



FRANCISCAN  
MISSIONARIES OF OUR LADY  
UNIVERSITY

# APPLIED BEHAVIOR ANALYSIS PROGRAM HANDBOOK

Policies, Procedures and Guidelines 2019-20

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# What is Applied Behavior Analysis (ABA)?

Applied behavior analysis is a science that uses the principles of behavior to change behavior in important ways. In contrast to other branches of psychology, applied behavior analysis' primary focus is on behavior, and seeks to identify functional relationships between environmental factors (e.g., consequences of behavior) and behavior at the individual level. Following identification of functional relations, behavior analysts seek to modify the environmental factors to increase the probability of more desirable behaviors or decrease the probability of aberrant or problematic behaviors.

## Applications of ABA

Applied behavior analysis is most widely known for its application as treatment for children with autism spectrum disorder. Numerous studies have shown early-intensive behavior intervention (EIBI), which is often referred to as ABA, produces socially significant behavior changes for this population.

Applied behavior analysis has also acquired a vast amount of empirical support showing it to be effective in producing socially-significant behavior changes for other populations. Some of these applications include:

- Substance abuse treatment
- Brain injury rehabilitation
- Parent training
- Dementia management
- Occupational safety

## Why pursue a career in ABA?

Behavior analytic studies has identified powerful therapeutic tools that allow practitioners of ABA to make significant improvements in their clients' lives. These tools require training to use effectively. Specificity of training varies across different credentials. Demand for individuals with these credentials have increased dramatically over the last decade.

## Credentialing in ABA

The Behavior Analysis Certification Board™ (BACB®) offers several credentials in ABA. Each credential has specific criteria related to educational and practical experiences required for an individual to qualify to take a credentialing examination. The specific requirements can be found on the [BACB's website](#).

Registered behavior technicians® (RBTs®) can implement behavior-change interventions but must have supervision from a behavior analyst higher in the tier system. Requires 40-hour training and competency assessment to sit for examination.

Board certified assistant behavior analysts® (BCaBAs) can implement behavior-change interventions, conduct behavior analytic assessments, and develop behavior-change plans, however, BCaBAs must work under the supervision of behavior analyst in higher in the tier

system. General requirements include a bachelor's degree that includes specific course work and supervised experience.

Board certified behavior analysts® (BCBAs®) can implement behavior-change interventions, conduct behavior analytic assessments, and develop behavior-change plans. BCBAs can work independently. General requirements include a master's degree that includes specific course work and supervised experience.

Board certified behavior analyst-doctoral® (BCBA-D®) can implement behavior-change interventions, conduct behavior analytic assessments, and develop behavior-change plans. BCBAs can work independently. General requirements include a doctoral degree that includes specific course work and supervised experience.

## **FRANCISCAN MISSIONARIES OF OUR LADY UNIVERSITY**

### **Mission Statement**

The mission of the Franciscan Missionaries of Our Lady University is to educate and form Franciscan servant leaders of all faiths. We honor and preserve the legacy of our founders by preparing highly skilled professionals, integrated thinkers, and faith-filled citizens. Inspired by the Franciscan Missionaries of Our Lady to be a living witness to Jesus Christ and the Gospel message, the University is in communion with the teachings of the Catholic Church.

### **Our Identity**

Franciscan Missionaries of Our Lady University (Franciscan University) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award doctorate, master's, baccalaureate and associate degrees. Located in Baton Rouge, Louisiana, Franciscan University is a small, Catholic, not-for-profit institution with a healthcare emphasis. The University offers degrees in nursing, health sciences, humanities, behavioral sciences and natural sciences. A wholly-owned subsidiary of the Our Lady of the Lake Hospital, Inc., the University is sponsored by the Franciscan Missionaries of Our Lady and is faithful to its mission grounded in Franciscan values. The University is a student-centered academic community committed to the pursuit of truth and common good and devoted to excellence in teaching and learning.

### **Our Purpose**

The University engages students in an educational experience that cultivates the spirit of scholarly inquiry, ongoing reflection, and a commitment to life-long learning and service. The University seeks to promote a learning environment informed by the concepts of collegiality, community, democracy, social justice, and the culture of life that encourages individual and collective responsibility. Committing to and accomplishing the institutional purpose and goals requires empowering students to exceed standards, expand their vision, and come to the full measure of their humanity.

## Institutional Goals

- Build and sustain a culture of academic excellence.
- Develop a fully integrated Franciscan and Catholic university identity and student experience of faith development, spiritual growth, moral analysis, and human formation.
- Recruit, retain and graduate highly competent servant leaders formed in the Catholic, Franciscan tradition.
- Recruit, mentor and retain highly qualified, versatile and engaged faculty, staff, administration and trustees who are committed to the University's distinct mission.
- Move toward a unified physical campus.
- Link learning and service with Catholic and Franciscan teachings and tradition throughout the communities the University serves.
- Enhance and support population health initiatives in collaboration with the Franciscan Missionaries of Our Lady Health System.
- Establish a culture of philanthropy to help ensure sustainability.
- Establish a culture of investment, stewardship, fiscal accountability, and appropriate operational autonomy to ensure the financial and operational sustainability of the University.
- Establish a market identity as a Catholic and Franciscan University dedicated to educating and forming servant leaders.

## Aspiring Vision

Franciscan Missionaries of Our Lady University aspires to be a premier Catholic University in the Gulf Coast region. By 2023, the University will be a Southern Association of Colleges and Schools Level V (doctoral granting) institution and will serve an enrollment of 2,500 students, with a majority of degree conferrals at the baccalaureate level. The University will be known for excellence in academics, civic engagement, and student and faculty achievement. This will be accomplished by maintaining relevant, rigorous program offerings, superior facilities, community engagement, and excellent student support all within a culture of Catholic faith identity consecrated to the cause of truth which embraces diversity and lifelong learning.

*Revised November 2007; Revised April 2011; Revised and Approved by the Franciscan Missionaries of Our Lady University Board of Trustees on June 21, 2012*

# APPLIED BEHAVIOR ANALYSIS PROGRAM

## Mission Statement

The mission of the Applied Behavior Analysis Certificate Program of the Franciscan Missionaries of Our Lady University is to educate and form Franciscan servant leaders who are highly skilled and compassionate behavior analysts who are prepared to think critically and deliver empirically supported behavior-analytic interventions in accordance with the established best practices in applied behavior analysis.

## Statement of Philosophy

We believe in the worth of the human being, that each is a unique individual, created by God, deserving compassion, understanding, respect and dignity. Each person is deserving of high-quality behavioral services.

The Behavior Analysis Certification Program is committed to the establishment and implementation of an educational program that supports the behavioral needs of the community and is in accordance with the tradition of excellence established by the University.

Applied behavior analytic services are an integral part of the health care system. Behavior analysts provides service to individuals and families in situations of great stress and personal crisis. The behavior analyst must be prepared to address the needs of individuals, families, and to adapt to the ever-changing clinical environments.

Board Certified Assistant Behavior Analysts (BCaBAs) work under direct supervision of a Board Certified Behavior Analyst (BCBA) or a Doctoral-level Board Certified Behavior Analyst® (BCBA-D) as an integral member of a team, whose primary consideration is the well-being of the client. We believe in the value of a diverse educational and experiential background to enhance the effectiveness of the team concept.

We believe that the choice of a career is personal, and we hold responsibility in assisting students to make an educated choice in that career. Having chosen a career, each person is responsible to make the commitment to adhere to all of the standards and ethical considerations inherent in that choice.

We believe that learning is a life-long process that is dynamic and diverse. Formal education is a social process of teaching and learning by which the individual develops the knowledge, attitude and skill required for adaptation and contribution to society. Our curriculum reflects the values and views of the applied behavior analysis profession and of Franciscan Missionaries of Our Lady University and prepares competent entry level practitioners of applied behavior analysis.

Learning is an interactive process whereby the learner and the teacher work together to achieve the desired results. This implies inherent responsibilities of both the learner and the teacher. The student is an active participant in the learning process. This encompasses acceptance of and compliance with all course requirements, self-assessment and identification of needs, self-directed enhancement of the learning experience, and commitment to the development of behaviors and skills that reflect competency and professional deportment. Upon completion of the formal

program, each graduate must accept the responsibility for continued learning that promotes personal and professional growth.

We believe that faculty members are the essence of the educational program, and as such must be competent and accountable to the profession, the institution and the community. We are responsible for our growth that will reflect the growth of the profession of applied behavior analysis within the health care community and of society within which we exist.

## ABA FACULTY

Tracy L. Lepper, Ph.D., BCBA-D  
ABA Program Director  
Phone number: (225) 490-1640  
E-mail: [tracy.lepper@franu.edu](mailto:tracy.lepper@franu.edu)

Nicole E. Thomann, MS, BCBA, LBA, CAS  
Adjunct ABA Instructor  
Email: [Nicole.Thomann@franu.edu](mailto:Nicole.Thomann@franu.edu)

## VERIFIED COURSE SEQUENCE STATUS

The Applied Behavior Analysis Certificate Program at Franciscan Missionaries of Our Lady University includes a didactic course sequence that has been verified by the Association for Behavior Analysis International® (ABAI®), 550 W. Centre Avenue, Portage, Michigan, 49024. telephone: (269) 492-9310; website: <http://www.abainternational.org>.

The Association for Behavior Analysis International has verified the following courses toward the coursework requirements for eligibility to take the Board Certified Assistant Behavior Analyst® (BCaBA®) examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination. The additional requirements set forth by the Behavior Analysis Certification Board® (BACB®) can be found here: <https://www.bacb.com/bcaba/bcaba-requirements/>.

*Note:* Completion of certificate requirements is not a certification in behavior analysis.

*Complaints or inquiries regarding compliance with ABAI standards may be directed to:*

**Association for Behavior Analysis International**  
550n W. Centre Avenue  
Portage, Michigan 49024  
(269) 492-9310  
Website: <http://www.abainternational.org>



And/or to:

**Candi McElheny, PhD**

**Director of Institutional Effectiveness**

Franciscan Missionaries of Our Lady University

5414 Brittany Drive

Baton Rouge, LA 70808

### **Applied Behavior Analysis Program Goals**

The goals of the Applied Behavior Analysis Program of Franciscan Missionaries of Our Lady University is to support the missions of the University by producing highly skilled and compassionate behavior analysts who are prepared to think critically and deliver empirically supported behavior-analytic interventions in accordance with the established best practices in applied behavior analysis. In order to fulfill its educational purpose, the program is committed to:

1. Educate behavior analysts through an verified curriculum grounded in evidence-based practice, strong ethical values and expectations, the ideals of the Franciscan Missionaries of Our Lady and adherence to the scope of practice defined by professional and legal authorities for the practice of behavior analysis.
2. Foster community service by faculty and students.
3. Promote life-long pursuit of knowledge through access of professional literature, consultation, post-graduate education and non-degree granting educational opportunities.
4. Contribute to the profession of applied behavior analysis by active participation of faculty and students in professional organizations, pursuit of scholarly activities, communication with the licensing authority and education of the public.
5. Expand course offerings to meet community needs.

1996, REVISED 2002, 2003

### **Applied Behavior Analysis Certificate Student Learning Outcomes**

The student learning outcomes of the Applied Behavior Analysis define the expected performance level of all Program graduates, and are derived from the Institutional mission, the ABA Program Goals, and the instruction requirements of the BACB. The learning outcomes identify the skills and competencies of the entry level BCaBAs as identified by the BACB in the [5th Edition BCaBA Task List](#).

Upon completion of the program, the graduate will be prepared to:

1. Describe the philosophical underpinnings and concepts and principles of behavior analysis.
2. Practice within safe, ethical and legal boundaries in compliance with national, state and local standards of practice and within the scope of practice of a behavior analyst, as defined by the Professional and Ethical Compliance Code for Behavior Analysts.
3. Select and implement behavioral assessments, behavior-change procedures developed by a BCBA-D, BCBA, or BCaBA, utilizing data collection skills, critical thinking skills, and knowledge of the science of behavior, grounded in evidence-based practice.
4. Use valid, objective, reliable measurement systems to obtain behavior data, display those data in accordance with behavior analysis practice that allows for visual inspection of the

data, the use of single-subject experimental designs that incorporate repeated measures of behavior over time, and the interpretation of those data.

5. Use behavioral interventions to manage and provide supervision in accordance with the supervision requirements set forth by the BACB.

### ABA Certificate Program Curriculum

FranU's ABA certificate consists of a 15-credit hour curriculum with an optional 16-credit internship designed to educate and form students for potential vocations in applied behavior analysis through both didactic coursework and supervised internships.

The VCS-approved didactic course sequence includes courses that focus on the field's philosophical underpinnings, concepts and principles, assessments, interventions, research methodology, ethics, training, and professionalism.

The optional internship courses allow students to receive the required supervised experience hours needed to apply for the national certification examination through the BCBA. Supervised experience will take place at a local clinic that provides services to individuals with developmental disabilities. Supervision will be provided by both BCBAs and BCBA-Ds who are dedicated to providing students with top-notch training in the application of ABA.

Degree-seeking students may embed ABA courses and internships into a 120-credit hour degree plan. Successful completion of the degree plan results in students receiving both a Bachelor of Science degree in Psychology and a certificate in ABA. See below for a sample degree plan with ABA certificate courses embedded. Currently, most ABA courses are only offered in the face-to-face format; however, other courses in degree plan may be offered online or face-to-face.

Requirements for acceptance into the ABA Certificate Program are the same as for acceptance to Franciscan Missionaries of Our Lady University.

For acceptance into the ABA Internship Course Sequence students must contact the Director, Tracy Lepper, Ph.D., BCBA-D, [tracy.lepper@franu.edu](mailto:tracy.lepper@franu.edu), **at least one month prior to the beginning of the semester** of which the student plans to begin the sequence. Acceptance into the ABA Internship Course Sequence is based upon clinical site availability with priority given to students have elected psychology as their major and those closest to degree completion.

Scholarships sponsored by the Franciscan Ministry Fund are available to students interested in pursuing a career in ABA. Additional information about the scholarship and application can be found by contacting the FranU admissions office at 225-768-1700 or [admissions@franu.edu](mailto:admissions@franu.edu).

### *Sample Curriculum Applied Behavior Analysis Certificate*

Semester 1	Credit Hours	Semester 2	Credit Hours
PSYC 2350 Behavior Analysis	3	PSYC 4350 Single-Subject Research Designs	3
PSYC 3350 Applied Behavior Analytic Interventions	3		
PSYC 3941 Internship 1	4	PSYC 3942 Internship 2	4
Semester Credit Hours	10	Semester Credit Hours	7
Semester 3	Credit Hours	Semester 4	Credit Hours
PSYC 4360 Assessments of Behavior	3	PSYC 4370 Ethics, Personnel Supervision and Management	3
PSYC 4941 Internship 3	4	PSYC 4942 Internship 4	4
Semester Credit Hours	7		7

### ABA Course Descriptions

*PSYC 2350 Behavior Analysis.* This course is designed for students to gain knowledge related to the philosophical underpinnings and concepts and principles of Applied Behavior Analysis. Course objectives/learning outcomes align with the *5<sup>th</sup> Edition Task List* set forth by the Behavior Analyst Certification Board®. PSYC Domain Knowledge: Learning & Cognition.

*PSYC 3350 Applied Behavior Analytic Interventions.* This course is designed for students to gain knowledge related to behavior-change procedures and the selection and implementation of behavior analytic interventions. Course objectives/learning outcomes align with the *5<sup>th</sup> Edition Task List* set forth by the Behavior Analyst Certification Board®. PSYC Domain Knowledge: Learning & Cognition.

*PSYC 3941 Internship 1.* This course is designed for students to gain knowledge and experience related to the application of Applied Behavior Analysis in a clinical setting. Students will be assigned a clinical site and scheduled for 16 hours a week. Students must accrue 250 supervised experience hours during this Internship. Course objectives/learning outcomes align with the *Supervised Experience Standards* set forth by the Behavior Analyst Certification Board®.

*PSYC 3942 Internship 2.* This course is designed for students to gain knowledge and experience related to the application of Applied Behavior Analysis in a clinical setting and development of behavior protocols. Students will be assigned a clinical site and scheduled for 16 hours a week. Students must accrue 250 supervised experience hours during this Internship. Course objectives/learning outcomes align with the *Supervised Experience Standards* set forth by the Behavior Analyst Certification Board®.

*PSYC 4350 Single-Subject Research Designs.* This course is designed for students to gain knowledge related to measurement of behavioral data, data display, experimental designs and interpretation of graphed data. Course objectives/learning outcomes align with the *5<sup>th</sup> Edition Task List* set forth by the Behavior Analyst Certification Board®. PSYC Domain Knowledge: Learning & Cognition.

*PSYC 4360 Assessments of Behavior.* This course is designed for students to gain knowledge related to the use of behavioral assessments and interpretation of assessment data. Course objectives/learning outcomes align with the *5<sup>th</sup> Edition Task List* set forth by the Behavior Analyst Certification Board®. PSYC Domain Knowledge: Learning & Cognition.

*PSYC 4941 Internship 3.* This course is designed for students to gain knowledge and experience related to training, supervision, and personnel management in a clinical setting. Students will be assigned a clinical

site and scheduled for 16 hours a week. Students must accrue 250 supervised experience hours during this Internship. Course objectives/learning outcomes align with the *Supervised Experience Standards* set forth by the Behavior Analyst Certification Board®.

*PSYC 4370 Ethics, Personnel, Supervision and Management.* This course is designed for students to gain knowledge related to ethics and responsibilities related to all parties in clinical, research and supervisory settings. Course objectives/learning outcomes align with the *5<sup>th</sup> Edition Task List* set forth by the Behavior Analyst Certification Board®. PSYC Domain Knowledge: Learning & Cognition.

*PSYC 4942 Internship 4.* This course is designed for students to gain knowledge and experience related to training, supervision, personnel management and research in a clinical setting. Students will be assigned a clinical site and scheduled for 16 hours a week. Students must accrue 250 supervised hours during this Internship. Course objectives/learning outcomes align with the *Supervised Experience Standards* set forth by the Behavior Analyst Certification Board®.

Didactic Course Sequence	15 Credit Hours
Internship Sequence Courses (optional)	<u>16 Credit Hours</u>
<b>Total hours for 5<sup>th</sup> Edition Task List Requirements</b>	<b>31 Credit Hours</b>

### ABA Internships

Clinical education experiences in the ABA Certificate Program are designed to gradually increase the students' experience in the clinic and to progressively increase their level of responsibility as a behavior analyst. The clinical education experiences are sequenced to provide students with a broad range of exposure to the practice of ABA. Students begin learning to provide applied behavior analytic assessments and interventions with a relevant population over the course of the first semester. Second semester students begin to learn how to provide training and supervision while continuing to hone their skills related to intervention delivery and conducting assessments. During the third semester of the sequence, students will continue to receive supervision related to previously acquired skills and begin to receive training on how to conduct research in a clinical setting. During the final semester of the internship sequence, students will carry out an applied-research project and present their findings. Internship 1 and Internship 2 are flagged as service-learning courses

#### **Prior to internship placement students must complete:**

- ☐ Contact Dr. Lepper to express interest in enrolling in the internship courses  
Include in the email your major, number of credit hours obtained, and preference (if any) for internship site place (see below for options). In subject heading insert, "Internship 1 enrollment".
- ☐ Meet requirements for all students outlined in the Health and Safety Manual located in the Student Portal or on the [Office of Health and Safety](#) webpage.
- ☐ Meet all health and safety requirements for the ABA Certificate Program. ABA Certificate Program Packet is available on the Office of Health and Safety webpage and includes information about how and when to complete background checks and drug screening.  
*Note:* Each site has additional background checks and drug screening policies and procedures you will need to complete before the internship begins. Your site supervisor will provide you with the necessary information to complete the procedures for their site.

**You will not be allowed on site until these documents have been received by the University and Site Supervisor and missed supervision hours can not be made up.**

- ☐ Register for a Gateway Account through the BACB here: <https://www.bacb.com/>. Click on the “My Account” tab, then the “Register” link to sign up. Here you can access software to track your supervised hours.
- ☐ Complete application for Line Technician Registration and Proof of Supervision from the Louisiana Applied Behavior Analysis Board. This registration includes a \$50 application fee and requires an additional background screening be completed student’s expense. Application can be found [here](#).
- ☐ Complete CITI Ethics Course only the [Good Clinical Practice Module](#).
- ☐ Attend the mandatory ABA Certificate Program Orientation. Dates will be announced via email approximately one month prior to start of internship. This meeting will cover: Your assigned site, ID badges, how to report adverse events to the university, the Health and Safety Packet, Supervision Contracts, and the [Pre-Experience Checklist](#). Bring printed copy of class schedule.

#### Internship Affiliates

[The Emerge Center](#)

[Our Lady of the Lake Children’s Health Pediatric Development and Therapy Center](#)

## PROFESSIONAL BEHAVIORS

### Behavioral Expectations

Enrollment in the ABA Certificate Program holds greater meaning than the ability to complete course work which trains individuals to perform treatment techniques. It is the gateway into a profession that seeks to serve others, and which holds a responsible and important position in health care. Practitioners in ABA maintain ethical practices and demonstrate professional behaviors.

Franciscan Missionaries of Our Lady University is a private, Catholic university, which has earned the reputation for quality and excellence in education. Employers have come to expect graduates of Franciscan Missionaries of Our Lady University to perform with integrity, professionalism and competency. Each of you represents the University, the School of Arts, Sciences and Health Professions, the School of Arts and Science, and the ABA Certificate Program.

Therefore, the educational environment is one that promotes and expects professional behavior and respect for others at all times, not just in the classroom or in the clinic. Dress codes are upheld. Students are challenged.

The BACB has developed [guidelines and standards](#) by which to foster professional and ethical behaviors in the provision of applied behavior analysis services. Students are expected to learn and practice these behaviors and standards in all academic and clinical activities and settings. The

students' demonstration of these behaviors is included in the evaluation process required for progression and graduation from the ABA Certificate Program. Student performance evaluation, in all didactic and clinical courses includes components of professional and affective behaviors, which may impact final grade. In addition, non-progression in the program for non-academic reasons can be related to these behaviors.

### Tardiness

Tardiness is defined as arriving to class after the first five minutes of class. Students who arrive early to class have the opportunity to prepare for the planned activities, orient to the environment, and review previously presented material. Arriving to class on time demonstrates respect for the instructor, and fellow classmates, and improves attention to task and learning. Chronic tardiness may indicate lack of preparation, poor time management skills and decreased attention to task.

Students are expected to attend all scheduled classes and to be prepared for the prompt beginning of class. In the event of absence, students are **expected** to contact one of the course faculty members before class by telephone, email or voice mail. Faculty has the right to lock the door at the beginning of class to prevent disruption. Out of respect for the faculty and other students, any student who arrives after the beginning of class, and who has not contacted faculty in advance, may potentially not be admitted to the classroom. Any work missed due to failure to attend class or leaving class early may not be made up.

Each student is responsible for displaying professional behaviors and will meet with his/her advisor several times each semester to self-assess and to receive faculty feedback on professional behaviors. Excessive tardiness within and across courses is considered unprofessional and will be documented as unsatisfactory behaviors on the faculty advising feedback forms.

For internship courses, the tardiness policy of the site the student is placed at will be used in lieu of classroom policy except for on-campus meetings.

### Absences

Absences refer to both excused and unexcused absences as defined in the course syllabus and Program Handbook. In the event of an excused absence, students are required to contact an instructor prior to scheduled class times. **If an absence occurs while a student is assigned to a clinical affiliation, both the clinical instructor and the Site Supervisor should be notified.** In the event that an absence occurs when a test is scheduled, the student is required to provide official documentation verifying the excuse in order to make up the test. Participation in course lectures, discussions and laboratory activities enhance learning and critical thinking skills and may clarify or supplement content found in textbooks and handouts. For that reason, students are expected to schedule appointments around class time. Excessive unexcused absences may indicate poor motivation, poor management, lack of respect for others and poor problem-solving skills. Even excused absences result in loss of learning opportunities.

Unexcused absences will be documented as unsatisfactory behavior on the faculty advising feedback form and will result in the development of an action plan to address the behavior.

For internship courses, the absenteeism policy of the site the student is placed at will be used in lieu of the classroom policy except for on-campus meetings.

## Academic Integrity

Any formal academic setting relies upon high standards of honesty among its students and its faculty. The University expects both faculty and students to abide by these standards in order to help fulfill the mission of Franciscan Missionaries of Our Lady University, which is to provide an educational setting where religious and human values are respected. An important aspect of this process is academic honesty. University faculty and students are expected to apply the principle of academic honesty by consistently displaying honesty and forthrightness in their academic endeavors. Intellectual inquiry can possess value only if it is acquired and presented legitimately – whether in the traditional classroom setting or in any distributed learning course work under taken at Franciscan Missionaries of Our Lady University. All students are expected to adhere to the Honor Code. *University Student Handbook*

## Student Honor Code

“We, the student body of Franciscan Missionaries of Our Lady University, embrace the idea that honor is an intangible quality, which, if it pervades all phases of campus life, tends to foster a spirit of dignity and personal integrity. Upon enrolling at the University, we become part of the Franciscan Missionaries of Our Lady University Honor System. We realize that honor must be cultivated and that its success depends upon the combined and cooperative efforts of the University’s administration, faculty, staff and students. Inherent in the honor system is the premise that students will not perform or tolerate any violations of the Student Code of Conduct published in *Franciscan Missionaries of Our Lady University Student Handbook*. As responsible members of the Franciscan Missionaries of Our Lady University community, each of us freely accepts and proudly endorses this, our code of honor.” For specific information on the Student Code of Conduct, Academic Dishonesty Policy, and associated procedures please see the Student Handbook.

## Social Networking Policy

The University’s primary concern regarding social media platforms such as Facebook, Twitter, Instagram, and other social media platforms involves the safety of students as well as the integrity of Franciscan Missionaries of Our Lady University and its community. The University is aware that students may wish to express their personal ideas and opinions through private social media that are not administered by the University. Nevertheless, students should be aware that the Franciscan Missionaries of Our Lady University Student Code of Conduct applies to uses of private social media platforms or communications resources that reflect poorly on the University. Franciscan Missionaries of Our Lady University reserves the right, under circumstances it deems appropriate and subject to applicable laws and regulations, to impose disciplinary measures upon students whose actions, speech, or communications violate the Student Code of Conduct regardless of forum or medium of expression. *University Student Handbook*

For internship courses, the social networking policies of the site the student is placed must be adhered to, in addition to the University’s policy. However, to protect confidentiality of clients that students may interact with during internship courses, no pictures or descriptions of cases may be posted on social media.



## ORGANIZATIONAL MEMBERSHIPS

### Association of Behavior Analysis International (ABAI)

The Association for Behavior Analysis International (ABAI) is the organization that accredits university training programs as well as provides numerous opportunities and information to members. Membership allows students to submit presentations, discounts for conference registration and continuing education credits, access to job postings, behavior-analytic journals and membership directory. Membership information can be found [here](#).

Students are encouraged, but not required to attend professional conferences, such as those hosted by ABAI.

Students may participate in fund raising activities that serve to defray the cost of membership and of activities in ABAI sponsored events. However, any fundraising must be approved through the university if it includes the university's name or the name of any faculty associated with the university.

### Special Interest Groups (SIGs)

Special Interest Groups (SIGs) are comprised of members who share a common interest related to a subfield of ABA. These groups typically meet annually at the ABAI convention. A list of SIGs and their respective missions, membership requirements and benefits can be found [here](#).

### Student Government Association (SGA)

The Student Government Association (SGA) is an organization that represents all students at Franciscan Missionaries of Our Lady University. The SGA provides services and activities throughout the year, funded by student fees allocated for that organization. Any student at the University can participate individually in SGA sponsored activities.

### Student Psychology Group at FranU

Students interested in forming a student psychology organization at FranU are encouraged to the ABA Certificate Program Director.

## CALENDARS

The University academic calendar is published in the University publications and web page, and depicts scheduled activities and holidays practiced by the University. Arrangements with clinical sites are frequently made before the University calendar is developed. Therefore, due to the unique clinical education of the ABA Certificate Program, the ABA Certificate Program calendar may differ from the University calendar. It is a professional program and may require additional class sessions or clinical experience in order to meet the requirements of the curriculum. The Program calendar is provided at the beginning of each semester and serves as the projected schedule of the on-campus meeting times. Internship hours will be scheduled by the student's Site Supervisor. Changes to the calendar are made at least a week in advance, so that students can adjust their schedules. Every attempt is made to maintain the original schedule in order to avoid this



inconvenience. It is the responsibility of the student to arrange holidays and vacations around the schedule noted in the ABA Certificate Program semester calendars. ABA Certificate Program students will be provided holidays equitable to other students in the University while in the didactic portion of the curriculum. The academic calendar can be found on the University web page and in the University catalog. Students will be notified as soon as possible regarding any required changes to the published calendar.

### **Advising/Personal Development**

Faculty members in the ABA Certificate Program are invested in the success of each student in the ABA Certificate Program. Pro-active, formative review of student performance provides early opportunity to optimize resources and to access services and activities that enhance student learning. Students have opportunities to meet with their advisor no less than once each semester to review student status and to discuss strategies to optimize their learning. It is the student's responsibility to schedule an appointment as needed, or at least once during the semester.

## **PROGRESSION POLICIES**

The ABA Certificate Program faculty is committed to providing an enriched environment for the education of graduates in accordance with the tradition of excellence established by the University, in accordance with standards set forth by the profession, and in support of the health care needs of the community. The curriculum is designed to reflect current ABA practices, the mission of the University and Franciscan Missionaries of Our Lady, and the ABA Certificate Program. In order to comply with these standards, the Progression Policy of the ABA Certificate Program has been established.

### **Program Progression**

Progression in the ABA Certificate Program is dependent upon compliance with the following guidelines:

- The student maintains continuous enrollment in the ABA curriculum sequence.
- The student achieves a minimum grade of "C" in all academic courses in the ABA curriculum and a "B" in all internship courses.
- The student demonstrates professional behaviors consistent with those identified in the Professional and Ethical Compliance Code of the BACB.

## **NON-PROGRESSION POLICIES**

### **Program Probation**

A student may be placed on program probation for either academic or non-academic reasons. The student may progress in the program, but will be given a designated period of time, not to exceed one semester, during which evidence of remediation must be documented. A student may not be placed on program probation more than one time.

- A student is placed on program probation if he/she fails to make a grade of "C" ("B" if internship course) or better in any course in the didactic sequence of the curriculum plan, and the course is offered in the subsequent semester.

- A student is placed on program probation when there is documented evidence of significant unsatisfactory behavior not related to specific academic performance.
- A student is placed on program probation upon readmission to the ABA Program following program suspension.

### Program Suspension

A student may be suspended from progression in the ABA Certificate Program for either academic or non-academic reasons. The student is required to enroll in the course at the earliest offering, at which time the curriculum progression can commence. Upon return to the program sequence, the student will be placed on academic probation. The student will also be required to demonstrate competency in previously learned clinical skills before being allowed to participate in the internship courses and/or accrue the necessary number of supervision hours to proceed to the next internship course in the sequence.

- A student is placed on program suspension when he/she fails to make a grade of “C” or better in one course in the technical sequence of the curriculum plan, and the course is not offered in the subsequent semester. Upon successful completion of the course, the student may continue in the curriculum sequence.
- A student is placed on program suspension when he/she exhibits documented unsatisfactory behavior that has not been remediated.
- In the event of personal or medical crisis, a student may voluntarily request suspension of progression in the program for no longer than one academic year. The request must be submitted in writing to the Program Director for consideration. Permission to suspend progression in the Program, along with conditions under which the student may return will be submitted in writing to the student and the Registrar’s Office.
- A student who withdraws from a course in the clinical sequence due to a failing grade is considered as voluntarily withdrawn from the Program. The student is required to meet with the Program Director for re-admission to the Program, but enrollment is not guaranteed. In the event that the student is re-enrolled, the WU will be considered the first failure and the student will be placed on probation.

### Program Dismissal

A student may be dismissed from the ABA Certificate Program for either academic or non-academic reasons. A student who has been dismissed from the program may not be re-admitted to the program at a later date.

- A student is dismissed from the program if he/she fails to pass two (2) courses in the didactic or internship course or fails the repeat of one course in the didactic or internship sequence of the curriculum plan.
- A student is dismissed from the ABA Certificate Program if he/she exhibits behavior in any environment, which is considered illegal; unethical; or detrimental to the health or safety of a client or other person; or, which may jeopardize successful operation of a clinic.
- A student is dismissed from the program when continued feedback fails to correct undesirable student behaviors.

The Program Director will notify the student of suspension or dismissal from the program in writing. Student appeal of Program dismissal must be made to the Dean of the School of Arts and Science.

**Sample behaviors for which disciplinary actions may be indicated for non-academic reasons:**

- Plagiarism
- Falsification of information, or alteration of records, related to patient data, student evaluation of performance, or school data
- Unauthorized possession of an examination, in part or whole
- Illegal possession, use, sale or distribution of drugs
- Illegal or unauthorized possession of weapons
- Theft
- Conviction of a felony
- Participation in cheating or lying in reference to clinical or classroom assignments
- Chemical impairment in the school/clinical setting
- Inappropriate, or unprofessional behavior, such as improper or abusive language, threats, assault, battery, disruptive talking, inattention to direction or instruction, falling asleep during classroom or clinical experiences, violation of attendance policies, insubordination to clinical or academic instructors, and the unauthorized use of a cell phone or other portable device in the classroom, laboratory or clinic setting.
- Incompetence or negligence in the clinical setting
- Participation in client care activities without appropriate supervision
- Failure to maintain confidentiality in matters related to client care, school or clinic business
- Visiting patients, for whom the student has provided care, during non-clinic hours
- Loitering in the clinical servicing areas
- Failure to maintain satisfactory and harmonious working relationships with the public, staff, patients and fellow students
- Failure to follow through on ethical responsibilities.
- Possession of a test or part of a test.
- Behavior in any environment that is considered illegal, unethical, or detrimental to the health or safety of a patient or other person; or, which may jeopardize successful operation of the clinical education center.

Unsatisfactory behaviors will be addressed in conference between Program Director, faculty members and the student, at which time remediation or disciplinary actions will be discussed and documented. Copies of this documentation are maintained in the student file in the office of the Program Director.

April 5, 2002 /May, 2009

Policies regarding University progression can be found in the *University Student Handbook, Academic Status*.

## GRADING POLICY

### Grading Scale

A	=	94-100	=	4 quality points
B+	=	91-93	=	3.5 quality points
B	=	87-90	=	3.0 quality points

C+	=	84-86	=	2.5 quality points
C	=	80-83	=	2.0 quality points
D+	=	78-79	=	1.5 quality points
D	=	75-77	=	1.0 quality points
F	=	0-74	=	0 quality points

Academic course grade criteria are identified in each course syllabus and may include a variety of opportunities to demonstrate competency and acquisition of knowledge. Because the practice of ABA is dependent upon integrating knowledge acquired throughout the course of study, all written and practical examinations may contain items pertaining to previously learned material related to course content.

### **Grade Appeal Policy**

The School of Arts and Science grade appeal policy is posted on Moodle in the ABA Certificate Program courses each semester for students to access.

### **Credit for Repeated Courses**

Students will be permitted to repeat only one ABA course in the ABA Certificate Program. In the event a course is repeated, the policy in the University catalog will be followed in computing the GPA and hours earned.

### **Internship Course Grade**

Internship course grade criteria are identified in each course syllabus and may include a variety of opportunities to demonstrate competency and acquisition of knowledge.

The student's performance in the clinic is evaluated by his/her assigned Site Supervisor and Course Instructor. The course grade is based upon student performance in the clinic, in accordance with the identified course objectives and with criteria established by the BACB. Students are expected to take a proactive role in the achievement of clinical expertise. As such they are expected to maintain open communication with both their Site Supervisor and the Course Instructor, identify needed skills and experiences to the Course Instructor in a timely manner, maintain records of achievements in the clinic and discuss opportunities and experiences that contribute to the success of the affiliation.

## **PROGRAM COMMUNICATION**

The University has attempted to centralize all communication among faculty, staff, students and administration by providing e-mail service and web assisted technology for instruction and information. In the event that student notification is necessary, texting, the e-mail service and Moodle course activities are the primary means to do so. Students will be given access to Moodle courses to download handouts and assignments according to course requirements. The successful student will find it helpful to check the University e-mail frequently to ensure timely access to University and program announcements. Students will find it helpful to check the Moodle sites, grade book and announcements several times a week. In the event that a student has no access to computers or internet at home, computers are available in the Library during the week, evenings

and on weekends. Students should determine when the Library is open to students in advance of assigned work to ensure timely completion.

Difficulties accessing e-mail and Moodle should be reported via the link on the University webpage or through services available at the Internet Cafe. Because technology is unpredictable at times, students may experience difficulties submitting assignments or accessing announcements at inconvenient times. In the event that a problem occurs, it is the student's responsibility to contact the course instructor immediately to report the problem. Instructors reserve the right to decide if assigned work can be re-submitted.

## REGISTRATION AND FEES

Students are encouraged to meet with the Program Director before register for ABA courses. Registration is completed in the same manner as other courses. However, students electing to take internship courses must be enrolled in those courses no later than one month prior to the beginning of the semester.

A mandatory orientation for new students will take one month prior to the beginning of the semester. The program director will announce the date and time of the orientation via email.

Beginning Fall 2020, internship students will be required to pay a \$20 fee for Health and Safety screening. Additional fees may apply if student's initial screen requires follow-up.

## ELECTRONIC DEVICES

Recorders or smart phones may be used in the lecture classes with prior permission of the faculty in order to reinforce content acquisition. Recorders and smart phones may not be used in lieu of attendance in class and participation.

As a courtesy to the faculty and other students, all phone functions, including text messaging should be turned off during class. Students are not allowed to have phones in their possession during tests. Students who disrupt class with any electronic device may be asked to leave class, as it is distracting and disrespectful to the faculty and other students.

If you find that you need for others to be able to get in touch with you during class, there are two numbers that may be used for emergency contact:

Lake Security	765-8825
Secretary, Health Professions	768-1738

## HEALTH REQUIREMENTS

In order to participate in clinical education experiences, students are required to verify current coverage of several mandatory requirements throughout enrollment in the clinical sequence of courses in the ABA Certificate Program. After being accepted into the ABA Certificate Program, students will receive a health packet detailing all health and safety requirements that must be met prior to the first clinical course. Failure to maintain compliance with the health and safety requirements each semester will result in the student's inability to attend the clinical portion of the program and may result in immediate disciplinary action, including withdrawal from the clinical program. Students are required to provide updated verification of these requirements at the beginning of each semester (no later than the first day of class) and to ensure ongoing coverage of these requirements throughout the clinical education sequence. These requirements include multiple criminal background checks and drug screens.

For more detailed information, students should refer to the document "STUDENT HEALTH & SAFETY: Policies and Procedures" and "Health Requirements by Clinical Program" located on the portal and contact the Office of Health and safety if they have any questions regarding these requirements.

## DRESS CODE

### Classroom Dress Code

Students are expected to present themselves as professionals in all settings in which they represent the University, the Program and the Profession. Therefore, students are expected to dress in a manner demonstrating their entry into a professional environment. Classes will be held in a variety of locations and there are several professional guest lecturers scheduled throughout the curriculum. A student is a representative of Franciscan Missionaries of Our Lady University, the ABA Certificate Program and the profession of Applied Behavior Analysis and is expected to maintain good personal hygiene and to dress in neat, clean, and appropriately fitted clothing.

General appearance affects the opinions of those with whom the student comes in contact. Moderation and good taste in dress and grooming are most desirable. Extremes in any area are not acceptable.

Listed below are suggested guidelines for classroom/campus/clinic/workplace attire.

- Clinic uniform or slacks and shirt/blouse is considered dressy casual and professional; Tennis shoes (predominately leather over toe box) of mostly one color are allowed
- Flip-flops should not be worn. Open-toed dress shoes/sandals are acceptable for class, but not acceptable for Lab and clinic.
- Athletic wear, leggings, and shorts of any kind (example: Bermuda shorts) should not be worn. Sleepwear or evening wear are not permitted.

- Denim jeans of any color are not allowed, except on certain occasions when proper approval is given. Denim dresses and skirts are permitted. Capri pants below the knee or longer is acceptable. Miniskirts are not appropriate.
- Tank tops/halter tops of any kind are not permissible. Collared or modest sleeveless shirts may be worn. Any tops/shirts that are too revealing (too low cut) are not in good taste. T-shirts and graphic tees, other than Fran U shirts, are not appropriate.

### Clinic Dress Code

All students are required to dress in a professional manner while on clinical affiliations or program sponsored off campus activities. Students must adhere to dress code policy of the University and clinical site at all times.

## CLINICAL EDUCATION

### Clinical Affiliation Assignments

The Program Director is responsible for assigning students to clinical affiliation sites. In order to plan for a variety of clinical experiences for each student, many facilities in and around the Baton Rouge area have signed contractual agreements with Franciscan Missionaries of Our Lady University ABA Certificate Program to provide clinical education. Clinical site placement is determined by many factors including, but not limited to, availability of placements, suitability of the clinical site to student competency and need, experience of clinical instructors, and the ability of the clinical site to provide quality learning experiences. In assigning students to clinical sites, one-hour travel time is considered to be a reasonable commute.

Requests by the student will be given consideration; however, all placements will be determined by the Program Director based upon criteria established by the Program. Students will be informed of placements for full-time affiliations at least four weeks prior to the beginning of the assignment. Students are required to contact the assigned Site Supervisor no later than two weeks prior to initiation of the clinical assignment.

### Confidentiality

The professional relationship guarantees each patient the right to privacy and confidentiality regarding his/her medical condition. It also ensures that a clinic's proprietary information is not shared with others. Students are required to maintain confidentiality of all information related to client's or clinical site activity and are required to sign an agreement to maintain confidentiality according to HIPAA guidelines. Failure to comply with this policy will result in immediate disciplinary action for the student and potential dismissal from the clinic and/or Program.

Examples of breach of confidentiality include, but are not limited to:

- Discussion of personal or medical information related to any client or clinic activity in public areas where that information may be overheard.
- Discussion with non-clinic or unauthorized persons (**including other students, spouses**) information regarding client treatment, status, or clinic activities.
- Removal of any part of the client care record from clinic premises or authorized locations.
- Discussion regarding work habits or behavior of clinical employees to other students.

- Discussion of client in disrespectful manner.
- Repetition of personal client information not pertinent to his/her medical status or treatment.
- Copying any part of a client's record.
- Discussion of any business, or the behavior of any employee or patient, to any person outside of the clinical environment.
- Accessing information on any person who is not actively in treatment without authorization

## Affiliations

Clinical affiliations are scheduled at contracted clinical sites throughout the community and surrounding region generally from 8:00 am to 5:00 pm, Monday-Friday, unless adjusted for a clinic's specific scheduling needs. Each student is required to contact the Center Coordinator of Clinical Education prior to the initial date of clinic (at least 2 weeks in advance) in order to verify clinic hours.

The student may be required to work on a weekend if the clinical instructor identifies this as a learning activity or to make up missed (excused) clinic time. It is expected that the student will participate in the regular 40+ hour work week. The student is expected to arrive punctually and remain until dismissed by the clinical instructor.

**Any absences from clinic must be reported to the Site Supervisor in accordance with the site's attendance policy and to the Course Instructor before 8:00 am (or as specified in on the syllabus) and must be made up according to the policy of the clinical site at the discretion of the Clinical Instructor.**

If a student misses two consecutive days in clinic or has a change in medical status, including pregnancy, the student must provide documentation from the physician which allows the student to return to clinic and/or states any restrictions. This information is sent to the Office of Health and Safety and a copy of the information is kept on file in the Program Director's Office. Failure to comply with this policy will result in disciplinary action and possible placement on Academic Suspension. Excused absences **do not** include routine medical appointments or child care issues. Clinical absences are excused for death of immediate family member.

## Liability Insurance

Each student is covered for \$1,000,000/\$3,000,000 of professional liability coverage through the University policy. Cost for liability insurance is included in the student fee structure and acknowledged with receipt of semester tuition and fees paid in full. Verification of liability insurance is included in the clinical affiliation agreement that the Program has with each clinical facility. Updated liability information accompanies the student to each clinic affiliation. Failure to pay tuition and fees on a timely basis may result in loss of insurance coverage and inability to participate in clinical education.

## Complaints

- Policies regarding grievance processes and complaints are documented in the *University Student Handbook*.
- Questions, concerns or complaints regarding the ABA Certificate Program curriculum or faculty should be addressed to the Director of the ABA Certificate Program.



- Questions, concerns or complaints regarding the clinical education portion of the program should be addressed to the ABA Certificate Program Director and the Site Supervisor.
- Questions, concerns or complaints regarding a specific course in the program curriculum should be addressed to the Course Instructor.

## Non Discrimination

Franciscan Missionaries of Our Lady University is an equal opportunity institution and is committed to abide by the principles and mandates of the Roman Catholic Church and the Federal Government of the United States. The University does not discriminate on the basis of race, color, sex, creed, marital status, national origin, or disability in any of its programs, and is committed to promote cultural diversity in admission processes and hiring practices. Policies and procedures that relate to faculty, staff and students are established in compliance with Ex Corde Ecclesiastes, Title VI of the Civil Rights Act of 1964, Title IX of the 1962 Educational Amendments and Section 504 of the Rehabilitation Act of 1973. It is also in compliance with the Family Rights and Privacy Act of 1974 (P.L. 93-380) as amended by P.L. 95-568. (*University Student Handbook*).

## REQUIREMENTS FOR CERTIFICATE

The Certificate in Applied Behavior Analysis is awarded following completion of didactic course sequence.

- The didactic sequence includes 15 semester credit hours in the required courses. To ensure didactic course information is sufficient for the instruction requirements of the BACB, students must complete the sequence within five years.
- All courses must be successfully completed with grades of “C” or above.
- Clearance of all indebtedness to the University
- Internship completion is optional, but encouraged

## LICENSURE REQUIREMENTS

Following completion of ABA Certificate Program, students will have met the instruction requirements of the BACB. However, students who opt not to take the internship sequence will need to meet additional supervision requirements. Students will be required to submit an application to the BACB to determine eligibility to take the certification examination. The Certificate from FranU does not equate to certification as a BCaBA.

Additionally, after receiving certification as a BCaBA, practitioners in Louisiana need to apply for state licensure through the Louisiana Behavior Analysis Board