



OUACHITA BAPTIST UNIVERSITY

**Master of Science (M.S.) in ABA
&**

Master of Arts (M.A.) in ABA

PROGRAM HANDBOOK

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Dr. Sheila K. Barnes, Ph.D., BCBA-D, LBA
Founding Director of the M.S. in ABA Program
Owner/Executive Director, Hope 4 Autism

Dr. Barnes is the Founding Director of Ouachita's M.S. in ABA program, the first M.S. in ABA program in the state of Arkansas. Dr. Barnes founded the ABA program in 2019, in an effort to address the critical shortage of BCBA®s in the state. Dr. Barnes not only has the highest credentials offered in the field, but she also has extensive professional experience. She is a doctoral level Board Certified Behavior Analyst (BCBA-D®) who completed her doctorate in educational psychology. She earned two Master's degrees – one in special education and one in counseling psychology. Dr. Barnes has extensive experience working directly with infants and young children with autism or other intellectual/developmental disabilities and has worked in a variety of settings, such as home-based infant intervention, public school early childhood special education, and a residential treatment center for adjudicated youth and others. Dr. Barnes is the owner, founder, and Executive Director of Hope 4 Autism, an ABA clinic that provides services to children and families in Fort Smith, Arkansas. As a former president of ArkABA, Dr. Barnes led efforts to expand Medicaid coverage for BCBA therapy in Arkansas. She is highly regarded throughout the state and region for her expertise in ABA. Dr. Barnes officially retired from Ouachita in May 2022; however, she continues to be an active member of the ABA community in mentoring, training, and guiding future ABA practitioners.

Introduction

Congratulations on being admitted to the Applied Behavior Analysis graduate program at Ouachita Baptist University! We are pleased that you will be a part of Ouachita and welcome you to our program. As you begin your career as a Board Certified Behavior Analyst® (BCBA®), you are encouraged to become actively involved with the trajectory of your career early on. This is a rewarding but also challenging field of service, study, and research. It is vital for you to focus on learning the concepts and principles of Applied Behavior Analysis while also gaining meaningful and relevant experiences applying those concepts and principles.

Obtaining your Master of Science (M.S.) or your Master of Arts (M.A.) in Applied Behavior Analysis (ABA) is the first step toward your goal of becoming a BCBA®. Ouachita's ABA graduate programs are in the ABA Department, which is housed in the J.D. Patterson School of Natural Sciences. We are a Christ-centered learning community embracing the liberal arts tradition.

Ouachita's M.S. and M.A. in ABA programs follow a lockstep, cohort model and are offered in a distance-learning (i.e., online-synchronous) format. Each new cohort begins the program in August of every year, with a mandatory 3-day in-person residency on campus a couple of weeks prior to the start of classes.

The Association for Behavior Analysis International (ABAI®) has verified Ouachita's ABA graduate programs' course sequences as meeting the coursework requirements for eligibility to take the BCBA® examination. Additionally, students in the M.S. in ABA who accrue all of their fieldwork hours (1500 minimum) via Ouachita's Concentrated Supervised Fieldwork courses will be eligible to apply for the BCBA® examination¹ as soon as their degree is conferred. Students in the M.A. in ABA program must meet the BACB®'s supervised fieldwork requirement independent of Ouachita.

Association for Behavior Analysis International® (ABAI®)

550 W. Centre Avenue

Portage, Michigan, 49024, USA

Telephone: (269) 492-9310

Website: <http://www.abainternational.org>.

Behavior Analysis Certification Board® (BACB®)

7950 Shaffer Parkway

Littleton, Colorado, 80127, USA

Website: <https://www.bacb.com>

BACB® Requirements for the BCBA® National Certification

Requirements to become a Board Certified Behavior Analyst® (via Pathway 2)

1. Possess a graduate (Master's or Doctoral) degree in any discipline.
2. Complete coursework in Behavior Analysis from a program with a Verified Course Sequence.
3. Complete practical fieldwork in applied behavior analysis:
 - a. 2000 hours of SUPERVISED FIELDWORK, or
 - b. 1500 hours of CONCENTRATED SUPERVISED FIELDWORK
4. Pass the national BCBA® certification examination
5. Apply for licensure in your state of practice (*required in some, but not all states*)

For detailed, most up-to-date information on the BACB®'s requirements for BCBA® certification, please visit <https://www.bacb.com/bcba/>. Please note that requirements of the BACB may change and may take effect immediately. Their requirements supersede all other or previous requirements.

- Ouachita's M.S. in ABA program meets ALL the requirements to be eligible to take the national BCBA® certification examination.
- Ouachita's M.A. in ABA program meets the degree and course requirements; students must complete practical fieldwork on their own, independent of Ouachita, in order to be eligible to take the national BCBA® certification examination.
- Students planning to apply for the BCBA® certification examination *after December 31st 2025* must have a [**BCBA VCS Coursework Attestation of Coursework Requirements Form**](#) completed and signed by the ABA Program Director prior to applying for the exam.

Admission Requirements for the ABA Graduate Program

University Graduate Admission

Applicants must meet the general university graduate admissions requirements, which can be found in the [**Ouachita Graduate Catalog**](#).

ABA Program Admission

In addition to meeting the general university admission requirements, applicants must have a minimum GPA of 3.000 on a 4.000 scale. Additional program admission requirements and information – including conditional admission considerations for applicants with a GPA lower than 3.000 and application evaluation criteria – are available in the [**Ouachita Graduate Catalog**](#) as well.

Interview requirements

After submitting their online application, applicants must attend a brief online interview with the ABA Fieldwork Coordinator and at least one other ABA Department faculty. The interviews will

be scheduled by the ABA Fieldwork Coordinator and interview dates and time slots will be provided by the ABA Fieldwork Coordinator during the application window.

Fieldwork site placement requirements (M.S. in ABA program only)

Fieldwork site placement is required for students in the M.S. in ABA program, but not required for students in the M.A. in ABA program. For M.S. in ABA students, fieldwork site placement is not required at the time of *acceptance* into the program but is required in order to *enroll* in the program. In other words, prospective M.S. in ABA students are *not* required to have secured a fieldwork site prior to submitting their application; however, they *are* required to secure a fieldwork site in order to enroll in their first ABA course.

Please be aware that some states (e.g., Arizona, Massachusetts, Utah) require that BCBAs[®] obtain licensure in order to supervise ABA trainees/supervisees, regardless of the physical location of the supervisor. In other words, a student/supervisee living in those states can only accrue fieldwork supervision hours from a qualified BCBA[®] supervisor who is licensed in those states, even if the supervisor is remote. Consequently, any admitted student living in any of those states must be admitted into the M.A. in ABA program by default, as that program does not require fieldwork supervision. It is the student's responsibility to be familiar with their respective state's licensure and supervision requirements. For information on what states require licensure in order to practice and/or supervise, please visit <https://www.bacb.com/u-s-licensure-of-behavior-analysts/>.

Once admitted, students in the M.S. in ABA program must secure a fieldwork site and complete, sign, and return the Ouachita Memorandum of Understanding (MoU) / Supervision Contract (link included in the Appendix section of this handbook) to the ABA Fieldwork Coordinator prior to enrolling in the program (the deadline for submitting the completed and signed MoUs to the Fieldwork Coordinator is July 1).

The ABA Fieldwork Coordinator will counsel and assist each admitted/accepted student in locating – and *to the extent possible* – securing a fieldwork site with one of Ouachita's existing Clinical Partners. If fieldwork placement with one of Ouachita's Clinical Partners is not possible, the Fieldwork Coordinator will counsel and assist students with locating – and *to the extent possible* – securing a fieldwork site with an eligible ABA organization in the area where the student resides.

M.S. in ABA students are strongly encouraged to secure placement with Ouachita's Clinical Partners. The ABA Fieldwork Coordinator will make every effort to help students find a fieldwork site, however, Ouachita makes no guarantee that all efforts at securing a fieldwork site will be successful. Furthermore, Ouachita makes no guarantee with respect to employment by Clinical Partners and ABA organizations; this means students are responsible for maintaining communication with prospective fieldwork sites, interviewing with prospective sites, and displaying professional behavior. Students working at an ABA organization at the time of admission may remain there and secure the organization as a fieldwork site with approval from the Program Director. Relocation to an available fieldwork placement site may be required if there are no eligible or available fieldwork sites in the student's area.

Some Clinical Partners and ABA organizations may require that applicants possess – or be in the process of applying for – the RBT® credential as a condition of employment and/or supervision. The RBT® credential is *not* required in order to apply for or be accepted into the M.S. in ABA program.

Fieldwork placement requires significant time commitment of accruing *at least 25 hours of restricted and unrestricted activities per week*. See the [BCBA Fieldwork Requirements](#) for additional information about the expectations of supervision. Students who cannot devote this time to the program and to their fieldwork placement may not be able to complete the M.S. in ABA program requirements and may request a transfer to the M.A. in ABA program within their first year in the program.

Application window and decision notifications

Applications for admission into Ouachita’s M.S. and M.A. in ABA programs are open annually from January 1 through May 1. Admission decisions and notifications are made by the end of each month during the application window.

Applications OPEN	JANUARY 1
Applications CLOSE	MAY 1
Deadline for submitting signed Ouachita MoU/Supervision Contract	JULY 1

Transfer Policy (from other institutions)

Degree-seeking transfer students may be permitted to transfer coursework from another university with an ABAI-approved Verified Course Sequence (VCS). A maximum of nine (9) hours may be transferred. Courses must have been completed within the last five (5) years, must be from the same task list/test content outline (TCO) edition as Ouachita’s ABA programs’, and must have a grade of B or above (i.e., grade points of 3.0 or above) to be eligible to receive transfer credit. Transfer students must have a minimum graduate GPA of 3.000 on a 4.000 scale. In order to be accepted for transfer, a transcript along with course syllabi must be submitted for review to and approved by Ouachita’s ABA Program Director. Credits earned for completing Thesis, Capstone, Research, and/or Practicum will not be accepted for transfer. Transfer students are required to complete the mandatory 3-day in-person residency.

Residency (ABA Intensive) Requirement

Both the M.S. and M.A. in ABA programs are low-residency programs which consist of a one-time mandatory 3-day in-person ABA Intensive on campus, approximately 2 weeks prior to the start of the classes in August. All M.S. and M.A. in ABA students, including transfer students, are required to attend the 3-day Intensive; failure to attend the Intensive will result in de-enrollment from the program, unless accommodations were arranged and approved by the Program Director prior to the Intensive. The ABA Intensive provides students the opportunity to meet and begin forming strong relationships with their fellow cohort mates, the university faculty and administration, and other key personnel (e.g., the Dean of the School of Natural Sciences, the University President, etc.). We believe that commencing the ABA graduate programs by visiting

campus is the best way to get to know and be a part of the Ouachita community. We take special care to protect the health of our campus community, therefore, in the event that Covid-19 restrictions (i.e., lockdowns) are in place, the ABA Intensive will move to an online/virtual experience.

J. D. Patterson School of Natural Sciences

Mission

The School of Natural Sciences consists of the Departments of Applied Behavior Analysis, Biological Sciences, Chemistry and Physics, Communication Sciences and Disorders, Exercise Science, Mathematics and Computer Sciences, Nursing, and Nutrition and Dietetics.

The School of Natural Sciences seeks to provide the highest quality educational experience for all students. The School promotes student learning in an atmosphere that nurtures critical and creative thinking, an appreciation of the beauty and complexity of natural systems, the development of ethical codes in striving for moral excellence, the ability to communicate effectively in speaking and writing, and an understanding of the importance of service and leadership. Within the liberal arts tradition, the School emphasizes the methods of science as it prepares all students for informed citizenship and as it prepares natural science students for positions of leadership in the professions. The School places emphasis on the preparation of students for graduate and professional schools.

ABA Graduate Programs

Behavior analysis, just like biology, is a *natural* science – unlike psychology or sociology, which are *social* sciences. According to B. F. Skinner, the founding father of the Experimental Analysis of Behavior (EAB), “Science is first of all a set of attitudes” (Skinner, 1953, p. 12). The attitudes of our science are determinism, empiricism, experimentation, replication, parsimony, and philosophic doubt (Cooper, Heron, & Heward, 2020; Whaley & Surratt, 1968).

As a scientific discipline, Behavior Analysis consists of four interrelated domains: Radical Behaviorism (the theoretical and philosophical branch of Behavior Analysis), Experimental Analysis of Behavior or EAB (the experimental branch of Behavior Analysis which focuses on basic research and aims to discover basic behavior principles), Applied Behavior Analysis or ABA (the applied branch of Behavior Analysis, which focuses on developing, systematically applying, and evaluating behavior-change tactics and technologies to improve behaviors of social significance), and Professional Practice (or service delivery) guided by Behavior Analysis, which focuses on improving the lives of and helping individuals be more successful by designing, implementing, and continually evaluating behavior-change programs.

Mission

The mission of the ABA graduate programs at Ouachita Baptist University is to produce compassionate, competent, and committed scientist-practitioners who possess the theoretical, experimental, applied, and professional knowledge, skills, and competencies necessary to design, implement, and evaluate empirically supported behavior-analytic interventions to improve

behaviors of social significance. Ouachita's ABA graduate programs provide a rigorous academic curriculum that develops in each student the clinical, problem-solving, critical-thinking skills and dispositions of a science-informed Behavior Analyst and leads graduates to professional careers in ABA and its subspecialties.

Purpose

The purpose of the ABA graduate programs is to prepare students for lives of meaningful and impactful work as they serve clients, families, individuals, and the larger community in various therapeutic settings including but not limited to Autism therapy, intellectual and developmental disabilities, behavioral disorders, special education, behavioral pediatrics, mental health, substance abuse, etc.

In order to fulfill its educational purpose, Ouachita will prepare students to provide evidence-based behavioral analytic services to clients and the community in accordance with the established best practices in ABA. In the context of a Christ-centered learning community, the program promotes Christian service, integrity, and leadership in the community and the profession.

Program Student Learning Outcomes

Ouachita's ABA Graduate Programs' Student Learning Outcomes listed below are based on the BACB's® 6th edition BCBA® Test Content Outlines and content domains as well as ABAI's content areas for quality ABA training programs, which include principles of behavior, research methods, conceptual analysis, applied behavior analysis, basic behavior analysis, and ethics.

1. Students will demonstrate knowledge of – and develop competence in – the historical, theoretical, and philosophical foundations of behaviorism, as well as the conceptual analysis of behavior, with particular emphasis on radical behaviorism.
2. Students will demonstrate knowledge of – and develop competence in – the concepts and principles of applied and experimental behavior analysis.
3. Students will demonstrate knowledge of – and develop competence in – behavioral measurement, data collection systems, graphical representation and visual analysis of behavioral data, and experimental design with particular emphasis on single subject research designs.
4. Students will demonstrate knowledge of – and develop competence in – ethical and professional issues as they pertain to behavior analytic research and practice.
5. Students will demonstrate knowledge of – and develop competence in – behavioral assessments and selection of assessment-derived behavioral interventions, particularly as they pertain to behavior reduction and behavioral acquisition.
6. Students will demonstrate knowledge of – and develop competence in – the application of principles of behavior as behavior-change procedures, with particular emphasis on

the implementation of behavioral interventions to increase and decrease behavior of social significance.

7. Students will demonstrate knowledge of – and competence in – behavior analytic personnel supervision, training, consultation, and performance management.
8. Students will demonstrate competence in behavior analytic clinical skills with particular emphasis on professional practice and service delivery model across a variety of populations and settings, including and beyond Autism and Intellectual & Developmental Disabilities.
9. Students will demonstrate competence in conducting applied behavior analytic research.
10. Students will demonstrate knowledge of – and develop competence in – one or more specialized areas of behavior analysis.

Program Goals and Objectives

The ABA graduate programs' goals support the mission of Ouachita by producing compassionate, highly competent, and committed behavior analysts who are prepared to think critically and provide empirically supported behavior-analytic interventions to improve behaviors of social significance. In accordance with the established best practices in applied behavior analysis and in order to fulfill its educational purpose, Ouachita's ABA graduate program is committed to the following program goals and objectives:

- *Program Goal 1:* Prepare graduates who are competent to practice as entry-level Board Certified Behavior Analysts (BCBAs®).
 - Objective 1: At least 80% of program participants will complete program/degree requirements within 36 months of starting the program.
 - Objective 2: At least 80% of program graduates will take the BACB® credentialing exam for the BCBA® credential within 6 (*M.S. in ABA*) or 24 (*M.A. in ABA*) months of program completion.
 - Objective 3: At least 80% of program graduates will pass the BACB® credentialing exam on their first attempt.
 - Objective 4: At least 80% of graduates who respond to the Student Program Evaluation survey will report that their employer is satisfied with their performance as a BCBA®
 - Objective 5: At least 80% of graduates who respond to the Student Program Evaluation Survey will rate that they were adequately prepared for an entry-level BCBA® position.

- Objective 6: At least 90% of graduates who seek employment will be employed as a BCBA® within 12 (*M.S. in ABA*) and 24 (*M.A. in ABA*) months of graduation.
- **Program Goal 2:** Prepare graduates with knowledge and experiences that promote lifelong learning, professional goals, and Christian leadership and service.
 - Objective 1: At least 50% of graduates who respond to the Student Program Evaluation Survey will report that they have attended at least one local, state, or national ABA conference or professional development event within 1 year of program completion.
 - Objective 2: At least 50% of graduates who respond to the Student Program Evaluation Survey will report that they engaged, participated, and/or served in any ABA-related community service or leadership within 1 year of program completion.
 - Objective 3: At least 50% of graduates who respond to the Student Program Evaluation Survey will report that they engaged, participated, and/or served in any ABA-related Christian community service or leadership within 5 years of program completion.

Faculty



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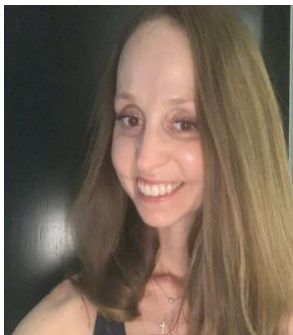
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Graduate Programs of Study

The ABA Department at Ouachita offers two graduate programs of study: the **M.S. in ABA** degree program and the **M.A in ABA** degree program. Both programs include a didactic course sequence that is approved and verified by ABAI®'s 6th edition verified course sequence.

BCBA Coursework Requirements & Verified Course Sequence

Ouachita's M.S. in ABA and M.A. in ABA programs have incorporated the [6th Edition Test Content Outline \(TCO\)](#) into their curricula, effective Fall 2023, thus ensuring that students graduating from each program will be prepared to take the 6th edition BCBA® exam in 2025. (The BACB®'s exam content will reflect the 6th edition TCO as of January 1, 2025).

Ouachita's M.S. in ABA and M.A. in ABA programs have also adapted the [2027 BCBA® Pathway 2 Coursework Requirements](#) into their curricula. However, the current eligibility requirements to apply for the BCBA® exam, including the coursework requirements, are in effect through December 31, 2026 (and independent of the 6th Edition TCO changes). Given that ABAI only verifies that VCS programs meet the behavior-analytic *coursework* eligibility requirements, and those eligibility requirements are not changing until 2027, students should expect to continue to see 5th edition coursework on the VCS website until December 31, 2025, and on the course attestation form until December 31, 2026. For more information on upcoming changes to the BCBA® coursework requirements as well as to the TCO (formerly known as the Task List), see the [BACB's Recent and Upcoming Changes](#).

The table below was adapted from ABAI's verified course sequence (VCS) page and shows how Ouachita's M.S. in ABA and M.A. in ABA programs fulfill the BCBA coursework – and VCS – requirements for the 5th and 6th editions, respectively.

Content Areas & Courses	Credit Hours	Task List 5	BACB Ethics Code and Code Enforcement System; Professionalism	Philosophical Underpinnings	Concepts & Principles	Measurements, Data Display and Interpretation; Experimental Design	Behavior Assessment	Behavior-Change Procedures; Selecting and Implementing Interventions	Personnel Supervision and Management
Hours Required for VCS			45	45	45	90	45		45
Concepts & Principles of ABA ABA 6143	3	A, B			45				
Research Methods in ABA ABA 6153	3	C, D				45			
Behavioral Assessment ABA 6243	3	F					45		
Behavior-Change Procedures I ABA 6253	3	G, H						45	
Ethical & Professional Issues in ABA ABA 6343	3	E	45						45
Supervision, Training, & Performance Management ABA 6353	3	I							45
Behavior-Change Procedures II ABA 6443	3	G, H						45	
Advanced Concepts & Principles of ABA ABA 6563	3	A, B		45	45				

Content Areas & Courses	Credit Hours	Test Content Outline 6	Basic Principles of Behavior	Theory & Philosophy in Behavior Analysis	Research Methods in Behavior Analysis	Behavior Assessment & Intervention	Organizational Behavior Management	Ethics in Behavior Analysis
Hours Required for VCS			45	45	45	90	45	45
Concepts & Principles of ABA ABA 6143	3	A, B	45					
Research Methods in ABA ABA 6153	3	C, D			45			
Behavioral Assessment ABA 6243	3	F				45		
Behavior-Change Procedures I ABA 6253	3	G, H				45		
Ethical & Professional Issues in ABA ABA 6343	3	E						45
Supervision, Training, & Performance Management ABA 6353	3	I					45	
Behavior-Change Procedures II ABA 6443	3	G, H				45		
Advanced Concepts & Principles of ABA ABA 6563	3	A, B		45				

M.S. in ABA Curriculum

Ouachita's M.S. in ABA program is a 36-credit, 540-hour program designed to prepare graduates to be successful scientist-practitioners by integrating theory and practice through online-synchronous coursework and Concentrated Supervised Fieldwork at approved fieldwork sites (i.e., clinical partners). The M.S. in ABA program's curriculum aligns with the BACB's® current test content outline (TCO; formerly known as Task List) as well as ABAI's quality training standards for master's degree programs.

The M.S. in ABA is a rigorous program that requires a significant amount of time commitment. Students are expected to accrue a *minimum* of 25 fieldwork hours a week at an approved fieldwork site, and an additional *minimum* of 15 hours a week reading, studying, completing course assignments, attending synchronous class meetings, and completing research projects. The M.S. in ABA program is ideal for students who are interested in conducting research, teaching courses in applied behavior analysis, or pursuing a Doctoral degree in the future. It is most appropriate for students currently working at an ABA clinic/organization and who wish to accrue supervised fieldwork experience while in the program.

In order to be eligible to graduate with their M.S. in ABA, students must earn 36 credits which consist of ten (10) online-synchronous didactic courses, three (3) hybrid Concentrated Supervised Fieldwork courses, and two (2) hybrid thesis or capstone courses. The table below depicts the course sequence for students in the M.S. in ABA program.

M.S. in ABA Course Sequence

Year 1			Year 2	
Fall I & II (Aug-Dec)	Spring I & II (Jan-May)	Summer (May-July)	Fall I & II (Aug-Dec)	Spring I & II (Jan-May)
Concepts & Principles of ABA (3) ABA 6143	Behavioral Assessment (3) ABA 6243	*Ethical & Professional Issues in ABA (3) ABA 6343	Behavior-Change Procedures II (3) ABA 6443	Special Topics in ABA (2) ABA 6542
Research Methods in ABA (3) ABA 6153	Behavior-Change Procedures I (3) ABA 6253	Supervision, Training, & Performance Management (3) ABA 6353	Experimental Analysis of Behavior (3) ABA 6453	Advanced Concepts & Principles of ABA (3) ABA 6563
Concentrated Supervised Fieldwork I (1) ABA 6161	Concentrated Supervised Fieldwork II (1) ABA 6261	Concentrated Supervised Fieldwork III (1) ABA 6361	ABA Thesis / Capstone I (2) ABA 6482	ABA Thesis / Capstone II (2) ABA 6582
7 credits total	7 credits total	7 credits total	8 credits total	7 credits total
*= Asynchronous course				
Tan shade = VCS course sequence				

M.S. in ABA Course Offerings

Students in the M.S. in ABA program must pass all didactic, fieldwork, and thesis/capstone courses with a B or higher in order to successfully complete the program. Students in the M.S. in ABA program are required to take the following courses, *in the order listed below*.

Each didactic course is a pre-requisite for the subsequent didactic course (e.g., ABA 6143 is a pre-requisite for ABA 6153; ABA 6153 is a pre-requisite for ABA 6243, and so on and so forth). Likewise, each fieldwork course is a pre-requisite for the subsequent fieldwork course (e.g., ABA 6161 is a pre-requisite for ABA 6261, and ABA 6261 is a pre-requisite for ABA 6361), and each Thesis/Capstone course is a pre-requisite for the subsequent Thesis/Capstone course (e.g., ABA 6482 is a pre-requisite for ABA 6582).

Students may not skip any courses in the sequence, nor may they proceed to the next course in the sequence without passing the one before it. This requirement applies to all courses, including Concentrated Supervised Fieldwork and Thesis/Capstone courses.

ABA 6143: Concepts & Principles of ABA

This course introduces students to concepts, principles, characteristics, and the technical terminology of Applied Behavior Analysis (ABA). The course also provides a brief introduction to the historical, philosophical, and methodological foundations of ABA as a science and a profession. The philosophical assumptions and dimensions of the science of ABA, including determinism, empiricism, parsimony, selectionism, pragmatism, and lawfulness of behavior are discussed. **FALL TERM I.**

ABA 6153: Research Methods in ABA

This course introduces students to single case research methodology and behavior analytic experimental research designs. Tactics for measuring behavior and behavioral products, graphing and interpreting data, and evaluating behavior change procedures within the framework of single subject experimental designs that allow for conclusions about the impact of interventions and maintaining the accountability of the behavior analyst are discussed. **FALL TERM II.**

ABA 6161: Concentrated Supervised Fieldwork I

This course provides students Concentrated Supervised Fieldwork and practical experience through weekly live-online group supervision meetings hosted by a BCBA/BCBA-D[®] faculty. This course is the *first* of three (3) in the Concentrated Supervised Fieldwork course sequence that allows students to accrue fieldwork experience hours under the supervision of Ouachita's ABA faculty and the student's fieldwork site BCBA[®]s. The course includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. **FALL SEMESTER.**

ABA 6243: Behavioral Assessment

This course introduces students to behavioral assessment. Fundamental elements of behavioral assessments are reviewed, with a focus on practical functional behavioral assessments, functional analyses, and selecting assessment-derived functionally equivalent interventions to decrease behavior. **SPRING TERM I.**

ABA 6253: Behavior-Change Procedures I

This course introduces students to evidence-based and empirically derived behavior change tactics used to modify and improve behavior of social significance. Specifically, this course addresses behavior analytic strategies to decrease challenging behaviors of social significance, both at the individual and at the societal level. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (e.g., reinforcement) and are systematically applied to decrease behavior. Basic behavioral concepts and principles are revisited with a focus on their application in applied research as well as professional practice. This course is the first of two (2) behavior-change procedure courses. **SPRING TERM II.**

ABA 6261: Concentrated Supervised Fieldwork II

This course provides students Concentrated Supervised Fieldwork and practical experience through weekly live-online group supervision meetings hosted by a BCBA/BCBA-D[®] faculty. This course is the *second* of three (3) in the Concentrated Supervised Fieldwork course sequence that allows students to accrue fieldwork experience hours under the supervision of Ouachita's ABA faculty and the student's fieldwork site BCBA[®]s. The course includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and

evaluation of program implementation by others, and other activities performed by behavior analysts. **SPRING SEMESTER.**

ABA 6343: Ethical & Professional Issues in ABA

This course introduces students to ethical and professional considerations relevant to applied research in – and the professional practice of – Applied Behavior Analysis, specifically, the ethical, disciplinary, and responsible conduct and standards of the profession. Students will become familiar with the BACB®'s current ethical codes and their application to professional practice. **This course is delivered in an asynchronous model. MAY TERM.**

ABA 6353: Supervision, Training, & Performance Management

This course introduces students to behavior-analytic supervision, training, and performance management across settings, populations, and organizations. Best practices for supervision and supervisor-supervisee relationships will be discussed, with a focus on competency- and performance-based training, including behavioral skills training. Issues related to organizational behavior management are also discussed. **SUMMER TERM.**

ABA 6361: Concentrated Supervised Fieldwork III

This course provides students Concentrated Supervised Fieldwork and practical experience through weekly live-online group supervision meetings hosted by a BCBA/BCBA-D® faculty. This course is the *last* of three (3) in the Concentrated Supervised Fieldwork course sequence that allows students to accrue fieldwork experience hours under the supervision of Ouachita's ABA faculty and fieldwork site BCBA®s. The course includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. **SUMMER TERM.**

ABA 6443: Behavior-Change Procedures II

This course introduces students to evidence-based and empirically derived behavior change tactics used to modify and improve behavior of social significance. Specifically, this course addresses behavior analytic strategies to establish, strengthen, and maintain behaviors of social significance, both at the individual and at the societal level. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (e.g., reinforcement) and are systematically applied to increase behavior. Basic behavioral concepts and principles are revisited with a focus on their application in applied research as well as professional practice. This course is the first of two (2) behavior-change procedures courses. **FALL TERM I.**

ABA 6453: Experimental Analysis of Behavior

This course introduces students to the basic branch of behavior analysis and covers seminal research and current issues in the experimental analysis of behavior, including shaping, conditioned reinforcement, complex schedules of reinforcement, verbal behavior, stimulus control, matching law, stimulus equivalence, and the three levels of selection by consequences. Special emphasis is placed on understanding how principles of behavior are discovered and described in the context of basic research. Additionally, implications of basic research in behavior analysis for the development of behavioral technologies and their subsequent applications to behavior of social significance are discussed. **FALL TERM II.**

ABA 6482: ABA Thesis / Capstone I

This course provides students supervised experiential learning and applied research experience in the form of a Thesis or a Capstone project, under the advising and supervision of two (2) doctoral-level Ouachita ABA faculty and one (1) approved fieldwork BCBA supervisor (Thesis) or one (1) master's or doctoral-level Ouachita ABA faculty and one (1) approved fieldwork BCBA supervisor (Capstone). Students meet weekly online as a group, with their Thesis or Capstone project advisor. This course is the first of two (2) Thesis and Capstone courses. For Thesis: includes identification of a research topic, in-depth literature review, research proposal, and IRB application; for Capstone, includes identification of a behavior targeted for improvement, literature review, project outline, and IRB application. **FALL SEMESTER.**

ABA 6542: Special Topics in ABA

This course introduces students to special topics in behavior analysis as well as sub-specialties and various applications of ABA across settings and populations beyond autism and intellectual/developmental disabilities. Topics include behavioral momentum, behavioral economics, relational frame theory and acceptance commitment training, behavioral pediatrics, behavioral gerontology, addiction/substance abuse and contingency management, etc. **SPRING TERM I.**

ABA 6563: Advanced Concepts and Principles of ABA

This course provides an advanced, in-depth overview of the history and philosophy of behaviorism. Theoretical approaches to understanding and analyzing human behavior will be discussed, with particular emphasis on radical behaviorism and conceptual analysis of human behavior. **SPRING TERM II.**

ABA 6582: ABA Thesis / Capstone II

This course provides students supervised experiential learning and applied research experience in the form of a Thesis or a Capstone project, under the advising and supervision of two (2) doctoral-level Ouachita ABA faculty and one (1) approved fieldwork BCBA supervisor (Thesis) or one (1) master's or doctoral-level Ouachita ABA faculty and one (1) approved fieldwork BCBA supervisor (Capstone). Students meet weekly online as a group, with their Thesis or Capstone project advisor. This course is the second of two (2) Thesis and Capstone courses. For Thesis: includes IRB revisions and approval, recruitment of participants, data collection, final manuscript write-up, manuscript submission to peer-reviewed journal, and oral defense of thesis. For capstone: includes IRB revisions and approval, recruitment of participants, data collection, final paper write-up, and oral presentation. **SPRING SEMESTER.**

Thesis / Capstone Requirement

Students in the M.S. in ABA program are required to successfully complete and orally defend a Master's thesis or a Capstone project in their last semester of the program. Both the Master's thesis and the Capstone project are the culmination of M.S. in ABA students' graduate education and formal training in ABA.

Thesis students are required to *either* submit a publication-ready APA-style manuscript to a reputable behavior-analytic journal *or* present their thesis findings at a local or national behavior analysis conference (e.g., ABAI, ABAI affiliated local chapters, APBA, etc.). **Acceptance into a journal (or publication) is NOT required in order to complete the program!**

Although students are welcome to select a peer-reviewed journal of their choice, we recommend that students consider submitting their thesis manuscript to the following behavior analytic journals:

- *Behavior Analysis in Practice*
- *Behavioral Interventions*
- *Behavior Modification*
- *Seven Dimensions (a null-result journal)*

Capstone project students are encouraged to present their project at Ouachita's Scholar's Day conference or any local or national behavior analysis conference.

Thesis/Capstone courses are offered in the Fall and Spring semesters of students' second year in the program and are worth a total of four (4) credits. For Registrar and transcript purposes, an alternative course number may be offered to Thesis and Capstone students in order to distinguish between Thesis and Capstone courses. Additionally, students who choose the Thesis option will be registered separately for a 0-credit course in the semester they plan to defend.

Additional and general thesis requirements and guidelines for Ouachita graduate students can be found in the **Graduate Thesis Guidelines** (available on the OBU website and/or in the ABA Resource Center).

Thesis vs Capstone

Thesis (4 credits)	Capstone (4 credits)
Academic focus	Professional practice focus
Scholarly in nature	Clinical in nature
Most appropriate for students considering a Ph.D. or a career in research or academia	Most appropriate for students who plan to work as ABA practitioners in clinics, homes, and community settings
Addresses a topic that contributes new knowledge in the field of ABA and is applicable beyond a single setting	Answers a question of practical importance
May consist of a direct or systematic replication of existing research	Focus on improving behavior of social significance
Conceptualizes research questions that are socially significant and important to further development of ABA	Behavior change must consist of either behavior reduction or skill acquisition
Requires <u>at least 3 participants</u> (may not use own clients as participants, unless approved by thesis chair)	Requires <u>only 1 participant</u> (may be own client)
Oral defense to thesis committee is required	Oral presentation to capstone committee is required

Final written product: APA-style professional paper, publication-ready manuscript	Final written product: APA style student paper
Thesis committee (including thesis chair): 2 doctoral-level ABA faculty (from Ouachita) <u>and</u> <i>either</i> 1 BCBA/fieldwork supervisor (from clinical partner/fieldwork placement) <i>or</i> 1 faculty member from Ouachita or another university	Capstone committee (including capstone chair): 1 doctoral-level ABA faculty (from Ouachita) <u>and</u> <i>either</i> 1 BCBA/fieldwork supervisor (from clinical partner/fieldwork placement) <i>or</i> 1 faculty member from Ouachita
Must submit to peer-reviewed journal for publication or present findings at ABAI or ABAI-affiliated conferences	Submission or conference presentation NOT required

Thesis & Capstone Project Timeline

Thesis	Capstone
SPRING (Year 1)	
<ul style="list-style-type: none"> Meet with academic advisor to discuss the difference between Thesis and Capstone and choose between Thesis and Capstone 	<ul style="list-style-type: none"> Meet with academic advisor to discuss the difference between Thesis and Capstone and choose between Thesis and Capstone
SUMMER (Year 1)	
<ul style="list-style-type: none"> Meet with academic advisor to discuss research topic ideas and identify research topic Identify and confirm thesis committee members (3) 	<ul style="list-style-type: none"> Meet with academic advisor to discuss and identify target behavior and behavioral intervention Identify and confirm project committee members (2)
FALL (Year 2)	
<ul style="list-style-type: none"> Confirm research topic Conduct in-depth literature review Write introduction section Write method section Present thesis research proposal Submit IRB application 	<ul style="list-style-type: none"> Confirm target behavior and intervention Conduct literature review Write introduction section Write method section Present project proposal Submit IRB application
SPRING (Year 2)	
<ul style="list-style-type: none"> Obtain IRB approval Recruit participants Begin data collection / conduct research Write and finalize manuscript Defend thesis to committee and peers Submit for publication (or present at ABA conference) 	<ul style="list-style-type: none"> Obtain IRB approval Recruit participant Begin data collection/ implement project Write and finalize research paper Oral presentation of capstone project to committee and peers

M.A. in ABA Curriculum

Ouachita's M.A. in ABA program is a 36-credit, 540-hour program designed to prepare graduates to be successful science-informed practitioners in areas beyond autism and

intellectual/developmental disabilities (AU/IDD), by integrating theory and practice through online-synchronous coursework and applied experience in a variety of settings. The M.A. in ABA program aligns with the BACB's® current test content outline (formerly known as Task List) as well as ABAI's quality training standards for master's degree programs.

The M.A. in ABA program provides professionals working in various settings outside of AU/IDD, clinic-based, or home-based ABA-based therapy (e.g., schools, residential/group homes, foster care, behavioral health, nursing homes, etc.) a pathway to obtaining a master's degree in ABA while working in their existing setting and accrue supervised fieldwork experience at their own pace, independent of Ouachita. Unlike students in the M.S. in ABA program who are required to complete Concentrated Supervised Fieldwork courses and accrue supervised fieldwork hours while in the program, students in the M.A. in ABA program will complete their supervised fieldwork hours on their own, independent of Ouachita. Therefore, to be eligible to apply for the BCBA® examination, graduates from the M.A. in ABA program will need to complete either 1500 hours of concentrated supervised fieldwork or 2000 hours of supervised fieldwork in addition to earning their master's degree in ABA.

Similar to the M.S. in ABA, the M.A. in ABA program is a rigorous program that requires a significant amount of time commitment. Students should expect to spend a *minimum* of 15 hours a week reading, studying, completing course assignments, attending synchronous class meetings, and completing applied projects.

In order to be eligible to graduate with their M.A. in ABA, students must earn 36 credits which consist of ten (10) online-synchronous didactic courses, three (3) hybrid Applied Experience in ABA courses, and two (2) hybrid applied research courses. The table below depicts the course sequence for students in the M.A. in ABA program. Completion of a Thesis or Capstone project is NOT required for the M.A. in ABA program, however, completion of an Applied Research Project across two (2) semesters is required.

M.A. in ABA Course Sequence

Year 1			Year 2	
Fall I & II (Aug-Dec)	Spring I & II (Jan-May)	Summer (May-July)	Fall I & II (Aug-Dec)	Spring I & II (Jan-May)
Concepts & Principles of ABA (3) ABA 6143	Behavioral Assessment (3) ABA 6243	*Ethical & Professional Issues in ABA (3) ABA 6343	Behavior-Change Procedures II (3) ABA 6443	Subspecialties of ABA (4) ABA 6554
Research Methods in ABA (3) ABA 6153	Behavior-Change Procedures I (3) ABA 6253	Supervision, Training, & Performance Management (3) ABA 6353	Experimental Analysis of Behavior (3) ABA 6453	Advanced Concepts & Principles of ABA (3) ABA 6563
Applied Experience in ABA I (1)	Applied Experience in ABA II (1)	Applied Experience in ABA III (1)	Applied Research Project I (1)	Applied Research Project II (1)

ABA 6171	ABA 6271	ABA 6371	ABA 6491	ABA 6591
7 credits total	7 credits total	7 credits total	7 credits total	8 credits total
*= Asynchronous course				
Tan shade = VCS courses				

M.A. in ABA Course Offerings

Students in the M.A. in ABA program must pass all didactic, applied experience, and applied research courses with a B or higher in order to successfully complete the program. Students in the M.A. in ABA program are required to take the following courses, in the order listed below.

Each didactic course is a pre-requisite for the subsequent didactic course (e.g., ABA 6143 is a pre-requisite for ABA 6153; ABA 6153 is a pre-requisite for ABA 6243, and so on and so forth). Likewise, each applied experience course is a pre-requisite for the subsequent applied experience course (e.g., ABA 6171 is a pre-requisite for ABA 6271, and ABA 6271 is a pre-requisite for ABA 6371), and each Applied Research Project course is a pre-requisite for the subsequent Applied Research Project course (e.g., ABA 6491 is a pre-requisite for ABA 6591).

Students may not skip any courses in the sequence, nor may they proceed to the next course in the sequence without passing the one before it. This requirement applies to all courses, including Applied Experience and Applied Research Project courses.

ABA 6143: Concepts & Principles of ABA

This course introduces students to concepts, principles, characteristics, and the technical terminology of Applied Behavior Analysis (ABA). The course also provides a brief introduction to the historical, philosophical, and methodological foundations of ABA as a science and a profession. The philosophical assumptions and dimensions of the science of ABA, including determinism, empiricism, parsimony, selectionism, pragmatism, and lawfulness of behavior are discussed. **FALL TERM I.**

ABA 6153: Research Methods in ABA

This course introduces students to single case research methodology and behavior analytic experimental research designs. Tactics for measuring behavior and behavioral products, graphing and interpreting data, and evaluating behavior change procedures within the framework of single subject experimental designs that allow for conclusions about the impact of interventions and maintaining the accountability of the behavior analyst are discussed. **FALL TERM II.**

ABA 6171: Applied Experience in ABA I

This course is the *first* of three (3) in the Applied Experience in ABA course sequence that includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. Particular emphasis is placed on the development and evaluation of skills in the applied research and professional practice branches of behavior analysis, with a focus on subspecialties and applications of ABA beyond autism and intellectual/developmental disorders. **FALL SEMESTER.**

ABA 6243: Behavioral Assessment

This course introduces students to behavioral assessment. Fundamental elements of behavioral assessments are reviewed, with a focus on practical functional behavioral assessments, functional analyses, and selecting assessment-derived functionally equivalent interventions to decrease behavior. **SPRING TERM I.**

ABA 6253: Behavior-Change Procedures I

This course introduces students to evidence-based and empirically derived behavior change tactics used to modify and improve behavior of social significance. Specifically, this course addresses behavior analytic strategies to decrease challenging behaviors of social significance, both at the individual and at the societal level. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (e.g., reinforcement) and are systematically applied to decrease behavior. Basic behavioral concepts and principles are revisited with a focus on their application in applied research as well as professional practice. This course is the first of two (2) behavior-change procedure courses. **SPRING TERM II.**

ABA 6271: Applied Experience in ABA II

This course is the *second* of three (3) in the Applied Experience in ABA course sequence that includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. Particular emphasis is placed on the development and evaluation of skills in the applied research and professional practice branches of behavior analysis, with a focus on subspecialties and applications of ABA beyond autism and intellectual/developmental disorders. **SPRING SEMESTER.**

ABA 6343: Ethical & Professional Issues in ABA

This course introduces students to ethical and professional considerations relevant to applied research in – and the professional practice of – Applied Behavior Analysis, specifically, the ethical, disciplinary, and responsible conduct and standards of the profession. Students will become familiar with the BACB®'s current ethical codes and their application to professional practice. **This course is delivered in an asynchronous model. MAY TERM.**

ABA 6353: Supervision, Training, & Performance Management

This course introduces students to behavior-analytic supervision, training, and performance management across settings, populations, and organizations. Best practices for supervision and supervisor-supervisee relationships will be discussed, with a focus on competency- and performance-based training, including behavioral skills training. Issues related to organizational behavior management are also discussed. **SUMMER TERM.**

ABA 6371: Applied Experience in ABA III

This course is the *last* of three (3) in the Applied Experience in ABA course sequence that includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. Particular emphasis is placed on the development and evaluation of skills in the applied research and professional practice branches of behavior analysis, with a focus on subspecialties and applications of ABA beyond autism and intellectual/developmental disorders. **SUMMER TERM.**

ABA 6443: Behavior-Change Procedures II

This course introduces students to evidence-based and empirically derived behavior change tactics used to modify and improve behavior of social significance. Specifically, this course addresses behavior analytic strategies to establish, strengthen, and maintain behaviors of social significance, both at the individual and at the societal level. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (e.g., reinforcement) and are systematically applied to increase behavior. Basic behavioral concepts and principles are revisited with a focus on their application in applied research as well as professional practice. This course is the first of two (2) behavior-change procedures courses. **FALL TERM I.**

ABA 6453: Experimental Analysis of Behavior

This course introduces students to the basic branch of behavior analysis and covers seminal research and current issues in the experimental analysis of behavior, including shaping, conditioned reinforcement, complex schedules of reinforcement, verbal behavior, stimulus control, matching law, stimulus equivalence, and the three levels of selection by consequences. Special emphasis is placed on understanding how principles of behavior are discovered and described in the context of basic research. Additionally, implications of basic research in behavior analysis for the development of behavioral technologies and their subsequent applications to behavior of social significance are discussed. **FALL TERM II.**

ABA 6491: Applied Research Project I

This course provides applied behavior analytic research experience and focuses on developing competence in identifying and defining a behavior of social significance in need of improvement, designing a method to address the behavior in need of improvement, and using single-subject behavior-analytic research designs to evaluate the effectiveness of one or more behavioral interventions on improving the behavior. **FALL SEMESTER.**

ABA 6554: Subspecialties of ABA

This course introduces students to sub-specialties of ABA and their supporting research. Particular emphasis is placed on relational frame theory, acceptance and commitment training, clinical behavior analysis, and issues related to mental health, addiction, etc. **SPRING TERM I.**

ABA 6563: Advanced Concepts and Principles of ABA

This course provides an advanced, in-depth overview of the history and philosophy of behaviorism. Theoretical approaches to understanding and analyzing human behavior are discussed, with particular emphasis on radical behaviorism and conceptual analysis of human behavior. **SPRING TERM II.**

ABA 6591: Applied Research Project II

This course provides applied behavior analytic research experience and focuses on developing competence in identifying and defining a behavior of social significance in need of improvement, designing a method to address the behavior in need of improvement, and using single-subject behavior-analytic research designs to evaluate the effectiveness of one or more behavioral interventions on improving the behavior. **SPRING SEMESTER.**

Applied Research Project Requirement

Students in the M.A. in ABA program are required to successfully complete and orally defend an Applied Research Project (ARP) in their last semester of the program. The ARP is functionally

identical to a Capstone project and is the culmination of M.A. in ABA students' graduate education and formal training in ABA. ARP students are encouraged to present their project at Ouachita's Scholar's Day conference or any local or national behavior analysis conference.

ARP courses are offered in the Fall and Spring semesters of students' second year in the program and are worth a total of four (4) credits.

Applied Research Project (4 credits)
Professional practice focus
Clinical in nature
Most appropriate for students who plan to work as ABA practitioners in clinics, homes, and community settings
Answers a question of practical importance
Focus on improving behavior of social significance
Behavior change must consist of either behavior reduction or skill acquisition
Requires <u>only 1 participant</u> (may be own client)
Oral presentation to capstone committee is required
Final written product: APA style student paper
ARP committee (including ARP chair): 1 doctoral-level ABA faculty (from Ouachita) <u>and</u> <i>either</i> 1 BCBA/fieldwork supervisor (from clinical partner/fieldwork placement) <i>or</i> 1 faculty member from Ouachita
Submission or conference presentation NOT required

Applied Research Project Timeline

Applied Research Project
SUMMER (Year 1)
<ul style="list-style-type: none"> • Meet with academic advisor to discuss and identify target behavior and behavioral intervention • Identify and confirm project committee members (2)
FALL (Year 2)
<ul style="list-style-type: none"> • Confirm target behavior and intervention • Conduct literature review • Write introduction section • Write method section • Present project proposal • Submit IRB application
SPRING (Year 2)
<ul style="list-style-type: none"> • Obtain IRB approval • Recruit participant • Begin data collection/ implement project • Write and finalize research paper • Oral presentation of ARP to committee and peers

Transferring between programs: MS to MA

Students in the M.S. in ABA program may request a transfer to the M.A. in ABA program by completing the [ABA M.S to M.A. Program Transfer Application Form](#) and submitting it to the ABA Program Director. The transfer application must be completed and submitted to the Program

Director *within the first year* of the student's continuous enrollment in the M.S. in ABA program, and *no later than the end of the Summer term*. An interview with the Program Director and/or the ABA Fieldwork Coordinator is required within two (2) weeks of submitting the transfer application. No more than one (1) transfer is permitted. In addition, all approved transfers are final; once a student has successfully transferred into the M.A. in ABA program, (s)he may not request another transfer.

Students in the M.S. in ABA program may transfer to the M.A. in ABA program if they are unable to meet the M.S. in ABA program's fieldwork requirements (e.g., inability to maintain or unsuccessful attempts at securing or secure a fieldwork placement).

Transferring between programs: MA to MS

Students in the M.A. in ABA program may request a transfer to the M.S. in ABA program by completing the [ABA M.A to M.S. Program Transfer Application Form](#) and submitting it to both the ABA Program Director and the ABA Fieldwork Coordinator. The transfer application must be completed and submitted *within the first year* of the student's continuous enrollment in the M.A. in ABA program, and *no later than the end of the Spring term*. An interview with the Program Director and/or the ABA Fieldwork Coordinator is required within two (2) weeks of submitting the transfer application. No more than one (1) transfer is permitted. In addition, all approved transfers are final; once a student has successfully transferred into the M.S. in ABA program, (s)he may not request another transfer.

Students wishing to transfer from the M.A. to the M.S. in ABA program must secure a fieldwork site *prior* to submitting their application. Such students must meet *all* of the admission, enrollment, and degree requirements for the M.S. in ABA program, including but not limited to maintaining placement at an approved fieldwork site/clinical partner and completion of a Thesis or Capstone project. Therefore, it is imperative that any student wishing to transfer to the M.S. in ABA program meet with the ABA Fieldwork Coordinator as early as possible so that the ABA Fieldwork Coordinator may facilitate the acquisition of a fieldwork site in a timely manner.

IRB

Students in the ABA graduate programs are required to apply for and obtain approval from Ouachita's Institutional Review Board (IRB) prior to conducting any research involving human participants. Ouachita's IRB can be found at <https://obu.edu/committees/institutional-review-board.php>. This requirement also applies to students planning on presenting their applied projects outside of the classroom.

Online (Synchronous) Coursework & Academic Calendar

The ABA graduate programs follow the Ouachita Online academic calendar, which can be found at <https://obu.edu/registrar/calendar.php>. Each academic year consists of two 8-week terms in the Fall semester (Fall I & II), two 8-week terms in the Spring semester (Spring I & II), one 3-week term in May, and one 8-week term in the summer semester. Students in the M.S. in ABA program are enrolled in two (2) didactic courses and one (1) Concentrated Supervised Fieldwork course every semester, including summer. All courses in the ABA graduate programs are online and include mandatory weekly synchronous class meetings with the assigned course instructor.

Didactic course class meetings are held Monday evenings. Concentrated Supervised Fieldwork, Applied Experience in ABA, Thesis/Capstone, and Applied Research Project courses' class meetings are held Thursday evenings.

Online Classroom Policies

Students in the ABA graduate programs are required to attend and participate in scheduled mandatory class meetings. Students must turn – and maintain – their video cameras on for the entirety of the class meeting, unless excused by the instructor. Students may not attend class meetings from any moving vehicle, nor may they attend class from a crowded or public area as this may cause a distraction to the rest of the class. Students are expected to conduct themselves in a professional manner during class; this means that students may not sleep, talk on the phone, converse with other individuals outside of class or perform any non-class related activities during class meetings. The use of any personal electronic devices other than laptop computers during class is prohibited. Cell phones or personal electronic devices may not be used during class times unless their use is explicitly authorized by the course instructor. Additional classroom expectations may be required by each individual instructor, at their discretion.

Course Grade Requirements

A letter grade of “B” or better is required to pass any course in the M.S. and M.A. in ABA programs and have it count towards the degree requirements; a letter grade of “C” or below will constitute failing a course and will require the student to retake the course the next time it is offered, which may delay the student’s graduation. Please refer to your course syllabus for the specific total number of points that can be earned in each course, as this number may differ from course to course. Assignment due dates for all courses are expressed as day and time in Central Time (CT). Students are responsible for adjusting assignment due dates and times to their time zone.

Grading System & Grade Point Average

All courses in the ABA graduate programs are graded on a traditional letter system (e.g., A, B, C, etc.). Scholastic achievement in the ABA graduate programs is indicated by the following symbols and their respective percentages and grade points:

Grade	Percentage	Grade Points	
A	90-100%	4.0	indicates <i>superior</i> performance
B	80-89%	3.0	indicates <i>good</i> performance and the minimum standard for passing
C	70-79%	0	indicates <i>failure</i> to meet the minimum standard for passing
D	60-69%		
F	0-59%		
I	N/A		indicates <i>incomplete</i> performance (i.e., the student did not complete all of the work required in the course) and is given at the discretion of the course instructor for good and sufficient reason; this grade automatically becomes

		an “F” unless the deficiency is made up before the due date specified by the instructor
W	N/A	indicates that the student officially <i>withdrew</i> from the course

Repeating Courses

Students who fail a course (i.e., receive a final letter grade of C, D, or F) may retake the failed course the next time the course is offered, which may delay graduation. A student may repeat only ONE (1) failed course (i.e., a course in which the grade earned falls below a “B”) while in the program; in other words, students in the ABA graduate programs may not fail more than ONE (1) course. The grade earned when the course is repeated will be used to calculate the grade point average, though all grades will appear on the transcript. Payment for retaking the course is at the expense of the student.

A student who receives TWO (2) failing grades (i.e., a letter grade of C or below) will be dismissed from the program.

Incomplete / “I” Grades

Students may receive a grade of “I” for incomplete work, at the sole discretion of the course instructor. “I” grades must be approved by the Dean and may only be changed to a complete grade (e.g., A, B, C, etc.) contingent on the student meeting the completion requirements set forth by the course instructor who gave the “I” grade. Students may not obtain more than two (2) consecutive “I” grades while in the program.

Academic Advising

Students in the ABA graduate programs will be assigned an academic advisor. The academic advisor may be the ABA Program Director, a tenured or tenure-track core faculty, or a non-tenure track core faculty. Students can find out who their advisor is by logging into their INFO Student Web Portal. See the appendix at the end of this handbook for the ABA Graduate Program Academic Advising Plan. All students in the M.S. in ABA program will be assigned the ABA Fieldwork Coordinator as their additional advisor for fieldwork-related advising exclusively.

Surviving Graduate School

The many challenges of graduate school, such as strategic planning, organizational skills, and time and stress management will test you in ways you probably won’t expect. Please do not let this intimidate you! Some specific suggestions that may be helpful include:

- **Manage your time wisely** - With ever- increasing demands on your time, it’s not just about working hard, it’s about working smart! Learn what and how to prioritize.
- **Read and study** - Read the assigned chapter and article readings with understanding so that you are able to apply the concepts, not just memorize terms. As you read, consider how the content fits within your clinical or real-world experiences. Various learning materials will be provided in each course, however, you should also spend additional time studying other resources not included in the course, in order to maximize your learning.

- **Experiential learning** - Good performance in coursework is expected, but that is not the main reason you're here – becoming a skilled and competent behavior analyst is! Graduate school is about taking knowledge learned but being a competent behavior analyst involves the ability to take all of that knowledge and applying it to clients or individuals in your own field experience setting.
- **Communicate regularly** – Make it a habit from day one to communicate with and keep your advisors and instructors informed of your progress, successes, and any difficulties you may encounter in coursework and research. If you would like to meet with any of the ABA faculty one-on-one or on a regular basis, let them know. If you feel neglected, advocate for yourself by communicating with your instructors and/or advisor.
- **Seek help and support from others** - Ask questions of and seek support from the ABA faculty, fieldwork supervisors, or other BCBA®s. BCBA®s are very helpful by nature and may have experience in dealing with a similar issue. BCBA®s are also skilled in teaching! It is part of what we do. Be proactive.

Student Representatives

At the end of the ABA Intensive, each new cohort will nominate and elect three (3) student representatives for each program (e.g., 2 for the M.S. in ABA; 1 for the M.A. in ABA). The role and responsibilities of the student representatives consist of:

- Serving as the liaison between their cohort and the Program Director
- Obtain course- and instructor-specific feedback from the cohort each term and report it to the Program Director
- Hear – and bring to the Program Director's attention – the cohort's concerns, feedback, and/or complaints as they relate to the student experience
- Meet with the Program Director and/or ABA Department as needed to discuss program-related matters
- Serve as student voting members on the University's Graduate Council, chaired by the Associate Vice-President of Graduate & Professional Studies, on an as-needed basis
- Serve as student member on the ABA advisory committee, chaired by the ABA Program Director, on an as-needed basis

Leave of Absence Request

Unusual circumstances may arise that impede the ability to complete the graduate program within the five (5) semesters. Students may request a leave of absence in these cases by completing and submitting a [Leave of Absence Request](#) form to the ABA Program Director and notifying the registrar. Students have the option of continuing to accrue fieldwork hours at their fieldwork site during the leave of absence. All courses must be taken in sequence; therefore, students should be prepared to rejoin classes the semester they are offered, which may be the following academic year.

Concentrated Supervised Fieldwork: M.S. in ABA only

Fieldwork Site Placements and Clinical Partnerships

Ouachita's M.S. in ABA program combines the BACB®-required foundational and applied knowledge in ABA with supervised experiential learning (i.e., competence-based practice via Concentrated Supervised Fieldwork coursework) to ensure that graduates are equipped with the knowledge and clinical skills necessary to begin working as competent behavior analysts immediately after BCBA® certification. The M.S. in ABA program achieves this by establishing clinical partnerships with several ABA clinics and organizations (including schools) who share Ouachita's goal of training compassionate, competent, and committed scientist practitioners to address the nationwide shortage of BCBA®s.

Our clinical partners are approved fieldwork sites that enable our students to accrue fieldwork hours under the supervision and guidance of on-site qualified BCBA® supervisors designated by the clinical partner. Additionally, Ouachita faculty serve as both instructors and fieldwork supervisors to every student in the program.

Ouachita currently partners with over 20 ABA clinics and organizations across Arkansas and several other states (e.g., Alaska, Colorado, Florida, Georgia, Illinois, Louisiana, Massachusetts, Mississippi, Nebraska, North Carolina, Oklahoma, Tennessee, Texas, etc.). Ouachita is also a University/Academic Partner of the Behavioral Health Centers Of Excellence ([BHCOE](#)) and its affiliates. Our list of clinical partners continues to grow (the list of our current Clinical Partners can be found on the OBU's ABA website at <https://obu.edu/aba.php>). If a student is or will be employed at an ABA clinic or organization that is not an established clinical partner with Ouachita, it is possible for that clinic or organization to become a clinical partner if they a) express interest in becoming a clinical partner with Ouachita, b) meet and agree to the terms and conditions set forth in the Ouachita Affiliation Agreement, and c) meet and agree to the terms and conditions set forth in Ouachita's MoU/Supervision Contract. Students who are **not** already at an approved clinical partner and/or cannot relocate prior to their enrollment in the program can contact the ABA program's Fieldwork Coordinator to initiate the approval process for their current site as an approved clinical partner site prior to enrolling in the M.S. in ABA program.

Students in the M.S. in ABA program are expected to commit to and remain at their fieldwork site for the duration of their enrollment in the program (*at least 22 months*). One reason for this commitment is our clinical partners invest a substantial amount of time, resources, and effort in providing our students the opportunity to accrue supervised fieldwork hours; students changing fieldwork sites not only causes a disruption to ABA agencies' supervision process but more importantly, such changes cause disruption in client services. The field of ABA is highly competitive, and it is not uncommon to receive offers from multiple clinics or other organizations. Students are strongly discouraged from changing fieldwork placement solely due to receiving competitive offers from other clinics.

Please be aware that some states (e.g., Arizona, Massachusetts, Utah) require that BCBAs® obtain licensure in order to supervise ABA trainees/supervisees, regardless of the physical location of the supervisor. In other words, a student/supervisee living in those states can only receive and count fieldwork supervision hours from a BCBA® supervisor who is licensed in those states, even if the

supervisor is remote. Consequently, any admitted student living in any of those states must be admitted into the M.A. in ABA program by default, as that program does not require fieldwork supervision. It is the student's responsibility to be familiar with their respective state's licensure and supervision requirements. For information on what states require licensure in order to practice and/or supervise, please visit <https://www.bacb.com/u-s-licensure-of-behavior-analysts/>.

Concentrated Supervised Fieldwork Courses

One of the eligibility requirements for certification as a BCBA® is the completion of fieldwork experience (e.g., Supervised Fieldwork or Concentrated Supervised Fieldwork) in ABA. As such, Concentrated Supervised Fieldwork (CSF) courses are an integral component of Ouachita's M.S. in ABA program. Ouachita's M.S. in ABA program offers the CSF experience as the default fieldwork type. Each student's skill set will be assessed through competency evaluations performed by the fieldwork course instructors as well as the student's fieldwork site BCBA supervisor(s). Ouachita faculty provide weekly group supervision in the CSF course offered each semester. Due to the BACB®'s standards changing over time – and oftentimes with little advance notice – trainees and their supervisors are responsible for being knowledgeable about current information from the BACB® website, BACB® newsletters, and the online table of recent and upcoming changes to ensure that accrued experience hours will qualify.

Concentrated Supervised Fieldwork Requirements

Students in the M.S. in ABA Program at Ouachita are expected to meet weekly with their CSF course instructor for group supervision, whether or not they need the group supervision hours. Given that CSF courses are a degree requirement for the M.S. in ABA program, attendance is required, just as with the didactic courses. Multiple unexcused absences from any CSF course will result in loss of fieldwork hours, loss of unrestricted hours, and a failing grade. Students at risk of failing any CSF course must meet with Ouachita's ABA Fieldwork Coordinator to develop an action plan for the remainder of the program.

Concentrated Supervised Fieldwork Experience

Students in the M.S. in ABA program are required to accrue their fieldwork hours under the CSF type. Each semester in which a CSF course will be required, particular emphasis will be placed on developing and evaluating competence in behavior analytic clinical skills. The goals and objectives of the CSF course will directly align with the BACB®'s supervision and fieldwork experience requirements for BCBA® certification (for more information about the BACB® Fieldwork Requirements see <https://www.bacb.com/bcba/>).

According to the BACB®, the purpose of supervision is to improve and maintain the behavior-analytic, professional, and ethical repertoires of the trainee and facilitate the delivery of high-quality services to the trainee's clients. Consistent with the BACB®'s definition of effective behavior-analytic supervision, Ouachita's M.S. in ABA program's CSF instructors will provide supervision that includes, but is not limited to:

- Monitoring the skills of the trainee throughout the supervised experience
- Developing and communicating performance expectations to the trainee
- Conducting behavioral skills training for the trainee

- Modeling technical, professional, and ethical behavior
- Guiding the development of behavioral case conceptualization, problem-solving, and decision-making repertoires
- Reviewing the trainee's written materials (e.g., behavior programs, data sheets, reports) and delivering related feedback about the products
- Overseeing and evaluating the effects of the trainee's behavior-analytic service delivery
- Evaluating the effects of supervision throughout the supervised experience

Students in the M.S. in ABA program receive individual supervision provided by one or more qualified BCBA[®] supervisors from an approved fieldwork site (i.e., a Clinical Partner) and group supervision provided by Ouachita faculty (i.e., CSF Instructors) via the CSF courses.

It is important that the student/supervisee understands that the fieldwork site is under no obligation to provide *paid* restricted or unrestricted hours and that (s)he may be required to perform unpaid unrestricted and/or restricted activities. The student/supervisee also understands that in order to perform and accrue the required fieldwork assignments assigned in any of the CSF courses, (s)he may be required by the fieldwork site to meet with the site supervisor(s) outside of client sessions. At no point will Ouachita's CSF course assignments take precedence over clinical supervision or client programming decisions provided by the fieldwork site's BCBA[®] supervisor(s). Any recommendations from Ouachita's CSF Instructors will be made with the understanding that (s)he has limited understanding of the clinical context and any recommendations should be discussed with the student's fieldwork supervisor before making changes.

Ouachita Memorandum of Understanding/Supervision Contract

All students in the M.S. in ABA program must have and maintain an up-to-date Ouachita Memorandum of Understanding (MoU)/Supervision Contract completed and signed by the student, the clinical partner/fieldwork site, their BCBA supervisors, and their Ouachita CSF instructors, throughout their enrollment in the program.

The purpose of the Ouachita Memorandum of Understanding/Supervision Contract is to ensure that all fieldwork hours accrued, and all fieldwork assignments completed at the student's fieldwork site and during any of the M.S. in ABA CSF courses will count as acceptable fieldwork experience within a single organization. According to the BACB[®]'s Multiple Supervisors at One Organization requirements, an organization (i.e., a university) may coordinate and oversee multiple supervisors who provide fieldwork to a trainee; the supervisors must work together to ensure that all of their trainees' fieldwork requirements are met (e.g., all of the hours provided by the supervisors are used to calculate the supervision percentage); and one supervisor must ensure that the activity is well organized and coordinated. In order for Ouachita and our clinical partners to count as *one* organization with multiple supervisors (i.e., multiple fieldwork sites) we must have one system (e.g., one MoU/supervision contract and one tracking system) that we use to coordinate our students' activities on and off campus. The Ouachita Memorandum of Understanding/Supervision Contract (which can be found in the Appendix section of this Handbook) ensures that Ouachita's M.S. in ABA program is in compliance with the BACB[®]'s guidelines for multiple supervisors at one organization and will serve as documented evidence of this in the event of an audit.

Concentrated Supervised Fieldwork Supervisor & Supervisee Evaluations

At the end of every CSF course/semester, students in the M.S. in ABA program will be asked to evaluate the supervision they receive at their fieldwork site by completing an anonymous Fieldwork Supervisor Evaluation form. The feedback obtained from the evaluations may be shared with the Clinical Partners, however, given the anonymous nature of the evaluation, no identifying information will be provided to the Clinical Partners. The BCBA supervisor(s) at the student's fieldwork site will also be asked to complete a Fieldwork Supervisee Evaluation form. This form may be completed by the fieldwork site supervisor or any BCBA supervisor designated by the Clinical Partner. Additionally, at the end of every semester, students' clinical skills competencies will be evaluated.

HIPPA & Patient/Client Confidentiality

Patient and client confidentiality is of utmost importance to the ABA Department and all institutions providing fieldwork experiences. Students are required to respect client privacy in compliance with the Health Insurance Portability and Accountability Act (HIPPA) standards. Client and employee information (documented and undocumented) is confidential. Students should never discuss details about clients in a non-confidential place (class, elevator, hallway, break room, etc.). Students must not discuss clients or their cases with anyone except their CSF course Instructor, BCBA[®] supervisor and/or other health professional in the clinic or organization for which consent was obtained. The discussion should assist with providing optimal behavioral analytic services to the patient/client. Students may be required to complete additional HIPPA training as required by their individual fieldwork sites.

Confidentiality must also be observed with regard to employees and clients in all sites. Students should not communicate any information, via social media or otherwise, which violates ethical and legal obligations regarding client privacy and confidentiality. For additional information about patient privacy and confidentiality visit HIPPA at <https://www.hhs.gov/hipaa/index.html> . For additional information defining "the client" please refer to the BACB[®]'s [Ethics Code for Behavior Analysts](#).

Withdrawal or Termination from Fieldwork Site Placement

Leaving a fieldwork site can be very disruptive to our Clinical Partners and the clients they serve. As such, a fieldwork site may not be altered during the semester (except for rare extenuating circumstances, listed below). Students are not permitted to initiate a transfer to another clinical placement without first requesting and receiving documented approval from the ABA Fieldwork Coordinator and/or Program Director. Students are not permitted to initiate a transfer to another clinical placement during any on-going semester and those who attempt to do so display a lack of professionalism and may be subjected to disciplinary actions. Additionally, students are expected to adhere to the Ethics Code for Behavior Analysts, as it pertains to the facilitation of continuity of services (*see* BACB[®]'s [Ethics Code for Behavior Analysts](#)).

Any student experiencing a conflict or issue with their fieldwork placement must follow the appropriate course of action, which involves communicating (via email) the issue first with their direct BCBA[®] supervisor, then, if no resolution is achieved, communicating the issue with the BCBA supervisor's supervisor. If no resolution is achieved or if the issue persists, students are encouraged to escalate the issue to the ABA Fieldwork Coordinator. It is expected that the student

will work through the proper channels to determine the best resolution for any conflict. If no resolution is possible, the student may request a change of fieldwork placement for the subsequent semester using the Change of Fieldwork Site Placement request form located in the appendix section of this handbook. Students must have documented evidence of any and all communications to and from supervisors, clinical partners, fieldwork instructors, etc., but must exercise appropriate judgment as it pertains to client confidentiality and HIPAA laws.

Transferring to/from Fieldwork Sites

Under extenuating circumstances and at the discretion of the ABA Fieldwork Coordinator and/or the ABA Program Director, students may request and obtain approval to change fieldwork sites. Students may not change fieldwork sites during an on-going semester. All requests to change fieldwork sites must be submitted (in writing) to and approved by the ABA Fieldwork Coordinator and/or the ABA Program Director *at least two weeks prior to the end of the current semester*. A request to change fieldwork site does not guarantee approval.

Extenuating circumstances under which a transfer to/from a fieldwork site is warranted and may be approved include but are not limited to:

- Emergency or illness-related relocations
- Military-related relocations
- Out-of-state relocations
- Unresolved *documented* conflicts of interests which result in exploitative relationships
- Irreparable damage to the supervisor-supervisee relationships after previous reconciliation attempts facilitated by Ouachita's ABA Fieldwork Coordinator and/or the Program Director
- Clinical partner's *documented* failure to adhere to the agreed-upon terms of the Ouachita Affiliation Agreement
- Clinical partner's *documented* failure to adhere to the agreed-upon terms of the Ouachita MoU/Supervision Contract
- Clinical partner's *documented* failure to provide adequate (as defined by the BACB®) supervision to the student
- Clinical partner's consistently (i.e., at least 2 consecutive semesters) low scores on the Fieldwork Site Supervision Evaluation form
- Clinical partner's *documented* reluctance/unwillingness (NOT inability) to provide student different experience types (e.g., different clients, different age groups, different settings)
- Public documentation (i.e., on the BACB® website) of alleged violations
- Clinical partner's reluctance/unwillingness to reach a resolution
- Termination of employment by the clinical partner

Procedures/Process for Withdrawal, Transfer, or Termination from Fieldwork Site

A student-initiated request to withdraw or transfer from a fieldwork site must be made in writing (i.e., via email) to the ABA Fieldwork Coordinator and the ABA Program Director, indicating

reasons for withdrawal and the commitment to fulfill final client-related obligations as determined by the Clinical Partner. The following steps will be completed:

1. The ABA Fieldwork Coordinator will provide the student with the [Change of Fieldwork Placement Request](#) form, to be completed by the student and returned to the ABA Fieldwork Coordinator at least two (2) weeks prior to the end of the current semester.
 - a. Student is responsible for locating and contacting the prospective fieldwork site that he/she wishes to transfer to.
 - b. The prospective fieldwork site must be a Clinical Partner; if not a Clinical Partner, the student must first obtain written (i.e., via email) confirmation from the prospective fieldwork site that they are interested in becoming clinical partners; the student must then initiate communication between the prospective fieldwork site and both the ABA Program Director and the ABA Fieldwork Coordinator.
 - c. The ABA Program Director and the ABA Fieldwork Coordinator will meet with the prospective fieldwork site to discuss establishing a clinical partnership; if it is determined that a clinical partnership cannot be established, the student must locate and contact a different site and start the above process again.
2. The ABA Fieldwork Coordinator and the ABA Program Director will review the request for withdrawal before making a decision.
 - a. Depending on the reason for the request, a meeting will be held between all involved parties to determine whether a change of fieldwork placement is warranted.
 - b. Depending on the reasons given for withdrawal and at the discretion of the ABA Fieldwork Coordinator and/or the ABA Program Director, possible outcomes could include encouraging the student to stay at the current site, asking the student to locate an alternative site, or advise the student to complete the fieldwork at a different time, possibly delaying graduation.
3. If it is determined that a change of fieldwork site is warranted, the ABA Fieldwork Coordinator will approve the student's request in writing, the student may initiate the withdrawal/transfer from their current fieldwork site. After fulfillment of client-related obligations to the Clinical Partner (which must be confirmed by the Clinical Partner), the student's withdrawal from their current fieldwork site is complete.
4. If it is determined that a change of fieldwork site is not warranted, the ABA Fieldwork Coordinator will deny the student's request in writing, with an explanation of why the request was denied.

The Clinical Partner may request withdrawal of the supervisee if the performance record, conduct, etc. does not justify continuance with the Clinical Partner. Prior to withdrawal of the supervisee, the ABA Fieldwork Coordinator and/or the ABA Program Director may request a meeting with the Clinical Partner to discuss possible courses of action to remedy the situation. If such attempts are unsuccessful or if it is determined by the Clinical Partner that the student's behavior may cause harm to clients, to themselves, or to the Clinical Partner and/or its supervising BCBA[®]s, the ABA Fieldwork Coordinator and/or the ABA Program Director may request no more than 30 days' notice to allow the ABA Fieldwork Coordinator to assist the student in procuring another fieldwork site.

The ABA Fieldwork Coordinator may complete the following steps for all requests by the clinical partner to terminate the supervisory or employment relationship:

1. The student and ABA Fieldwork Coordinator will meet to determine the professional obligations related to the client(s) that must be fulfilled prior to final exit.
2. The ABA Fieldwork Coordinator and student will schedule an exit interview to ensure all client related obligations have been met.
3. The ABA Fieldwork Coordinator will contact the Clinical Partner after the exit interview to confirm separation of the student from the fieldwork site.
4. After completion of steps above, withdrawal from the fieldwork site is complete.

Students in the M.S. in ABA program may transfer to the M.A. in ABA program if they are unable to meet the M.S. in ABA program's fieldwork requirements (e.g., inability to maintain or unsuccessful attempts at securing or secure a fieldwork placement).

BCBA® Examination & Preparation

BCBA® Examination

BCBA® examinations are only offered to individuals who are seeking the BCBA® credential or continuing education, and for no other purpose. Before taking the BACB® examination, all applicants must first apply to the BACB® and document that all eligibility requirements have been met. Information related to the BCBA® examination can be found at <https://www.bacb.com/bcba/>.

BCBA® Exam Prep

BCBA® Test Content Outline 6th edition quizzes, assessments, and test prep published by the Association for Advanced Training in the Behavioral Sciences (AATBS, a Triad company) are incorporated into the curriculum and used as a supplemental test prep resource – and in some courses – an assessment of each student's knowledge base. Students are required to purchase a 24-month subscription through the OBU Bookstore (using financial aid vouchers, if applicable). Their website is <https://aatbs.com/behavior-analyst>

Professional and Ethical Requirements

Graduate students in the M.S. and M.A. in ABA programs must adhere to the professional and ethical requirements of the BCBA® ethical guidelines, which can be found in the BACB®'s [**Ethics Code for Behavior Analysts**](#). All BCBA® applicants and certificants are required to adhere to the current ethical guidelines.

In addition to being very familiar with the ethics code content, students are expected to demonstrate ethical and professional behaviors. Student performance evaluation, in all didactic and

fieldwork courses includes components of professional and ethical behaviors, which may impact final grade.

Behavioral Expectations

All students in the M.S. in ABA and M.A. in ABA programs are expected to demonstrate appropriate Christian behavior when working online, in person, or whenever interaction occurs through web, digital, or other electronic media. Students should interact with their peers and instructor(s) in a manner that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times during all courses, including the online environment and fieldwork settings.

Students will be held accountable for class information sent via a university-supplied email account; students should check their university email on a frequent and regular basis for messages. Please note that the ABA Program Director, Fieldwork Coordinator, faculty, and potential employers may be calling you; therefore, answering messages should be done in a professional manner.

Academic Responsibility

All students are responsible and will be held accountable for thoroughly reviewing the standards contained in this ABA Programs Handbook, each course syllabus, the BACB®'s [Ethics Code for Behavior Analysts](#), and the BACB®'s BCBA® Handbook. The course syllabi are available on Moodle. Your course instructor will assume you understand all standards. If you have questions, feel free to ask. If your question is addressed in the syllabus, the answer will be what is stated in print.

Academic Honor

Students at Ouachita are obligated to uphold the Covenant on Academic Honor. The covenant pledge along with the University's standards of student conduct, and possible consequences for any violation of the Covenant can be found in the [Graduate Tiger Handbook](#).

Academic Honesty & Plagiarism

Plagiarism of any kind is a violation of the Covenant on Academic Honor and a violation of the BACB®'s [Ethics Code for Behavior Analysts](#). Plagiarism, whether intentional or not, involves presenting (written and/or oral format) someone else's work or ideas as your own, without referencing, quoting, or acknowledging the other person's work. Plagiarism also includes any AI-generated work submissions or any work that has been produced or partially produced by AI tools such as ChatGPT or any AI-based language-processing tool. Plagiarism can occur with or without the original author's consent and can also include self-plagiarism (presenting your own previously submitted work as original).

Plagiarism is a serious academic and professional offense; therefore, any evidence of plagiarism by students in the ABA graduate programs will be reported to the Vice President for Student Development as well as to the BACB®. Some examples of plagiarism include but are not limited to copying someone else's work and presenting it as your own, quoting someone else's work entirely

without the appropriate acknowledgement and references, submitting previously submitted work (i.e., course assignments) as original work or as a first-time submission, quoting over 50% of someone else's work, regardless of whether quotation marks and references are used or not, using content produced by AI-based language-processing or writing tools (e.g., ChatGPT), etc.

All written assignments submitted in Moodle will be automatically submitted through Turn It In (TII), which is a software designed to detect evidence of plagiarism and assess the originality of a student's work (including detection of AI-generated content). When a written assignment is submitted in TII, a plagiarism report is automatically created by TII, and includes a color-coded similarity score. This similarity report and score serves as evidence that plagiarism did or did not occur. The color-coded similarity scores are interpreted as follows:

Color	% Similarity	Evidence of plagiarism	Student's action
BLUE	0% similarity	No evidence of plagiarism	SUBMIT as is.
GREEN	1-24% similarity	No evidence of plagiarism	SUBMIT as is.
YELLOW	25-49% similarity	Little evidence of plagiarism	SUBMIT as is. Instructor will determine acceptability.
ORANGE	50-74% similarity	Evidence of plagiarism	DO NOT SUBMIT. Revise until there is little to no evidence of plagiarism, then submit.
RED	75-100% similarity	Substantial evidence of plagiarism.	

Prior to making their final submission on any written assignment, students are required to review their TII similarity score and plagiarism report and make the necessary adjustments until a low similarity score is attained (little to no evidence of plagiarism). Additional information on TII and how to interpret the similarity report can be found at <https://help.turnitin.com/feedback-studio/turnitin-website/student/the-similarity-report/interpreting-the-similarity-report.htm>.

Penalties and procedures for adjudicating academic honesty violations, including plagiarism, can be found in the [Graduate Tiger Handbook](#).

Professional Dispositions

Once enrolled in the ABA graduate programs, you are a member of the professional behavior analytic community – and you will be treated as such! Your Ouachita instructors expect full compliance with the [Ethics Code for Behavior Analysts](#). Please conduct yourself professionally in all interactions and communications with Ouachita faculty, staff, students, and with members of the behavior analytic community outside of Ouachita; this includes your fieldwork site, whether or not they are a clinical partner with Ouachita. The way that you conduct yourself during your time in Ouachita's ABA graduate program, including timely completion of coursework, is a reflection of your professionalism – please note that your academic advisor will complete a disposition assessment at least once during your program (link to disposition assessment form included in Appendix).

The following professional dispositions will be assessed by your academic advisor at least once by the end of the program:

- I. *Professionalism*
 - a. Timely communications
 - b. Professional and respectful communications
 - c. Punctuality and timeliness
 - d. Professional and respectful classroom behavior
- II. *Academic integrity*
 - a. Original work submissions
 - b. Honest work
- III. *Ethical conduct*
 - a. Adherence to code of ethics for behavior analysts

First-time violations of any of the aforementioned professional dispositions will result in a written warning to the student detailing the alleged violation. Second-time violations will result in a mandatory meeting between the student and their academic advisor to discuss the violations and create a plan with action steps on how and when to remediate the violation(s). Third-time violations will result in disciplinary actions and possible dismissal from the program (see Disciplinary/Termination Procedures section of this handbook).

Professional Development and Memberships

Students in the ABA graduate programs are strongly encouraged to seek and pursue professional development opportunities within and outside of the program. Those opportunities include attending and/or presenting at Ouachita conferences/events (i.e., Scholar's Day) as well as local, state, and national behavior-analytic professional conferences. We recommend our students be members of any the following behavior-analytic professional organizations and attend their conferences:

- **Association for Behavior Analysis International (ABAI):** <https://www.abainternational.org/welcome.aspx> Since 1974, 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.
- **ABAI Affiliated chapters (in the U.S.):** This is not a comprehensive list of all the ABAI chapters; for a complete list, please go to <https://www.abainternational.org/constituents/chapters/usa-affiliated-chapters.aspx>
 - Arkansas ABA: <https://www.arkaba.org/>
 - California ABA: <https://calaba.org/>
 - Florida ABA: <https://www.fabaworld.org/>
 - Texas ABA: <https://www.txaba.org/>
 - Oklahoma ABA: <https://www.oklahomaaba.com/>
- **The Association of Professional Behavior Analysts (APBA):** <https://www.apbahome.net/> APBA is a 501(c)(6) nonprofit organization whose mission is to promote and advance the science-based practice of applied behavior analysis.
- **Association for Contextual Behavioral Science (ACBS):** <https://contextualscience.org/> ACBS is an international community of scholars, researchers, educators, practitioners, and

others whose mission is to support a dynamic interaction between basic and applied research and disseminate contextual behavioral science.

University Services and Policies

University Catalogs and Handbooks

Graduate students can find information regarding university services and policies in the [Ouachita Graduate Catalog](#) and the [Graduate Tiger Handbook](#). These policies include but are not limited to:

- Academic calendar
- Student development and activities (including university counseling services, standards of conduct, religious services, career services, etc.)
- Student expenses (e.g., tuition and fees refund policy)
- Student financial aid (including application process, loan programs, eligibility, disbursement for graduate online programs, etc.)
- Admission (graduate admission categories and requirements)
- Academic information (including academic load, degree plan, graduation check, grades and change of grade policy, academic probation and suspension, academic appeals, grade appeals, transcripts, etc.)
- University committees, including Institutional Review Board (IRB) for research projects
- Accommodations for students with disabilities
- University complaint policy (including sexual harassment complaints)
 - Students in the ABA program must file complaints regarding issues that arise from their fieldwork placement in accordance with the [Ethics Code for Behavior Analysts](#) (Behavior Analyst Certification Board®, 2020).
- Graduate student learning goals

Disciplinary/Termination Procedures

A student may be placed on program probation for either academic or non-academic reasons. If a student requires disciplinary action, then a written warning will be given, and a conference will be held with the intern and the preceptor if the action occurred at a rotation site. Steps to solve the identified problem within a specific period of time will be outlined. Performance will be re-evaluated. After three (3) written warnings for any reason such as unprofessional behavior, inappropriate dress, excessive missed days/tardiness, etc. a student may be terminated from the program.

Other examples of possible causes for disciplinary actions/termination include, but are not limited to:

- Being under the influence of either drugs or alcohol while at a fieldwork site (may result in immediate termination).
- Harassing, threatening, intimidating, or assaulting (physically or verbally) any person while in the ABA program (may result in immediate termination).

- Theft of property on university grounds or at fieldwork site.
- Misconduct and/or inappropriate behavior with ABA department faculty, instructors, and/or fieldwork site supervisors.
- Three (3) or more consecutive “*Incomplete*” grades.
- Two (2) courses with a final grade of C, D, or F.
- Repeated failures to complete course work after receiving an *Incomplete* grade.
- Disrespectful behavior towards supervisors, faculty, professional staff, or other students.
- Changing fieldwork sites without requesting and receiving approval from the ABA Fieldwork Coordinator and/or ABA Program Director.
- Egregious violations of the RBT® and/or BCBA® codes of ethics.

The decision to dismiss a graduate student from the ABA program will include a discussion with the ABA Program Director and the Dean of the School of Natural Sciences. Students must successfully pass all courses with a B or higher in order to successfully complete the program.

Graduation and Commencement

Ouachita’s graduation and commencement ceremony is held every May. Students in the M.S. and M.A. in ABA programs will be eligible to attend commencement contingent on having completed their degree requirements and fulfilled any and all graduation/degree requirements as set forth by the Office of the Registrar, which can be found at <https://obu.edu/registrar/graduation-and-commencement.php>.

Acknowledgement

I, _____ acknowledge that I have read the Ouachita Baptist University ABA Program Handbook and I understand all of the information provided in it. I agree to follow all rules, policies, and procedures outlined in this handbook. I understand that it is my responsibility to familiarize myself with this handbook and that if I have any questions, I must contact the ABA Program Director and/or my academic advisor.

Student's signature

Date


APPENDIX A: ABA RESOURCE CENTER

Beginning with the ABA Intensive and for the duration of their enrollment in the M.S. and M.A. in ABA programs, all students will have access to the [ABA RESOURCE CENTER](#), located in Microsoft Teams. This cloud-based “center” will host many important forms and resources related to the ABA programs. All students in the M.S. and M.A. in ABA programs are expected to regularly visit and review the resource center as very important documents and information pertaining to the program will be stored there. Below is a list of *some* of the forms and resources located in the resource center, many of which will be required throughout enrollment in the program.

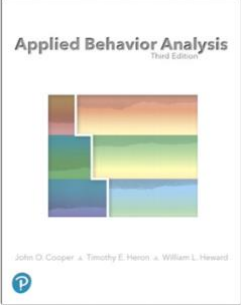
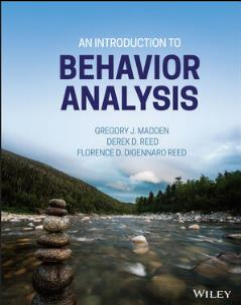
- **GENERAL ABA PROGRAM**
 - ABA 2023-2025 Textbooks List
 - ABA Academic Advising Plans
 - ABA Professional Disposition Assessment
 - ABA Programs FAQs
 - ABA Programs Handbook
 - ABA Program Transfer Applications
 - Academic Honesty & Plagiarism Notice
 - Leave of Absence Request
- **APA WRITING**
 - APA-style sample papers
 - APA-style paper templates
- **GENERAL FIELDWORK**
 - Change of Fieldwork Placement Request
 - Fieldwork Evaluation Forms
 - Ouachita 2023 MoU and Supervision Contract_CSF
 - BACB Forms
- **CSF & APPLIED EXPERIENCE**
 - FBA Resources
- **THESIS, CAPSTONE, & ARP**
 - List of Recommended Behavior Analytic Journals
 - IRB
 - Thesis & Capstone Forms
 - ARP Forms
- **ABA GRAPHING RESOURCES**
 - Graphing tutorials
 - Sample data sheets for graphing
 - Excel workbook for graphing
 - Visual analysis exercises

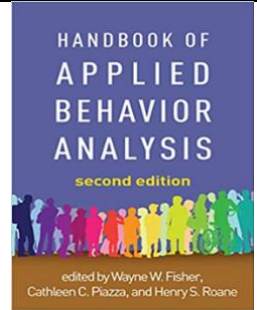
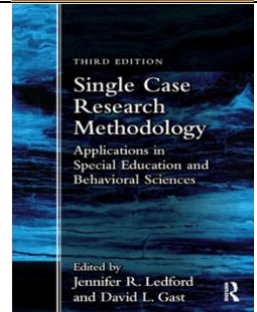

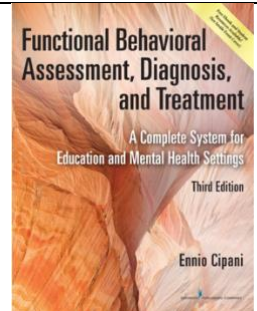
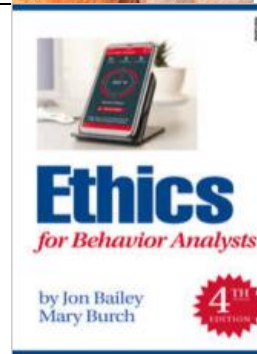
APPENDIX B: LIST OF REQUIRED TEXTBOOKS & MATERIALS

REQUIRED THROUGHOUT THE ENTIRE PROGRAM

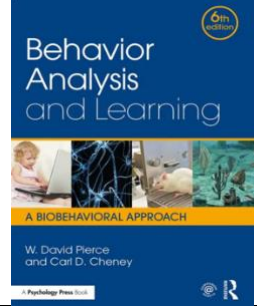
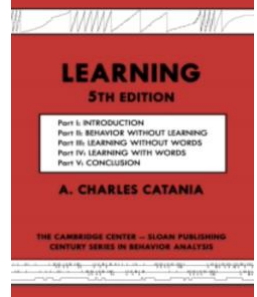
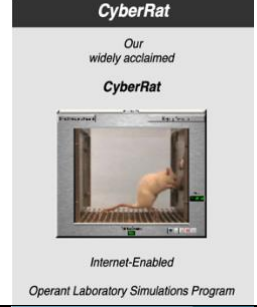
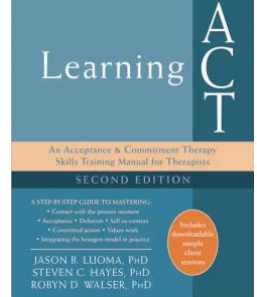
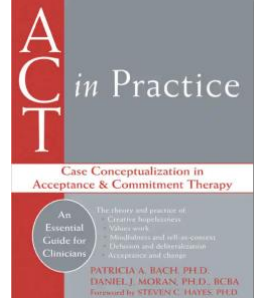
	<p>BCBA[®] Test Content Outlines 6th edition quizzes, assessments, and test prep published by the Association for Advanced Training in the Behavioral Sciences (AATBS, a Triad company) are incorporated into the curriculum and used as a supplemental test prep resource – and in some courses – an assessment of each student’s knowledge base. Students are required to purchase a 24-month subscription through the OBU Bookstore (using financial aid vouchers, if applicable). Their website is https://aatbs.com/behavior-analyst</p> <p><i>**Please do not purchase directly from their website as you will have a different version and you will not be able to take advantage of the partnership discount price. Please contact your Program Director or your course instructor if you have any issues purchasing through the OBU Bookstore.</i></p>
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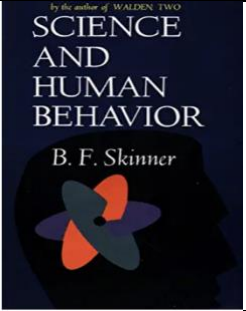
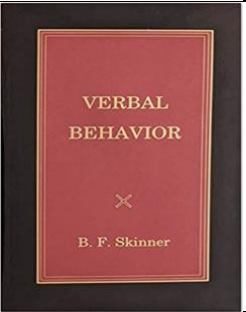
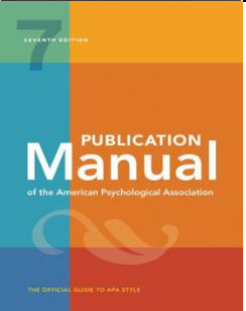
**The list of required and recommended textbooks below is not a binding list. Course instructors may update a textbook if a new edition of that textbook is released. Instructors may also recommend additional textbooks for any given course. Please double-check the course syllabus for the most up-to-date required and recommended textbooks and materials.*

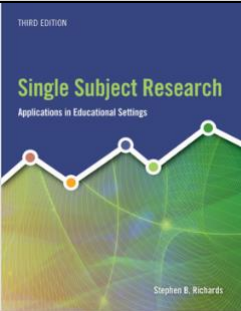
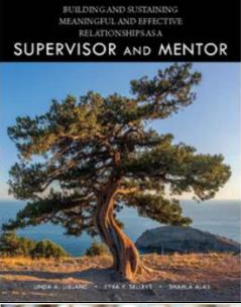
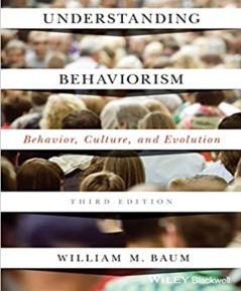
REQUIRED TEXTBOOKS		COURSES
	<p>Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). <i>Applied behavior analysis</i>. (3rd edition) ISBN: 9780137477210 Publisher: Pearson</p>	<ol style="list-style-type: none"> 1. Concepts & Principles 2. Research Methods 3. Behavioral Assessment 4. Behavior-Change I 5. Behavior-Change II 6. Thesis/Capstone 7. Applied Research Project
	<p>Madden, G. J., Reed, D. D., & DiGennaro Reed, F. D. (2021). <i>An Introduction to Behavior Analysis</i>. (1st edition) ISBN: 9781119126539 Publisher: John Wiley & Sons</p>	<ol style="list-style-type: none"> 1. Concepts & Principles 2. Special Topics in ABA

	<p>Fisher, W. W., Piazza, C. C., & Roane, H. S. (2021). <i>Handbook of Applied Behavior Analysis</i>. (2nd edition) ISBN: 9781462543762 Publisher: The Guilford Press</p>	<ol style="list-style-type: none">1. Behavioral Assessment2. Special Topics in ABA
	<p>Ledford, J. R., & Gast, D. L. (2018). <i>Single Case Research Methodology: Applications in Special Education and Behavioral Sciences</i>. (3rd edition) ISBN: 9781138557130 Publisher: Routledge</p>	<ol style="list-style-type: none">1. Research Methods2. Thesis/Capstone3. Applied Research Project
	<p>Miltenberger, R. G. (2018). <i>Behavior Modification</i>. (6th edition) ISBN: 9781305109391 Publisher: Cengage</p>	<ol style="list-style-type: none">1. Behavioral Assessment2. Behavior-Change I3. Behavior-Change II4. Supervision & Performance Management5. Subspecialties of ABA
	<p>Cipani, E. (2017). <i>Functional Behavioral Assessment, Diagnosis, and Treatment</i>. (3rd ed.). ISBN: 9780826170323 Publisher: Springer Publishing</p>	<ol style="list-style-type: none">1. Behavioral Assessment
	<p>Bailey, J. S., & Burch, M. R. (2022). <i>Ethics for Behavior Analysts</i>. (4th edition) ISBN: 9781032056425 Publisher: Routledge</p>	<ol style="list-style-type: none">1. Ethical & Prof. Issues2. Thesis/Capstone3. Applied Research Project

	<p>Sush, D. J., & Najdowski, A. C. (2021). <i>A Workbook of Ethical Scenarios in Applied Behavior Analysis</i>. (2nd edition) ISBN: 9780323988131 Publisher: Academic Press</p>	<p>1. Ethical & Prof. Issues</p>
	<p>Daniels, A. C. & Bailey J. S. (2014). <i>Performance Management: Changing Behavior That Drives Organizational Effectiveness</i>. (5th edition) ISBN: 9780937100257 Publisher: Aubrey Daniels International, Inc.</p>	<p>1. Supervision & Performance Management</p>
	<p>Luiselli, J. K. (2017). <i>Applied Behavior Analysis Advanced Guidebook: A Manual for Professional Practice</i>. (1st edition) ISBN: 9780128111284 Publisher: Academic Press</p>	<p>1. Supervision & Performance Management</p>
	<p>Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M. (2022). <i>Behavior Analysis for Lasting Change</i>. (5th edition) ISBN: 9781597381000 Publisher: Sloan Publishing</p>	<p>1. Behavior-Change II</p>
	<p>Torneke, N. (2010). <i>Learning RFT: An Introduction to Relational Frame Theory and Its Clinical Application</i>. ISBN: 9781572249066 Publisher: New Harbinger Publications</p>	<p>1. Behavior-Change II 2. Special Topics in ABA</p>

	<p>Pierce, W. D., & Cheney, C. D. (2017). <i>Behavior Analysis and Learning: A biobehavioral Approach</i>. (6th edition) ISBN: 9781351779791 Publisher: Taylor and Francis</p>	<p>1. Experimental Analysis</p>
	<p>Catania, A. C. (2012). <i>Learning</i>. (5th edition). ISBN: 1597380237 Publisher: Sloan Publishing</p>	<p>1. Experimental Analysis</p>
	<p>Ray, R. D., Belden, N. R., and Eckerman, D. A. (2005). <i>CyberRat (Version 2.0)</i>. Winter Park, FL: (AI)2, Inc. This software which must be purchased (\$25) and installed on your computer. Here is the site where you will need to purchase the CyberRat software: http://www.ai2inc.com/Store/Store/cr_purchase.html</p>	<p>1. Experimental Analysis</p>
	<p>Luoma, J. B., Hayes, S. C., & Walser, R. D. (2017). <i>Learning ACT: An Acceptance and Commitment Therapy Skills-Training Manual for Therapists</i>. (2nd edition) ISBN: 9781626259492 Publisher: New Harbinger Publications</p>	<p>1. Subspecialties of ABA</p>
	<p>Bach, P. A., & Moran, D. J. (2008). <i>ACT in Practice: Case Conceptualization in Acceptance and Commitment Therapy</i>. ISBN: 9781608828210 Publisher: New Harbinger Publications</p>	<p>1. Subspecialties of ABA</p>

	<p>Skinner, B. F. (1965). <i>Science and Human Behavior</i>. ISBN: 9780029290408 Publisher: Free Press</p>	<p>1. Advanced Concepts</p>
	<p>Skinner, B. F. (1957). <i>Verbal Behavior</i>. ISBN: 9780874115918 Publisher: Prentice-Hall, Inc.</p>	<p>1. Advanced Concepts</p>
	<p>American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). Washington, DC: Author. ISBN: 9781433832161 Publisher: American Psychological Association</p>	<p>1. Behavioral Assessment 2. Behavior-Change I 3. Ethical & Prof. Issues 4. Supervision & PM 5. Behavior-Change II 6. Experimental Analysis 7. Special Topics 8. Subspecialties of ABA 9. Advanced Concepts 10. Thesis/Capstone 11. Applied Research Project</p>

RECOMENDED TEXTBOOKS		COURSES
	<p>Richards, S. B. (2019). <i>Single Subject Research: Applications in Educational Settings</i>. (3rd edition) ISBN: 9781337566698 Publisher: Cengage</p>	<p>1. Research Methods</p>
	<p>LeBlanc, L. A., Sellers, T. P., & Ala'i, S. (2020). <i>Building and Sustaining Meaningful and Effective Relationships as a Supervisor and Mentor</i>. (1st edition) ISBN: 9781597381208 Publisher: Sloan Publishing</p>	<p>1. Supervision & Performance Management</p>
	<p>Baum, W. M. (2016). <i>Understanding Behaviorism: Behavior, Culture, and Evolution</i>. (3rd edition) ISBN: 9781119143642 Publisher: John Wiley & Sons, Inc.</p>	<p>1. Advanced Concepts</p>