Graduate Studies in Applied Behavior Analysis Student Handbook

School of Education

School of Natural Science & Mathematics

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Intent: This document is intended to help students understand aspects of the Mount St. Mary's University (the Mount) graduate programs in Applied Behavior Analysis, including course maps, fieldwork experience, and the final capstone project. Specific questions related to this handbook can be directed to Director of the Program (g.w.rooker@msmary.edu).

Masters of Science in Applied Behavior Analysis (MSABA) Program Description

The Mount's MSABA program is 42-credit hours including core courses, required electives, and fieldwork/capstone requirements. The MSABA program aligns with the growing demand for skilled professionals in education and the health professions. With the training and knowledge imparted by the MSABA program, you will have the capacity to meaningfully contribute to your community. The Masters of Applied Behavior Analysis at Mount St. Mary's University degree program is recognized as Tier 2A by the Association for Behavior Analysis International. Currently, the MSABA coursework requirements are designed for eligibility to take the Board Certified Behavior Analyst® examination through Pathway 1. Applicants will need to meet additional fieldwork requirements before they can be deemed eligible to take the examination. The program is designed to make the student an expert in Applied Behavior Analysis, as well prepare the individual to be a certified behavior analyst via Pathway 1.

Policies

Attendance

Students are expected to attend class on the designated day, time, and format that the class meets. For classes held on the Frederick Campus, occasionally, it may be necessary for students to attend class via zoom rather than in person. When this occurs students should inform their professor as soon as possible and provide details on the reason, length of time out of the classroom, and make accommodations with their professor to ensure that all content can be delivered effectively. If a student must be out of the classroom for an extended period of time (e.g., more than 2 weeks; more than 25% of classes cumulatively), they should contact the director, make accommodations, and may be expected to enroll in additional non-degree credits to ensure that the professor and student have adequate time to supplement that student's education.

Academic Integrity

An academic community, regardless of delivery modality (e.g., in-person, online), must operate with complete openness, honesty and integrity. Responsibility for maintaining this atmosphere lies with the students, faculty and administration. Therefore, the achievement of personal and academic goals through dishonest means will not be tolerated. Academic misconduct includes but is not limited to:

Cheating: the unauthorized use, access, or exchange of information before or during a quiz, test or semester examination. Unauthorized collaboration on a class assignment, submitting the same work in two courses without the professor's permission, and buying or selling work for a course are also forms of cheating.

Plagiarism: the representation of someone else's words or ideas as one's own. The various forms of plagiarism include but are not limited to copying homework, falsifying lab reports, submitting papers containing materials written by another person, and failing to document correctly in one's written assignment words, arguments or ideas secured from other sources including content available from websites. Plagiarism detection software may be used with assignment submissions to verify original work.

Providing or receiving assistance in a manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects and examinations; presenting as one‘s own the ideas or words of another for academic evaluation without proper acknowledgement. This would include the use of artificial intelligence programs (AI), if the professor has indicated such AI cannot be used for an assignment. Doing unauthorized academic work for which another person will receive credit or be evaluated.

Misrepresenting student identity: posing as another or having someone pose as you is an act of academic misconduct. Identity verification may be required to complete course activities and assessments.

Attempting to influence one's academic evaluation by means other than academic achievement or merit including unauthorized access to computer systems.

Assisting in misconduct: cooperation with another in an act of academic misconduct. A student who writes a paper, posts a paper or exam questions online, or does an assignment for another student is an accomplice and will be held accountable just as severely as the other. Any student who permits another to copy from his or her own paper, examination, or project shall be held as accountable as the student who submits the copied material. Students are expected to safeguard their work and should not share papers, projects, homework, or exam answers with other students unless specifically directed to by their professors.

Failure to protect University accounts and computer systems such as sharing of accounts, passwords, and other assigned resources whether with intention or through negligence.

Classroom Accommodations for Students with Disabilities

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid, or similar accommodation, please contact Mount St. Mary's Learning Service director to discuss eligibility for accommodations and academic adjustments at 301-447-5006 (V/TTD) or through their webpage: https://msmary.edu/academics/student-success/learning-services.html

Statement on equity, diversity, inclusion, and access

It is the policy of Mount St. Mary's University not to discriminate on the basis of race, color, national or ethnic origin, political or religious opinion or affiliation, age, sex or handicapping condition in any university administered activities and programs. Mount St. Mary's University emphasizes the dignity of every human person. This value is consistent with the Catholic tradition. The university is committed to each student's pursuit of his or her educational goals. This is only possible when all students, faculty, administration, and staff ensure the intellectual, social, and spiritual development of each member of our community. Honesty, integrity, and responsibility for the welfare, both for yourself and others, are characteristics of a caring and thriving community. We are committed to developing, nurturing, and caring for the whole person. It is through relationships with others that we learn who we are as an individual; additionally, fundamental values are instilled – human dignity, stewardship, and solidarity. These values are ever present as we begin to live lives of significance. We believe that our most fundamental value, human dignity, must be at the core of our interactions with others. Mutual love, respect, and care must permeate every facet of the university experience. Any student that feels that they have experienced discrimination can seek recourse through the Student Code of Conduct by contacting the Dean of Students, the Center for Student Diversity, the Center for Student Success and Equity, the University's Title IX Coordinator, and/or the Vice President of Student Life.

Intellectual Property

The use of copyrighted materials in courses to support teaching and learning is done so with permission from the copyright holder or according to Fair Use Guidelines and the TEACH Act. As such, you are permitted to download a copy of copyrighted works posted in our secured course site in Canvas for your personal use, but you are not authorized to redistribute to others (e.g., make copies to distribute, forward as attachments). Similarly, the intellectual property of students (e.g., presentations/posts in discussion forums) should not be shared with or redistributed to others.

Netiquette

Please consider these guidelines as you actively participate in our course.

Be constructive: Our goal is to develop a safe, collaborative, and constructive learning community. Constructive posts are encouraged. Often sharing a differing perspective or opinion advances our shared learning. When responding to a classmate, respectfully indicate why you do or do not agree with their view. If you would not make a comment face-to-face, please do not do so online. Refrain from using any offensive or foul language, always discuss or respectfully debate content, but never attack a member of our learning community. Try not to dominate any discussion, but do regularly share your experiences and knowledge.

Be considerate: Though mobile technologies have enhanced our ability to access course content from anywhere and at any time, we should not expect instantaneous responses to our posts or questions. Give others a reasonable amount of time to respond within the participation guidelines established by the course instructor. Once you have posted or replied in a discussion thread, regularly check the thread for new comments, and respond accordingly.

Be professional: Often in the online environment, facial expressions and body language are absent and what you intended to be constructive may be interpreted otherwise. In addition to spelling and grammar considerations, you will want to read your comments before you post to ensure that your intent is accurately conveyed. Often a bit of politeness goes a long way, so if someone helps out, thank that person online just as you would face-to-face. Refrain from using all caps as that is perceived as shouting in the online setting. If you receive a private message, reply in private. There may be a reason the other participant chose to comment in private. You should not forward to another or post publicly.

Be respectful: This institution and its instructors embrace learners from diverse backgrounds and seeks to develop and support an inclusive learning community. Please be sensitive to the diversity of all members in our learning community and ensure your comments are inclusive to all members. Learning is about sharing ideas and concepts. We do not all have to agree with an opinion or comment, but we should be open to and respectful of others' ideas and comments. MSMU supports open

discussion, but does not tolerate sexist, bigoted, racist, or demeaning content. Your instructor can and will censor or remove a post if he/she deems it violates institutional guidelines or course expectations. You will be contacted in the event of any such censorship to identify how the content violated guidelines and to discuss supportive roles in our learning community.

Be appropriate: When participating in synchronous conferences or posting video to the LMS remain professional and appropriate in your setting and in your attire at all times.

Stay positive: Keeping a positive attitude can go a long way to building a supportive learning community and toward reducing personal stress. If you are having any difficulties or concerns with the course (e.g., using Canvas, understanding an assignment or activity, comfort with a discussion) please contact your instructor or a peer for support. Often early communication and requests for assistance can alleviate larger issues later.

Privacy Policy

To ensure your privacy and security with communications, assignment submissions, and assessment feedback, only the Canvas Learning Management System (course communications, grading) and MSMU email (other written communication) will be used.

Managing Stress

Graduate school is an inherently stressful endeavor, thus it is important that you learn strategies to manage stress. This includes developing peer groups for support, communicating with program faculty about issues you face, meticulous planning, and maintaining a healthy balance between your life as a student and the rest of your life. In light of this, Dr. Solar has provided a summary of important aspects of being mindful for managing stress.

Seven essential attitudes to learning

(Adapted from the seven attitudes of mindfulness)

Non-judging – Cultivate an attentive curiosity to your learning. This begins by relating to the content of your learning experience, without judgment, as you are in the present moment of learning. The habit of judging, labeling, or categorizing an experience locks you into a pattern of reacting and repeating thoughts or emotions. In short, judging separates you from the direct experience of learning. By not judging you are allowing yourself to learn.

Patience – Is the ability to remain calm and in self-control when you are being tested. Patience requires faith and courage in your inner strength to overcome difficult situations. Even when our self-centered part in all of us, yells for things to be different, taking a moment to breathe allows our patience to grow stronger and our thinking mind to experience the moment before reacting. With patience we sooth the need to rush through one moment or action to get to the next.

Beginner's Mind – When we begin to learn, the thinking mind tends to believe it knows all or tries to control what is happening. This type of thinking forms a filter between you and the direct experience of learning. Even though you may have experienced hundreds of teachers and lessons, you have not experienced this particular lesson. This is the same with each breath. Each breath is unique. Each learning moment is a unique and precious moment that should be experienced with a beginner's mind.

Trust – Trust yourself and your feelings. You alone are the best person to know how you learn. Be an active and inquisitive participant in your learning process. By learning how to pay attention and use your inner awareness you can be more present in the learning moment. Trust your own person and how you learn best.

Non-striving – We spend so much of our life doing stuff and trying to change things that we rarely ever just be. However, when you are actively learning you should practice paying attention, without judgment, to the learning environment. Allow yourself to be in the learning environment without expectation of striving or completing a task.

Acceptance – Begins with a willingness to see things exactly as they are in the present moment. Acceptance does not mean you should have a passive attitude toward life. Acceptance in the learning environment means a willingness to see and hear new and old information as they are, deeply, truthfully, and completely.

Letting Go – We often cling to what we know, even without knowing we are clinging. Often, we cling strongly to ideas and views about our self, others, and situations. In order to truly learn, we must cease to cling to ideas and attitudes and be open to incorporating new insights and knowledge with our present wisdom.

Degree Requirements for the MSABA Program

Masters of Applied Behavior Analysis

Students complete course work in the principles, ethics, and philosophy of behavior analysis, as well as basic research and the application of applied behavior analysis. Students complete a final project called a capstone, using applied skills they have acquired in the program. Additionally, students are expected to participate in a practicum course and concurrently complete fieldwork experience to obtain certification hours (note, not all 2000 hours must be accumulated to graduate from the program).

The requirements total 42 credit hours based on the courses described below. Consult the current Graduate School catalog for course listings as well as for tuition and fees. For students taking classes on the Frederick Campus, please consult your Map for which courses require classroom attendance and which are offered online

The sequence of courses described below is in the order that a full-time student entering in the **Fall** would experience.

The ABA department recognizes that due to financial or logistical challenges, **some students may wish to complete the sequence of courses less rapidly or in a different arrangement. If a student has such a concern, they are encouraged to contact the department director (g.w.rooker@msmary.edu)** to be advised on individualized course sequences that may also be available.

COURSE # & NAME	CREDITS	SEMESTER TYPE
MSABA 600 Principles & Concepts of Behavioral Analysis	**3**	**8 week (Fall 1)**
MSABA 601 Research Design, Measurement, Data Analysis	**3**	**8 week (Fall 2)**
MSABA 608 Introduction to Experimental Analysis	**3**	**15 week (Fall)**
MSABA 602 Ethical & Professional Conduct	**3**	**8 week (Spring 1)**
MSABA 603 Behavior Assessment	**3**	**8 week (Spring 2)**
MSABA 609 Practicum*	**3**	**15 week (Spring)**
MSABA 606 Introduction to Organizational Behavior Management Supervision	**3**	**14 week (Summer)**
MSABA 614 Current Practice Issues in ABA	**3**	**14 week (Summer)**
MSABA 610 Capstone**	**1**	**14 week (Summer)**
MSABA 605 Behavioral Intervention	**3**	**8 week (Fall 1)**
MSABA 604 Behavioral Theory & Philosophy	**3**	**8 week (Fall 2)**
MSABA 607 Verbal Behavior	**3**	**15 week (Fall)**
MSABA 610 Capstone**	**1**	**15 week (Fall)**
MSABA 610 Capstone**	**1**	**15 week (Spring)**
MSABA 671 Mock Exam***	**0**	**N/A**
Fieldwork requirement****	****6**	**Across semesters**
	Total Credits: 42	

*To be completed at an approved site

**This course involves by appointment meetings with a faculty member and is offered in one credit semesters across the course of three semesters

***This course is used to certify that you have passed the BCBA exam, there are no credits associated with this course and no cost to the student.

****Students will demonstrate that they have obtained fieldwork supervision by reporting monthly that they have obtained at least 20 hours of supervision. If students do so, this will count as prior credit and these courses and fees associated with the credits will be waved. If students cannot obtain supervision hours outside of the Mount, they may enroll in supervision from Mount faculty to fulfill this requirement.

The sequence of courses described below is in the order that a full-time student entering in the **Spring** would experience.

The ABA department recognizes that due to financial or logistical challenges, **some students may wish to complete the sequence of courses less rapidly or in a different arrangement. If a student has such a concern, they are encouraged to contact the department director (g.w.rooker@msmary.edu)** to be advised on individualized course sequences that may also be available.

COURSE # & NAME	CREDITS	SEMESTER TYPE
MSABA 602 Ethical & Professional Conduct	**3**	**8 week (Spring 1)**
MSABA 603 Behavior Assessment	**3**	**8 week (Spring 2)**
MSABA 608 Introduction to Experimental Analysis	**3**	**15 week (Spring)**
MSABA 606 Introduction to Organizational Behavior Management Supervision	**3**	**14 week (Summer)**
MSABA 609 Practicum*	**3**	**14 week (Summer)**
MSABA 605 Behavioral Intervention	**3**	**8 week (Fall 1)**
MSABA 604 Behavioral Theory & Philosophy	**3**	**8 week (Fall 2)**
MSABA 607 Verbal Behavior	**3**	**15 week (Fall)**
MSABA 610 Capstone**	**1**	**15 week (Fall)**
MSABA 600 Principles & Concepts of Behavioral Analysis	**3**	**8 week (Spring 1)**
MSABA 601 Research Design, Measurement, Data Analysis	**3**	**8 week (Spring 2)**
MSABA 614 Current Practice Issues in ABA	**3**	**15 week (Spring)**
MSABA 610 Capstone**	**1**	**15 week (Spring)**
MSABA 610 Capstone**	**1**	**14 week (Summer)**
MSABA 671 Mock Exam***	**0**	**N/A**
Fieldwork supervision****	****6**	**Across semesters**
	Total Credits: 42	

*To be completed at an approved site

**This course involves by appointment meetings with a faculty member and is offered in one credit semesters across the course of three semesters

***This course is used to certify that you have passed the BCBA exam, there are no credits associated with this course and no cost to the student.

****Students will demonstrate that they have obtained fieldwork supervision by reporting monthly that they have obtained at least 20 hours of supervision. If students do so, this will count as prior credit and these courses and fees associated with the credits will be waved. If students cannot obtain supervision hours outside of the Mount, they may enroll in supervision from Mount faculty to fulfill this requirement.

The sequence of courses described below is in the order that a full-time student entering in the **Summer** would experience.

The ABA department recognizes that due to financial or logistical challenges, **some students may wish to complete the sequence of courses less rapidly or in a different arrangement. If a student has such a concern, they are encouraged to contact the department director (g.w.rooker@msmary.edu)** to be advised on individualized course sequences that may also be available.

COURSE # & NAME	CREDITS	SEMESTER TYPE
MSABA 606 Introduction to Organizational Behavior Management Supervision	**3**	**14 week (Summer)**
MSABA 608 Introduction to Experimental Analysis	**3**	**14 week (Summer)**
MSABA 605 Behavioral Intervention	**3**	**8 week (Fall 1)**
MSABA 604 Behavioral Theory & Philosophy	**3**	**8 week (Fall 2)**
MSABA 609 Practicum*	**3**	**15 week (Fall)**
MSABA 600 Principles & Concepts of Behavioral Analysis	**3**	**8 week (Spring 1)**
MSABA 601 Research Design, Measurement, Data Analysis	**3**	**8 week (Spring 2)**
MSABA 614 Current Practice Issues in ABA	**3**	**15 week (Spring)**
MSABA 610 Capstone**	**1**	**15 week (Spring)**
MSABA 602 Ethical & Professional Conduct	**3**	**7 week (Summer 1)**
MSABA 603 Behavior Assessment	**3**	**7 week (Summer 2)**
MSABA 607 Verbal Behavior	**3**	**14 week (Summer)**
MSABA 610 Capstone**	**1**	**14 week (Summer)**
MSABA 610 Capstone**	**1**	**15 week (Fall)**
MSABA 671 Mock Exam***	**0**	**N/A**
Fieldwork supervision	****6**	**Across semesters**
	Total Credits: 42	

*To be completed at an approved site

**This course involves by appointment meetings with a faculty member and is offered in one credit semesters across the course of three semesters

***This course is used to certify that you have passed the BCBA exam, there are no credits associated with this course and no cost to the student.

****Students will demonstrate that they have obtained fieldwork supervision by reporting monthly that they have obtained at least 20 hours of supervision. If students do so, this will count as prior credit and these courses and fees associated with the credits will be waved. If students cannot obtain supervision hours outside of the Mount, they may enroll in supervision from Mount faculty to fulfill this requirement.

A note about the Mount's curriculum and qualifying to sit for the BACB exam:
The Mount uses curriculum from 6th edition of the BCBA exam. The Masters of Applied Behavior Analysis at Mount St. Mary's University degree program in is recognized as Tier 2A by the Association for Behavior Analysis International. Currently, the MSABA coursework requirements are designed for eligibility to take the Board Certified Behavior Analyst® examination through Pathway 1. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.

BCBA certification requires the following:
1. Graduate degree from a qualifying institution
2. Coursework that is behavior-analytic in content (6th Edition Task List)
3. Supervised fieldwork
4. Pass the BCBA exam

Obtaining the BCBA credential will permit one to apply for licensure in the state of Maryland.

Please see the MSABA website for additional disclosures about licensure in your state.

Information on the BCBA exam can be found at this link.

Core Skills Curriculum

The Master of Science in Applied Behavior Analysis (MSABA) program includes a set of core skills assessments designed to ensure that students can competently apply behavior-analytic principles in practice. These assessments serve three primary purposes:

1) To provide structured opportunities for students to demonstrate applied competencies
2) To ensure students are prepared for ethical, effective professional practice
3) To allow the program to track skill development and continuously improve student outcomes

Most of these assessments are embedded within a specific course and is evaluated using standardized criteria. Performance data are reviewed at the program level to support student practice readiness. These course and assignments include:

MSABA 600 – Principles and Concepts of Behavior Analysis

Multiple Schedule Competency: Students demonstrate the ability to implement contingent reinforcement using a multiple schedule, including clear behavioral definitions, signaling procedures, and appropriate data collection.

MSABA 601 – Research Design, Measurement, and Data Analysis

Self-Study Competency: Students design and conduct a systematic self-study of their own behavior, including data collection, graphing, interpretation of results, and professional written and oral presentation.

MSABA 603 – Behavioral Assessment

Preference Assessment Competency: Students design and conduct a preference assessment with a participant, including procedure selection, data collection, protocol development, and graphical analysis.

MSABA 603 – Behavioral Assessment

Functional Behavior Assessment Competency: Students conduct a functional behavior assessment using an established functional analysis method, including protocol development, data collection, and analysis.

MSABA 605 – Behavioral Interventions

Intervention Design Competency: Students design a comprehensive behavioral intervention for a real client, including treatment materials, data systems, integrity checks, and training materials for caregivers and professionals.

MSABA 606 – Introduction to Supervision and Organizational Behavior Management

Staff Performance and Improvement Plan Competency: Students complete a performance improvement project at their work site involving assessment, data collection, and intervention planning for an organizational issue.

MSABA 606 – Introduction to Supervision and Organizational Behavior Management

Caregiver/Stakeholder Training Competency: Students design and deliver a training on an implemented intervention, including performance monitoring and data collection procedures.

MSABA 607 – Verbal Behavior

Verbal Behavior Competency: Students assess verbal behavior using standardized assessment tools and accurately identify functional verbal operants from observed behavior.

MSABA 670 – Mock BCBA Examination

Mock Certification Exam: Students complete a comprehensive mock BCBA examination covering essential task list competencies as a graduation requirement.

MSABA 610 – Capstone Research Project

Capstone Research Competency: Students independently complete a faculty-mentored research project that contributes to the applied behavior analysis literature.

MSABA 671 – Fieldwork Supervision

Supervised Fieldwork Competency: Students complete six credit hours of supervised fieldwork (equivalent to 6 months of supervision) under a qualified BCBA, demonstrating applied skills in real-world settings and professional practice.

Mentoring

At admission, all students will be assigned a core faculty member as their advisor. The advisor is responsible for assisting students to progress through the sequence appropriately, advising students on finding a capstone project mentor, making students aware of deadlines, and is the first point of contact for problems.

In collaboration with the advisor, at the end of the **Practicum course (MSABA 609)**, each student should meet select a research mentor. The mentor will assist in the development and implementation of the capstone project and will serve as the Chair of the student's capstone committee.

The advisor and the mentor may be the same person, however this is not a requirement. The mentor may be a core faculty member (Drs. Britwum, Correll, Garcia-Zambrano, Mochan, and Rooker). If one of these faculty members is not the mentor, (e.g., a director of a clinical program might make an ideal mentor for a capstone), the community person will be paired with a program associated faculty as Co-Chair's of the student's capstone committee. Such an arrangement is necessary meet the requirements of the Institution Review Board.

Expectations

All students are expected to obtain grades of "B" or better in each of their graded first-year courses to move on to the second year. To be clear, a grade of "B minus" falls below the grade requirement. Failing to do so can result in dismissal from the ABA track. In the second year, students are required to maintain a "B" average in all graded courses.

All students must complete the program within 4 years of admission. Failing to do so will result in dismissal from the ABA track.

All students are expected to be obtain supervised fieldwork hours concurrently with taking graduate courses. In relation to this supervision: 1) students will be asked to periodically evaluate their supervisor and 2) supervisors will be asked to evaluate the student's clinical knowledge.

Students are expected to obtain at least 20 hours of supervised fieldwork each month for at least 6 months. Students that fail to do so through their jobsite are expected to obtain supervision from Mount St. Mary's faculty to be in "good standing." All international students are expected to receive supervision through Mount St. Mary's faculty in semesters in which they do not already have 9 credits of classroom learning planned and approved by the Program Director. Failing to do so can result in dismissal from the ABA track.

All students (regardless of entry point) are required to take the new student qualifying exam in their first 15 week semester.

New Student Qualifying Exam

The purpose of this exam is to ensure that graduate students that have newly entered the ABA program have sufficient background knowledge of ABA to be successful in their program. Information tested in this exam is made available to graduate students through primer videos prior to enrollment, is accessible on the canvas cohort page, and is covered in MSABA 608 (Introduction to Experimental Analysis). Students must receive an 80% to pass the exam. The exam must be passed by the end of the student's first semester of coursework. Students will be given two opportunities to pass the exam in that semester. Students who do not pass the exam

on their first attempt will be asked to meet with the Program Director, so that additional resources can be shared. Not passing the exam by the end of the first semester may be a factor considered in excusing students from the ABA programs.

Practicum

Each student will be required to successfully complete MSABA 609. The practicum course provides direct training in a variety of behavior analytic experiences related to the practice of, and research, in ABA. Primary activities are divided across the semester. Activities in the training environment will include behavior analytic activities such as conducting functional behavior assessments—including functional analysis—and skills assessments, developing function-based treatment plans, designing data collection systems, and analyzing treatment outcomes. Practicum sites must be approved by the Director or Assistant Director of the MSABA program. Completion of practicum at an approved site is a requirement of graduation. Activities completed related to capstone include completing trainings related to conducting the student's capstone and one-on-one consultation on planning the capstone project.

Requirements for Graduation

MSABA students must:

- Have documentation that they have received the equivalent of 6 semesters of fieldwork supervision (obtained either in the community or the Mount)
- Pass a mock BCBA exam
- Submit an "intent to graduate form"
    - Note for students participating in commencement in Spring: this form must be submitted before February 1st of the year they plan to walk in order to receive tickets to commencement.
- Defend their capstone successfully in their final semester
- Be in good standing with the university and the department

Transfer of Credit

Students with coursework from an ABAI recognized or accredited program may be able to transfer credit. Students who think that they may be eligible transfer credit should discuss this with the ABA Director (Dr. Rooker). Broadly, the department will except up to 9 credits from another qualified program. In order for transfer credit to be accepted, the student must have earned at least a "B" in the course intended for transfer and the course must align with the BCBA task list. Please also see the Graduate Academic Policies of the Mount for further discussion of transfer credit: https://catalog.msmary.edu/content.php?catoid=9&navoid=376#transfer-of-graduate-credits-from-other-institutions

Concerns and Complaints

When students have problems or complaints in their course work, they are strongly encouraged to first discuss the issue with their instructor. If the issue is not satisfactorily

resolved or other circumstance prohibit discussion with the instructor, they should bring the issue to the Program Director (Dr. Rooker) or their mentor.

If the concern is related to their mentoring, they are strongly encouraged to first discuss the issue with their mentor. If the issue is not satisfactorily resolved or other circumstance prohibit discussion with the mentor, they should bring the issue to the Program Director (Dr. Rooker).

If the concern is related to their supervised field work, they are strongly encourage to first discuss the issue with their fieldwork supervisor. If the issue is not satisfactorily resolved or other circumstance prohibit discussion with the fieldwork supervisor, they should bring the issue to the Assistant Program Director (Dr. Britwum).

If the concern is programmatic, they are strongly encourage to discuss this issue with the Program Director (Dr. Rooker) If the issue is not satisfactorily resolved or other circumstance prohibit discussion with the Director, they should bring the issue to the Deans of the School of Education and Health Professions.

Supervised Fieldwork

All graduate students are expected to complete supervised fieldwork concurrently with their coursework. HOWEVER, STUDENTS DO NOT NEED TO ACRUE ALL FIELDWORK HOURS WHILE IN THE PROGRAM. Related to this, students will receive 6 hours of classroom credit for completing supervision while in the MSABA program. These credits require only that students demonstrate they are consistently receiving supervision hours through documented monthly verification forms provided to the assistant director.

This fieldwork gives graduate students hands on experience in applied behavior analysis. Fieldwork requires that work being done by graduate students is supervised by a **qualified BCBA**. For a BCBA to be a qualified supervisor for students, the BCBA must have completed 8 hours of supervisor training. Further, both the supervisor and supervisee must complete a competency-based training model on BACB experience standards and sign a contract.

Supervision hours cannot be accrued prior to taking the first graduate course. Further, although these hours can accrue following completion of the course sequence, this is not desirable, as additional time from completion of coursework prior to the BCBA exam may impact the student's ability to pass this test. Prior to supervision, the supervisor and student must execute a contract prior to the onset of the experience that states the responsibilities of both parties, delineates the consequences should the parties not adhere to their responsibilities (including proper termination of the relationship), and includes an attestation that both parties will adhere to the BACB Guidelines for Responsible Conduct. Additionally, if the individual is engaged in behavior analytic work outside of Mount St. Mary's University, the organization and Mount St. Mary's should execute a practicum agreement.

Students may receive BCBA supervision from local community members (e.g., BCBAs working in the field) or from program faculty. **To receive BCBA supervision from program faculty, students should enroll in courses MSABA 618 - 667.** These courses provides a Mount BCBA to supervise ongoing work. In this 5-week course. To register for this course, first contact the Assistant Director (k.o.britwum@msmary.edu). Following approval, you will be enrolled in the course for that semester.

In many cases, supervision will be related to what the student is already doing in their job. That is, the hour requirements described below would not be in addition to what the student is already doing, but would simply be additionally supervised by a BCBA.

Specific rules related to supervision:

- The minimum supervision that can be obtained in one month (for that month to qualify) is 20 hours and the maximum number of hours that can be counted in one month is 130.
- The supervisor and student must make face-to-face contact (including virtual contact) at least 4 times per month (with a minimum of each meeting being 15 mins)
- At least once per month the supervisor must observing the student working with someone receiving behavior analytic service for one hour. This hour need not be continuous. This individual may not be related to the student.
- Supervision may be conducted in small groups of 10 or fewer participants for no more than half of the total supervised hours in each supervisory period. The remainder of the total supervision hours in each supervisory period must consist of direct one-to-one contact. Supervision hours may be counted toward the total number of experience hours required
- At least 60% of supervised fieldwork must be spent engaged in unrestricted activities.

The text below from the BCBA outlines the type of activities that students should engage in while being supervised.

Acceptable Activities. The trainee's primary focus should be on acquiring the skills necessary to demonstrate competence of relevant tasks on the appropriate BACB Task List and the skills necessary to interact effectively with consumers, supervisors, families, and others. The supervisor will be responsible for determining whether activities qualify for accruing fieldwork hours consistent with the requirements in this document. Trainees are strongly encouraged to have multiple experiences (e.g., different settings, populations) with multiple supervisors and from each of the areas of activity below:

• Conducting assessments related to the need for behavioral intervention or for evaluating behavioral interventions (e.g., stimulus preference assessment, functional assessment, staff performance assessment)
• Designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs

• Writing behavior/treatment plans, progress summaries, clinical notes, transition summaries, and professional correspondence
• Overseeing the implementation of behavior-analytic programs by others
• Training others, designing behavioral systems, and performance management
• Communicating and collaborating effectively with caregivers and other professionals
• Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior-analytic program and researching the literature that is relevant to a current client's programming

Restricted Activities. There is a restriction on the overall amount of hours that may be spent delivering therapeutic and instructional procedures during fieldwork. This restriction is designed to ensure that trainees have sufficient time to acquire the other skills necessary for practice as a BCBA (see Unrestricted Activities below). Restricted activities may comprise no more than 40% of the total fieldwork hours (i.e., not per supervisory period). Please note that this restriction does not necessarily refer to all time spent working with clients.

Unrestricted Activities. Activities that are unrestricted are those that are most likely to be performed by a BCBA. Unrestricted activities must comprise at least 60% of the total fieldwork hours (i.e., not per supervisory period). Examples of unrestricted activities include, but are not limited to:

• Observation and data collection
• Training staff and caregivers on behavior-analytic programs or content
• Conducting assessments related to the need for behavioral intervention
• Meeting with clients about behavior-analytic programming and services
• Conducting behavior-analytic assessments (e.g., functional analyses, stimulus preference assessments)
• Data graphing and analysis
• Researching the literature relevant to a current client's programming
• Writing and revising behavior-analytic programs

Unacceptable Activities. Only behavior-analytic activities may be counted toward fieldwork requirements. Non-behavior-analytic activities, while valuable, may not be counted. Examples of activities that will not count as fieldwork include, but are not limited to:

• Attending meetings with little or no behavior-analytic content
• Providing interventions that are not based in behavior analysis
• Performing nonbehavioral administrative activities
• Non-behavior-analytic trainings related to service delivery (e.g., crisis management, CPR, billing systems)
• Completing nonbehavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis
• Attending professional conferences, workshops, or university courses
• Didactic-course assignments

Fees

There is one fee associated with the MSABA program. The first fee of $50 is associated with MSABA 601. This fee is related to tracking student achievement on core skills administered throughout the program.

Capstone

The MSABA 609 course is designated to allow students the opportunity to explore areas of interest in completing the capstone and provide an opportunity to identify a research mentor. In this course, each student will meet regularly with a core faculty member as they shape the idea that will become their capstone. Further, students will complete necessary trainings to implement the capstone project.

The MSABA 610 capstone course is designed to permit students to develop and complete their capstone, using the skills that they have acquired in the MSABA program. These courses are offered across semesters in a 1-credit course with the student's mentor (for the last 45 weeks of classes). The capstone itself is an independently implemented research project in the area of ABA that provides some advancement to the field. Novel research projects and replications of existing research are examples of appropriate capstones. Capstones will be overseen by a research mentor (selected by the student) and advised by a capstone committee (invited to participate by the student). This committee will ultimately be responsible for certifying that the student has completed the capstone. Several distinct stages of capstone development, implementation, and defense are outlined below.

Planning

Students will receive supervision directly from Mount St. Mary's faculty (through MSABA 609). As part of this planning, students will receive asynchronous trainings on topics such as on the capstone, internal review board processes, and APA style. During this course, students should identify a research area for their capstone and select a research mentor whose expertise best matches that area of study, and will serve as chair of the capstone committee. Once the area of research and mentor has been identified, the student should notify the Director of the Graduate Programming in ABA, of the topic and mentor through email. The Director will determine whether the topic and mentor are in alignment with the ABA program.

Research Mentors/Committee Chair

Research mentors may be Mount St. Mary's faculty or a community member who have expertise in ABA. Research mentors (and hence all Committee Chairs) who are NOT Mount St. Mary's University Faculty must be approved by the Director of the MSABA program. If a community member serves as the research mentor, a Mount St. Mary's Faculty member with expertise in ABA must serve as co-chair.

Capstone proposal

Following the identification of a Research Mentor, the student and the research mentor should work in conjunction to develop a capstone proposal. The capstone proposal should be a short paper (~ 5-10 pages in APA format) that describes

1. The most current and relevant literature to the proposed study
2. A written proposal for the work to be conducted including
    a. Dependent Variables
    b. Independent Variables (assessments and interventions)
    c. Plans for data collection
    d. An experimental design
    e. Training of other data collectors and therapists as needed

f. A description of possible outcomes

When the research mentor feels that the Capstone proposal is sufficient, the student will then form their capstone committee by a) inviting the research mentor to be the Capstone Committee Chair and b) identifying and asking two other individuals to be Capstone Committee Members.

Capstone Committee Member
Capstone Committee Members may be Mount St. Mary's faculty or a community member who have expertise in ABA. All community members must be approved by the Director of the MSABA program. At least two Mount St. Mary's Faculty members must be on the committee in total (including Chair, Co-Chair, and Member).

Once a committee has been formed, the CAPSTONE COMMITTEE FORMATION FORM should be electronically sent to the Director of the MSABA program, who will approve the committee and member assignments. Next the Capstone Proposal should be sent to all committee members. Committee members will be provided with 11 business days to review the Capstone Proposal to offer suggestions for changes to the Capstone Proposal. Capstone committee members may suggest changes to the research being conducted which then may be incorporated into the research design as needed by the student or requested by the Committee Chair. Capstone committee members should not provide grammatical and typo revisions unless they are essential to the research being proposed.

Example email text sent to send to committee:

Dear Committee Member,
Thank you for agreeing to be on my capstone committee. Attached I have included my Capstone Proposal for your review. Please send me your thoughts on the research being proposed and the method for conducting this research within the next 11 business days.

Regards,
Student

Internal Review Board Approval

Following approval of the capstone by the Capstone Committee, the student will submit IRB to Mount St. Mary's University. Additionally, students will email the human resources representative at the site where the work will be conducted to determine what additional steps must be taken to conduct the research in their chosen setting. No capstone reseach is permitted to be conducted prior to IRB approval.

Implementation
Following these approvals, the student will implement the capstone.

Defense
Generally students will take the MSABA 610, the Capstone courses, as they are preparing the study, completing data collection, writing up the results, and preparing to defend the capstone. The student will write up the results of the capstone in APA form, including introduction, method, result, and discussion sections. When the paper is complete (and the Capstone Chair believes it is ready to be viewed by the committee), it will be distributed to the student's committee and the student will give a formal presentation of the paper (an ~30 min presentation of the paper).

Following the defense, the committee will provide revisions to the manuscript that they feel are appropriate and vote on whether the student has completed the required work to have met the capstone requirement using a predetermined rubric (see MSABA capstone rubric). The Chair will then be responsible that the requested changes have been made, at which point the student should request that the committee sign the MSABA Capstone Certificate of Completion form. A

physical copy of the capstone must be delivered to the Director's office. In situations in which urgency is needed, an email version may be sent to the Director as a placeholder. The Director of the department will review each capstone to ensure that the project falls within the mission of the program.

Capstone FAQs

Q: When must I defend my capstone by for my degree to be conferred?
A: The last day of the semester in which you hope to have your degree conferred.

Q: What happens if my capstone is not completed by the end of the semester?
A: Your degree will not be conferred in that semester. Rather, your degree will be conferred at the end of the semester in which you complete your capstone (provided you have met all the other graduation requirements). You will continue to take 1-credit of MSABA 610 until your capstone is completed.

Q: What are the requirements for my capstone to be complete?
A: Successfully defend the capstone, then submit the capstone completion form (signed by the relevant parties) AND the current/final copy of your capstone to the Program Director.

Q: Where can I find required forms related to my capstone?
A: If you navigate to the canvas cohort page, one of the modules has all the capstone resources – specifically, these forms are downloadable here.

Q: Where can I find information about how my capstone will be evaluated?
A: If you navigate to the canvas cohort page, one of the modules has all the capstone resources – specifically there is a rubric here related to this.

Q: Where can I find information on the form of my capstone paper and the requirements for defense?
A: If you navigate to the canvas cohort page, one of the modules has all the capstone resources – specifically there is a capstone guide book that covers this topic.

Post-Masters Certificate (PMC) Program Description

The PMC in Applied Behavior Analysis (Graduate Certificate in ABA) is a 7 course, 21-credit certificate that aligns with the growing demand for skilled professionals in education and the health professions. The PMC is designed for individuals who have a master's degree in in other fields, such as education or psychology, but are looking to complete courses to qualify for the BCBA exam under Pathway 2. Applicants will need to meet additional field work requirements before they can be deemed eligible to take the examination.

Policies

Attendance

Students are expected to attend class in person. Occasionally, it may be necessary for students to attend class via zoom rather than in person. When this occurs students should inform their professor as soon as possible and provide details on the reason, length of time out of the classroom, and make accommodations with their professor to ensure that all content can be delivered effectively. If a student must be out of the classroom for an extended period of time (e.g., more than 2 weeks; more than 25% of classes cumulatively), they should contact the director, make accommodations, and may be expected to enroll in additional non-degree credits to ensure that the professor and student have adequate time to supplement that students education.

Academic Integrity

An academic community, regardless of delivery modality (e.g., in-person, online), must operate with complete openness, honesty and integrity. Responsibility for maintaining this atmosphere lies with the students, faculty and administration. Therefore, the achievement of personal and academic goals through dishonest means will not be tolerated. Academic misconduct includes but is not limited to:

Cheating: the unauthorized use, access, or exchange of information before or during a quiz, test or semester examination. Unauthorized collaboration on a class assignment, submitting the same work in two courses without the professor's permission, and buying or selling work for a course are also forms of cheating.

Plagiarism: the representation of someone else's words or ideas as one's own. The various forms of plagiarism include but are not limited to copying homework, falsifying lab reports, submitting papers containing materials written by another person, and failing to document correctly in one's written assignment words, arguments or ideas secured from other sources including content available from websites. Plagiarism detection software may be used with assignment submissions to verify original work.

Providing or receiving assistance in a manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects and

examinations; presenting as one‘s own the ideas or words of another for academic evaluation without proper acknowledgement. Doing unauthorized academic work for which another person will receive credit or be evaluated.

Misrepresenting student identity: posing as another or having someone pose as you is an act of academic misconduct. Identity verification may be required to complete course activities and assessments.

Attempting to influence one’s academic evaluation by means other than academic achievement or merit including unauthorized access to computer systems.

Assisting in misconduct: cooperation with another in an act of academic misconduct. A student who writes a paper, posts a paper or exam questions online, or does an assignment for another student is an accomplice and will be held accountable just as severely as the other. Any student who permits another to copy from his or her own paper, examination, or project shall be held as accountable as the student who submits the copied material. Students are expected to safeguard their work and should not share papers, projects, homework, or exam answers with other students unless specifically directed to by their professors.

Failure to protect University accounts and computer systems such as sharing of accounts, passwords, and other assigned resources whether with intention or through negligence.

Classroom Accommodations for Students with Disabilities

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid, or similar accommodation, please contact Mount St. Mary’s Learning Service director to discuss eligibility for accommodations and academic adjustments at 301-447-5006 (V/TTD).

Intellectual Property

The use of copyrighted materials in this course to support teaching and learning is done so with permission from the copyright holder or according to Fair Use Guidelines and the TEACH Act. As such, you are permitted to download a copy of copyrighted works posted in our secured course site in Canvas for your personal use, but you are not authorized to redistribute to others (e.g., make copies to distribute, forward as attachments). Similarly, the intellectual property of students (e.g., presentations/posts in discussion forums) should not be shared with or redistributed to others.

Netiquette

Please consider these guidelines as you actively participate in our course.

Be constructive: Our goal is to develop a safe, collaborative, and constructive learning community. Constructive posts are encouraged. Often sharing a differing perspective or opinion advances our shared learning. When responding to a classmate, respectfully

indicate why you do or do not agree with their view. If you would not make a comment face-to-face, please do not do so online. Refrain from using any offensive or foul language, always discuss or respectfully debate content, but never attack a member of our learning community. Try not to dominate any discussion, but do regularly share your experiences and knowledge.

Be considerate: Though mobile technologies have enhanced our ability to access course content from anywhere and at any time, we should not expect instantaneous responses to our posts or questions. Give others a reasonable amount of time to respond within the participation guidelines established by the course instructor. Once you have posted or replied in a discussion thread, regularly check the thread for new comments, and respond accordingly.

Be professional: Often in the online environment, facial expressions and body language are absent and what you intended to be constructive may be interpreted otherwise. In addition to spelling and grammar considerations, you will want to read your comments before you post to ensure that your intent is accurately conveyed. Often a bit of politeness goes a long way, so if someone helps out, thank that person online just as you would face-to-face. Refrain from using all caps as that is perceived as shouting in the online setting. If you receive a private message, reply in private. There may be a reason the other participant chose to comment in private. You should not forward to another or post publicly.

Be respectful: This institution and its instructors embrace learners from diverse backgrounds and seeks to develop and support an inclusive learning community. Please be sensitive to the diversity of all members in our learning community and ensure your comments are inclusive to all members. Learning is about sharing ideas and concepts. We do not all have to agree with an opinion or comment, but we should be open to and respectful of others' ideas and comments. MSMU supports open discussion, but does not tolerate sexist, bigoted, racist, or demeaning content. Your instructor can and will censor or remove a post if he/she deems it violates institutional guidelines or course expectations. You will be contacted in the event of any such censorship to identify how the content violated guidelines and to discuss supportive roles in our learning community.

Be appropriate: When participating in synchronous conferences or posting video to the LMS remain professional and appropriate in your setting and in your attire at all times.

Stay positive: Keeping a positive attitude can go a long way to building a supportive learning community and toward reducing personal stress. If you are having any difficulties or concerns with the course (e.g., using Canvas, understanding an assignment or activity, comfort with a discussion) please contact your instructor or a peer for support. Often early communication and requests for assistance can alleviate larger issues later.

Privacy Policy

To ensure your privacy and security with communications, assignment submissions, and assessment feedback, only the Canvas Learning Management System (course communications, grading) and MSMU email (other written communication) will be used.

Managing Stress

Graduate school is an inherently stressful endeavor, thus it is important that you learn strategies to manage stress. This includes developing peer groups for support, communicating with program faculty about issues you face, meticulous planning, and maintaining a healthy balance between your life as a student and the rest of your life. In light of this, Dr. Solar has provided a summary of important aspects of being mindful for managing stress.

Seven essential attitudes to learning

(Adapted from the seven attitudes of mindfulness)

Non-judging – Cultivate an attentive curiosity to your learning. This begins by relating to the content of your learning experience, without judgment, as you are in the present moment of learning. The habit of judging, labeling, or categorizing an experience locks you into a pattern of reacting and repeating thoughts or emotions. In short, judging separates you from the direct experience of learning. By not judging you are allowing yourself to learn.

Patience – Is the ability to remain calm and in self-control when you are being tested. Patience requires faith and courage in your inner strength to overcome difficult situations. Even when our self-centered part in all of us, yells for things to be different, taking a moment to breathe allows our patience to grow stronger and our thinking mind to experience the moment before reacting. With patience we sooth the need to rush through one moment or action to get to the next.

Beginner's Mind – When we begin to learn, the thinking mind tends to believe it knows all or tries to control what is happening. This type of thinking forms a filter between you and the direct experience of learning. Even though you may have experienced hundreds of teachers and lessons, you have not experienced this particular lesson. This is the same with each breath. Each breath is unique. Each learning moment is a unique and precious moment that should be experienced with a beginner's mind.

Trust – Trust yourself and your feelings. You alone are the best person to know how you learn. Be an active and inquisitive participant in your learning process. By learning how to pay attention and use your inner awareness you can be more present in the learning moment. Trust your own person and how you learn best.

Non-striving – We spend so much of our life doing stuff and trying to change things that we rarely ever just be. However, when you are actively learning you

should practice paying attention, without judgment, to the learning environment. Allow yourself to be in the learning environment without expectation of striving or completing a task.

Acceptance – Begins with a willingness to see things exactly as they are in the present moment. Acceptance does not mean you should have a passive attitude toward life. Acceptance in the learning environment means a willingness to see and hear new and old information as they are, deeply, truthfully, and completely.

Letting Go – We often cling to what we know, even without knowing we are clinging. Often, we cling strongly to ideas and views about our self, others, and situations. In order to truly learn, we must cease to cling to ideas and attitudes and be open to incorporating new insights and knowledge with our present wisdom.

Degree Requirements for the PMC Program

Post-Masters Certificate

Students complete course work in the principles, ethics, and philosophy of behavior analysis, as well as the application of applied behavior analysis. Additionally, students are expected to concurrently collect fieldwork supervision hours while enrolled in the program.

The requirements total 21 credit hours consisting of the following course sequence. Consult the current Graduate School catalog for course listings as well as for tuition and fees.

The sequence of courses described below is in the order that a full-time student entering in the Fall would experience.

The ABA department recognizes that due to financial or logistical challenges, **some students may wish to complete the sequence of courses less rapidly or in a different arrangement. If a student has such a concern, they are encouraged to contact the department director (g.w.rooker@msmary.edu)** to be advised on individualized course sequences that may also be available.

COURSE # & NAME	CREDITS	SEMESTER TYPE
MSABA 600 Principles & Concepts of Behavioral Analysis	**3**	**8 week (Fall 1)**
MSABA 601 Research Design, Measurement, Data Analysis	**3**	**8 week (Fall 2)**
MSABA 602 Ethical & Professional Conduct	**3**	**8 week (Spring 1)**
MSABA 603 Behavior Assessment	**3**	**8 week (Spring 2)**
MSABA 606 Introduction to Organizational Behavior Management Supervision	**3**	**14 week (Summer)**
MSABA 605 Behavioral Intervention	**3**	**8 week (Fall 1)**
MSABA 604 Behavioral Theory & Philosophy	**3**	**8 week (Fall 2)**
MSABA 671 Mock Exam*	**0**	**N/A**
Total Credits:	**21**	

*This course is used to certify that you have passed the BCBA exam, there are no credits associated with this course and no cost to the student.

The sequence of courses described below is in the order that a full-time student entering in the Spring would experience.

The ABA department recognizes that due to financial or logistical challenges, **some students may wish to complete the sequence of courses less rapidly or in a different arrangement. If a student has such a concern, they are encouraged to contact the department director (g.w.rooker@msmary.edu)** to be advised on individualized course sequences that may also be available.

COURSE # & NAME	CREDITS	SEMESTER TYPE
MSABA 602 Ethical & Professional Conduct	**3**	**8 week (Spring 1)**
MSABA 603 Behavior Assessment	**3**	**8 week (Spring 2)**
MSABA 606 Introduction to Organizational Behavior Management Supervision	**3**	**14 week (Summer)**
MSABA 605 Behavioral Intervention	**3**	**8 week (Fall 1)**
MSABA 604 Behavioral Theory & Philosophy	**3**	**8 week (Fall 2)**
MSABA 600 Principles & Concepts of Behavioral Analysis	**3**	**8 week (Spring 1)**
MSABA 601 Research Design, Measurement, Data Analysis	**3**	**8 week (Spring 2)**
MSABA 671 Mock Exam*	**0**	**N/A**
	Total Credits: 21	

*This course is used to certify that you have passed the BCBA exam, there are no credits associated with this course and no cost to the student.

The sequence of courses described below is in the order that a full-time student entering in the Summer would experience.

The ABA department recognizes that due to financial or logistical challenges, **some students may wish to complete the sequence of courses less rapidly or in a different arrangement. If a student has such a concern, they are encouraged to contact the department director (g.w.rooker@msmary.edu)** to be advised on individualized course sequences that may also be available.

COURSE # & NAME	CREDITS	SEMESTER TYPE
MSABA 606 Introduction to Organizational Behavior Management Supervision	**3**	**14 week (Summer)**
MSABA 605 Behavioral Intervention	**3**	**8 week (Fall 1)**
MSABA 604 Behavioral Theory & Philosophy	**3**	**8 week (Fall 2)**
MSABA 600 Principles & Concepts of Behavioral Analysis	**3**	**8 week (Spring 1)**
MSABA 601 Research Design, Measurement, Data Analysis	**3**	**8 week (Spring 2)**
MSABA 602 Ethical & Professional Conduct	**3**	**7 week (Summer 1)**
MSABA 603 Behavior Assessment	**3**	**7 week (Summer 2)**
MSABA 671 Mock Exam*	**0**	**N/A**
	Total Credits: 21	

*This course is used to certify that you have passed the BCBA exam, there are no credits associated with this course and no cost to the student.

A note about the Mount's Curriculum and qualifying to sit for the BACB exam:
The Mount uses curriculum from 6th edition of the BCBA exam. The PMC is designed for individuals who have a master's degree in in other fields, such as education or psychology, but are looking to complete courses to qualify for the BCBA exam under Pathway 2, that is the coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA) examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.

BCBA certification requires the following:
1. Graduate degree from a qualifying institution
2. Coursework that is behavior-analytic in content (6th Edition Task List)
3. Supervised fieldwork
4. Pass the BCBA exam

Obtaining the BCBA credential will permit one to apply for licensure in the state of Maryland.

Please see the MSABA website for additional disclosures about licensure in your state.

Information on the BCBA exam can be found at this link.

Core Skills Curriculum

The Master of Science in Applied Behavior Analysis (MSABA) program includes a set of core skills assessments designed to ensure that students can competently apply behavior-analytic principles in practice. These assessments serve three primary purposes:

1) To provide structured opportunities for students to demonstrate applied competencies
2) To ensure students are prepared for ethical, effective professional practice
3) To allow the program to track skill development and continuously improve student outcomes

Most of these assessments are embedded within a specific course and is evaluated using standardized criteria. Performance data are reviewed at the program level to support student practice readiness. These course and assignments include:

MSABA 600 – Principles and Concepts of Behavior Analysis

Multiple Schedule Competency: Students demonstrate the ability to implement contingent reinforcement using a multiple schedule, including clear behavioral definitions, signaling procedures, and appropriate data collection.

MSABA 601 – Research Design, Measurement, and Data Analysis

Self-Study Competency: Students design and conduct a systematic self-study of their own behavior, including data collection, graphing, interpretation of results, and professional written and oral presentation.

MSABA 603 – Behavioral Assessment

Preference Assessment Competency: Students design and conduct a preference assessment with a participant, including procedure selection, data collection, protocol development, and graphical analysis.

MSABA 603 – Behavioral Assessment

Functional Behavior Assessment Competency: Students conduct a functional behavior assessment using an established functional analysis method, including protocol development, data collection, and analysis.

MSABA 605 – Behavioral Interventions

Intervention Design Competency: Students design a comprehensive behavioral intervention for a real client, including treatment materials, data systems, integrity checks, and training materials for caregivers and professionals.

MSABA 606 – Introduction to Supervision and Organizational Behavior Management

Staff Performance and Improvement Plan Competency: Students complete a performance improvement project at their work site involving assessment, data collection, and intervention planning for an organizational issue.

MSABA 606 – Introduction to Supervision and Organizational Behavior Management

Caregiver/Stakeholder Training Competency: Students design and deliver a training on an implemented intervention, including performance monitoring and data collection procedures.

MSABA 607 – Verbal Behavior

Verbal Behavior Competency: Students assess verbal behavior using standardized assessment tools and accurately identify functional verbal operants from observed behavior.

MSABA 670 – Mock BCBA Examination

Mock Certification Exam: Students complete a comprehensive mock BCBA examination covering essential task list competencies as a graduation requirement.

MSABA 610 – Capstone Research Project

Capstone Research Competency: Students independently complete a faculty-mentored research project that contributes to the applied behavior analysis literature.

MSABA 671 – Fieldwork Supervision

Supervised Fieldwork Competency: Students complete six credit hours of supervised fieldwork (equivalent to 6 months of supervision) under a qualified BCBA, demonstrating applied skills in real-world settings and professional practice.

Advising

At admission, all students will be assigned a faculty advisor. The advisor is responsible for assisting students to progress through the sequence appropriately, making students aware of deadlines, and is the first point of contact for problems. The faculty advisor will encourage students to seek out receive mentoring from core program faculty based on the student's interest and career path.

Expectations

All students are expected to obtain grades of "B" or better in each of their graded first-year courses to move on to the second year. To be clear, a grade of "B minus" falls below the grade requirement. Failing to do so can result in dismissal from the ABA track. In the second year, students are required to maintain a "B" average in all graded courses.

All students must complete the program within 4 years of admission. Failing to do so can result in dismissal from the ABA track.

All graduate students are expected to complete supervised fieldwork concurrently with their coursework. HOWEVER, STUDENTS DO NOT NEED TO ACRUE ALL FIELDWORK HOURS WHILE IN THE PROGRAM.

Students are expected to obtain at least 20 hours of supervised fieldwork each month. Students that fail to do so through their jobsite are expected to obtain supervision from Mount St. Mary's faculty to be in "good standing." HOWEVER, STUDENTS DO NOT NEED TO ACRUE ALL FIELDWORK HOURS WHILE IN THE PROGRAM.

All international students are expected to receive supervision through Mount St. Mary's faculty in any semester where they do not have 9 credits of classroom learning planned and approved by the Program Director. Failing to do so can result in dismissal from the ABA track.

All students are required to take the new student qualifying exam in their first 15-week semester.

New Student Qualifying Exam

The purpose of this exam is to ensure that graduate students that have newly entered the ABA program have sufficient background knowledge on ABA to be successful in their program. Information tested in this exam is made available to graduate students through primer videos prior to enrollment and available on the canvas cohort page. Students must receive an 80% to pass the exam. The exam must be passed by the end of the student's first semester of coursework. Students will be given two opportunities to pass the exam in that semester. If students do not pass exam on the first try, they will be asked to meet with the director and additional resources will be provided. Not passing the exam by the end of the first semester may be a factor considered in excusing students from the ABA programs.

Requirements for Graduation

PMC students must:

- Pass a mock BCBA exam
- Submit an "intent to graduate form"
    - Note for students participating in commencement in Spring: this form must be submitted before February 1st of the year they plan to walk in order to receive tickets to commencement.

- Be in good standing with the university and the department

Transfer of Credit

Students with coursework from another ABAI recognized or accredited program may be able to transfer credit. Students who think that they may be eligible transfer credit should discuss this with the ABA Director (Dr. Rooker). Broadly, the department will except up to 9 credits from another qualified program. In order for transfer credit to be accepted, the student must have earned at least a “B“ in the course intended for transfer and the course must align with the BCBA task list. Please also see the Graduate Academic Policies of the Mount for further discussion of transfer credit: https://catalog.msmary.edu/content.php?catoid=9&navoid=376#transfer-of-graduate-credits-from-other-institutions

Concerns and Complaints

When students have problems or complaints in their course work, they are strongly encouraged to first discuss the issue with their instructor. If the issue is not satisfactorily resolved or other circumstance prohibit discussion with the instructor, they should bring the issue to the Program Director (Dr. Rooker) or their mentor.

If the concern is related to their supervised field work, they are strongly encourage to first discuss the issue with their fieldwork supervisor. If the issue is not satisfactorily resolved or other circumstance prohibit discussion with the issue with the fieldwork supervisor, they should bring the issue to the Assistant Program Director (Dr. Britwum).

If the concern is programmatic, they are strongly encouraged to discuss this issue with the Program Director (Dr. Rooker). If the issue is not satisfactorily resolved or other circumstance prohibit discussion with the issue with the Director, they should bring the issue to the Deans of the School of Education and Health Sciences.

Supervised Fieldwork

All graduate students are expected to complete supervised fieldwork concurrently with their coursework. This work gives graduate students hands on experience in applied behavior analysis. Fieldwork requires that work being done by graduate students is supervised by a **qualified BCBA**. In order for a BCBA to be qualified to be a supervisor for students, the BCBA must have completed 8 hours of supervisor training. Further, both the supervisor and supervisee must complete a competency based training model on BACB experience standards.

Supervision hours cannot be accrued prior to taking the first graduate course. Further, although these hours can accrued following completion of the course sequence, this is not desirable, as additional time from completion of coursework prior to the BCBA exam may impact the student’s ability to pass this test. Prior to supervision, the supervisor

and student must execute a contract prior to the onset of the experience that states the responsibilities of both parties, delineates the consequences should the parties not adhere to their responsibilities (including proper termination of the relationship), and includes an attestation that both parties will adhere to the BACB Guidelines for Responsible Conduct. Additionally, if the individual is engaged in behavior analytic work outside of Mount St. Mary's University, the organization and Mount St. Mary's should execute a practicum agreement.

Students may receive BCBA supervision from local community members (e.g., BCBAs working in the field) or from program faculty. **To receive BCBA supervision from program faculty, students should enroll in courses MSABA 618 - 667.** These course provides a BCBA to supervise ongoing work. To register for this course, first contact the Assistant Director (k.o.britwum@msmary.edu). Following approval, you will be enrolled in the course for that semester.

In many cases, supervision will be related to what the student is already doing in their job. That is, the hour requirements described below would not be in addition to what the student is already doing, but would simply be additionally supervised by a BCBA.

Specific rules related to supervision:

- The minimum supervision that can be obtained in one month (for that month to qualify) is 20 hours and the maximum number of hours that can be counted in one month is 130.
- The supervisor and student must make face-to-face contact (including virtual contact) at least 4 times per month (with a minimum of each meeting being 15 mins)
- At least one of those interactions per month must involve the supervisor observing the student working with someone receiving behavior analytic service. This individual may not be related to the student.
- Supervision may be conducted in small groups of 10 or fewer participants for no more than half of the total supervised hours in each supervisory period. The remainder of the total supervision hours in each supervisory period must consist of direct one-to-one contact. Supervision hours may be counted toward the total number of experience hours required
- At least 60% of supervised fieldwork must be spent engaged in unrestricted activities.

The text below from the BCBA outlines the type of activities that students should engage in while being supervised.

Acceptable Activities. The trainee's primary focus should be on acquiring the skills necessary to demonstrate competence of relevant tasks on the appropriate BACB Task List and the skills necessary to interact effectively with consumers, supervisors, families, and others. The supervisor will be responsible

for determining whether activities qualify for accruing fieldwork hours consistent with the requirements in this document. Trainees are strongly encouraged to have multiple experiences (e.g., different settings, populations) with multiple supervisors and from each of the areas of activity below:

- Conducting assessments related to the need for behavioral intervention or for evaluating behavioral interventions (e.g., stimulus preference assessment, functional assessment, staff performance assessment)
- Designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs
- Writing behavior/treatment plans, progress summaries, clinical notes, transition summaries, and professional correspondence
- Overseeing the implementation of behavior-analytic programs by others
- Training others, designing behavioral systems, and performance management
- Communicating and collaborating effectively with caregivers and other professionals
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior-analytic program and researching the literature that is relevant to a current client's programming

Restricted Activities. There is a restriction on the overall amount of hours that may be spent delivering therapeutic and instructional procedures during fieldwork. This restriction is designed to ensure that trainees have sufficient time to acquire the other skills necessary for practice as a BCBA (see Unrestricted Activities below). Restricted activities may comprise no more than 40% of the total fieldwork hours (i.e., not per supervisory period). Please note that this restriction does not necessarily refer to all time spent working with clients.

Unrestricted Activities. Activities that are unrestricted are those that are most likely to be performed by a BCBA. Unrestricted activities must comprise at least 60% of the total fieldwork hours (i.e., not per supervisory period). Examples of unrestricted activities include, but are not limited to:

- Observation and data collection
- Training staff and caregivers on behavior-analytic programs or content
- Conducting assessments related to the need for behavioral intervention
- Meeting with clients about behavior-analytic programming and services
- Conducting behavior-analytic assessments (e.g., functional analyses, stimulus preference assessments)
- Data graphing and analysis
- Researching the literature relevant to a current client's programming
- Writing and revising behavior-analytic programs

Unacceptable Activities. Only behavior-analytic activities may be counted toward fieldwork requirements. Non-behavior-analytic activities, while valuable, may not be counted. Examples of activities that will not count as fieldwork include, but are not limited to:

- Attending meetings with little or no behavior-analytic content
- Providing interventions that are not based in behavior analysis
- Performing nonbehavioral administrative activities
- Non-behavior-analytic trainings related to service delivery (e.g., crisis management, CPR, billing systems)
- Completing nonbehavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis
- Attending professional conferences, workshops, or university courses

- Didactic-course assignments

Fees

There is one fee associated with the MSABA program. The first fee of $50 is associated with MSABA 601. This fee is related to tracking student achievement on core skills administered throughout the program.

Online Degree and Certificate Information

Both the MSABA and Certificate programs are available in online format. The goal of these programs is to provide rigorous education to students unable to attend the Mount's programs in person. The online programs require students to attend class synchronously (through zoom) for three hours and complete two hours of asynchronous work for most classes. Unless otherwise specified, the requirements described above are applicable to online students. MSABA 609 will take a unique form for these students as they are next expected to engage in practicum work in their local area.

Research

All research conducted by graduate students must have a faculty mentor. This means that the student must work in conjunction with the faculty member in completing research. Any research completed without appropriate oversight will be considered misconduct (as defined by the Graduate student handbook).

Research

Faculty and Students (who in coordination with faculty) are encouraged to conduct research. Faculty are permitted to conduct research that they deem appropriate provided approval has been secured by the Mount's Internal Review Board. Students are permitted to conduct research provided it has the approval of a Mount faculty member (such as in the case of conducting research in a lab or a capstone project) or that of the program director (in the case of research being self-directed by the student). Put another way, students are not permitted to conduct research without acknowledgement of the project by the ABA department. Further, students must also have appropriate approval from the Mount's Internal Review Board, if the research is self-directed.

Publication

Faculty are permitted to submit manuscripts for publication using their Mount affiliation as they deem appropriate.

Students are not permitted to submit manuscripts for publication using their Mount affiliation without prior faculty or ABA department approval, regardless of author composition (i.e., even if no Mount faculty member is an author).

Authorship Designation:

Faculty and students (who in coordination with faculty) are encouraged to submit research that makes a significant contribution to the literature. In doing so, ABA departmental members (faculty and students) who make a substantial contribution to the research should receive credit for this contribution through authorship. Each research study is unique; thus, what constitutes a substantial contribution will be specific to the research study, however some behaviors that may be considered substantial contributions include:

- Conceptualization of the research question
- Conducting a substantial proportion of research sessions
- Protocol development, training, and monitoring
- Writing substantial portions of the manuscript
- Detailed and specific work building an apparatus that allows a unique question to be posed or a unique dimension data to be collected

Authorship is an ongoing process as research develops; as such, the lead researcher (faculty or student) should meet frequently with research team members and update them on their contribution. In doing so, the lead researchers should consider whether some members of the research team can be provided activities to increase their contribution to gain access to or sustain their authorship. Further, it is possible for an individual to have made a substantial

contribution initially, and then, due to lack of involvement as the project continues or substantial changes to the project after the contribution was made, lose access to authorship. In such cases, the lead researcher should be forthright with that individual as related to authorship prior to submission of the manuscript.

If a dispute about authorship arises, the research team members are encouraged to refer the matter to the Mount's Office of Academic Affairs.

Special Thanks:
Individuals who are important to the research being conducted, but do not make substantial contributions, should be considered for "special thanks" in the author's note.
This includes behaviors such as:

- Data collection
- Recruitment coordination
- Research session participation and logistics
- Editing the manuscript

When an individual is/has engaged in a variety of these behaviors, it is appropriate for the lead researcher to attempt to identify additional contributions the person may make that might increase their involvement to the level of a substantial contribution, and thus make them an appropriate candidate for authorship.

Unique Circumstances:
Students paid to do research may not receive authorship credit, even when making a substantial contribution, when the activities engaged in are part of expected work responsibilities. In such a case, the lead researcher should determine whether the activities the individual engaged in were expected for the pay received (in which case authorship should not be expected) or went above and beyond the individual's responsibilities (in which case authorship may be appropriate) to determine whether authorship is appropriate.

Students who conduct research for an academic assignment should be considered to have made a substantial contribution in obtaining these data. Unless otherwise directed, all data students obtain through course assignments are considered the work product of the student.

The ABA department reserves the right to publish program level data on student performance on standard assessments and skill demonstration grading that students complete throughout the course sequence. In doing so, no individually identifiable characteristics of the students will ever be published/known to individuals besides the program director and assistant director of the ABA department.

Authorship Order:

For individuals with greater contributions to the research project and manuscript preparation, a more prominent place in the author order is expected.

Capstone Research:
ABA department members are encouraged to publish student capstone research when this research contributes to the literature. When doing so, in most cases, the student should be the first author and the capstone chair should be the second author.

When a capstone is being published AND the student is first author, in most cases, the faculty member directing the research should be corresponding author.

When the first author is the faculty member directing the research, the corresponding author should be based on who benefits best from this role. If you are unsure about this, contact the director of the ABA program.

Attending Conferences

Faculty and students are encouraged to attend conferences that are related to applied behavior analysis. In some cases, funding for conferences may be available to faculty or students depending on circumstance. Faculty may approach the director of the department with a request to attend a specific conference. The department may be able to support some or all of the cost of attending that conference dependent on departmental priorities, cost of conference and opportunities for professional development.

Faculty and students who wish to attend conferences should contact the director of the department prior to submitting any research that they might like to present. Faculty and students are expected to apply for external funding opportunities for all conferences that they wish to attend. Failure to do so maybe a consideration in the determination of whether the department provides funding. Some grants for behavior analytic research are provided by SABA and can be found here: https://saba.abainternational.org/grants/.

Administrators

Dr. Griffin Rooker (Role: Director)

Expertise:

- Self-Injurious Behavior
- Treatment of Problem Behavior
- Functional Assessment

Profile:

Griffin Rooker, BCBA, Ph.D., has worked in the field of Applied Behavior Analysis (ABA) for over 20 years. Dr. Rooker came to Mount St Mary's University from the Kennedy Krieger Institute where he was a Research Scientist and Assistant Professor of Psychiatry and Behavioral Science at John's Hopkins University School of Medicine of almost 10 years. Dr. Rooker's work has focused on the assessment and treatment of severe behavior disorders by individuals with intellectual and developmental disabilities. For example, assessing the reasons why individuals intentionally cause harm to themselves, and treating these devastating behaviors.

Dr. Rooker has substantial experience training ABA students, including lecturing for ABA programs at Pepperdine University and the University of Florida, and mentoring students at Simmons College and the University of Maryland, Baltimore County. Dr. Rooker is a recognized leader in the field of ABA. He has received federal funding to conduct behavioral research. Further, his work has been recognized by the American Psychological Association and the Society for the Experimental Analysis of Behavior. Finally, Dr. Rooker is Associate Editor at the Journal of Applied Behavior Analysis, and a member of three other editorial boards for behavior analytic journals.

Recent Publications:

Falligant, J. M., McNulty, M. K., Kranak M. P., Hausman, N. L., & Rooker, G. W. (2020). Evaluating sources of baseline data using dual-criteria and conservative dual-criteria methods: A quantitative analysis. Journal of Applied Behavior Analysis, 53(4), 2330–2338.

Falligant, J. M., Kranak, M. P., McNulty, M. K., Schmidt, J. D., Hausman, N. L., & Rooker, G. W. (2021). Prevalence of renewal of problem behavior: Replication and extension to an inpatient setting. Journal of Applied Behavior Analysis,. 54(1), 367-373.

Kranak, M. P., Falligant, J. M., Bradtke, P., Hausman, N. L., & Rooker, G. W. (2020). Authorship trends in the Journal of Applied Behavior Analysis: An update. Journal of Applied Behavior Analysis, 53(4), 2376–2384.

Schmidt, J. D., Kranak, M. P., Goetzel, A. L., Kaur, J., & Rooker, G. W. (in press). A clinical demonstration of correlational and experimental analyses of precursor behavior. Behavior Analysis in Practice

Kranak, M. P., Rooker, G. W., Carr, C. J., Bradtke, P., Falligant, J. M., & Hausman, N. L. (2021). Evaluation of accepted and rejected submissions in the Journal of Applied Behavior Analysis: Gender and experience. Journal of Applied Behavior Analysis.

Dr. Kwadwo Britwum (Role: Assistant Director)

Expertise:

- Verbal Behavior
- Staff Training

Profile:

Dr. Kwadwo Britwum serves as the Assistant Director of the Applied Behavior Analysis Program and an Assistant Professor at the School of Natural Science and Mathematics at Mount St. Mary's University. He holds a Ph.D. in Psychology with a focus in Behavior Analysis and Therapy from Southern Illinois University Carbondale. He also earned an Masters in Applied Clinical Psychology from Penn State Harrisburg, and a B.A. in Psychology and Philosophy from the University of Ghana, Legon.

In addition to his academic roles, Dr. Britwum has practiced as a Behavior Analyst in Cape Girardeau, MO. His research interests include Behavioral Intervention for learners with Autism Spectrum Disorders, parent and staff training, development of complex language and cognitive skills across the lifespan, and process-based therapy. He was also a recipient of the Illinois LEND Traineeship in 2018.

Recent Publications

Britwum, K., Catrone, R., Smith, G. D., & Koch, D. S. (2020). A university-based social services parent-training model: A telehealth adaptation during the COVID-19 pandemic. *Behavior Analysis in Practice*, *13*(3), 532-542.

May, B. K., Britwum, K., & Nicol, G. E. (2022). Improving Beverage Choice in Adults with Developmental Disabilities: Implementation of a Token Reinforcement System in a Community Residential Setting. *Journal of autism and developmental disorders*, *52*(4), 1523-1535.

Dr. Rebecca Correll (Role: Assistant Professor)

Expertise

- Acceptance and Commitment Therapy (ACT)
- Values-based Parenting
- Owning and operating an ABA business

Profile:
Rebecca Correll, PhD, BCBA-D, LBA has worked in the field of Applied Behavior Analysis (ABA) since 2005. Dr. Correll came to Mount St. Mary's University from George Mason University, where she completed her doctoral work and graduate teaching experience in Applied Developmental Psychology. Her area of research focuses on the use of Acceptance and Commitment Therapy (ACT) to support parents. She is specifically interested in the impact of the ACT Matrix on stress, psychological flexibility, and values-aligned parenting.
Dr. Correll has provided supervision to those seeking BCBA certification for over 10 years. She is committed to creating a supportive environment for students and mentees to develop strong behavior analytic skills. Through her mentorship, supervisees learn about compassionate care, anti-ableism, and a client-centered approach to ABA service delivery.
In addition to her work as an Assistant Professor, Dr. Correll is a co-founder and CEO of The Language and Behavior Center, which provides developmental support to children and families.

Recent Presentations:
Correll, R.A. (2022) “Evaluating the Effects of the ACT Matrix on Value-Aligned Behaviors of Parents of Autistic Children.” George Mason University, Online
Correll, R.A. (2022) “The ACT Matrix.” Berklee College of Music, Boston, MA.
Correll, R.A. (2021) “Teaching Perspective Taking via Telehealth.” Association for Behavior Analysis International, Online
Correll, R.A., Harrison, K.E. (2020) “Balanced Behavior Analyst – The Personal and Professional Balancing Act.” Association for Behavior Analysis International, Washington, D.C.
Correll, R.A., Lobrano, J.D., & Zimiles, J. (2019) "Living and Learning with People with Autism." Panel Discussion at Amherst College, Amherst, M.A.
Correll, R. A., Harrison, K.E. (2019) “Don’t Be An A**hole, and Other Advice Your Supervisor Should Have Given You.” Workshop given to members of Balanced Behavior Analyst, Washington D.C. and New York.

Dr. Garcia-Zambrano (Role: Assistant Professor)

Expertise

- Development of Perspective-Taking Skills
- Behavioral Services for Underserved Communities
- Family-Centered Behavioral Protocols
- Training & Dissemination

Profile:

Dr. Garcia-Zambrano received a Ph.D. in psychology, an M.S. degree in behavior analysis and therapy in 2018, both from Southern Illinois University Carbondale. Dr. Garcia-Zambrano joined the Mount in 2023 as clinical supervisor. He accepted a role as Assistant Professor in Spring of 2026.

Baires, N. A., Cañón, L. F., García-Zambrano, S., Guerrero-Wickham, P., & Castro-Hostetler, M. (2023). A contextual behavioral framework for enhancing cultural responsiveness in behavioral service delivery for Latino families. Behavior Analysis in Practice. https://doi.org/10.1007/s40617-023-00788-y

García-Zambrano, S. (2019). Effects of deictic framing and defusion on the development of self-as-context in individuals with disabilities. Journal of Contextual Behavioral Science. https://doi.org/10.1016/j.jcbs.2019.01.007

García-Zambrano, S., Jacobs, E., Baires, N., & García, Y. (2025). Development of a behavioral assessment of emotional perspective-taking skills in adults. Psychological Record.

García-Zambrano, S., Orozco-Barrios, L. G., & Jacobs, E. (2022). Estimation of the prevalence of autism spectrum disorders in Colombia based on the governmental data system. Research in Autism Spectrum Disorders, 98, Article 102045. https://doi.org/10.1016/j.rasd.2022.102045 [orcid.org]