PROGRAM HANDBOOK

Master’s Degree in Psychology: Applied Behavior Analysis (ABA) Program

2013-2014
(This handbook is effective for students beginning the program in Fall 2013)

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

http://www.unomaha.edu/schoolpsych/MA.php
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2013-2014 

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Applied Behavior Analysis (ABA) 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 (ABA) 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]) for certification as Board Certified Behavior Analysts (BCBA). Students in the program complete 36 credit hours to earn a Master of Arts Degree in Psychology. The ABA typically takes two years of full time study to complete.

Coursework in the ABA 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 ABA, 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 ABA 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 ABA course sequence and practicum experience has been approved by the Behavior Analyst Certification Board (www.BACB.com).

Program Philosophy

The UNO- MMI ABA’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 ABA 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/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf](http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf)

<table>
<thead>
<tr>
<th>Client-Centered Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Identification of the Problem</strong></td>
</tr>
<tr>
<td>A-01 Review records and available data (steps include ID client, receive request, ID referral problem, behavioral rating scales, checklists, interviews).</td>
</tr>
<tr>
<td>A-02 Consider biological variables that may be affecting the client.</td>
</tr>
<tr>
<td>A-03 Conduct a preliminary assessment of the client in order to identify the referral problem.</td>
</tr>
<tr>
<td>A-04 Explain behavioral concepts using everyday language (lay terms).</td>
</tr>
<tr>
<td>A-05 Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms.</td>
</tr>
<tr>
<td>A-06 Provide behavior analysis services in collaboration with others who support and/or provide services to one’s clients.</td>
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<tr>
<td>A-07 Practice within one’s limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.</td>
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<tr>
<td>A-08 Determine and make environmental changes that reduce the need for behavior analysis services.</td>
</tr>
</tbody>
</table>

**B. Measurement**

Prerequisite skills are detailed in Basic Skills, measurement section.

| B-01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording. |
| B-02 Select a schedule of observation and recording periods. |
| B-03 Select a data display that effectively communicates quantitative relations. |
| B-04 Evaluate changes in level, trend, and variability. |
| B-05 Evaluate temporal relations between observed variables (within & between sessions, time series). |

**C. Assessment**

Prerequisite skills are detailed in Basic Skills, Experimental Design section.

| C-01 Define behavior in observable and measurable terms. |
| C-02 Define environmental variables in observable and measurable terms. |
| C-03 Design individualized behavioral assessment procedures. |
| C-04 Design measurement of existing behavior-environment relations. |
| C-05 Design assessment procedures that alter environmental antecedents. |
| C-06 Design assessment procedures that alter environmental consequences. |
| C-07 Design assessment procedures that alter both environmental antecedents and consequences. |
| C-08 Organize, analyze and interpret observed data. |
| C-09 Make recommendations regarding behaviors that must be established, maintained, increased or decreased. |
| C-10 Identify motivators (preference and choice assessments, observations). |
| C-11 Conduct reinforcer assessments. |
| C-12 Repeat assessments based on ongoing data evaluation. |

**D. Intervention**

Prerequisite skills are detailed in Basic Skills, Behavior Change sections.

| D-01 State desired intervention outcomes in observable and measurable terms. |
| D-02 Identify potential intervention strategies based on assessment results and the best available scientific evidence. |
Make recommendations and selections regarding intervention strategies and treatment outcomes based on:

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>D-03</td>
<td>task analysis</td>
</tr>
<tr>
<td>D-04</td>
<td>client preferences</td>
</tr>
<tr>
<td>D-05</td>
<td>current repertoires</td>
</tr>
<tr>
<td>D-06</td>
<td>supporting environments</td>
</tr>
<tr>
<td>D-07</td>
<td>environmental and resource constraints</td>
</tr>
<tr>
<td>D-08</td>
<td>social validity</td>
</tr>
<tr>
<td>D-09</td>
<td>Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.</td>
</tr>
<tr>
<td>D-10</td>
<td>When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.</td>
</tr>
<tr>
<td>D-11</td>
<td>Program for stimulus and response generalization.</td>
</tr>
<tr>
<td>D-12</td>
<td>Program for maintenance.</td>
</tr>
<tr>
<td>D-13</td>
<td>Select behavioral cusps as goals for intervention.</td>
</tr>
<tr>
<td>D-14</td>
<td>Arrange instructional procedures to promote generative learning.</td>
</tr>
<tr>
<td>D-15</td>
<td>Interpret and base decision-making on data displayed in various formats.</td>
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</tbody>
</table>

### E. Implementation, Management and Supervision

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>E-01</td>
<td>Provide for ongoing documentation of behavioral services.</td>
</tr>
<tr>
<td>E-02</td>
<td>Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.</td>
</tr>
<tr>
<td>E-03</td>
<td>Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.</td>
</tr>
<tr>
<td>E-04</td>
<td>Design and use effective performance monitoring and reinforcement systems.</td>
</tr>
<tr>
<td>E-05</td>
<td>Design and use systems for monitoring procedural integrity.</td>
</tr>
<tr>
<td>E-06</td>
<td>Provide supervision for behavior change agents.</td>
</tr>
<tr>
<td>E-07</td>
<td>Evaluate the effectiveness of the program.</td>
</tr>
<tr>
<td>E-08</td>
<td>Establish support for behavior analysis services from persons directly and indirectly involved with these services.</td>
</tr>
<tr>
<td>E-09</td>
<td>Secure the support of others to maintain the clients’ behavioral repertoires in their natural settings.</td>
</tr>
<tr>
<td>E-10</td>
<td>Arrange for the orderly termination of services once they are no longer required.</td>
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</tbody>
</table>

### Basic Behavior Analytic Skills

#### Measurement

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>M-01</td>
<td>Measure frequency (i.e., count).</td>
</tr>
<tr>
<td>M-02</td>
<td>Measure rate (i.e., count per unit time).</td>
</tr>
<tr>
<td>M-03</td>
<td>Measure duration.</td>
</tr>
<tr>
<td>M-04</td>
<td>Measure latency.</td>
</tr>
<tr>
<td>M-05</td>
<td>Measure inter-response time (IRT).</td>
</tr>
<tr>
<td>M-06</td>
<td>Measure percent of occurrence.</td>
</tr>
<tr>
<td>M-07</td>
<td>Measure trials to criterion.</td>
</tr>
<tr>
<td>M-08</td>
<td>Determine the level of inter-observer agreement.</td>
</tr>
<tr>
<td>M-09</td>
<td>Evaluate the accuracy and reliability of measurement procedures.</td>
</tr>
<tr>
<td>M-10</td>
<td>Design, plot and interpret data using equal-interval graphs.</td>
</tr>
<tr>
<td>M-11</td>
<td>Design, plot and interpret data using a cumulative record to display data.</td>
</tr>
<tr>
<td>M-12</td>
<td>Design and implement discontinuous observational methods (e.g., partial &amp; whole interval, momentary time sampling).</td>
</tr>
<tr>
<td>M-13</td>
<td>Design and implement choice measures.</td>
</tr>
<tr>
<td>M-14</td>
<td>Design and implement continuous observational measurement.</td>
</tr>
<tr>
<td>M-15</td>
<td>Design and implement event records.</td>
</tr>
</tbody>
</table>

**Experimental Design**

| X-01 | Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley 1968) for evaluating interventions to determine if they are behavior analytic. |
| X-02 | Review relevant literature and interpret articles from the behavior analytic literature. |
| X-03 | Systematically arrange independent variables to demonstrate their effects on dependent variables. |
| X-04 | Use withdrawal designs. |
| X-05 | Use reversal designs. |
| X-06 | Use alternating treatments (i.e., multi-element, simultaneous treatment, multiple or concurrent schedule) designs. |
| X-07 | Use changing criterion designs. |
| X-08 | Use multiple baseline designs. |
| X-09 | Use multiple probe designs. |
| X-10 | Use combinations of design elements. |
| X-11 | Conduct a component analysis (i.e., determining effective components of an intervention package). |
| X-12 | Conduct a parametric analysis (i.e., determining effective parametric values of consequences, such as duration or magnitude). |

**Behavior Change Considerations**

| TC-01 | State and plan for the possible unwanted effects of reinforcement. |
| TC-02 | State and plan for the possible unwanted effects of punishment. |
| TC-03 | State and plan for the possible unwanted effects of extinction. |

**Fundamental Elements of Behavior Change**

| TE-01 | Use positive and negative reinforcement. |
| TE-02 | Use appropriate parameters and schedules of reinforcement. |
| TE-03 | Use prompts and prompt fading. |
| TE-04 | Use modeling and imitation. |
| TE-05 | Use shaping. |
| TE-06 | Use chaining. |
| TE-07 | Use task analysis. |
| TE-08 | Use discrete trials and free operant arrangements. |
| TE-09 | Use verbal operants as a basis for language assessment. |
| TE-10 | Establish echoic stimulus control. |
| TE-11 | Use mand training. |
| TE-12 | Use tact training. |
| TE-13 | Use intraverbal training. |
| TE-14 | Use listener training. |
| TE-15 | Use positive and negative punishment. |
| TE-16 | Identify and use punishers. |
| TE-17 | Use appropriate parameters and schedules of punishment. |
| TE-18 | Use extinction. |
| TE-19 | Use combinations of reinforcement, punishment & extinction. |
| TE-20 | Use response-independent (time-based) schedules of reinforcement. |
| TE-21 | Use differential reinforcement (i.e., DRH, DRA, DRI, DRL, DRO). |

**Specific Behavior Change Procedures**
| TP-01 | Use interventions based on antecedents, such as: contextual or ecological variables, motivating operations, and discriminative stimuli. |
| TP-02 | Use discrimination training procedures. |
| TP-03 | Use instructions and rules. |
| TP-04 | Use contingency contracting (e.g., behavioral contracts). |
| TP-05 | Use independent, interdependent and dependent group contingencies. |
| TP-06 | Use stimulus equivalence procedures. |
| TP-07 | Plan for behavioral contrast effects. |
| TP-08 | Use the matching law and recognize factors influencing choice. |
| TP-09 | Arrange high and low probability request sequences to increase and decrease behavior. |
| TP-10 | Use the Premack principle. |
| TP-11 | Use pairing procedures to establish new conditioned reinforcers (e.g., people, tokens, praise, activities). |
| TP-12 | Use errorless learning procedures. |
| TP-13 | Use matching to sample. |

**Behavior Change Systems**

| TS-01 | Use self-management strategies. |
| TS-02 | Use token economy procedures and other conditioned reinforcement systems (e.g., TAG Teach). |
| TS-03 | Use Direct Instruction. |
| TS-04 | Use precision teaching. |
| TS-05 | Use personalized system of instruction (PSI). |
| TS-06 | Use incidental teaching techniques. |
| TS-07 | Use functional communication training procedures. |
| TS-08 | Use augmentative communication systems. |

**Explain and behave in accordance with the philosophical assumptions of behavior analysis:**

| F-01 | Lawfulness of behavior |
| F-02 | Selectionism (phylogenetic, ontogenetic, cultural) |
| F-03 | Determinism |
| F-04 | Empiricism |
| F-05 | Parsimony |
| F-06 | Pragmatism |
| F-07 | Environmental explanations of behavior (as opposed to mentalistic) |
| F-08 | Distinguish between radical behaviorism, methodological behaviorism and structuralism. |
| F-09 | Distinguish among the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral technologies. |

**Define and provide examples of:**

<p>| F-10 | Behavior, response, response class |
| F-11 | Environment, stimulus and stimulus class |
| F-12 | Stimulus equivalence |
| F-13 | Respondent relations (US, UR) |
| F-14 | Respondent conditioning (CS, CR) |
| F-15 | Operant conditioning |
| F-16 | Respondent - operant interactions |
| F-17 | Unconditioned reinforcement |
| F-18 | Conditioned reinforcement |</p>
<table>
<thead>
<tr>
<th>F-19</th>
<th>unconditioned punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-20</td>
<td>conditioned punishment</td>
</tr>
<tr>
<td>F-21</td>
<td>schedules of reinforcement and punishment</td>
</tr>
<tr>
<td>F-22</td>
<td>extinction</td>
</tr>
<tr>
<td>F-23</td>
<td>automatic contingencies (conditioning occurring in the absence of contrived contingencies)</td>
</tr>
<tr>
<td>F-24</td>
<td>stimulus control (Sdelta/S-, Sd/S+)</td>
</tr>
<tr>
<td>F-25</td>
<td>multiple effects of a single stimulus</td>
</tr>
<tr>
<td>F-26</td>
<td>unconditioned motivating operations</td>
</tr>
<tr>
<td>F-27</td>
<td>conditioned motivating operations</td>
</tr>
<tr>
<td>F-28</td>
<td>transitive, reflexive, surrogate motivating operations</td>
</tr>
<tr>
<td>F-29</td>
<td>distinguish between Sd &amp; MO</td>
</tr>
<tr>
<td>F-30</td>
<td>distinguish between MO &amp; reinforcement effects</td>
</tr>
<tr>
<td>F-31</td>
<td>behavioral contingencies</td>
</tr>
<tr>
<td>F-32</td>
<td>contiguity</td>
</tr>
<tr>
<td>F-33</td>
<td>functional relations</td>
</tr>
<tr>
<td>F-34</td>
<td>conditional discriminations</td>
</tr>
<tr>
<td>F-35</td>
<td>stimulus discrimination</td>
</tr>
<tr>
<td>F-36</td>
<td>response generalization</td>
</tr>
<tr>
<td>F-37</td>
<td>stimulus generalization</td>
</tr>
<tr>
<td>F-38</td>
<td>behavioral contrast</td>
</tr>
<tr>
<td>F-39</td>
<td>behavioral momentum</td>
</tr>
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<td>F-40</td>
<td>matching law</td>
</tr>
<tr>
<td>F-41</td>
<td>contingency-shaped behavior</td>
</tr>
<tr>
<td>F-42</td>
<td>rule-governed behavior</td>
</tr>
<tr>
<td></td>
<td><strong>Distinguish between verbal and non-verbal operants:</strong></td>
</tr>
<tr>
<td>F-43</td>
<td>echoics and imitation</td>
</tr>
<tr>
<td>F-44</td>
<td>mands</td>
</tr>
<tr>
<td>F-45</td>
<td>tacts</td>
</tr>
<tr>
<td>F-46</td>
<td>intraverbals</td>
</tr>
<tr>
<td></td>
<td><strong>Measurement Concepts</strong></td>
</tr>
<tr>
<td>F-47</td>
<td>State the advantages and disadvantages of using continuous measurement procedures and discontinuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling).</td>
</tr>
<tr>
<td>F-48</td>
<td>Identify the measurable dimensions of behavior (e.g., rate, duration, latency, or inter-response times).</td>
</tr>
<tr>
<td>F-49</td>
<td>Evaluate changes in level, trend, and variability.</td>
</tr>
<tr>
<td>F-50</td>
<td>Evaluate temporal relations between observed variables (within &amp; between sessions, time series).</td>
</tr>
</tbody>
</table>
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 McKevitt, Ph.D. (University of Wisconsin-Madison)**
Dr. McKevitt 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. McKevitt 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 and the Nebraska Association of School Psychologists (NSPA).

**Courses taught:** Professional, Legal, and Ethical Foundations of School Psychology, Behavior Analysis and Intervention, School Age Assessment, Advanced Educational and Psychological Consultation, Ethics and Law for Psychologists, 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-D (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, Small n Research Design

**Contact information:** (402) 559-6408; kdallen@unmc.edu
Joseph H. Evans, Ph.D., (University of Kansas) Director of MMI Psychology
Clinical and research interests in integrated behavioral health in primary care, rural pediatric behavioral health, dissemination and replication research, Attention Deficit Hyperactivity Disorder, adolescent behavior and grantsmanship. 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

Brett R. Kuhn, Ph.D. (Oklahoma State University)
Courses taught: Thesis supervision
Contact information: (402) 559-6408; brkuhn@unmc.edu

Judy Mathews, Ph.D., BCBA-D (University of Kansas)
Courses taught: Practicum supervision, thesis supervision
Contact information: (402) 559-6408; jmathew@unmc.edu

Holly Roberts Ph.D. (Illinois State University)
Clinical and research interests in developmental, educational, and behavioral outcomes of NICU graduates, outcomes of children with congenital heart disease, prescription practices of pediatricians and pediatric primary care. Publications include articles in Congenital Heart Disease, Journal of Child Neurology and Psychology in the Schools.
Courses taught: Psychotherapeutic interventions
Contact information: (402) 559-6408; hroberts@unmc.edu

Mark D. Shriver, Ph.D., BCBA-D (University of Nebraska-Lincoln)
Courses taught: Master’s practicum in school psychology, ABA practicum coordination, thesis supervision
Contact information: (402) 559-6408; mshriver@unmc.edu

Rachel Valleley, Ph.D. (University of Nebraska-Lincoln)
Clinical and research interests in revolve around behavioral health in primary care (e.g., the impact that behavioral health problems have on primary care, demonstrating the effectiveness of the integrated model on behavioral health, and the unique contributions that behavioral health specialists can have upon primary
Valerie Volkert, Ph.D., BCBA-D (Louisiana State University)

Dr. Volkert specializes in the treatment of pediatric feeding disorders. She has authored two book chapters and published 16 peer-reviewed research studies in 3 different journals, including: (a) the *Journal of Applied Behavior Analysis*, (b) the *Journal of Disability and Rehabilitation* and (c) *Research in Developmental Disabilities*. Dr. Volkert has served as the Editorial Assistant of the *Journal of Applied Behavior Analysis*. She currently serves on the board of editors and as a guest associate editor for the *Journal of Applied Behavior Analysis*. Dr. Volkert is currently the director of Training for the Applied Behavior Analysis Ph.D. program at MMI in the Center for Autism Spectrum Disorders (CASD) and is a training coordinator for the Nebraska Internship Consortium in Professional Psychology at the CASD.

**Courses Taught:** Learning Pro-Seminar, practicum supervision, thesis supervision

**Research Interests:** Assessment and treatment of pediatric feeding disorders, intestinal rehabilitation and oral feeding, long-term outcomes for children with feeding disorders

**Contact Information:** (402) 559-7363; vvolkert@unmc.edu

William Warzak, Ph.D., BCBA-D (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 ABA 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 ABA 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 forms
Degree Requirements

All students take the same program of study. The course sequence reflects the requirements of the UNO Psychology department, the BACB and LMHP. All BCBA courses have been approved by the BACB and the LMHP courses are currently under review by the Nebraska Department of Health and Human Services.

Required Coursework (¹Department Required, ²BACB Required, ³LMHP Required)
PSYC 8000: The Profession of Psychology (no credit)
PSYC 9040: Proseminar: Learning (3 credits)¹,²
PSYC 9230: Proseminar: Behavioral Neuroscience (3 credits)¹
PSYC 9560: Proseminar: Developmental Psychology (3 credits)¹,³
PSYC 9010: Proseminar: Statistical Methods I OR (3 credits)¹,³
PSYC 9020: Proseminar: Statistical Methods II (3 credits)
PSYC 8520: Foundations of Assessment (3 credits)³
PSYC 8550: Psychotherapeutic Interventions (3 credits)²,³
PSYC 8576: Behavior Analysis and Intervention (3 credits)²,³
PSYC 8700: Ethics and Law for Psychology and Applied Behavior Analysis (3 credits)²,³
PSYC 9570 Applied Behavior Analysis (3 credits)²,³
PSYC 9100 Small n Research Designs (3 credits)³
PSYC 9574 Practicum in Applied Behavior Analysis (6 credits, 750 hours)²,³

Total Credit Hours Required: 36

Comprehensive Exam: Students will select one case from their Practicum and make a formal presentation to faculty and fellow students. Faculty will evaluate the presentation content and give feedback to the student. A pass/fail grade will be assigned.
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 non-degree 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 non-degree 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 non-degree 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 non-degree students. (Cross-listed with PSYC-4570.)

8700 Ethics and Law for Psychology and Applied Behavior Analysis (3 credits): The course is intended to provide graduate students with advanced knowledge of ethical codes, legal statutes and case law that guide the profession of psychology and related applied fields with particular attention to the practice of applied behavior analysis. The primary emphasis of the class is on clinic-, community- and school-based practice with children and adolescents. Prereq: Admission to a psychology or counseling graduate program. Not open to non-degree students.

8990 Thesis: Independent research project written under supervision of a faculty committee. Prereq: Written permission of your thesis committee. Not open to non-degree 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 non-degree 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 non-degree 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 non-degree students.
9100 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.

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 non-degree 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 non-degree 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 non-degree students.

9574 Practicum in Applied Behavior Analysis (3-6 credits): The practicum in applied behavior analysis provides students with intensive supervised experience providing behavior analytic services to improve the well-being of children and their families. Students will be assigned to practicum sites based on their respective interests, career goals and availability of positions. Prereq: PSYC 9570 or permission. Not open to non-degree students.
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 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 1st.

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 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 2 credits in fall (300 hours), 2 credits in spring (300 hours) and 2 (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: Completion of at least one semester in the program including at a minimum one of the BACB courses; Not open to non-degree students.

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. In addition, the option is available to students in ABA to conduct an independent research project as 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

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 and a Thesis Proposal Approval Form with 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:

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).

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://dissertations2.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) 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.

After successfully uploading the thesis/thesis-equivalent project, or EdS 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.


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. Please click here for a sample thesis 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.

Please click here for a sample abstract page.

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 figures 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://dissertations2.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) 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 and Creative Activity (UCRCA). 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 UCRCA 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). 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:

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Revised 9/7/13
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)],
2013-2014 ABA Handbook 27 Revised 9/7/13
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.
Background Check Policy and Procedures

Beginning in the Fall of 2013, all ABA graduate students will be required to complete a background check prior to any school-based experience or clinic-related practica (includes classroom observations, participation in assessment, school and clinic practica) associated with their graduate program. The purpose of this check is to evaluate the background of students with regard to their ability to complete school-based course and program requirements and be eligible for state certification and/or licensure.

The background check will be conducted:
- by a vendor selected by the university
- prior to the student’s participation in any public or private, PK-12, school-based experience (this may include activities participated in during the summer prior to enrollment)

Students will be responsible for:
- completing the online process required to initiate the background check
- completing the check with enough time to process results before any school-based experience (at least one month)
- printing/completing/signing/submitting necessary forms
- paying the fee (currently $32.10) directly to the vendor

As part of the process, students will be asked to access the vendor’s website where they will provide information regarding current/previous addresses (for the past 20 years), current/previous minors who have resided with them, social security number, birth date, previous names/aliases, driver’s license number, telephone number, and email address. These data will be stored in a secured server maintained by the vendor.

The vendor contracted to conduct the UNO Psychology Department background checks is One Source—The Background Check Company. Many Nebraska school districts and teacher preparation programs also use this vendor to conduct background checks on prospective employees and practicum students. In addition, the university uses this vendor to conduct background checks on its employees and new hires.

One Source will be conducting a background check that is similar to those used by most K-12 school districts and many non-profit organizations. The background check includes:

- **Applicant Verification.** A search of the Social Security Administration (SSA) Database to confirm that the SSN is valid, when the SSN was issued, and if registered as a SSN reported as deceased.

- **County Criminal History (Statewide if Available).** The criminal history will cover all names and locations from the last 7 years. The County Criminal Records report includes a search of felony, misdemeanor and all non-traffic infraction court records in applicants’ counties of residence. If statewide is available, all counties within the state will be investigated. The report will include jurisdiction, case number, disposition and date, charges, amended charges, and how the record was verified.

- **Multi-Court Jurisdictional Database.** The Nationwide Alert is a Multi-Court Jurisdictional Database that includes:
  - Proprietary Offender Data
  - Department of Corrections
  - Administrative Office of the Courts-dated back 7 years
  - Department of Public Safety
  - Traffic Court
• **National Sex Offender Registry.** This search includes Sex Offender Registration Information from all 50 states, the District of Columbia, Puerto Rico, and Guam.

• **Federal Criminal Search.** One Source searches the government’s Public Access to Court Electronic Records (PACER) U.S. Party Case Index. This search is a national index for U.S. district and appellate court cases. One Source cross references these searches with a search of Federal Bureau of Prisons.

• **Global Watch.** This search involves accessing a variety of federal, state, and industry sanctions lists or Terrorist Watch Lists. These lists include:
  o OFAC Specially Designated nationals (SDN) & Blocked Persons
  o OFAC Sanctioned Countries, including major cities and ports
  o Non-Cooperative Countries and Territories
  o Department of State Trade Control (DTC) Debarred Parties
  o U.S. Bureau of Industry and Security Unverified Entities List, Denied Entities List, Denied Persons List
  o FBI Most Wanted Terrorists and Seeking Information, Top 10 Most Wanted
  o INTERPOL Most Wanted List
  o Bank of England, OSFI Canadian, United Nations Sanctions List
  o Politically Exposed Persons List
  o European Union Terrorism List
  o World Bank Ineligible Firms

• **State Health and Human Services Adult and/or Child Abuse Registry.** Searches the Department of Health and Human Services or designated state agency records for documented records/reports of abuse against children or adults.

Once the database searches are completed, the vendor will forward each student’s background check report to the designated faculty member(s) in the Psychology Department (currently Brian McKevitt and Lisa Kelly-Vance). To ensure the safety and confidentiality of all students, the reports will be maintained in a secure manner by the Psychology Department.

The Psychology Department (and graduate programs within) will NOT share specific background check results with parties outside the University of Nebraska or Nebraska Department of Education (for certification purposes). However, because the contents of the background check are public record, Psychology Department faculty may report (to a school district, for example) that a student “passed” the background check, along with a disclosure of what was checked. At the time it is determined a report is no longer needed, it will be destroyed following University of Nebraska guidelines.

School Psychology faculty members will screen all background check reports. It is possible that during this process, the screening may reveal information that would make a student ineligible to complete school-based experiences or clinic practica, or obtain certification as a school psychologist. The School Psychology Program’s screening criteria are determined by the standards set by the Nebraska Department of Education in Rule #20 and #21 and are outlined below:

**School Psychology graduate students who have an offense which may preclude them from participating in school-based experiences, clinic practica, and/or receiving a Nebraska Teaching Certificate will be:**

- contacted immediately by a School Psychology faculty member
- asked to meet with staff members in the College of Education Student Services Office and/or the Psychology Department to discuss the background report
- allowed to review the report
asked to provide documentation of the incident to keep on file with the College of Education Student Services Office and/or the Psychology Department

In most cases, sufficient documentation of court proceedings relevant to the issue will be required to allow a student to be eligible for school-based experiences and certification. Such documentation will be submitted with certification paperwork by the College of Education’s Certification Officer. If a student has a felony on his or her record, the student must work with the College of Education’s Certification Officer to determine the appropriate course of action for filing an appeal to be eligible for certification. If an appeal is not possible, then the student will not be eligible for school-based experiences, practica, or certification and will be dismissed from the program.

At any time during their time in the program, students may be asked to complete an additional background check. Students should report ANY misdemeanor or felony charge that occurs while enrolled in any graduate program IMMEDIATELY to program faculty members, upon which time the steps described above will be followed.

**Procedures for Completing the Background Check**

To begin, please visit the website, [http://www.onesourcebackground.com/](http://www.onesourcebackground.com/).

**Instructions**

1. At the right side of the page, click on the link that reads “Student Login.”

2. Click on the link for University of Nebraska-Omaha

3. At the bottom of the page, you will see a link for NE Adult & Child Abuse and Neglect Registry Release.” Click on this link and print the blank form. You will need to complete this form by hand.

4. Return to the previous page and click on the link that says “UNO Psychology Department.”

5. Please read all instructions for completing the online form. Follow the directions and complete the appropriate personal and payment information. **NOTE: Do not enter any information in the “Position Applied For” or “Department” fields (the first two boxes).**

6. When finished, click “Enter Order” at the bottom of the page.

7. You will then be instructed to read and e-sign a disclosure and authorization form. Please read this form and if you agree to the terms, click “I Agree” followed by “Enter Order.” Please note that selecting “I Agree” serves as your signature and you are agreeing to the release of information, payment terms, etc.

8. Once you have submitted your online form, return the paper form (the NE Adult & Child Abuse and Neglect Registry Release) that you have printed and completed to Brian McKe Witt in the Psychology Department. He will submit the form to One Source on your behalf. You can fax the form to Dr. McKe Witt at 402-554-2556, email a PDF to bmckevitt@unomaha.edu, or send by mail to Brian McKe Witt, Psychology Department, University of Nebraska at Omaha, 6001 Dodge St., Omaha, NE, 68182.

9. Once you have completed the online submission and turned in your paper form, you have completed the background check. If you have questions, please contact Dr. McKe Witt at bmckevitt@unomaha.edu, 402-554-2498, or One Source at 402-933-9999 or 1-800-608-3645.
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 Mavlink. 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 re activates 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 Eppley Administration Building, Room 117, TDD (402) 554-3799. You may also obtain information from the DS web site, 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 8700: Ethics and Law for Psychology and Applied Behavior Analysis
- [ ] 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 9100: Small n Research Designs
- [ ] PSYC 9574: Practicum in Applied Behavior Analysis (6 credit hours total)

- [ ] BCBA exam pending approval by BCBA board
- [ ] Comprehensive Exam
## APPENDIX B

### PRIMARY TRAIT SCORING RUBRIC FOR TECHNICAL WRITING

<table>
<thead>
<tr>
<th>Trait</th>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Amateur</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Writing is purposeful with logic maintained throughout.</td>
<td>Maintains clear logical subject/position.</td>
<td>Subject/position is vague with no unifying statement. Drifts or has lapses in logic. Paper consists of repetitions and redundancies.</td>
<td>Insufficient writing to show that criteria are met.</td>
</tr>
<tr>
<td>Support</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Insufficient or repetitious writing that fails to develop key points. Lacks supporting evidence and/or supporting evidence is unrelated to key points.</td>
</tr>
<tr>
<td>Organization</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Focus (applies to theses, term papers and essays)</td>
<td>Clearly sets purpose of paper through introduction or overview. Effective conclusion that relates to introduction and unifies the writing.</td>
<td>Clearly sets purpose of paper through introduction or overview. Clear conclusion.</td>
<td>Subject/position identified by only a brief, general introductory statement. Conclusion is absent or only a verbatim reiteration of the introduction.</td>
<td>Subject/position (or issue) is unclear.</td>
</tr>
</tbody>
</table>
APPENDIX C
PRIMARY TRAIT SCORING RUBRIC FOR WRITING MECHANICS

Name: ____________________________________________________

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