



Holy Family
UNIVERSITY

**SCHOOL OF
ARTS &
SCIENCES**

**Master of Science
in Applied Behavior Analysis
Student Handbook**

September 2024

School of Arts and Sciences
Master of Science in Behavior Analysis Student Handbook

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About Holy Family University

Holy Family University is a private Catholic institution located in Philadelphia, PA. Founded in 1954, the University's mission is informed by its core values of family, respect, integrity, service and responsibility, learning, and vision. The University embraces diversity and inclusion, ensuring a welcoming and accessible learning community for all. The University is composed of four schools: Arts & Sciences, Business & Professional Studies, Education, and Nursing & Health Sciences. Nestled in the heart of a historic residential neighborhood in the Northeast, the University is just minutes from the excitement of Center City. Holy Family enrolls more than 3100 students at the undergraduate, graduate, and doctoral levels at its Philadelphia and Newtown campus locations.

Holy Family University is a sponsored ministry of the Sisters of the Holy Family of Nazareth.

Master of Science in Applied Behavior Analysis

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Master's Program in Applied Behavior Analysis Mission Statement

The mission of the Graduate Program in Behavior Analysis is to cultivate a community of compassionate and competent behavioral practitioners. Through hands-on instruction, mentoring, and supervision, we empower our students to integrate the principles of behavior into both practice and research, while prioritizing the well-being of professionals. Our goal is to equip graduates with the skills and knowledge necessary to design behavioral programs that affect positive, socially significant outcomes in the world.

In fulfillment of this mission the program objectives include:

1. **Fostering a Culture of Compassion and Competence:** Create a supportive environment where students develop empathy and understanding alongside technical proficiency, ensuring they become compassionate and competent behavioral practitioners that recognize the importance of professional well-being as crucial for maintaining productivity and overall satisfaction in the profession.
2. **Providing Experiential Learning Opportunities:** Offer hands-on mentoring and supervision to facilitate practical application of behavior analysis principles in real-world settings, enabling students to seamlessly integrate theory with practice.
3. **Promoting Interdisciplinary Collaboration:** Encourage collaboration between students, faculty, and professionals from diverse fields to enrich perspectives and approaches, preparing graduates to address complex societal issues through interdisciplinary solutions.
4. **Empowering Agents of Change:** Equip graduates with the critical thinking skills and ethical framework necessary to identify and implement behavioral interventions that lead to positive, socially significant outcomes for those in need, and to help students become contributors and leaders in behavior analysis thereby empowering them to effect meaningful change in the profession and communities worldwide.

Consistent with Holy Family's tradition of "Teneor Votis" (I am bound by my responsibilities) students are inspired to advocate for social justice, shape public policy and witness to the dignity of each person and the oneness of the human family.

Program Outcomes for the Graduate Program in Behavior Analysis

Graduates of the Master of Science in Behavior Analysis program demonstrate skills and knowledge in the following areas:

1. **Conceptual Understanding:** Graduates will demonstrate a comprehensive understanding of fundamental concepts and principles in behavior analysis.
2. **Theoretical Competence:** Graduates will possess a strong grasp of the theoretical foundations and philosophical underpinnings of behavior analysis, enabling them to critically evaluate and apply behavioral principles in various contexts.
3. **Research Proficiency:** Graduates will be proficient in both basic and applied research methodologies in behavior analysis, allowing them to contribute to the advancement of knowledge in the field through rigorous empirical investigation.
4. **Assessment Skills:** Graduates will demonstrate competence in conducting thorough behavior assessments, including functional behavior assessments, and will be proficient in analyzing and interpreting assessment data to inform intervention planning.
5. **Intervention Expertise:** Graduates will be adept at designing and implementing behavior change procedures based on the principles of behavior analysis, with the ability to modify interventions based on ongoing assessment and evaluation.
6. **Performance Management:** Graduates will understand principles and techniques of organizational behavior management, enabling them to better address behavioral issues with personnel and organizational settings and improve overall performance and effectiveness.

7. Ethical Awareness: Graduates will exhibit a strong commitment to ethical practice in behavior analysis, adhering to the ethical guidelines outlined by relevant professional organizations and demonstrating integrity and respect for individuals' rights and dignity.
8. Experiential Learning: Graduates will have engaged in meaningful experiential learning opportunities throughout the program, gaining practical experience in applying behavior analysis principles in diverse settings under the guidance of experienced mentors and supervisors.

Program Admission Information and Requirements

Master of Science in Behavior Analysis Program

The Master of Science in Behavior Analysis program is ethically bound and strives to only admit as matriculated students those who demonstrate the academic ability and social/emotional skills maturity required to be successful given the academic rigor and training required of the program. Applicants are considered for admission based on their academic ability, written expression of interests and goals, life experiences, and personal interview. Students whom the admission committee determines not to meet the admission requirements are not admitted to the program.

Eligibility and Requirements

- A minimum overall GPA of 3.0 or higher to be admitted
 - Submission of results of the Graduate Record Examination (GRE) prior to being considered for admission **if** the undergraduate major grade point average is less than 3.0 on a 4.0-point scale
- You must complete program application.

Specific Admission Requirements

In addition to the general admission requirements previously outlined, applicants must meet the following requirements for admission to the Master of Science in Behavior Analysis program:

- Writing sample outlining interests and professional goals
- Letter of recommendation one faculty member or supervisor in a related field or someone that has the capacity to speak to your abilities and performance to be a successful graduate student.
- Successful completion of a personal interview
- Notification of acceptance into the program is usually completed within two weeks of the personal interview.

4+1 program: Bachelor of Arts in Psychology/ Master of Science in Behavior Analysis Program

The School of Arts and Sciences offers a BA/MS program that enables Holy Family undergraduate students a Master of Science in Behavior Analysis in 5 years. Undergraduates seeking admission to the dual degree program must have a minimum overall GPA of 3.0 or higher for courses taken at Holy Family and are eligible to apply in the spring semester of the junior year (the deadline for applications is March 1). Students who might be interested in this program include but is not limited to students from Psychology, Neuroscience, Education, or Criminal Justice.

Eligibility and Requirements

- You must maintain a 3.0 or higher GPA in your major to be admitted into the program
- You must complete the application process by March 1 of your junior (third) year.
- Once you are conditionally accepted, you will be advised on the courses to take in your senior year by your faculty advisor and graduate program director.
- You must take the number of courses required for the specified program (four courses for the 4+1 program).
- You must maintain the appropriate GPA and earn a grade of B+ or better in your graduate courses to matriculate into the master's degree program after completion of your undergraduate degree.

Specific Admission Requirements

In addition to the general admission requirements previously outlined, applicants must meet the following requirements for admission to the Master of Science in Behavior Analysis program:

- Writing sample outlining interests and professional goals
- Successful completion of a personal interview
- Notification of acceptance into the program is usually completed within two weeks of the personal interview.

4+1 program: Bachelor of Arts in Psychology/Master of Science in Behavior Analysis Program*

Students in the 4+1 program complete four graduate courses during their senior (fourth) year, two of which may count toward full time credit requirements for the undergraduate program. You will matriculate into your master's degree program upon graduation from your undergraduate program and are required to take two summer courses and three courses in each semester of your fifth year.

If you choose to discontinue the 4+1 program, you revert to traditional graduate student status for the remainder of your enrollment. You are expected to maintain a 3.0 GPA to begin this sequence in your senior year.

Undergraduate prerequisite courses are not considered as part of the graduate degree program and therefore cannot be used as credits for financial aid purposes.

Following review of all application materials and a successful interview with graduate program faculty, admission to the dual degree program will require the approval of the Graduate Program Director and the Dean of the School of Arts and Sciences.

Accepted students will be permitted to take no more than twelve credits of graduate course work during the senior year of undergraduate study. These twelve graduate credits will be charged at the undergraduate tuition rate.

Academic Program Description

To provide students with the opportunity to develop the skills required to practice as behavior analysts with expertise in the areas of school, community, clinic, hospital, correctional, higher education, or research settings, the program uses a scholar-practitioner training model. Through involvement with program coursework students become active and involved learners. Students engage in both in-class and out-of-class cooperative, collaborative, and experiential learning that through interaction, exposure, immersion, and problem-solving enables students to integrate class material into their current knowledge and experiential base. Student advocacy and service learning is integrated into the academic experience to prepare the developing professional for a life-long role as a behavior analyst who can impact change on an individual, organizational, local, national, and global level. The supervised experiential learning courses provide students with the professional experiences to synthesize course material with real-life behavior analytic experiences to develop the skills appropriate for beginning practitioners.

The Master of Science in Applied Behavior Analysis program is centered on a core ABA curriculum that aligns with the BACB® 6th Edition TCO® and ABAI® accredited course requirements. After successful completion of this program and the required supervised fieldwork requirements set forth by the BACB® (not a graduation requirement), students are eligible to apply for behavior analyst certification through pathway 2 through the BACB®. Additionally, Holy Family is seeking program recognition through ABAI® Tiered Model of Education as a Tier 2A program.

This program is tailored to equip students with the necessary knowledge and skills in behavior analysis for board certification, enabling them to effectively apply these skills across diverse settings. The program highlights the importance of looking after yourself to better care for others and enhance professional satisfaction within the field.

Course Delivery:

The Behavior Analysis program, concentrated at the University's Newtown East, Bucks County location, is designed for students who are available to attend synchronous (online live) courses scheduled in the late afternoon and early evening. As a program committed to fostering student well-being, we acknowledge the multifaceted responsibilities that our students bear. Our objective is to promote a learning environment that enables students to engage with instruction effectively, facilitating their success as learners. Additionally, we strive to support our students in balancing their educational pursuits with full-time employment and/or caretaker responsibilities.

To remotely access the courses students must acquire the needed technology for participating in the courses. If students do not have the capacity to acquire the technology needed for this program, Holy Family University has a technology loaning program. Students in need of this support can contact Holy Family IT for this loaner program. Students are expected to be in an environment ready to learn with their cameras on, ready to participate in the live instruction. Students are not able to participate in class while driving or in other environments that are distracting to the students learning or the learning of others.

BEHAVIOR ANALYST CERTIFICATION BOARD (BACB®)

As is further described by the Board (www.BACB.com), the BACB® is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. On a regular basis, the BACB®'s certification requirements, exam content, and procedures undergo a review according to international standards for organizations that grant professional credentials. Content experts in the discipline establish the BACB® requirements and examination content. Students are required to thoroughly review the BCBA® requirements and associated documents. The Program Director serves as a liaison between the students and the BACB® and ABAI®. Each student must schedule a meeting with the Program Director prior to the first semester in the program.

Eligibility for Certification as a Behavior Analyst Certification Board (BACB®):

- All students entering the program beginning in the Fall 2025 will participate in graduate courses that meet the BCBA® 6th Edition Test Content Outline (TCO) Requirements.
<https://www.BACB.com/wp-content/uploads/2022/01/BCBA-6th-Edition-Test-Content-Outline-231221-a.pdf>
- Current students completing their program of studies based on the BACB® BCBA® 6th Edition TCO Requirements must ensure that all requirements are met, and documents are submitted to the BACB® sit for the BCBA® Examination.
- *Please note that the BACB® and/or the Applied Behavior Analysis International (ABAI®) can make changes to eligibility requirements for certification at any time.* Current and future students are required to review information from the BACB® and remain current with updates
<https://www.BACB.com/BCBA/>
- Students must complete a core set of 8 lecture-based courses (24 credits) and two required Experiential Learning courses (6 credits) and a required thesis project (6 credits). The total program involves 36 graduate credits. The core ABA set of classes has met the requirements for both the BACB® 6th Edition Test Content Outline as well as ABAI® accredited course requirements. The students must have a "B-" in all the core ABA courses and pass 1 competency exam to stay in the program.
- The competency assessment is a 40-hour Registered Behavior Technician (RBT®) training series that will be completed at the midpoint of their program. Students must complete the 40-Hour Training successfully to continue in the program.
- Students who are enrolled in this program are subject to the policies and guidelines of the university as stated in the current Holy Family University Catalog and Student Handbook.
 - Students are responsible for successfully completing all graduate requirements.
 - To be eligible to sit for the BCBA® exam, students are also responsible for accumulating the required amount of supervised fieldwork hours, submit all documents that are required to the [BACB®](https://www.BACB.com) (Not a graduation requirement).

- *Students may be required to complete additional supervised fieldwork hours outside of the Experiential Learning course independently to qualify to sit for the examination.*
- *Completing the required number of supervision hours designated by the is not a requirement for graduation.*
 - *To become a BCBA® students must pass the BACB® BCBA® Examination.*
 - *Passing the BCBA® exam is not a requirement for graduation.*

Required Supervised Experiential Learning

As a major qualification to sit for the BACB® Examination to become a BCBA®, an applicant must officially participate and document Supervised Fieldwork Experience. https://www.BACB.com/wp-content/uploads/2022/01/BCBAHandbook_230321-a.pdf

The applicant is responsible for acquiring and documenting the fieldwork hours in accordance with the official procedures of the BACB®. Students must review the BACB® Fieldwork Requirements during their and sign a document indicating their understanding. In addition, each student will receive a Program Handbook that delineates the requirements. Students will be required to sign a document indicating they have received the Program Handbook.

To assist our students in accumulating hours and advanced training, Holy Family requires each student to participate in two Experiential Learning experiences. The Experiential Learning experience that will follow the concentrated supervised fieldwork guidelines of the BACB®. During the Experiential Learning, a student will participate in a minimum of 15 hours per week of applied behavior analytic work that involves both hands-on training as well as program planning, development, and evaluation activities. The primary focus is on acquiring the skills necessary to demonstrate competence of relevant tasks on the BCBA® TCO® 6th Edition and the skills necessary to interact effectively with consumers, supervisors, parents, and others. Securing a supervision site and Responsible BCBA® or BCBA®-D is required prior to students enrolling in this course.

The Experiential Learning course experience will have two primary components: A seminar component for one credit along with a field component for two credits. Students must be enrolled in both simultaneously.

Students within the Master's program are expected to comply with the BACB® Ethics Code for Behavior Analysts <https://www.BACB.com/wp-content/uploads/2022/01/Ethics-Code-for-Behavior-Analysts-230119-a.pdf> at all times. Students must sign and submit an Ethics Code Statement upon acceptance into the program. In addition, specific Experiential Learning sites may have additional requirements.

Board Certified Behavior Analyst® (BCBA®) Field Experience BCBA Eligibility Requirements

One of the primary eligibility requirements for certification as a Board Certified Behavior Analyst® (BCBA®) is the completion of a defined practical experience in applied behavior analysis. The BCBA Experience Standards provide the necessary information for supervisors and trainees to ensure that all experience hours are compliant with the Experience Standards. Because BACB standards may change over time, supervisors and trainees are responsible for being knowledgeable about current information from the BACB website, BACB newsletters, and the online table of recent and upcoming changes to ensure that accrued experience hours will qualify at the time of application.

Experience Requirements

Onset of Experience

- Trainees may not start accumulating experience hours until they have:
 - Started qualifying coursework (they may begin accruing hours after attending the first class meeting); and
 - Secured a qualified supervisor (see Supervisor Qualifications above)

Duration of Experience:

- The timeframe of the experience may not exceed 5 continuous years (e.g., May 2025 to May 2030).

Experience Types:

- TCO 6
 - There are two experience types:
 - Supervised Fieldwork
 - Concentrated Supervised Fieldwork.
 - For the purposes of this program we are only discussing Concentrated Supervised Fieldwork in this document.
 - Concentrated Supervised Fieldwork (*Herein referred to as Experiential Learning*)
 - This experience type provides a pathway for individuals to complete their experience in fewer hours and with more supervision than Supervised Independent Fieldwork.
 - The supervision percentage is calculated by dividing the supervised hours by the total experience hours.
 - Combination of Fieldwork Types
 - Trainees may accrue hours in a single category or may combine the two types to meet the fieldwork requirement (i.e., within a supervisory period or across supervisory periods), with fieldwork hours for Concentrated Supervised Fieldwork having approximately 1 1/3 times the temporal value of Supervised Fieldwork. Trainees must meet all other supervision requirements independently for each fieldwork type. For example, the required percentage of supervision, number of observations, and number of contacts must be met independently for each fieldwork type.

Accrual of Experience

- No fewer than 20 hours but no more than 130 hours of experience may be accrued per month. Experience hours include independent hours (supervisor not present) and supervised hours (supervisor present).

Clients

- Any person (or groups of people) for whom behavior-analytic services are appropriate may be a client. However, the trainee may not be related to the client, be the client's primary caregiver, or be related to the client's primary caregiver. Trainees must work with, be observed with, and receive feedback from their supervisor about more than a single client during the experience.

EXPERIENCE STANDARDS ACTIVITIES**Acceptable Activities**

The trainee's primary focus should be on acquiring the skills necessary to demonstrate competence of relevant tasks on the applicable BCBA® TCO 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 experience hours consistent with the standards 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 (e.g., stimulus preference assessment, functional assessment, staff performance assessment) or for evaluating behavioral interventions
- 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 delivery of therapeutic and instructional procedures to ensure that experiences include the development and design of programs and systems for others to implement. Restricted activities may comprise no more than 50% of the total experience hours (i.e., not individual supervisory periods). Please note that this restriction does not necessarily refer to all time spent working with clients (see Unrestricted Activities below).

The Experience Standards limit the amount of time engaged in therapeutic activities that are not defined as developing programs or procedures to implement. The BACB states these as "therapeutic and instructional procedures". Meaning that the supervisee should spend most of their time developing skills needed to be an independent behavior analyst. Restricted Activities are direct-client time that don't include assessments or protocols that would be overseen by a BCBA.

What's included in Restricted Activities?

- Direct, instructional work with a client implementing programming, not including assessments, observations, IOA, data collection, research, etc.
- Basically, the direct work you might do as a behavior tech/assistant, not including behavior-analytic tasks that would need to be run by a BCBA (e.g., assessments, research programs, etc.).

Unrestricted Activities:

Most of your hours (more than 60%) should be Unrestricted Activities. These are the items outlined in the BACB TCO. Activities that are unrestricted are those that best exemplify the work of a behavior analyst who develops programs and systems for others to implement. Unrestricted activities must comprise at least 50% of the total experience hours (i.e., not individual supervisory periods). Examples of unrestricted activities include (but are not limited to):

What's included in Unrestricted Activities?

- Tasks are included if you will be doing them as an independent BCBA. The TCO outlines areas of activities as follows (but not limited to):
 - Conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment) or for evaluating behavioral interventions
 - Designing, implementing, and systematically monitoring skill-acquisition and behavior-reduction programs
 - Writing behavior/treatment plans, progress summaries, clinical notes, transition summaries, and professional correspondence
 - Training others, designing behavioral systems, and performance management
 - Observation and data collection
 - Data graphing and analysis
 - Meeting with clients about behavior-analytic programming and services
 - 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

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

The Experience Standards outline unacceptable activities for experience hours. Sometimes these are still required of you by your employer, but they won't count towards your hours. Only behavior-analytic activities may be counted toward experience requirements. Non-behavior-analytic activities, while valuable, may not be counted.

Examples of activities that will not count as experience 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 non-behavioral administrative activities
- Non-behavior-analytic trainings related to service delivery (e.g., crisis management, CPR, billing systems)
- Completing non-behavioral 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

How does this apply to my current setting?

School:

In the school setting, there are many opportunities to gain unrestricted hours under the direction of your BCBA supervisor. Here are a few ideas for gaining unrestricted hours in the classroom setting:

- Observation and data collection on problem behavior
- Composing a behavior intervention plan with ABA principles for a specific student
- Conduct a preference assessment for a student and take data, graph and analyze
- Graph behavior data and analyze
- Research literature for problem behaviors you are seeing from students in your classroom
- Train paraprofessionals on ABA strategies, treatment plans, and oversee these programs being implemented
- Write transition summaries related to ABA
- Meet with parents and train on specific ABA topics

Home:

If you work in an in-home setting as an ABA therapist, here is a list of unrestricted activities that you could participate in to gain the indirect hours all under the direction of your BCBA supervisor.

- Train parents and caregivers on specific ABA intervention
- Conduct FBA or parent and caregiver interviews to evaluate the function
- Observe the caregiver implementing a strategy and record data, graph and analyze
- Write clinical notes, treatment plans, or progress summaries
- Research literature related to home-based services specific to your client's behaviors
- Graph behavior data, and analyze trends
- Compose and/or edit behavior intervention plans with your BCBA

Clinic:

There are numerous ways to gain unrestricted hours if you work in a clinic setting. From my experience, the clinical setting provided me with the most options for unrestricted activities. Here is a list of unrestricted activities to do in the clinical setting:

- Create task analyses, preference assessments, behavior tracking sheets, or other data collection sheets for acquisition targets
- Conduct a preference assessment
- Assist in the implementation of the VB-MAPP
- Conduct an FBA with caregivers, other therapists, and analyze the hypothesized function
- Train new hires on ABA principles
- Research literature related to specific clients
- Meet with parents, caregivers, and teachers and train on behavior-analytic programs
- Assist with progress reports, reauthorization reports, and treatment plans
- Observe other staff members implementing specific ABA interventions and provide feedback

NJ Licensed Behavior Analyst Requirements

ABA Licensure Application – What to Expect (7/23/2024)

Licensure application will be available and published on the [State Board of Applied Behavior Analyst Examiners' website](#).

The basic components of the ABA application process are as follows:

LBA – licensed applied behavior analyst

- Verification for all licenses held in each state you listed on your application is required
- Verification of BCBA or BCBA-D Certification
- Graduate transcripts from an Accredited College/University (sent from the school)
- Affidavit of Good Moral Character (can be sent in by applicant)
- Jurisprudence Orientation
- [Criminal background check](#)

LaBA – licensed assistant applied behavior analyst

- Verification for all licenses held in each state you listed on your application is required
- Verification of BCaBA Certification
- Undergraduate transcripts from an Accredited College/University (sent from the school)
- Affidavit of Good Moral Character (can be sent in by applicant)
- Supervisory form (Supervisor completes section II and sends to the Board along with proof of BACB supervisory course completion)
- Jurisprudence Orientation
- [Criminal background check](#)

The regulations can be accessed [here](#). The fee structure is on the last page. FAQs can be found [here](#). Questions regarding licensure for behavior analysts should be directed to the licensure board at behavioranalyst@dca.njoag.gov or by visiting the board's website.

Becoming an LBA is not a requirement for graduation.

PA Licensed Behavior Specialist (LBS) Requirements

Completion of the Masters of Science in Applied Behavior Analysis provides many of the requirements to meet eligibility for the PA LBS. [Additional requirements](#) will need to be met in order to be eligible to apply.

Licensure application is available and published on the [Licensed Behavior Specialists website](#).

1. Degree Requirement: Master's Degree in a Related Field and Transcripts
 - An applicant must hold a Master's or higher degree from a Board-approved, accredited college or university, including a major course of study in at least one of the following: (1) School, clinical, developmental or counseling psychology. (2) Special education. (3) Social work. (4) Speech therapy. (5) Occupational therapy. (6) Professional counseling. (7) Behavioral analysis. (8) Nursing. (9) Another related field.
2. Examination Requirement: No Examination Required
 - No examination requirement for licensure.
3. Experience: 1 Year (Partially completed during program, additional hours required outside of Program Coursework)
 - An applicant for licensure as a behavior specialist shall have at least 1 year of experience involving functional behavior assessments of individuals under 21 years of age, including the development and implementation of behavioral supports or treatment plans. 1,000 hours of in-person clinical experience with individuals with behavioral challenges or at least 1,000 hours of experience in a related field with individuals with autism spectrum disorders.
4. Experience: Functional Behavior Assessments (Partially completed during program, additional hours required outside of Program Coursework)
 - Completion of at least 1 (one) year of experience involving functional behavior assessments of individuals under 21 years of age, including the development and implementation of behavioral supports or treatment plans
5. Additionally, applicants must complete 90 hours of evidence-based coursework as listed:
 - 3 hours of professional ethics
 - 16 hours of assessment coursework or training
 - 8 hours of crisis intervention
 - 5 hours of family collaboration
 - 18 hours of autism-specific coursework/training
 - 16 hours of instructional strategies and best practices
 - 8 hours of co-morbidity and medications
 - 16 hours of addressing specific skill deficits training
 - *Once you hold a current BACB Certification (BCBA-D or BCBA), this certification can be used to complete the following requirements listed below and you would not need to provide the specific items because the requirements would have been verified by the BACB at the time you initially applied for certification through that organization:
 - Verification of Master's (or higher) Degree (Form 2) and transcript.
 - Verification of 90 Hours of Evidence-Based Coursework (Form 5).
6. Valid License
 - Hold a license in good standing from the state you reside in.

Continuing Education:

- 3 Hours (for initial licensure)
 - Applicants must complete 3 hours of Board-approved continuing education in child abuse recognition and reporting for initial licensure.
- 2 Hours (for renewal of license)
 - 2 hours of Board-approved continuing education in child abuse recognition and reporting requirements must be completed for renewal or reactivation of a license.
- *Becoming an LBS is not a requirement for graduation.*

Course Sequence and Prerequisites

The graduate program curriculum has been designed to have a student participate in at least 1 of the first two courses (PSYC 533, 534) during their first semester. Participation in later courses (PSYC 535-540) is

acceptable in combination with the first two courses with support of the Academic Advisor. PSYC 541 and PSYC 542 will be taken the last two semesters of the students program.

Students must successfully earn a minimum of a B- in each Behavior Analysis course. Students who receive a C or lower in a Behavior Analysis course will need to repeat the course and earn a B- or better to complete the program.

If the student repeats the course, the student will be put on probation and will be given one opportunity to repeat the course. During this semester the student may only take the course that they are repeating. If the student is successful in earning a B- or higher in the repeated course, they may take 2 courses the following semester. With successful earning of a B- or higher in the next courses the student may return to taking 3 courses the following semester.

If the student receives 2 or more C's in a semester they will only be able to take 1 repeated course at a time. If the student needs to repeat more than 2 individual courses they will be dismissed from the program. Students who are taking their 2nd repeated course will be put on academic probation.

Graduate Program in Applied Behavior Analysis Impaired Student and Remediation Policy

This policy outlines the Graduate Program's obligation to identify, address and assist in the remediation (if possible) of students who have impairments that interfere with their ability to be successful Behavior Analysts.

Faculty Gatekeeping & Remediation Responsibilities

Professions engaged in protection of the public health and welfare charge its members with the responsibility of monitoring and gatekeeping potential new members. Therefore, the Graduate Program in Applied Behavior Analysis at Holy Family University maintains that in order to protect their students, the profession, and the eventual consumers of services provided by graduates, it is necessary to monitor students' academic and professional development while in the program. This monitoring specifically focuses on both academic performance and professional conduct. As such, the department's faculty is responsible for assuring that only those students who continue to meet academic and professional program standards are allowed to continue in any of the department's academic programs. A student's admission into a Graduate Program in Applied Behavior Analysis program does not guarantee that she or he is fit to remain in that program. Thus, members of the faculty will evaluate student performance and professional conduct on an ongoing-basis, semester by semester. The faculty will make judgments based on student professionalism, course performance, supervisors' evaluations of students' performance in the field, and students' adherence to any and all codes of ethics that have bearing upon the student's training while in the program.

Impaired Student Definition

An impaired student is someone who has significant physical, mental or emotional problems likely to harm a client and affect the student's ability to participate within and graduate from the University with requisite knowledge, skills and temperament required to be a successful professional counselor. Some signs and symptoms of such impairment could include, but are not limited to, a pattern of the following:

1. Unusual or inappropriate behavior
2. Negative changes in academic performance,
3. Frequent or unexplained absences and/or tardiness from academic responsibilities,
4. Frequent or unexplained illnesses or accidents
5. Significant inability to contend with routine difficulties and act to overcome them
6. Violations of the "Student Code of Conduct" as indicated in the Graduate Catalog
7. Violations of the good academic performance requirement as indicated in the Graduate Catalog

Identification of student impairment is an ongoing process. Student attitude and behavior on campus, inside the classroom and as a representative of the Holy Family Applied Behavior Analysis program in the community are contexts for assessment of potential impairment. Course work and experiential

learning provide both students and faculty opportunities to identify personal barriers students may experience that interfere with their ability to be successful in the counseling profession. Any concerns regarding the student's progress or appropriateness for the counseling profession are brought directly to the student's academic advisor and the Program Director or designee if appropriate.

Remediation

Remediation focuses on the behavior of the impaired student and not on any underlying medical or other condition or disability. If impairment is caused by a disability, it shall be the student's obligation to comply with University Policy as outlined in the Graduate Catalog with regard to disability accommodations. Remediation action for such impairment may include but is not limited to:

1. Scheduled monitoring meetings with the student's academic advisor
2. Additional remedial or professional training related to the impairment or deficit
3. Academic support (tutoring, additional class work with the course professor, etc.)
4. Counseling and other forms of mental health treatment
5. Self-structured behavioral change
6. Additional field experiences
7. Leaves of absence with return to program contingent on remediation of the student's impairment and consistent with university policy
8. Other actions as seen necessary by the Program Director and faculty

Student Understanding of Remediation and Consent Agreement

Upon admission to the Graduate Program in Applied Behavior Analysis, students will be given the opportunity to review the expectations for academic and professional development while in the program. The concepts of gatekeeping, student review, remediation and retention will be outlined in writing. The process and forms used to evaluate and support student progress will be described to ensure a complete understanding. Students will then be asked to sign and date the Student Review, Remediation & Retention Policy and Consent Form to demonstrate their understanding and agreement before beginning any course or field experience. The original signed consent form will be kept in the student's file. Students may request a copy of their consent form for their records.

Tier 1 Evaluation & Remediation Plan

Each semester, the student's Advisor, Program Committee and Program Director will use the tier 1 Evaluation & Remediation Plan to assess each student in the program. If there is no cause for concern, the Tier 1 Evaluation and Remediation Plan will not be filled out. If it is evident that a student is making satisfactory progress in the program, both from an academic and professional development perspective, then no action will be taken. If, however, a student may need additional help to be successful in academic and/or clinical work, faculty may work with this student on an informal basis to find support for a student will not entirely address a student's problems, he/she will discuss these problems at a program committee meeting, or with the program director, to solidify appropriate measures of remediation and establish a timeline for change. This will be construed as a Tier 1 Evaluation and Remediation Plan. In this plan a student will be given one semester to demonstrate concrete, measurable change on any of the areas deemed "Unsatisfactory" on the Tier 1 Remediation plan. If after one semester, the student has not demonstrated concrete, measurable improvement on the categories noted as "Unsatisfactory" on the Tier 1 Remediation Plan, the student remediation plan will then be moved to Tier 2.

Tier 2 Evaluation & Remediation Plan

If after one semester, the student has NOT demonstrated concrete, measurable improvement on the categories on the Tier 1 Remediation Plan that were initially noted as 'Unsatisfactory', then the student's remediation plan will be moved ahead and outlined on the Tier 2 Student Remediation Plan. A designated faculty member(s) will hold a discussion with the student to clarify behavior(s) that need(s) to be changed, requirements for remediation, time limits for expected change, and

consequences if remediation is unsuccessful. Lack of participation in the remediation plan or failure to fully meet the expectations of the remediation plan are grounds for program dismissal.

Dismissal

Student dismissal will be based on the formal dismissal policies found in the Graduate Catalog, failure to adhere to the remediation plan, or continued failure to remediate the barrier/s or the issue/s interfering with the student's ability to practice successfully as a professional counselor.

Student Appeal Process

The student has the right to appeal the conclusions and/or decisions made. The purpose of this appeal process is to secure, at the lowest possible level, an equitable solution to the student's concerns. The appeal process follows the guidelines delineated in the Graduate Catalog.

Course Transfer Policy

As per the University Policy, a student may transfer in a total of six graduate credits towards the Masters Program. However, in relation to the core courses, the content must be consistent with the content of Holy Family program courses in terms of the required areas of study according to the BACB® and ABAL® Standards. An individual interested in transferring credit hours, must submit official transcripts and course syllabi of the courses for review by the program director. Approval must be obtained by the program director. There is no guarantee that courses taken at other institutions will successfully transfer in to the program.

Advisement

The Master of Science in Applied Behavior Analysis program views mentoring and advisement as crucial to successful completion of the program. Advisement in the program is best characterized as a mentoring relationship between a student and a faculty member. This mentoring relationship is grounded in mutual trust, dignity, collegiality, equality, and professionalism. The goal of this advising/mentoring relationship is to assist the student in developing an identity as a behavioral practitioner who is engaged in a lifelong learning process.

Upon admission to the program, each student is assigned a faculty advisor. The faculty advisor is the student's resource person in dealing with the program and the University. Students are encouraged to meet with their faculty advisor on a regular basis. Students must meet with their faculty advisor for course selection, approval of supervised experiential learning opportunities, career guidance, and other administrative issues. Appointments may be made by contacting faculty directly. Faculty office hours are posted by each faculty.

Timelines for the 4 +1 Program

Sophomore year

- Meet with your faculty advisor to discuss your interest in the combined bachelor's/master's program.

Junior year

- Connect with a graduate admissions counselor to discuss your interest in the combined bachelor's/master's program.
- Participate in a virtual information session during the fall semester.
- Apply to the combined bachelor's/master's program by March 1.

Senior year

- Take graduate courses alongside your undergraduate courses (4 courses for the 4+1 program).
- Complete your bachelor's degree in your chosen major.

Fifth year and beyond

- Complete your remaining graduate courses.

Master of Science in Behavior Analysis – 36 Credit

For the most-up-to date information about the program curriculum, please see the Program Director.

The Core Curriculum

The Master of Science in Applied Behavior Analysis program offers a central core curriculum that aligns with the BACB® and ABAI® course requirements. This core curriculum enables students to develop necessary skills to practice as a behavior analyst in a variety of contexts.

Students are eligible to participate in the Experiential Learning courses after they have completed their first course in behavior analysis.

Core Curriculum (36 Credits)

Course#	Course Title	Credits
PSYC 533	Concepts and Principles of Behavior Analysis	3
PSYC 534	Basic Behavior Analysis	3
PSYC 535	Behavioral Assessment	3
PSYC 536	Behavioral Change Procedures	3
PSYC 537	Ethics in Behavior Analysis	3
PSYC 538	Conceptual Analysis: Theory & Philosophy in Behavior Analysis	3
PSYC 539	Performance Management: Personnel Supervision and Organizational Behavior Management	3
PSYC 540	Research Design in Applied Behavior Analysis	3
PSYC 541	ABA Thesis 1	3
PSYC 542	ABA Thesis 2	3
PSYC 543 S	Seminar Component of Experiential Learning in ABA	1
PSYC 543 F	Experiential Learning Field Component in ABA	2
PSYC 544 S	Seminar Component of Experiential Learning in ABA	1
PSYC 544 F	Experiential Learning Field Component in ABA	2

Course Descriptions

PSYC 533 Concepts and Principles of Behavior Analysis

Introduction to principles of learning through discussions of early and contemporary learning theory, including applied behavior analysis (ABA). Application of principles in educational and therapeutic settings are also examined.

PSYC 534 Basic ABA

This course thoroughly covers experimental research on learning in both humans and animals. By course completion, students will be proficient in reading and comprehending basic research articles in behavior analysis, and will grasp the theoretical and practical implications of such research for understanding human behavior. This course will allow students to apply and observe these concepts and principles through a virtual lab.

PSYC 535 Behavior Assessment

This course offers comprehensive training in the utilization of commonly employed behavior assessment tools for behavioral practitioners. Through hands-on instruction, students will acquire proficiency in administering direct and indirect behavioral assessments, analyzing, and graphing assessment outcomes, synthesizing assessment data, and effectively communicating findings to stakeholders with professionalism and compassion. The assessments covered encompass functional behavior assessments, language-based assessments, functional skills assessments, social skills assessments, and preference assessments.

PSYC 536 Behavioral Change Procedures

This course will focus on the practical applications of behavior change procedures for individuals with exceptionalities, particularly uniquely abled clients, and those seeking behavioral changes. Students will apply methods in ABA to identify and measure behavior and develop behavioral intervention plans based on function.

PSYC 537 ETHICS

Practicing as a competent and culturally responsive Behavior Analyst requires an understanding of risks to oneself, clients, other professionals, and the field of behavior analysis. Students will acquire an in-depth understanding of legal constraints and ethical guidelines as pertinent to behavioral research, practice, and supervision based on the BACB's Ethics Code for Behavior Analysts (the "Code").

PSYC 538 Conceptual Analysis

This course explores B. F. Skinner's influential philosophy of Radical Behaviorism, as articulated in his key texts 'Beyond Freedom and Dignity' and 'About Behaviorism'. It aims to deepen understanding of the science of behavior and its philosophical underpinnings, fostering the application of behavior analysis principles to diverse contexts.

PSYC 539 Personnel Supervision and Organizational Behavior Management

This course prepares students with comprehensive insights and practical techniques in performance management for effectively consulting, supervising, managing, and supporting individuals utilizing behavioral assessment and intervention programs fostering ethical practices to increase positive staff and organization outcomes. Additionally, students will learn about the importance of collaboration between students, faculty, and professionals from diverse fields to enrich perspectives and approaches, preparing graduates to address complex societal issues through interdisciplinary solutions.

PSYC 540 Research Design in Applied Behavior Analysis

This course will provide the student with information regarding the rationale, design, and application of research designs in applied behavior analysis with a focus on single subject designs. The student will have the opportunity to propose and design a study that utilizes the principles of applied behavior analysis.

PSYC 541 ABA Thesis 1

This course aims to develop students' competence in identifying and defining a research problem and designing a method to address it. By the end of the course, students will have acquired a thesis advisor, completed a thesis proposal, received project approval from faculty and the thesis advisor, submitted an IRB application, and completed the introduction and methodology sections of their thesis. Students will meet weekly with thesis faculty and classmates for focused discussion and feedback on the dissertation process. Additionally, six individual meetings with the thesis advisor are required.

Weekly Meetings:

- Format: Group discussions, presentations, and peer feedback.
- Expectations: Active participation, preparation of materials, and constructive feedback.

Individual Meetings:

- Frequency: Six meetings with the thesis advisor.
- Purpose: Personalized guidance, progress check, and addressing specific challenges.

PSYC 542 ABA Thesis 2

This course is intended as a continuation of ABA Thesis 1. Students will develop competence in conducting and reporting an investigation that carries out the method to conclusion. The result of this course will be conducting data collection and analysis, completing the results and discussion sections of the thesis, and developing a research poster to be presented and defended before the ABA faculty and peers. The final acceptance of the thesis is based upon the vote of the thesis advisor and ABA faculty. The student is also required to provide a bound copy of the thesis to the ABA Department Chair. Students will meet weekly with the thesis faculty and classmates for focused discussion and feedback on the dissertation process. Six individual meetings with the thesis advisor are also required.

Weekly Meetings:

- Format: Group discussions, presentations, and peer feedback.
- Expectations: Active participation, preparation of materials, and constructive feedback.

Individual Meetings:

- Frequency: Six meetings with the thesis advisor.
- Purpose: Personalized guidance, progress check, and addressing specific challenges.

PSYC 543 Seminar Component of Experiential Learning in ABA 1

PSYC Experiential Learning Field Component in ABA 1

Students will participate in an experiential learning that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses while directly working in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Behavior Analyst.

PSYC 544b Seminar Component of Experiential Learning in ABA 2

PSYC Experiential Learning Field Component in ABA 2

Students will participate in an experiential learning that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses while directly working in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Behavior Analyst.

**Holy Family University
Graduate Program in Applied Behavior Analysis
Student Review, Remediation & Retention Policy
Student Consent Form**

Faculty Gatekeeping & Remediation Responsibilities

Professions engaged in protection of the public health and welfare charge its members with the responsibility of monitoring and gatekeeping potential new members. Therefore, the Graduate Program in Applied Behavior Analysis Department at Holy Family University maintains that in order to protect their students, the profession, and the eventual consumers of services provided by graduates, it is necessary to monitor students' academic and professional development while in the program. This monitoring specifically focuses on both academic performance and professional conduct. As such, the department's faculty is responsible for assuring that only those students who continue to meet academic and professional program standards are allowed to continue in any of the department's academic programs. A student's admission into a Graduate Program in Applied Behavior Analysis Department program does not guarantee that she or he is fit to remain in that program. Thus, members of the faculty will evaluate student performance and professional conduct on an ongoing-basis, semester by semester. The faculty will make judgments based on student professionalism, course performance, supervisors' evaluations of students' performance in the field, and students' adherence to any and all codes of ethics that have bearing upon the student's training while in the program.

Student Understanding of Remediation and Consent Agreement

Upon admission to the Graduate Program in Applied Behavior Analysis , students will be given the opportunity to review the expectations for academic and professional development while in the program. The concepts of gatekeeping, student review, remediation and retention will be in outlined in writing. The process and forms used to evaluate and support student progress will be described to ensure a complete understanding. Students will then be asked to sign and date the Student Review, Remediation & Retention Policy and Consent Form to demonstrate their understanding and agreement before beginning any course or field experience. The original signed consent form will be kept in the student's file. Students may request a copy of their consent form for their records.

Tier 1 Evaluation & Remediation Plan

Each semester, the student's advisor, program committee and program director will use the Tier 1 evaluation and remediation plan to assess each student in the program. If there is no cause for concern, the tier 1 evaluation and remediation plan will not be filled out. If it is evident that a student is making satisfactory progress in the program, both from an academic and professional development perspective, then no action will be taken. If, however, a student may need additional help to be successful in academic and/or clinical work, faculty may work with this student on an informal basis to find support. If any faculty member, however, believes that informal means of support a student will not entirely address a student's problems, he/she will discuss these problems at a program committee meeting, or with the program director, to solidify appropriate measures of remediation and establish a timeline for change. This will be construed as a Tier 1 Evaluation and Remediation plan. In this plan a student will be given one semester to demonstrate concrete, measurable change on any of the areas deemed "Unsatisfactory" on the Tier 1 remediation plan. If after one semester, the student has not demonstrated concrete, measurable improvement on the categories noted as "Unsatisfactory" on the Tier 1 Remediation plan, the student remediation plan will then be moved to tier 2.

Tier 2 Evaluation & Remediation Plan

If after one semester, the student has NOT demonstrated concrete, measurable improvement on the categories on the Tier 1 Remediation Plan that were initially noted as 'Unsatisfactory', then the student's remediation plan will be moved ahead and outlined on the Tier 2 Student Remediation Plan. A designated faculty member(s) will hold a discussion with the student to clarify behavior(s) that need(s) to be changed, requirements for remediation, time limits for expected change, and consequences if remediation is unsuccessful. Lack of participation in the remediation plan or failure to fully meet the expectations of the remediation plan are grounds for program dismissal.

I have read the above remediation policy and agree to the terms therein:

Student Signature: _____

Date: _____

Student Printed Name: _____

Advisor's Signature: _____

Date _____

Revised: July 2024

Holy Family University
Graduate Program in Applied Behavior Analysis
Student Review, Remediation & Retention Tier 1
Remediation Plan

Student Name: _____
 Semester: _____
 Date Reviewed: _____

	Satisfactory	Unsatisfactory
Academic Performance	_____	_____
Professional & Ethical Responsibility	_____	_____
Competence	_____	_____
Conduct	_____	_____
Integrity	_____	_____
Self-Care and Personal Wellness	_____	_____

Comments: _____

* After one semester, a second rating of Unsatisfactory in any category will result in a Tier 2 Remediation Plan.

I have read and understand the above Student Review, Remediation and Retention Policy and agree to the terms therein.

Student Signature: _____ Date: _____

Faculty Advisor: _____ Date: _____

Program Director: _____ Date: _____

Student Name: _____

Holy Family University
Graduate Program in Applied Behavior Analysis
Student Review, Remediation & Retention Tier 2
Remediation Plan

Rating Scale

A '0' rating indicates 'Can't Observe. A

'1' rating indicates 'Poor'.

A '2' rating indicates Fair.

A '3' rating indicates 'Good'.

A '4' rating indicates 'Excellent'.

The student commits to concretely improving upon the areas as outlined below within one semester:

Academic Performance	0	1	2	3	4
1. To earn a minimum grade of "B-" in all required Program of Study courses					
2. To demonstrate clarity of expression in oral and written communications					
3. To demonstrate self-reliance, resourcefulness, and academic integrity in preparation for classes, exams, and research					
4. To demonstrate ability to conceptualize and synthesize course material					
5. To demonstrate timeliness, attentiveness, and dependability in attendance, participation, and completion of all class meetings, assignments, and program activities					
Professional Responsibility					
1. To relate to peers, faculty, supervisors, instructors, administrators, clients, and others in an appropriate professional manner					
2. To demonstrate commitment to the profession					
3. To demonstrate motivation and apply maximum effort to develop professionally					
4. To demonstrate ethical awareness and conduct and to apply legal and ethical standards throughout all program areas					
Competence					
1. To demonstrate mastery of clinical/applied skills commensurate with counselor developmental level					
2. To take responsibility for compensating for her/his deficiencies					
3. To provide only those services and apply only those techniques for which s/he is qualified by education, training, supervision, and/or experience					
4. To demonstrate basic behavior analytic skills and appropriate affect in response to clients and peers					
5. To utilize culturally relevant/effective interventions and to advocate appropriately for client needs					
6. To take responsibility for her/his own behaviors and decisions					
Conduct					

1. To demonstrate appropriate self-control (such as anger, impulse, withdrawal) with peers, faculty, supervisors, instructors, administrators, clients, and others					
2. To demonstrate honesty and fairness both personally and professionally					
3. To demonstrate awareness of his/her own belief systems, values, and limitations such that these do not negatively affect his/her professional work					
4. To demonstrate timely and respectful communication with faculty, peers, supervisors, and others					
5. To demonstrate the ability to collaborate with and to receive, integrate, and utilize feedback from peers, faculty, supervisors, instructors, administrators, clients, and others					
Integrity					
1. To respect the fundamental rights, dignity, and worth of all people					
2. To respect the rights of individuals to privacy, confidentiality, and choices regarding self-determination					
3. To demonstrate awareness of her/his own cultural identity, and respect cultural, individual, and role differences (age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability, language, and socioeconomic status) in all professional relationships					
Self-Care and Personal Wellness					
1. To dress appropriately and practice personal hygiene appropriate to the academic and professional setting					
2. To engage in healthy behaviors and use appropriate resources for self-care					
3. To monitor own well-being and effectiveness and demonstrate responsibility for her/his own personal wellness					
4. To demonstrate the ability to function effectively in stressful situations					
5. To demonstrate the ability to resolve conflicts appropriately					

Comments:

I have read this evaluation and discussed it with my advisor. I agree to attend to the items specified in this remediation plan.

Student Signature: _____

Date: _____

Student Printed Name: _____

Faculty Advisor: _____

Date: _____

Program Director: _____

Date: _____

Student Name: _____

**Holy Family University
Graduate Program in Applied Behavior Analysis
Program Agreement- TCO 6**

Student ID #:
Email:
Phone Number:

All Holy Family University will follow eligibility requirements for the BACB TCO 6.

Please note that the Behavior Analyst Certification Board (BACB ®) and or the Applied Behavior Analysis International (ABAI®) can make changes to eligibility requirements for certification at any time. If you are interested in pursuing BCBA certification, please ensure you are aware of all eligibility requirements at <https://www.bacb.com/bcba/>

By signing this agreement, I acknowledge that my eligibility to sit for the BCBA Certification Examination, under [TCO 6](#), is contingent upon my graduation from an ABAI VCS program, the acquisition of all required supervision hours, application approval, **and** sitting for the exam.

Student Signature: _____

Date: _____

Student Printed Name: _____

Faculty Advisor: _____

Date: _____

Program Director: _____

Date: _____

**Holy Family University
Graduate Program in Applied Behavior Analysis
BACB TCO 6th Acknowledgement Agreement**

All Holy Family University will follow eligibility requirements for the BACB TCO 6.

Attached please find a copy and link to the Behavior Analyst Certification Board (BACB ®) [TCO 6](#).

Please note that the Behavior Analyst Certification Board (BACB ®) or the Applied Behavior Analysis International (ABAI®) can make changes to eligibility requirements for certification at any time. If you are interested in pursuing BCBA certification, please ensure you are aware of all eligibility requirements at <https://www.bacb.com/bcba/>

By signing this agreement, I acknowledge my receipt of the BACB [TCO 6](#), and that my eligibility to sit for the BCBA Certification Examination, under [TCO 6](#), is contingent upon my graduation from an ABAI VCS program, the acquisition all required supervision hours, application approval, **and** sitting for the exam.

Student Signature: _____

Date: _____

Student Printed Name: _____

Faculty Advisor: _____

Date: _____

Program Director: _____

Date: _____

**Holy Family University
Graduate Program in Applied Behavior Analysis
Ethics Acknowledgement Agreement**

All Holy Family University students will follow the [BACB Ethics Code for Behavior Analyst](#).

Attached please find a copy and link to the Behavior Analyst Certification Board (BACB ®) [Ethics Code for Behavior Analyst](#).

Please note that the Behavior Analyst Certification Board (BACB ®) or the Applied Behavior Analysis International (ABAI®) can make changes to Ethics requirements at any time. If you are interested in pursuing BCBA certification, please ensure you are aware of all ethics requirements at <https://www.bacb.com/bcba/>

By signing this agreement, I acknowledge my receipt of the BACB [Ethics Code for Behavior Analyst](#).

Student Signature: _____

Date: _____

Student Printed Name: _____

Faculty Advisor: _____

Date: _____

Program Director: _____

Date: _____

Required Experiential Learning For All Graduate ABA Programs

As a major qualification to sit for the BACB Examination to become a Board Certified Behavior Analyst, an applicant must officially participate and document Supervised Fieldwork experience.

https://www.bacb.com/wp-content/uploads/2020/11-2022EligibilityRequirements_210513.pdf

The applicant is responsible for acquiring and documenting the fieldwork hours in accordance with the official procedures of the BACB. Students must review the BACB Fieldwork Requirements during their first semester in the program and sign a document indicating their understanding. In addition, each student will receive a Program and Experiential Learning Handbook that delineates the requirements. Students will be required to sign a document indicating they have received the Program and Experiential Learning Handbooks.

To assist our students in accumulating hours and advanced training, Holy Family requires each student to participate in one semester Experiential Learning experience. Students will participate in a Experiential Learning experience that will follow the concentrated supervised fieldwork guidelines of the BACB. During the Experiential Learning, a student will participate in a minimum of 15 hours per week of applied behavior analytic work that involves both hands-on training as well as program planning, development and evaluation activities. The primary focus is on acquiring the skills necessary to demonstrate competence of relevant tasks on the BCBA TCO V and the skills necessary to interact effectively with consumers, supervisors, parents, and others. Securing a supervision site and Responsible BCBA or BCBA-D is required prior to students enrolling in this course.

* Holy Family University ***cannot*** guarantee Experiential Learning placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

The Experiential Learning course experience will have two primary components: A seminar component for one credit along with a field component for two credits. Students must be enrolled in both simultaneously. Students may also participate in three additional Experiential Learning as electives. Each Experiential Learning will have a one-credit seminar along with a two-credit field experience component.

Students within the Masters program are expected to comply with the BACB [Ethics Code](#) for Behavior Analysts at all times. Students must sign and submit an Ethics Compliance Statement within their first semester of matriculation in the program. In addition, specific Experiential Learning sites may have additional requirements.

Sample Supervision Contract for BCBA Trainees

The following sample contract describes a relationship between a supervisor and a trainee who is acquiring experience in applied behavior analysis toward an eligibility requirement for either BCBA certification. The sample contract is provided for general reference and informational purposes only and should not be construed as legal advice. The BACB does not warrant or guarantee the legal enforceability of any provision contained in the sample contract. Contracts should be drafted by individuals familiar with local and state laws and requirements.

The terms identified in the sample contract below are in no way intended to be comprehensive. We have identified key clauses as they relate to BACB requirements; however, each party may wish to consult with legal counsel to discuss the following contract elements: storage of and rights to client documentation; release and indemnification; mediation and arbitration; consequences for failure to pay/reimburse supervisor; legal remedies; injunctive relief; cost and attorney's fees; contract modifications; severability; waivers; governing law; contacts for receipt of notice; and if the experience is offered through a university, a statement about whether the supervision contract is supplemented with a syllabus (as opposed to replacing a syllabus). In addition, each party should address with legal counsel the comments embedded in the sample contract to ensure that the contract is individualized for each unique situation.

If the supervisor is not affiliated with the trainee's experience setting, as might be the case with an independently contracted supervisor or a university faculty member, it is strongly recommended that the supervisor and trainee meet with relevant personnel (e.g., program director, on-site clinical supervisor) at the trainee's experience setting to (a) ensure that all provisions in this contract can be faithfully executed in the setting, (b) familiarize the off-site supervisor with setting-specific rules, regulations, and practices, and (c) identify if and how the off-site supervisor's recommendations will be incorporated into the setting. Finally, trainees who are receiving their supervision from an employer should meet to discuss potentially challenging dual relationship (i.e., employer and experience supervisor) issues.

CONTRACT BETWEEN SUPERVISEE & SUPERVISOR EXPERIENCE AS BEHAVIOR ANALYST

This is an agreement that defines a relationship of supervision between,
(BCBA) and (Trainee/Student) for
 supervision of activities under the BACB experience standards.

BACB experience standards:

TCO 6

Category of Supervised Experience:

Concentrated Fieldwork

Amount of Supervised Experience Required:

minimum 15 hours per week

Amount of Supervision Required:

of hours per supervisor period

Dates of Contract:

Supervisor's Qualifications (see below):

BCBA #

Site of Supervision:

Supervisors Email/Phone Number:

Supervisees Email/Phone Number:

Nature of the Contract:

This contract is to establish a supervisor-supervisee relationship between the parties named above. Should either party not adhere to their responsibilities, this contract may be terminated by either party upon written notice, immediately.

Standards of Conduct:

Both parties attest to adhere to the BACB [Ethics Code for Behavior Analysts](#). The supervisor is to be considered the client of the applicant.

Onset of Experience (from www.bacb.com):

Supervisee may not start accumulating experience until they have begun the coursework required to meet the BACB coursework requirements.

Trainee Agrees to:

1. Provide proof of the completed [Pre-Experience Checklist](#) to the supervisor prior to the onset of experience.
2. Begin experience only after starting qualifying coursework.
3. Attend additional professional meetings or trainings relevant to the experience, such as orientation, which might not count towards the BACB's experience requirements.
4. Each participating Holy Family Student will complete a minimum of 15 internship hours per week that directly involve ABA services consistent with the BACB TCO.
5. Activities must include those that fall under Restricted Activities "delivering therapeutic and instructional procedures during fieldwork" with no more than 40% of the total hours during the semester. In addition, activities that fall under "Unrestricted" must comprise of at least 60% of the total in a semester.

Supervisor Agrees to:

1. Meet the BACB's supervision eligibility requirements (see BACB experience standards) and provide proof of eligibility to the trainee prior to the onset of experience.
2. Not accept remuneration from the trainee above the negotiated hourly rate or salary identified above.
3. Provide supervision in accordance with the [Ethics Code for Behavior Analysts](#), including, but not limited to providing supervision to the trainee only within the boundaries of his/her competence.
4. Provide ongoing documented performance feedback to the trainee in accordance with the [Ethics Code for Behavior Analysts](#) including, but not limited to, providing feedback on the trainee's progress toward stated training objectives (e.g., including specific areas where the trainee is making adequate or inadequate progress) and client interactions.
5. The supervisor will also review weekly the tracking of the activities using Fieldwork Tracker in collaboration with the University instructor for Group Supervision.
6. Sign the Monthly and Final Experience Verification Forms if the experience hours are completed satisfactorily.
7. Withhold signature on the Monthly and Final Experience Verification Form in the following situations: hours are not completed, trainee does not appear for supervision meetings, trainee engages in behavior incongruent with the [Ethics Code for Behavior Analysts](#), failure to maintain adequate and timely documentation and reports, missing professional meetings.
8. The supervisor will provide 6 (6th Edition TCO) individual supervision meetings for each trainee equal to 10% (for 6th Edition TCO) eligible candidates of the total hours the trainee was involved in acceptable internship activities during the supervisor period (i.e., One Calendar Month).
9. The supervisor will provide a minimum of one observation of the trainee during the supervisor period (i.e., One Calendar Month).
10. Terminate the supervision relationship in the following situations:
 - a. Experience hours are completed satisfactorily.
 - b. Progress is not made after 4 instances of corrective feedback including discussions with the Holy Family University ABA program director.
11. Egregious violations of the BACB's [Ethics Code for Behavior Analysts](#)
12. Complete an end of semester form to help track trainee progress.

13. In the event that the trainee is audited, the supervisor agrees to participate and provide additional documentation as needed on behalf of the intern.

Trainee and Supervisor Agree to:

1. Meet and stay up to date on the BACB experience standards (e.g., requirements for documentation, acceptable activities) for the duration of the experience.
2. Abide by the [Ethics Code for Behavior Analysts](#) (e.g., confidentiality, consent for services, professionalism) and relevant laws.
3. Work together to facilitate in-depth discussion/understanding of issues affecting practice - both personally and professionally.
4. Keep all information relating to current or potential clients including, but not limited to, any medical or clinical information, confidential in whatever form.
5. Ensure that clients have consented to the observation of service delivery and sharing of confidential client information.
6. Work together to facilitate in-depth discussion and understanding of issues affecting practice to improve the trainee's behavior-analytic expertise.
7. Protect the time and space for supervision by keeping to agreed-upon appointments and the time allotted. Privacy will be respected, and interruptions avoided. Any party requiring a variance in schedule will notify the other party as early as possible if rescheduling of supervision is needed.
8. Retain this contract, documentation of experience and supervision, and the Monthly and Final Experience Verification Forms for seven years.

Appropriate Activities (from www.bacb.com):

The supervisee's primary focus should be on learning new behavior analytic skills related to the BACB TCO. Activities must 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*. Supervisees are encouraged to have experiences within multiple programs and with multiple supervisors.

Other Appropriate experience activities include:

1. Conducting assessment activities related to the need for behavioral interventions,
2. Designing, implementing, and monitoring behavior analysis programs for clients,
3. Overseeing the implementation of behavior analysis programs by others,
4. Other activities normally performed by a behavior analyst that are directly related to behavior analysis, such as attending planning meetings regarding the behavior analysis program, researching the literature related to the program, talking to individuals about the program; plus, any additional activities related to oversight of behavioral programming such as behavior analyst supervision issues, or evaluation of behavior analysts' performance. The supervisor will determine if activities qualify.

Examples of activities that are not appropriate as experience activities include: attending meetings with little or no behavior analytic content, providing interventions that are not based in behavior analysis, doing non-behavior analytic administrative activities, or any other activities that are not directly related to behavior analysis.

Activities must include those that fall under Restricted Activities "delivering therapeutic and instructional procedures during fieldwork" with no more than 40% of the total hours during the semester. In addition, activities that fall under "Unrestricted" must comprise of at least 60% of the total in a semester.

Appropriate Clients (from www.bacb.com):

Clients may be any persons for whom behavior analysis services are appropriate. However, the applicant may not be related to the client or the client's primary caretaker.

Supervisor Qualifications (from www.bacb.com):

During the experience period, the supervisor must be a Board-Certified Behavior Analyst in good standing. The supervisor may not be the applicant's relative, subordinate, or employee during the experience period. The supervisor will not be considered an employee of the applicant if the only compensation received by the supervisor from the applicant consists of payment for supervision.

Nature of Supervision (from www.bacb.com):

The supervisor must observe the applicant engaging in behavior analytic activities in the natural environment at least once every two weeks. The supervisor must provide specific feedback to applicants on their performance. During the initial half of the total experience hours, observation should concentrate on applicant-client interactions. This observation may be conducted via web-cameras, videotape, videoconferencing, or similar means in lieu of the supervisor being physically present. 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.

Documentation of Supervision (from www.bacb.com):

Supervisees are responsible for providing documentation for each supervisory period on a [monthly feedback form provided](#) by the BACB. The feedback form will require documentation of number of hours of experience, number of supervised hours, feedback on the applicant's performance, the supervisor for each supervisory period, and signatures of the applicant and supervisor. The supervisor must review the completed feedback forms with the applicant and provide a copy for the applicant each supervisory period. The supervisor and the applicant are responsible for retaining their copies of the forms (in the event of a disagreement regarding experience, the BACB will need documentation from each party). Supervisees will provide the supervisor a copy of all signed BACB experience forms at the end of the Experiential Learning experience. The BACB reserves the right to request this documentation at any time following an individual's application to take the certification exam. In addition, the supervisor will be required to verify the applicant's supervision on the Experience Verification Form that is provided within the application for examination.

Please note that the Behavior Analyst Certification Board (BACB®) and or the Applied Behavior Analysis International (ABAI®) can make changes to eligibility requirements for certification at any time. Please ensure you are aware of all eligibility requirements at <https://www.bacb.com/bcba/>

RELEASE AND INDEMNIFICATION

Supervisee agrees to release, defend, indemnify, and hold harmless **Holy Family University**, its officers, agents, and employees, from and against any and all claims, damages and expenses, including costs and attorneys' fees, arising from or alleged to arise from (a) any asserted deficiencies or defects in the behavior analysis services rendered by or to be rendered by the supervisee in accordance with this agreement; (b) any breach of any term set forth in this agreement; AND (c) any act or omission of supervisee in connection with supervisee's business operations and the behavior analysis services provided by supervisee.

CONFIDENTIALITY

Confidential Information. On and after the date of this agreement, supervisor and supervisee shall keep confidential all information relating to current or potential clients including, but not limited to, any medical or clinical information, in whatever form.

Supervisor Records. All Holy Family University records including, but not limited to the information described and copies thereof, are and shall remain the property of Holy Family University. Supervisee shall not, except in the ordinary and usual course of his/her duties and obligations under this agreement, remove from supervisor's premises, copy, or retain any of Holy Family University's records. Upon termination of the agreement, supervisee agrees to return promptly to Holy Family University any of Holy Family University's records, copies of records and all other property that are in supervisee's possession or under supervisee's control or custody.

Supervisor and supervisee shall be jointly responsible for ensuring that clients have consented to the observation of services delivery and sharing of confidential client information.

TERM AND TERMINATION

Term. This agreement shall be effective on _____ and shall remain in effect until _____.

If this agreement has to be terminated for any reason, the supervisee and supervisor should adhere to University policies of attendance, withdrawal and grading.

MISCELLANEOUS PROVISIONS

Any employer of said supervisee agrees to give permission to this supervisor to observe clients and supervisee during behavior analytic work.

Entire Agreement.

This contract contains the entire agreement between the Parties hereto with respect to the subject matter hereof.

All parties agree to the stipulations herein:

Trainee Name: _____

Trainee Signature: _____ **Date:** _____

Supervisor Name: _____ **Certification #:** _____

Supervisor Signature: _____ **Date:** _____

Supervision Contract for Students during Experiential Learning Seminar

This Supervision agreement is made on the date indicated above by and between _____ (BCBA Seminar supervisor) and _____ (supervisee) for supervision of the delivery of applied behavior analysis services in the supervisee's Experiential Learning Seminar through **Holy Family University**. It may include the experiences listed below.

BACB experience standards:

TCO 6

Category of Supervised Experience:

Concentrated Field Experience

Amount of Supervised Experience:

minimum 1 hour per week

Dates of Contract:

Supervisor's Qualifications:

BCBA #

BACB#

Site of Supervision:

Supervisors Email/Phone Number:

Supervisees Email/Phone Number:

Nature of the Contract:

This contract is to establish a supervisor-supervisee relationship between the parties named above. Should either party not adhere to their responsibilities, this contract may be terminated by either party upon written notice, immediately.

Standards of Conduct:

Both parties attest to adhere to the BACB [Ethics Code for Behavior Analysts](#). The supervisor is to be considered the client of the applicant.

Onset of Experience (from www.bacb.com):

Supervisee may not start accumulating experience until they have begun the coursework required to meet the BACB coursework requirements.

1. Small group supervision will be provided on a weekly basis.
2. Students will apply the content of the ABA program courses while directly working with children with ASD and other Developmental Disabilities.
3. Other activities normally performed by a behavior analyst that are directly related to behavior analysis, such as attending planning meetings regarding the behavior analysis program, researching the literature related to the program, talking to individuals about the program; plus any additional activities related to oversight of behavioral programming such as behavior analyst supervision issues, or evaluation of behavior analysts' performance. The supervisor will determine if activities qualify.

RESPONSIBILITIES AND AGREEMENTS

Trainee Agrees to:

1. Complete all assigned course assignments during the semester.
2. Begin experience only after starting qualifying coursework.
3. Attend additional professional meetings or trainings relevant to the experience, such as orientation, which might not count towards the BACB's experience requirements.
4. Each participating Holy Family Student will complete a minimum of 15 internship hours per week that directly involve ABA services consistent with the BACB TCO at a Experiential Learning site under the supervision of an eligible supervising BCBA.
5. Activities must include those that fall under Restricted Activities "delivering therapeutic and instructional procedures during fieldwork" with no more than 40% of the total hours during the

semester. In addition, activities that fall under "Unrestricted" must comprise of at least 60% of the total in a semester.

Supervisor Agrees to:

1. Meet the BACB's supervision eligibility requirements (see BACB experience standards) and provide proof of eligibility to the trainee prior to the onset of experience.
2. Not accept remuneration from the trainee above the negotiated hourly rate or salary identified above.
3. Provide supervision in accordance with the [Ethics Code for Behavior Analysts](#), including, but not limited to providing supervision to the trainee only within the boundaries of his/her competence.
4. Provide ongoing documented performance feedback to the trainee in accordance with the [Ethics Code for Behavior Analysts](#) including, but not limited to, providing feedback on the trainee's progress toward stated training objectives (e.g., including specific areas where the trainee is making adequate or inadequate progress) and client interactions.
5. Supervisor will meet supervisee in a group of no more than 10 other supervisees at least once every week for 1 hour during the semester. This will be counted as group supervision in the Field Experience Tracker.
6. Sign the Monthly and Final Experience Verification Forms if the experience hours are completed satisfactorily.
7. Withhold signature on the Monthly and Final Experience Verification Form in the following situations: hours are not completed, trainee does not appear for supervision meetings, trainee engages in behavior incongruent with the [Ethics Code for Behavior Analysts](#), consistently poor performance, failure to maintain adequate and timely documentation and reports, missing professional meetings.
8. Terminate the supervision relationship in the following situations:
 - a. Experience hours are completed satisfactorily.
 - b. Progress is not made after 4 instances of corrective feedback including discussions with the Holy Family University ABA program director.
 - c. Egregious violations of the BACB's [Ethics Code for Behavior Analysts](#)
9. In the event that the trainee is audited, the supervisor agrees to participate and provide additional documentation as needed on behalf of the intern.

Trainee and Supervisor Agree to:

1. Meet and stay up to date on the BACB experience standards (e.g., requirements for documentation, acceptable activities) for the duration of the experience.
2. Abide by the [Ethics Code for Behavior Analysts](#) (e.g., confidentiality, consent for services, professionalism) and relevant laws.
3. Work together to facilitate in-depth discussion/understanding of issues affecting practice - both personally and professionally.
4. Keep all information relating to current or potential clients including, but not limited to, any medical or clinical information, confidential in whatever form.
5. Work together to facilitate in-depth discussion and understanding of issues affecting practice to improve the trainee's behavior-analytic expertise.
6. Protect the time and space for supervision by keeping to agreed-upon class time and the time allotted. Privacy will be respected, and interruptions avoided. Any party requiring a variance in schedule will notify the other party as early as possible if rescheduling of supervision is needed.
7. Retain this contract, documentation of experience and supervision, and the Monthly and Final Experience Verification Forms for seven years.

RESPONSIBLE CONDUCT

1. Both supervisor and supervisee herein referred to as “both parties” agree to adhere to high standards of professional behavior. This includes behavioral discussions grounded in scientific and professionally derived knowledge.
2. The supervisor will provide supervision to the supervisee only within the boundaries of his/her competence.
3. Both parties agree to maintain confidentiality in accordance with the guidelines for responsible conduct and all pertinent legal regulations.
4. Both parties have read, understood, and will adhere to the BACB’s *Guidelines for Responsible Conduct for Behavior Analysts*.

RELEASE AND INDEMNIFICATION

Supervisee agrees to release, defend, indemnify, and hold harmless **Holy Family University**, its officers, agents, and employees, from and against any and all claims, damages and expenses, including costs and attorneys’ fees, arising from or alleged to arise from (a) any asserted deficiencies or defects in the behavior analysis services rendered by or to be rendered by the supervisee in accordance with this agreement; (b) any breach of any term set forth in this agreement; AND (c) any act or omission of supervisee in connection with supervisee’s business operations and the behavior analysis services provided by supervisee.

CONFIDENTIALITY

Confidential Information. On and after the date of this agreement, supervisor and supervisee shall keep confidential all information relating to current or potential clients including, but not limited to, any medical or clinical information, in whatever form.

Supervisor Records. All Holy Family University records including, but not limited to the information described and copies thereof, are and shall remain the property of Holy Family University. Supervisee shall not, except in the ordinary and usual course of his/her duties and obligations under this agreement, remove from supervisor’s premises, copy, or retain any of Holy Family University’s records. Upon termination of the agreement, supervisee agrees to return promptly to Holy Family University any of Holy Family University’s records, copies of records and all other property that are in supervisee’s possession or under supervisee’s control or custody.

Supervisor and supervisee shall be jointly responsible for ensuring that clients have consented to the observation of services delivery and sharing of confidential client information.

TERM AND TERMINATION

Term. This agreement shall be effective on _____ and shall remain in effect until _____

If this agreement has to be terminated for any reason, the supervisee and supervisor should adhere to University policies of attendance, withdrawal and grading.

MISCELLANEOUS PROVISIONS

Any employer of said supervisee agrees to give permission to this supervisor to observe clients and supervisee during behavior analytic work.

Entire Agreement.

This contract contains the entire agreement between the Parties hereto with respect to the subject matter hereof.

All parties agree to the stipulations herein:

Trainee Name: _____
Trainee Signature: _____ **Date:** _____
Supervisor Name: _____ **Certification #:** _____
Supervisor Signature: _____ **Date:** _____

Holy Family University
Graduate Program in Applied Behavior Analysis
Experiential Learning Requirements Agreement
(6th Edition TCO)

Student Name:
Student ID #:
Email:
Phone Number:
Semester in which ABA Experiential Learning will occur:

All Holy Family University students will follow eligibility requirements for the [BACB 6th Edition TCO](#).

Students will participate in a minimum of 120 hours of experiential learning that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis. Students will apply the content of the ABA program courses while directly working in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Behavior Analyst.

As an ABA Experiential Learning Student, I agree to the following:

- Minimum of 15 hours per week of experiential learning
- 1 hour per week of seminar participation

Below are the expectations for student:

- Obtain supervision by a BCBA or BCBA-D who is a registered supervisor with the BACB
- Establish a supervision contract between the field supervisor and the student as required per BACB requirements.
- Establish a supervision contract between the seminar supervisor and the student as required per BACB requirements.
- Complete a minimum of 15 hours per week for a full semester of experiential learning that directly involve ABA services consistent with the BACB Test Content Outline.
 - Activities must include those that fall under Restricted Activities "delivering therapeutic and instructional procedures during fieldwork" with no more than 40% of the total hours during the semester. In addition, activities that fall under "Unrestricted" must comprise of at least 60% of the total in a semester.
- Participate in a minimum of 6 Field Supervisor Contacts per month.
 - Supervision Hours per Supervisory Period must be at least 10% of total number of experiential learning hours completed for the month
 - about 1.5 hours a week/6 hours per month
 - Contacts must be at least 15 minutes in duration
 - At least 50% of supervised hours must be individual (i.e., group supervision may not exceed 50%)
- Obtain 2 observations of trainee and client per month
- Complete weekly Field Experience Tracking using [Ripley](#)
- Complete BACB required Monthly Experience Verification Form
- Complete BACB required Final Experience Verification Form
- Adherence to the [BACB® Ethics Code for Behavior Analysis Code](#)
- Submit by email, a list of specific observable and measurable Acceptable Activities from the [BCBA 6th Edition TCO](#) that I will focus on acquiring at my Experiential Learning site demonstrate competence of relevant skills necessary to interact effectively with consumers, supervisors, families, and others no later than _____.
- Secure Experiential Learning Site no later than _____.
- Location of ABA Experiential Learning:_____.

- Secure Experiential Learning BCBA Fieldwork Supervisor who is eligible to supervise based on the BACB® no later than _____.

○ **Name of BCBA Fieldwork Supervisor:**_____.

Though we are striving to find placements and BCBA fieldwork supervisors for all students, Holy Family University **cannot** guarantee Experiential Learning placement. We are striving to assist each student by organizing a list of potential supervisors and sites. To find a qualified supervisor, check out the [BACB's registry](https://www.bacb.com/bcba/) of BCBA's willing to supervise candidates pursuing BCBA certification. If you are interested in obtaining BCBA certification, please ensure you are aware of all eligibility requirements at <https://www.bacb.com/bcba/>

By signing this agreement, I acknowledge the requirements to participate in the ABA Experiential Learning course, under 6th Edition TCO, are contingent upon my *achievement* of the above items. Furthermore, additional Supervised Independent Fieldwork may be required by the BACB® in order to be eligible to take the BCBA certification exam. Please ensure you are aware of all eligibility requirements at <https://www.bacb.com/bcba/>." Holy Family University **cannot** guarantee Experiential Learning placement or BCBA Fieldwork supervisor.

Student Signature: _____

Date: _____

Student Printed Name: _____

Faculty Advisor: _____

Date: _____

Program Director: _____

Date: _____

Holy Family University
Graduate Program in Applied Behavior Analysis
Program Completion Projection
4+1 Program

Fall Semester Course Offerings Senior	Spring Semester Course offerings Senior	Early Summer Semester Course Offerings Graduate	Late Summer Semester Course Offerings Graduate	Fall Semester Course Offerings Graduate	Spring Semester Course Offerings Graduate
1. PSYC 533 Concepts and Principles of Behavior Analysis 2. PSYC 534 Basic ABA	1. PSYC 535 Behavior Assessment 2. PSYC 537 Ethics	1. PSYC 536 Behavioral Change Procedures	1. PSYC 540 Research Design in Applied	1. PSYC 538 Conceptual Analysis Behavior Analysis 2. PSYC 541 ABA Thesis 1 3. 543 PSYC Seminar Component of Experiential Learning in ABA 2 PSYC Experiential Learning Field Component in ABA 2	1. PSYC 539 Personnel Supervision and Organizational Behavior Management 2. PSYC 542 ABA Thesis 2 3. 544 PSYC Seminar Component of Experiential Learning in ABA 1 PSYC Experiential Learning Field Component in ABA 1

Early Summer Semester Course Offerings Senior	Late Summer Semester Course Offerings Senior	Fall Semester Course Offerings Senior	Spring Semester Course offerings Senior	Early Summer Semester Course Offerings Graduate	Late Summer Semester Course Offerings Graduate	Fall Semester Course Offerings Graduate	Spring Semester Course Offerings Graduate
1. PSYC 533 Concepts and Principles of Behavior Analysis	1. PSYC 535 Behavior Assessment	1. PSYC 534 Basic ABA	1. PSYC 537 Ethics	1. PSYC 536 Behavioral Change Procedures	1. PSYC 540 Research Design in Applied Behavior Analysis	1. PSYC 538 Conceptual Analysis 2. PSYC 541 ABA Thesis 1 3. PSYC 543 Seminar Component of Experiential Learning in ABA 1 PSYC Experiential Learning Field Component in ABA 1	1. PSYC 539 Personnel Supervision and Organizational Behavior Management 2. PSYC 542 ABA Thesis 2 3. PSYC 544 Seminar Component of Experiential Learning in ABA 2

							PSYC Experiential Learning Field Component in ABA 2
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Holy Family University
Graduate Program in Applied Behavior Analysis
Program Completion Projection
Master of Science in Behavior Analysis
Fall Start

Fall Semester Course Offerings	Spring Semester Course offerings	Early Summer Semester Course Offerings	Late Summer Semester Course Offerings	Fall Semester Course Offerings	Spring Semester Course Offerings
1. PSYC 533 Concepts and Principles of Behavior Analysis 2. PSYC 534 Basic ABA	1. PSYC 535 Behavior Assessment 2. PSYC 537 Ethics	1. PSYC 536 Behavioral Change Procedures	1. PSYC 540 Research Design in Applied Behavior Analysis	1. PSYC 538 Conceptual Analysis 2. PSYC 541 ABA Thesis 1 3. PSYC 543 Seminar Component of Experiential Learning in ABA 1 PSYC Experiential Learning Field Component in ABA 1	1. PSYC 539 Personnel Supervision and Organizational Behavior Management 2. PSYC 542 ABA Thesis 2 3. PSYC 544 Seminar Component of Experiential Learning in ABA 2 PSYC Experiential Learning Field Component in ABA 2

**Master of Science in Behavior Analysis
Spring Start**

Spring Semester Course offerings	Early Summer Semester Course Offerings	Late Summer Semester Course Offerings	Fall Semester Course Offerings	Spring Semester Course Offerings	Early Summer Semester Course Offerings	Late Summer Semester Course Offerings
1. PSYC 533 Concepts and Principles of Behavior Analysis 2. PSYC 534 Basic ABA	1. PSYC 535 Behavior Assessment	1. PSYC 536 Behavioral Change Procedures	1. PSYC 540 Research Design in Applied Behavior Analysis 2. PSYC 537 Ethics	1. PSYC 538 Conceptual Analysis 2. PSYC 541 ABA Thesis 1 3. PSYC 543 Seminar Component of Experiential Learning in ABA 1 PSYC Experiential Learning Field Component in ABA 1	1. PSYC 539 Personnel Supervision and Organizational Behavior Management 2. PSYC 544 Seminar Component of Experiential Learning in ABA 2 PSYC Experiential Learning Field Component in ABA 2 (12 Weeks)	1. PSYC 542 ABA Thesis 2 (12 Weeks)

**Master of Science in Behavior Analysis
Summer Start**

Early Summer Semester Course Offerings	Late Summer Semester Course Offerings	Fall Semester Course Offerings	Spring Semester Course Offerings	Early Summer Semester Course Offerings	Late Summer Semester Course Offerings	Fall Semester Course Offerings	Spring Semester Course Offerings
1. PSYC 533 Concepts and Principles of Behavior Analysis	1. PSYC 534 Basic ABA	1. PSYC 535 Behavior Assessment 2. PSYC 536 Behavioral Change Procedures	1. PSYC 537 Ethics 2. PSYC 540 Research Design in Applied Behavior Analysis	1. PSYC 538 Conceptual Analysis	1. PSYC 539 Personnel Supervision and Organizational Behavior Management	1. PSYC 541 ABA Thesis 1 2. PSYC 543 Seminar Component of Experiential Learning in ABA 1 PSYC Experiential Learning Field Component in ABA 1	1. PSYC 542 ABA Thesis 2 2. PSYC 544 Seminar Component of Experiential Learning in ABA 2 PSYC Experiential Learning Field Component in ABA 2

This is just for reference:

To run each Fall:

(year 1: 1 full time faculty (2 Courses), 6 adjunct faculty)

(year 2: 2 full time faculty (5 Courses), 3 adjunct faculty)

PSYC 533 Concepts and Principles of Behavior Analysis

PSYC 534 Basic ABA

PSYC 535 Behavior Assessment

PSYC 536 Behavioral Change Procedures

PSYC 538 Conceptual Analysis

PSYC 539 Personnel Supervision and Organizational Behavior Management

PSYC 541 ABA Thesis 1

PSYC 542 ABA Thesis 2

PSYC 543 Seminar Component of Experiential Learning in ABA 1

PSYC Experiential Learning Field Component in ABA 1

PSYC 544 Seminar Component of Experiential Learning in ABA 2

PSYC Experiential Learning Field Component in ABA 2

To run each Spring:

(year 1: 1 full time faculty (2 Courses), 7 adjunct faculty)

(year 2: 2 full time faculty (5 Courses), 4 adjunct faculty)

(year 3: 3 full time faculty (8 Courses), 1 adjunct faculty)

PSYC 533 Concepts and Principles of Behavior Analysis

PSYC 534 Basic ABA

PSYC 535 Behavior Assessment

PSYC 537 Ethics

PSYC 538 Conceptual Analysis

PSYC 539 Personnel Supervision and Organizational Behavior Management

PSYC 540 Research Design in Applied Behavior Analysis

PSYC 541 ABA Thesis 1

PSYC 542 ABA Thesis 2

PSYC 543 Seminar Component of Experiential Learning in ABA 1

PSYC Experiential Learning Field Component in ABA 1

PSYC 544 Seminar Component of Experiential Learning in ABA 2

PSYC Experiential Learning Field Component in ABA 2

To run each summer 1:**(year 1: 1 full time faculty (2 Course), 6 adjunct faculty)****(year 2: 2 full time faculty (4 Courses), 4 adjunct faculty)****(year 3: 3 full time faculty (6 Courses), 2 adjunct faculty)**

PSYC 533 Concepts and Principles of Behavior Analysis

PSYC 534 Basic ABA

PSYC 535 Behavior Assessment

PSYC 536 Behavioral Change Procedures

PSYC 538 Conceptual Analysis

PSYC 539 Personnel Supervision and Organizational Behavior Management

PSYC 540 Research Design in Applied Behavior Analysis

To run each summer 2:**(year 1: 1 full time faculty (2 Course), 5 adjunct faculty)****(year 2: 2 full time faculty (4 Courses), 3 adjunct faculty)****(year 3: 3 full time faculty (6 Courses), 1 adjunct faculty)**

PSYC 534 Basic ABA

PSYC 535 Behavior Assessment

PSYC 536 Behavioral Change Procedures

PSYC 539 Personnel Supervision and Organizational Behavior Management

PSYC 540 Research Design in Applied Behavior Analysis

PSYC 542 ABA Thesis 2

PSYC 544 Seminar Component of Experiential Learning in ABA 2

PSYC Experiential Learning Field Component in ABA 2

Faculty Need Long Term:

Faculty 1: 1 Course Release Program Director 1 Grad Courses, 1 Undergrad Course

Faculty 2: 1 Thesis Coordinator, 2 Grad Courses, 1 Undergrad Course

Faculty 2: 1 Experiential Learning Coordinator, 2 Grad Courses, 1 Undergrad Course

