PROGRAM HANDBOOK

Master of Arts Degree in Psychology with a concentration in Applied Behavior Analysis (MA-ABA)

2016-2017
(This handbook is effective for students beginning the program in Fall 2016)

A collaboration between the UNO Psychology Department and MMI Psychology Department at UNMC
http://www.unomaha.edu/schoolpsych/MA.php
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2016-2017

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Master of Arts with Concentration in Applied Behavior Analysis Program
University of Nebraska at Omaha

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

**Program Description**

The Applied Behavior Analysis Program 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](http://www.BACB.com)) for certification as Board Certified Behavior Analysts® (BCBA®). Students in the program complete 36 credit hours to earn a Master of Arts Degree in Psychology. The MA-ABA Program typically takes two years of full time study to complete.

Coursework in the MA-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 licensure 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 needs 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 MA-ABA Program is a collaborative program managed 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 has been approved by the Behavior Analyst Certification Board® ([www.BACB.com](http://www.BACB.com)). The coursework includes online and on-campus courses.

**Program Philosophy**

The UNO- MMI MA-ABA Program’s mission is to graduate students who have met high levels of academic excellence relevant to the knowledge and skills of applied behavior analysis. The MA-ABA Program trains students in a behavior analytic orientation to provide much needed services for children and adolescents with behavioral and neurodevelopmental disabilities.
## Training Objectives

Based on the program’s philosophy, students are trained according to the following objectives. Note that these 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](http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf)

<table>
<thead>
<tr>
<th>Client-Centered Responsibilities</th>
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<tbody>
<tr>
<td><strong>A. Identification of the Problem</strong></td>
</tr>
<tr>
<td>A-01 Review records and available data (steps include ID client, receive request, ID referral problem, behavioral rating scales, checklists, interviews).</td>
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<tr>
<td>A-02 Consider biological variables that may be affecting the client.</td>
</tr>
<tr>
<td>A-03 Conduct a preliminary assessment of the client in order to identify the referral problem.</td>
</tr>
<tr>
<td>A-04 Explain behavioral concepts using everyday language (lay terms).</td>
</tr>
<tr>
<td>A-05 Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms.</td>
</tr>
<tr>
<td>A-06 Provide behavior analysis services in collaboration with others who support and/or provide services to one’s clients.</td>
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<tr>
<td>A-07 Practice within one’s limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.</td>
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<tr>
<td>A-08 Determine and make environmental changes that reduce the need for behavior analysis services.</td>
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<thead>
<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>
</tr>
<tr>
<td>B-01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.</td>
</tr>
<tr>
<td>B-02 Select a schedule of observation and recording periods.</td>
</tr>
<tr>
<td>B-03 Select a data display that effectively communicates quantitative relations.</td>
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<tr>
<td>B-04 Evaluate changes in level, trend, and variability.</td>
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<tr>
<td>B-05 Evaluate temporal relations between observed variables (within &amp; between sessions, time series).</td>
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<tr>
<th><strong>C. Assessment</strong></th>
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<tr>
<td><strong>Prerequisite skills are detailed in Basic Skills, Experimental Design section.</strong></td>
</tr>
<tr>
<td>C-01 Define behavior in observable and measurable terms.</td>
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<tr>
<td>C-02 Define environmental variables in observable and measurable terms.</td>
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<tr>
<td>C-03 Design individualized behavioral assessment procedures.</td>
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<tr>
<td>C-04 Design measurement of existing behavior-environment relations.</td>
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<tr>
<td>C-05 Design assessment procedures that alter environmental antecedents.</td>
</tr>
<tr>
<td>C-06 Design assessment procedures that alter environmental consequences.</td>
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<tr>
<td>C-07 Design assessment procedures that alter both environmental antecedents and consequences.</td>
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<tr>
<td>C-08 Organize, analyze and interpret observed data.</td>
</tr>
<tr>
<td>C-09 Make recommendations regarding behaviors that must be established, maintained, increased or decreased.</td>
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<tr>
<td>C-10 Identify motivators (preference and choice assessments, observations).</td>
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<tr>
<td>C-11 Conduct reinforcer assessments.</td>
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<tr>
<td>C-12 Repeat assessments based on ongoing data evaluation.</td>
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<tr>
<th><strong>D. Intervention</strong></th>
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<tbody>
<tr>
<td><strong>Prerequisite skills are detailed in Basic Skills, Behavior Change sections.</strong></td>
</tr>
<tr>
<td>D-01 State desired intervention outcomes in observable and measurable terms.</td>
</tr>
<tr>
<td>D-02 Identify potential intervention strategies based on assessment results and the best available scientific evidence.</td>
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<tr>
<td>Make recommendations and selections regarding intervention strategies and treatment outcomes based on:</td>
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<tr>
<td>D-03 task analysis</td>
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<td>D-04 client preferences</td>
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<td>D-05</td>
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<td>D-15</td>
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**E. Implementation, Management and Supervision**

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

**Measurement**

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

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<tbody>
<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>
</tr>
<tr>
<td>X-02</td>
<td>Review relevant literature and interpret articles from the behavior analytic literature.</td>
</tr>
<tr>
<td>X-03</td>
<td>Systematically arrange independent variables to demonstrate their effects on dependent variables.</td>
</tr>
<tr>
<td>X-04</td>
<td>Use withdrawal designs.</td>
</tr>
<tr>
<td>X-05</td>
<td>Use reversal designs.</td>
</tr>
<tr>
<td>X-06</td>
<td>Use alternating treatments (i.e., multi-element, simultaneous treatment, multiple or concurrent schedule) designs.</td>
</tr>
<tr>
<td>X-07</td>
<td>Use changing criterion designs.</td>
</tr>
<tr>
<td>X-08</td>
<td>Use multiple baseline designs.</td>
</tr>
<tr>
<td>X-09</td>
<td>Use multiple probe designs.</td>
</tr>
<tr>
<td>X-10</td>
<td>Use combinations of design elements.</td>
</tr>
<tr>
<td>X-11</td>
<td>Conduct a component analysis (i.e., determining effective components of an intervention package).</td>
</tr>
<tr>
<td>X-12</td>
<td>Conduct a parametric analysis (i.e., determining effective parametric values of consequences, such as duration or magnitude).</td>
</tr>
</tbody>
</table>

**Behavior Change Considerations**

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

**Fundamental Elements of Behavior Change**

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

**Specific Behavior Change Procedures**

<p>| 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. |</p>
<table>
<thead>
<tr>
<th>Behavior Change Systems</th>
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<tbody>
<tr>
<td>TS-01 Use self-management strategies.</td>
</tr>
<tr>
<td>TS-02 Use token economy procedures and other conditioned reinforcement systems (e.g., TAG Teach).</td>
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<tr>
<td>TS-03 Use Direct Instruction.</td>
</tr>
<tr>
<td>TS-04 Use precision teaching.</td>
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<tr>
<td>TS-05 Use personalized system of instruction (PSI).</td>
</tr>
<tr>
<td>TS-06 Use incidental teaching techniques.</td>
</tr>
<tr>
<td>TS-07 Use functional communication training procedures.</td>
</tr>
<tr>
<td>TS-08 Use augmentative communication systems.</td>
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<table>
<thead>
<tr>
<th>Explain and behave in accordance with the philosophical assumptions of behavior analysis:</th>
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<tbody>
<tr>
<td>F-01 lawfulness of behavior</td>
</tr>
<tr>
<td>F-02 selectionism (phylogenic, ontogenic, cultural)</td>
</tr>
<tr>
<td>F-03 determinism</td>
</tr>
<tr>
<td>F-04 empiricism</td>
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<tr>
<td>F-05 parsimony</td>
</tr>
<tr>
<td>F-06 pragmatism</td>
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<tr>
<td>F-07 environmental explanations of behavior (as opposed to mentalistic)</td>
</tr>
<tr>
<td>F-08 Distinguish between radical behaviorism, methodological behaviorism and structuralism.</td>
</tr>
<tr>
<td>F-09 Distinguish among the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral technologies.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Define and provide examples of:</th>
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<tbody>
<tr>
<td>F-10 behavior, response, response class</td>
</tr>
<tr>
<td>F-11 environment, stimulus and stimulus class</td>
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<td>F-12 stimulus equivalence</td>
</tr>
<tr>
<td>F-13 respondent relations (US, UR)</td>
</tr>
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<td>F-14 respondent conditioning (CS, CR)</td>
</tr>
<tr>
<td>F-15 operant conditioning</td>
</tr>
<tr>
<td>F-16 respondent - operant interactions</td>
</tr>
<tr>
<td>F-17 unconditioned reinforcement</td>
</tr>
<tr>
<td>F-18 conditioned reinforcement</td>
</tr>
<tr>
<td>F-19 unconditioned punishment</td>
</tr>
<tr>
<td>F-20 conditioned punishment</td>
</tr>
<tr>
<td>F-21 schedules of reinforcement and punishment</td>
</tr>
<tr>
<td>F-22 extinction</td>
</tr>
<tr>
<td>F-23 automatic contingencies (conditioning occurring in the absence of contrived contingencies)</td>
</tr>
<tr>
<td>F-24 stimulus control (Sdelta/S-, Sd/S+)</td>
</tr>
<tr>
<td>F-25 multiple effects of a single stimulus</td>
</tr>
<tr>
<td>F-26 unconditioned motivating operations</td>
</tr>
<tr>
<td>F-27 conditioned motivating operations</td>
</tr>
<tr>
<td>F-28 transitive, reflexive, surrogate motivating operations</td>
</tr>
<tr>
<td>F-29 distinguish between Sd &amp; MO</td>
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<tr>
<td>F-30 distinguish between MO &amp; reinforcement effects</td>
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<tr>
<td>F-31 behavioral contingencies</td>
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<td>F-32 contiguity</td>
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<td>F-33 functional relations</td>
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<td>F-34 conditional discriminations</td>
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<tr>
<td>F-35 stimulus discrimination</td>
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<tr>
<td>F-36 response generalization</td>
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<td>F-37 stimulus generalization</td>
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<tr>
<td>F-38 behavioral contrast</td>
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<td>F-42</td>
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**Distinguish between verbal and non-verbal operants:**
- F-43 echoics and imitation
- F-44 mands
- F-45 tacts
- F-46 intraverbals

**Measurement Concepts**
- **F-47** State the advantages and disadvantages of using continuous measurement procedures and discontinuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling).
- **F-48** Identify the measurable dimensions of behavior (e.g., rate, duration, latency, or inter-response times).
- **F-49** Evaluate changes in level, trend, and variability.
- **F-50** Evaluate temporal relations between observed variables (within & between sessions, time series).
Teaching and Program Committee Faculty

MMI Faculty

**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*.

**Courses taught:** Behavior Analysis and Intervention, Small-n Research Methodologies, Practicum in Applied Behavior Analysis  
**Contact information:** (402) 559-6408; whiggins@unmc.edu

**Sara Kupzyk, Ph.D., BCBA-D (University of Nebraska-Lincoln)**

**Courses taught:** Proseminar: Learning, Practicum in Applied Behavior Analysis, Master’s Practicum in School Psychology  
**Contact information:** (402) 559-6408; sara.kupzyk@unmc.edu

**Holly Roberts Ph.D. (Illinois State University)**
Clinical and research interests in developmental, educational, and behavioral outcomes of NICU graduates, outcomes of children with congenital heart disease, prescription practices of pediatricians and pediatric primary care. Publications include articles in *Congenital Heart Disease, Journal of Child Neurology* and *Psychology in the Schools*.

**Courses taught:** Psychotherapeutic Interventions, Applied Statistics  
**Contact information:** (402) 559-6408; hroberts@unmc.edu

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

**Courses taught:** ABA practicum coordination, Applied Behavior Analysis, Ethics and Law for Psychology and Applied Behavior Analysis, Thesis and research supervision  
**Contact information:** (402) 559-6408; mshriver@unmc.edu
Rachel Valleley, Ph.D. (University of Nebraska-Lincoln)
Clinical and research interests revolve around behavioral health in primary care (e.g., the impact that behavioral health problems have on primary care, demonstrating the effectiveness of the integrated model on behavioral health, and the unique contributions that behavioral health specialists can have upon primary care). Publications include articles in *Journal of Applied Behavior Analysis, Pediatrics, Clinical Pediatrics, and Families, Systems, & Health*.

**Courses taught:** Psychotherapeutic interventions  
**Contact information:** (402) 559-6408; rvallele@unmc.edu

UNO Faculty

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

Dr. Kelly-Vance has provided school psychology services to districts in Indiana, Michigan, and Iowa. Prior to coming to UNO in 1995, she worked for Area Education Agency 13 (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

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, Psychological and Educational Testing, 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 5 for consideration for admission to the MA-ABA Program. Admission is made only for fall semester. The website for online applications is https://admit.nebraska.edu/applyUNO/login.action

Master of Arts in Psychology (M.A.)

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

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

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

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

All students take the same program of study. The course sequence reflects the requirements of the UNO Psychology department, the BACB® and LMHP. All BCBA® courses have been approved by the BACB® and the 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: Proseminar: Learning (3 credits)
PSYC 9230: Proseminar: Behavioral Neuroscience (3 credits)
PSYC 9560: Proseminar: Developmental Psychology (3 credits)
PSYC 9010: Proseminar: Statistical Methods I (3 credits) OR
   PSYC 9020: Proseminar: Statistical Methods II (3 credits) OR
   PSYC 9910: Applied Statistics (3 credits)
*PSYC 8520: Foundations of Assessment (3 credits)
*PSYC 8550: Psychotherapeutic Interventions (3 credits)
PSYC 8576: Behavior Analysis and Intervention (3 credits)
*PSYC 8700: Ethics and Law for Psychology and Applied Behavior Analysis (3 credits)
PSYC 9570 Applied Behavior Analysis (3 credits)
PSYC 9100 Small n Research Designs (3 credits)
PSYC 9470 Practicum in Applied Behavior Analysis (6 credits, 750 hours)

*Online or partially online.

Total Credit Hours Required: 36

Comprehensive Exam (required): Students will select one case from their Practicum and make a formal presentation to faculty and fellow students. 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.

Optional (but strongly encouraged)
PSYC 9960 Research other than Thesis (3 credits)
or
PSYC 8990: Thesis (6 credits)

Typical Program Course Sequence

First Year

Fall Semester
PSYC 8000 the Profession of Psychology (0 credits)
PSYC 8576 Behavior Analysis and Intervention (3 credits)
PSYC 8520 Foundations of Assessment (3 credits)
PSYC 9040: Proseminar: Learning (3 credits)

Spring Semester
PSYC 9570 Applied Behavior Analysis (3 credits)
PSYC 9100 Small n Research Designs (3 credits)
PSYC 8550 Psychotherapeutic Interventions (3 credits)
PSYC 9470 Practicum in Applied Behavior Analysis (2 credits)

Summer
PSYC 9470 Practicum in Applied Behavior Analysis (2)

Second Year

Fall Semester
PSYC 8700 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 (2 credits)

Spring Semester
PSYC 9230: Proseminar: Behavioral Neuroscience (3 credits)
PSYC 9910 Applied Statistics (3 credits)

Comprehensive Examination
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 modification techniques. Particular attention will be paid to methodological concerns regarding single subject design, ethical considerations and ramifications of behavior intervention with children and youth.

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.

9010: Proseminar: Statistical Methods I (3 credits): The purpose of this course is to introduce students to the statistical concepts of correlation and regression. The course will cover basic understanding of these techniques, their applications, and interpretations of results.

9020: Proseminar: Statistical Methods II (3 credits): An advanced approach to experimental design and inferential statistics using the analysis of variance models.

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.

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

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

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

Ethical Conduct

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

Students are reminded that they represent the UNO MA-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.
Practicum in Applied Behavior Analysis

Description and Setting
This is a 750 hour practicum designed to provide students with intensive supervised experience providing behavior analytic services to improve the well-being of children and their families. Students will participate in at least two different practicum rotations. Examples of practicum rotations may include:

Psychology Department rotations
- MMI Outpatient Behavioral Health clinics
- Developmental Pediatrics/Psychology clinic
- Metropolitan/Urban Integrative Primary Care Behavioral Health clinics
- Rural Integrative Primary Care Behavioral Health clinics
- Autism Care for Toddlers Clinic
- Outpatient Psychology clinic with Telehealth Services focus
- Outpatient Psychology clinic with School Consultation focus

Center for Autism Spectrum Disorders rotations
- Severe Behavior Program
- Early Intervention Program
- Pediatric Feeding Disorders
- Behavior Family Management clinic
- Virtual Care program
- School Consultation program

Most practicum rotations occur through the Psychology Department and the Center for Autism Spectrum Disorders Department at the Munroe-Meyer Institute. Given that the focus of the UNO/MMI MA-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 behavioral disorders, students will be encouraged to complete at least one practicum rotation in a behavioral health outpatient clinic or other related community agency through the MMI Psychology Department. To the extent possible, students will be matched to practicum rotations based on their respective interests and professional/educational goals. In addition, the number of positions available at sites, site and student schedules, and supervision availability are considerations in practicum placement.

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.

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 and school and community.

Students will be working in a professional setting providing services to children and families and will be expected to be knowledgeable of and adhere to all relevant professional and ethical standards.
Typically, students will work approximately 20 hours per week (range of 10-30 hours) until at least 750 hours are accumulated. Rotations are assigned per the semester/summer academic schedule. Students typically will sign up for 2 credits in fall (300 hours), 2 credits in spring (300 hours) and 2 credits in summer (150 hours). A written plan/contract for obtaining necessary hours and describing the student’s learning experiences will be negotiated between each individual supervisor and student each rotation and approved by the practicum coordinator. A log of hours and experiences will be kept by each student and reviewed at least monthly by the supervisor and by the practicum coordinator.

Upon completion of each semester practicum experience, students will provide the following materials to Dr. Shriver who will approve the materials and submit a grade. All materials need to be in one electronic file that is sent via email.

- Complete log of all activities
- Copies of the signed Weekly Supervision evaluations
- Practicum contract with signatures
- Signed BACB experience verification form

In addition, students need to have their supervisor submit a suggested letter grade to Dr. Shriver via email.

Additional detail regarding Practicum can be found in the PSYC 9470 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 and applied behavior analysis emphasizes the importance of utilizing empirically-based practices. To this end, the MA-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 MA-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
from: http://www.unomaha.edu/graduate/thesis_masters.php

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

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

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

The thesis, thesis-equivalent project or EdS field project is not considered to be a publication thus it may be published, in whole or in part, and either quoted or paraphrased, by giving appropriate credit to the relevant Department/School, the Graduate College, and the University of Nebraska at Omaha.

File a Proposed Supervisory Committee form and a Thesis Proposal Approval Form with the Office of Graduate Studies before initiating the thesis, thesis-equivalent project or Eds field project at least one semester prior to your anticipated graduation date.

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

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

- One paper copy each of the Abstract and of the Title Page
- Report on Completion of Degree form, signed by supervisory committee

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

After the documents are submitted to the Office of Graduate Studies, the students will upload their thesis/project to ProQuest. Instructions for the upload at [http://dissertations2.umi.com/unomaha/](http://dissertations2.umi.com/unomaha/)

ETDs are to be checked for formatting, pagination, spelling, grammar, and typos by the student and the student's Supervisory Committee.

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

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

Please Note: There is a fee to submit the ETD through ProQuest. The amounts are noted on their website. After successfully uploading the thesis/thesis-equivalent project, or EdS Field Project, The Office of Graduate Studies will be notified electronically by ProQuest of the submission and asked to provide final approval. Final approval of the thesis/project will not be granted if steps 1-2 above are not completed.

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

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

**Page numbering**
Except for the Title Page and Abstract, number all pages in your ETD. (Page numbers appear in page headers and are right-justified. Consult the help files of your software on how to set up "Page Headers.") For pages before the introductory text, use small Roman numerals (i. ii. iii. iv. etc.) placed in the upper right corner of the page. Exceptions are the Title Page and the Abstract on which the numbers should not appear.

Number all pages through the remainder of the ETD using Arabic numbers (1,2,3 etc.). These numbers are to appear in the upper right corner and are to be placed so that, when printed, they are at least 1/2" from the top and 1" from the right margin. Do not include a running head.

**Margins**
All margins for your ETD should be as follows: Left: 1 1/2", Right 1"; Top and Bottom 1". This format applies to all materials in the document. The extra space along the left margin allows space for binding.
Spacing
Double-space all sections of the ETD except footnotes/endnotes, bibliographic entries, and lists in appendices. Single spacing may be used on tables and figures at the discretion of the student's supervisory committee.

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

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

Section Summary listed in order of pagination:

**Title Page**
Be sure the title you provide on the submission form is the same one you show as the title on the Title Page. Please click [here](#) for a sample thesis title page.

**Abstract**
Each ETD must be accompanied by an abstract that has been approved by the student's Supervisory Committee. Abstracts are limited to 350 words including the title. Note, however, that thesis and project abstracts published by ProQuest will be truncated to 150 words. Please click [here](#) for a sample abstract page.

**Copyright Page**
In any work, copyright implicitly devolves to the author of that work. One may make a statement of ownership explicit, however, by including a copyright notice, such as "Copyright 1988, John J. Smith" on a separate page of your ETD. Additionally, you may pay an optional fee, to UMI to register your copyright with the U.S. Copyright Office. This option is offered when you submit your final PDF file to UMI. You and your advisor should discuss copyrighting and whether copyrighting as the sole owner is an option for you.

**Dedication (optional)**

**Author's Acknowledgement (optional)**

**Grant Acknowledgement Information (optional)**

**Table of Contents**
Include the section headings of your ETD as well as the page on which each begins.

**Lists of Multimedia Objects**
On a separate page, list the number and title for each of multimedia used (e.g., table, figure, graph, diagram, equation, etc.) list the number and title of the object and the page on which it occurs.

**Main Body**
In general, the following format is recommended although, specific formatting (e.g., Chapters, Sections, etc.) should be consistent with your discipline. See your Supervisory Committee for guidance.
Label the beginning of each Chapter or Section (e.g., Introduction, Methods, etc.) using a font larger than that used in the subsequent text. Follow a standard format of your discipline for sub-section formatting. Chapters, Sections, etc. should be separated by an extra space. Indent quotes on both left and right margin.

Footnotes
You may use footnotes and/or endnotes. Lengthy footnotes are probably best formatted as endnotes. Place footnotes on the same page as the statement to which they refer. Footnotes in the main body text should be numbered consecutively in Arabic numerals, starting with 1.

Multimedia Objects
Multimedia objects include tables, figures, complex equations, graphs, diagrams, digital pictures, digital video, digital audio, virtual reality, and even computer software that you have developed.

Simple Objects - Most simple objects (e.g., tables, figures, graphs, and diagrams) are embedded in your ETD using your word processor. Typically, they are embedded immediately after they are mentioned in the text.

Center the object between the left and right margins of the text or page. Titles are placed directly below for figures, graphs, etc. and directly above for tables. Figures and tables are separately numbered consecutively (e.g., Figure 1, Figure 2, etc. and Table 1, Table 2, etc.). Numbering may be further divided into chapters (e.g., in Chapters 5 we may have Table 5.1, Table 5.2, and Figures 5.1, 5.2, and 5.3). Titles should be concise but sufficiently descriptive to explain all aspects of the object.

Complex Objects - Most complex multimedia objects, require special treatment since they may not fit naturally on the page or the file size may be too large to fit reasonably within a document. For complex objects, place the type and number of the object along with its concise, descriptive title, centered on a line by itself. In parentheses, include the media encoding (e.g., JPEG) and file size (e.g., 1.5 Megabytes). Then, connect each object title to a separate file containing the object. Many complex multimedia object types have a simple object version (often called "thumbnail") that is a reduction of the picture or one frame of the video. If possible, include this reduction in the main document along with a PDF link to the complex object. Be sure you submit the object file(s) with your ETD.

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

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

Instructions for Submitting your ETD (Thesis or Thesis-Equivalent Project, EdS or Dissertation) to ProQuest
The final step in submitting your ETD to ProQuest involves setting up an account, completing a form and transmitting your ETD. This step requires a computer with an internet connection that can access your ETD.

1. Connect to the following site: http://dissertations2.umi.com/unomaha/
Use the above URL instead of the one you will receive in your email containing your new password. The emailed link does not go to the UNO site and does not work. The above URL will connect appropriately whenever you access your account.

2. Create a new account for yourself, by clicking on the Submit your Dissertation/Thesis link located on the left side of the page.

3. You will receive your password via email. Once you have received it, connect to the above URL again and login with your account name and password supplied in the email.

4. Click on the Start your Submission button at the bottom of the page.

5. Follow the directions on the screen. You will be prompted for the location of your ETD (i.e., the computer drive letter) before you finish, so you need to have the ETD file on an internal or connected hard drive.

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

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

   PLEASE NOTE:
   • If you have difficulty changing your file from the word processing format to the PDF format, please consult either the Library (presently Matt Fenner, mfenner@mail.unomaha.edu) or the ProQuest web site.

   • Be certain that the PDF version of your thesis, thesis-equivalent project, EdS field project, or dissertation is exactly as you wish it. ETDs are not checked for formatting, pagination, spelling, grammar, or typos by anyone other than the student and the student’s Supervisory Committee.

**Research Support**

**Office of Sponsored Programs and Research**

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

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

Academic Expectations and Quality of Work Standards

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

Automatic Dismissal

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

1. Receiving a grade of "C-" (1.67 on a 4.0 scale) or below in any course taken in the student's major field of study or in any course included in the plan of study or program of study;

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

Probation or Dismissal

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

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 resides with the faculty, the faculty is 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. It is recommended that a faculty member who imposes a penalty for academic dishonesty report the student and the penalty imposed to the department chair, the dean, and to the Vice Chancellor for Student Affairs. If a faculty member reports any action

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1 The academic integrity policy was revised and approved by the UNO Faculty Senate on March 28, 2016.

2 The academic integrity policy and process applies to both undergraduate and graduate students. However, for graduate students, the role of the Department Chair refers to the Graduate Program Chair, and the role of the college and dean refer to the University of Nebraska Graduate College and the UNO Graduate Dean.
taken to a department chair, a dean, the Registrar, or the Vice Chancellor for Student Affairs, 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 the dean or the Vice Chancellor for Student Affairs by the faculty member in whose class the violation occurred. 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.

The Office of Academic and Student Affairs shall maintain a record of students who violate the policy on Academic Integrity. Repeat offenders may be subject to disciplinary action under the UNO Student Code of Conduct. On a first offense, Student Affairs will take no disciplinary action unless the faculty member who reports a violation specifically requests their intervention. On subsequent offenses, students will be subject to disciplinary action up to and including expulsion. Students will be informed of their right to appeal, in accordance with the procedures established by the UNO Student Code of Conduct.

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

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

Fabrication and Falsification

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

Plagiarism

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

Abuse of Academic Materials and/or Equipment

Destroying, defacing, stealing, or making inaccessible library or other academic resource material.

Complicity in Academic Dishonesty

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

Falsifying Grade Reports

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

Misrepresentation to Avoid Academic Work

Misrepresentation by fabricating an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid timely submission of academic work or to avoid or delay the taking of a test or examination.

Other Academic units and members of the faculty may prescribe and give students prior notice of additional standards of conduct for academic honesty in a particular course, and violation of any such standard of conduct shall constitute violation of the policy on academic integrity.

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;
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 MA-ABA Program and must reapply for admission to the Program, as well as potentially to the Department and the Graduate College.

**Background Check Policies and Procedures**
Psychology MA Program with Concentration in Applied Behavior Analysis
University of Nebraska at Omaha

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 (currently $33.17) 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:
  - 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 Brian McKeivitt and Lisa Kelly-Vance). To ensure the safety and confidentiality of all students, the reports will be maintained in a secure manner by the Psychology Department.

The Psychology Department (and graduate programs within) will NOT share specific background check results with parties outside the University of Nebraska 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. At the time it is determined a report is no longer needed, it will be destroyed following University of Nebraska guidelines.

School Psychology faculty members will screen all background check reports. It is possible that during this process, the screening may reveal information that would make a student ineligible to complete school-based experiences or clinic practica, or obtain 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 School 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. At the bottom of the page, you will see a link that says “Release Form” for the NE Adult & Child Abuse and Neglect Registry. Click on this link and complete the form. **NOTE:** on page 2, you do not need to complete section A or B (verification of identify); please leave these sections blank. You will then need to **print the form and send it to the Psychology Department** (see #8 below).

4. Return to the previous page and click on the link that says “Psychology Department” then click on the red link for “Background Check │ Psychology Department.”

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

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

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

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

9. Once you have completed the online submission and turned in your paper form, you have completed the background check. If you have questions, please contact Dr. McKeivitt at bmckeivitt@unomaha.edu, 402-554-2498, or One Source at 402-933-9999 or 1-800-608-3645.

Last updated 6/20/2016
Graduation Policies

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

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

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

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

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

Disability Services

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

- Screening of disability documentation
- Testing accommodations (arranged through Testing Center)
- Technology and assistive devices
- Provision of Sign Language interpreters
- Assistance with note taking
- Textbooks on tape
- Braille and large print materials
- Assistance to faculty in designing classroom accommodations
- Information about community resources
- Assist in accessing university departmental services
APPENDIX A

Plan of Study Checklist

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

_________ PSYC 8000: The Profession of Psychology (no credit)

_________ PSYC 8520: Foundations of Assessment

_________ PSYC 8550: Psychotherapeutic Interventions

_________ PSYC 8576: Behavior Analysis and Intervention

_________ PSYC 8700: Ethics and Law for Psychology and Applied Behavior Analysis

_________ PSYC 9010 OR 9020: Proseminar: Statistical Methods I or II or PSYC 9910 Applied Stats

_________ PSYC 9040: Proseminar: Learning

_________ PSYC 9230: Proseminar: Behavioral Neuroscience

_________ PSYC 9560: Proseminar: Developmental Psychology

_________ PSYC 9570: Applied Behavior Analysis

_________ PSYC 9100: Small n Research Designs

_________ PSYC 9470: Practicum in Applied Behavior Analysis (6 credit hours)

_________ Comprehensive Exam

Optional

_________ Research other than Thesis  or  _________Thesis
## APPENDIX B

### PRIMARY TRAIT SCORING RUBRIC FOR TECHNICAL WRITING

**Name:**

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

### PRIMARY TRAIT SCORING RUBRIC FOR WRITING MECHANICS

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