PROGRAM HANDBOOK

Master of Science Degree in
Applied Behavior Analysis (MS-ABA)

2019-2020
(This handbook is effective for students beginning the program in Fall 2019)

A jointly administered program between the
UNO Psychology Department and
MMI Psychology Department at UNMC
MS-ABA Program Committee
2019-2020

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Master of Science in Applied Behavior Analysis Program
University of Nebraska at Omaha (UNO) and Munroe-Meyer Institute (MMI)

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. While the MS-ABA program is jointly administered between UNO and UNMC/MMI, all students admitted in 2019 are enrolled at UNO and this handbook reflects UNO and UNO Psychology policies and procedures.

Program Mission

The University of Nebraska Omaha and Munroe Meyer Institute Applied Behavior Analysis Program’s mission is to graduate students who have met high levels of academic excellence in clinical and research skills in applied behavior analysis and mental/behavioral health. The ABA Program trains students in a behavior analytic orientation to provide much needed services for children and adolescents, including those with behavioral and intellectual/developmental disabilities.

Program Description

The Applied Behavior Analysis Program prepares students to be behavioral 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 42-45 credit hours to earn a Master of Science Degree in Applied Behavior Analysis (MS-ABA). The MS-ABA Program typically takes two years of full time study to complete.

Coursework in the MS-ABA Program also addresses content areas required for licensure as a mental health practitioner in Nebraska. 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 mental health board of the Nebraska Department of Health and Human Services. With the PLMHP, the student will need an additional 3000 hours of supervised experience and will need to successfully pass 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, behavioral health community agencies, inpatient and outpatient clinics in hospitals, and schools.

The MS-ABA Program is a collaborative program administered jointly through the UNO Psychology Department 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 have been approved by the Behavior Analyst Certification Board® (www.BACB.com). The coursework includes online and on-campus courses.
Training Competencies and Objectives

Based on the program’s mission, students are trained in eight core competency areas:

1. Ethical, Legal, and Professional Practice
2. Collaboration and Consultation
3. Cultural Competence
4. Theoretical Foundations
5. Research and Scientific Literacy
6. Application of Assessment and Behavior Change Procedures
7. Employability, Higher Education, and Professional Development skills
8. Certification and Licensure success

As part of these competencies, the following specific objectives are considered the minimal objectives that will be acquired as part of this training program. These objectives are derived directly from the Behavior Analyst Certification Board® Task List: http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf

<table>
<thead>
<tr>
<th>Client-Centered Responsibilities</th>
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<td><strong>A. Identification of the Problem</strong></td>
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<tr>
<th><strong>B. Measurement</strong></th>
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<tbody>
<tr>
<td><strong>Prerequisite skills are detailed in Basic Skills, measurement section.</strong></td>
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<td>B-01</td>
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<tr>
<th><strong>C. Assessment</strong></th>
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<tbody>
<tr>
<td><strong>Prerequisite skills are detailed in Basic Skills, Experimental Design section.</strong></td>
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<td>C-01</td>
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<td>C-12</td>
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</table>

**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. |
| D-03 | Make recommendations and selections regarding intervention strategies and treatment outcomes based on: |
| D-04 | task analysis |
| D-05 | client preferences |
| D-06 | current repertoires |
| D-07 | supporting environments |
| D-08 | environmental and resource constraints |
| D-09 | social validity |
| D-10 | Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness. |
| D-11 | When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased. |
| D-12 | Program for stimulus and response generalization. |
| D-13 | Program for maintenance. |
| D-14 | Select behavioral cusps as goals for intervention. |
| D-15 | Arrange instructional procedures to promote generative learning. |
| D-16 | Interpret and base decision-making on data displayed in various formats. |

**E. Implementation, Management and Supervision**

<p>| E-01 | Provide for ongoing documentation of behavioral services. |
| E-02 | Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly. |
| E-03 | Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures. |
| E-04 | Design and use effective performance monitoring and reinforcement systems. |
| E-05 | Design and use systems for monitoring procedural integrity. |
| E-06 | Provide supervision for behavior change agents. |
| E-07 | Evaluate the effectiveness of the program. |
| E-08 | Establish support for behavior analysis services from persons directly and indirectly involved with these services. |
| E-09 | Secure the support of others to maintain the clients’ behavioral repertoires in their natural settings. |</p>
<table>
<thead>
<tr>
<th></th>
<th>E-10</th>
<th>Arrange for the orderly termination of services once they are no longer required.</th>
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<tbody>
<tr>
<td>M-01</td>
<td>Measure frequency (i.e., count).</td>
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<tr>
<td>M-02</td>
<td>Measure rate (i.e., count per unit time).</td>
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<tr>
<td>M-03</td>
<td>Measure duration.</td>
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<tr>
<td>M-04</td>
<td>Measure latency.</td>
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<tr>
<td>M-05</td>
<td>Measure inter-response time (IRT).</td>
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<tr>
<td>M-06</td>
<td>Measure percent of occurrence.</td>
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<tr>
<td>M-07</td>
<td>Measure trials to criterion.</td>
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<tr>
<td>M-08</td>
<td>Determine the level of inter-observer agreement.</td>
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<tr>
<td>M-09</td>
<td>Evaluate the accuracy and reliability of measurement procedures.</td>
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<tr>
<td>M-10</td>
<td>Design, plot and interpret data using equal-interval graphs.</td>
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<tr>
<td>M-11</td>
<td>Design, plot and interpret data using a cumulative record to display data.</td>
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<tr>
<td>M-12</td>
<td>Design and implement discontinuous observational methods (e.g., partial &amp; whole interval, momentary time sampling).</td>
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<tr>
<td>M-13</td>
<td>Design and implement choice measures.</td>
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<tr>
<td>M-14</td>
<td>Design and implement continuous observational measurement.</td>
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<tr>
<td>M-15</td>
<td>Design and implement event records.</td>
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<tr>
<td>X-01</td>
<td>Use the dimensions of applied behavior analysis (Baer, Wolf, &amp; Risley 1968) for evaluating interventions to determine if they are behavior analytic.</td>
<td></td>
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<tr>
<td>X-02</td>
<td>Review relevant literature and interpret articles from the behavior analytic literature.</td>
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<tr>
<td>X-03</td>
<td>Systematically arrange independent variables to demonstrate their effects on dependent variables.</td>
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<tr>
<td>X-04</td>
<td>Use withdrawal designs.</td>
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<tr>
<td>X-05</td>
<td>Use reversal designs.</td>
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<tr>
<td>X-06</td>
<td>Use alternating treatments (i.e., multi-element, simultaneous treatment, multiple or concurrent schedule) designs.</td>
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<tr>
<td>X-07</td>
<td>Use changing criterion designs.</td>
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<tr>
<td>X-08</td>
<td>Use multiple baseline designs.</td>
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<tr>
<td>X-09</td>
<td>Use multiple probe designs.</td>
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<tr>
<td>X-10</td>
<td>Use combinations of design elements.</td>
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<tr>
<td>X-11</td>
<td>Conduct a component analysis (i.e., determining effective components of an intervention package).</td>
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<tr>
<td>X-12</td>
<td>Conduct a parametric analysis (i.e., determining effective parametric values of consequences, such as duration or magnitude).</td>
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<tr>
<td>TC-01</td>
<td>State and plan for the possible unwanted effects of reinforcement.</td>
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<tr>
<td>TC-02</td>
<td>State and plan for the possible unwanted effects of punishment.</td>
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<tr>
<td>TC-03</td>
<td>State and plan for the possible unwanted effects of extinction.</td>
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<tr>
<td>TE-01</td>
<td>Use positive and negative reinforcement.</td>
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<tr>
<td>TE-02</td>
<td>Use appropriate parameters and schedules of reinforcement.</td>
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<tr>
<td>TE-03</td>
<td>Use prompts and prompt fading.</td>
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<tr>
<td>TE-04</td>
<td>Use modeling and imitation.</td>
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<tr>
<td>TE-05</td>
<td>Use shaping.</td>
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<tr>
<td>TE-06</td>
<td>Use chaining.</td>
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<tr>
<td>TE-07</td>
<td>Use task analysis.</td>
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<tr>
<td>TE-08</td>
<td>Use discrete trials and free operant arrangements.</td>
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<tr>
<td>TE-09</td>
<td>Use verbal operants as a basis for language assessment.</td>
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<tr>
<td>TE-10</td>
<td>Establish echoic stimulus control.</td>
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<td>TE-11</td>
<td>Use mand training.</td>
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<td>TE-12</td>
<td>Use tact training.</td>
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<td>TE-13</td>
<td>Use intraverbal training.</td>
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<td>TE-14</td>
<td>Use listener training.</td>
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<tr>
<td>TE-15</td>
<td>Use positive and negative punishment.</td>
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<tr>
<td>TE-16</td>
<td>Identify and use punishers.</td>
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<tr>
<td>TE-17</td>
<td>Use appropriate parameters and schedules of punishment.</td>
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<tr>
<td>TE-18</td>
<td>Use extinction.</td>
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<tr>
<td>TE-19</td>
<td>Use combinations of reinforcement, punishment &amp; extinction.</td>
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<tr>
<td>TE-20</td>
<td>Use response-independent (time-based) schedules of reinforcement.</td>
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<tr>
<td>TE-21</td>
<td>Use differential reinforcement (i.e., DRH, DRA, DRI, DRL, DRO).</td>
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</table>

**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:**

<p>| F-01 | lawfulness of behavior |
| F-02 | selectionism (phylogenic, ontogenic, cultural) |
| F-03 | determinism |
| F-04 | empiricism |</p>
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<tbody>
<tr>
<td>F-05</td>
<td>parsimony</td>
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<td>F-06</td>
<td>pragmatism</td>
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<tr>
<td>F-07</td>
<td>environmental explanations of behavior (as opposed to mentalistic)</td>
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<tr>
<td>F-08</td>
<td>Distinguish between radical behaviorism, methodological behaviorism and structuralism.</td>
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<tr>
<td>F-09</td>
<td>Distinguish among the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral technologies.</td>
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<tr>
<td>F-10</td>
<td>behavior, response, response class</td>
</tr>
<tr>
<td>F-11</td>
<td>environment, stimulus and stimulus class</td>
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<td>F-12</td>
<td>stimulus equivalence</td>
</tr>
<tr>
<td>F-13</td>
<td>respondent relations (US, UR)</td>
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<td>F-14</td>
<td>respondent conditioning (CS, CR)</td>
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<td>F-15</td>
<td>operant conditioning</td>
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<td>F-16</td>
<td>respondent - operant interactions</td>
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<td>F-17</td>
<td>unconditioned reinforcement</td>
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<td>F-18</td>
<td>conditioned reinforcement</td>
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<td>F-19</td>
<td>unconditioned punishment</td>
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<tr>
<td>F-20</td>
<td>conditioned punishment</td>
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<td>F-21</td>
<td>schedules of reinforcement and punishment</td>
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<td>F-22</td>
<td>extinction</td>
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<tr>
<td>F-23</td>
<td>automatic contingencies (conditioning occurring in the absence of contrived contingencies)</td>
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<tr>
<td>F-24</td>
<td>stimulus control (Sdelta/S-, Sd/S+)</td>
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<td>F-25</td>
<td>multiple effects of a single stimulus</td>
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<tr>
<td>F-26</td>
<td>unconditioned motivating operations</td>
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<tr>
<td>F-27</td>
<td>conditioned motivating operations</td>
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<tr>
<td>F-28</td>
<td>transitive, reflexive, surrogate motivating operations</td>
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<td>F-29</td>
<td>distinguish between Sd &amp; MO</td>
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<tr>
<td>F-30</td>
<td>distinguish between MO &amp; reinforcement effects</td>
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<td>F-31</td>
<td>behavioral contingencies</td>
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<td>F-32</td>
<td>contiguity</td>
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<td>F-33</td>
<td>functional relations</td>
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<td>F-34</td>
<td>conditional discriminations</td>
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<td>F-35</td>
<td>stimulus discrimination</td>
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<td>F-36</td>
<td>response generalization</td>
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<td>stimulus generalization</td>
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<td>F-38</td>
<td>behavioral contrast</td>
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<td>behavioral momentum</td>
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<td>F-40</td>
<td>matching law</td>
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<td>F-41</td>
<td>contingency-shaped behavior</td>
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<td>F-42</td>
<td>rule-governed behavior</td>
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<td>echoics and imitation</td>
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<td>mands</td>
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<td>tacts</td>
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<td>F-46</td>
<td>intraverbals</td>
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<td>Measurement Concepts</td>
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<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>
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<tr>
<td>F-48</td>
<td>Identify the measurable dimensions of behavior (e.g., rate, duration, latency, or inter-response times).</td>
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<tr>
<td>F-49</td>
<td>Evaluate changes in level, trend, and variability.</td>
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<tr>
<td>F-50</td>
<td>Evaluate temporal relations between observed variables (within &amp; between sessions, time series).</td>
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</tbody>
</table>
Teaching and Program Committee Faculty

MMI Faculty

Regina A. Carroll, Ph.D., BCBA-D (University of Nebraska Medical Center)

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William Higgins, Ph.D., BCBA-D (University of Nebraska Medical Center)
Clinical and research interests include early intensive behavioral intervention for young children diagnosed with autism spectrum disorder, integrating behavior analysis into primary care, caregiver training, staff training, and behavioral telehealth. Publications include articles in the Journal of Applied Behavior Analysis and the Journal of Developmental and Physical Disabilities.

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Zachary C. LaBrot, Ph.D. (University of Nebraska Medical Center)
Clinical and research interests include behavioral consultation with caregivers and teachers, behavioral skills training, treatment integrity, and behavioral pediatrics. Dr. LaBrot has published journal articles in the Journal of Behavioral Education, Behavior Modification, the Journal of Obsessive-Compulsive and Related Disorders, Preventing School Failure, the Journal of Applied School Psychology, the Journal of Family Psychotherapy, Psychology in the Schools, and Perspectives on Early Childhood Psychology and Education. He has also published book chapters in Pseudoscience in Child and Adolescent Psychotherapy: Ineffective, Implausible, and Potentially Harmful Treatments; Technology Applications in School Consultation, Supervision, and School Psychology Training; and the Handbook of Pediatric Psychological Screening and Assessment in Primary Care.

Courses: Psychotherapeutic Interventions, Masters Practicum in School Psychology
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Brett R. Kuhn, Ph.D., CBSM (Oklahoma State University)
Licensed psychologist and Professor in Pediatrics and Psychology at the Munroe-Meyer Institute/University of Nebraska Medical Center. Research and clinical interests include pediatric

Courses taught: Psychotherapeutic Interventions
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Mark D. Shriver, Ph.D., BCBA-D (University of Nebraska-Lincoln), Program Director

Courses taught: Practicum supervision, Applied Behavior Analysis, Ethics and Law for Psychology and Applied Behavior Analysis
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UNO Faculty

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

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 (now Green Hills Area Education Agency) 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. She is a member of the National Association of School Psychologists and serves on the Board of Directors as a Strategic Liaison. She is also a member of the Nebraska School Psychologists Association and served as President, University Connections Chair and Webpage Editor. In addition, Dr. Kelly-Vance is the faculty sponsor of the annual summer reading program at Holy Name Elementary. Her undergraduate degree is from Purdue University and she has a MS and PhD from Indiana University.

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: Play assessment and intervention in early childhood; summer reading programs; animal assisted reading interventions; and English Language Learners.

Contact information: (402) 554-3563; lkelly-vance@unomaha.edu
Sara Kupzyk, Ph.D., BCBA (University of Nebraska-Lincoln)
Clinical and research interests in issues of treatment integrity, academic problems, parent training, and early intervention for children with emotional and learning concerns. Publications include articles in Journal of Applied Behavior Analysis, Journal of Behavioral Education and Psychology in the Schools; book chapters in Behavioral Health Promotion and Intervention for People with Intellectual and Developmental Disabilities, and the APA Handbook of Applied Behavior Analysis; and book Parenting Today’s Children: A Developmental Perspective. Dr. Kupzyk is also a licensed psychologist and provided outpatient behavioral health services at MMI before joining the faculty at UNO.

Courses taught: Proseminar: Learning, Small n Research Methods, Practicum in Applied Behavior Analysis
Contact information: (402) 554-2123; skupzyk@unomaha.edu

Adam Weaver, Ph. D. (Mississippi State University)
Dr. Weaver completed his PhD degree in School Psychology at Mississippi State University. He is a certified school psychologist in Iowa and worked as a school psychologist for Green Hills Area Education Agency for nine years before coming to UNO in 2013. Dr. Weaver has served as a challenging behavior consultant and met requirements for advanced level training in functional analysis from the Iowa Department of Education and the Center for Disabilities and Development at the University of Iowa.

Courses taught: Behavior Analysis and Intervention, Foundations of Assessment, Small n Research Designs, Psychotherapeutic Interventions
Research interests: Experimental analysis of behavior in school-based settings and behavioral consultation.
Contact information: (402) 554-3848; adamweaver@unomaha.edu
Admission Policies and Requirements

Application materials must be submitted by **January 10** for consideration for admission to the MS-ABA Program. Admission is made only for fall semester. The website for online applications is

https://www.unomaha.edu/graduate-studies/prospective-students/application-process.php

All Graduate College and UNO Departmental admission requirements are prerequisite for admission to the MS ABA 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)
- 3 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 Association of Behavior Analysis International (ABAI), the BACB® and the Nebraska Mental Health Board for the LMHP. Coursework has been verified by ABAI, the practicum has been approved by BACB and the coursework has been approved for PLMHP by the Mental Health Board of the Nebraska Department of Health and Human Services.

Required Coursework

PSYC 8000: The Profession of Psychology (no credit)

*PSYC 9040/MMI 904: Proseminar: Learning (3 credits)
PSYC 9230: Proseminar: Behavioral Neuroscience (3 credits)
PSYC 9560: Proseminar: Developmental Psychology (3 credits)
*PSYC 9130/MMI 913: Applications of Advance Statistics in Psychology (3 credits)
*PSYC 8520: Foundations of Assessment (3 credits)
*PSYC 8550/MMI 855: Psychotherapeutic Interventions (3 credits)
*PSYC 8576/MMI 857: Behavior Analysis and Intervention (3 credits)
*PSYC 8700/MMI 870: Ethics and Law for Psychology and Applied Behavior Analysis (3 credits)
*PSYC 9570/MMI 957 Applied Behavior Analysis (3 credits)
*PSYC 9100/MMI 910 Small n Research Designs (3 credits)
*PSYC 9470 Practicum in Applied Behavior Analysis (12 credits, 750 hours-1500 hours)

*These courses are available online. All online courses have a synchronous weekly meeting requirement. Students who are on campus will typically attend in person if possible. All students off campus will attend via a Video platform (e.g., Zoom).

Courses also listed above as MMI courses are taught through UNMC. To register for these courses, students will need to complete an intercampus registration application at https://intercampus.nebraska.edu/pre_inter-campus.aspx

Once intercampus registration is approved, students will complete registration for the course at UNMC Graduate Studies Office https://www.unmc.edu/gradstudies/current/index.html

Total Credit Hours Required: 42

Comprehensive Exam (required):

There are 2 parts to the Comprehensive Examination, a case presentation and an exam, and students must pass both parts.

First, students will select one case from their Practicum and make a formal presentation to a subgroup of faculty. The comprehensive exam presentation will be scheduled for March or April of the student’s second year in the program. Faculty will evaluate the presentation content and give feedback to the student. A pass/fail grade will be assigned.
The Presentation Content should address:

- Presenting Problem/Reason for referral for the case being presented
- De-identified demographics of child/adolescent and family
- Review of relevant research literature for the presenting problem with direct link to assessment and treatment
- Describe the assessment conducted and data collected
- Provide conceptual model of the problem based on assessment, research and behavioral principles and direct link to treatment
- Describe treatment
- Describe progress monitoring (e.g., single subject graphs) and subsequent decision making
- If available, present treatment integrity data, inter-rater agreement data
- Describe what went as planned and what did not throughout the case and why
- Hopefully the audience will have questions or points for discussion, but plan to have at least 4 questions/points of discussion to generate discussion

The content will vary for each case presentation depending upon the unique features of the case so that some presentations may include all points and lots of data whereas others have less data. The evaluation of this presentation is less about the quantity of data collection and primarily about each student’s understanding of relevant research and conceptual presentation of relevant behavioral principles that guide decision making.

Second, students will be required to complete the modules and exam from Behavior Development Solutions with at least an 80% passing grade. Students will be provided access to these modules starting in the Fall semester of their second year and will have until April 1st to complete all modules and exams. Note that there may be a student fee required for these modules and exam.

Optional (but strongly encouraged)

PSYC 9960 Research other than Thesis (3 credits)

or

PSYC 8990: Thesis (6 credits)

Electives (available 2020-2021)

* MMI 906 Applied Behavior Analysis in Education (3 credits)
* MMI 916 Assessment and Treatment of Autism Spectrum Disorders (3 credits)
Typical Program Course Sequence

First Year

Fall Semester
- PSYC 8000 Profession of Psychology (0 credits)
- PSYC 8576/MMI 857 Behavior Analysis and Intervention (3 credits)
- PSYC 8520 Foundations of Assessment (3 credits)
- PSYC 9040/MMI 904 Proseminar: Learning (3 credits)
- PSYC 9470 Practicum in Applied Behavior Analysis (3 credits)

Spring Semester
- PSYC 9570/MMI 957 Applied Behavior Analysis (3 credits)
- PSYC 9100/MMI 910 Small n Research Designs (3 credits)
- PSYC 8550/MMI 855 Psychotherapeutic Interventions (3 credits)
- PSYC 9470 Practicum in Applied Behavior Analysis (3 credits)

Students will likely be completing practicum experiences over the summer, but will not be meeting for the practicum class

Second Year

Fall Semester
- PSYC 8700/MMI 870 Ethics and Law for Psychology and Applied Behavior Analysis (3 credits)
- PSYC 9560 Proseminar: Developmental Psychology (3 credits)
- PSYC 9470 Practicum in Applied Behavior Analysis (3 credits)

Spring Semester
- PSYC 9230 Proseminar: Behavioral Neuroscience (3 credits)
- PSYC 9130 Applications of Advanced Statistics (3 credits)
- PSYC 9470 Practicum in Applied Behavior Analysis (3 credits)

Comprehensive Examination (required)

Research credits (optional) are typically taken during the summer after the first year and/or during the second year of the student’s program.
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.

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.

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.

8576: Behavior Analysis and Intervention (3 credits): Introduction to experimental methodology, rationale and research literature of changing behavior through behavior analysis techniques. Particular attention will be paid to methodological concerns regarding single subject design, ethical considerations and ramifications of behavior intervention with children and youth.

8700: Ethics and Law for Psychology and Applied Behavior Analysis (3 credits): The course provides graduate students with advanced knowledge of ethical codes, legal statues 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.

8990: Thesis (6 credits): Independent research project written under supervision of a faculty committee.

9040: Proseminar: Learning (3 credits): This course provides a comprehensive and intensive coverage of experimental literature on learning in humans and animals. Students are introduced to the historical foundations of behavioral learning, the basic principles of learning, and how to recognize and apply those basic principles.

9100: Small n Research Designs (3 credits): This course uses applications of research methodology that involve direct observation and single subject designs to identify evidence-based practices that address clinical problems experienced by individuals across a variety of settings. Topics covered include behavioral assessment techniques, graphing data, single subject experimental designs, and consumer satisfaction with interventions.

9230: Proseminar: Behavioral Neuroscience (3 credits): A study of the biological substrates of behavior with emphasis upon neuroanatomy, neurophysiology and neuropharmacology.
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.

9570: Applied Behavior Analysis (3 credits): This course provides in-depth exposure to the philosophy and science of applied behavior analysis. Emphasis of the course is on the intersection of the philosophy of behaviorism, the science of behavior analysis and the application of behavior analysis.

9470: Practicum in Applied Behavior Analysis (1-6 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.

9130: Applied Statistics (3 credits): covers a variety of statistical tools that may be used to answer a variety of research questions for group designs. A working knowledge of statistics is critical for conducting research in most fields as well as for understanding and evaluating research reported by others.

9960: Research other than thesis (3 credits): Research project conducted under supervision of a graduate faculty individual.
Applied Experiences

All students will be expected to be participating in supervised diverse field experiences as part of practicum and coursework.

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 MMI MS-ABA 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, Twitter, 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.

Background Check Policies and Procedures

All applied behavior analysis graduate students are 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 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 or clinic-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 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. The university uses this vendor to conduct background checks on its employees and new hires. If you are an employee of UNO or UNMC, you may still need to complete a separate background check for Human Resources. The Psychology Department does not share its database with Human Resources; the checks are for two different purposes and Human Resources has its own policies and procedures.

One Source will be conducting a background check that is similar to those used by most K-12 school districts, many non-profit organizations, and health care facilities. 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:
  o Proprietary Offender Data
  o Department of Corrections
  o Administrative Office of the Courts-dated back 7 years
  o Department of Public Safety
• **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:
  - OFAC Specially Designated nationals (SDN) & Blocked Persons
  - OFAC Sanctioned Countries, including major cities and ports
  - Non-Cooperative Countries and Territories
  - Department of State Trade Control (DTC) Debarred Parties
  - U.S. Bureau of Industry and Security Unverified Entities List, Denied Entities List, Denied Persons List
  - FBI Most Wanted Terrorists and Seeking Information, Top 10 Most Wanted
  - INTERPOL Most Wanted List
  - Bank of England, OSFI Canadian, United Nations Sanctions List
  - Politically Exposed Persons List
  - European Union Terrorism List
  - 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.

• **OIG.** OIG-Office of Inspector General-Department of Health and Human Services, under a Congressional mandate, established a program to exclude individuals and entities affected by these various legal authorities, contained in sections 1128 and 1156 of the Social Security Act, and maintains a list of all currently excluded parties called the List of Excluded Individuals/Entities. This legislation is to prevent certain individuals and businesses from participating in federally-funded health care programs. Basis for
exclusion include convictions for program-related fraud and patient abuse, licensing board actions and default on Health Education Assistance Loans.

- **System for Award Management (SAM).** The System for Award Management (SAM) combines federal procurement systems and the Catalog of Federal Domestic Assistance into one system. SAM includes Central Contractor Registry (CCR), Federal Agency Registration (Fedreg), Online Representations and Certifications Application and Excluded Parties List System (EPLS).

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). 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 system. 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. Students may request a copy of their background check.

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 professional certification or licensure.

ABA Program graduate students who have an offense which may preclude them from participating in school-based experiences, clinic practica, and/or receiving a professional certificate or license will be:

- contacted immediately by a Psychology or ABA faculty member
- asked to meet with staff members in 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 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. If a student has a felony on his or her record, the student must work with the appropriate licensing agency to determine the appropriate course of action for filing an appeal to be eligible for
certification/licensure. 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 top of the page, click on the link that says “Tools” then select “Students."

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

3. Click on the link that says “Psychology Department” then click on the red link for “Background Check │ Psychology Department.”

4. A new window will open for you to begin your check. Read the E-sign Act disclosure statement.

5. There are two parts to the background check, the Nebraska Abuse Registry search and the One Source search. You must complete both checks.

6. Please read all instructions for completing the online form for the One Source portion of the check. Follow the directions and complete the appropriate personal and payment information. **NOTE: Do not enter any information in the “Department/Position” field.**

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

8. 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.

9. Once you submit your One Source background check, you will receive a supplemental email directly from DHHS.CFSCR@nebraska.gov to complete your Nebraska Adult and Child Abuse registry check. Please follow directions in this email to complete this check.

10. Once you have completed the online submission for both searches, you have completed the background check. If you have questions, please contact Dr. Brian McKevitt at bmckevitt@unomaha.edu, 402-554-2498, or One Source at 402-933-9999 or 1-800-608-3645.
Practicum in Applied Behavior Analysis

Course description: This is a 750 (minimum) – 1500 hour practicum designed to provide students with intensive supervised experience providing applied behavior analytic services to improve the well-being of children and their families. Students will participate in at least two different practicum experiences described below. This practicum has been verified by the Behavior Analysis Certification Board (BACB).

Most practicum experiences occur at the Munroe-Meyer Institute through the Psychology Department, the Center for Autism Spectrum Disorders (CASD), or the Pediatric Feeding Department. Given that the focus of the UNO/MMI MS-ABA program is to produce applied behavior analysts who can work in community settings providing services to a broad spectrum of children and adolescents with emotional and behavioral disorders, students will be encouraged to complete at least one practicum experience in a behavioral health outpatient clinic or other related community agency or school through the MMI Psychology Department.

Students will be working in a professional setting providing services to children and families and students and will be expected to be knowledgeable of and adhere to all relevant professional and ethical standards (i.e., BACB and APA).

Examples of practicum experiences may include:

Psychology Department

Outpatient Behavioral Health clinics at MMI
Developmental Pediatrics/Psychology clinic at MMI
Metropolitan/Urban Integrative Primary Care Behavioral Health clinics in Omaha
Rural Integrative Primary Care Behavioral Health clinics in Nebraska
Autism Care for Toddlers (ACT) clinic
Outpatient Psychology clinic with Telehealth Services focus
Outpatient Psychology clinic with School Consultation focus
Outpatient Psychology clinic with Adult with IDD focus
Integrated Learning Program and ABA services for Omaha Public Schools
Applied Behavior Analysis consultation and service delivery for Westside Public Schools

Practicum rotations in the MMI Psychology Department typically will focus on providing services to children with and without developmental disabilities presenting with a wide variety of problems to outpatient psychology clinics 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, school and community.
Center for Autism Spectrum Disorders
Severe Behavior Program
Early Intervention Program
Family Behavior Management clinic

Practicum rotations in the MMI Center for Autism Spectrum Disorders typically 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.

Pediatric Feeding Disorders

Intensive Feeding Program
Outpatient Feeding Program

Practicum rotations in Pediatric Feeding typically will focus on providing services to children with severe feeding disorders. Practicum students will assist in the functional analysis, design, implementation and evaluation of treatment for children in Pediatric Feeding as well as assisting with parent training to facilitate generalization of treatment outcomes.

Optional Practicum Placement

On occasion we will consider allowing a student to complete practicum experiences with another agency outside of MMI or with whom MMI does not have a contractual relationship with yet. The practicum coordinator will visit and discuss with that agency the requirements for practicum placement and determine if the experience meets BACB standards for providing relevant experiences in applied behavior analysis. The student will be responsible for helping identify and establish a contract agreement with a BCBA supervisor at that agency consistent with BACB standards and approved by the practicum coordinator. All aspects of this syllabus will apply for this optional practicum placement.

Examples of Other Agencies Students have or are completing practicum experiences with include:

Radical Minds in Omaha, NE
Behaven Kids in Omaha and Lincoln, NE
Private Home-Based ABA Service
Apex School in Glenwood, IA
Childhood Autism Services
Assignment of Practicum Experiences

The practicum coordinator will work with each student to identify a particular clinic/agency primary contact person and assist with finding BCBA supervision. To the extent possible, students will be matched to practicum experiences based on their respective interests and professional/educational goals. In addition, the number of positions available at clinics/sites, site schedules, student schedules, and supervision availability are all considerations in practicum placement.

Over the course of a year, students may complete a different practicum experience each semester (fall, spring, summer), or complete 2 different experiences of 6 months each, or split experiences concurrently (e.g., 10 hours in early intervention and 10 hours in behavioral health). If a student remains with one site for the entire practicum year there needs to be clear demonstration that the student is provided multiple types of experiences and supervision within that site that allows for growth and competence to be able to practice independently as a behavior analyst in a community agency setting.

Other categories of experience as defined by BACB may be completed (i.e., Supervised Independent Fieldwork, Practicum) in place of, or in combination, with the Intensive Practicum experience with the approval of the BCBA site supervisor and practicum coordinator. A practicum experience must be taken for university program credit. A Supervised Fieldwork experience is arranged by the student and is not taken for university program credit.

Weekly hours and Semester Credits

Students typically will work an average of 20 hours per week (range 10 – 30). Students will typically register for 3 credits in the fall and spring semester. Students will likely still be completing practicum experiences over the summer. Total hours for 6 credits of practicum must be at least 750 hours for the intensive practicum and 1500 hours for the full 12 credits at the end of two years.

Additional detail regarding Practicum can be found in the PSYC 9470/MMI 947 Practicum in Applied Behavior Analysis syllabus each semester.

Variations on the intensive practicum (see http://www.bacb.com for descriptions of types of practicum) may be considered on a case-by-case basis with individual students.
Student Research

The scientist-practitioner model, evidence-based practice and applied behavior analysis emphasizes the importance of utilizing empirically-based practices. To this end, the MS-ABA Program trains students to be critical thinkers when reading and applying research.

All students are encouraged to and will likely participate in some research activities as part of their program experiences. 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 research advisor.

There are two options available to students in the MS-ABA Program to conduct independent research projects.

The first research participation option is Research Other than Thesis. This is an independent research project conducted under the supervision of a graduate faculty member. The student and faculty member agree upon a project and the faculty member will provide the grade for the student’s research project. The final product is required to be a formal presentation at a conference as first author or publication in a peer-reviewed journal as first or second author.

The second research participation option is the Thesis. The Thesis requires a committee of graduate faculty and involves a formal proposal meeting and defense meeting. There is a written product of the thesis project. Rather than the traditional chapter format, the completed thesis for the MA-ABA program should be a somewhat longer form of a peer-review journal submission ready manuscript.

For students interested in completing a research thesis: the following timeline is provided as guidance of necessary activities toward successful completion within the two years you are in the program. Keep in mind that UNO faculty are not available during the summer for thesis proposal or defense meetings. Also, it may take at least several weeks to schedule thesis proposals and defenses as faculty on your committee likely have full schedules, so plan early.

Year 1

September
- Complete CITI training
- Talk with Dr. Shriver and relevant faculty about research interests
- Review research interests of program faculty and other UNO/MMI faculty

October
- Identify research advisor and UNO co-chair.

October-December
- Meet with research advisor regularly to begin planning and developing thesis research project
January-February

Identify thesis committee members (must include at least one member from outside UNO Psychology, MMI Psychology and MMI CASD)
Develop thesis proposal presentation

March-April

Propose thesis to committee
Submit IRB once proposal is approved by committee

May-August

Conduct research study

Year 2

September-December

Conduct research study

January-March

Write up thesis document
Prepare thesis defense presentation
Schedule thesis defense with committee
Revise thesis as recommended by committee
Submit thesis to graduate studies office (see below)

The Master's Thesis Project Guide

https://www.unomaha.edu/graduate-studies/current-students/forms-resources.php

***Always check website for most up-to-date guidance!***

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 the first day of the month October - March. 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.

Funds may also be available through MMI for research conducted at MMI through the NU Foundation. Contact Dr. Shriver or your MMI Research Advisor for additional information.
Graduate School Policies

https://www.unomaha.edu/graduate-studies/current-students/forms-resources.php

*** (Always check Graduate Studies website for most up-to-date guidance) ***

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 (https://www.unomaha.edu/graduate-studies/_files/change-plan-of-study-form.pdf).
Upon approval, a copy will be sent to the student and department/school.

Academic Expectations and Quality of Work Standards

https://www.unomaha.edu/graduate-studies/current-students/quality-standards.php

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 ABA 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:

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.

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 MS-ABA 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 Mavlink. Graduation deadlines are available through the Office of Graduate Studies. See Graduation Checklist:

https://www.unomaha.edu/graduate-studies/current-students/graduation-checklist.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.
Disability Services

The Accessibility Services Center (ASC) 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 ASC 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. To be considered eligible and to obtain services, students must provide appropriate documentation (i.e., medical, psychological) regarding their disability. Consultations with the ASC may be scheduled at any time throughout the year. For further information, please contact ASC (Location: UNO Milo Bail Student Center, Room 126; Phone: 402-554-2872; Email: unodisability@unomaha.edu). You may also obtain information from the ASC web site, www.unomaha.edu/disability/index.php.

ASC 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
# MS in Applied Behavior Analysis

## First Year

### Fall Semester

- **PSYC 8000** Profession of Psychology (0 credits)
- **PSYC 8576/MMI 857** Behavior Analysis and Intervention (3 credits)
- **PSYC 8520** Foundations of Assessment (3 credits)
- **PSYC 9040/MMI 904** Proseminar: Learning (3 credits)
- **PSYC 9470** Practicum in Applied Behavior Analysis (3 credits)

### Spring Semester

- **PSYC 9570/MMI 957** Applied Behavior Analysis (3 credits)
- **PSYC 9100/MMI 910** Small n Research Designs (3 credits)
- **PSYC 8550/MMI 855** Psychotherapeutic Interventions (3 credits)
- **PSYC 9470** Practicum in Applied Behavior Analysis (3 credits)

Students will likely be completing practicum experiences over the summer, but will not be meeting for the practicum class.

## Second Year

### Fall Semester

- **PSYC 8700/MMI 870** Ethics and Law for Psychology and Applied Behavior Analysis (3 credits)
- **PSYC 9560** Proseminar: Developmental Psychology (3 credits)
- **PSYC 9470** Practicum in Applied Behavior Analysis (3 credits)

### Spring Semester

- **PSYC 9230** Proseminar: Behavioral Neuroscience (3 credits)
- **PSYC 9130** Applications of Advanced Statistics (3 credits)
- **PSYC 9470** Practicum in Applied Behavior Analysis (3 credits)

**Comprehensive Exam**

- BDS Training Modules/Exams complete with at least 80% passing grade
- Formal Case Presentation to ABA Faculty

**Optional, But Strongly Recommended**

- Research other than Thesis  or  Thesis