THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

M.S. in Applied Behavior Analysis

Graduate Student Handbook

TABLE OF CONTENTS

WELCOME

Welcome to the <u>M.S. in Applied Behavior Analysis at the University of Alabama in Huntsville (UAH)</u>! We appreciate your dedication to reaching this milestone, and we are excited to support you through our rigorous and rewarding fully online program. Launched in 2019, this program addresses the increasing demand for behavior analysts in Alabama, preparing you to sit for the Board Certified Behavior Analyst (BCBA) examination and excel in the field.

MISSION STATEMENT

Our mission is to prepare graduate students to become skilled behavior analysts ready to serve individuals, families, and communities through ethical and evidence-based practices. Through rigorous coursework and hands-on experience, students will gain the knowledge and skills needed to become certified professionals in applied behavior analysis and contribute meaningfully to research and practice in the field.

PROGRAM OBJECTIVES

1. Students will describe the philosophy of behaviorism, the theoretical approaches to understanding behavior, and the underlying assumptions of science.
2. Students will apply their understanding of behavioral concepts and principles.
3. Students will implement behavior analytic research methods.
4. Students will assess and intervene on behavior.
5. Students will describe the dimensions of applied behavior analysis and demonstrate their incorporation into intervention planning.
6. Students will apply the ethical guidelines and use professional skills in accordance with the field of applied behavior analysis.
7. Students will demonstrate social and cultural awareness.
8. Students will demonstrate the skills to supervise others and monitor organizational systems effectively.
9. Students will analyze and interpret principles of behavior through experimental analysis and basic research methods.

PROGRAM STRUCTURE

CREDIT HOURS

- Total: 36 credit hours
  - Core Coursework: 27 credit hours
  - Capstone Project Coursework: 9 credit hours
- Designed to be completed in 5 semesters, maintaining full-time status.

ORIENTATION

- All new students must attend an orientation via Zoom before starting their course sequence.

MODE OF INSTRUCTION

- Courses are delivered online through UAH's Canvas system, requiring "live" attendance in scheduled Zoom meetings.

COURSE MATERIALS

- Students must purchase textbooks and other materials, preferably buying rather than renting.
- Purchase Behavior Development Solutions (BDS) online training modules as instructed.
- All students must obtain the 7th Edition of the APA style manual.

ACADEMIC SUPPORT

ADVISING
- Each student is assigned an advisor upon acceptance, meeting every semester to discuss academic and professional progress.
- Students not meeting program requirements will follow a Professional Development Plan.

ACADEMIC REQUIREMENTS
- Maintain a 3.0 GPA; grades below "C" are unacceptable.
- Students on academic probation have one semester to raise their GPA.
- Graduate students performing acceptable work will earn Bs and those performing exceptional work will earn As. In our experience, students in our program who earn more Bs than As are less likely to pass the BCBA exam. Therefore, we encourage you to work closely with your advisor when there are concerns about your performance.

STUDENT RESOURCES
- Disability Support Services: Available for academic accommodations.
- Student Success Center: Offers academic coaching, tutoring, and study strategies at no charge.
- Counseling Center: Offers individual and group counseling, workshops, and support groups. Students can also receive free online mental health counseling through Togetherall, monitored 24/7 by trained clinicians.
- Technology and Library Resources: Access to online library services and librarian assistance.

FINANCIAL INFORMATION

TUITION AND FEES

For the most current information on tuition and fees, visit the <u>UAH Bursar's Office</u>. Graduate students can apply for financial aid through the Financial Aid Office.

TRANSFER CREDITS

Transfer credits are only accepted from programs accredited by the Association for Behavior Analysis International (ABAI). Credits are assessed by program faculty to maintain the academic rigor and integrity of the ABA program.

This policy aligns with <u>UAH's graduate transfer credit policy</u>, which allows graduate courses completed at appropriately accredited institutions to be applied toward UAH degree requirements, provided they meet all eligibility criteria.

- Transfer credits will only be accepted from programs accredited by ABAI.
- Courses from ABAI-accredited programs will be evaluated for equivalency to UAH ABA courses or considered for course substitution.
- The maximum credits transferable are 6 hours.
- Transfer credits must meet minimum GPA requirements and fall within the applicable course completion time limits.
- An official transcript must be submitted, along with supporting documentation for evaluation.

Students must submit the following documentation for evaluation:
- Official transcript indicating completed coursework
- Course syllabus
- Course description

FINANCIAL INFORMATION

TRANSFER CREDITS *(continued)*

- Information about textbooks or other instructional materials
- Any other relevant documentation to demonstrate course content and learning outcomes

Program Faculty Review

The student's academic advisor will forward the provided documentation to the ABA program faculty for evaluation. At least two program faculty members will assess the course(s) for:

- Alignment with UAH ABA program objectives
- Depth, scope, and academic rigor
- Relevance to UAH's ABA curriculum
- If the course meets these criteria, it will be approved for transfer credit

Approval or Denial

Approved credits will be documented as either equivalent to a UAH course or accepted as a course substitution. If the course is not considered equivalent, the transfer credit request will be denied, and the decision will be communicated to the student. The academic advisor will provide feedback to the student regarding the outcome of the evaluation.

Registrar Processing

- Upon approval, the academic advisor will complete and submit a Transfer Equivalency/Articulation Form to the Registrar's Office for official recording in the student's academic record.
- Copies of the form will be retained by the ABA program and the College of Education for future reference.

For further inquiries or to initiate a transfer credit request, students should contact their program coordinator or academic advisor.

COURSE MATERIAL

As with many university courses, students must purchase textbooks or other course materials. Though not required, we do recommend that students purchase, rather than rent, textbooks because many will be used in multiple courses. Additionally, students will likely find it helpful to reference previous texts as they progress through the program.

BDS MODULES

The ABA program requires students to purchase an online training package through <u>Behavior Development Solutions</u> (BDS). The BDS learning modules will be assigned in all program core courses. BDS offers various license lengths, and based on our program requirements, we recommend that students purchase the 24-month license.

Please do not purchase a subscription from BDS until you receive an email from them. Doing so will delay our ability to monitor your progress on the modules administratively, which could affect your course grade.

APA MANUAL

All students must purchase the 7th Edition of the APA style manual.

American Psychological Association. (2020). Publication manual of the American Psychological Association 2020: the official guide to APA style (7th ed.). American Psychological Association.

M.S. IN ABA COURSE DESCRIPTIONS

ABA CORE COURSES

ABA 601: Fundamentals of Applied Behavior Analysis (3 credits)

This course will introduce students to the basic concepts and principles of behavior analysis.

ABA 602: Conceptual Analysis of Behavior (3 credits)

This course will provide students with an inclusive review of the theoretical foundations of radical behaviorism and the history of behaviorism.

ABA 603: Research Methods in Behavior Analysis (3 credits)

This course aims to introduce students to the fundamentals of behavior analytic research methods.

ABA 604: Applied Behavior Analysis I(3 credits)

This course will prepare students to conduct relevant behavioral assessments and to incorporate assessment results with treatment selection using best practices in the field of applied behavior analysis.

ABA 605: Ethics in Behavior Analytic Research and Practice (3 credits)

This course will familiarize the student with the ethical and professional responsibilities of Board Certified Behavior Analysts.

ABA 606: Applied Behavior Analysis II(3 credits)

This course expands on the concepts, principles, procedures, and techniques learned in ABA 601, ABA 602, and ABA 604.

ABA 607: Experimental Analysis of Behavior (3 credits)

This course will prepare students to understand how principles of behavior are discovered and described in the context of basic research.

M.S. IN ABA COURSE DESCRIPTIONS

ABA CORE COURSES (*continued*)

ABA 608: Organizational Behavior Management (3 credits)
This course will introduce students to performance analysis and management, supervision, staff training, behavioral systems analysis, organizational culture, and leadership.

ABA 609: Supervision and Management in ABA (3 credits)
This course will prepare students to conduct supervision using the principles of behavior analysis.

M.S. IN ABA COURSE DESCRIPTIONS

ABA PRACTICUM COURSES

ABA 620: Practicum I (1 credit) Pass/Fail

This course is the first in the ABA practicum series and focuses on the development of clinical and professional skills for those training to become Board Certified Behavior Analysts (BCBAs).

ABA 621: Practicum II (2 credits) Pass/Fail

This course is the second in the ABA practicum series, in which students will produce an approved capstone project proposal.

ABA 622: Practicum III (3 credits) Pass/Fail

This course is the third in the ABA practicum series in which students must begin data collection and analysis as outlined in their approved capstone project proposal.

ABA 623: Practicum IV (2 credits) Pass/Fail

This course is the fourth in the ABA practicum series in which students must complete the data collection and analysis as outlined in their approved capstone project proposal.

ABA 624: Practicum V (1 credit) Pass/Fail

This course is the final in the ABA practicum series in which students must finalize and present their capstone project.

PROGRAM OF STUDY

	Fall 1	Spring 1	Summer	Fall 2	Spring 2
ABA 601	3				
ABA 602			3		
ABA 603		3			
ABA 604		3			
ABA 605	3				
ABA 606				3	
ABA 607					3
ABA 608					3
ABA 609				3	
ABA 620	1				
ABA 621		2			
ABA 622			3		
ABA 623				2	
ABA 624					1

CAPSTONE PROJECT REQUIREMENTS

All students must complete a Capstone Project to graduate from the program. The Capstone Project is similar to a thesis and fulfills the requirements of the Association for Behavior Analysis International (ABAI) accreditation standards. ABAI states, "The purpose of the thesis or equivalent standard is to develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion" (ABAI Accreditation Board, 2023). All Capstone Projects are expected to be prepared with the same rigor as manuscripts intended for publication. Students are encouraged to collaborate with their Capstone advisors if they plan to publish their work.

Throughout the program, students will complete their Capstone Project across five practicum courses (e.g., ABA 620-624). The Capstone Project is expected to be completed at the student's approved experiential learning site.

In their first fall semester, students will enroll in ABA 620. It is a 1-credit course that orients students to the overall capstone requirements. Next, students will enroll in ABA 621 (Spring 1), a 2-credit course wherein students will develop their capstone proposal, submit their IRB documents, and finalize their committee. In the summer, students will enroll in ABA 622, a 3-credit course, during which they will begin their data collection and writing their final document. In their second fall semester, students will enroll in EDC 623, a 2-credit course, during which students must complete the data collection and analysis outlined in their approved capstone project proposal. Finally, in their second spring semester, students will enroll in ABA 624, a 1-credit course, wherein they will finalize and defend their capstone project.

CAPSTONE PROJECT REQUIREMENTS

CAPSTONE PROJECT COMMITTEE

A committee consisting of a supervising faculty member in the ABA program and a second faculty member in the ABA program evaluates the capstone project throughout the process. All committee members must hold a doctoral degree.

CAPSTONE PROJECT PROPOSAL

The first step toward completing your Capstone Project is to write a proposal. Your Capstone Project proposal should be written in future tense and adhere to the 7th Edition of the APA style manual (American Psychological Association, 2020). You will begin developing your proposal idea during ABA Practicum I in your first semester, and you will fully develop your proposal as part of ABA Practicum II in your second semester.

The proposal should explain the purpose of the study, including the following sections:
1. Abstract summarizing the proposed study
2. Introduction to include a review of relevant research
3. Statement of the research problem and the rationale for the proposed empirical research
4. Comprehensive methods, including a detailed description of the experimental procedure and experimental design to be used
5. Hypothetical results section that describes how the data is expected to turn out and how it will be analyzed
6. Discussion of the hypothesized data, which integrates the findings with the research literature presented in the introduction
7. Reference section
8. Formal figure(s) depicting the hypothesized data in graphical form

CAPSTONE PROJECT REQUIREMENTS

CAPSTONE PROJECT PROPOSAL (*continued*)

Capstone project proposals should be completed in APA format and be approximately 15 pages, excluding references. A rubric is available (see Appendix B) and the course instructor will assign guidelines for the specific requirements of each proposal section. Students must score at least Proficient in order to move to the next step in the process. The capstone project committee will review the proposal and submit revision requests to the candidate as necessary.

Proposal Presentation. Students are required to formally present their proposals to their full committee before the end of their second semester to pass ABA 621. All committee members must attend. Students are advised to use a Doodle poll or a similar tool to schedule the presentation, as it is their responsibility. The presentation should be scheduled for one hour. Each student's presentation should last 15-20 minutes and include a PowerPoint. The remaining time will be for a Q&A/discussion period. If the committee approves the Capstone Project, the student will receive further guidance from their advisor on obtaining IRB approval, if appropriate. Students should not submit for IRB approval until their committee has approved their proposal. Your advisor will work with you to revise your proposal.

IRB Approval. If your proposed project involves human subjects, it must receive approval from the University's Institutional Review Board (IRB) prior to data collection. Evidence of IRB approval must be submitted to your instructor as part of your project documentation. IRB forms and submission guidelines can be accessed through the UAH IRB website: https://www.uah.edu/irb. Your instructor will provide an in-depth overview of the IRB process, including timelines, required materials, and available support.

CAPSTONE PROJECT REQUIREMENTS

CAPSTONE PROJECT

Students will implement their approved Capstone Project procedures under the supervision of a UAH advisor and/or on-site pre-approved supervisor.

Data Sharing. Students will maintain up-to-date graphs of the data from their Capstone Project at all times. They will be expected to share this data with their advisor during all individual meetings. Additionally, they will be assigned to a rotating schedule to share and describe their most recent data with peers throughout their practicum courses.

The Capstone Project must adhere to behavioral principles and theories. It may take many different forms, including experimental or correlational manipulations or systematic literature reviews. Additionally, they may be philosophical/conceptual, basic, or applied. Regardless of the type of project, the student must provide both a written and oral presentation.

The report must include:

·Cover Page (including Abstract)
·Introduction
·Literature Review
·Methodology/Design of Project
·Results
·Discussion
·References
·Appendices/Figures

A rubric for the final Capstone Project is in Appendix C.

CAPSTONE PROJECT REQUIREMENTS

CAPSTONE PROJECT (*continued*)

Final Presentation. To pass ABA 624 and graduate from the program, students must formally present their projects to their full committee for approval, without requiring revisions. The presence of all committee members is mandatory. Students are encouraged to use a Doodle poll or a similar tool to schedule the presentation, as this will be their responsibility. The presentation should be scheduled for one hour. Student presentations should last between 15 to 20 minutes and incorporate PowerPoint use. The remaining time will be allocated for a Q&A and discussion period.

Project Approval Form. All committee members must sign and date the Capstone Project Approval Form. The status granted for the Capstone project will be one of the following:

Approved with no revisions. If approval is granted, the student must submit the original copy of the signed Capstone Project Approval Form to all ABA faculty and retain one copy for their records.

Approved with minor revisions. If minor revisions are required, the student will submit the revised paper with a new Capstone Project Approval Form to their advisor and proceed as above upon approval; a second defense is not required.

Approval will be withheld pending completion of major revisions. If approval is withheld, the student will reschedule a defense and provide a new Capstone Project Approval Form; if unsuccessful the second time, the student's candidacy will be terminated. Students may not schedule a third presentation.

EXPERIENTIAL LEARNING

All students must complete experiential learning to graduate from the program. The Experiential Learning component of the program also fulfills the requirements of the Association for Behavior Analysis International (ABAI) accreditation standards. ABAI states, "The purpose of the supervised experiential learning is to develop skills in professional practice and/or research. At the master's, doctoral, and graduate-level equivalents, work towards completion of a thesis, thesis-equivalent, or a dissertation, may fulfill the experiential learning requirement" (ABAI Accreditation Board, 2023). Therefore, our program has combined the Capstone Project and Experiential Learning component across five practicum courses (e.g., ABA 620-624).

The Department of Curriculum and Instruction will assist students in identifying opportunities to complete the required experiential learning in various settings. Though students are not required to obtain supervised fieldwork* hours, they must obtain experiential learning hours and be in an appropriate setting to complete their capstone projects. Each student's ABA capstone advisor will support them to ensure they are situated in an appropriate setting to meet these requirements. Students are required to begin working in an appropriate setting during their first semester.

*Please note that some on-site supervisors may require you to pay additional fees to obtain supervised fieldwork hours. Your capstone advisor will help you navigate that process. Students are responsible for ensuring all supervision experiences align with current BACB experience standards, including any adjustments to supervision requirements in their newsletters.

STUDENT DISPOSITION FORMS

Student Disposition Forms (see Appendix A) will accompany the Program of Study Form for each student. The content areas include academic achievement, professionalism, oral and written communication, independence, interpersonal interactions, and personal and academic diversity appreciation. The form will allow students to self-evaluate and receive formal feedback from the program faculty in each content area. This form will be used as a tool to create goals and measure and track student progress.

At orientation, faculty will review the Student Disposition form content. Students will receive an electronic copy of the form to prepare for their first-semester advising meeting. Students should complete that form before their first advising meeting, and a new form should be completed before each subsequent advising meeting.

PROFESSIONAL ORGANIZATIONS

Student involvement in professional organizations is strongly encouraged. These organizations serve as a resource for maintaining current professional standards and requirements, obtaining continuing education and professional development, networking and collaboration, and promoting the profession. Several local, national, and international professional organizations in behavior analysis provide student memberships and conference registration at reasonable costs. Please consider joining the following organizations:

- Alabama Association for Behavior Analysis
- Association for Behavior Analysis International
- Behavior Analyst Certification Board
- Association of Professional Behavior Analysts
- American Psychological Association, Division 25: Behavior Analysis

STUDENT COMPLAINTS

The ABA Program strives to create a respectful, professional, and supportive environment for all students, faculty, and staff. This policy outlines procedures for addressing complaints unrelated to Title IX issues or academic appeals. The goal is to resolve issues fairly, transparently, and at the appropriate level, while adhering to the principles outlined in the <u>Ethics Code for Behavior Analysts</u>.

This procedure applies to complaints involving ABA program faculty, staff, or students that do not involve:
- Title IX matters (e.g., sexual harassment, discrimination), which are addressed under the <u>UAH Title IX Policy</u>.
- Academic appeals (e.g., grade disputes), which are addressed under the <u>UAH Academic Appeals Policy</u>.

Examples of complaints under this policy:
- Unprofessional or inappropriate conduct unrelated to Title IX.
- Concerns about ABA program policies, supervision, or procedures.
- Retaliation for raising concerns or participating in the resolution process.

Procedures
1. Direct Resolution with Faculty, Instructor, or Staff
   - If safe and comfortable, the student or staff member must address their complaint directly with the individual involved.

STUDENT COMPLAINTS (continued)

2. Escalation to Department Chair
- If the issue remains unresolved, or if the complainant does not feel safe or comfortable addressing the individual directly, the complaint should be brought to the Department Chair. The complainant should submit a written complaint including:
  - A description of the issue
  - Relevant dates and details
  - Any supporting documentation
  - Desired resolution
  - The Department Chair will review the complaint and respond in writing within 10 business days

3. Escalation to Associate Dean
- If the resolution provided by the Department Chair is unsatisfactory, the complainant may escalate the issue to the Associate Dean of the college. The written complaint must include:
  - Details of the previous resolution attempts
  - Reasons for dissatisfaction with the prior resolution
  - The Associate Dean will review the complaint and provide a written response within 10 business days

4. Final Appeal to the Dean
- If the complainant remains dissatisfied, the issue may be escalated to the Dean of the College as the final step. The Dean will:
  - Review all documentation and prior decisions
  - Meet with the complainant and involved parties as necessary
  - The Dean will issue a final decision in writing within 10 business days
  - The Dean's decision is binding and concludes the resolution process.

STUDENT COMPLAINTS (continued)

Timelines

All complaints must be filed promptly, typically within 30 business days of the incident or issue. Successive appeals must be submitted within 10 business days of receiving a decision at each step.

Confidentiality

All complaints will be handled confidentially to the extent possible. Information will only be shared with individuals directly involved in the resolution process.

Retaliation Prohibited

Retaliation against anyone who files a complaint, participates in the investigation, or supports the resolution process is strictly prohibited and may result in disciplinary action.

Supportive Measures

Students and staff involved in complaints will have access to:

- Mentoring or counseling services
- Adjustments to supervision or coursework, as needed
- Resources provided by the Office of Student Affairs or other University offices
- Resources and Related Policies
- Title IX Complaints: UAH Title IX Policy
- Academic Appeals: UAH Academic Appeals Policy

Appendix A.

M.S. in ABA
STUDENT DISPOSITION FORM

Student Name:
Date:

Instructions: Students and instructors will complete a new copy of this form each semester before the student's semester advising meeting. Students will be given a submission deadline when scheduling the advising meeting.

Exceptional: Consistently displays disposition at an exemplary level. Behavior is proactive in initiatory and productive ways.

Acceptable: Consistently displays disposition at an acceptable level, but growth is possible for taking greater initiative in this area.

Improvement Needed: Sometimes displays acceptable behavior but needs to become more consistent in displaying it at the acceptable or target level.

Unsatisfactory: Displays behavior counter to target behavior; improvement must be demonstrated immediately and consistently in displaying the disposition at the acceptable or target level.

Disposition	Exceptional	Acceptable	Improvement Needed	Unsatisfactory	Score
Points	4	3	2	1	
Academic Achievement	Exceeding program requirements (4.0 GPA)	Meeting program requirements (3.5-3.99 GPA)	Meeting program requirements (3.0-3.49 GPA)	Not meeting program requirements (< 3.0 GPA)	
Professionalism	• Completes work before deadlines • Completes work of exceptional quality with evidence of personal reflection, revision, initiative and creativity • Always makes prior arrangements with instructor when absence is necessary and on time for class	• Is punctual and reliable in completing work • Creates products that exhibit attention to detail and evidence of thoughtful analysis and adequate time allocated for planning and work • Usually makes prior arrangements with instructor when absence is necessar • Usually on time for class	• Is usually punctual and reliable in completing work • Completes the work to meet minimum requirements for quality, clarity or adequate preparation • Notifies instructor before absences/tardiness • Occasionally late for class	• Is unreliable and tardy in completing work • Completes the work without attention to quality, clarity or adequate preparation • Fails to notify instructor before absence/tardiness • Often late for class	
Oral Communication	• Articulate, expressive, and conversant • Able to adjust communicative style to the situation • Listens well and responds appropriately	• Well-spoken • Able to adjust communicative style to the situation • Usually listens well and responds appropriately	• Sometimes has difficulty expressing self • Sometimes has difficulty processing what others are saying • Sometimes, communication breakdowns occur	• Often has difficulty expressing self • Often has difficulty processing what others are saying • Often, communication breakdowns occur	
Written Communication	• Expresses ideas clearly and concisely • Makes no mechanical errors • Uses language appropriate to the field.	• Ideas would benefit from greater clarity • Makes occasional mechanical errors • Usually uses language appropriate to the field.	• Writing is often disorganized or lacks clarity • Makes frequent mechanical errors • Often uses language inappropriate to the field.	• Writing lacks focus and is disorganized • Mechanical errors impact communication • Uses language inappropriate to the field so that it appears to interfere with student's understanding of concepts.	
Self-initiative/ Independence	Accurately assesses needs and independently implements plans to address needs in creative and/or resourceful ways	With some guidance, can usually assess needs and independently implement plans	Has good ideas but requires direction from others to address needs and plans	Has difficulty assessing needs and making plans to meet the needs without direction	
Flexibility	Identifies and positively adapts when unanticipated occurrences arise	Identifies and adapts when unanticipated occurrences arise	Identifies unanticipated occurrences but may struggle to adapt	Not able to identify or adapt to unanticipated occurrences	
Interaction with Others	Initiates positive interactions with faculty, peers, and others.	Relates well to faculty, peers, and others when the opportunity presents itself	Waits for others initiate interactions	Does not interact much with other	
Tact and Judgment	Diplomatic; Sensitive to others' feelings and opinions.	Behaves way to maintain good relations with others	Sometimes has difficulty understanding others' feelings and opinions	Often has difficulty understanding others' feelings and opinions	
Problem Solving	Demonstrates ability to independently find information; as appropriate, engages in independent research regarding questions prior to seeking information from professor; displays appropriate judgement for seeking information from professor	With some guidance, can independently find information; requires prompts to engage in independent research regarding questions; usually uses appropriate judgment for seeking information from professor	Often does not independently seek out information or has difficulty finding information without specific guidance; often asks questions of the professor that independent research would have addressed	Does not independently seek out information or has difficulty finding information despite guidance; frequently asks questions of the professor that independent research would have addressed	
Diversity, Equity, & Inclusion	Promotes the development of an awareness and understanding of cultural, ethnic, economic, or other differences and understands their impacts	Accepts cultural, ethnic, economic, or other differences and understands their impacts	Unaware of the cultural, ethnic, economic, or other differences. May be aware of differences but unaware of their impacts.	Openly antagonistic toward people from cultural, ethnic, economic, or other backgrounds that differ	

Appendix B.

M.S. in ABA
CAPSTONE PROJECT PROPOSAL RUBRIC

Category	Criteria	Exemplary (9-10 pts)	Proficient (7-8 pts)	Basic (5-6 pts)	Developing (0-4 pts)
Abstract (10%)	Summarizes the proposed study clearly and concisely.	Clear, concise, and thorough summary of the proposed study.	Adequate summary but missing minor details or clarity.	Summarizes the study but lacks focus or clarity.	Abstract is unclear, incomplete, or poorly written.
Introduction (15%)	Includes relevant research and rationale.	Thorough and well-organized review of relevant research, with strong rationale for the study.	Adequate review of research; some minor gaps in rationale.	Limited review of literature; lacks strong rationale.	Inadequate review of literature; poor rationale.
Statement of Research Problem (10%)	Clearly defines the research problem and provides strong justification for the study.	Well-defined research problem with a clear rationale linked to literature.	Research problem is defined but could be more specific or better justified.	Vague research problem with limited justification.	Research problem is unclear or lacks any rationale.
Methods Section (20%)	Comprehensive description of experimental procedures and design.	Detailed and precise description of procedures and design, fully aligned with research questions.	Adequately described but could benefit from additional detail or clarity.	Methods are vague or lacking in detail; potential issues with design.	Poorly described or inappropriate methods for the study.
Hypothetical Results (10%)	Clearly outlines expected results and describes analysis approach.	Expected results are clearly outlined with appropriate analysis methods.	Expected results are described but lack some detail or clarity.	Results are vague or lack sufficient description.	Hypothetical results are unclear or missing.
Discussion of Hypothesized Data (10%)	Connects hypothesized data with literature and discusses its potential impact.	Thorough integration of hypothesized results with research literature; insightful discussion.	Adequate discussion, but lacks depth or clear integration with literature.	Discussion of results is basic and lacks depth.	Discussion is unclear, superficial, or incomplete.
Reference Section (5%)	Includes all relevant sources, cited in APA format.	Complete and properly formatted reference section in APA style.	Mostly accurate APA format with minor errors or omissions.	Several APA format errors or missing key references.	Incomplete or incorrect APA formatting; missing multiple references.
Figures/Graphs (5%)	Clear visual representation of the hypothesized data.	Figures are clear, well-labeled, and accurately depict the hypothesized data.	Figures are present but lack clarity or some necessary labeling.	Figures are unclear or poorly constructed.	Figures are missing or incorrect.
APA Formatting & Writing (10%)	Correct use of APA style and high-quality writing.	No significant errors in APA format; writing is clear, concise, and error-free.	Few APA or writing errors; overall clarity is good.	Noticeable APA or writing errors; affects readability.	Many APA or writing errors; difficult to read or understand.
Proposal Presentation (5%)	Clarity and organization of proposal presentation.	Clear, well-organized presentation with engaging delivery; includes effective PowerPoint and strong Q&A performance.	Presentation is clear but lacks engagement or some detail; minor weaknesses in PowerPoint or Q&A.	Presentation lacks clarity or organization; weak use of PowerPoint or Q&A.	Disorganized, unclear presentation with minimal engagement or poor Q&A responses.

Appendix C.

M.S. in ABA
FINAL CAPSTONE PROJECT RUBRIC

Criteria	Exemplary (9-10 pts)	Proficient (7-8 pts)	Basic (5-6 pts)	Needs Improvement (0-4 pts)	Developing (0-4 pts)
Cover Page & Abstract (5%)	Clear, concise abstract and complete cover page.	Adequate abstract, minor omissions in cover page.	Incomplete or unclear abstract or cover page.	Missing or poorly written abstract and cover page.	Abstract is unclear, incomplete, or poorly written.
Introduction (10%)	Clear introduction with comprehensive background.	Adequate introduction, some background gaps.	Introduction lacks detail or clarity.	Introduction is unclear, incomplete, or poorly written.	Inadequate review of literature; poor rationale.
Literature Review (10%)	Thorough review of relevant research.	Adequate review, minor gaps in key literature.	Limited review, missing key references.	Insufficient or incomplete review of literature.	Research problem is unclear or lacks any rationale.
Methodology/ Design (15%)	Clear, detailed, and appropriate methodology.	Adequate description of methods, minor gaps.	Methodology is vague or lacks detail.	Poorly described or inappropriate methodology.	Poorly described or inappropriate methods for the study.
Results (15%)	Clear, thorough, and well-organized results.	Results presented but lack some clarity or depth.	Results are incomplete or lack sufficient detail.	Results are unclear, incomplete, or missing.	Hypothetical results are unclear or missing.
Discussion Section (15%)	Insightful discussion, strong integration with literature.	Adequate discussion with some integration.	Minimal or superficial discussion.	Discussion is unclear, superficial, or poorly written.	Discussion is unclear, superficial, or incomplete.
Figures/Graphs (5%)	Clear, well-labeled, and accurate figures.	Adequate figures, minor labeling issues.	Figures are present but lack clarity or are incomplete.	Missing or poorly constructed figures.	Incomplete or incorrect APA formatting; missing multiple references.
References & APA Formatting (5%)	Properly formatted references in APA style; error-free.	Few minor APA formatting errors.	Multiple APA formatting errors; reference list incomplete.	Many APA errors; poorly formatted reference list.	Figures are missing or incorrect.
Overall Report Quality (15%)	Report is well-structured, cohesive, and polished.	Adequate structure, minor issues in clarity or cohesion.	Somewhat disorganized or lacking in quality.	Disorganized, unclear, or poorly written report.	Many APA or writing errors; difficult to read or understand.
Proposal Presentation (5%)	Clarity and organization of proposal presentation.	Clear, well-organized presentation with engaging delivery; includes effective PowerPoint and strong Q&A performance.	Presentation is clear but lacks engagement or some detail; minor weaknesses in PowerPoint or Q&A.	Presentation lacks clarity or organization; weak use of PowerPoint or Q&A.	Disorganized, unclear presentation with minimal engagement or poor Q&A responses.