



THE UNIVERSITY OF
ALABAMA IN HUNTSVILLE

M.S. in Applied Behavior Analysis

Graduate Student Handbook



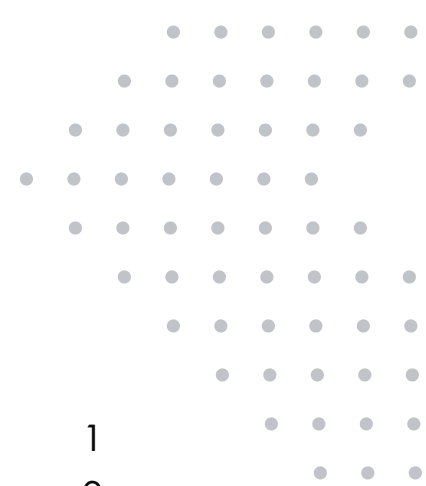


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WELCOME

Welcome to the M.S. in Applied Behavior Analysis at the University of Alabama in Huntsville (UAH)! Congratulations on reaching this important milestone; we are excited to welcome you to our community and to support you throughout our rigorous, fully online program.

Since its launch in 2019 as a Verified Course Sequence, the program has continued to grow in strength and recognition, earning Tier 2A status from the Association for Behavior Analysis International in 2025. Designed to meet the rising demand for skilled behavior analysts in Alabama and across the country, our program prepares you to pursue Board Certified Behavior Analyst (BCBA) certification and to thrive in a meaningful, impactful career.

The following sections outline program policies and expectations.

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, key theoretical frameworks, and the underlying scientific assumptions for the field to help explain behavior in everyday life across individuals.
2. Students will translate their understanding of behavioral concepts and principles into effective application across research and real-world practice through integrated classroom instruction, supervised practicum experiences, and capstone projects.
3. Students will become independent in the application of behavior analytic research methods through integrated classroom instruction and supervised practicum experiences, culminating in a capstone project that showcases their ability to conduct rigorous, practice-relevant research.
4. Students will become independent in assessing and intervening on behavior, beginning with structured coursework-based applications and progressing toward implementation in real-world settings through supervised practicum experiences.
5. Students will become independent in applying the dimensions of applied behavior analysis and demonstrate the ability to apply them effectively in both classroom and real-world practice settings.
6. Students will progressively develop the skills and independence necessary to apply the ethical standards of behavior analysis in applied professional settings through structured coursework and embedded scenarios.
7. Students will demonstrate social and cultural awareness developed through classroom instruction, with opportunities to apply this knowledge in course assignments and supervised practicum experiences.
8. Students will acquire the skills necessary to provide effective supervision and monitor organizational systems in accordance with BACB guidelines. Through classroom instruction and by participating as supervisees, students will gradually transition to applying supervision practices with others as they progress through the program.
9. Using experimental analysis and basic research methods, students will evaluate behavioral principles as they relate to assessment and treatment across classroom-based assignments, practicum settings, and capstone work.



DEFINITIONS

The following definitions apply throughout this handbook and related program policies.

Academic Advisor

Provides guidance on program requirements, policies, and overall academic planning

Approved Practicum Site

A setting approved by the program to provide supervised, behavior-analytic learning experiences aligned with course and program objectives. A written agreement must be on file with UAH before a student may begin accruing practicum hours.

Behavior Analytic Activities

Activities involving the application, observation, documentation, or discussion of behavior-analytic principles, including assessment, intervention, supervision, and professional practice.

Capstone Project

A culminating research-based project completed within the ABA practicum sequence (ABA 620–624) demonstrating the student’s ability to design, implement, analyze, and interpret a behavior-analytic study under faculty supervision.

Capstone Completion Agreement

A written agreement between the student and on-site supervisor(s) outlining supervision at the practicum site. One supervisor must be designated as the Responsible Supervisor. A signed Fieldwork Supervision Contract or Capstone Completion Agreement is required before accruing practicum hours.

Capstone Project Proposal

An initial paper and presentation outlining the scientific foundation, rationale, and planned approach for the Capstone Project.

Experiential Learning

Supervised, hands-on activities completed within practicum courses in which students apply behavior-analytic principles in real-world settings. These are a subset of practicum hours.



DEFINITIONS

Faculty Advisor

A program faculty member who oversees practicum enrollment, reviews documentation, monitors progress, and provides academic guidance. This role may differ from the practicum course instructor.

Fieldwork Hours

Hours completed at an approved practicum site that meet BCBA fieldwork requirements. These are distinct from practicum hours but may be completed concurrently, with some overlap.

Memorandum of Understanding (MOU)

A formal agreement between UAH and a practicum site confirming the site meets requirements to support practicum hours and the Capstone Project.

On-site Supervisor

A BCBA listed on the student's Fieldwork Supervision Contract or Capstone Completion Agreement who provides supervision at the practicum site, including the Responsible Supervisor.

Practicum Hours

Hours completed within practicum courses (ABA 620–624), including experiential learning and Capstone Project work at an approved site. These are distinct from fieldwork hours but may overlap.

Responsible Supervisor

The BCBA responsible for coordinating supervision at the practicum site, verifying practicum hours, and ensuring activities align with the approved learning agreement.

Clarification of Hours

Practicum hours are program-required hours. Fieldwork hours are defined by BACB requirements. Experiential learning is a subset of practicum hours. Some activities may count toward both when requirements overlap.



PROGRAM STRUCTURE

CREDIT HOURS

- 36 total credit hours: 27 didactic credits and 9 practicum credits
- Designed for completion in five semesters with full-time enrollment

ORIENTATION

- All new students must attend a Zoom orientation before beginning coursework.

MODE OF INSTRUCTION

- Courses are delivered online via Canvas and require live attendance in scheduled Zoom sessions.

COURSE MATERIALS & REQUIREMENTS

Students must obtain required course materials and training resources; details are provided in the Course Materials & Requirements section.



ACADEMIC SUPPORT

ADVISING

- Each student is assigned a faculty advisor upon acceptance and meets with them each semester to review academic and professional progress.
- Students who do not meet program expectations will be placed on a Professional Development Plan.

ACADEMIC REQUIREMENTS

- Students must maintain a minimum 3.0 GPA; grades below a C are not accepted.
- Students placed on academic probation have one semester to raise their GPA.
- In this program, satisfactory performance typically earns Bs, while exceptional performance earns As. Students are encouraged to strive for strong academic performance throughout the program.

STUDENT RESOURCES

- Disability Support Services: Academic accommodations
- Student Success Center: Free academic coaching, tutoring, writing support, and study strategies
- Counseling Center: Individual and group counseling, workshops, and support groups; free access to *Togetherall* for 24/7 online mental health support
- Technology and Library Resources: Online library services and librarian assistance
- Office of Title IX & Equal Opportunity: Resources and support related to sex-based discrimination, sexual harassment, sexual violence, and related misconduct; ensures compliance with Title IX

Additional resources and information are available by selecting “Campus Resources” in the main menu within Canvas.



FINANCIAL INFORMATION

TUITION AND FEES

For current tuition and fees, visit the [UAH Bursar's Office](#). Graduate students may apply for financial aid through the Financial Aid Office.

TRANSFER CREDITS

Transfer credits may be accepted from ABAI-accredited programs in alignment with [UAH's graduate transfer credit policy](#). Requests are reviewed by program faculty to ensure alignment with ABA program requirements and academic rigor.

Eligibility

- From an ABAI-accredited program
- Equivalent in content, scope, and rigor to UAH ABA courses
- Maximum of 6 credit hours
- Meets minimum GPA and time limit requirements

Required Documentation

Submit the following:

- Official transcript
- Course syllabus
- Course description
- Additional materials (if needed to verify content)

Review Process

The faculty advisor forwards materials to ABA program faculty. At least two faculty members evaluate courses based on:

- Alignment with program objectives
- Academic rigor (depth and scope)
- Relevance to the ABA curriculum

Outcomes

- Approved as equivalent or substitution credit
- Denied requests include feedback from the faculty advisor
- Approved credits are processed through the Registrar via a Transfer Equivalency/Articulation Form



COURSE MATERIALS & REQUIREMENTS

Students are required to obtain textbooks and other course materials used throughout the program. While not required, purchasing (rather than renting) textbooks is recommended, as many are used across multiple courses.

BDS MODULES

Students must purchase an online training package through Behavior Development Solutions (BDS). These modules are assigned across core courses. Based on program requirements, a 24-month license is recommended.

Students should not purchase BDS access until instructed via email, as early purchase may delay program access to progress tracking.

APA MANUAL

All students must obtain the *Publication Manual of the American Psychological Association* (7th ed.) for use across all courses.



M.S. IN ABA COURSE DESCRIPTIONS

ABA DIDACTIC 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 DIDACTIC 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



OVERVIEW OF PRACTICUM COURSES

The practicum sequence (ABA 620–624) serves as the primary experiential learning component of the M.S. in Applied Behavior Analysis program. Through supervised, field-based experiences, students apply behavior analytic principles in real-world settings while developing clinical, professional, and research competencies.

The practicum course sequence includes two integrated components: (1) *experiential learning* and (2) the *Capstone Project*. The *experiential learning* component consists of supervised practicum experiences at approved sites, where students apply behavior-analytic principles in real-world settings. The *Capstone Project* serves as the culminating research experience, allowing students to design, implement, and evaluate a project under faculty supervision.

Objectives associated with both components are embedded within each practicum course (ABA 620–624) and must be successfully completed as part of course requirements. Expectations for both experiential learning and capstone activities increase in complexity across the practicum sequence.



PRACTICUM HOUR REQUIREMENTS

The following requirements apply to all students enrolled in the practicum sequence (ABA 620–624) and must be met to successfully complete each practicum course.

Minimum Hour Requirements

Students must complete a minimum of 10 practicum hours per week at an approved practicum site and maintain participation during at least 75% of the weeks in the semester. Students may complete additional hours depending on site expectations and placement arrangements, typically ranging from 10–32.5 hours per week.

Students are responsible for identifying their practicum placement, initiating communication between the on-site supervisor and faculty advisor for site approval, and coordinating a schedule with their practicum site that allows them to meet or exceed required hours.

Short-term variations in weekly hours may occur due to illness, scheduling conflicts, or site needs. Missed hours may be made up with approval from the on-site supervisor and faculty advisor, provided the student maintains consistent participation.

Completion of required hours alone does not guarantee successful completion of practicum courses; students must also meet all course objectives and performance expectations.



PRACTICUM HOUR REQUIREMENTS

Approved and Non-Approved Activities

Only activities that are behavior analytic in nature and aligned with practicum objectives, course expectations, and approved site responsibilities may count toward required hours.

Approved activities may include, but are not limited to:

- direct service delivery
- behavioral assessment and intervention
- supervision and shadowing
- staff meetings and training
- clinical documentation, treatment planning, and case-related documentation
- other duties approved by the faculty advisor

The following do not count toward practicum hours:

- clerical or administrative tasks that do not involve behavior analytic work
- commuting time
- meal breaks (unless engaged in approved practicum activities)
- duties unrelated to the practicum learning agreement



PRACTICUM HOUR REQUIREMENTS

Documentation and Tracking

Students must maintain accurate, complete, and timely records of all practicum hours and activities.

- Time logs must be submitted and signed by the on-site supervisor on a regular basis
- All hours must be recorded using the approved tracking system
- Time logs must be reviewed and approved prior to submission

Students who fail to submit required documentation by established deadlines may be required to transition to more frequent reporting and may risk unsuccessful completion of the practicum course.

Student Responsibilities

Students are responsible for:

- identifying an approved practicum site
- maintaining consistent participation throughout the semester
- communicating regularly with the on-site supervisor and practicum instructor
- ensuring all activities align with practicum expectations and course objectives
- completing all required documentation accurately and on time

Hours in Excess of Requirements

Practicum hours completed beyond course requirements are considered voluntary and do not result in additional academic credit.



PRACTICUM HOUR REQUIREMENTS

Attendance and Absences

Students who are unable to complete practicum hours due to illness, injury, or emergency must notify the onsite supervisor and faculty advisor as soon as possible.

Students are responsible for maintaining communication, providing documentation if required, and working with supervisors to determine whether missed hours may be made up.

Missed hours are not automatically waived. If a student is unable to meet minimum hour requirements, maintain sufficient engagement, or achieve course objectives, the student may be required to repeat the practicum course or may experience a delay in program progression.

Failure to maintain communication with the on-site supervisor and faculty advisor for an extended period may result in withdrawal from the course.

BCBA Fieldwork Disclaimer

Practicum hours completed for course requirements may not automatically count toward BCBA fieldwork supervision requirements. Students are responsible for consulting with their supervising BCBA to determine whether specific activities qualify.



CAPSTONE PROJECT REQUIREMENTS

CAPSTONE PROJECT COMMITTEE

A committee consisting of the student's faculty advisor and one additional ABA faculty member evaluates the Capstone Project throughout the process. All committee members must hold a doctoral degree.

CAPSTONE PROJECT PROPOSAL

The Capstone Project begins with a written proposal developed during ABA Practicum I and completed in ABA Practicum II. The proposal should be written in future tense and follow APA Style (7th ed.).

The proposal must include:

- Abstract summarizing the proposed study
- Introduction with a review of relevant literature
- Problem statement and rationale for the proposed research
- Methods describing the experimental design and procedures
- Hypothetical results outlining expected outcomes and analysis
- Discussion integrating expected findings with the literature
- References
- Figures depicting hypothesized data in graphical form



CAPSTONE PROJECT REQUIREMENTS

All students must complete a Capstone Project to graduate from the program. The capstone experience supports the program's Tier 2A recognition by the ABAI and reflects the competencies expected of students completing an ABAI-recognized curriculum. 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).

Consistent with this expectation, capstone projects typically involve applying behavior-analytic principles through systematic investigation in an applied setting, including data collection and analysis. Alternative formats (e.g., systematic literature reviews or conceptual analyses) may be approved by the student's faculty advisor and committee when they demonstrate equivalent rigor, depth of analysis, and relevance to the field. All projects should be prepared with the rigor of manuscripts intended for publication, and students are encouraged to collaborate with their advisors if they plan to publish their work.

Students complete the Capstone Project across five practicum courses (ABA 620–624) at an approved experiential learning site. In ABA 620 (Fall 1; 1 credit), students are oriented to capstone requirements. In ABA 621 (Spring 1; 2 credits), students develop their proposal, submit IRB materials, and finalize their committee. In ABA 622 (Summer; 3 credits), students begin implementing their project and drafting the final document. In ABA 623 (Fall 2; 2 credits), students complete project implementation and analysis. In ABA 624 (Spring 2; 1 credit), students finalize and defend their capstone project.



CAPSTONE PROJECT REQUIREMENTS

CAPSTONE PROJECT PROPOSAL (*continued*)

Capstone project proposals should be completed in APA format and be approximately 15 pages in length, excluding the title page, references, and figures. A rubric is available (see Appendix B), and the faculty advisor 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 their Capstone Project data 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 may take various forms (e.g., experimental, correlational, literature review, or conceptual/applied). All students must complete both a written report and an oral presentation.

The written report must follow APA format and be approximately 15–20 pages, excluding title page, references, and figures. A rubric is provided (see Appendix C). Students must achieve at least a Proficient rating to graduate. The capstone committee will review the report and request revisions as needed.

The written report must include:

- Cover Page
- Abstract
- Introduction
- Literature Review
- Methodology/Design of Project
- Results
- Discussion
- References
- Appendices/Figures



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. 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.



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 [Ethics Code for Behavior Analysts](#).

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 [UAH Title IX Policy](#).
- Academic appeals (e.g., grade disputes), which are addressed under the [UAH Academic Appeals Policy](#).

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

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

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



GRADUATE STUDENT CONDUCT AND DISCIPLINARY POLICIES

- [The University of Alabama in Huntsville Code of Student Conduct](#)
- [Academic Misconduct Policy](#)

Appendix A.

M.S. in ABA
STUDENT PROFESSIONAL DISPOSITION FORM

Student Name: _____ Date: _____ Semester: _____
Advisor: _____

Instructions: Complete this form before each semester's advising meeting. Rate each disposition based on observed behavior.

4: Exceeds Expectations: Demonstrates the skill consistently, independently, and with a high level of accuracy and professionalism/integrity. Performance is above the typical level expected for this stage of training or role. The individual may generalize the skill across contexts, anticipate needs, or demonstrate elements of advanced competence without prompting.

3: Meets Expectations: Demonstrates the skill accurately and consistently enough to meet the standard expected for this stage of training or role. Performance is reliable and appropriate, though not necessarily advanced. Occasional guidance may be used, but the individual shows solid, expected competency.

2: Below proficiency/expectations: Demonstrates the skill inconsistently or only partially. The individual shows emerging understanding or ability, but requires additional practice, feedback, or support to reach expected performance. Errors or variability may occur, but progress is evident.

1: Improvement Needed: Does not yet demonstrate the skill adequately for this stage of training or role. Performance may be inaccurate, inconsistent, or missing key components. Frequent guidance or correction is required, and little progress toward competency is currently evident.

Domain	4: Exceeds Expectations	3: Meets Expectations	2: Below proficiency/expectations	1: Improvement Needed	Score
Academic Achievement	Exceeds program standards (≥ 4.0 GPA); demonstrates scholarly initiative and applies research-based reasoning beyond course requirements.	Meets program standards (3.5–3.99 GPA); shows solid academic engagement.	Meets minimum academic standards (3.0–3.49 GPA); inconsistent academic performance.	Below academic standards (< 3.0 GPA); does not demonstrate adequate mastery.	
Professional Responsibility	Consistently completes work before deadlines; produces exceptional quality work with evidence of reflection, revision, and initiative.	Meets deadlines and quality standards; shows reliability and attention to detail.	Occasionally late or minimally meets requirements; needs improved organization.	Frequently late or incomplete work; fails to meet academic and professional standards.	
Integrity	Consistently demonstrates honest, professional, and transparent behavior; protects confidentiality in all interactions; follows organizational policies and the BACB Ethics Code; proactively identifies and addresses potential ethical concerns; independently seeks supervision or reports issues when unsure.	Demonstrates honest and professional behavior; maintains confidentiality; follows ethical and organizational expectations; seeks clarification or supervision when prompted or when situations are clearly ambiguous.	Demonstrates basic understanding of ethical expectations but inconsistently applies them; requires frequent reminders to maintain confidentiality, follow procedures, or consult supervision; ethical decision-making is often reactive rather than proactive.	Engages in behaviors that compromise integrity (e.g., breaches of confidentiality, misrepresentation, failure to follow ethical guidelines); does not seek supervision when required; requires immediate corrective feedback and monitoring.	
Oral Communication	Articulate, expressive, and professional; adapts style to context and audience; actively listens and responds appropriately.	Communicates clearly and professionally; adjusts to most situations.	Sometimes unclear, hesitant, or unprepared; occasional communication breakdowns.	Frequently unclear or unprofessional; poor listener; communication barriers are common.	
Written Communication	Writing is organized, concise, and accurate; free of errors; uses precise ABA terminology and professional tone.	Writing is generally clear and professional with minimal errors.	Writing sometimes lacks organization or clarity and has frequent minor errors.	Writing is disorganized, error-prone, or uses an inappropriate tone; it hinders communication.	
Collaboration & Teamwork	Actively promotes teamwork; engages peers respectfully; encourages collective problem solving.	Works well with others; respectful and cooperative.	Occasionally withdrawn or reluctant to collaborate.	Uncooperative, disrespectful, or dismissive of others' contributions.	
Self-Initiative & Independence	Independently identifies needs, develops plans, and takes initiative to address challenges creatively.	Demonstrates initiative with minimal guidance; completes assigned tasks responsibly.	Requires frequent direction or reminders to begin or complete tasks.	Fails to take initiative; depends excessively on direction.	
Flexibility & Adaptability	Quickly and positively adapts to feedback, change, or new conditions; models professional resilience.	Adapts to changes with minimal difficulty; open to feedback.	Struggles to adjust to new circumstances or constructive feedback.	Resistant to change or feedback; rigid and uncooperative.	
Problem Solving & Critical Thinking	Independently identifies issues, researches solutions, and applies data-based decision making.	Usually identifies problems and seeks guidance to find solutions.	Often needs direction to recognize or address issues.	Avoids problem-solving or ignores identified issues.	
Professional Growth & Feedback Responsiveness	Actively seeks feedback; integrates it effectively into practice; reflects on personal growth and ethics.	Accepts and applies feedback with occasional reminders.	Accepts feedback but inconsistently implements changes.	Resistant to or dismissive of feedback; fails to adjust behavior.	
Professional Conduct & Boundaries	Consistently models professional demeanor; maintains clear and ethical boundaries with clients, families, and peers.	Maintains professionalism and boundaries with rare lapses.	Occasionally blurs professional boundaries; needs reminders.	Frequently violates boundaries or engages in unprofessional behavior.	
Interpersonal Respect & Empathy	Demonstrates exceptional tact, empathy, and sensitivity; maintains positive rapport with others.	Relates well to others and generally demonstrates empathy.	Occasionally struggles to understand or respond to others' perspectives.	Lacks empathy or sensitivity; creates tension or discomfort in interactions.	

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.