



APPLIED BEHAVIOR ANALYSIS PROGRAMS

PROGRAM MANUAL

2022-2023

Preparing Tomorrow's Behavior Analysts Today

Department of Counseling and Human Services
J.A. Panuska, S.J. College of Professional Studies

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<http://www.scranton.edu/academics/pcps/counseling/>

Department of Counseling and Human Services
University of Scranton
Applied Behavior Analysis Programs

Student Responsibility Form

I have received the Program Manual for my graduate Applied Behavior Analysis program at the University of Scranton and, if I have questions concerning these materials, I have asked or will ask for clarification from my mentor or Program Director.

I understand that I am responsible for the information presented in this program manual. My signature below confirms that:

- I have READ the manual.
- I have SIGNED UP for the ABA email listserv (ABA@scranton.edu).
- I ACKNOWLEDGE that the BACB™ requires applicants to complete a Supervised Fieldwork Experience, and that I am responsible for all aspects of the Supervised Fieldwork Experience (see https://www.bacb.com/wp-content/uploads/2022-BCBA-Fieldwork-Standards_200501.pdf). The Supervised Fieldwork Experience does not fall within the University of Scranton's curriculum and responsibilities.
- I ACKNOWLEDGE that various clearances (such as child abuse and criminal records check) will likely be required by the site prior to the Supervised Fieldwork Experience (arranged by each student).
- I ACKNOWLEDGE that issues/concerns may arise that may impact the process or outcome of these clearances; for example, a criminal record may impact approval by the Behavior Analysis Certification Board™ to take the exam, obtaining certification, or obtaining licensure in states in which licensing laws have been passed. I will contact the Behavior Analysis Certification Board™ for guidance about certification and an attorney about any legal implications of the outcome of background checks.
- I AGREE to adhere to the policies and procedures and student responsibilities detailed in this program manual.

Date of Signature: _____

Student Name: **(Please PRINT)** _____

Student Signature: _____

I understand that this form must be signed and returned to my Program Director so that it can be included in my comprehensive student file.

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About The University of Scranton

The University of Scranton is a private, Jesuit Catholic, co-educational institution. Founded in 1888 as Saint Thomas College, the school received its University Charter in 1938. In 1942, Scranton became the twenty-fourth of twenty-eight Jesuit colleges and universities in the United States.

The Panuska College of Professional Studies is one of three major academic divisions within the University. Graduate students in this College can pursue Master's degrees and various types of certification. The graduate programs in Applied Behavior Analysis have been approved by the Association for Behavior Analysis International as Verified Course Sequences. "The Association for Behavior Analysis International has verified the coursework requirements for both the Certificate of Advanced Graduate Studies (CAGS) program and the Masters of Science (MS) program for eligibility to take the Board Certified Behavior Analyst® or Board Certified Assistant Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination."



The Panuska College of Professional Studies houses not only the Counseling and Human Services Department but six other health-service related departments.

About the Counseling and Human Services Department

The Department offers coursework leading to Master of Science degrees in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, School Counseling, and Applied Behavior Analysis. Chi Delta Rho is the departmental chapter of *Chi Sigma Iota*, the Counseling Academic and Professional Honor Society International. The department also offers an undergraduate major in Counseling and Human Services and undergraduate coursework in Applied Behavior Analysis. Our department is comprised of 14 full-time faculty members, one professional staff member, and one administrative support staff.

Mission Statement: Counseling and Human Services

The Department of Counseling and Human Services (CHS) in the Panuska College of Professional Studies at the University of Scranton is a rigorous and inclusive learning community. We seek to prepare counseling and human service professionals who are resilient caregivers, intentional advocates, and committed, self-reflective individuals. Using an innovative, responsive curriculum, CHS programs prepare dynamic practitioners who are responsive to local, regional, and global needs. Emphasis is placed on a relationship-centered approach that fosters holistic personal and professional growth and success.

Counseling and Human Services Department Guiding Principles:

Our caring, inclusive department is driven by a relationship-centered approach that fosters holistic personal and professional growth and success via:

- *Preparing competent, real-world ready practitioners responsive to local, regional, and global needs*
- *Building and maintaining a growth-promoting community*
- *Cultivating a rigorous and supportive academic learning environment*
- *Providing an innovative, responsive curriculum*
- *Advocating for students, programs and communities*
- *Encouraging self-reflection leading to sustained personal and professional growth and wellness*
- *Assessing outcomes, fostering continuous improvement, and celebrating successes*
- *Promoting accessibility by fostering University-wide relationships and allocating resources wisely*

Preparing Tomorrow's Behavior Analysts Today

CHS Department Connection with Jesuit Education

Many core beliefs and practices of the Counseling and Human Services professions complement the Jesuit tradition and Ignatian mission of the University of Scranton.

We know that an active and positive regard for each person creates an environment conducive to high-quality clinical care and positive human development. Caring for each unique person – mind, body & spirit – and assisting each one to reach her or his human and God-given potential is highly honored in the Ignatian tradition. This is called “*cura personalis*,” both in ministry and education.

We know that the building blocks of human wholeness and dignity come from the quality of relationships that surround the developing human being. For persons to reach their full God-given potential, society has a vested interest in the quality of our families, our parenting, and our facilitating structures. Behavior Analysts work at the nexus of these issues, assisting individuals, families, and human systems to grow and mature. Engaging in advocacy and social justice, with a mutually local and global perspective, are intrinsic parts of this work and in keeping with the Jesuit vision of God’s working alongside companions in service “*to set the world on fire.*”

As professional Behavior Analysis educators, we value the contributions that empathic care, critical thinking, deep personal reflection, sensitivity to diversity, advocacy, and systemic leadership make to our clients and wider society. St. Ignatius and his companions also valued these activities, highlighting the importance of discernment and the leadership of “*magis*,” always searching for “*the more universal good.*”

These are hallmarks of Ignatian spirituality.

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FACULTY AND STAFF**

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An Introduction to The University of Scranton's Applied Behavior Analysis Programs

Certificate of Advanced Graduate Studies and Master's Degree Program

Program Director

Vanessa Ann Jensen, Ed.D., BCBA-D

Applied Behavior Analysis

Applied Behavior Analysis (ABA), defined by Baer, Wolf, & Risley (1968), is an empirically derived scientific approach to the study of behavior with an emphasis on improving behavior of social significance. Practitioners and researchers using ABA describe, explain, predict, and change behavior. Behavior Analysts focus on the influence of environmental events as the primary influence on behavior, with the recognition that genetics, private events, and other biological factors also are needed to fully explain behavior. Thus, the focus of ABA is to determine the functional relations between behavior and environmental events (both antecedents and consequences).

Behavior analysis characterizes itself as a natural science, like biology or chemistry, and not as a social science, like psychology or sociology. This can sometimes be confusing, because Behavior Analysts very often work with the same populations as those in the social sciences. Behavior Analysis has four branches: (1) the conceptual analysis of behavior, which addresses philosophical, theoretical, historical, and methodological issues; (2) the Experimental Analysis of Behavior (EAB), which focuses on research on basic processes and principles; (3) Applied Behavior Analysis (ABA), which focuses on applying basic principles to solve problems of social significance while systematically evaluating these applications; and (4) Behavior Analytic service delivery, which focuses on professional practice and consultation. In addition, ABA researchers develop and validate behavioral technology in the form of assessment and behavior change procedures. Behavior Analysis practitioners, other practitioners, teachers, parents, and others may utilize this behavioral technology.

To Prospective and Current Students

If you are a prospective student, we are pleased that you have requested information and are considering earning your Applied Behavior Analysis education with us. This manual, along with a *Graduate Catalog* (available online) will help to answer many of the “most often asked” questions from prospective students. Should you require further information, please do not hesitate to contact the Program Director or the Department Chair at (570) 941-4308. The department secretary (570-941-4236) can direct you to additional resources. Additional information is also available on the department's website at www.scranton.edu/department/chs.

If you have already been admitted to a program, the faculty extends best wishes and good luck as you start your professional preparation and academic program. We also offer our knowledge, support, and guidance while you are working toward the successful completion of your education. This manual provides information on the faculty, curriculum, policies, and procedures

that are integral parts of our departmental culture. A thorough review of the manual will help you to understand our learning environment and will facilitate your journey through our training.

We strive to create a learning environment that is scholarly and rigorous, along with a program of professional preparation that is demanding and rewarding. Your educational preparation includes academic work and challenging experiences/reflection. Openness, mutual sharing, and self-discovery are important parts of the learning process. We provide a rich and varied environment in which many different teaching philosophies, and methods are represented in the expertise of our faculty. Students are expected to perform in a professional manner and are encouraged to think critically and interact freely.

The curriculum is a blend of knowledge and practical experience. In addition to acquiring specific competencies and skills, students are also provided with opportunities for self-exploration and personal/professional growth as they develop their professional and personal goals. It is our belief that the process of facilitating growth in our students will provide avenues for continued growth and professional development.

Constructive feedback on the program, its courses, and its faculty is encouraged through formal program and course evaluation procedures and informal discussions. We suggest that you talk directly with course instructors and your Program Director about individual concerns and constructive curricular change.

Our goal is to provide you with the knowledge, skills, and attitudes necessary to be a competent, highly functioning professional. Our courses are designed to teach you the fundamental information necessary for you to solve problems of social significance. Your interaction with your professors will prepare you to think critically about the information that you learn in the classes and in your readings. We strive to produce scientist-practitioners, meaning that you will learn how to critically assess scientific findings, use those scientific findings to create assessments and interventions, and be a positive behavior change agent. Through our mutual efforts this goal can be achieved.

Again, thank you for your involvement with our programs. Please feel free to contact any of us if there is some way in which we may be of assistance to you and/or to facilitate your learning process. The Faculty and Staff of the Department of Counseling and Human Services look forward to working with you.

Applied Behavior Analysis Program: Faculty Bios and e-mail addresses

Vanessa Ann Jensen, Ed.D., BCBA-D, Associate Professor

Vanessa.Jensen@scranton.edu

Ed.D, Indiana University of Pennsylvania, 2004

Certificate, Applied Behavior Analysis for Special Education, 2004

M.S., University of Scranton, 1998

B.S., University of Scranton, 1996

Vanessa Ann Jensen, Ed.D., BCBA-D, is an Associate Professor at the University of Scranton (Department of Counseling and Human Service, Panuska College of Professional Studies). She holds numerous certifications, such as Elementary School Counseling (Pennsylvania), Applied Behavior Analysis for Special Education, Board Certified Behavior Analyst - Doctoral, Special Education N-12 (Pennsylvania), Middle Level Mathematics 7-9 (Pennsylvania), Middle Level English 7-9 (Pennsylvania), and English 7-12 (Pennsylvania). Dr. Jensen has extensive experience delivering Applied Behavior Analysis across the lifespan in the school, home and community settings. Dr. Jensen served on the Institutional Review Board at the University of Scranton for 14 years. She has been serving as the certification officer for 16 years. Dr. Jensen's research interests include Autism and Reading Comprehension, hyperlexia, encoding processes in children, and severe behavior challenges.

Michael E. Kelley, Ph.D., LP, BCBA-D, Professor

Michael.kelley3@scranton.edu

Ph.D., Louisiana State University, 2003

M.S., Louisiana State University, 1999

B.S., St. Joseph's University, 1995

Michael E. Kelley, PhD, LP, BCBA-D is a professor at the University of Scranton (Department of Counseling and Human Service, Panuska College of Professional Studies). He has held faculty positions at the Florida Institute of Technology (2012 – 2019), University of Nebraska Medical Center (2010 – 2012), University of Southern Maine (2007 – 2010), and Emory University (2004 – 2007). Dr. Kelley has also served as the Executive Director of the Scott Center for Autism Treatment (2012 – 2019), where he supervised over 75 staff and 7 clinical service, training, and research programs (approximate \$2M annual budget). Professionally, Dr. Kelley is a licensed Psychologist (PA, FL, NE, ME) and a Doctoral-level Board Certified Behavior Analyst. He integrates education, clinical service, training, and research in his professional activities. Dr. Kelley has over 50 peer-reviewed publications, and has served as an investigator in several federally funded grants. Dr. Kelley has extensive training and experience in developing and directing programs, tele-medicine service delivery, and supervising staff for clinical services and research. His research interests include assessment and intervention for severe behavioral disorders, pediatric feeding disorders, the symptoms of autism, and treatment relapse. Dr. Kelley has served on the Board of Editors for the *Journal of Applied Behavior Analysis (JABA)* and the *Journal of the Experimental Analysis of Behavior (JEAB)*, and has

served as Associate Editor for *JABA* and *Behavior Development Bulletin*. He has also served as a Co-Principal Investigator for several federally funded grants.

Policies, Procedures, & Miscellaneous Information

Admissions

The applicant for admission to the Certificate of Advanced Graduate Studies (CAGS) in Applied Behavior Analysis must possess a master's degree from an accredited college or university and provide the Office of Admissions with evidence of satisfactory undergraduate preparation. The applicant for admission to the Master's in Science in Applied Behavior Analysis program must possess a bachelor's degree from an accredited college or university and provide the Office of Admissions with evidence of satisfactory undergraduate preparation.

The ordinary standard for admission is an undergraduate GPA of at least 3.00 on a grading scale of 4.00. Students falling below this level may submit other evidence of their ability to successfully complete a graduate program. Admission requirements include official transcripts, professional letters of recommendation, a statement of intention and a required interview with program faculty. Further details are available in the *University of Scranton Graduate Studies Catalog* or on the Admissions webpage.

Typically, new students start coursework in the Fall semester. The priority application deadline for all graduate Behavior Analysis programs is November 15th. The regular application deadline is March 1st for admission into the following Fall term. Applications received after the March 1st deadline may be considered at the Program Director's discretion. The Program Director reviews applications and pays particular attention to each applicant's ability to address professional goals and professional identity in the statement of intentions. Group interviews with program faculty prior to acceptance are required. All interviews are scheduled by program faculty shortly after the application deadline.

The admissions process is highly competitive and faculty will select only those applicants **best qualified** for the program requested. Students will meet with their advisors prior to beginning the program and set up their first semester schedules.

The faculty will review each student's professional and academic performance on a regular basis. Suggestions for continued student growth and plans for remediation will be presented and discussed with students by their Program Director. ***Satisfactory progress in both professional and academic performance*** (See Fitness for Profession on p. 22) ***is required for continuation in the program.***

The admission standards and policies of the University of Scranton and the Department of Counseling and Human Services are free of any limitation, specification, or discrimination on the grounds of race, religion, color, national or ethnic origin, sex, sexual orientation, age, or disability, except as provided by law. Applications for admission from members of groups that are traditionally underrepresented in the Behavior Analysis profession are encouraged and welcomed.

Probationary and Provisional Admission

Applicants who do not meet all of the criteria for regular admission, but show reasonable promise for success in graduate studies, may be accepted on a *probationary* basis. Recommendation for Probationary Admission must include a prescription for nine hours of specific course work (three graduate courses) that the student must complete within the first twelve hours of graduate study.

Applicants who do not have the necessary undergraduate preparation in the discipline area requested but have demonstrated academic achievement indicative of successful graduate study may be considered for *Provisional Admission* or *Provisional Acceptance*. The applicant may gain Provisional Admission with the provision that they complete a specific prescription of undergraduate course work **in conjunction with** their graduate studies. Provisional Acceptance carries the provision that the applicant complete a specific prescription of undergraduate course work, with a GPA of at least 3.0 in these studies, **prior to** undertaking graduate course work.

For more detailed admissions information and admission status categories consult the University's *Graduate Studies Catalog*.

Advising/Mentoring

When a student is admitted into one of the Behavior Analysis programs, they are assigned a mentor. It is the student's responsibility to make regular contact with his or her mentor regarding courses to be taken and overall progress in the program. Among the mentor's responsibilities are the following: (1) to develop a plan of study with each student for timely completion of all degree requirements; (2) to advise the student each semester about courses to take in the subsequent semester; (3) to communicate any corrective feedback to the student; and, (4) to review the student's records at the time that the student registers to graduate to determine that the student has met all program requirements.

Students meet with their mentor each semester to go over the scheduling of classes. They receive their student PIN number from the mentor, which is necessary for on-line self-registration.

Scheduling

Courses are offered 100% online. For each class, approximately 38 hours are delivered *asynchronously* (online, and at the time and place of the student's choice), spread out over 7 weeks. Seven (7) hours are delivered *synchronously* over 7 weeks (7 1-hour, online, synchronous meetings). Synchronous (online) classes are generally offered in the evening (e.g., between 4:30 p.m.- 7:10 p.m., Eastern Time, Monday through Thursday during the Fall, Spring, and Summer semesters). Each course meets one night per week in the Fall, Spring, and Summer semesters.

Curriculum Planning Guide

The Applied Behavior Analysis verified course sequence is approved through the Association for Behavior Analysis International (ABAI). The student is expected to complete and continuously update their *Plan of Study*. A *Plan of Study* model can be found at the end of the Program Manual. Mentors appreciate students bringing their updated *Plan of Study* to meetings when discussing scheduling issues. PIN Numbers for registration will not be distributed unless this form is current and updated.

Graduate Applied Behavior Analysis Program Learning Outcomes

The Program Learning Outcome and Assessment Plan for the Program is influenced by three primary variables: certification, accreditation, and a commitment to Autism clinical services, training, and research. First, 27 of the credit hours (21 didactic classroom credit hours and 6 supervised fieldwork hours) are dedicated to meeting the certification standards set by the Behavior Analysis Certification Board (BACB™). That is, the BACB™ sets the specific educational and supervised fieldwork experiences that are necessary for certification, which are specifically reflected in the 27 credit hours. BACB™'s certification exam includes questions that are based on the content of the required courses. Three (3) credit hours are dedicated to meeting accreditation standards set by the ABAI. Finally, the remaining credit hours are dedicated to thesis/capstone and 2 elective courses, which will provide students with choices for acquired specialized education.

Program Learning Outcomes: The ABA program is guided by educational and supervised fieldwork experiences designed towards student achievement of the following Program Learning Outcomes (PLOs):

1. Demonstrate master's level Applied Behavior Analysis dispositions.
2. Demonstrate master's level theoretical knowledge and competencies in philosophical underpinnings, concepts and principles, ethics, behavior assessment, behavior-change procedures, and personnel supervision/management theoretical knowledge and competencies in Applied Behavior Analysis.
3. Demonstrate the master's-level foundational skills, underlying principles, and knowledge of measurement, data display, data interpretation, and experimental design in Applied Behavior Analysis.
4. Demonstrate Master's level specialized *clinical* Applied Behavior Analysis knowledge and skills in the areas of philosophical underpinnings, concepts and principles, measurement and experimental design, ethics, behavior assessment, behavior-change procedures, and personnel supervision/management theoretical knowledge and competencies.
5. Demonstrate Master's-level specialized *research* Applied Behavior Analysis knowledge and skills in the areas of philosophical underpinnings, concepts and principles, measurement and experimental design, ethics, behavior assessment, behavior-change procedures, and personnel supervision/management theoretical knowledge and competencies.

Advanced Registration

To facilitate planning and resources allocation, all students enrolled during a given session or semester are required to participate in the advanced registration process for subsequent sessions or semesters. Generally, advanced registration for Summer and Fall is completed in April and advanced registration for Intersession and Spring is completed in October. Bills for tuition and fees are received by mail and may be submitted to the University by mail. Failure to utilize the advanced registration process may result in a late registration fee. Following the advanced registration period and prior to the start of the session or semester, the student will receive by mail, a bill called THE TUITION AND REMITTANCE FORM. Billing for tuition and fees

occurs separately for each term / semester. A Remittance Form is attached to student's invoices and must be returned; use the Remittance form to indicate payment method. Billing dates and due dates are published for each semester.

Full-time/part-time Graduate Student Status

The enrollment status for all graduate students in all programs for all terms (regular academic calendar and special terms such as summer and intersession) will be as follows: full time status is 6 credits or more per academic term; half-time is 3 to 5.99 credits per academic term. Fall and Spring semesters comprise the academic year. Consult with the Financial Aid Office (570-941-7701) for utilizing financial aid resources during intersession and summer sessions. You can also visit the Financial Aid website at www.scranton.edu/financialaid to review how to apply for aid and what sources of funding are available.

Change of Schedule and/or Withdrawal from Courses

During the registration period, students may make adjustments in their schedule using their registration PIN number. Remember, PIN numbers change each semester and are only valid for the current semester. It is important to contact the Program Director about any planned changes. The student should note that withdrawal from a course after the session or semester has started is subject to the tuition refund schedule listed in the Graduate Studies Catalog.

Faculty Accessibility

All full-time and part-time faculty members wish to be accessible to students. Faculty will be on campus and available for both office hours and scheduled meetings, both in person and online. Students may log into the scheduled office hours (posted on syllabi, all department bulletin boards, the departmental office at 457 McGurrin Hall, and on individual faculty doors) via ZOOM. Students should contact the faculty member by email to schedule an appointment.

Expectations of Faculty

All program faculty members are expected to demonstrate respect and practice integrity in their professional relationships with students similar to that which they require of their students. Any student who feels that they have not been treated fairly by a full-time or adjunct faculty member may confidentially discuss their concerns with the Director of their program. If the concern is not resolved, students should contact the CHS Department Chair. Finally, if resolution cannot be found at the department level, students are encouraged to contact the Dean of the Panuska College of Professional Studies. Further guidance can be found in the University Student Handbook.

Students with Disabilities

The Department of Counseling and Human Services, as an academic department of the University of Scranton, complies with all applicable laws and regulations with respect to the accommodation of disabilities as these defined in the law. The University will provide reasonable accommodations so students can fully participate in curricular and extracurricular activities. Students who need assistance should contact the Center for Teaching and Learning Excellence, St. Thomas Hall, Harper McGinnis Wing – 5th Floor [570-941-4038].

Grading

Grades are assigned according to the Graduate and Continuing Education Services letter grade system of A, A-, B+, B, B-, C+, C, and F. A grade of Incomplete [I] automatically converts to an F at the mid-point of the following academic semester if the student does not satisfactorily complete the course requirements.

Students must earn a “B” or better in each class in the Verified Course Sequence (ABA 605, ABA 600, ABA 610, ABA 640, ABA 615, ABA 625, ABA 635). If a student earns a grade lower than a “B” in a course, the student may re-take the course one time. The student may continue progress in the program prior to re-taking the necessary course. If the student does not earn a “B” or better at the conclusion of the course re-take, the student will not be allowed to continue in the program.

Students must earn a “C” or better in the remaining classes (ABA 545, 2 electives, and ABA 590). If a student earns a grade lower than a “C” in a course, the student may re-take the course one time. The student may continue progress in the program prior to re-taking the necessary course. If the student does not earn a “C” or better at the conclusion of the course re-take, the student will not be allowed to continue in the program.

Students must earn an “S” (Satisfactory) as a final grade for ABA 599 (Thesis). Students will receive a grade of “IP” (In Progress) until the completion of ABA 599.

Transfer Credits

No credits may transfer to the University of Scranton’s ABA Programs.

Student Retention Policy and Procedures

Acceptance into a Behavior Analysis program does not assure graduation from it. Successful completion of the program in the Department of Counseling and Human Services is based upon the continuous evaluation of students to insure (a) effective demonstration of academic competence, (b) each student's commitment to the program and the profession, and (c) his or her continued growth in personal or emotional characteristics and qualities related to successful performance in a helping profession (see above). The evaluation process serves two primary functions:

1. To provide students with direct feedback relative to their progress that will enable them to enhance their strengths and identify and remediate growing edges and weaknesses in their academic, professional and personal development.
2. To provide faculty with information about student progress which facilitates decisions in the best interest of students and the profession.

A student must have a cumulative GPA of at least a 3.0 at the end of their prescribed curriculum to receive the Master's degree. In addition, all students must maintain a cumulative GPA of at least 3.0 to remain in good standing. In addition, if a student's GPA drops below a 3.0, they will be placed on academic probation. If satisfactory progress is not made toward removing probationary status, the student is subject to dismissal by the Dean of the Panuska College of Professional Studies (PCPS) in consultation with the student's Program Director. Incomplete grades must be resolved by completing course requirements by the mid-point of the following semester. Failure to resolve an incomplete grade will result in a grade of "F" for the course.

Finally, as noted above, students must earn a "B" or better in each class in the Verified Course Sequence (ABA 605, ABA 600, ABA 610, ABA 640, ABA 615, ABA 625, ABA 635). If a student earns a grade lower than a "B" in a course, the student may re-take the course one time. The student may continue progress in the program prior to re-taking the necessary course. If the student does not earn a "B" or better at the conclusion of the course re-take, the student will not be allowed to continue in the program.

Students must earn a "C" or better in the remaining classes (ABA 545, 2 electives, and ABA 590). If a student earns a grade lower than a "C" in a course, the student may re-take the course one time. The student may continue progress in the program prior to re-taking the necessary course. If the student does not earn a "C" or better at the conclusion of the course re-take, the student will not be allowed to continue in the program.

Students must each a "S" (Satisfactory) for ABA 599 (Thesis). Students will receive a grade if "IP" (In Progress) until the completion of ABA 599.

Students are expected to adhere to the professional code of ethics of the Behavior Analysis Certification Board™. Copies of these codes are available online through the professional organizations. Students are also expected to adhere to the Academic Code of Honesty of the University of Scranton (<https://www.scranton.edu/academics/wml/acad-integ/acad-code-honesty.shtml>)

The Department's annual student review process offers a vehicle for Behavior Analysis faculty to evaluate student academic, professional and personal progress. Any faculty member may raise questions about a particular student's performance in any of the above areas (e.g., grades, competencies) at any point during the student's program. Additionally, a review will take place at least yearly with the initial review taking place following the student's first semester of enrollment. Written results of the review will be placed in the student's advising file, which is retained in the Department.

Students who have demonstrated satisfactory progress are given feedback by their mentor. *It is the experience of the faculty and staff that the majority of students engage fully in the Program and progress in this way. In fact, many of our students excel in all areas of their development as Behavior Analysts -in-training. However, at times, there are students who need additional help.*

Students who have not demonstrated satisfactory progress are notified to make a mandatory appointment with their mentor. This review process ensures that each student is given feedback about academic, professional, and personal development throughout the program as they attain knowledge and skill in required and elective courses and clinical experience.

The following procedures are in place for students needing further progress:

Process 1:

Students receive feedback in an advising meeting with their mentor. In consultation with the mentor, the student will write a plan that addresses "growing edges" in that student's development. Assuming that this plan is adhered to, the student's performance improves to a satisfactory level.

Process 2:

Students may be unwilling and/or unable to follow through with **Process 1**; there is either lack of sufficient progress in, or resistance to, **Process 1**. In this case the Department will recommend to

the PCPS Dean that the student be placed on probation and a more formal remediation plan be developed between the mentor and student, and ratified by the Department's "retention committee." This committee is composed of (1) the student's mentor, (2) the Department Chair, and (3) one other full-time faculty member appointed by the Chair on an *ad hoc* basis.

A remediation plan may include but not be limited to the following: (1) Identification of the problem areas,

(2) Expected behavioral and/or attitudinal changes, (3) Potential methods for achieving and demonstrating change, and (4) Time line for completion.

Each student involved in this process has the option of bringing an advocate (neither a family member nor a lawyer) to meetings with the Retention Committee.

A copy of the plan will be given to the student, and one will be retained by the mentor, retention committee, and the PCPS Dean. Satisfactory completion of the plan and consistent demonstration of appropriate conduct should be assessed by the committee on an agreed timeline, and will result in a decision to recommend removal from probation to the PCPS Dean.

Process 3:

If processes 1 & 2 fail, the entire faculty may (1) recommend voluntary termination/resignation to the student and/or (2) recommend dismissal to the PCPS Dean. If dismissal from the program is recommended, the Department will forward that recommendation to the PCPS Dean for disposition.

In rare cases the faculty may become aware of issues or behavior that raise doubts about a student's ability to either (a) successfully complete the program, or (b) move forward as a practicing professional Behavior Analyst. When such information becomes available, the faculty have a duty to review the information fully and carefully, to notify the student of concerns and the outcome of the review, and to select a course of action that is commensurate with accepted ethical and legal procedures as well as the "best practices" of the profession.

In these instances the faculty, in consultation with the PCPS Dean, may find it necessary to forego the step-by-step procedures listed above and move directly to recommend probation and remediation or dismissal from the program.

The retention standards and policies of the University of Scranton and the Department of Counseling and Human Services are free of any limitation, specification, or discrimination on the grounds of race, religion, color, national or ethnic origin, sex, sexual orientation, age, or disability, except as provided by

law. Applications for admission from members of groups that are traditionally underrepresented in the Behavior Analysis profession are encouraged and welcomed.

Counseling Services

Counseling services are available at no charge to all ABA students enrolled at the University of Scranton. Counseling is intended not only to provide help to students with clearly identified problems, but also to facilitate individual growth and development as a supplement to the ongoing educational process. Services can be provided on an individual basis or through small groups.

Non-discrimination Policies

The University of Scranton is committed to providing a safe and nondiscriminatory employment and educational environment. The University does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, sexual orientation, or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

Title IX of the Educational Amendments of 1972 Act

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. Additionally, if you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are required to report incidents of sexual harassment or sexual misconduct involving students. This means that I cannot keep information about sexual harassment, sexual assault, sexual exploitation, intimate partner violence or stalking confidential if you share that information with me. I will keep the information as private as I can but am required to bring it to the attention of the University's Title IX Coordinator, Elizabeth M. Garcia, who, in conversation with you, will explain available support, resources, and options. I will not report anything to anybody without first letting you know and discussing choices as to how to proceed. The University's Counseling Center (570-941-7620) is available to you as a confidential resource; counselors (*in the counseling center*) do not have an obligation to report to the Title IX Coordinator.

Directed Study and Reader Courses

Students may enroll for a directed study course to pursue an area of interest under the guidance of a faculty member. In extraordinary cases, a regular course may be offered to a student as a reader. Use of these courses is highly restricted and reserved for students of demonstrated competence and who have shown the ability to work independently. These courses are not appropriate for student convenience in scheduling. Approval by the Program Director and the Dean is required.

Support for Student Research/Professional Development

Students are encouraged to become involved in research and professional development opportunities within the department and within professional organizations.

The Office of Research and Sponsored Programs (ORSP) has funds available to assist students who will be attending professional conferences in order to make presentations, either involving the student's individual research or research done in conjunction with a faculty mentor. These funds are quite limited. Consult with a faculty member or your program director. The PCPS Dean's Office also has limited funds to assist graduate students with presenting at professional conferences.

IMBM Bldg. 202, <http://www.academic.scranton.edu/department/ors>, (570) 941-6353.

Related Expenses

In addition to tuition, students will need to purchase text books (approximately \$750), supervision from a BCBA for the Supervised Fieldwork Experience (market values change over time and geographically), the BACB™ certification application (\$245), the BACB™ exam (\$125 paid to Pearson Vue), and possible other related expenses. Students are encouraged to purchase and utilize the Behavior Development Solutions (BDS) Learning Modules as they prepare for the BACB™ exam. For more information, please visit <https://www.bds.com/>.

Financial Aid and Assistantships

Students are encouraged to contact the Financial Aid office to discuss procedures and policies for student loans.

Center for Teaching and Learning Excellence

The University's Center for Teaching and Learning Excellence (CTLE) is located on the 5th floor of the Harper-McGinness Wing in St. Thomas Hall. The mission of the CTLE is to provide academic support services for students and opportunities for faculty to enhance teaching and learning. The CTLE offers services to assist graduate students to achieve academic success. The CTLE can assist graduate students in improving their reading comprehension and retention, writing and enhance overall learning skills. Peer-tutoring is available to graduate students free of charge. Students may also work with CTLE staff in learning how to use instructional technology that is available on campus.

Graduate students with disabilities, who are registered with the CTLE, will receive academic accommodations as deemed appropriate based on their disability. Individual consultations with the CTLE Reading Enrichment Specialist, Learning Enrichment Specialist and Writing Consultants are encouraged to assist students with physical and/or learning differences to achieve academic success.

To learn more about the CTLE's programs and services for students and faculty visit the Web site at www.scranton.edu/ctle or phone 570-941-4038.

Weinberg Memorial Library

The Weinberg Memorial Library provides information, services, and programs that meet the current and anticipated educational, research, and public service needs of the University's students and faculty. See <https://www.scranton.edu/academics/wml/index.shtml> for more information.

Library Tutorials

In these view-only tutorials, you will learn how to use resources found in the library. These instructions include how to search databases by subject or by title, obtain course materials an instructor places on electronic reserves, search and place an order on interlibrary loan and PALCI, browse the online catalog, cite sources appropriately, and receive online help from a librarian.

The tutorials use Flash and are voice narrated. You can find the tutorials here:

<http://www.scranton.edu/academics/ctle/student-services.shtml>

<http://www.scranton.edu/academics/wml/research-services/index.shtml>

Student Orientation and Advising

New students are required to watch the ABA Program Orientation hosted in Brightspace (ABA Orientation/Advising). Students will also find all advising information and materials in the Brightspace (ABA Orientation/Advising) page.

Panuska College of Professional Studies Academic Services

The PCPS Academic Services is committed to serving graduate students in many different capacities. Professional staff are available to assist in meeting students' academic goals. The PCPS Academic Services is located in McGurkin Hall Office 111. The Coordinator of PCPS Academic Services is Tammy Manka (570-941-6390; tammy.manka@scranton.edu).

Writing Style

Written assignments in all required and elective courses, with few exceptions, must be prepared and referenced in the style specified in the current edition of the *Publication Manual of the American Psychological Association*. All students must purchase a copy of this manual [which is available in the University of Scranton Bookstore] when they begin their program.

Brightspace (Desire 2 Learn; D2L)

Brightspace (Desire 2 Learn; D2L) is the University's Learning Management System (LMS). Narrative guidelines and descriptions are available on the Brightspace Link. In addition there is a "student help videos" tab on the Learning Management System portion of the University's web site.

Computing/Internet Requirements

You will need a computer with a webcam/microphone and high-speed internet in order to access classes through Brightspace.

The following program is highly recommended and free:

- **Microsoft Office Professional** products are free to download once you receive your scranton.edu email address. There is no need to purchase these separately.

Visit www.scranton.edu/office365 for more information.

If you need assistance contact tech support at 570-941-4357.

Other Information

The student should refer to the General Information section of the most recent Graduate Studies Catalog (online) for additional relevant policies, procedures, and information.

Students will need to make arrangements for receiving a University of Scranton photo ID and a parking decal if visiting campus. Photo ID is required to use the University library, computer labs, and McGurrin Hall. Students may acquire a student ID even if they are not likely to visit campus (student IDs are often required to obtain student discounts at participating businesses)

Steps to acquire a student ID: (1) log into my.scranton.edu; (2) click on "e-account", found in the waffle in the upper righthand corner of your screen; (3) submit a picture; (4) request that your student ID is mailed to your home address.

HER TELEPHONE NUMBERS: Dial (570)-

Bookstore	941-7454	Financial Aid	941-7700
Bursar's Office	941-4062	Graduate and Continuing Education Services	941-7600
Career Services	941-7640	Student Services and Advising Office	941-7580
Counseling and Human Services Department	941-4236	Health Services	941-7667
Counseling Center	941-7620	Information	941-7400
Center for Teaching and Learning Excellence (CTLE)		Library	941-7524
(Academic Support Services)	941-4038	Registrar	941-7721
Emergency	941-7777	Security	941-7888
Equity and Diversity Office	941-6645		

Graduate Academic Calendar for Graduate Online Programs

This online program follows the Graduate Academic Calendar for Graduate Online Programs using H1 and H2 terms. This calendar is not impacted by University closures for holidays or weather-related events.

General Information

Professional Organizations

Students admitted to any of the Behavior Analysis Programs are encouraged to join national and state professional organizations.

The Association for Behavior Analysis International (ABAI; www.abainternational.org): Since 1974, the Association for Behavior Analysis International (ABAI) has been the primary membership organization for those interested in the philosophy, science, application, and teaching of behavior analysis. ABAI provides many services to its members and the field including events, jobs, journals, affiliated chapters, special interest groups, and publications.

The Association for Professional Behavior Analysts (APBA; www.apbahome.net): The Association of Professional Behavior Analysts (APBA) is a 501(c)(6) nonprofit organization whose mission is to promote and advance the science-based practice of applied behavior analysis. APBA carries out that mission by

- Representing the interests of appropriately credentialed professional and paraprofessional practitioners of applied behavior analysis
- Providing support and resources to appropriately credentialed professional and paraprofessional practitioners of applied behavior analysis
- Working with federal, state, governmental, and third party entities to enhance recognition of appropriately credentialed professional and paraprofessional practitioners of applied behavior analysis
- Working with federal, state, governmental, and third party entities to support the needs of appropriately credentialed professional and paraprofessional practitioners of applied behavior analysts
- Providing education opportunities to appropriately credentialed professional and paraprofessional practitioners of applied behavior analysts
- Providing resources to professionals and paraprofessionals in other fields and to consumers of behavior analytic services concerning the practice of applied behavior analysis Bringing professionals, paraprofessionals, consumers, and vendors together at national and regional meetings
- Supporting improvements in and access to services provided by professional and paraprofessional practitioners of applied behavior analysis
- Promoting public understanding of the professional practice of behavior analysis.

The Behavior Analysis Certification Board (BACB™; www.bacb.com) has been the leader in behavior analyst certification for over two decades. The BACB is a nonprofit corporation that was established in 1998 to meet professional certification needs identified by behavior analysts, governments, and consumers of behavior-analytic services. The BACB's mission is to protect consumers of behavior-analytic services by systematically establishing, promoting, and disseminating professional standards of practice.

Journals

Relevant journals include, but are not limited to, the following:

- *Journal of Applied Behavior Analysis*
- *Journal of the Experimental Analysis of Behavior*
- *Learning and Motivation*
- *Behavior Analysis Research and Practice*
- *Behavior Analysis: Research in Practice*
- *Journal of Autism and Developmental Disabilities*
- *Behavioral Interventions*
- *Behavioral Brain Science*
- *Behavior Development Bulletin*

In these professional organizations and journals, student membership dues are quite reasonably priced. Membership has many benefits: professional involvements at professional conferences, publications, access to educational materials, the opportunity to purchase professional liability insurance, the opportunity to participate in retirement plans, purchase subscriptions at discounted rates, discounts on books purchased and job ads, and reduced registration, workshop and CEU fees. Membership applications and additional information are available from program faculty, or you can contact the associations directly on their respective websites.

Fitness for the Profession of Behavior Analysis

A Policy Statement from the Faculty and Staff of the Department of Counseling and Human Services, Panuska College of Professional Studies, University of Scranton.

Professional and Personal Development

Entry into the profession of Behavior Analysis is more than initiating a new career path or beginning a new job. It is similar to starting a lifelong journey. As in many other fields of endeavor, there is an intensive and rigorous training program to complete, which has academic and clinical requirements attached. However, because Applied Behavior Analysis is both a profession that deals with human living and a way of living in its own right, there are professional and personal challenges that students will encounter.

Meeting these challenges and learning to grow from them is an integral part of succeeding in the Behavior Analysis profession. As Behavior Analysis educators, the faculty and staff of the Department of Counseling and Human Services are committed to facilitating the professional development and personal growth of students, and to the education, supervision and mentoring of students in all aspects of their professional Behavior Analysis journey.

The education of professional Behavior Analysis demands evaluation of one's values, beliefs, attitudes and behavior patterns. In many ways the deepest challenge students will encounter is the combined task of self-assessment, self-correction and self-direction in collaboration with others and across many areas of life: academic, clinical, professional and personal. It is our hope and expectation that each student who joins the Department will succeed in these tasks.

To that end, we list below a number of the attributes, characteristics or behaviors that we believe are important for success in both Behavior Analysis training and for the practicing professional Behavior Analyst.

Students in Behavior Analysis programs will be evaluated on a continuing basis (student evaluations) with reference to these professional and personal attributes (see table below) as well as to their academic performance and growing clinical skill. The list below is not exhaustive but is meant to provide a firm basis for discussion between students and faculty. Descriptions are given to help students in evaluating their own strengths and growing edges in each domain.

An important note: The faculty hope that providing these characteristics will help students understand what is expected of them and will stimulate self-assessment for continued growth. Ongoing professional and personal growth is an important practice, whether one is a Behavior Analyst-in-training or a Behavior Analysis professional. It is in this sense, then, that the faculty and staff of the Department commit themselves to fostering the development of our students as well as of one another. It is our hope to become a learning community of professionals – faculty, and students.

For all of us, it is to be hoped that growth will build upon our uniqueness as individuals while moving us toward professional excellence. With this in mind, the following attributes are provided to aid in our ongoing development.

Professional/Personal Attributes: Applied Behavior Analysis

Professional/Personal Attributes	<i>Description</i>
<p>1. Commitment to Wellness</p>	<p>Wellness is a way of life oriented toward optimal health and well-being in which body, mind and spirit are integrated by the individual to live life more fully. It is particularly important as it impacts professional and clinical practice. “Commitment” includes:</p> <p>An understanding of, and decision to pursue, wellness as a lifestyle over the life span. Willingness to assess issues of wellness in one’s lifestyle and life-environments; an ongoing choice to become the best one can be spiritually, mentally, emotionally, physically, socially, and vocationally.</p>
<p>2. Commitment to Learning</p>	<p>Demonstrated ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; to continually seek new knowledge and understanding.</p> <p>Demonstrated academic and life-management skills: For example, ability to prioritize and manage a variety of commitments, time and stress; critical thinking skills; problem-solving and ethical decision-making skills; quality participation in class exercises and assignments; timeliness.</p> <p>Commitment to excellence as a Behavior Analysis professional.</p>
<p>3. Core Academic and Clinical Competencies</p>	<p>The Behavior Analysis profession, through its various accrediting and certifying agencies (e.g. BACB™, ABAI, APBA) has identified the knowledge-base that is essential for success in professional Behavior Analysis. These core areas are reflected in the BACB™ 5th Edition Task List. Acceptable performance in these academic areas is essential.</p> <p>It should be noted that, in a number of academic courses involving these core academic and clinical areas, students will be challenged to review their own values, attitudes, experiences, beliefs, behaviors and biases. Willingness to engage in this self-review, its challenges and potential growth, is a critical element in growing as a professional Behavior Analyst.</p>
<p>4. Professional Identity</p>	<p>Commitment to ongoing development as a professional Behavior Analyst.</p> <p>Commitment to high standards of practice as a Behavior Analysis professional.</p> <p>An understanding of one’s motivation for choosing the Behavior Analysis profession. The ability to critically assess one’s own values, attitudes, beliefs and behaviors as they relate to the standards of excellence and ethics, and the best practices, of the Behavior Analysis profession.</p> <p>The ability to exhibit appropriate professional attitudes and conduct; ability to represent the profession ethically and effectively. Willingness to assume roles of service and advocacy.</p>

	<p>Ability to demonstrate theory-into-practice, that is, to translate learned values and content knowledge into professional/personal attitudes and action.</p> <p>Developing participation in the varied roles of the professional Behavior Analysis and participation in professional organizations through membership, service and scholarship.</p> <p>Ability to see oneself as connected to a wider whole of regional/global needs, helping systems, and resources. A commitment to advocacy on behalf of clients and larger society, as well as to the pursuit of social justice, as consistent with one's professional Behavior Analysis identity.</p>
5. Personal Maturity	<p>Ability to live and function at an appropriate level of emotional, psychological, and relational well-being; freedom from significant impairments that would affect one's ability to perform as a professional Behavior Analysis. The ability to tolerate ambiguity and to patiently address areas of growth. Ability to balance personal and professional self-awareness.</p>
6. Responsibility	<p>Demonstrated ability to fulfill professional commitments and to be accountable for actions and outcomes. Demonstration of effective work habits and attitudes (e.g. reliability), evident in classes, assistantship assignments, and other areas of student performance.</p> <p>Demonstrated ability to act and respond in a variety of situations with honesty and integrity. Knowledgeable about professional ethical standards and competent in applying those standards to concrete situations.</p>
7. Interpersonal Skills	<p>Demonstrated ability to interact effectively with clients, families, colleagues, other helping professionals, and the community and to deal effectively with multiple diversities in a pluralistic society.</p> <p>Effectiveness in establishing positive interpersonal relationships on an individual and group basis; openness to constructive criticism; tolerance and openness toward differences; ability to develop appropriate support systems.</p> <p>The ability to identify sources of and seek out appropriate feedback from faculty and peers, and to utilize and provide feedback for improving personal and professional interactions; "supervis-ability."</p> <p>Ability to be appropriately assertive and self-advocating.</p>
8. Problem-solving	<p>In both professional performance and personal development, the ability to recognize and define problems, analyze data from varied sources, develop and implement solutions, and evaluate outcomes. The ability to seek out resources for help, support, and insight.</p>
9. Stress Management	<p>The ability to identify sources of stress that (potentially) affect personal and professional functioning, and to develop effective coping behaviors. Existence of appropriate boundaries between personal stressors and professional performance. Obtaining appropriate supports, resources and help when needed.</p>
10. Cultural Competence	<p>Demonstrated multicultural knowledge, awareness, and skills with diversity, equity, and inclusion aspects including social justice and advocacy. Self-awareness of one's own</p>

	<p>cultural identities and worldview including assumptions, attitudes, perceptions, and behaviors towards self and others. Demonstrated ability to understand and recognize the concepts of power, privilege, oppression, barriers, prejudice, bias, and discrimination; and their implications of intersectionality that influence clientele, communities, and the profession. Demonstrated knowledge of and sensitivity to identity markers including but not limited to: race, ethnicity, sexual/affective orientation, gender, gender identity, disability, religion/spirituality, age, and social class/socio-economic factors.</p>
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The University of Scranton's Applied Behavior Analysis Programs: Mission, Vision, and Objectives

The University of Scranton's Programs in Applied Behavior Analysis (ABA) prepare students to investigate, analyze, and transform existing systems of care for vulnerable individuals. We offer two programs: Certificate of Advanced Graduate Studies (CAGS) in Applied Behavior Analysis, and Master's of Science in Applied Behavior Analysis. Subsequent to meeting the BCBA™'s Supervised Fieldwork Experience requirements, graduates will be eligible to sit for examination to become *registered behavior technicians* and *board certified behavior analysts* (RBTs; BCaBAs, BCBAAs) with sophisticated and state-of-the-art training in scientific principles.

The faculty are fully committed to preparing students to embody the core principles of ABA: *improving behaviors of social significance*, helping *vulnerable populations*, integrating into *community settings*, and applying the principles of *social justice* throughout their entire careers.

Faculty aim to train educated and innovative behavior analysts. We are fully committed to *cura personalis* – “care of the person”, and the aspirational goal of *magis* – the philosophy of doing more for others. Thus, each student will experience a *personalized* approach to education while exploring how their interests and skills as a Behavior Analyst can be used to be a unique force for the betterment of society.

The University of Scranton's Mission

The University of Scranton is a Catholic and Jesuit university animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share its life.

The University of Programs in Applied Behavior Analysis reflect the Jesuit commitment to excellence in education. All students will enjoy *personalized experiences* in our program that will facilitate learning. We take a *community approach* in our teaching, demonstrated by our commitment to knowing our students, and taking responsibility for students' growth as Behavior Analysts and as *Men and Women for Others*.

The University of Scranton's Vision

The University of Scranton will be boldly driven by a shared commitment to excellence. We will provide a superior, transformational learning experience, preparing students who, in the words of Jesuit founder St. Ignatius Loyola, will "set the world on fire."

The University of Scranton's Programs in Applied Behavior Analysis are committed to providing students with state-of-the art education, training, and research experiences. Graduates of our program will be prepared to “set the world on fire” with their knowledge, skills, and commitment to serving others in the context of empirically supported Behavior Analytic services.

Program Missions

Certificate of Advanced Graduate Studies (CAGS) in Applied Behavior Analysis Mission:

The mission of our Certificate of Advanced Graduate Studies (CAGS) in Applied Behavior Analysis Program is to produce competent science-informed practitioners who are solidly grounded in basic principles derived from the experimental analysis of behavior, who approach problems in a conceptually systematic way tied to those basic principles, who will attain BCBA certification, who adhere to evidenced-based ABA practices and the Ethics Code, and who will continue to inform their practice with current research findings.

Master's of Science in Applied Behavior Analysis Program Mission: The mission of our Master's of Science in Applied Behavior Analysis Program is to produce is to produce competent, science-informed behavior-analytic practitioners and consultants, who are solidly grounded in basic principles derived from the experimental analysis of behavior (EAB), who approach the world from a radical behaviorist perspective, who will continue to inform their practice with current research findings, contribute to behavioral research, who attain BCBA certification, and who are prepared to enter doctoral programs (should they choose to do so).

Program Vision

The University of Scranton's Programs in Applied Behavior Analysis will be boldly driven by a shared commitment to excellence. We will provide a superior, transformational learning experience, preparing students who, in the words of Jesuit founder St. Ignatius Loyola, will "set the world on fire."

The University of Scranton offers two different programs in Applied Behavior Analysis, each incorporating core elements from the different branches of Behavior Analysis:

1. Certificate of Advanced Graduate Studies (CAGS) in Applied Behavior Analysis
2. Master's of Science in Applied Behavior Analysis

Program Objective

The University of Scranton's Programs in Applied Behavior Analysis will produce professional Behavior Analysts who are prepared to engage in professional practice. The Behavior Analysis Certification Board (BACB™) requires that applicants for the examination acquire their educational experience in a *Verified Course Sequence (VCS)*. Students in our program will obtain the necessary educational experiences to sit for the exam.

Why Choose The University of Scranton?

The University of Scranton's Programs in Applied Behavior Analysis are unique in several ways. First, we are committed to education and training in Applied Behavior Analysis at the undergraduate and graduate levels. Second, for our graduate programs, we combine the flexibility of distance learning with the personalized experience of an in-classroom education. Thus, students will have the opportunity to engage with the majority of the academic learning on their own schedules, while meeting with professors and other students for tailored, online, synchronous classes for summary of the material, question-and-answer, application, and – most importantly – relationship building. Third, our program takes a hands-on approach in students' pursuit of the certification requirements. Our faculty will work shoulder-to-shoulder with students to ensure that they are getting the best training possible to meet their professional goals.

Applied Behavior Analysis Program Descriptions

Certificate of Advanced Graduate Study (CAGS) in Applied Behavior Analysis

The Certificate of Advanced Graduate Study (CAGS) in Applied Behavior Analysis is a 21-credit post-graduate certificate program designed to provide professionals in psychology, education, child care, speech and language disorders, counseling and related fields with a mastery of therapy methods and treatments of children and adults with autism and related developmental disorders. This certificate will prepare students to meet the coursework requirements needed to take the Behavior Analysis Certification Board (BACB™) exam. Upon completion of the certificate program, students will have met the coursework requirements to sit for the certification exam. Note that students must arrange for and complete the BACB™ required Supervised Fieldwork Experience in addition to the coursework in order to be eligible to sit for the exam (https://www.bacb.com/wp-content/uploads/2020/11/BCBA-2022EligibilityRequirements_210513.pdf).

Educational Excellence: This certificate enables students to complete the verified course sequence so that they can sit for the Board Certified Behavior Analyst (BCBA) exam, which leads to certification in behavior analysis at the master's level.

Economic Strength: This program enables us to offer courses through the Counseling and Human Services department, which are complementary to the following disciplines: counseling and human services, psychology, sociology, education, occupational therapy, criminal justice, human resources, and nursing. This post-masters program increases the potential opportunities for students. The post-certificate program increases potential credentialing and employment opportunities for enrolled students.

This 21-credit program is designed for individuals who are interested in careers as a Board Certified Behavior Analyst (BCBA) in school or clinical settings. The core courses (21 credits) of the Certificate of Advanced Graduate Studies emphasize areas of knowledge and skillsets that are required of all Board Certified Behavior Analysts. Topics include foundational knowledge, fundamental elements of behavior change, specific behavior-change procedures, behavior-change systems, measurement, experimental design, identification of the problem, assessment, intervention, implementation, management, and supervision.

Description of the New Curriculum: Students must take seven required courses in the program: ABA 605: Philosophical Underpinnings of Applied Behavior Analysis; ABA 600: Concepts and Principles in Applied Behavior Analysis; ABA 640: Measurement and Experimental Design in Applied Behavior Analysis; ABA 610: Ethics in Applied Behavior Analysis; ABA 615: Behavior Assessment in Applied Behavior Analysis; ABA 625: Behavior-Change Procedures in Applied Behavior Analysis; ABA 635: Personnel Supervision and Management Interventions. These courses focus on basic behavior-analytic skills, client-centered responsibilities, and foundational knowledge in Applied Behavior Analysis.

Master's of Science in Applied Behavior Analysis

The Master's of Science in Applied Behavior Analysis Program is designed to provide the coursework experience necessary to achieve certification as a Board Certified Behavior Analyst (BCBA) by the Behavior Analysis Certification Board (BACB™) and to meet the accreditation standards for academic programs set by the Association for Behavior Analysis International (ABAI). The curriculum emphasizes content in practice, research, management, and ethics. Note that students must arrange for and complete the BACB™ required Supervised Fieldwork Experience in addition to the coursework in order to be eligible to sit for the exam (https://www.bacb.com/wp-content/uploads/2020/11/BCBA-2022EligibilityRequirements_210513.pdf).

Educational Excellence: This master's program enables students to complete the certified course sequence and earn an MS degree so that they can sit for the Board Certified assistant Behavior Analyst (BCBA) exam, which leads to certification in behavior analysis at the master's level. Students will learn how to become a scientist-practitioner in that they will learn both the scientific principles underlying assessment and treatment and how to apply that knowledge.

Economic Strength: This program enables us to offer courses through the Counseling and Human Services department, which are complementary to the following disciplines: counseling and human services, psychology, sociology, education, occupational therapy, criminal justice, human resources, and nursing. This master's program increases the potential opportunities for students. This master's program increases potential credentialing and employment opportunities for enrolled students.

This 36-credit program is designed for individuals who are interested in careers as a Board Certified Behavior Analyst (BCBA) in school or clinical settings, and will prepare student who wish to pursue a doctoral degree in Behavior Analysis. The core courses (24 credits) and elective courses (6 credits) of this Master's Program emphasize areas of knowledge and skillsets that are required of all Board Certified Behavior Analysts. Topics include foundational knowledge, fundamental elements of behavior change, specific behavior-change procedures, behavior-change systems, measurement, experimental design, identification of the problem, assessment, intervention, implementation, management, supervision, research skills, and multi-disciplinary team approaches to care. The remaining courses (6 credits) are dedicated to education and training in research (thesis or capstone).

Description of the New Curriculum: Students must take all required courses in the program: ABA 605: Philosophical Underpinnings of Applied Behavior Analysis; ABA 600: Concepts and Principles in Applied Behavior Analysis; ABA 640: Measurement and Experimental Design in Applied Behavior Analysis; ABA 610: Ethics in Applied Behavior Analysis; ABA 615: Behavior Assessment in Applied Behavior Analysis; ABA 625: Behavior-Change Procedures in Applied Behavior Analysis; ABA 635: Personnel Supervision and Management Interventions; ABA 545: Basic Behavior Analysis; 6 credits of ABA electives; ABA 599/590: Thesis/Capstone. These courses focus on basic behavior-analytic skills, client-centered responsibilities, foundational knowledge in Applied Behavior Analysis, research skills, and application of knowledge in practice.

Applied Behavior Analysis Program Information

Course Sequence Verification and ABAI Accreditation

Our Certificate in Advanced Graduate Studies in Applied Behavior Analysis and M.S. in Applied Behavior Analysis programs are *Verified Course Sequences (VCS)*. That is, the courses have been verified by the Association for Behavior Analysis International (ABAI) as meeting the standards put forth by the BACB™ for eligibility to take the certification examination. Note that students must arrange for and complete the BACB™ required Supervised Fieldwork Experience in addition to the coursework in order to be eligible to sit for the exam (https://www.bacb.com/wp-content/uploads/2020/11/BCBA-2022EligibilityRequirements_210513.pdf).

We anticipate applying for accreditation by the ABAI as soon as our program is eligible (Fall of 2023).

Locations and Schedule

Both the Certificate of Advanced Graduate Studies (CAGS) in Applied Behavior Analysis Program and the Master's of Science in Applied Behavior Analysis Program are offered fully online. Note that all classes include both asynchronous and synchronous online components.

Classes are offered in Fall, Spring, and Summer semesters in 7-week sessions.

Student Guidelines

Communication

The Applied Behavior Analysis/Department of Counseling and Human Services faculty and staff will communicate with you through your University of Scranton email account, Brightspace, zoom, and the ABA listserv.

Plan of Study

Applied Behavior Analysis program faculty and staff will create a *Plan of Study* (see Appendix) for all students. This lists all of the courses a student must complete to earn a certificate or degree. The plan must be signed by the advisor or the Program Director. This document becomes part of the student's permanent file.

Applied Behavior Analysis Program Learning Outcomes

Our Behavior Analysis programs are guided by curricular experiences designed towards student achievement of the following Program Learning Outcomes (PLOs):

1. Demonstrate master's level Applied Behavior Analysis dispositions.
2. Demonstrate master's level theoretical knowledge and competencies in philosophical underpinnings, concepts and principles, ethics, behavior assessment, behavior-change procedures, and personnel supervision/management theoretical knowledge and competencies in Applied Behavior Analysis.
3. Demonstrate the master's-level foundational skills, underlying principles, and knowledge of measurement, data display, data interpretation, and experimental design in Applied Behavior Analysis.
4. Demonstrate Master's level specialized *clinical* Applied Behavior Analysis knowledge and skills in the areas of philosophical underpinnings, concepts and principles, measurement and experimental design, ethics, behavior assessment, behavior-change procedures, and personnel supervision/management theoretical knowledge and competencies.
5. Integrate all aspects of the Masters-level programmatic coursework, including foundations and applications in Applied Behavior Analysis.

Applied Behavior Analysis Programs' Courses of Study

Certificate of Advanced Graduate Study in Applied Behavior Analysis

Certificate Requirements

Admission in to the Certificate of Advanced Graduate Study in ABA requires a formerly earned Master's degree in any field. A minimum of 21 credit hours is required for this program. Requirements include completing the Behavior Analysis Verified Course Sequence (21 credit hours). Students must maintain a minimum cumulative GPA of 3.0. Note that students must arrange for and complete the BACB™ required Supervised Fieldwork Experience in addition to the coursework in order to be eligible to sit for the exam (https://www.bacb.com/wp-content/uploads/2020/11/BCBA-2022EligibilityRequirements_210513.pdf).

Semester I: (6 credits)

ABA 605: Philosophical Underpinnings of Applied Behavior Analysis

ABA 600: Concepts and Principles in Applied Behavior Analysis

Semester II: (6 credits)

ABA 640: Measurement and Experimental Design in Applied Behavior Analysis

ABA 610: Ethics in Applied Behavior Analysis

Semester III: (6 credits)

ABA 615: Behavior Assessment in Applied Behavior Analysis

ABA 625: Behavior-Change Procedures in Applied Behavior Analysis

Semester IV: (3 credits)

ABA 635: Personnel Supervision and Management Interventions

Master's of Science in Applied Behavior Analysis

Degree Requirements

Admission into the Master's of Science in ABA requires a formerly earned Bachelor's degree in any field. A minimum of 36 credit hours is required for this program. Requirements include completing the behavior analysis core curriculum (24 credit hours), thesis/capstone hours (6 hours), and 2 electives (6 credits). Students must maintain a minimum cumulative GPA of 3.0. NOTE: students must obtain the supervised fieldwork hours required by the BACB™ for eligibility to sit for the certification exam outside of the certificate program (see https://www.bacb.com/wp-content/uploads/2022-BCBA-Fieldwork-Standards_200501.pdf).

Semester I: (6 credits)

ABA 605: Philosophical Underpinnings of Applied Behavior Analysis

ABA 600: Concepts and Principles in Applied Behavior Analysis

Semester II: (6 credits)

ABA 640: Measurement and Experimental Design in Applied Behavior Analysis

ABA 610: Ethics in Applied Behavior Analysis

Semester III: (6 credits)

Elective

ABA 599/590: Thesis/Capstone (3 credits)

Semester IV: (6 credits)

ABA 615: Behavior Assessment in Applied Behavior Analysis

ABA 625: Behavior-Change Procedures in Applied Behavior Analysis

Semester V: (6 credits)

ABA 635: Personnel Supervision and Management Interventions

ABA 545: Basic Behavior Analysis

Semester VI: (6 credits)

Elective

ABA 599/590: Thesis/Capstone (3 credits)

Applied Behavior Analysis Course Descriptions

Certificate of Advanced Graduate Study in Applied Behavior Analysis

Course Prefix/ Number	Course Title	Course Description
ABA 605	Philosophical Underpinnings of Applied Behavior Analysis	This class emphasizes the philosophical underpinnings of Applied Behavior Analysis, such as behavior, response, environment, and stimulus. The class also covers respondent and operant conditioning, reinforcement, and schedules of reinforcement.
ABA 600	Concepts and Principles in Applied Behavior Analysis	This class emphasizes concepts and principles in Applied Behavior Analysis, such as reinforcement, punishment, extinction, discrimination, generalization, and verbal behavior. The class also covers stimulus control, operant extinction, reinforcement effects, and behavioral contingencies.
ABA 640	Measurement and Experimental Design in Applied Behavior Analysis	This class emphasizes measurement, data display and interpretation, and experimental design in applied behavior analysis. This class also covers time sampling, experimental variables, experimental validity, and single-subject design.
ABA 610	Ethics in Applied Behavior Analysis	This class emphasizes ethics in applied behavior analysis as it relates to responsibility to clients, behavior analysts as supervisors, and behavior analysts' ethical responsibility to the profession.
ABA 615	Behavior Assessment in Applied Behavior Analysis	This class emphasizes behavior assessment in Applied Behavior Analysis with a focus on establishing operations, abolishing operations, functions of behavior, and environmental changes that reduce the need for behavior analytic services. The class also identifies ways to select an alternative behavior to be increased while basing decision making on data.
ABA 625	Behavior-Change Procedures in Applied Behavior Analysis	This class emphasizes behavior-change procedures in Applied Behavior Analysis, such as reinforcement, modeling, errorless learning, prompt delay, prompt fading, shaping, chaining, differential reinforcement, group contingencies, stimulus generalization and response generalization. Students demonstrate skills related to discrete trial training, verbal behavior, free-operant teaching and naturalistic teaching through simulation activities.
ABA 635	Personnel Supervision and	This class emphasizes Personnel Supervision and Management Interventions in Applied Behavior Analysis.

	Management Interventions	
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Master's of Science in Applied Behavior Analysis

Course Prefix/ Number	Course Title	Course Description
ABA 605	Philosophical Underpinnings of Applied Behavior Analysis	This class emphasizes the philosophical underpinnings of Applied Behavior Analysis, such as behavior, response, environment, and stimulus. The class also covers respondent and operant conditioning, reinforcement, and schedules of reinforcement.
ABA 600	Concepts and Principles in Applied Behavior Analysis	This class emphasizes concepts and principles in Applied Behavior Analysis, such as reinforcement, punishment, extinction, discrimination, generalization, and verbal behavior. The class also covers stimulus control, operant extinction, reinforcement effects, and behavioral contingencies.
ABA 640	Measurement and Experimental Design in Applied Behavior Analysis	This class emphasizes measurement, data display and interpretation, and experimental design in applied behavior analysis. This class also covers time sampling, experimental variables, experimental validity, and single-subject design.
ABA 610	Ethics in Applied Behavior Analysis	This class emphasizes ethics in applied behavior analysis as it relates to responsibility to clients, behavior analysts as supervisors, and behavior analysts' ethical responsibility to the profession.
ABA 615	Behavior Assessment in Applied Behavior Analysis	This class emphasizes behavior assessment in Applied Behavior Analysis with a focus on establishing operations, abolishing operations, functions of behavior, and environmental changes that reduce the need for behavior analytic services. The class also identifies ways to select an alternative behavior to be increased while basing decision making on data.
ABA 625	Behavior-Change Procedures in Applied Behavior Analysis	This class emphasizes behavior-change procedures in Applied Behavior Analysis, such as reinforcement, modeling, errorless learning, prompt delay, prompt fading, shaping, chaining, differential reinforcement, group contingencies, stimulus generalization and response generalization. Students demonstrate skills related to discrete trial training, verbal behavior, free-operant teaching and naturalistic teaching through simulation activities.
ABA 635	Personnel Supervision and	This class emphasizes Personnel Supervision and Management Interventions in Applied Behavior Analysis.

	Management Interventions	
ABA 545	Basic Behavior Analysis	This course presents the student with an understanding of the development of the basic science underlying Applied Behavior Analysis. Special emphasis is placed on theoretical frameworks that have influenced the development of applied assessment and intervention procedures and the value of coordinated basic and applied research that is essential in natural sciences.
Elective 1		
Elective 2		
ABA 590	Capstone	This course will provide the student with expert oversight and guidance of an experimental demonstration of Behavior Analytic principles or case-study report. Students will conduct original research or conduct a case study.
ABA 599	Thesis	This course will provide the student with expert oversight and guidance of an experimental demonstration of Behavior Analytic principles. The student will conduct original research and prepare the result to submit to a journal for consideration of publication.

The University of Scranton MS in ABA Program: Guidelines

It is the advisor's responsibility to be sure that his or her students are aware and knowledgeable of these activities and deadlines. There are two primary categories students must complete for the ABA MS: didactic courses and activities relevant to the Capstone or Thesis. For each category, see "Plan of Study" for details about when the students will take each class during his or her time in the program.

Category 1: Didactic classes (30 credits total)

Students must complete the 8 core courses (24 credits) and 2 elective courses (6 credits). Students must earn a "B" or better in each of these courses.

Category 2: Capstone or Thesis (6 credits total)

Students will meet with their advisors to determine whether to complete a Capstone project or a Thesis project. In general, students who wish to utilize the ABA MS as a terminal academic degree will choose the Capstone option, and those who wish to advance to pursue a doctoral degree should further discuss the thesis option with their advisor. The thesis option is at the discretion of the program faculty.

Note: Students must acquire 1,500 – 2,000 supervised fieldwork hours during and/or after matriculation in the program. Students may start acquiring hours on the day they take the first class in the first course. The number of hours, supervision requirements, tracking of hours, and all other details about the supervised fieldwork experience are on the BACB™'s website, in which the supervised fieldwork standards are described (see https://www.bacb.com/wp-content/uploads/2022-BCBA-Fieldwork-Standards_200501.pdf).

Master's of Science in Applied Behavior Analysis: Guidelines for Conducting a Thesis

What is a Thesis?

In academia, the exact procedures and outcomes associated with the word “thesis” often times varies across countries, across institutions, and across fields of study. At the University of Scranton, *conducting a thesis* will consist of a series of meetings, an intensive literature search, development of a document, presentation of the document to a committee, execution of the research, and presentation of the findings to your committee. At the conclusion of the thesis process, the student will have learned how to conduct an independent research project. Hopefully, the students will also submit the results of the research to a peer reviewed journal for consideration of publication. Conducting a thesis is not an easy series of tasks. However, completing a thesis is one of the most gratifying academic achievements that a student can complete.

Thesis Proposal

Your thesis proposal should be written in the future tense and adhere to the 7th edition of the APA style manual (American Psychological Association, 2020). All thesis students should purchase the APA Publication Manual, Seventh Edition. You may choose to write your thesis proposal as part of *ABA 640: Measurement and Experimental Design in Behavior Analysis* that you will take during your first year in the program, or write a new proposal once you begin working with your thesis advisor in the summer semester between your two years in the program. Your advisor will work with you to revise your proposal; you should expect at least a one-week turn-around time from your faculty advisor per revision.

Apply for IRB Approval

All thesis research projects must be submitted to the University of Scranton Institutional Review Board (IRB) for approval. See The University of Scranton IRB website (<https://www.scranton.edu/academics/provost/research/sub%20pages/IRB.shtml>) and IRBnet (<https://irbnet.org/release/public/register.jsp>) for the application and instructions about submission. You must include your methods section, an informed consent form, and any other required forms with the application. Also, if your participants are part of, or receive services from, an agency or group, you must get written permission from the director of the agency or group to recruit participants. The IRB website includes meeting dates, which will give you a sense of the timing between your submission and feedback. You may submit your IRB proposal prior to your thesis proposal meeting (discuss with your advisor – they may want you to submit after your thesis proposal meeting), but if major changes are requested by your thesis committee, you may be required to submit an addendum to your IRB proposal to the IRB.

Registering for Thesis Credit

Students will register for thesis credits during their Summer semesters. Consult with the ABA Program Director to find out the current requirements regarding (i) posting your defense announcement (ii) necessary forms and their due dates, and (iii) due date of your final thesis materials for on-time graduation, as these vary by semester.

Requirements for Earning a Passing Grade each Semester

Students must submit a first draft of their proposal to their faculty thesis advisor by the last day of their third semester in the program. Students must have presented their thesis proposal and have an approved proposal by the end of the Summer semester in order to receive a passing grade. Students are expected to conduct their data collection and finish writing their thesis by the end of their sixth semester (second Summer semester).

Select Thesis Committee

A thesis committee consists of (at minimum): your Committee Chair (your faculty advisor in the CHS department) and two other full-time faculty members. At least one of the other committee members needs to be from Counseling and Human Services Department, but the other faculty member can be any full-time faculty member at the University of Scranton. Students should work with their committee chair to select committee members with relevant experience that will be helpful in developing the project.

Set Proposal Date

Set date and time for your thesis proposal meeting. Your Committee Chair will have you complete the relevant forms, including your thesis title and committee members. Be sure to allow at least 2 weeks for each committee member to read your proposal before attending your proposal meeting.

Plan on a one-hour meeting. You will present each section of your proposal (e.g., PowerPoint presentation), for about 30 minutes. Each committee member will then provide feedback, ask questions, and make suggestions for improving the proposal. At the conclusion of this meeting, all the committee members sign the relevant forms; the student will then send the form and a copy of your thesis proposal to admin. assistant in the main office of the Department of Counseling and Human Services. This will be filed in your student file in the main office after the Dean signs the form. The possible outcomes of this meeting are as follows: a) asks for minor revisions to the thesis proposal; or b) the committee requests major changes to your thesis proposal. Your Committee Chair will provide you with a signed form that details the necessary revisions for formal approval.

Proposal Revision

After you have modified your proposal according to the comments of your committee members, let your committee chair review the changes. After getting the “go ahead,” (i.e., the appropriate forms are signed and IRB approval for final proposal obtained), students may start collecting data.

Data Collection

During data collection, you should meet with your committee chair at least once per week to discuss your progress. Do not make any modifications or phase changes without first consulting with your committee chair. Also, during the course of data collection, if you desire to make any major changes to the project, these changes must be approved ahead of time by your entire thesis committee and the IRB.

Reporting Your Results

Write up your results and discussion section and modify your documents to reflect that data collection has now occurred in the past (i.e., use past tense). Submit your revised document to your Committee Chair for feedback. Once approved, set your final thesis defense meeting. This document should be written as if you are ready to submit the data set for consideration of publication. You should work with your committee chair to make sure that the final product is in line with the publication practices of your target journal.

Thesis Defense Meeting

Set date and time for your thesis defense meeting. Be sure to allow at least 2 weeks for each committee member to read thesis before attending your defense meeting.

Prior to the thesis defense, please fill out the Announcement form, provided by the Program Director, 14 days prior to your scheduled defense. Plan on a 1-1.5 hour meeting. Be sure to dress professionally. Students will present each section of the thesis, with PowerPoint, for about 30 minutes. For this presentation, students should focus on your results and discussion. Each committee member will then provide feedback, ask questions, and make suggestions for improving the manuscript. At the conclusion of the defense, your advisor will have all the committee members sign the relevant form and the advisor will turn this form in to the office of Department of Counseling and Human Services admin. assistant. The possible outcomes of this meeting are as follows: a) the committee signs your exam report form and asks for minor revisions to the thesis; b) the committee signs your exam report form, but requests major changes to your thesis; or c) the committee asks to see changes to your thesis before signing your exam report form. A grade of “fail” may be given for your final 3 Thesis credits if you did not do what you proposed in the thesis proposal. It is critical for students to follow through with the approved plan to the best of their ability. If for any reason students are unable to do so, they should contact their committee chair immediately to problems solve.

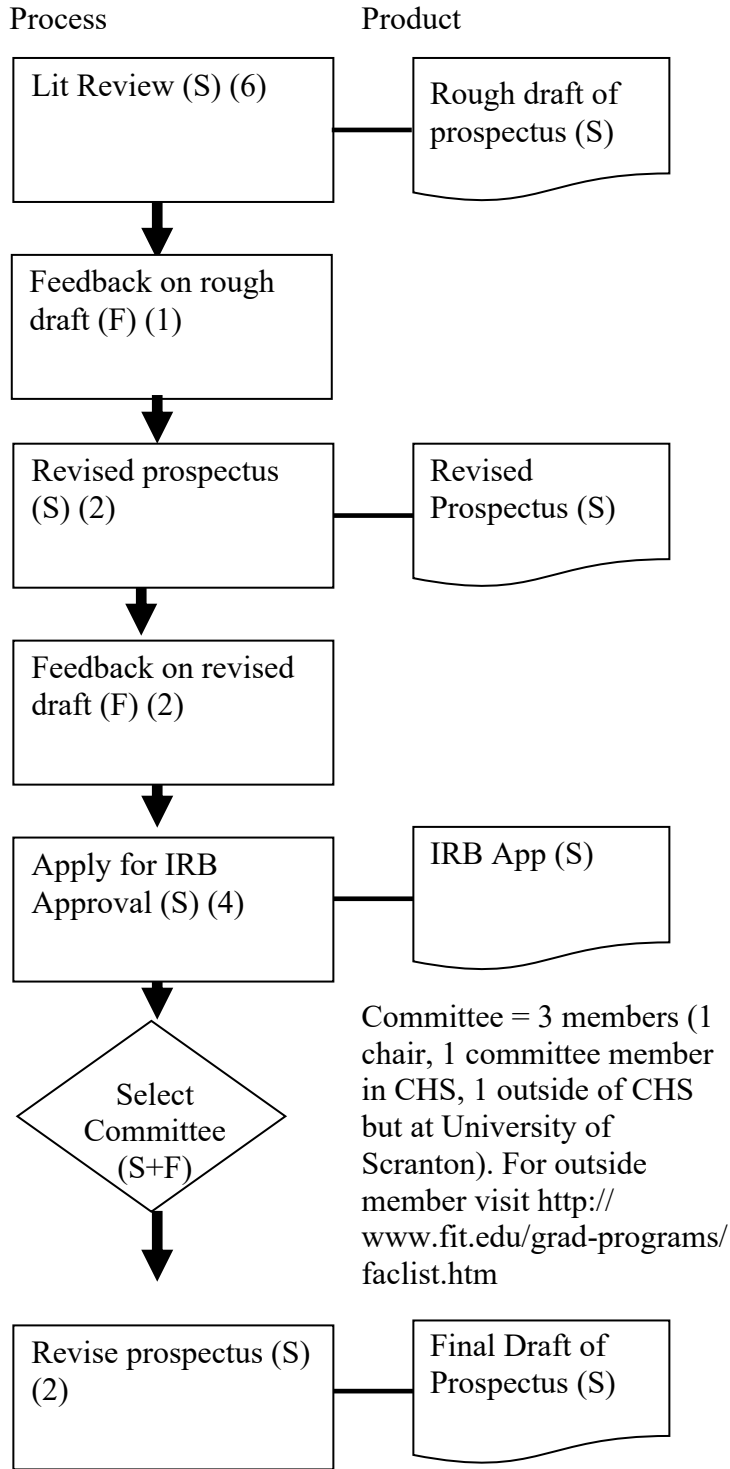
Final Review and Submission

Once you have made the necessary changes to your thesis, submit it to your Committee Chair for (hopefully) final rounds of edits. After the thesis is finalized, the Graduate Thesis Approval Form should be completed and submitted, with copies going the CHS Department, the Office of the Registrar and Academic Services and to the Weinberg Library. At this time, you should also discuss with your Committee Chair whether the document should be readied for submission for possible publication.

References

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

FLOWCHART FOR THE UNIVERSITY OF SCRANTON THESIS STUDENTS



Thirty Common Writing Errors

1. Using “data” as a singular noun.
2. Using ambiguous terms (e.g., this, that) without a clear referent.
3. Using sexist language.
4. Confusing “i.e.” (id est, that is) and “e.g.” (example gratia, for example)
5. Failing to indicate page numbers for quotes.
6. Failing to use parallel form.
7. Changing verb tense without reason
8. Confusing the meaning of “affect” and “effect”
9. Misplacing modifiers.
10. Failing to ensure the accuracy of references.
11. Beginning a sentence with a number that is not written out, a lowercase abbreviation, or a symbol.
12. Failing to hyphenate compound modifiers.
13. Using “which” when “that” is appropriate.
14. Confusing the appropriate use of colons and semicolons.
15. Using “since” as a synonym for “because,” which it is not.
16. Failing to ensure agreement of subject and verb.
17. Failing to use active voice.
18. Using the pronoun “who” to refer to non-humans.
19. Using “consequate,” which is not a word.
20. Using split infinitives.
21. Using “is comprised of” when “is composed of” is appropriate (the whole comprises the parts and is “composed of” them)
22. Confusing the meaning of “can” and “may.”
23. Using double negatives.
24. Referring to other species as “infrahumans,” “subhumans,” or “animals,” instead of “nonhumans” or “other animals,” when they are compared with us.
25. Using ampersands when referring to text to references with two or more authors.
26. Ending a sentence with a preposition.
27. Formatting references incorrectly (See APA Publication Manual).
28. Using “between” (instead of “among”) when three or more items are under consideration.
29. Confusing “continual” with “continuous.”
30. Using “less” and “fewer” as synonyms, which they are not.

Oral Presentation Helpful Hints

Structure your presentation with a beginning, middle and end. At the beginning of your presentation: gain audience attention (e.g., greet your audience), and signal beginning of the presentation. During the presentation present: the findings of previous research, the objectives / aims of your thesis proposal, highlight the methods that you will use to achieve stated goals / aims / objectives. Sequence your ideas / slides (e.g., chronological or from general to specific) so they build up to your proposed project (e.g., previous research supports the method you propose to use and your proposal is a systematic replication). After presentation of method section, thank your committee for attending behavior and open the floor to questions from your committee members.

Pronunciation (proper names, concepts and principles) and presentation is important, practice at least twice beforehand.

Use proper body language (e.g., stand up, eye contact with audience, smile). Minimize time with back to audience, swaying back and forth, and hands in pockets.

Check to see that your presentation is compatible with the equipment in the presentation room prior to the presentation. Secure any adaptors that may be needed (e.g., when using a Mac).

When presenting a graphic element, vocally label the axes and then highlight important aspects of the graph.

Use visuals and keywords to minimize the number of words on slides.

Use large fonts (> 18 point).

Use a pointer or pen to draw attention to specific points or visual aspects.

Use a spell check.

When presented with difficult questions, make sure you understand the question: ask a question to see if you understand or repeat the question in your own words to check that you understood.

General Characteristics of Each Section of a Thesis

Literature Review: general description of applied behavior analysis and the population you are using in your thesis, general description of the specific topic and why it is important, review of 10-30 relevant studies, purpose statement/research questions .

Abstract: A summary of what the reader is about to read. An abstract should include a problem statement, a purpose statement, a succinct (1-2 sentence) methods summary, a succinct (1-2 sentence) results summary, and a “take-home” message.

Method: Participants and setting, materials, dependent variables and data collection, design, experimental conditions/procedures, interobserver agreement, treatment integrity

Results: *for proposal* - hypothetical data that show how the design chosen will be sufficient to demonstrate experimental control and a one paragraph description of hypothetical data per participant; *for final thesis* – a detailed description of means, a measure of variability (e.g., range, standard deviation) and data trends for each phase per participant, graphs depicting the results of all portions of your study for each participant

Discussion – *for proposal* – A 2-3 paragraph description of what the hypothetical results will signify; *for final thesis* – A 1-2 paragraph review of the results, a detailed description and discussion of the implications of the results, a discussion of the possible behavioral mechanisms responsible for the results, a detailed description of limitations of the study, and a detailed description of suggestions for future research.

Detailed Characteristics of each section of a Thesis

Literature Review (Introduction Section)

Locate relevant literature

- Identify key authors and journals
- Use bibliographic reference sources
- Use computerized literature searches
- Obtain reprints and preprints
- Look at literature from other relevant disciplines
- Scan tables of contents of key journals
- Use reference lists from articles, chapters, and books
- Use primary sources
- Avoid popular press and websites

Critically read the literature

- Identify themes
- Identify strengths and weaknesses of individual articles
- Identify strengths and weaknesses of field as a whole
- Collect photocopies or notes

Prepare to write

- Investigate length and format parameters
- Make a preliminary outline
- Include page allocations
- Limit the scope of your review
- Organize the literature you will cover

Write your review

- Write Abstract (this will require revision)
- Write the introduction
- Write subsections
- Use transition and integrative phrasing
- Synthesize and critically analyze the literature

Introduce your study and hypotheses

- Be careful not to plagiarize

Method Section

Subsections

Subjects

- How many (or a range)
- Criteria for inclusion
- Criteria for exclusion (if any)
- Other characteristics of subjects (e.g., demographics)
- Sampling and recruitment procedures
- How informed consent will be obtained

Design

- Name of design
- Independent variables
- Dependent variables
- Method of assigning subjects to group
- Setting and apparatus

Setting

- Where study will be conducted
- Important features of setting
- Equipment described
- Make and model (if any)
- Construction details for apparatus unique to study

Independent variables

- How operationalized
- Potential confounds and how they will be avoided and/or assessed
- Who serves as experimenter (e.g., self or others)?
- How experimenter will be kept blind to hypotheses
- Training experimenter will receive
- How integrity of independent variables will be assessed
- Fidelity checks
- Instrumentation and methods

Measures (dependent variables)

- Description

Scoring

- What scores will you use?

Procedure

- Sequence and timing of tasks
- IOA

Results Section

Present data related to purposes of the study

Present results in an orderly, logical way

- Order and sequence the results

 - Include relevant information

 - Name of statistic (if any)

 - Relevant details of analyses

 - Means (with range or standard deviation)

- Word your results clearly

 - Follow APA conventions regarding presentation of tables, graphs, and/or statistics

- Create well-crafted, clear tables

- Prepare well-crafted clear figures

Discussion Section

Summarize your findings

- Avoid technical detail

- Use clear language

Interpret your findings

Place your findings in context

- Consider how your findings converge with, clarify, or contradict past findings

Consider the implications of your findings

- Theoretical implications

- Methodological implications

- Applied implications

Include a humility subsection

- Consider internal validity issues

- Consider external validity issues

- Consider measurement issues

- Consider statistical issues (if any)

Include comments about future directions

Appendix 1
ABA Program Forms and Other Information

**Master's of Science (MS)
Applied Behavior Analysis**
Plan of Study (36 credits)

Student Name _____ Program Start Date _____
 Acceptance Status: _____
 Acceptance Conditions: _____ Graduation Date _____

Core ABA Courses

(These classes cover the content of the BACB™ Exam.)

- ___ ABA 605 *Phil. Underpinnings* F & Sp
- ___ ABA 600 *Concepts & Principles* F & Sp
- ___ ABA 640 *Measurement...* F & Sp
- ___ ABA 610 *Ethics...* F & Sp
- ___ ABA 615 *Behavior Assessment* F & Sp
- ___ ABA 625 *Behavior Change...* F & Su
- ___ ABA 635 *Personnel Supervision...* F & Sp

**ABA MS Specialty
Courses**

- ___ ABA 590 *Capstone Su*
- ___ ABA 599 *Thesis Su*

Electives

- ___ *Elective 1 Su*
- ___ *Elective 2 Su*

Semester	Core (7 courses/21 credits)	Specialty (1 course/6 credits)	Electives (2 courses/6 credits)	Notes
Fall h1 20__				
Fall h2 20__				
Spring h1 20__				
Spring h2 20__				
Summer 20__				
Fall h1 20__				
Fall h2 20__				
Spring h1 20__				
Spring h2 20__				
Summer 20__				
Fall h1 20__				
Fall h2 20__				

Career Interests: _____

Professional Membership(s): _____

Certificate of Advanced Graduate Studies
Applied Behavior Analysis
 Plan of Study (21 credits)

Student Name _____ Program Start Date _____
 Acceptance Status: _____ Graduation Date _____
 Acceptance Conditions: _____

<p>Core ABA Courses</p> <p><i>(These classes cover the content of the BACB™ Exam.)</i></p> <p>___ ABA 605 <i>Phil. Underpinnings</i> F & Sp</p> <p>___ ABA 600 <i>Concepts & Principles</i> F & Sp</p> <p>___ ABA 640 <i>Measurement...</i> F & Sp</p> <p>___ ABA 610 <i>Ethics...</i> F & Sp</p> <p>___ ABA 615 <i>Behavior Assessment</i> F & Sp</p> <p>___ ABA 625 <i>Behavior Change...</i> F & Su</p> <p>___ ABA 635 <i>Personnel Supervision...</i> F & Sp</p>	<p>ABA MS Specialty Courses</p> <p>N/A</p>	<p>Electives</p> <p>N/A</p>
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Semester	Core (7 courses/21 credits)	Specialty N/A	Electives N/A	Notes
Fall h1 20__				
Fall h2 20__				
Spring h1 20__				
Spring h2 20__				
Fall h1 20__				
Fall h2 20__				
Spring h1 20__				
Spring h2 20__				
Fall h1 20__				
Fall h2 20__				
Spring h1 20__				
Spring h2 20__				

Career Interests: _____

Professional Membership(s): _____

ABA Core Competency Areas

	Formative	Date	Summative	Date
1) Philosophical Underpinnings	1 2 3 4	_____	1 2 3 4	_____
Notes:				
2) Concepts and Principles	1 2 3 4	_____	1 2 3 4	_____
Notes:				
3) Measure, Data Display, Interpretation	1 2 3 4	_____	1 2 3 4	_____
Notes:				
4) Experimental Design	1 2 3 4	_____	1 2 3 4	_____
Notes:				
5) Ethics	1 2 3 4	_____	1 2 3 4	_____
Notes:				
6) Behavior Assessment	1 2 3 4	_____	1 2 3 4	_____
Notes:				
7) Behavior-Change Procedures	1 2 3 4	_____	1 2 3 4	_____
Notes:				
8) Selecting & Implementing Inter.	1 2 3 4	_____	1 2 3 4	_____
Notes:				
9) Personnel Sup. & Mana	1 2 3 4	_____	1 2 3 4	_____
Notes:				

Consultations with Student:

	Date	Topic	Action Items
1)	_____	_____	_____
2)	_____	_____	_____
3)	_____	_____	_____
4)	_____	_____	_____
5)	_____	_____	_____
6)	_____	_____	_____
7)	_____	_____	_____
8)	_____	_____	_____
9)	_____	_____	_____
10)	_____	_____	_____

Revised: June 2018

PCPS STUDENT APPLICATION FOR PROFESSIONAL TRAVEL FUNDS

Please submit documentation to Tammy Manka, 111 McGurrian Hall

Date: _____ PCPS Major/Academic Program: _____

Name: _____ R number: _____

Scranton e-mail: _____ Telephone #: _____

Organization Sponsoring Meeting: _____

Location of Mtg./Conf: _____ Date(s) of Mtg./Conf.: _____

A faculty member traveling to same destination (if relevant): _____

Check Type of Student Lodging: Hotel Dormitory Other lodging not private residence Private residence

Lodging Mailing Address _____

Paper/Poster Title and Authors _____

Scope of Meeting/Conference (please check): International National Regional State Area
Please indicate briefly the nature of the meeting/conference:

Purpose for attending the Mtg./Conf. (please check one below & attach appropriate documentation)

1. Presenting a paper, poster or other (specify). 2. General professional development but no presentation

Summarize Anticipated Expenses (registration, travel, lodging, food, etc.) Note that only a portion of expenses will be reimbursed.
Proof of student payment (receipts) required. Students should expect to self-fund a majority of professional travel:

Checklist for Approval

- Travel must be associated with the student's academic program (club activities are not eligible)
- Copy of meeting announcement or preliminary program is attached
- Documentation of paper acceptance or other presentation/meeting involvement, if relevant, is attached.

Mailing Address for Check: _____

Signature of Applicant: _____

Signature of Program Director (verifying eligibility): _____

Dean's Approval: _____ \$200 \$100 Other _____