APPLIED BEHAVIOR ANALYSIS (ABA)

ABA 501: The History of ABA and Basic Behavioral Principles   (3 credits)

This course introduces the scientific discipline and professional practice of ABA to graduate students. A history of the development of the field is chronicled, and key figures involved in the advancement of the field are introduced. Basic behavioral concepts encompassing the field's conceptual system are introduced, with key terms related to applied behavior analysis, the scientific principles of behavior, and behavioral technologies are defined and discussed. Students differentiate behavioral explanations of behavior and behavioral practice from non-behavioral explanations and practice.

ABA 502: Ethical Practice in Applied Behavior Analysis   (3 credits)

The course provides an intensive, practical review of the ethical, legal, and professional issues in the field of applied behavior analysis. Core ethical Principles in the discipline of psychology, adopted by the Association for Behavior Analysis-International (ABAI) to guide professional practice in the specialty are introduced, with a focus on practical applications of these principles in educational settings where the discipline of applied behavior analysis is practiced. Using case studies interwoven with scientific literature from the field of applied behavior analysis, students demonstrate the ability to apply the Behavior Analyst Certification Board Professional and Ethical Compliance Code© in real-life educational contexts.

ABA 600: Theory and Conceptual Issues in ABA   (3 credits)

This course introduces the philosophical assumptions of science and dimensions of the science of applied behavior analysis, including determinism, empiricism, parsimony, selectionism, pragmatism, and lawfulness of behavior. Students will explore science as a field of study, the history and philosophy of behaviorism, founding figures at the inception of the field of behavior analysis, and the manner in which applied behavior analysis fits within a scientific exploration. Students differentiate between environmental and mentalistic explanations of behavior, and the branches of behavior analysis (i. e., behaviorism, experimental analysis of behavior, applied behavior analysis, and the professional practice of ABA). Students will begin to explore how translational research fits into the field of applied behavior analysis.

ABA 603: Research Methods in ABA   (3 credits)

This course focuses on the measurement of behavior and the analysis of intervention effect using single-subject experimental design. Procedures for collection and display of behavioral data are demonstrated, practiced, and examined for reliability, validity, efficiency, and relevance to a variety of settings, with a focus on educational environments. Individualized measurement procedures are developed and implemented using a variety of single-subject design formats, and the contribution of single-subject research design to education, clinical practice, and scientific inquiry is examined. Ethical considerations of experimental analysis are examined.

ABA 604: Behavioral Assessment and On-Going Evaluation   (3 credits)

The process of identifying behaviors targeted for change and the use of behavioral assessment techniques to identify and analyze behavior-environment relations, for the purpose of developing successful, functionally-based intervention strategies. Methodologies of descriptive assessment and functional analysis, applied to both challenging problem behaviors and academic learning situations. Use of many practical behaviorally-based assessment tools, including checklists and rating scales, structured observation tools, and curricular assessments.

ABA 605: Interventions & Behavior Change Procedures   (3 credits)

This course teaches students to implement behaviorally based strategies to establish, strengthen, and weaken target behaviors. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (reinforcement, punishment, extinction, and stimulus control) and utilizing appropriate parameters and schedules of reinforcement and punishment. Various procedures combining fundamental behavior principles and tactic are reviewed, modeled, practiced, and demonstrated to mastery and fluency. Basic behavior analytic skills of measurement and analysis are practiced in the context of utilizing behavior change procedures.

ABA 607: Pre-Supervision in ABA   (0 credits)

Each student identifies and proposes a site (or sites) to complete the requirements for supervision in applied behavior analysis. Attendance at 2 seminars is required during the pre-supervision. The seminar is a competency-based course which is part of the Program in Applied Behavior Analysis fulfilling the requirements for BACB® Supervision. The seminar is designed to ensure the student understands the requirements of supervision and plans/secures an appropriate setting.

ABA 612: Intensive Test Preparation   (1 credits)

This course is designed to guide the student through a self-managed remedial experience to strengthen exam performance, in preparation for BPU Comprehensive Group 1 and Group 2 exams, and ultimately external credentialing exams. Weekly goal setting, individually tailored study activities, talk-aloud review sessions with feedback, and instructor-led study sessions are combined to intensively prepare a student for future examinations.

ABA 613: Interventions I: Tactics and Behavior Change Procedures   (3 credits)

This course teaches students to implement function-based strategies to establish, strengthen, and weaken selected behaviors. Fundamental elements of behavior change procedures are reviewed, with a focus on the conceptual underpinnings and guidelines for effective use of antecedent and consequence-based strategies. The importance of considering the social validity, cultural appropriateness, and potential unwanted effects of proposed interventions is emphasized.

ABA 614: Planning and Evaluating Progressive Behavioral Interventions   (3 credits)

ABA 615: Seminar 1: Analysis of Verbal Behavior   (2 credits)

An advanced seminar on the analysis of verbal behavior of speakers and listeners, and the motivating variables that affect them, as first described by B.F. Skinner in 1957. A behavioral explanation of verbal behavior, controlled by basic behavioral processes, is introduced. Basic concepts taught include: the differentiation between verbal and non-verbal behavior, the verbal operant as a unit of analysis, the verbal community, elementary verbal operants, extensions of elementary verbal operants, common variables of which verbal operants are a function, and the multiple control of complex verbal behavior. Practical applications of verbal behavior analysis to language training and remediation, both with foreign language learners and learning with language deficits are examined, planned and developed. Advanced concepts taught include: the emergence of derived stimulus relations in discrimination and language training, equivalence relations, stimulus equivalence and generalization, and an analysis of thinking and private events.

ABA 616: Seminar 2: Functional Analysis History, Methods and Applications   (2 credits)
Functional analysis represents the most complete form of evidence-based assessment in ABA (Mayer et al, 2014). This course will review developments to functional analysis research, beginning with the historical underpinnings, examine and practice modifications to the standard functional analysis model to analyze variables for during the treatment of behavioral challenges, and summarize research in functional analysis. Students will conduct functional analyses in simulated and natural environments.

ABA 617: Seminar 3: Personnel & Management in ABA   (2 credits)
An examination of evidence-based systems for providing behavior-analytic personnel management, training, and supervision. The importance and purposes for effective supervision and the implications of ineffective supervision begin this course, followed by a step-by step process for promoting and maintaining competent performance by staff and supervisees. Components include: training staff and practitioners to competently implement assessment and intervention procedures, monitoring performance and the use of function-based assessment procedures to identify variable impacting staff performance, supporting staff to assure proficient work performance, strategies to improve staff performance and resolve performance problems, and evaluating the effectiveness of supervision and training procedures.

ABA 618: Advanced Applied Behavior Analysis: Concepts & Principles (3 credits)
An advanced study of basic behavioral principles and concepts defining the scientific discipline and guiding the practice of applied behavior analysis. Topics include: respondent and operant conditioning and operant learning (with a focus on positive and negative reinforcement contingencies, automatic v. socially-mediated reinforcement contingencies, and operant extinction) conditioned reinforcement and punishment contingencies, schedules of reinforcement and the influence of schedule on behavior (with a focus on compound schedules of reinforcement), the concept of motivating operations, including unconditioned and conditioned establishing and abolishing operations, discriminative stimulus control, and rule-governed versus contingency-shaped behavior.

ABA 619: Supervision & Performance Management in ABA   (3 credits)
This course is designed to promote a function-based, culturally responsive approach to supervision and performance management of trainees and employees. Students compare and contrast commonly utilized models of supervision and identify the benefits and challenges of behavior analytic supervision. Guidelines for establishing effective and ethical supervisor/supervisee relationships are introduced and examined. Supervisory and performance management practices that are equitable, evidence-based, and socially valid are reviewed and practiced. Students are taught to make evidence-based decisions about supervision and performance management procedures based on assessment of supervisee/ employee behavior in order to assure their success in providing high quality ethical ABA services.

ABA 622: Supervision I in ABA   (1 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per month for 5% of the total hours they spend on supervision activities related to the applied setting or on other, varied applications of applied behavior analysis. The student's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis, and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. The focus in this semester is on applications of behavioral tactics, beginning measurement and analysis, beginning development of behavioral programming, behavioral assessment, and professional/ ethical skills and considerations.
Prerequisite: ABA 607

ABA 623: Supervision I in ABA   (2 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per month for 5% of the total hours they spend on supervision activities related to the applied setting or on other, varied applications of applied behavior analysis. The student's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis, and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. The focus in this semester is on applications of behavioral tactics, beginning measurement and analysis, beginning development of behavioral programming, behavioral assessment, and professional/ ethical skills and considerations.
Prerequisite: ABA 607

ABA 624: Supervision I in ABA   (3 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per month for 5% of the total hours they spend on supervision activities related to the applied setting or on other, varied applications of applied behavior analysis. The student's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis, and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. The focus in this semester is on applications of behavioral tactics, beginning measurement and analysis, beginning development of behavioral programming, behavioral assessment, and professional/ethical skills and considerations.
Prerequisite: ABA 607

ABA 625: Supervision I in ABA   (4 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per month for 5% of the total hours they spend on supervision activities related to the applied setting or on other, varied applications of applied behavior analysis. The student's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis, and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. The focus in this semester is on applications of behavioral tactics, beginning measurement and analysis, beginning development of behavioral programming, behavioral assessment, and professional/ethical skills and considerations.
Prerequisite: ABA 607

ABA 626: Supervision I in ABA   (5 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per month for 5% of the total hours they spend on supervision activities related to the applied setting or on other, varied applications of applied behavior analysis. The student's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis, and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. The focus in this semester is on applications of behavioral tactics, beginning measurement and analysis, beginning development of behavioral programming, behavioral assessment, and professional/ethical skills and considerations.
Prerequisite: ABA 607

ABA 627: Individual Supervised Fieldwork I in ABA   (2 credits)
This is an experiential learning opportunity designed to fulfill the requirements for supervised fieldwork as outlined by the Behavior Analyst Board (BACB®, 3/2022). During the entire supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis, acquiring the skills necessary to demonstrate competence in behavior analysis and interact effectively with clients, families and colleagues. Trainees are supervised during each semester of the experience for a minimum of 5% of the total hours they spend on supervision activities related to an approved applied setting or on other, varied applications of applied behavior analysis. During Individual Supervised Fieldwork 1 in ABA, trainees begin to practice skills in behavioral assessment, program development, measurement and analysis, and begin to analyze ethical and professional practice in applied settings while receiving individual supervision. Trainees begin to document hours toward the fulfillment of the fieldwork experience.

ABA 628: Individual Supervised Fieldwork 1 in ABA   (2 credits)
This is an experiential learning opportunity designed to fulfill the requirements for supervised fieldwork as outlined by the Behavior Analyst Board (BACB®, 3/2022). During the entire supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis, acquiring the skills necessary to demonstrate competence in behavior analysis and interact effectively with clients, families and colleagues. Trainees are supervised during each semester of the experience for a minimum of 5% of the total hours they spend on supervision activities related to an approved applied setting or on other, varied applications of applied behavior analysis. During Individual Supervised Fieldwork 1 in ABA, trainees begin to practice skills in behavioral assessment, program development, measurement and analysis, and begin to analyze ethical and professional practice in applied settings while receiving individual supervision. Trainees begin to document hours toward the fulfillment of the fieldwork experience.

ABA 629: Individual Supervised Fieldwork 1 in ABA   (2 credits)
This is an experiential learning opportunity designed to fulfill the requirements for supervised fieldwork as outlined by the Behavior Analyst Board (BACB®, 3/2022). During the entire supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis, acquiring the skills necessary to demonstrate competence in behavior analysis and interact effectively with clients, families and colleagues. Trainees are supervised during each semester of the experience for a minimum of 5% of the total hours they spend on supervision activities related to an approved applied setting or on other, varied applications of applied behavior analysis. During Individual Supervised Fieldwork 1 in ABA, trainees begin to practice skills in behavioral assessment, program development, measurement and analysis, and begin to analyze ethical and professional practice in applied settings while receiving individual supervision. Trainees begin to document hours toward the fulfillment of the fieldwork experience.

ABA 630: Qualifying Comprehensive Examination 1   (0 credits)
ABA 630 requires the student to take and pass, according to a pre-determined criterion, a qualifying comprehensive examination. The exam content is aligned with BACB® Task List, 5th edition (www.bacb.com).

ABA 631: Qualifying Comprehensive Examination 2   (0 credits)
ABA 631 requires the student to take and pass, according to a pre-determined criterion, a qualifying comprehensive examination. The exam content is aligned with BACB® Task List, 5th edition (www.bacb.com).

ABA 632: Supervision II in ABA   (1 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per month for 5% of the total hours they spend on supervision activities related to the applied setting or on other, varied applications of applied behavior analysis. The trainees's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysisand and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. The focus in this semester is on continued program development and generalization planning, behavioral assessment, measurement and analysis of data, beginning use of single-subject design, and professional/ ethical skills and considerations.
Prerequisite: 5 credits of Supervision I in ABA (ABA 622 – ABA 626)

ABA 633: Supervision II in ABA   (2 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per month for 5% of the total hours they spend on supervision activities related to the applied setting or on other, varied applications of applied behavior analysis. The trainees's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysisand and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. The focus in this semester is on continued program development and generalization planning, behavioral assessment, measurement and analysis of data, beginning use of single-subject design, and professional/ ethical skills and considerations.
Prerequisite: 5 credits of Supervision I in ABA (ABA 622 – ABA 626)

ABA 634: Supervision II in ABA   (3 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per month for 5% of the total hours they spend on supervision activities related to the applied setting or on other, varied applications of applied behavior analysis. The trainees's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysisand and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. The focus in this semester is on continued program development and generalization planning, behavioral assessment, measurement and analysis of data, beginning use of single-subject design, and professional/ ethical skills and considerations.
Prerequisite: 5 credits of Supervision I in ABA (ABA 622 – ABA 626)

ABA 635: Supervision II in ABA   (4 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per month for 5% of the total hours they spend on supervision activities related to the applied setting or on other, varied applications of applied behavior analysis. The trainees's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysisand and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. The focus in this semester is on continued program development and generalization planning, behavioral assessment, measurement and analysis of data, beginning use of single-subject design, and professional/ ethical skills and considerations.
Prerequisite: 5 credits of Supervision I in ABA (ABA 622 − ABA 626)

ABA 636: Supervision II in ABA   (5 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per month for 5% of the total hours they spend on supervision activities related to the applied setting or on other, varied applications of applied behavior analysis. The trainees's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysisand and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. The focus in this semester is on continued program development and generalization planning, behavioral assessment, measurement and analysis of data, beginning use of single-subject design, and professional/ ethical skills and considerations.
Prerequisite: 5 credits of Supervision I in ABA (ABA 622 − ABA 626)

ABA 637: Individual Supervised Fieldwork II in ABA   (2 credits)
This is an experiential learning opportunity designed to fulfill the requirements for supervised fieldwork as outlined by the Behavior Analyst Board (BACB®, 2022). During the entire supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis, acquiring the skills necessary to demonstrate competence in behavior analysis and interact effectively with clients, families and colleagues. Trainees are supervised during each semester of the experience for a minimum of 5% of the total hours they spend on supervision activities related to an approved applied setting or on other, varied applications of applied behavior analysis. During Individual Supervised Fieldwork 2 in ABA, trainees continue to practice behavioral assessment, program design, measurement, and evaluation skills, and continue to evaluate ethical and professional practice in applied settings while receiving individual supervision. Trainees continue to document hours toward the fulfillment of the fieldwork experience.

ABA 638: Individual Supervised Fieldwork II in ABA   (2 credits)
This is an experiential learning opportunity designed to fulfill the requirements for supervised fieldwork as outlined by the Behavior Analyst Board (BACB®, 2022). During the entire supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis, acquiring the skills necessary to demonstrate competence in behavior analysis and interact effectively with clients, families and colleagues. Trainees are supervised during each semester of the experience for a minimum of 5% of the total hours they spend on supervision activities related to an approved applied setting or on other, varied applications of applied behavior analysis. During Individual Supervised Fieldwork 2 in ABA, trainees continue to practice behavioral assessment, program design, measurement, and evaluation skills, and continue to evaluate ethical and professional practice in applied settings while receiving individual supervision. Trainees continue to document hours toward the fulfillment of the fieldwork experience.

ABA 639: Supervision III in ABA   (3 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per month for 5% of the total hours they spend on supervision activities related to the applied setting or on other, varied applications of applied behavior analysis; in ABA 639 the individual supervisor provides a portion of the supervision along with a group supervisor. The student's primary focus during supervision is on learning and applying behavior analytic skills related to the BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. This semester increases the focus on decision-making related to assessment, measurement, intervention planning and evaluation, and professional/ ethical considerations.
Prerequisite: 5 credits of Supervision II in ABA (ABA 632 − ABA 636)

ABA 640: Group Supervision I in ABA   (3 credits)
This is a small group experiential learning opportunity designed to partly fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Certification Board (BACB®). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per calendar month for 5% of the total hours they spend on supervision activities related to the applied setting or on other varied applications of applied behavior analysis; in ABA 640, the group supervisor provides a portion of the supervision, along with an individual supervisor. The trainee's primary focus during supervision is on learning and applying new behavior analytic skills related to the BACB 5th Edition Task List® (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. Group supervision focuses on oversight of professional practice, training, consultation, advanced assessment and program design, and ethical/ professional skills and considerations. Self-management skills are a focus. This course also provides direct instructional hours in the following content areas: Measurement & Experimental Design, Behavior Change Procedures and Selecting Interventions, and Concepts & Principles.

ABA 641: Supervision IV in ABA   (3 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. During ABA 641/ SUP 4, trainees are individually supervised for 5% of the total hours they spend on supervision activities related to the applied setting or on other varied applications of applied behavior analysis. The student's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. The focus during this semester is on advancement of professional and supervisory skills, advanced assessment and analysis, decision-making, and applied experimentation for evaluation purposes.
Prerequisite: ABA 639

ABA 642: Supervision V in ABA   (3 credits)
This is an experiential learning opportunity designed to fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Board (BACB®, 2022). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per month for 5% of the total hours they spend on supervision activities related to the applied setting or on other varied applications of applied behavior analysis; in ABA 642, the individual supervisor provides a portion of the supervision, along with a group supervisor. The student's primary focus during supervision is on learning and applying behavior analytic skills related to BACB® 5th Edition Task List (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. The assigned supervisor directly observes the trainee's performance and provides specific feedback related to the results of observation, work sample review, review of written work, and performance management. The focus in this semester is on advanced decision-making skills, supervision, training and oversight of professional practice, program development, analysis, and professional/ ethical skills and considerations.
Prerequisite: ABA 641

ABA 643: Group Supervision II in ABA   (2 credits)
This is a small group experiential learning opportunity designed to partly fulfill the requirement for a supervised fieldwork experience as defined by the Behavior Analyst Certification Board (BACB®). During a supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis. Trainees are supervised at least four (4) times per calendar month for 5% of the total hours they spend on supervision activities related to the applied setting or on other varied applications of applied behavior analysis; in ABA 643, the group supervisor provides a portion of the supervision, along with an individual supervisor. The trainee's primary focus during supervision is on learning and applying new behavior analytic skills related to the BACB 5th Edition Task List® (Behavior Analyst Certification Board, 2017). Activities conducted during this supervised learning experience adhere to the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article Some Current Dimensions of Applied Behavior Analysis published in the Journal of Applied Behavior Analysis and are designed to accrue both restricted and unrestricted hours as defined by the BACB®. Group supervision focuses on oversight of professional practice, training, consultation, advanced assessment and program design, and ethical/ professional skills and considerations. A significant area of focus is on development of skills necessary for working with diverse learners and populations. Individual reflection on, and advancement of leadership skills is a goal.
Prerequisite: ABA 640

ABA 645: Make-Up Individual Supervised Fieldwork in ABA   (1 credits)
During a fieldwork experience in ABA, trainees complete 2000 hours of fieldwork in applied behavior analysis while receiving supervision from a qualified supervisor. Make up individual fieldwork provides an opportunity for trainees who have not met all of the assignment, activity, or hourly requirements in a specific semester of fieldwork in the ABA program (SUP 1 – 6) to complete these requirements.

ABA 646: Make-Up Individual Supervised Fieldwork in ABA   (2 credits)
During a fieldwork experience in ABA, trainees complete 2000 hours of fieldwork in applied behavior analysis while receiving supervision from a qualified supervisor. Make up individual fieldwork provides an opportunity for trainees who have not met all of the assignment, activity, or hourly requirements in a specific semester of fieldwork in the ABA program (SUP 1 – 6) to complete these requirements.

ABA 647: Individual Supervised Fieldwork III in ABA   (2 credits)
This is an experiential learning opportunity designed to fulfill the requirements for supervised fieldwork as outlined by the Behavior Analyst Board (BACB®, 2022). During the entire supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis, acquiring the skills necessary to demonstrate competence in behavior analysis and interact effectively with clients, families and colleagues. Trainees are supervised during each semester of the experience for a minimum of 5% of the total hours they spend on supervision activities related to an approved applied setting or on other, varied applications of applied behavior analysis. During Individual Supervised Fieldwork 3 in ABA, trainees continue to practice behavioral assessment, program design, measurement, and evaluation skills, and begin to practice supervision and management skills in applied settings while receiving individual supervision. Trainees continue to document hours toward the fulfillment of the fieldwork experience.

ABA 648: Invidual Supervised Fieldwork III in ABA   (2 credits)
This is an experiential learning opportunity designed to fulfill the requirements for supervised fieldwork as outlined by the Behavior Analyst Board (BACB®, 2022). During the entire supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis, acquiring the skills necessary to demonstrate competence in behavior analysis and interact effectively with clients, families and colleagues. Trainees are supervised during each semester of the experience for a minimum of 5% of the total hours they spend on supervision activities related to an approved applied setting or on other, varied applications of applied behavior analysis. During Individual Supervised Fieldwork 3 in ABA, trainees continue to practice behavioral assessment, program design, measurement, and evaluation skills, and begin to practice supervision and management skills in applied settings while receiving individual supervision. Trainees continue to document hours toward the fulfillment of the fieldwork experience.

ABA 649: Individual Supervised Fieldwork III in ABA   (2 credits)
This is an experiential learning opportunity designed to fulfill the requirements for supervised fieldwork as outlined by the Behavior Analyst Board (BACB®, 2022). During the entire supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis, acquiring the skills necessary to demonstrate competence in behavior analysis and interact effectively with clients, families and colleagues. Trainees are supervised during each semester of the experience for a minimum of 5% of the total hours they spend on supervision activities related to an approved applied setting or on other, varied applications of applied behavior analysis. During Individual Supervised Fieldwork 3 in ABA, trainees continue to practice behavioral assessment, program design, measurement, and evaluation skills, and begin to practice supervision and management skills in applied settings while receiving individual supervision. Trainees continue to document hours toward the fulfillment of the fieldwork experience.

ABA 650: Human Resources & Performance Management in ABA Organizations   (3 credits)
Introducing the application of the principles of behavior analysis to performance evaluation and improvement in an organizational context. The clinician will learn processes for working closely with and guiding human resource staff and organizational leaders in decision-making to achieve improved performance and efficiency. Specifically, the clinician will examine how behavioral assessment procedures are used to analyze behavior as it occurs in work environments, identify and diagnose workplace challenges, and prescribe strategies to influence behavior of employees, resource management, and safety in workplace scenarios.

ABA 651: Collaboration, Consultation, & Communication   (3 credits)
Supervisors, managers, and leaders in ABA interact with, guide, and influence team members and constituents from a variety of backgrounds, professional disciplines, and cultures during strategic planning, consultation, and treatment planning/implementation/evaluation. Critical to successful leadership is the ability to collaborate, support and guide, and communicate with respect and competence with individuals of a variety of backgrounds and experiences. This course guides the organizational leader to successfully work within and consult to interdisciplinary teams, families, employees, and community partners in order achieve common goals related to planning, implementing and evaluating service delivery.

ABA 652: Organizational Behavioral Systems Analysis   (3 credits)
Covers how to use organizational systems analysis to understand and manage day-to-day operations of small business, clinical and healthcare management. Topics include: using systems analysis to identify how an organization is structured, recognizing successful components of organizational structure and those that need changing, and applying this information to successful day-to-day operations management, organizational restructuring, and organizational transition. Actual cases of organizational systems analysis are examined to demonstrate successful operations management as well as successful restructuring or an organization in the face of ever-changing marketplaces.
Prerequisite: ABA 617

ABA 653: Small Business Financial Management and Sustainability in ABA   (3 credits)
A strong leader is a financial leader. At the core of successful leadership is the ability to predict and analyze how administrative and programmatic decisions impact the health and sustainability of an organization. This course teaches practical financial management strategies for ABA small business owners and ABA organizational leaders, with a focus on budget development, cash flow analysis, and financial systems development and management. Organizational components that directly contribute to financial sustainability and success of ABA organizations are examined from a financial lens, including recruiting and staffing, insurance and private billing, marketing, payroll procedures, compensation and benefits, facilities management, staff development, and compliance/ labor standards.

ABA 657: Capstone 1 and Experiential Learning in ABA   (3 credits)
This course introduces the student to ethical research practices in preparation for completion of a capstone project in ABA. Initial planning of a capstone research project occurs, including a review of the skills and responsibilities for conducting ethical research. Students identify areas of interest as potential focus of research, learn to conduct initial literature reviews, synthesize knowledge about the topic from the professional literature, narrow the topic area to form a research question or identify an existing problem, begin to draft methodologies, outline procedures for accessing informed consent and for protecting participants involved in the research. In addition to capstone planning, students participate in experiential learning activities focusing on supervision of practitioners and professional skills required to better collaborate with team members and provide culturally appropriate, ethical and compassionate ABA services. For students/ trainees completing BACB® fieldwork requirements during this semester (in fieldwork 4), students/ trainees will focus experiential learning activities and capstone planning on applied issues related to the approved supervision setting and receive group and individual supervision (including direct observation) according to the BACB® fieldwork requirements.

ABA 660: Trauma-Informed ABA Practice   (3 credits)
This course prepares students of behavior analysis to serve clients with backgrounds of trauma experiences as contributing members of a multidisciplinary team. Students will learn to recognize behavioral hallmarks of trauma, identify the physiological processes associated with trauma, and to use this knowledge to develop appropriate and ethical behavioral interventions. Students will learn to incorporate trauma-informed/trauma-aware practices at all levels of behavioral intervention, to connect behavioral principles to behavior shaped through adverse experiences, and to identify ethical considerations associated with serving clients affected by trauma experiences. The course will review how trauma has been addressed in peer-reviewed literature from behavior analysis and other fields, connect with current research and conceptual literature, and explore future directions for behavior analysis in this topic.
Prerequisite: ABA 501, ABA 502

ABA 667: Capstone 2 and Experiential Learning in ABA   (3 credits)
This course guides the student through implementation of the planned and approved Capstone Project. Students implement the methodologies under the guidance of the instructor/ supervisor, document results, analyze results, and draft a summary with significant findings noted. In addition to capstone planning, students participate in experiential learning activities focusing on supervision of practitioners and professional skills required to better collaborate with team members and provide culturally appropriate, ethical and compassionate ABA services. For students/ trainees completing BACB® fieldwork requirements during this semester (in fieldwork 5), students/ trainees will focus experiential learning activities and capstone planning on applied issues related to the approved supervision setting and receive group and individual supervision (including direct observation) according to the BACB® fieldwork requirements.

ABA 670: AAC - Introduction, Interventions, and Technologies   (3 credits)
A comprehensive introduction and overview of augmentative and alternative communication (AAC) systems, assessment, interventions, and technologies as applied to individuals with complex communication needs. This course presents an overview of current AAC research and service delivery, with a review of key issues facing clinicians in the development of evidence-based interventions using AAC in a variety of service-delivery settings.

ABA 671: Relational Frame Theory: Applications to Practice   (3 credits)
This course provides a theoretical and applied overview of Contextual Behavioral Science (CBS), including its roots in functional contextualism, and how CBS fits within and extends the research base of traditional behavior analysis. Students will explore the research around, and clinical applications of CBS, and how this line of research approaches human language and cognition from a pragmatic standpoint. Students will be introduced to Relational Frame Theory (RFT) and how RFT approaches the understanding of complex language and cognition, extending beyond the canonical writings of B.F. Skinner. This class will bridge theory and practical application allowing students to briefly explore the overarching theories, and then dig deep into the everyday applications of the technology of RFT and how to improve the lives of their clients/ students. This class will also briefly explore how CBS can improve human suffering and ideologies specific to equity and belonging, racial injustice, and cultural evolution.
Prerequisite: ABA 615

ABA 677: Capstone 3 and Experiential Learning in ABA   (3 credits)
This course guides the student through the completion of the Capstone Project. Students summarize results in a written narrative using professional manuscript format, and prepare a professional presentation of the Capstone Project. In addition to capstone planning, students participate in experiential learning activities focusing on supervision of practitioners and professional skills required to better collaborate with team members and provide culturally appropriate, ethical and compassionate ABA services. For students/ trainees completing BACB® fieldwork requirements during this semester (in fieldwork 6), students/ trainees will focus experiential learning activities and capstone planning on applied issues related to the approved supervision setting and receive group and individual supervision (including direct observation) according to the BACB® fieldwork requirements.

ABA 699: Individual Supervised Fieldwork II in ABA   (2 credits)
This is an experiential learning opportunity designed to fulfill the requirements for supervised fieldwork as outlined by the Behavior Analyst Board (BACB®, 2022). During the entire supervised fieldwork experience, trainees complete 2000 hours of applied work in behavior analysis, acquiring the skills necessary to demonstrate competence in behavior analysis and interact effectively with clients, families and colleagues. Trainees are supervised during each semester of the experience for a minimum of 5% of the total hours they spend on supervision activities related to an approved applied setting or on other, varied applications of applied behavior analysis. During Individual Supervised Fieldwork 2 in ABA, trainees continue to practice behavioral assessment, program design, measurement, and evaluation skills, and continue to evaluate ethical and professional practice in applied settings while receiving individual supervision. Trainees continue to document hours toward the fulfillment of the fieldwork experience.

ABA 702: Contemporary and Emerging Issues in ABA   (3 credits)
This course reviews contemporary literature on the range of current and emerging priorities in the profession of applied behavior analysis (ABA) and how that literature can be applied to clinical practice and leadership. Topics include a survey of special interest areas in ABA, the public perception of ABA and influences of this perception, issues related to access to service, the promotion of science-based interventions, compassionate care, culturally responsive practice and trauma-informed service delivery.

ABA 705: Single Subject Design Research in Contemporary ABA Research   (3 credits)
Single subject experimental design is the most prominent approach to research in the field of ABA, and an important tool for the development and evaluation of evidence-based practice in applied research. This course provides a rigorous and comprehensive review of single subject/ single case designs in ABA and social science research. Topics include research ethics, selection of experimental designs, threats to internal and external validity (identification of and remedying these), reliability of data collection and treatment integrity. Students will select and implement single subject research methods to answer research questions, develop a series of mock experiments, and modify standard designs to address contemporary research questions.

ABA 708: Advanced Topics in Research Design and Methodology   (3 credits)
Evaluating and designing rigorous research is a significant component of doctoral work. This course provides a critical review of the strengths and limitations of various approaches to social science research, including quantitative, qualitative and mixed-methods research, with a focus on applications to dissertation research of the student. A comprehensive review of research formats and analytic techniques is conducted. Students will practice critically evaluating a variety of formats of published research to identify strengths and weaknesses in methodology and design, in addition to developing comprehensive research proposals with clear research questions, a solid theoretical framework, and detailed analysis plans.

ABA 711: Experimental Analysis of Behavior I   (3 credits)
This course provides a comprehensive review of seminal research in the experimental analysis of behavior (EAB) as the basis for experimental behavioral research. The relation between EAB and ABA is examined, and the role of EAB in identifying and supporting evidence-based practice is discussed. The theoretical underpinnings and practice of translational research are explored. Students will summarize and analyze EAB studies in selected topics. Students will propose a translational research study.

ABA 712: Experimental Analysis of Behavior II   (3 credits)
The focus of this course is to apply seminal EAB literature and translational EAB literature to contemporary clinical practice and leadership in ABA. For identified topic areas, students will propose EAB or translational research studies to address real-world problems. Emphasis will be placed on how EAB and translational research can spur applied research and positively impact clinical practice.

ABA 715: Contemporary Ethics in Behavior Analytic Practice   (3 credits)
Leaders and clinicians are responsible for adhering to ethical guidelines in practice and creating environments that foster ethical service delivery. This course examines the role of the clinician and leader in applied behavior analysis (ABA) toward fulfilling these responsibilities. Students examine organizational policies that promote ethical practice in organizations. Common ethical violations reported in ABA are examined through a lens of prevention and promotion of collaborative professionalism, culturally informed practice and trauma-informed service delivery. The role of organizational leaders and ethics review boards in assuring ethical practice is examined.

ABA 718: Contemporary ABA Through Service Learning I   (1 credits)
Service learning provides an opportunity for a community service activity that applies advocacy, dissemination, mentoring, and ethical decision-making skills to solving contemporary challenges in a professional field. In this experience, student will propose and participate in an ABA-related community service activity with a professional, educational, legislative, or advocacy-driven organization (beyond or outside their employment setting) to contribute to strengthening of advocacy, service quality of access, service provision or mentoring in ABA.

ABA 719: Contemporary ABA Through Service Learning II   (1 credits)
Service learning provides an opportunity for a community service activity that applies advocacy, dissemination, mentoring, and ethical decision-making skills to solving contemporary challenges in a professional field. In the second part of this experience, student will participate in an ABA-related community service activity with a professional, educational, legislative, or advocacy-driven organization (beyond or outside their employment setting) to contribute to strengthening of advocacy, service quality or access, service provision or mentoring in ABA. Students may extend or expand the activities of the previous semester's proposal, or propose a new activity, and will share the results of their experience with peers and colleagues.

ABA 750: Human Resources & Performance Management in ABA Organizations   (3 credits)
Introducing the application of the principles of behavior analysis to performance evaluation and improvement in an organizational context. The clinician will learn processes for working closely with and guiding human resource staff and organizational leaders in decision-making to achieve improved performance and efficiency. Specifically, the clinician will examine how behavioral assessment procedures are used to analyze behavior as it occurs in work environments, identify and diagnose workplace challenges, and prescribe strategies to influence behavior of employees, resource management, and safety in workplace scenarios.

ABA 752: Organizational Behavioral Systems Analysis   (3 credits)
Covers how to use organizational systems analysis to understand and manage day-to-day operations of small business, clinical and healthcare management. Topics include: using systems analysis to identify how an organization is structured, recognizing successful components of organizational structure and those that need changing, and applying this information to successful day-to-day operations management, organizational restructuring, and organizational transition. Actual cases of organizational systems analysis are examined to demonstrate successful operations management as well as successful restructuring or an organization in the face of ever-changing marketplaces.
Prerequisite: ABA 617

ABA 753: Small Business Financial Management and Sustainability in ABA   (3 credits)
A strong leader is a financial leader. At the core of successful leadership is the ability to predict and analyze how administrative and programmatic decisions impact the health and sustainability of an organization. This course teaches practical financial management strategies for ABA small business owners and ABA organizational leaders, with a focus on budget development, cash flow analysis, and financial systems development and management. Organizational components that directly contribute to financial sustainability and success of ABA organizations are examined from a financial lens, including recruiting and staffing, insurance and private billing, marketing, payroll procedures, compensation and benefits, facilities management, staff development, and compliance/ labor standards.

ABA 760: Trauma-Informed ABA Practice   (3 credits)
This course prepares students of behavior analysis to serve clients with backgrounds of trauma experiences as contributing members of a multidisciplinary team. Students will learn to recognize behavioral hallmarks of trauma, identify the physiological processes associated with trauma, and to use this knowledge to develop appropriate and ethical behavioral interventions. Students will learn to incorporate trauma-informed/trauma-aware practices at all levels of behavioral intervention, to connect behavioral principles to behavior shaped through adverse experiences, and to identify ethical considerations associated with serving clients affected by trauma experiences. The course will review how trauma has been addressed in peer-reviewed literature from behavior analysis and other fields, connect with current research and conceptual literature, and explore future directions for behavior analysis in this topic.
Prerequisite: ABA 501, ABA 502

ABA 771: Relational Frame Theory Applications to Practice   (3 credits)
This course provides a theoretical and applied overview of Contextual Behavioral Science (CBS), including its roots in functional contextualism, and how CBS fits within and extends the research base of traditional behavior analysis. Students will explore the research around, and clinical applications of CBS, and how this line of research approaches human language and cognition from a pragmatic standpoint. Students will be introduced to Relational Frame Theory (RFT) and how RFT approaches the understanding of complex language and cognition, extending beyond the canonical writings of B.F. Skinner. This class will bridge theory and practical application allowing students to briefly explore the overarching theories, and then dig deep into the everyday applications of the technology of RFT and how to improve the lives of their clients/ students. This class will also briefly explore how CBS can improve human suffering and ideologies specific to equity and belonging, racial injustice, and cultural evolution.
Prerequisite: ABA 615

ABA 772: Contemporary Challenges in the Treatment of Behavior Disorders   (3 credits)
This course focuses on issues related to the most difficult to treat behavioral challenges and supporting contemporary research. Treatment of severe problem behavior, behavior challenges exhibited by individuals with profound disabilities, and mental health challenges are discussed and effective treatment planning, decision-making and team collaboration skills are strengthened. Current advocacy efforts, regulatory and legislative support and initiative for individuals with severe behavior disorders are examined. This course is for students in the Clinical Track. It will also be added to courses available as electives for D Hsc. students

ABA 773: Critical Thinking in Clinical Practice   (3 credits)
The doctoral-level clinician's role in clinical decision-making is paramount. This course focuses on the strengthening of critical thinking values, knowledge and skills related to the provision and oversight of behavioral treatment. The goal of the course is to strengthen the clinician's abilities to make well-informed, ethical decisions, understanding that decisions are made in constantly changing environments and clinicians are influenced by a variety of personal biases and environmental constraints. A focus on clinical support with diverse populations, compassionate and culturally informed support, and ethical decision-making models is included. Pitfalls in clinical reasoning are discussed and strategized. This course is for students in the Clinical Track. It will also be added to courses available as electives for D Hsc. students

ABA 774: Contemporary Research in Leadership & Organizational Behavior Mgmt.   (3 credits)
Behavior analysis has a long history of contributing to research in effective behavior management in organizations, focused on improving the productivity and quality of work life. This course will examine and evaluate contemporary OBM research with a focus on current challenges of organizational leaders along with successful contemporary solutions. Common research designs utilized in OBM research will be examined, with strengths and limitations identified. This course is for students who select the Leadership/ OBM track. (Note: It will also be added to available electives for D Hsc. and EdD students)

ABA 781: Dissertation Proposal Seminar I   (3 credits)
This course is the first in the dissertation proposal sequence. An overview and orientation to the dissertation process will be conducted. Students will conduct a comprehensive literature search, summarize and synthesize research on their selected topic and develop a dissertation prospectus. Students will review and practice writing and formatting papers according to APA guidelines. Students will practice writing effectively for a professional audience.

ABA 782: Dissertation Proposal Seminar II   (3 credits)
This course continues the dissertation proposal process. In this course, students will begin working with their dissertation committee chair and proposed committee members. During the semester, students develop a dissertation proposal under the guidance of their dissertation chair (including the proposed research question, experimental framework and methodology, participant selection criteria, and data analysis plan). Students confirm members of the dissertation committee and orally defend the dissertation proposal for their selected committee.

ABA 783: Dissertation Proposal Seminar III   (3 credits)
This course continues the dissertation proposal process. Based on recommendations from the oral proposal defense, students prepare the final version of their dissertation proposal for submission to the Institutional Review Board (IRB). Following IRB submission and approval, students finalize the procedures and protocols needed to conduct their dissertation research. They will confirm the dissertation setting and research participants. They will begin the process of data collection.

ABA 788: Dissertation Research 1   (3 credits)
This course progresses with implementation of dissertation research. Students will proceed with the collection of dissertation data and begin the process of producing a formal write-up of their dissertation.

ABA 789: Dissertation Research 2   (3 credits)
This course finalizes the dissertation implementation and summary process. Students will complete the analysis of dissertation data and proceed with the writing of the draft of their dissertation narrative.

ABA 790: Dissertation Completion and Defense   (1 credits)
This course completes the dissertation process, with students presenting and defending their research to the university and ABA community, completing required and recommended edits, and finalizing written presentation of their research.