MICHIGAN STATE
U N I V E R S I T Y

College of Education
Department of Counseling,
Educational Psychology and Special Education

Master of Arts in
Applied Behavior Analysis

2016-2017 Program Handbook

SPARTANS WILL.

Table of Contents

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Introduction and Overview

The Master of Arts in Applied Behavior Analysis (MA-ABA) Program at Michigan State University prepares students to be highly competent behavior analysts in educational settings, and to develop and deliver educational and behavioral programming to children with autism, intellectual, and neurodevelopmental disabilities. Students will develop in depth knowledge and applied competence in the delivery of behavior analysis to improve the quality of life of consumers in various service settings. Students who complete the MA-ABA program at MSU will be eligible to take the examination to become a Board Certified Behavior Analyst.

Behavior analysis is a natural science, like biology; it is not a social science, like psychology or sociology. Behavior analysis has four different branches: (1) the conceptual analysis of behavior, which addresses philosophical, theoretical, historical, and methodological issues; (2) the experimental analysis of behavior, which focuses on research on basic processes and principles; (3) applied behavior analysis (ABA), which focuses on applying basic principles to solve problems of social significance while systematically evaluating these applications; and (4) behavior analytic service delivery, which focuses on professional practice and consultation. The MA-ABA program at MSU will emphasize the third and fourth branches, with some material coming from the conceptual and experimental branches.

"Science is first of all a set of attitudes"
B.F. Skinner

This handbook is updated periodically by the ABA Program Faculty, sometimes with changes in degree requirements. You are required to complete the requirements described in the Handbook at the time of your admission. If more restrictive requirements are adopted after your admission, you are not bound by them. Should less restrictive requirements be adopted, you may fulfill the new requirements instead of those in place at the time of your admission. The latest version of the Handbook is always available online on the ABA Program web site.

M. A. in Applied Behavior Analysis Coursework Requirements

The following courses represent the required courses students take during their two years in the program. Some of these courses are offered face-to-face, with the course scheduled one evening a week to allow students to complete intensive fieldwork requirements. Other courses are offered online, with students able to complete all assignments off campus. It is not possible to substitute any of the courses or take courses in an alternative order. The Behavior Analyst Certification Board Inc.® (hereafter "BACB") has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements (i.e., fieldwork, exam application) to qualify for the exam.

**CEP 845: Autism Spectrum Disorders: Assessment & Intervention
This course examines assessment and intervention for students with autism spectrum disorders (ASD). Course participants will become knowledgeable and highly skilled practitioners who understand assessments (formal and informal) and can subsequently recommend and implement the most appropriate interventions to meet the needs of their students.

**CEP 851: Concepts and Principles of Behavior Analysis
This course provides the opportunity to learn, explore, and apply the fundamental elements, concepts and principles in applied behavior analysis (ABA) - the scientific application of learning principles to solve a wide range of socially significant issues facing humans. Students will become versed in the development of this science and be guided to think critically about the tenets of ABA, developing a graduate-level understanding and appreciation of the science of behavior including basic principles, concepts, techniques, interventions, research, ethical considerations, and applications of ABA.

CEP 852: Experimental Analysis of Behavior
This course provides graduate students with in-depth knowledge in basic behavioral processes, presenting information relating to human and nonhuman learning with a focus on the experimental analysis of behavior. Computer based simulations of laboratory experiments provide opportunities for students to apply acquired skills in areas including (but not limited to): respondent conditioning, operant conditioning, establishing operations conditioned reinforcement, rule-governed behavior, behavioral pharmacology, remembering/forgetting.

CEP 853: Functional Behavior Assessment and Behavior Change
This course examines multiple approaches to functional behavior assessment and intervention, emphasizing application to students with autism, intellectual, and developmental disabilities. Participants will be provided the skills necessary to complete a thorough functional behavior assessment, develop a function-based behavioral intervention plan, and implement the behavior plan with a student diagnosed with ASD or other disabilities.

**CEP 854: Ethics in Behavior Analysis
This course focuses on professional, legal, and ethical guidelines for the applied behavior analyst, preparing students to be ethical providers of behavior analytic services. Content for this course is required by the Behavior Analyst Certification Board for a University approved course sequence in the preparation of Board Certified Behavior Analysts, and will include, but is not limited to: informed consent, protection of confidentiality, selection of least intrusive and restrictive behavior change procedures, ethical decision making, and legal issues.

**CEP 855: Verbal Behavior in Education
This course examines educational procedures for teaching language and literacy using Skinner's (1957) conceptual analysis of Verbal Behavior as a foundation. Participants will learn the terminology associated with a behavioral explanation of language development, understand the historical controversy surrounding Skinner's conceptualization, and learn to administer educational procedures rooted in a verbal behavioral approach.

CEP 942: Single-case Experimental Design for Educational Research
This course will prepare participants to carry out intervention-based research and identify evidence-based practices in educational settings utilizing single-case experimental designs. Participants will carry out research projects directly relevant to roles as intervention researchers or practitioners (e.g., behavior analysts, special educators, school psychologists) working with individuals with disabilities in a variety of settings.

** = online course

MA-ABA Course Sequence

Year	Fall Courses	Spring Courses	Summer Courses
1	*CEP 851: Concepts and Principles of Behavior Analysis* CEP 852: Experimental Analysis of Behavior CEP 894F: Clinical Practicum 1 (4 credits)	*CEP 845: Assessment and Intervention in ASD* CEP 942: Single-case Experimental Design CEP 894F: Clinical Practicum 2 (3 credits)	CEP 894F: Clinical Practicum 3 (3 credits)
2	CEP 853: Functional Behavior Assessment & Behavior Change *CEP 855: Verbal Behavior in Education* CEP 899: Research Practicum 1 (3 credits)	*CEP 854: Ethics in Behavior Analysis* CEP 899: Research Practicum 2 (3 credits) GRADUATION!!!	

* = online course

Note: If not indicated, all courses = 3 credits

MA-ABA Course Alignment with Behavior Analyst Certification Board Inc.® 4th Edition Task List

	CEP 851	CEP 845	CEP 852	CEP 853	CEP 854	CEP 855	CEP 942	TOTALS
45 hours in ethical & professional conduct				3 hrs	45 hrs			48 hrs
45 hours in concepts & principles of behavior analysis	45 hrs		5 hrs					50 hrs
25 hours in measurement (including data analysis)			12 hrs				19 hrs	31 hrs
20 hours in experimental design				3 hrs			20 hrs	23 hrs
30 hours in identification of the problem & assessment		21 hrs		9 hrs				30 hrs
45 hours in fundamental elements of behavior change & specific behavior change procedures		15 hrs	25 hrs	6 hrs		21 hrs		67 hrs
10 hours behavior change systems				10 hrs				10 hrs
10 hours in intervention & behavior change considerations		4 hrs	3 hrs	6 hrs				13 hrs
10 hours in implementation, management & supervision				4 hrs			6 hrs	10 hrs
30 hours in discretionary		5 hrs		4 hrs		24 hrs		33 hrs
TOTALS	45 hrs	45 hrs	45 hrs	45 hrs	45 hrs	45 hrs	45 hrs	**315 hrs**

MA-ABA Fieldwork Requirements

Clinical Practicum

The purpose of the clinical practicum is to provide students with extensive supervised experience in the application of behavioral concepts and principles to consumers in their area(s) of interest. Practicum site supervision will be provided by the course instructor and the identified BCBA supervisor at the site. Regular cohort meetings with faculty will be scheduled as part of the clinical practicum experience. The practicum coursework and requirements in placement sites are designed to fulfill the fieldwork requirements of the BACB. In addition to coursework, all Master's degree students are required to complete at least three semesters of practicum. This is built into the prescribed program plan during the first year of study.

The MSU MA-ABA clinical practicum fulfills the 1000-hour university practicum experience, as required by the BACB. The BACB standards require that supervisees complete, with a passing grade, 1000 hours of practicum in behavior analysis within a university practicum program approved by the BACB and taken for graduate academic credit. A supervisory period is one week. In order to count experience hours within any given supervisory period, supervisees must be supervised at least once during that period for no less than 7.5% of the total hours spent in practicum. For example, 20 hours of experience would include at least 1.5 supervised hours. Because the BACB standards change, we direct you to their website for the latest information: www.bacb.com.

Research Practicum

In addition to the clinical practicum, MSU's MA-ABA program requires students complete a research practicum, which is conducted at the same time as the Masters Thesis (described below). The purpose of the research practicum is to provide supervision to students in a range of professional behaviors essential to consuming and conducting research in ABA. Topics include ethical scientific behavior, critical analysis of published research, conducting research to inform practice in educational or clinical settings, and engaging in research after the Masters program is completed. The research practicum will involve regularly scheduled meetings with faculty and peers to discuss research projects.

MA-ABA Additional Degree Requirements

Master's Thesis

For your MA-ABA degree, you are required to propose, complete, write up, and orally defend an empirically-based master's thesis. A master's thesis is the culmination of your graduate education and training. You may begin working on your master's thesis as soon as you begin the program, but should have begun it by the end of your first year. The first step is to decide on a topic and develop the research project with your advisor. Your topic must fit Baer, Wolf, and Risley's (1968; 1988) definition of applied behavior analysis and you will utilize a single-case experimental design to conduct your study. You will need to identify and select three individuals to serve on your thesis committee, the guidelines for which are provided below. Data collection may begin once your committee has approved the project and you have approval from the university's Institutional Review Board. While working on your thesis, you will enroll in three (3) credits of CEP 899: Master's Thesis Research per term for two semesters with your advisor. When your data are collected and analyzed, the thesis needs to be written and defended. You will have successfully completed your Master's thesis when it is signed by two of three members of your thesis committee and you have completed 30 credit hours numbered 800 and higher while classified as a graduate student, including credit hours enrolled in. The following table outlines the Thesis timeline, with additional details following.

Year	Fall Tasks	Spring Tasks	Summer Tasks
1	• Discuss research questions with advisor • Finalize research topic and gain approval from advisor	• Design research methodology in CEP 942 • Working with advisor and 942 instructor, prepare an introduction and literature review of thesis • Identify and confirm committee members – schedule proposal for early fall of year 2 • Confirm site for research	• Finalize introduction and method section • Complete IRB application
2	• Propose thesis early to committee • Obtain final IRB • Complete any revisions suggested by committee • Recruit participants and start project	• Complete research project • Write discussion and results • Schedule thesis defense: should be prior to May 15th	

Thesis Committee

Your thesis committee is composed of three members: a chair and two additional committee members. The chair of your committee should be your graduate advisor. At least one of your remaining committee members should be a doctoral student who has completed the coursework and fieldwork requirements for board certification as a behavior analyst. The remaining member should be a faculty member who has at least a 25% appointment in the ABA program or is an ad-hoc or special appointment to the graduate faculty. These members are typically fixed term or adjunct faculty members, but they should be *uniquely qualified by training or experience* to serve on the thesis committee. Forming the thesis committee is your responsibility and should be done with the advice and consent of your advisor.

Changing Committee Members

You may choose to replace members of your thesis committee at your discretion. When a change occurs, for whatever reason, you are responsible for finding a replacement. The ABA Program department incurs no obligation to provide a replacement committee member.

The Thesis Document

The written thesis must conform to the guidelines outlined in the latest edition of the APA Style Manual. It must also conform to the physical specifications required by the College. You should review these before you start writing so that you do not spend time reformatting it later. This information may be found at (https://eebb.msu.edu/OriginalSite/graduatehandbook_sec_vi.html).

Thesis Defense

When you have finished writing your thesis and have had it approved by your advisor, you should schedule a time to defend it that can be attended by your committee members. This is your responsibility. You are required to notify the graduate secretary two weeks in advance of your plan to schedule a thesis defense. Some paper work must be completed in order to have the defense.

Two weeks prior to your defense, you need to provide your committee members with the final draft of your thesis, including all figures and tables. Should a member of the thesis committee request further documentation of any aspect of the research process (e.g., completed data sheets or a contact person at the research site), this request will be honored.

The defense is passed if 2 of the 3 committee members vote to pass it. If you do not pass, you may not defend it again for a period of at least 90 days. If the oral defense is

failed twice, you have 30 days to petition the department for a third attempt. Failure to petition or a rejected petition will result in your dismissal from the program.

After a Successful Defense

Provided that you pass your defense, you will have all committee members sign a title page that contains lines for their signature. Give these title/acceptance pages to the graduate secretary after the defense meeting.

Often a thesis committee will ask that you make some changes to the document before it is submitted to the College. You must be enrolled in at least 1 credit hour of thesis credit while making changes to your thesis. Should you take longer than 6 months to complete the changes to your thesis, you must enroll in 3 credit hours per semester until the revised thesis is completed.

Once changes are made and you have your advisor's approval, you will electronically submit your thesis to the College. This process is described at: (http://grad.msu.edu/etd/) . You must also have at least one copy of your thesis bound; however, most students have a second copy bound to place on their bookshelf for posterity. You are required to submit to the Department one bound and one unbound copy of your thesis (give these to the graduate secretary). Finally, you will need to pay your fees to the Graduate School (see the same website). See (http://grad.msu.edu/graduation/) for more information on completing your paperwork for graduation.

The Student-Advisor Relationship

When you are admitted to the program, you are assigned a full-time faculty member as an advisor. Students receive advising from faculty that are MSU tenure track, three-year fixed-term, or clinical fixed-term assistant professors. The ABA Program Coordinator also makes every effort to assign you to an advisor who has expertise in your desired emphasis area. Students are distributed among the faculty so that each faculty has an approximately equal number of advisees—which means you may not always be advised by someone in your primary area of interest. However, all advisors are fully familiar with program requirements.

Despite best efforts to match students to advisors, a student may find it difficult to work with his/her advisor or may want to work with a different faculty member. If you wish to switch advisors, you should speak directly to your advisor right away to resolve any issues you may have. If this does not resolve the issue, you can then contact the ABA Program Coordinator and explain the reasons for your desire to change advisors. The Coordinator will consider your request and determine if it is possible for you to be assigned to a new advisor or to your requested advisor if s/he does not already have a full load of advisees.

The advisor's primary responsibility is to make sure each student is taking the appropriate coursework. Your advisor will also chair your Master Thesis. As discussed below, you should work closely with your advisor when developing program plans. Your advisor can also help you with the difficulties you encounter in your coursework. You should feel free to contact your advisors at any time.

The program follows a junior-colleague model. In it, you and your advisor share equal responsibility in planning for your academic success and ensuring that you make timely progress in meeting the degree requirements of the department, college, and university. Your advisor will assist you in selecting required and elective courses, developing research projects, and preparing for degree requirements. You and your advisor will also work collaboratively on your professional development. Specifically, your advisor will assist you in clarifying your professional goals and attaining substantive experience.

Changing your Advisor

For a variety of reasons, you may complete your degree with someone other than your original advisor. The reasons include:

- Your or your advisor's interests may change such that the two are no longer compatible.

- After providing at least one full semester's warning, your advisor may terminate the advising relationship. This most often occurs when the student fails to make timely progress toward his/her degree.

- Your advisor leaves the department or MSU.

- Your advisor retires.

What happens next depends on your progress toward the MA-ABA degree. If you have completed all the MA-ABA requirements, after consulting with you, the program will appoint a replacement advisor. If, however, you have not completed all of the MA-ABA requirements, the program is under no obligation to appoint a new advisor. It is your responsibility to secure a new advisor. However, if you are in good standing (e.g., not on probation), your current committee (see below) will work with you to (a) identify a new advisor in the program, (b) identify a new advisor in a different program at MSU, or (c) identify a new advisor at another university. In the end, however, the program is under no obligation to identify a new advisor regardless of the reason for the break in the student-advisor relationship. Should a replacement advisor be found, the new advisor is not obliged to supervise research that is outside the advisor's area of expertise or interest. Thus, you may find that you must change your area of research to accommodate your new advisor. This may add time to earning your degree.

Who Can Serve as Your Advisor?

Your advisor must be tenured or in a tenure-track position or a recurring fixed term faculty member and must hold at least a 25% appointment in the department. Adjunct or courtesy faculty can co-advise students, but may not serve as their only advisor or, unless authorized, may not admit students.

BCBA Examination

BACB examinations are only offered to individuals who are seeking BACB credentials or continuing education, and for no other purpose. Before taking a BACB examination, all applicants must first apply to the BACB and document that all eligibility requirements have been met.

The Board Certified Behavior Analyst examination is comprised of 150 multiple-choice questions. Each question has four possible answers. Examination content is based on the Fourth Edition Task List. To view a chart outlining the number of questions per content area, click here. In addition to the 150 graded questions, examinations typically include up to 10 ungraded pilot questions. Therefore, candidates sitting for the BCBA examination will usually answer 160 questions total.

Candidates are given a total of four hours to complete the examination. This includes time spent reviewing and agreeing to the Examination Terms and Conditions, reading instructions, and any breaks taken during the examination. The examinations are administered using a computer-based testing (CBT) format by Pearson VUE, Inc. of Minneapolis, Minnesota. Pearson VUE's website offers a tutorial to become familiar with the CBT format, as well as information about what to expect at a Pearson VUE testing center.

BACB examinations are professionally developed to accepted examination standards and are based on the results of a formal Job Analysis and survey. The BACB follows nationally accepted standards for test development. For the most up-to-date information, we direct you to their website: www.bacb.com.

Click on a topic to learn more:

BCBA exam content and structure

BCBA exam dates

BCBA examination terms and conditions

General rules for taking the examinations

Information about BCBA exam results

Information about passing scores

Information about exam reports

We recommend extensive preparation for the BCBA exam. Methods of preparation will be discussed in your courses, as well as in your practicum site. In addition, we recommend students take initiative in planning and executing a plan for exam preparation. The following websites provide information about professional exam preparation agencies that may be helpful for students:

Behavior Development Solutions (http://behaviordevelopmentsolutions.com/)
    BDS offers their CBA Learning Module Series, which will help you gain fluency in answering questions similar to those found on the BCBA exam.

BACB Exam Prep Events (http://info.bacb.com/o.php?page=100526)
    The BACB tracks several live and online preparation events, including mock exams with opportunities for feedback.

The Graduate School at MSU

The MSU Graduate School oversees all graduate programs on campus. In order to obtain a graduate degree you are required to fulfill its requirements, as well as those of the ABA program. Although we attempt to cover all Graduate School requirements in this handbook, students should check the Graduate School website periodically for the latest information (http://grad.msu.edu/gsrr/).

Spartan Life: Student Handbook and Resource Guide, is a helpful resource guide to campus programs and services, and also includes rules, regulations, rights and responsibilities that have been established in the interest of intellectual and personal development while protecting individuals freedoms. It is published annually by the Department of Student Life in the Division of Student Affairs and Services.

Admission to the Graduate School

Incoming graduate students must have a bachelor's degree from an accredited university and have earned an overall GPA of 3.0 or higher. All applicants must first meet requirements of the University, College of Education, and Department. Tenure-stream faculty in the ABA program make admissions recommendations to the Chair of the Department, and offers of admission originate from our Department office.

Applicants are asked to complete a Department and a University application. With their application, applicants must submit: (a) official transcripts from all previously attended postsecondary institutions; (b) Graduate Record Examinations (GRE) General Test scores for Verbal Reasoning, Quantitative Reasoning, and Analytical Writing; (c) at least three letters of recommendation; (d) a goal statement; (e) a resume or other record of previous experiences; and (f) a sample of scholarly writing.

We strongly recommend that applicants seek letters from those who can speak directly to their ability and motivation for successful completion of the MA-ABA program. Thus, letters from former professors or other supervisors of graduate or undergraduate work are often more helpful than letters from colleagues or friends. The sample of scholarly writing should show the applicant's ability to think critically about an issue, review relevant information about that issue, and draw reasonable and creative conclusions or implications.

Graduate School Guidelines on Research and Teaching Assistantships

The latest information about Graduate Teaching Assistants (GTAs) may be found at the Graduate School Website: (http://grad.msu.edu/assistantships/) where you will also find eligibility requirements, information about tuition assistance, and general guidelines.

Graduate School Scholarships, Fellowships, and Assistantships

The graduate school offers a number of different fellowships to attract particularly strong applicants. Application and eligibility information for all of these programs may be obtained at (http://grad.msu.edu/fellowships/).

Graduate School Travel Fund

Funds from the Graduate School are available for graduate and graduate professional students to travel to present their research at professional conferences. These funds are not available to support thesis/dissertation research projects or course work. This funding is only for graduate students pursuing a degree program. Be sure to apply early in the year you hope to secure funding. The graduate school has a limited amount of funding; it is awarded on a first- come-first-served basis. More information may be obtained at (http://grad.msu.edu/fellowships/travel.aspx).

MSU Orienting Information http://grad.msu.edu/resources/

Student ID Cards and E-mail Accounts

The MSU ID Office serves as the single point of contact for all identity management activities at MSU and provides first-level support for the variety of services tied to MSU NetIDs and Spartan Cards. The MSU ID Office also provides support for a wide variety of services tied to Spartan Cards, including electronic access control to buildings and parking gates, MSU Library services, Spartan Cash, and residence hall meal plans. The MSU ID Office is responsible for the provisioning and maintenance of MSU's NetID authentication. A MSU NetID is a unique, alphanumeric identifier assigned to all current MSU faculty, staff, students, and retirees. MSU NetIDs provide access to the official MSU network and many other online services on campus (e.g., the university's e-mail service). This access is granted based on users' affiliations. Information about obtaining an MSU Net ID and ID card is located at: (http://idoffice.msu.edu/).

Course Requirements and Listings

Information about coursework may be found in this handbook, as well as in the Graduate Catalog.
(see Graduate Degrees
https://reg.msu.edu/AcademicPrograms/Programs.asp?PType=GR). Course offerings are also available on the web at (https://reg.msu.edu/Courses/Search.aspx).

Parking Permits

Information on obtaining a parking permit is located on the web at:
(http://police.msu.edu/management-services-bureau/parking-office/student-permits/).

Health Insurance

Information on your eligibility for health insurance is located on the web at:
(https://www.hr.msu.edu/benefits/studenthealth/).

Department of Counseling, Educational Psychology, and Special Education (CEPSE)

Keys
Keys for any offices or rooms you need access to may be obtained from the Graduate Special Education Program Secretary in Room 335 Erickson.

Mailboxes
You will be assigned a mailbox by name or share one with another student. Information pertaining to your assigned mailbox may be obtained from the Graduate Special Education Program Secretary in Room 335 Erickson.

Copiers
Copiers are available via the College Copy Center in Room 515 Erickson. For additional information on services provided by the College Copy Center visit their site at: (http://education.msu.edu/resources/buildings-technology/service-center.asp).

CEPSE Departmental Information

Departmental Expectations of Graduate Students

As an incoming graduate student, you may be unsure of what is expected of you when you enter the program. You may think of graduate school as an extension of your undergraduate coursework, but will be surprised to find that much more is expected of you. Here are some of the salient differences:

- As a full-time student during the fall and spring semesters of each year, you will enroll in 6-10 credit hours each semester (part time summer enrollment in Practicum IS required for Year 1). One of your courses is usually a research or applied practicum supervised by your advisor. This may sound like a light course load, but you will find that graduate courses are different from those you completed as an undergraduate.

  o Many graduate courses use multiple resources including textbooks, peer-reviewed articles, online training modules, and book chapters every week. Reading over 100 pages per class per week is not unusual.

  o When readings are assigned, you must read them before the next class meeting because you may be tested on their content and will be expected to discuss them with the professor and your peers during class.

- You are responsible for knowing and understanding your course and practicum training requirements. This ensures that you can avoid misunderstandings that might otherwise be construed as misconduct. In particular, you should obtain (a) course syllabi and written copies of all class assignments; (b) specific information on course

deadlines, attendance policies, and grading practices; and (c) rules for how to complete class and practicum assignments and exercises, inside and outside of either setting. You should also assume that unauthorized collaboration on in-class quizzes, tests, examinations, and on out-of-class assignments is not permitted. You should retain all returned and graded materials until the final grade is reported. You should know your instructor's office hours and telephone number, and where the office is located.

• You are expected to earn exemplary grades in all of your courses. Courses in which you earn less than a 3.0 are considered failed courses and will not count toward completion of your degree. If your cumulative graduate GPA falls below a 3.0 you cannot graduate with a Master's degree.

• Given these expectations, your days start early and end late, and you will work on the weekends. If you are working on academic, fieldwork, or research activities less than about 50 hours a week, you may not be meeting your advisor's expectations.

• Because you are expected to complete your degrees in a timely fashion and to publish the results of your research, you are expected to remain in East Lansing during the fall, spring and summer of Year 1 and fall and spring of Year 2. You can expect to work with your advisor and other faculty during the summer of Year 1, and some advisors may even expect you to work during the spring and winter breaks. Talk to your advisor to get a sense of these expectations.

These are high expectations, but they are expected of any student who is admitted to and enrolls in a premier graduate program. You would not have been admitted to our program if we did not feel confident that you could meet these expectations.

Departmental Policies and Procedures

Serving as a Graduate Teaching Assistant

More than 3,000 assistantships are available to qualified graduate students at Michigan State University. Most Master's students will not have time to complete a Graduate Assistantship. However, some may have such an opportunity and should therefore be familiar with the role. The University is concerned with the quality of educational experience that graduate assistants receive, and, for teaching assistants, also the quality of the instruction that they provide to undergraduates. Graduate assistants are enrolled students whose primary association with MSU is directed toward advanced degree completion. Satisfactory progress toward earning a degree is a condition of maintaining the assistantship. Departments may limit the number of years that a graduate student may hold an assistantship. Although this Handbook outlines University policy, graduate assistants are responsible for knowing the specific policies and procedures that govern their particular assistantship and academic program. The

policies and procedures defined in this Handbook that cover wages, benefits, or other terms and conditions of employment do not apply to teaching assistants subject to the collective bargaining agreement with the Graduate Employees Union/American Federation of Teachers. To view the contract, see the Graduate School's website, http://grad.msu.edu

As a graduate teaching assistant, you are expected to be prepared for and attend every class, as well as to be involved in all outside-the-classroom duties such as preparing study guides or lectures, grading assignments, maintaining the grade-book, communicating with students, etc. You should plan to spend 10 (0.25 time GTA) or 20 (0.5 time GTA) hours per week engaged in these activities. Your faculty teaching supervisor should not assign tasks to you that will require more of your time than this. As a graduate teaching assistant, you are a senior colleague to your junior colleagues -- the students. As such, you should treat them professionally in all facets and manner of classroom instruction and practicum training, both inside and outside these settings. In particular, the Rules and Regulations of the University Senate state that, at the beginning of each course and each practicum, faculty members, instructors, and graduate teaching assistants should inform students clearly about how to prepare class and practicum assignments, notebooks, outside work, and the like. Information on attendance and grading practices should also be included. This ensures that students will not be suspected of academic misconduct on the basis of any ignorance of course requirements.

Making Timely Progress

The University and ABA Program establish explicit guidelines for the completion of graduate degrees at Michigan State University. The MA-ABA program must be *completed within three years* from the time a student begins taking graduate level courses. Students who do not finish within this time frame must fill out a Request for Extension of Time form, which can be obtained from the Program Coordinator. Extension of time is not automatically granted. An advisor must approve a student's request; requests for a second extension require approval of the full faculty. A student must also specify why the first time extension was not sufficient for completing degree requirements. Each extension is for no more than two semesters, and no more than two extensions can be granted. The Dean of the College of Education must also approve each extension. Students who do not complete courses for one consecutive year will be required to re-apply to the MA-ABA program.

Annual Performance Review

A Student Performance Review Committee will formally review your progress each spring. In preparation for this review, you will complete a progress report, give it to your advisor for a signature, and submit it to the Committee by the date requested, usually in March-April. Failure to do so may result in you being placed on probation. Your advisor will summarize the Committee's comments and add further information to your report.

Your advisor will meet with you to deliver individualized feedback regarding your progress and the Committee's comments. A copy of the annual review form is provided on the ABA website. If the Student Performance Review Committee judges that you are not making adequate progress, it will request that within a 30 day period you develop a timeline with your advisor for completing the remaining degree requirements. Failure to develop and adhere to the proposed timeline will result in appropriate consequences.

Graduation/Diploma

In the final semester of courses, you must apply to graduate through the Registrar's office at http://www.reg.msu.edu/StuForms/GradApp/GradApp.asp.

Requesting a Leave of Absence

If you wish to pursue professional opportunities consistent with your long range professional goals or are confronted with unexpected illnesses or other emergencies, you may request a leave of absence. Requests must be made in writing and submitted to the ABA Director of Graduate Studies (plavnick@msu.edu), along with completed forms and appropriate documentation (see the Graduate Secretary for the forms). If approved, the Director of Graduate Studies will submit a request for a leave of absence to the Graduate School. All requests must be granted by the Graduate School. If you leave the program for 1 year or more, you must apply for readmission. If you are readmitted, all time spent in graduate school at MSU before your readmission will count toward the time limits imposed by the College (8 yrs to Master's and 10 yrs to Ph.D.).

Grading Issues

As, Bs, Cs, etc.

You are expected to earn exemplary grades in all of your coursework. If your cumulative graduate GPA falls below 3.0, the ABA Program will place you on probation. While on probation, you may not hold employment positions and must increase your cumulative GPA to 3.0 or above in the next semester or you will be dismissed from the program. You may not re-enroll unless the department petitions for an additional semester. If you are dismissed from the program, you may not be readmitted as a non-degree seeking student. Courses in which a grade below 3.0 is earned must be repeated if required for graduation.

Incompletes

The ABA Program rarely provides incompletes for courses. Incompletes are only given in the event of extenuating circumstances and when the student has completed the majority of the coursework. Courses for which you earned an "incomplete" must be completed by the middle of the subsequent semester if they are required for graduation.

Only the instructor may convert incompletes into grades.

Credit/no credit

Graduate students cannot take courses on a credit/no-credit basis.

Grading thesis/dissertation credit

The final enrollment in thesis credit must be given a letter grade by your advisor. All earlier credits may be graded on a "P" for progress basis.

Professional Ethics in Research and Practice

As behavior analysts and scholars interested in improving outcomes for individuals with disabilities, we hold ourselves to high professional standards in our research, teaching, and other professional practices. One set of standards to which we hold ourselves, and consequently our students, is the Professional and Ethical Compliance Code for Behavior Analysts (see BACB website). As scholars, we also must be held accountable to a set of standards that guide our research and creative activity.

As described in the MSU Graduate Student Handbook, "integrity in research and creative activities is based on sound disciplinary practice as well as on a commitment to basic values such as fairness, equity, honesty, and respect." You must become knowledgeable with the University's procedures for research involving human subjects. At MSU, the University Committee on Research Involving Human Subjects (UCRIHS) oversees all research involving human subjects. Before you even submit a proposal for conducting research with human subjects, you must complete a tutorial about human subjects policies, available at http://www.humanresearch.msu.edu/requiredtraining.html. UCRIHS also offers workshops throughout the year about research ethics and policies. You will receive information about these from the special education program secretary. You are strongly encouraged to attend one of these workshops.

Student Conduct and Conflict Resolution

The University has established a judicial structure and process for hearing and adjudicating alleged violations of recognized graduate student rights and responsibilities (GSRR, Article 5). The first venue to resolve such conflicts informally or formally rests within the academic unit. Because the faculty advisor-graduate student relationship is deemed so important, special attention should be given to the resolution of conflicts between a graduate student and his or her faculty advisor.

Student Conduct and Academic Honesty

It is important that you are thoroughly familiar with these policies before you begin work

in your courses. These principles apply to all work in your graduate courses and Fieldwork experiences. Violation of these ethical principles and policies may result in a failing grade in a course and possible dismissal from the ABA Program without the award of a degree. Students who are dismissed from the program due to violations in academic integrity will not be eligible for re-admission at any time. The ABA Program assumes that graduate students, faculty members, instructors, and graduate teaching assistants are responsible for knowing and understanding these guidelines. Ignorance of them is not an adequate defense against charges of academic misconduct.

MSU expectations for acceptable student conduct are specified in the regulations and the rights and responsibilities sections of the <u>Spartan Life Student Handbook and Resource Guide</u>.

In a community of scholarship and practice, all of us share the responsibility of making sure that standards of academic honesty and integrity are understood and followed. Faculty and students at Michigan State University are expected to conduct themselves with the highest character and integrity. As stated in University policy:

> Academic honesty is central to the educational process and acts of academic dishonesty are serious offenses within the University community. Suspension from the University could be the consequence for acts of academic dishonesty. (Spartan Information and Services, p. 78)

As a student at Michigan State University, you are obligated to uphold MSU's principles of academic integrity, including the responsibility that "no student shall claim or submit the academic work of another as one's own" (MSU Graduate School Rights and Responsibilities, General Student Regulation 1.0). You should understand that **no student is permitted to**:

- Claim or submit the academic work of another as one's own.

- Procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.

- Complete or attempt to complete any assignment or examination for another individual without proper authorization.

- Allow any examination or assignment to be completed for oneself in part or in total, by another without proper authorization.

- Alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.

Source: MSU, General Student Regulations, 1989, p. 79 Integrity of Scholarships and Grades

The following are all considered instances of academic misconduct:

Cheating

Giving, using, or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise, including unauthorized communication of information.

Examples: (a) copying from another student's paper during a quiz, test, or examination; (b) using "crib" sheets during a quiz, test, or examination; (c) using unauthorized books, notebooks, study guides, or other devices (e.g., calculators) during a quiz, test, or examination without authorization; (d) receiving unauthorized assistance during a quiz, test, or examination; (e) procuring quizzes, tests, or examinations before the scheduled exercise without authorization; and (f) copying other student's reports, laboratory work, and computer programs or files.

Fabrication and Falsification

Unauthorized alteration or invention of any information or citation in an academic exercise:

Examples of fabrication: inventing or counterfeiting data or research procedures to make it appear that the results of several processes are actually the results of a single process.

Examples of falsification: (a) false citation of the source of information; (b) altering the record of or reporting false information about practicum or clinical experiences; (c) altering grade reports or other academic records; (d) submitting a false excuse for absence or tardiness in a scheduled academic exercise; and (e) altering a returned examination paper and seeking re-grading.

Plagiarism

Knowingly presenting the work of someone else's as your own without proper acknowledgement of the source. The sole exception to this requirement is when the ideas or information are common knowledge.

Examples: (a) submitting, as your own work, the work of another student, research assistant, "ghost writer," or commercial writing service; (b) quoting directly from a source without quotation marks and citations; and (c) paraphrasing or summarizing someone else's work without acknowledgement of the source.

Plagiarism may occur orally and in writing. It may involve computer programs and files, research designs, distinctive figures of speech, ideas and images, or generally any information which belongs to someone else and that is not acknowledged as such. The ABA Program Faculty route all course assignments through turnitin (http://turnitin.com)

to assess for authentic work. Any instances of plagiarism, including turning in work a student has completed for another course or prior project of any kind, will be met with disciplinary proceedings, which could lead to dismissal from the program. We refer all students to the resource "iThenticate," which is a free resource that will allow graduate students to check papers for unintended plagiarism before submitting them. Read more at: http://tech.msu.edu/ithenticate/

Facilitating Academic Misconduct

Giving or attempting to help someone else commit an act of academic misconduct.

Examples: (a) allowing another student to copy from your paper during a quiz, test, or examination; (b) distributing test questions or substantive information about the material to be tested before the scheduled exercise; (c) collaborating on academic work with the knowledge that the collaboration will not be reported; and (d) taking an examination or test for another student, or signing a false name on an academic exercise.

Conflict Resolution

Usually the best approach to resolving a problem is through informal discussion and negotiation when the problem first arises. Discussion and negotiation among the parties in a conflict may not only help to resolve the original conflict, but can lead to better communication and more positive working relationships in the future. In addition, there usually are more options for solving a problem at the early stages of a conflict than later when working relationships may become seriously compromised or when the problem grows in complexity.

Try to resolve problems through discussions with the people who are immediately involved in the issue. In the CEPSE Department, one should consider speaking with the course instructor (if the problem is specific to a special education course), your supervisor (if the problem is specific to practicum), your advisor, the special education coordinator, and/or the department chairperson.

If your problem cannot be resolved at the departmental level or if you prefer discussing the matter with someone from outside the department, consider seeking help from the MSU Ombudsman, the Judicial Affairs Office, the Women's Resource Center, Associate Dean for Student Affairs in the College of Education, or the Dean of the Graduate School.

The Graduate School conducts workshops on Communicating Your Message: Effective Communication Strategies That Work on Setting Expectations and Resolving Conflicts that are designed to help graduate students work effectively with their faculty mentors and to make good progress toward their degrees.

A student who believes his or her rights have been violated by a member of the Michigan State University community shall first attempt to resolve the dispute in an

informal discussion with the appropriate individual(s). (See AFR 2.4.2 and GSRR 5.3.1and 5.3.2.)

If after this discussion, the student remains dissatisfied with the results, the student should meet with the Chair of the Department and/or the University Ombudsman to seek a resolution. (See AFR 2.4.2 and GSRR 5.3.2.)

The Department Chair may respond by asking the complainant to consult with the appropriate Program Director. This does not preclude the student's right to consult with the Department Chair, either instead of, or after, consulting with the relevant degree Program Director.

If after this discussion, the student remains dissatisfied with the results, the student may submit to the Department Chair a written, signed request for an academic grievance hearing. The letter must (1) specify the alleged violations of academic rights to justify the hearing, (2) identify the individual(s) against whom the complaint is filed, and (3) state the suggested remedy that could be implemented by the Department Chair or degree Program Director. (See AFR 2.4.2 and GSRR 5.3.2 and 5.3.6.)

A copy of the Department Grievance Policy is contained in Appendix D. Students should consult the Graduate Students Rights and Responsibilities for additional information at *http://www.msu.edu/unit/ombud/index.html.* At any point during this process, students may contact the University Ombudsman's Office for advice, guidance or assistance regarding their concerns.

Dismissal from the Program

The dismissal of a student from the MA-ABA program is a significant event for both the student and the program faculty. It represents the conclusion of the faculty that the student is not engaging in professional behavior or that the student has not demonstrated an adequate level of competency in either academic or instructional skills or professional conduct. Dismissal action is generally the final outcome of several informal and formal communications with the student regarding his or her unsatisfactory progress through the program and, when appropriate, special efforts at helping the student meet program requirements and objectives. The final decision regarding whether or not a student should be terminated from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, rests with the ABA faculty. At any point during the student's matriculation through the program, the faculty retains the right to review any student circumstances or personal performances that may negatively affect the student's competencies for independent professional practice or that may threaten client welfare.

The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

1. Failure to maintain minimum academic standards

2. Unsatisfactory performance in practice courses (e.g., practicum)
3. Academic dishonesty or misconduct
4. Criminal misconduct
5. Failure to comply with established University or program timetables and requirements
6. Unethical practices and/or unprofessional conduct as specified in the BACB Code of Ethics
7. Failure to make satisfactory progress in completing program requirements
8. Failure to maintain regular contact with the program and internship/practicum supervisor

HIPAA, FERPA, & Privacy Policy Guidelines

All graduate students are expected to follow the MSU Privacy Office policies and procedures, regardless of their funding situation or assistantship placements. These guidelines will be discussed extensively at practicum sites, in some of the courses, and with advisors. Students are responsible for meeting all privacy requirements associated with work completed in the MA-ABA program. Appendix C provides an example of the HIPAA policy at the Early Learning Institute.

Records Policies

The ABA program maintains records documenting each student's progress through the Master's program. These records may include the program plan, thesis committee form, thesis completion form, teaching and assistantship evaluations, practicum evaluations, and other materials that are deemed necessary. All student records are kept in secure filing cabinets or private offices to protect students' privacy and confidentiality; only program faculty and staff will have access to this material. Students are strongly advised to maintain copies of forms for their personal records. Students may request to examine their own files; this request should be directed to the student's advisor or the Program Coordinator. The only material that will be withheld is that which the student has clearly waived his or her right to examine, e.g., confidential reference letters (Other than the latter, files generally only contain records of which students already possess copies). Once students graduate, a permanent file is maintained by the program which among other things, may assist documentation for future employment and credentialing.

Appendix A: Resources

Association for Behavior Analysis International (ABAI)

Membership in ABAI is highly recommended. Since 1974, ABAI has been the primary membership organization for those interested in the philosophy, science, application, and teaching of behavior analysis. ABAI provides many services to its members and the field including the following:

- Events that promote dissemination of the science and provide continuing education opportunities for practitioners.
- Job placement services for applicants and employers.
- Important scholarly journals in the field.
- Support of the dissemination of behavior analysis in the United States and around the world.
- Special Interest Groups (SIGs) initiated by and for members to provide forums for information exchange and to promote particular areas of behavior analysis.
- ABAI's membership publication, Inside Behavior Analysis, features articles of interest to the membership; information on upcoming events; and updates from chapters, SIGs, and more.

Behavior Analysis Association of Michigan (BAAM)

BAAM is a state affiliate of ABAI and is sponsored by the Eastern Michigan University Psychology Department. BAAM was organized to support and promote scientific research on the basic principles of behavior and the extension of those principles to create demonstrably effective and humane outcome-based therapies with the primary goal of establishing and enhancing functional independent living skills. BAAM also facilitates an annual convention that is well worth attending.

MSU Student Resources

The College of Education website can be accessed at this link: http://www.educ.msu.edu/. Information for College of Education students can be accessed at the following link: http://ed-web3.educ.msu.edu/infostu/. This webpage has resources for undergraduate/teacher candidates and graduate students and for teacher education program applicants in the College of Education. You will find important information on application procedures, jobs, scholarships, financial aid, student organizations, workshops and other resources.

Graduate students in the College of Education can access resources specific to their concerns at this link: http://ed-web3.educ.msu.edu/infostu/graduate.htm. Other resources that may be of interest to students are listed below.

Service	Web address
Black Student Alliance	https://www.msu.edu/~bsaemail/Welcome.htm
Campus Wellness Partnerships and Resources	http://www.msu.edu/user/gradschl/
Career Services and Placement	http://www.csp.msu.edu/ careerservices@csp.msu.edu
Counseling and Mental Health Resources	http://www.mentalhealthresources.msu.edu/
English Language Center	http://elc.msu.edu/
Family Resource Center	http://www.frc.msu.edu/
Graduate School	http://www.msu.edu/user/gradschl/
Judicial Affairs Office in Department of Student Life	http://www.studentlife.msu.edu/current_students/judicial.htm
Lesbian, Bisexual, Gay, Transgender Resource Center	http://lbgtrc.msu.edu/resources/ncod.htm
Library	www.lib.msu.edu/
Office of Diversity and Pluralism	http://odp.anr.msu.edu/
Office of Financial Aid	http://www.finaid.msu.edu/work.asp
MSU Computer Store	http://cstore.msu.edu/
Office for International Students and Scholars	http://oiss.isp.msu.edu/
Office of Admissions and Scholarships	http://admissions.msu.edu/
Office of Financial Aid	http://www.finaid.msu.edu
Office of the Registrar	http://www.reg.msu.edu/
Olin Health Center	http://olin.msu.edu/
Ombudsman	http://www.msu.edu/unit/ombud/

Resource Center for Persons with Disabilities	http://www.rcpd.msu.edu/
Sexual Assault and Relationship Violence Prevention Program	http://www.studentlife.msu.edu/current_students/sarv/sarv.htm
Spartan Life (student rights and responsibilities)	http://www.vps.msu.edu/SpLife/index.htm
Student Employment Office	http://www.finaid.msu.edu/work.asp
Services for the deaf and hard of hearing	http://www.rcpd.msu.edu/programs/hearingtech
Testing Office	http://www.testingoffice.msu.edu/

Learning Resources Center (LRC): provides instructional facilities, staff, and materials for MSU students interested in improving thinking, reading, writing, listening, study, time management, and test-taking skills. All services and workshops are provided free of charge. (http://lrc.msu.edu/)

Writing Center: experienced writing consultants talk one-on-one with writers of all levels of proficiency at all stages of a composition. Get assistance in brainstorming topics, organizing ideas, developing rough drafts, and fine-tuning your writing. For an answer to a quick question, use the Grammar and Usage. Hotline at the same phone and E-mail address (grammar@msu.edu; http://writing.msu.edu)

Career Development Center (CDC): The CDC contains a comprehensive collection of books and files on thousands of career fields and 3,200 employers as well as career and employer directories, MSU curriculum files, graduate and student information, audio-visual aids, and self-evaluation modules. Students in the College of Education receive help in activating a Placement File, preparing resumes, researching employers, and preparing for job interviews. Assistance is also offered in teacher certification in career planning and teaching market research. (http://www.csp.msu.edu)

Service Learning Center: MSU students may receive placement assistance here for volunteer experiences and internships related to their majors. The office is open Monday - Friday, Noon - 5:00 pm. (http://www.servicelearning.msu.edu)

The Testing Office: registration materials for the LSAT, GRE, MCAT, and GMAT are available here, as well as foreign language placement tests. Registration materials for the NMC are available in the College of Education Student Affairs Office, 134 Erickson Hall. (http://www.testingoffice.msu.edu)

Appendix B: MA-ABA Program Plan

So that you may be certified for graduation promptly upon completion of your program, as a degree candidate you must obtain final program approval from your advisor during or immediately prior to the semester in which you enroll for the final course on your program.

Name:		PID:	

Department/Program/Code:	CEPSE/Applied Behavior Analysis Program/6771

A program of studies for the Master's Degree must be prepared by the advisor and student prior to the student completing 10 semester hours of study.

NOTE: All requirements (including transfer credit) *must be completed within five calendar years* from date of first course accepted toward requirements of the degree through date of completion of final course. The final twenty credits must be completed while student is on degree status.

MSU Courses Constituting this Student's Master's Program (abbreviate as necessary):

Course Number	Title	Semester/ Credits	Course Number	Title	Semester/ Credits
CEP 851	Concepts and Principles of Behavior Analysis	FS16/ 3	CEP 853	Functional Behavior Assessment & Behavior Change	FS17/ 3
CEP 852	Experimental Analysis of Behavior	FS16/ 3	CEP 855	Verbal Behavior	FS17/ 3
CEP 894F	Clinical Practicum 1	FS16/ 4	CEP 899	Research Practicum 1	FS17/ 3
CEP 845	Assessment and intervention in ASD	SS17/ 3	CEP 854	Ethics in Behavior Analysis	SS18/ 3
CEP 942	Single case Experimental Design	SS17/ 3	CEP 899	Research Practicum 2	SS18/ 3
CEP 894F	Clinical Practicum 2	SS17/ 3			
CEP 894F	Clinical Practicum 3	US17/ 3		Total Credits	37

Required signatures:

Advisor Signature/Date:

_____

Name	

Chairperson Signature/Date:

_____

Name	

Associate Dean Signature/Date:

_____

Appendix C: Example HIPAA Policy

Michigan State University Early Learning Institute Policies on Protected Health Information

Policies to ensure <u>privacy</u> of Protected Health Information (PHI)
*Taken from the Office of Civil Rights HIPAA Privacy Rule

1. The ELI Privacy Officer or designee will provide clients with a notice of privacy practices in the form of a booklet.
2. If the MSU ELI uses a contractor that is not employed by the ELI to perform responsibilities associated with PHI, the ELI will establish a business associate contract.
3. The ELI Privacy Officer will identify all individually identifiable health information and ensure such information meets security requirements described below.
4. The ELI Privacy Officer will oversee the de-identification of all individually identifiable health information whenever possible.
5. ELI employees will have access to PHI as needed to complete professional responsibilities.
6. The ELI will disclose PHI to the individual; for treatment, payment, and health care operations; for uses and disclosures with opportunity to agree or object; for incidental use and disclosure; and for public interest and benefit activities.
7. The ELI will seek consent to disclose PHI for treatment, payment, and health care operations. When consent cannot be obtained, see items 9 and 10 under security policies below.
8. PHI will be maintained on site for at least six years and will be disposed of by shredding documentation.

Policies to ensure <u>security</u> of Protected Health Information (PHI)
*Taken from the Office of Civil Rights HIPAA Security Rule

1. Employees cannot use personal devices (e.g., phones, laptops, tablets) to access the ELI secure network, collect child or family data, record conversations, record video, or take pictures of clients.
2. Employees cannot transmit information to or about ELI clients using text messages. This includes any depiction of client data or images.
3. Employees shall not use ELI purchased software on home or personal computers or equipment.
4. ELI proprietary data, including but not limited to patient information, IT Systems information, financial information or human resource data, shall not be placed on any computer that is not the property of the ELI without written consent of the Executive Director.
5. PHI cannot be stored on any removable storage (e.g., flash drives, CD-ROM, external hard drives) that are not the property of the ELI.
6. Users may not download or install any software on ELI computers or equipment.
7. ELI employees will only access PHI on ELI computers through a secure system (see documentation on ELI electronic security safeguards).
8. ELI security systems will allow for a record of all access, with specific data regarding time and user.
9. All billing documentation will be sent to payers through a secure electronic medium.

10. All reporting documentation will be sent to payers through a secure electronic medium
11. Billing and reporting documentation may be sent via fax machine if the sender calls the recipient to ensure it is received by the intended party.
12. ELI employees may leave voice messages for parents or guardians of clients but should exercise caution to limit the amount of information left on a voice mail.
13. Outside of regular working hours, ELI personnel must clean desks and work areas such that all PHI is properly secured, or in an area that can be secured from unauthorized access.
14. When not in use, PHI should be protected from unauthorized users.

Disciplinary Action for Violations of HIPAA Privacy or Security Policies

The MSU ELI has the legal and ethical responsibility to safeguard health information in its possession. Health information shall be maintained in a confidential, safe, and secure manner that protects the patient's privacy while facilitating continuing care and administrative operation. Violations of policies regarding privacy and security shall result in appropriate disciplinary action up to and including discharge.

Examples of violations are as follows, but not limited to: accessing patient information for non-work purposes, sharing passwords or using another employee's password to access any of our information systems containing PHI, inappropriately storing PHI (on hard drives, personal computers, smart phones, etc), failure to log out of information systems when leaving work station, and other violations of ELI policies regarding HIPAA privacy and security.

Process:
1. The Privacy Officer investigates the potential violation which may include interviewing the employee, the client involved, or other individuals; reviewing documentation; and reviewing access logs.
2. The Privacy Officer consults with the supervisor, ELI Human Resources, and Academic Human Resources to generate appropriate disciplinary actions.
3. The supervisor or designee takes appropriate action to mitigate any harm caused by the violation.
4. If required, the ELI Privacy Officer will notify client and others of the violation.
5. If appropriate, the ELI Privacy Officer will re-educate the employee on privacy and/or security practices.