 9910: Small n Research Designs
- \_\_\_\_\_ PSYC 8990: MA Thesis
- \_\_\_\_\_ PSYC 9574: Laboratory in Applied Behavior Analysis (15 credit hours total)
- \_\_\_\_\_ BCBA exam pending approval by BCBA board

## PRIMARY TRAIT SCORING RUBRIC FOR TECHNICAL WRITING

Name: \_\_\_\_\_

Trait	Exceptional	Acceptable	Amateur	Unsatisfactory
<b>Content</b>	Writing is purposeful with logic maintained throughout.	Maintains clear logical subject/position.	Subject/position is vague with no unifying statement. Drifts or has lapses in logic. Paper consists of repetitions and redundancies.	Insufficient writing to show that criteria are met.
<b>Support</b>	All major points fully developed and supported evenly by specific detail throughout the paper (e.g. explanation, evidence, examples, figures, tables and/or graphs). Supporting evidence is understandable and well-organized.	All key points developed and supported by specific detail; some key points may be less developed than others (not even or balanced). Supporting evidence illustrates the key points but lacks depth.	Some key points are developed by specific detail; some may be general and some may lack depth. Supporting evidence is minimal and/or not easily interpreted.	Insufficient or repetitious writing that fails to develop key points. Lacks supporting evidence and/or supporting evidence is unrelated to key points.
<b>Organization</b>	Structure is clear, appropriate and effective. All paragraphs are appropriate and purposeful. Coherence (paragraph to paragraph) and cohesion (sentence to sentence) are effectively demonstrated throughout paper. All points are logically presented and interrelated.	Structure is clear and appropriate to purpose. Most major points are appropriately paragraphed. Coherence (paragraph to paragraph) and cohesion (sentence to sentence) are demonstrated with appropriate transitions. Most points logically presented and organized.	Structure is evident. May have inappropriate or intrusive transitions that disrupt the progression of ideas. Some major points appropriately paragraphed. Has coherence (paragraph to paragraph) but lacks cohesion (sentence to sentence) or vice versa. May have one or more minor digressions.	Structure is missing or attempted but not obvious to the reader. Limited evidence of appropriate paragraphing. Little structure within paragraphs. May have one or more major digressions.
<b>Focus (applies to theses, term papers and essays)</b>	Clearly sets purpose of paper through introduction or overview. Effective conclusion that relates to introduction and unifies the writing.	Clearly sets purpose of paper through introduction or overview. Clear conclusion.	Subject/position identified by only a brief, general introductory statement. Conclusion is absent or only a verbatim reiteration of the introduction.	Subject/position (or issue) is unclear.

## PRIMARY TRAIT SCORING RUBRIC FOR WRITING MECHANICS

Name: \_\_\_\_\_

Trait	Exceptional	Acceptable	Amateur	Unsatisfactory
<b>Sentences and Paragraphs</b>	Usage of sophisticated sentence patterns. Paragraphs indicate shift in thought and are used to make sequence of events clear.	Simple and some complex sentences are used. Some paragraphing to show sequence of events/ideas.	Sentence structure is usually correct. Simple sentences are used. Little attempt made to paragraph writing.	Sentences do not make sense. No paragraphing.
<b>Word Choice</b>	Words are used correctly and precisely.	Acceptable vocabulary. Words are technologically appropriate.	Simple vocabulary.	Incorrect vocabulary.
<b>Spelling</b>	Spelling is correct, including complex and irregular words.	Spelling is generally accurate.	Frequent spelling errors.	Spelling errors interfere with understanding.
<b>Punctuation</b>	A range of punctuation including commas, apostrophes, colons and semicolons is used accurately and effectively.	Periods and capitals are used correctly and punctuation is beginning to be used within the sentence.	Frequent punctuation errors.	Insufficient or lacks punctuation. Incorrect use of capital letters.