

PROGRAM HANDBOOK

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

2022-2023

(This handbook is effective for students beginning the program in Fall 2022)

**A jointly administered program between the
Psychology Department
at the University of Nebraska Omaha (UNO)
and the Munroe-Meyer Institute (MMI)
at the University of Nebraska Medical Center (UNMC)**

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2022-2023**

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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. The MS ABA program is jointly administered between UNO and UNMC/MMI. This handbook reflects policies and procedures particular to the MS ABA program. More specific information pertinent to respective graduate college policies and procedures at each campus will be found at the links below:

<https://www.unomaha.edu/graduate-studies/masters-degree/index.php>

<https://www.unmc.edu/gradstudies/current/index.html>

It is expected that students will be familiar with the contents of this handbook as well as the policies and procedures of their respective campus.

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 48-51 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 most of the content areas required for licensure as a mental health practitioner in Nebraska. During or upon completion of the program, students interested in obtaining Provisional Licensure as a Mental Health Practitioner (PLMHP) will need to complete 3-4 additional courses not offered by our program. These courses may be taken through UNO or through other local universities such as Bellevue University. Once these courses are taken, the student may submit application for review by the mental health board of the Nebraska

Department of Health and Human Services. With the PLMHP, the student will also 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 MMI at UNMC. The program has faculty with experience and expertise in the area of applied behavior analysis. The coursework is a Verified Course Sequence (VCS) approved by the Association for Behavior Analysis International (ABAI). All courses are available online.

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, students will also attain all objectives identified on the Behavior Analyst Certification Board® 5th Edition Task List available at

<https://www.bacb.com/bcba-bcaba-task-list/>

These specific objectives are considered the *minimal objectives* that will be acquired as part of this training program.

MS ABA Program Faculty

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Faculty Advisement

Students are assigned a faculty advisor after admission to the program. The role of the faculty advisor is to provide mentoring and supervision for the student with regards to progression through the program, professional development, research, and practicum experiences. We strive to provide a faculty advisor-student match that will best facilitate the student's learning experience. If either the faculty or the student determine that another faculty-student match would be better for the

student, then a petition for advisor change would be made by the current faculty advisor and student and potential faculty advisor to the ABA program committee for review and approval. The ABA program director should be contacted to assist with this process as it will vary depending upon the student's campus of enrollment. Note that it is expected that whenever possible the current faculty advisor and student first attempt to work out any difficulties with the advisement relationship and that these attempts be documented prior to seeking a change in faculty advisors.

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.

All UNO or UNMC Graduate College 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 following information is required for every individual applying to the ABA program:

- 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 for a Verified Course Sequence of the Association of Behavior Analysis International (ABAI) allowing eligibility to sit for the BCBA exam upon completion of fieldwork experience requirements also. See Appendix A for a sample Plan of Study.

Required Coursework

PSYC 8000: The Profession of Psychology (no credit)

PSYC 9040/MMI 904: Proseminar: Learning (3 credits)

PSYC 9560: Proseminar: Developmental Psychology (3 credits)

MMI 813 Applications of Statistics in Psychology (3 credits)

or PSYC 9130 Applications of Advance Statistics in Psychology (3 credits)

PSYC 8520: Foundations of Assessment (3 credits)

PSYC 9050/MMI 905 Applied Behavior Analysis in Education (3 credits)
PSYC 9140/MMI 914 Assessment and Treatment of Autism Spectrum Disorders (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)
PSYC 9960/MMI 896 Research other than Thesis (3 credits)
 or PSYC 8990/MMI 899: Thesis (6 credits)

Courses are available online. Most online courses have a synchronous weekly meeting requirement. Students who are on campus may attend in person if possible. All students off campus will attend via a Video platform (e.g., Zoom). Research advisement may be online, but research will typically need to be onsite where the student is participating in practicum. Similarly, practicum is in-person, but may be off campus and supervision may be arranged to be virtual if needed and available. The placement and modality of research and practicum experiences need to be arranged between the student and faculty advisor.

UNO students taking UNMC courses and UNMC students taking UNO courses need to complete an intercampus registration application **every semester** at https://intercampus.nebraska.edu/pre_inter_campus.aspx

Once intercampus registration is approved, students will complete registration for the course at the campus from which the course is being taught

Total Credit Hours Required: 48-51

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 comprising a comprehensive exam committee. The student will be responsible for identifying at least three ABA faculty to serve on their comprehensive exam committee. One of the members will likely be the student's faculty advisor. The comprehensive exam presentation will be scheduled for March or April of the student's second year in the program. The presentation is typically about 30 minutes. 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 all the modules from Behavior Development Solutions except for the final practice exams. 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.

See Appendix B for additional guidance and evaluation forms for the comprehensive exam.

Typical Program Course Sequence for a Full-Time Student

First Year

Fall

PSYC 8000 Professions of Psychology (0 credits)
PYSC 9040/MMI 904 Proseminar: Learning (3 credits)
PSYC 9570/MMI 957 Applied Behavior Analysis (3 credits)
PSYC 8520 Foundations of Assessment (3 credits)
PSYC 9470/MMI 947 Practicum in ABA (3 credits)

Spring

MMI 914/PSYC 9140 Assessment and Treatment of Autism (3 credits)
PSYC 9100/MMI 910 Small n Research Methods (3 credits)
PSYC 8576/MMI 857 Behavior Analysis and Intervention (3 credits)

PSYC 9470/MMI 947 Practicum in ABA (3 credits)

Summer

Will continue with practicum PSYC 9470/MMI 947 but no scheduled classes

Second Year

Fall

PSYC 8700/MMI 870 Ethics and Law for Psych and ABA (3 credits)

PSYC 9560 Proseminar: Developmental Psychology (3 credits)

PSYC 9470/MMI 947 Practicum in ABA (3 credits)

Spring

MMI 905/PSYC 9050 ABA in Education (3 credits)

PSYC 8550/MMI 855 Psychotherapeutic Interventions (3 credits)

MMI 813/ PSYC 9130 Applied Statistics (3 credits)

PSYC 9470/MMI 947 Practicum in ABA (3 credits)

Comprehensive Examination (required)

Research credits (3 credits for Research other than Thesis PSYC 9960/MMI 896 or 6 credits for Thesis PSYC 8990/MMI 899) are typically taken during the summer after the first year and/or during the second year of the student's program.

Course Sequence for Part-Time Students

Course sequence for part-time students will vary depending upon their unique circumstances. The part-time student will need to work closely with their advisor to create a program of study that outlines which courses will be taken when. Since part-time students may take 3-4 or more years to complete the sequence of courses, there is no guarantee that courses will always be offered the same semester as outlined above. In addition, with an extended program beyond two years, it is possible that changes in requirements for BCBA may be enacted by the BACB or changes in coursework requirements may be enacted by ABAI. Part-Time students are subject to potential changes in program requirements that may occur during their time in the program.

Applied Experiences

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

Ethical Conduct and Professional Behavior

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 their practicum 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 faculty advisor 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 and other activities or events associated with the MS ABA program. As such, students should always present themselves in a professional and appropriate manner. This includes dressing, speaking, and writing (including emails) 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. Professionalism also means checking emails and other forms of communication regularly and responding in a timely manner to faculty, peers and colleagues.

Background Checks 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.

UNMC students will receive notification from UNMC Graduate Studies to complete background check and will not be allowed to register for courses until that background check is completed. The process will be similar to that described below.

UNO students will receive notification about completing background checks from a UNO Psychology ABA program faculty during the summer prior to beginning coursework and practicum. An outline of the process is provided below.

The background check will be conducted:

- by a vendor selected by the university
- prior to the student's participation in any public or private, school, clinic, or community-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 fieldwork 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*. 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. **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:
 - 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:
 - 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 Sara Kupzyk). 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 or clinic site, 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 or may request the copy be submitted to a school district or agency on their behalf.

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

- contacted immediately by an ABA 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. 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.

Practicum in Applied Behavior Analysis

Course description: This is a 750 (minimum) – 1500 hour practicum* designed to provide students with concentrated supervised fieldwork 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; typically a major and a minor rotation. Students will have a major rotation where they will obtain the majority of their hours. At some point over the course of the two years, they will work with their advisor and practicum instructor to participate in a minor rotation that provides a different experience delivering ABA services than their major rotation.

**Note that 1500 hours of concentrated supervised fieldwork or 2000 hours of supervised fieldwork are required to sit for the BCBA exam. If a student has not accrued 1500 by the end of their graduate*

program, they may choose to extend their graduation until the hours are accrued or they may graduate and accrue hours under an independent contract with a BCBA supervisor until they reach 1500 or 2000.

A student's practicum is expected to adhere to requirements of the Behavior Analysis Certification Board (BACB) fieldwork experience standards as outlined at <https://www.bacb.com/bcba/>

Most practicum experiences occur at the Munroe-Meyer Institute through the Psychology Department, the integrated Center for Autism Spectrum Disorders (iCASD), Severe Behavior, or the Pediatric Feeding 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).

Students may also complete practicum experiences with another agency outside of MMI or with whom MMI does not have a contractual relationship with yet. The faculty advisor and/or 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 faculty advisor and practicum coordinator.

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

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 will participate in 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. Student's completing Research other than Thesis need to complete a project outline with their faculty advisor

as described in Appendix C prior to beginning their project.

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 your advisor and relevant faculty about research interests
- Review research interests of program faculty and other UNO/MMI faculty

October

- Identify research advisor (typically your faculty advisor)

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, MMI Severe Behavior, MMI Pediatric Feeding, and MMI iCASD)
- 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/thesis-masters.php>

<https://www.unmc.edu/gradstudies/current/degree-requirements/index.html>

*** (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

<https://www.unomaha.edu/office-of-research-and-creative-activity/students/ucrca-students.php>

Funds may also be available through MMI for research conducted at MMI through the NU Foundation. Contact your MMI Research Advisor for additional information.

Academic Expectations and Quality of Work Standards

All students, regardless of campus, will be expected to follow the academic expectations and quality of work standards described below.

<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 (ABA MS Program)

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)

All students, regardless of campus, will be subject to the academic integrity policy and procedures outlined at the link below

<https://www.unomaha.edu/campus-policies/academic-integrity.php>

Transfer of Graduate Credit

The Transfer of Graduate credit for course work taken at another accredited university differs across the UNO and UNMC campuses. Students wishing to use credit taken from a university outside the University of Nebraska system should contact the MS ABA program director and review the transfer of credit policy respective to their home campus.

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.

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

While advisors and faculty will do what we can to support a student's timely completion of program requirements for graduation, students are ultimately responsible for knowing and adhering to timelines for graduation requirements at their respective campus. Failure to do so can result in a delay in graduation.

<https://www.unmc.edu/gradstudies/current/degree-requirements/index.html>

<https://www.unomaha.edu/graduate-studies/current-students/graduation-checklist.php>

Counseling and Psychological and Disability Services

Accommodations are available for students with disabilities at either UNO or UNMC campus.

<https://www.unmc.edu/student-success/support-services/accessibility-services/index.html>,
www.unomaha.edu/disability/index.php.

In addition, counseling and psychological services are available on UNO and UNMC campuses.

<https://www.unmc.edu/stucouns/>

<https://www.unomaha.edu/student-life/wellness/counseling-and-psychological-services/index.php>

We encourage students to utilize the resources on each of the campuses that will help ensure and enhance their wellness.

Appendix A

Plan of Study Checklist

- PSYC 8000: The Profession of Psychology (no credit)
- PSYC 9040/MMI 904: Proseminar: Learning (3 credits)
- PSYC 8520: Foundations of Assessment (3 credits)
- PSYC 9570/MMI 957 Applied Behavior Analysis (3 credits)

- PSYC 9140/MMI 914 Assessment and Treatment of Autism Spectrum Disorders (3 credits)
- PSYC 9100/MMI 910 Small n Research Designs (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 9560: Proseminar: Developmental Psychology (3 credits)

- PSYC 9050/MMI 905 Applied Behavior Analysis in Education (3 credits)
- PSYC 8550/MMI 855: Psychotherapeutic Interventions (3 credits)
- MMI 813 Applications of Statistics in Psychology (3 credits)
 - or** *PSYC 9130 Applications of Advance Statistics in Psychology (3 credits)

- PSYC 9470 Practicum in Applied Behavior Analysis (12 credits, 1500-2000 hours)

- Research
 - PSYC 9960/MMI 896 Research other than Thesis (3 credits)
 - OR
 - PSYC 8990/MMI 899: Thesis (6 credits)

- Comprehensive Exam
 - BDS Modules
 - Case presentation

Appendix B

Comprehensive Exam Guidance and Evaluation Forms

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

Case Presentation

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. The presentation is typically about 30 minutes. 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.

Forming your committee

Students are responsible for identifying three faculty to serve on their committee. At least one faculty member should be from outside of their area of expertise (e.g., if practicum is in the schools, an outside committee member could be from the feeding program). All faculty members must hold graduate faculty status and can be from UNO or MMI. Once the committee is formed, students are responsible for providing the following information to Dr. Kupzyk:

1. List of faculty committee members with advisor/chair and outside committee member noted

2. Date and time for the presentation. The total presentation process will take approximately 1 hr, with 30 min to present, 5-10 min faculty discussion without the student, 5-10 min to review feedback with the student.

Preparing for the case presentation

1. Students should coordinate with the advisor and practicum supervisor to identify an appropriate case for presentation. Note: Students should select a case that they have not presented on in practicum. However, if the student does not have another client they can present on for the comp exam presentation, they should discuss the situation with their advisor and program chair to determine the best way to proceed (e.g., presenting on different concerns/interventions used over the course of treatment).
2. Students should carefully review the content to be included and create a presentation.
3. Students are encouraged to practice the presentation with peers, supervisors, or faculty and incorporate feedback into the presentation.

Completing the case presentation

1. All committee members should have the comprehensive exam evaluation forms (included at the end of this document).
2. The case presentation should last about 30 min followed by discussion.
3. The committee members will discuss the presentation without the student present.
4. The committee members review feedback with the student and state whether or not the student passed the exam.

Submitting evaluation forms for completion

1. The student should email the title and final presentation (PowerPoint or pdf) to their advisor. The advisor should save the file on Teams under Comprehensive Exams.
2. The advisor/chair should gather all of the evaluation forms from the committee members. The forms should be emailed to Dr. Shriver along with a statement of whether or not the student passed the exam.

Behavior Development Solutions Modules

Second, students will be required to complete all the modules from Behavior Development Solutions except for the final practice exams. 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.

Comprehensive Examination Presentation Feedback

Student: _____ Date: _____

Presentation title: _____

Name Faculty Giving Feedback: _____

Note that this is an applied case presentation and emphasis of evaluation is on student's case conceptualization, knowledge of relevant research, and data-based decision making. Ratings should be based on the power point presentation AND student's verbal presentation. If an item below is not in the presentation, ask the student about the item.

For each point below, use this scale to rate the clarity of the information provided. Mark NA if not necessary part of the case presentation.

Excellent

Poor

6

5

4

3

2

1

Space is _____ provided after each item for comments

____ Presentation provided information on the reason for referral/presenting problem

____ Presentation provided de-identified demographics of the child/adolescent and family

____ Presentation included a review of relevant research literature for the presenting problem with direct link to assessment and treatment

___ The assessment procedures used were described and data were presented from the assessment

___ A conceptual model of the problem situation based on assessment, research and behavioral principles with a direct link to treatment was presented

___ Presentation included a description of the treatment

___ Progress monitoring (e.g., single subject graphs/figures) was presented with link to decision making

___ Presentation included treatment integrity/adherence data and inter-rater agreement data when possible

___ Presentation included consideration of any relevant ethical issues

___ Presentation included description of what worked as planned and what did not and why

___ The Presenter addressed questions professionally

___ Presentation was conducted professionally (delivery, appearance, attire, handouts).

	Excellent					Poor
Overall evaluation (circle one):	6	5	4	3	2	1

Comments:

DEPARTMENT OF PSYCHOLOGY - UNIVERSITY OF NEBRASKA AT OMAHA
Masters Comprehensive Exam

EXAMINATION REPORT

Student's Name: _____ Date of Oral Examination: _____

Degree: _____ Specialty: _____

As a member of this student's supervisory committee, the Department of Psychology is seeking your evaluation of this comprehensive exam. We would appreciate your candid rating on the scales below and any additional comments you might provide.

	Not Acceptable	Proficient	Exceeds standard	Exceptional
The exam cited appropriate literature from their discipline	1-----	2-----	3-----	4-----
The exam demonstrated appropriate connections to the field as a whole	1-----	2-----	3-----	4-----
The exam cited information was correctly interpreted	1-----	2-----	3-----	4-----
The exam was well written and followed an appropriate manuscript style	1-----	2-----	3-----	4-----
The student's defense of this thesis exhibited his/her knowledge and understanding of the field	1-----	2-----	3-----	4-----

Guidance on Masters' vs Doctors' proficiency:

Master's students are expected to demonstrate basic-level competencies and to be exposed to higher-level concepts. For example, whereas a doctoral student may take several courses in statistical analysis, the master's student may have just one or two courses. Besides fewer credit hours, master's education is typically delivered with a larger student-to-faculty ratio than is true of doctoral-level training (Lowe, 1993; Tett et al., 2013). This type of training is consistent with the generalization that master's-level students will typically be consumers of knowledge, rather than producers of new knowledge. As such, they are engaged in applying this knowledge to issues in their discipline. Those involved in research usually do so under the guidance of a doctoral-level psychologist.

As a result of the breadth and depth differences in training, it is expected that compared to a master's student, a doctoral student would have a higher level of proficiency in the areas of competence listed. In the future, it may be useful to differentiate various levels of proficiency for each competency.

Appendix C

Research other than Thesis Plan

Capstone Project

Student:

Faculty Supervisor:

Other Project Collaborators:

Semester and Number of Credit Hours:

Project Timeline:

Targeted Poster Presentation Conference:

Project Site:

Title of Project:

Brief Description of the Project:

Learning Goals:

- 1) Understanding the conceptualization of the intervention (why it is likely to work)
- 2) Determining why the research design was selected (how it will help answer the research question and control for potential threats to internal validity)
- 3) Collecting data
- 4) Interpreting data and making decisions based on the data (e.g., is the intervention working and how you know, are changes needed to increase response)
- 5) Presenting and summarizing the project for an audience

Evaluation Procedure:

- 1)
- 2)
- 3) ... will submit and present a poster or presentation proposal for a conference.