



Department of Psychology
Master of Science in Psychology
Behavior Analysis Major

Fully Remote Program



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You will receive a fillable PDF version of this page via email to be completed and signed electronically. Please submit the PDF Student Attestation and Agreement form by the end of the first week of the semester.

Student Attestation and Agreement

By signing below, I attest that I have read the handbook of the Master of Science in Psychology, Behavior Analysis major in its entirety, including the terms and conditions of the program. I have had the opportunity to ask questions about information it contains. Any questions I have asked to date have been answered.

I further attest that I understand my responsibilities as a student and the structure, expectations, and requirements of the program. I further understand that I must maintain an overall GPA of at least 3.0 in the program and must earn a grade of B- or higher in order to remain in good standing, make academic progress and graduate from the program. I am willing and able to participate fully in the courses and fulfill the requirements of the program. I agree to the terms and conditions stated below, and I understand that changes may be made based on changes in University policies and State of Florida laws, rules, and regulations. I further understand that changes may be necessary as stated in the COVID-19 Notice below.

Student Name (print)

Student Signature

Date

Semester and Year Admitted

Message from the Department of Psychology Chair

Welcome to the Department of Psychology! We are delighted that you have selected us for the next step in your educational and professional development. We are especially delighted to welcome you as the inaugural cohort of the relaunch of our Behavior Analysis Master of Science (BAMS) program. BAMS builds on the department's tradition of excellence in behavior analysis spanning four decades. Along with the world class faculty who will guide you through the program, you are now an important part of that tradition!

You also are now valued members of a vibrant department community that includes eight graduate programs and tracks. FIU Psychology is a leader in education, research, and impact, using our knowledge, expertise, and abilities to improve the well-being of our community. We serve the educational needs of more students from underrepresented minority backgrounds than any other psychology department in the country, we are a top 5 producer of psychological research in the country according to the National Science Foundation, and we provide behavioral/mental health services to over 3,000 families in South Florida every year! There is a wealth of opportunities in our department and I encourage you to take advantage of them.

As valued members of our department community, know that my (virtual) door is open to you. I welcome your input and encourage you to reach out if I can enhance your experience in any way. I wish you all the best as you begin the program!

Best regards,

Jeremy Pettit, PhD
Chair, Department of Psychology

Welcome Message from the Program Director

Welcome Spring 2021 class of the FIU behavior analysis master's program! The new Behavior Analysis Master of Science program, affectionately referred to as BAMS, has been redesigned with one objective in mind, to develop superior behavior analysts who display excellent skills, a strong commitment to profession, and a passion for serving others. This will be emphasized throughout your 18 months in the program. You will be guided to graduation by faculty who share this commitment and passion. We will always do our best to model excellence because we expect only excellence from you. We will help you succeed and expect you to do the same for your fellow students. We know you will develop behavior analytic knowledge and skills and hope you will also develop long-lasting relationships that will form part of your future professional community.

Of course, while excited about welcoming you to the new BAMS, we realize these are difficult times. The COVID-19 pandemic has caused major disruptions to the learning environment. We have responded to these new conditions by making necessary adjustments to ensure you receive an outstanding educational experience. There are many resources available to you through the program, the Department of Psychology and other university offices. I encourage you to take full advantage of these offerings.

As you embark on your journey of scholarly and professional development, I hope that you are ready for the work that lies ahead, eager to learn, and filled with excitement.

I look forward to meeting each of you in person very soon.

Sincerely,

Maricel Cigales, Ph.D., BCBA-D
Behavior Analysis Program Director

Mission Statement

The mission of the Behavior Analysis M.S. program is to produce graduates with superior behavior analytic skills who engage in highly effective and ethical behavior analysis practice as Board Certified Behavior Analysts.

Vision Statement

The vision of the Behavior Analysis M.S. program is a world in which every individual in need has access to effective and ethical behavior analytic services.

Diversity Statement

The Behavior Analysis M.S. program holds diversity as a core value. Diversity in all its human forms – age, race, ethnicity, culture, gender identity, socioeconomic status, physical ability, and spiritual or religious beliefs, etc. – enriches the human experience. The program insists on a learning environment in which ideas are freely and respectfully exchanged in a manner that preserves individual dignity and equity.

COVID-19 Notice

Due to disruptions caused by the ongoing COVID-19 pandemic, deviations from the program, as described in this handbook, may be necessary in order to comply with guidelines from health officials and FIU. This may include modifications of the course schedule and practicum experience and requirements. Students will be notified of deviations in a timely manner.

Your success is our top priority. Reasonable effort will be made to help students remedy learning disruptions due to circumstance beyond their control. Students who experience a hardship that interferes with the ability to meet the program expectations and requirements should promptly notify the program.

Program faculty and students alike are expected to remain current with COVID-19 updates and follow the latest guidelines for the FIU community, which are available at:

<https://www.fiu.edu/coronavirus/>

All students are required to complete “COVID-19 Training for Students”, an important component of FIU's Panthers Protecting Panthers plan. In this course, you will gain the knowledge and information needed to keep yourself safe and protect our university community. This course is required for all students regardless of course modality. The training can be found here: <https://develop.fiu.edu/browse/shwad/courses/p3-students>

Faculty & Staff Directory

Department of Psychology

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Behavior Analysis Program

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Behavior Analysis Faculty Bios



Maricel Cigales, Ph.D., BCBA-D
Teaching Professor
Director, Behavior Analysis Program
Associate Dean of Undergraduate Studies

Dr. Cigales holds a Ph.D. and M.S. in psychology from FIU and a B.S. in psychology from Louisiana State University. She has worked in the field of behavior analysis for nearly 30 years, and has served individuals of all ages, with a broad range of diagnoses. Dr. Cigales directed the Behavior Analysis Services Program in Miami-Dade County, a State of Florida program to provide behavior analytic services to children in Florida's foster care system. She was also the Program Director for a state-funded program that provided behavior analytic services to individuals with developmental disabilities in Miami-Dade County and was the founder and President of Behavior Services Inc. Dr. Cigales has been a professor at FIU since 2008, where she has and taught graduate and undergraduate courses in behavior analysis. She was Associate Chair of the Department of Psychology and currently serves as Associate Dean of Undergraduate Studies for the College of Arts, Sciences and Education and Director of the Behavior Analysis Program.



Tara Loughrey, Ph.D., BCBA-D
Assistant Teaching Professor

Tara Loughrey was introduced to early intensive behavioral intervention while completing her B. Sc. at McMaster University in Hamilton, Canada. During her doctoral studies at Florida Institute of Technology, Dr. Loughrey was active in conducting and disseminating ABA research. Several of her research projects were presented at regional and national conferences, published in peer-review journals and received research awards. Dr. Loughrey received additional training as a Post-Doctoral Fellow at the Munroe-Meyer Institute, University of Nebraska Medical Center in treating pediatric feeding disorders and sleep disturbances in children with autism. Following completion of a Post-Doctoral Fellow, Dr. Loughrey directed an ABA school program in South Florida for over 6 years. During her tenure, she was instrumental in the overall growth of the program in terms evidence-based service delivery, training and mentoring practitioners, and research activity. Currently, Dr. Loughrey teaches behavior analytic coursework and mentors supervisees worldwide on their path to BACB certification often using a telehealth model. Dr. Loughrey considers her qualifications to be a fundamental opportunity to share her knowledge and expertise to advance the science of behavior analysis and its clinical outcomes. Her specializations and research interests are teaching verbal behavior, parent training, video-based instruction and more recently, telehealth as a modality for effective delivery of ABA treatment.



Logan McDowell, Ph.D., BCBA-D
Assistant Teaching Professor

Logan McDowell obtained her Ph.D. in Psychology with a focus on Developmental Science from Florida International University, where she also completed her graduate work in Behavior Analysis. While at FIU, she helped found an Early Intensive Behavioral Intervention program and discovered her passion for both mentorship and working with individuals on the Autism Spectrum. Dr. McDowell further pursued this passion through her position as the Assistant Director at an ABA-based school for individuals with Autism. She later worked as the Director of Special Education at an inclusion-based elementary school where she focused on disseminating the inclusion model to both families and fellow educators. In addition, Logan been an Adjunct Professor at FIU for several years, teaching courses in Behavior Analysis, Human Growth and Development, and a Senior Seminar she developed on Autism and Early Intervention. Dr. McDowell's research interests include: video-modeling, early intervention, and inclusion. Her research has been presented at both regional and national conferences as well as published in peer-reviewed journals. Dr. McDowell also remains active in clinical services both locally and internationally providing supervision to individuals en route to board certification.



Jenilee Acevedo-Medina, M.S., BCBA
Adjunct Professor

Jenilee Acevedo-Medina is the Founder and President of First Steps Interventions, Inc. In 2008, out of a desire to provide a more well-rounded program to the children whom she serviced, Jenilee created a small but powerful team who shared her dedication for creating lasting change in the lives of the children and families that have been affected by a developmental disability. She has been working in the field of behavioral intervention and autism for over 10 years and has dedicated her career to maximizing her knowledge and skills to train therapists, newly certified individuals, caregivers and children. She received both a Bachelor of Science in Psychology from Florida International University with a Minor in Social Work and a Master of Science degree in Applied Behavior Analysis. Jenilee has presented on the benefits of continued supervision and the importance of caregiver training at various Florida Association for Behavior Analysis (FABA) conferences. Jenilee is also a member of the Multicultural Special Interest Group which is dedicated to disseminate ethical and effective behavior analysis practices across the globe. In 2017, she had the opportunity to become an Invited International Professor at Universidad del Istmo in Guatemala, teaching Masters level Applied Behavior Analysis students through highly supervised practicum. In 2018, she contributed to the well-established ABA masters program at abaScool in Spain as a Professor. As the field of ABA grows in South Florida, Jenilee is putting First Steps Interventions, Inc. at the forefront of effective and ethical applied behavior analysis interventions.



Paloma Pedraza Rodriguez, Ph.D., BCBA-D
Visiting Professor
Assistant Director, Behavior Analysis Program

Paloma Pedraza Rodriguez is a Miami native that has been in the field of behavior analysis since 2002. She received her B.S. in Psychology at Florida State University while studying under Dr. Jon Bailey. She earned her M.S. in Applied Behavior Analysis from the Florida Institute of Technology under Dr. Martinez-Diaz, and her Ph.D. in Developmental Psychology from Florida International University under Drs. Jack Gewirtz and Anibal Gutierrez. During her time as a doctoral student she earned a research grant from the Organization for Autism Research and went on to publish her research in the Development and Behavior Bulletin. She has been teaching undergraduate behavior analysis courses as an adjunct at FIU since 2008 and was recently promoted to a full-time instructor. Dr. Rodriguez has been heavily involved with maintaining the undergraduate behavior analysis program at FIU, updating courses to ensure they meet the current BACB task list, and moving courses from in-person to online and hybrid formats. She has a tremendous passion for disseminating and advocating for ethical and effective application of behavior analysis procedures. Along this vein, Dr. Rodriguez is an active member of the Multicultural Special Interest Group at the Florida Association for Behavior Analysis and promotes the dissemination of ABA to Latin American and other cultures that are represented in South Florida by providing translated materials and trainings in different languages. Her clinical and research interests involve early intervention for children with autism, in particular the importance of social interaction during the early stages of learning. She is also the clinical director for a local ABA site and provides clinical supervision to BCaBA and BCBA candidates.



Rosemary San Nicolas, M.S., LMHC, BCBA
Assistant Teaching Professor
Program Administrator, Behavior Analysis Program

Rosemary San Nicolas earned her B.A. and M.S. in Psychology from Florida International University. Mrs. San Nicolas has been involved with the University, in different roles, for just over 20 years. She started her applied work in psychology in the field of Counseling Psychology when she completed her graduate training and earned her license as a Mental Health Counselor in 2008. While working as a psychotherapist, Mrs. San Nicolas was offered a position with the graduate programs in counseling as well as behavior analysis at FIU. It is because of this opportunity that she was introduced to Drs. Jacob Gewirtz, Maricel Cigales, and Paloma Pedraza Rodriguez. Dr. Gewirtz encouraged her to pursue her certification in behavior analysis and with the support of Drs. Cigales and Rodriguez she completed the coursework and supervised training and became certified as a behavior analyst in 2015. Since then, Mrs. San Nicolas has been providing behavior analytic services and supervision to BCaBA and BCBA candidates alongside her work as a psychotherapist and qualified supervisor to registered mental health counselor interns, domestically and abroad. Additionally, she has been teaching undergraduate courses in behavior analysis, as well as clinical and developmental psychology at FIU since 2006.



**Haydee Toro, Ph.D., BCBA-D
Adjunct Professor**

Haydee Toro earned a Ph.D. in Psychology with a specialty in developmental disabilities at the University of Vermont. She was a post-doctoral fellow at the Kennedy-Krieger Institute, where she trained in behavioral pediatrics and applied behavior analysis. Dr. Toro had a lengthy career as a behavior analyst for the State of Florida, serving in one of the first clinical oversight positions for developmental disabilities services. She has been an instructor in professional development programs for special education teachers at Pennsylvania State University and for staff in state institutions for individuals with developmental disabilities in the Commonwealth of Virginia. She has taught behavior analysis courses at Florida International University, la Universidad del Istmo in Guatemala and at the Abascool of Universidad Complutense of Madrid. Dr. Toro is a licensed psychologist in Florida and a Board-Certified Behavior Analyst. She is a past president of the Florida Association of Behavior Analysis (FABA), chaired its multicultural interest group and also served as a member of the Behavior Analyst Certification Board (BACB) for two consecutive terms. Dr. Toro was the recipient of FABA's Charles Kimber Public Service Award for her years of work in the community. She frequently teaches ethics courses and presents at professional continuing education events on the topic.

Dr. Jacob L. Gewirtz
Founder of the Behavior Analysis Master's Program at FIU



Dr. Jacob L. Gewirtz is Professor Emeritus in the Department of Psychology at Florida International University. Prior to retiring in 2013, Dr. Gewirtz had an extraordinary career that spanned almost 70 years. As a true pioneer in the field, he began conducting research on child development from a behavior analytic perspective in the early 1950s, publishing seminal work in the areas of mother-infant interaction, attachment, and infant learning. He arrived at FIU in 1981, where he taught graduate and undergraduate courses in developmental psychology and behavior analysis.

In 1992, Dr. Gewirtz established the master's program in behavior analysis and served as the program director for almost 20 years. As a fervent advocate for the discipline and the certification program, he contributed to countless students becoming certified behavior analysts.

Because of his insight, dedication, and tireless work, FIU has offered undergraduate and graduate level courses in behavior analysis since the 1980s. The Behavior Analysis Master's Program that exists today was built on the foundation he laid. It is his legacy and his gift to the profession of behavior analysis, the FIU community and all those who will be served by graduates of this program.

Introduction

This handbook is your guide to successfully graduate from the FIU Master of Science in Psychology with a major in Behavior Analysis (BAMS). While the program will notify students of any important announcements made by the Behavior Analyst Certification Board (BACB) that can impact the certification process, it is ultimately the responsibility of the student to stay current with BCBA certification requirements. The BACB publishes a monthly newsletter where upcoming changes and other important information are published. The newsletter is available at: <https://www.bacb.com/newsletter/>

The BAMS program affords students the opportunity to advance their intellectual and professional development. The curriculum focuses exclusively on the science of behavior, the derived principles of applied behavior analysis, and the ethical and professional standards of the discipline. You are considered a behavior analyst upon entry to the program. As such, you are expected to adhere to these standards of practice and conduct at all times. Participation in program events as well as attendance and presentation at professional conferences is highly encouraged.

The various teaching methods, courses, practicum experiences and other resources provided by the program are designed to help you develop into a superior behavior analyst who meets the highest standards of ethical and professional conduct. You will receive constructive feedback throughout the course of study from faculty and peers about your academic and clinical strengths and weaknesses, as well as your professional conduct in the program. You are also expected to provide feedback to others and engage in discussion in a manner that is respectful, conducive to a supportive learning environment in which all can thrive, and which contributes to the quality of the program.

Program Terms and Conditions

The terms and conditions of the Florida International University, Department of Psychology Master of Science in Psychology with a Major in Behavior Analysis are specified below. Each student participating in the program must accept the terms and conditions outlined below by submitting the Student Attestation and Agreement form (found on page 3 of this handbook) by the end of the first week of the semester.

Structure

- A. Remote Hybrid Modality – Approximately 50% of the program content will be provided during scheduled meeting times delivered in a remote face-to-face modality. The remainder will be provided in an online format.
- B. Course Schedule – The course schedule for the upcoming semester will be announced as early as possible in the current semester. Most courses offered in the same semester will meet at or after 5pm, over one or two days. The practicum supervision courses may be offered on a flexible schedule to accommodate students.
- C. Cohort, Lock-step Model – The program follows a lock-step, cohort model in which all students admitted in the same semester (cohort) must complete the courses on the schedule they are offered each of the four semesters of the program. Failure to enroll in and successfully complete courses as scheduled will delay the student's academic progress and may jeopardize the student's standing in the program.
- D. Supervised Experience Hours – Students are required to complete a minimum of 20 hours per month of supervised experience hours at an eligible site. Eligible sites must agree to meet the minimum certification and program requirements. If a student is unable to complete these hours, the student will fall out of compliance with program requirements and may be withdrawn from the program. Students must receive a passing grade in the experience course each semester.

Curriculum

The Behavior Analysis major consists of core, knowledge-based courses, seminars and practical experience. Through the practicum placement program, students have opportunities to gain supervised experience at local organizations.

Credits. This is a 45-semester hour, lock-step graduate program. The program consists of 4 semesters (3-4 courses per term).

Location and Scheduling of Course Offerings. Courses will be offered in a remote-hybrid and online modality. Remote-hybrid courses require live attendance during class meetings. The planned schedule of courses that require class attendance will be announced in advance.

Objectives

- Offer a science-based curriculum in behavior analysis
- Train students in the ethical practice of behavior analysis
- Support students during supervised practicum experience
- Help students progress to certification and employment

Coursework

All coursework is completed in the following sequence over the course of an 18-month academic plan. Courses that are not part of the approved Verified Course Sequence (VCS) are subject to change.

Semester 1

- EAB 6780 Ethical Code in BA (VCS)
- EAB 6770 Behavioral Technologies (VCS)
- EAB 5655 Advanced Methods of ABA (VCS)

Semester 2

- EAB5098 Proseminar in EAB (VCS)
- EAB5797 Single Case Research Methods (Core) (VCS)
- EAB 6941 Practicum in Behavior Analysis
- PSY 5918 Supervised Research (in ABA)

Semester 3

- EAB6707 Learning and Development (VCS)
- EAB6717 Applications of Verbal Behavior (VCS)
- EAB 6941 Practicum in Behavior Analysis
- PSY 5918 Supervised Research (in ABA)

Semester 4

- DEP 5796 Methods of Developmental Research
- PSY5939 Special Topics
- EAB 6941 Practicum in Behavior Analysis
- PSY 5918 Supervised Research (in ABA)

Course Descriptions

DEP 5796 Methods of Developmental Research or other course approved by the program director (3). Survey of issues and methods at all stages of life-span developmental research including theory, methods, design, and data reduction.

EAB 5098 Proseminar in the Experimental Analysis of Behavior (3). An advanced survey of the principles of respondent and operant conditioning and the bases of action in both social and non-social settings.

EAB 5655 Advanced Methods of Behavior Change (3). An intensive study of selected methods of modifying human behavior, emphasizing the applications of the principles of respondent and operant conditioning, as well as those derived from modern social learning theories. Practice and role-playing opportunities are provided in behavior therapy, relaxation therapy, behavior modification, biofeedback or similar behavioral approaches.

EAB 5797 Single-Case Research Methods (3). Intensive study of designs, strategies, and methods of single-case behavioral research. Prerequisites: Graduate standing or permission of the instructor.

EAB 6707 Learning and Development (3). A survey of the application of the principles, methods, and applications of experimental behavior analysis to various life-span segments and developmental themes.

EAB 6717 Applications of Verbal Behavior for Autism and Asperger Syndrome (3). Verbal behavior is analyzed by function. Structural and developmental issues as well as implications for language training and ethical application to autistic populations are integrated throughout. Prerequisite: Graduate standing.

EAB 6770 Behavioral Technologies (3). Evaluating interventions, staff training, managing treatment teams, as well as, data-based evaluation of teaching procedures, behavior outcomes and team member performance. May be taken twice for credit.

EAB 6780 Ethical Code in Behavior Analysis (3). Ethical issues in clinical Behavior Analysis are examined including selecting behavior targets, monitoring intervention success and transferring control to existing environmental contingencies.

EAB 6941 Practicum in Applied Behavior Analysis (3). This course provides students with supervised experience in designing and implementing behavior plans.

PSY 5939 Special Topics in Psychology (3). Quantitative Methods 1 and other special topics will be announced in advance.

PSY 5918 Supervised Research (3). Dedicated to supervised research in applied behavior analysis including for the capstone project.

Course Content Allocation for Certification

Area		Hours	EAB 5089	EAB 5655	EAB 5797	EAB 6707	EAB 6717	EAB 6770	EAB 6780	Total
E	BACB Compliance Code and Disciplinary Systems; Professionalism	45							45	45
A, B	Philosophical Underpinnings; Concepts & Principles	90				45		45		90
C,D	Measurement, Data Display and Interpretation; Experimental Design	45			45					45
F	Behavior Assessment	45		45						45
G, H	Behavior-Change Procedures; Selecting and Implementing Interventions	60	30				30			60
I	Personnel Supervision and Management	30	15				15			30
		315	45	45	45	45	45	45	45	315

Practicum

Students must attend a practicum orientation before starting the practicum. The practicum section of this handbook includes additional information and needed forms to complete the practicum experience. The practicum manual section of this handbook will be made available after the practicum orientation has been held. Students admitted to the fully-remote program must identify an eligible practicum site. The requirements for the practicum experience were provided at the time of admission. Students should secure a practicum site that meets certification and program requirements during their first semester in the program. If a student has trouble finding adequate placement on their own, the program may provide support.

Students will enroll in EAB 6941 Practicum in Behavior Analysis during the second, third and final semester of the program, for a total of 9 credits of practicum. Students have the option to accrue up to 1,500 hours of Concentrated Supervised Fieldwork, and thus graduate from the program having met all the requirements to sit for the BCBA exam. However, to graduate from the program students only have to complete the minimum practicum requirements.

Minimum Practicum Requirements

- No fewer than 20 practicum hours accrued in a calendar month
- Monthly supervision of at least 5% of total experience hours
- Individual supervision must be at least 50% of all supervision hours
- Unrestricted activities must be a minimum of 60% of total hours
- A minimum of 4 supervisory contacts per calendar month, for at least 15 minutes each time
- At least one direct observation conducted by the supervisor each calendar month
- Earn a passing grade in the course

Certification Exam-Ready Option

The following is required to complete 1,500 hours of Concentrated Supervised Fieldwork in order to graduate with all of the requirements necessary to sit for the BCBA exam:

- Accrual of 125 -130 hours per month to reach 1500 hours from the first day of your practicum course through the last month of your practicum course (this requires working during semester breaks)
- Monthly supervision of at least 10% of total experience hours
- Individual supervision must be at least 50% of all supervision hours
- Unrestricted activities must be a minimum of 60% of total hours
- A minimum of 6 supervisory contacts per calendar month, for at least 15 minutes each time
- At least one direct observation conducted by the supervisor each calendar month
- Earn a passing grade in the course

Please note, not all sites will be able to provide the hours and supervision required for Concentrated Supervised Fieldwork.

Regardless of the number of practicum hours worked per month, the following BACB requirements must be met:

- No fewer than 20 practicum hours accrued in a calendar month
- One supervisory observation per calendar month
- Monthly supervision of at least 5% of total experience hours
- Individual supervision must be at least 50% of all supervision hours
- Unrestricted activities must be a minimum of 60% of total hours

Capstone Project

Students will complete an applied research project during practicum. It will be a behavior-analytic capstone project with participants selected from the practicum experience and approved by the program and practicum supervisor. Student will be registered for PSY 5918 (Supervised Research in ABA) during the second, third, and fourth semesters while completing the project.

Timeline for project:

Semester 1: Practicum site secured

Semester 2: Capstone project approved and designed

Semester 3: Intervention implemented, and data collected

Semester 4: Project written and defended

Student Responsibilities

You are expected to adhere to the FIU Student Code of Conduct and the Behavior Analyst Certification Board © Professional and Ethical Compliance Code for Behavior Analysts and to conduct yourself in a manner consistent with the program's diversity statement at all times, regardless of setting or context. Failure to do so may result in disciplinary action, including dismissal from the program.

Professional Conduct

As a student in the Behavior Analysis program, you represent the program and university any time you participate in a program activity or interact with others in the community, including on social media. You are therefore expected to behave in a professional manner at all times throughout your training. Students are expected to arrive on time for class, supervised experience and meetings, follow the rules and guidelines of FIU and the practicum setting, dress appropriately, communicate with others in a calm and respectful manner, whether vocally or in writing.

Evidence of unethical behavior in research, clinical work, or classes (e.g. cheating on exams, plagiarism, unethical or inappropriate behavior at practicum site) will be dealt with according to the policies of the university. Students violating professional conduct policies may be referred for remediation, which could lead to dismissal from the program.

Ethical Conduct

Your professional training at FIU includes becoming socialized to the role of a behavior analyst. As a behavior analyst in training you must conduct your clinical and professional activities in a manner that is consistent with the Ethics Code for Behavior Analysts (Code). As a graduate student you are required to read and abide by the Code. A free copy of the Code is available at the BACB Website: <https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-210106.pdf>

Maintenance of Good Standing

In order to remain in good standing in the program, students must meet the standards of Satisfactory Academic Performance and Satisfactory Professional Conduct.

Satisfactory Academic Performance

In order to maintain Satisfactory Academic Performance students must:

- Maintain a 3.0 GPA per semester
- Maintain a 3.0 GPA throughout the program
- Complete the courses offered in each semester

Failure to achieve one (1) or more of the standards above in any semester will result in unsatisfactory academic performance.

Unsatisfactory Academic Performance

A student who fails to achieve satisfactory academic performance will receive academic counseling and support from the program, as may be reasonably possible, to help the student regain good standing in the program. At the same time, one or more of the following consequences will be imposed:

- a. Warning – A student whose cumulative GPA falls below 3.0 will be on academic warning during the next semester. Warning indicates academic difficulty. An academic counseling meeting will be held with the student, during which a remediation plan will be developed. Remediation planning will involve identifying functional variables that led to the student's cumulative GPA falling below a 3.0, specifying strategies, and setting goals to restore the student's good standing in the program. The plan may also include referrals to appropriate university resources. Responsibility for monitoring the cumulative GPA falls to the individual student. Failure on the part of the program to notify the student of their academic warning status will not preclude any associated consequences. A student whose cumulative GPA has fallen below a 3.0, but who has not received written notice from the program one week after final semester grades have posted, should contact the program to request a remediation planning meeting.
- b. Probation – A student whose cumulative GPA remains below a 3.0 for a second consecutive semester will be on academic probation. Probation indicates serious academic difficulty. An academic counseling meeting will be held with the student to review the remediation plan, if one exists, and to attempt to identify additional strategies and supports that may help restore the student's good standing in the program. If a remediation plan does not exist, one will be developed as described above. Students on academic probation will have one semester to raise his/her cumulative GPA to a 3.0 or above.
- c. Dismissal – A student on academic probation who does not improve his/her cumulative GPA above the 3.0 level during the next term will be dismissed from the program. The dismissal will be for a minimum of one year. After one year, the student may apply for readmission to the University in the same or a different program.
- d. Forgiveness – A student who earns a grade below a B- or fails to complete a course, may be temporarily withdrawn from the program and allowed to rejoin the program the following year to repeat the course. Forgiveness will only be allowed once, for only one course.
- e. Withdrawal – A student who earns a grade below a B- or fails to complete more than one course will be withdrawn from the program and may re-apply for the next admission term.

Decisions will be made on a case-by-case basis, at the discretion of the Program Director in consultation with faculty. The student will be notified in writing of the decision.

Satisfactory Professional Conduct

Although class meetings will take place over the internet, students are expected to present and conduct themselves as if they were in physical classroom meeting in person with their peers and professor. In order to maintain Satisfactory Professional Conduct students must:

- Attend all class meetings, arrive on time, and stay for the duration
- Communicate with instructor if an absence is anticipated and as soon as possible when an unanticipated absence occurs
- Participate in class discussions
- Use clear and respectful oral communication, including appropriate tone at all times
- Use clear and respectful written communication, including appropriate tone at all times
- Maintain a professional appearance, including appropriate attire and grooming
- Demonstrate an upright, attentive posture at all times.

Failure to achieve one (1) or more of the standards above in any semester will result in unsatisfactory professional conduct.

Essential Practices for Remote Class Meetings

1. Arrive on time – Allow yourself a few extra minutes to log on.
2. Turn on the Camera – You are expected to be “in class.”
3. Be Present and Engaged – Avoid distractions and do not multi-task.
4. Dress Appropriately – Present yourself in the best possible light. A professional and groomed appearance is important.
5. Avoid Noise and Distractions – This may be challenging but do the best you can to find a quiet place. Background noise and other people on camera are distracting to your classmates and professors. If you will not be in a room alone, try to sit with your back to the wall.
6. Raise Your Hand – Please do speak up! Sharing your questions and ideas is essential to a rich and interesting classroom experience. But please raise your hand first, either physically or using the Raise Hand feature.
7. Use a Cue – Let others know when you are finished speaking by giving a cue such as, “thank you,” or “that’s all.”
8. Mute Yourself – Unless otherwise instructed by the professor, mute your mic when you are not speaking.

Please note that your instructor may have additional class decorum rules.

Other tips:

- Closing unneeded applications may improve the video function.
- Use a headset with a mic to hear better and reduce background noise.

Sources:

<https://www.psychologytoday.com/us/blog/do-the-right-thing/202003/top-10-tips-good-zoom-hygiene-and-etiquette-in-education>

<https://education.depaul.edu/covid-19-resources/Pages/zoom-etiquette-forstudents.aspx>

<https://hotelcouncilsf.org/news/seven-rules-of-zoom-meeting-etiquette-fromthe-pros/>

Conduct Remediation

A student who engages in or is alleged to have engaged in behavior that is incompatible with the standards for Satisfactory Professional Conduct may be referred for review and conduct remediation. A faculty committee will review the performance evaluations, record, and behavior of the student and will determine if a remediation plan is necessary. A conduct remediation plan may include counseling the student with the aim of helping the student improve performance, referring the student for services from other university offices, and/or temporary or permanent suspension of the student’s participation in some or all practicum activities.

Find and replace-practicum and sites

Student Success Resources & Information

Program Communication

The Behavior Analysis M.S. Program (BAMS), and the psychology department in general, **depend on e-mail as the main method of communication.** You must use your active FIU e-mail account. This email must be checked daily. It is your responsibility to ensure that you receive important communications.

Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

University Graduate School

Florida International University's Graduate School assists both prospective and current graduate students in the pursuit of graduate-level programs of study. At the UGS website you can find information and forms for many things, including but not limited to:

- Time limits for Graduation
- Transfer Credit Limits
- Leave of Absence
- Graduation
- Graduate Student Catalog
- Graduate Policies & Procedures

Please take some time to visit their website (<http://gradschool.fiu.edu/>), as you will find it useful for addressing many different issues. The UGS website also includes important deadlines for graduate students. All of the information in this section is found in the [Graduate Course Catalog](#). It is highly recommended that you download a copy of the Graduate Course Catalog.

Academic Calendar

It is important that you stay up to date with university dates and deadlines. You can find all important University deadlines available on the [Academic Calendar](#). This is the same calendar that faculty, instructor, and administrators use to plan their courses. The academic calendar also includes dates in which the University is closed (i.e. holidays). You are responsible for obtaining a copy of the academic calendar and adhering to the university's deadlines for registration, drop/add, graduation application, etc.

Emergency Information

In the event of any type of emergency, we would like our students to be prepared. Our main concern is the safety of our students! Please become familiar with the University's policies in cases of emergencies. FIU's Office of Emergency Management has information to help you personally prepare for emergencies (including hurricanes), as well as notify the university community about any emergencies. Please visit the [Office of Emergency Management Website](#).

They will provide you with definitions of emergencies, notification procedures, and resources. Some quick resources include:

- FIU's emergency hotline : 305-348-HELP (available 24/7)
- FIU's emergency website: www.fiu911.org (goes live as soon as the university has declared an emergency situation)
- **FIU Alert** is an emergency notification system used to notify the FIU community of any imminent or immediate threat to life safety. It is designed to reach as many people as possible in a timely manner while also maintaining redundancy should one or several of the methods fail. Students who are in cohort programs must login to <http://my.fiu.edu> ([instructions](#)) and provide their cell phone number to receive FIU Alerts.

Student Wellness

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with <https://studentaffairs.fiu.edu/get-support/panthers-care/>

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

Tips for Avoiding Plagiarism

Plagiarism is considered Academic Misconduct by the University, is not tolerated, and can lead to dismissal from the program if not properly addressed. Academic Misconduct is defined as: "Any act or omission by a Student, which violates the concept of Academic Integrity and undermines the academic mission of the University in violation of the Code¹." This means that even by inadvertently committing plagiarism, you may still be liable for Academic Misconduct. In other words, you are responsible for actively preventing any instances of plagiarism and other forms of academic misconduct.

As members of the Behavior Analysis Master's Program you are expected to uphold the standards of academic integrity and student conduct outlined in the university [Student Affairs' Webpage](#). In order to best support our students, we have created this tip sheet to help you avoid engaging in any form of plagiarism.

Plagiarism²

1. The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the Student's own.

¹ Florida International University - Digital Communications. (n.d.). FIU and Plagiarism. Retrieved December 07, 2020, from <https://case.fiu.edu/opportunities/practicums-jobs/clinical-experiences/plagiarism-tutorial/fiu-and-plagiarism/index.html>

² Florida International University - Web Communications. (n.d.). Student Conduct and Honor Code. Retrieved December 07, 2020, from <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/student-conduct-and-honor-code/index.php>

2. Assisting another Student in the deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own.

Avoid plagiarism by understanding what it is, and by learning how to effectively paraphrase. The following online resources are available to help you identify plagiarism, practice paraphrasing, and even test your own work to determine if it meets criteria to avoid being flagged for plagiarism.

[FIU Library Plagiarism Resources](#)

Plagiarism Detection Software

Be aware that your professor may use plagiarism detection software (PDS) such as Turnitin, in order to help them identify improperly sourced materials. If you have concerns with the instructors' use of PDS, please communicate directly with your instructor or program administration.

Campus Resources

There are excellent resources on campus for students who need additional support in mastering the art of academic writing. Be proactive and take advantage of these resources prior to turning in your assignments to avoid potential mishaps.

[The Writing Center](#) provides online resources for everything from how to use APA style, to writing your literature review and even using Refworks to help with building your references list. They also provide workshops and offer individual consultation for major writing projects, such as the capstone research project.

[The Center for Academic Success](#) provides tutoring and study tips and guides, and also has a video on paraphrasing and other useful skills for graduate students.

Graduation Information

Eligibility

To be eligible for the Masters of Science in Psychology with a major in Behavior Analysis, the student must meet the following requirements:

1. Satisfactory completion of all required courses in the curriculum (45 credit hours)
2. Receive approval of the Capstone Case Study Project

Application for Graduation

The student must complete and submit the [Application for Graduation Form](#) (found at my.fiu.edu), by the deadline established by the University, during the beginning of the final semester of study. Students who do not graduate their final semester must re-submit an Application for Graduation for the semester in which they plan to graduate.

Obtaining Certification as a Board Certified Behavior Analyst

_____ Complete a Master's degree from a an accredited university in behavior analysis, psychology, education or related field.

- _____ Complete 315 hours of coursework in behavior analysis that meets the 5th edition Task List standards.
- _____ Complete Supervised Experience (1500-2000 hours depending on the type of field work experience you are completing)
- _____ Complete the BCBA Certification Application found in your BACB account, submit payment and supplemental documents. For more information on how to apply: <https://www.bacb.com/bcba/#BCBAApply>
- _____ Register for and take the certification exam once you have received the “authorization to test” email. For more information on examination visit <https://www.bacb.com/examination-information/>

Professional Associations

The program highly recommends that students join professional associations in behavior analysis to build their professional identity and become active members of the community of behavior analysts. We recommend the following groups:

Association for Behavior Analysis International (ABAI)
<https://www.abainternational.org/welcome.aspx>

Florida Association for Behavior Analysis (FABA)
www.fabaworld.org

FABA Multicultural Special Interest Group
<https://es.abaconexion.com/>

Association of Professional Behavior Analysts (APBA)
<https://www.apbahome.net/>

Miami Association for Behavior Analysis (MiABA)
www.mi-aba.com