



M.S. Student Handbook

2026-2027

Applied Behavior Analysis Program



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Program Mission:

The mission of the University of Memphis Applied Behavior Analysis (ABA) program is to prepare students to work effectively as behavior analysts across a variety of settings— including clinical, educational and research environments — by providing them with the skills, techniques, knowledge, and philosophical foundations of behavior science.

The ABA Program is one of the programs offered in the Instruction and Curriculum Leadership Department (ICL), of the College of Education at the University of Memphis (UofM).

The ABA program is ideal for students looking to become Board Certified Behavior Analysts while earning an MS or EdD degree. Applied Behavior Analysis (ABA) is a rapidly growing field that uses learning principles to change and improve socially significant behaviors in different settings. The ABA program offers a face-to-face Behavior Analyst Certification Board® Course Sequence in a cohort model that prepares students to be ethical and well-rounded practitioners, committed to delivering high-quality behavioral services in the community and to the dissemination of our field.

Faculty

The ABA Program consists of four faculty.

- James Meindl, Ph.D., BCBA-D, LBA: Professor, *Graduate Program Coordinator*
- Diana Delgado, Ph.D., BCBA-D: Assistant Professor, *Practicum Coordinator*
- Thouraya Al-Nasser, Ph.D., BCBA-D, LBA, Clinical Assistant Professor, *Director of ABA Clinical Services, and UofM Autism Treatment, Training and Research Clinic*
- Laura Casey, Ph.D., BCBA-D: Professor, *Undergraduate ABA Coordinator*

MS Sequence, Capstones, Admissions, Outcomes

The MS program is a 36-credit hour program that operates on a cohort model beginning in the Fall semester. The coursework covers all the requirements of the current Behavior Analysis Certification Board Task List. See Appendix A for the master's degree course sequence and the Verified Course Sequence hour allocation.

Accreditation Status

The Applied Behavior Analysis (ABA) Program is currently pursuing Recognition through the Association for Behavior Analysis International (ABAI). Recognition through ABAI reflects a program's commitment to meeting established standards related to curriculum, faculty qualifications, student experiences, and program quality within behavior analysis education.

The program is actively engaged in the recognition process and participates in ongoing evaluation and continuous improvement efforts to support high-quality training and preparation of future behavior analysts. Updates regarding accreditation and recognition status will be communicated to students as appropriate.

Admission to the Program

The Applied Behavior Analysis (ABA) Program admits students for fall semester entry only. All application materials must be submitted through the University of Memphis admissions portal by the established application deadline.

Applications are reviewed by ABA program faculty as they are received. Faculty conduct a holistic review of each applicant's materials to evaluate preparedness for graduate training in behavior analysis and potential for success within the program.

Applicants are required to submit the following materials:

- Official transcripts from all previously attended colleges and universities
- A minimum of two letters of recommendation, with preference given to letters from former professors and/or Board Certified Behavior Analysts (BCBAs)
- A letter of intent describing the applicant's interest in behavior analysis, professional goals, and reasons for pursuing graduate study in the field

The program does not utilize a formal minimum GPA cutoff for admission decisions. However, applicants with a cumulative GPA below 3.0 may undergo additional review to determine readiness for graduate-level coursework and likelihood of success within the program.

Admission decisions are based on consideration of all submitted application materials rather than any single criterion. Program faculty evaluate applicants using a comprehensive review process intended to identify candidates who demonstrate academic readiness, professional potential, and alignment with the mission and expectations of the ABA program.

Capstone Project Requirements

A completed capstone project is required for graduation. Students will conduct a research project under the guidance of their assigned advisor. Once submitted, an ABA faculty committee will evaluate whether the project meets the standards required for graduation. Detailed information about the steps required to complete this project can be found in the Capstone Handbook.

Transfer of Credits from Another Academic Institution

Students who have completed coursework in other academic institutions can request transferring those credits to their current UofM degree. To do this, the student will need to notify their faculty advisor and fill out the form of *Transfer of Credit Evaluation*. This form can be downloaded from the Graduate School website under the tab Resources/Graduate School Forms.

https://www.memphis.edu/gradschool/resources/forms_index.php

The faculty advisor can suggest requesting the transfer of a certain number of credits towards the degree, specify class equivalences, or deny the transfer. To make this determination, the student will need to share with their advisor the syllabi for the courses taken outside of UofM.

When transferring credits, the faculty advisor will make sure that the credits to be transferred correspond to courses that: 1) relate to the content of the degree program and/or are comparable to those offered at the UofM; 2) have not been completed beyond the time limit set for completing the current degree; and 3) have been earned with a grade of B or better from an accredited institution at the graduate level, and 4) have met for a minimum of 750 contact minutes for each semester hour credit (2250 minutes for a 3-hour course).

Once the *Transfer of Credit Evaluation* is signed by the faculty advisor and the Department Graduate Coordinator, it is sent to the Graduate School for processing along with an official transcript provided by the student.

Process for Returning Students

Students seeking to return to the program following an interruption in enrollment should consult with the Program Coordinator to determine an appropriate reentry plan.

Reentry procedures may include:

- review of previously completed coursework,
- determination of coursework currency,
- identification of required coursework updates, and
- development of a revised course sequence.

Coursework more than two years old may be required to be retaken.

Students returning to the program will generally resume the course sequence from the point at which they discontinued enrollment.

Student Outcomes

The Applied Behavior Analysis (ABA) Program is committed to ongoing evaluation of student and program outcomes to support continuous quality improvement and ensure alignment with program goals, accreditation expectations, and professional standards within the field of behavior analysis.

Program outcome data are collected and reviewed regularly to evaluate areas such as student admission trends, retention, progression through the program, graduation outcomes, and other indicators of student success. These data are used to inform program planning, identify opportunities for improvement, and guide decision-making related to curriculum, student support, and program development.

A summary of admission and student outcome data is provided in Appendix B. Outcome information is reviewed periodically by program faculty as part of the program's ongoing assessment and continuous improvement processes.

A summary of sample job placements and positions of recent graduates is provided in Appendix D.

Student Support and Expectations

How to be a Successful Grad Student

Being a graduate student is difficult but can also be very rewarding. Keep your eye on the ultimate goal but don't forget to enjoy every step of your way there. Below are some suggestions that will help you succeed:

- Remember why you are doing this: you want to become a successfully applied behavior analyst.
- Be humble, be teachable, and be willing to learn.
- Be open: let your views be challenged.
- Think critically and ask questions.
- Come to class prepared: do the readings in advance and identify the implications of the things you are learning, on your work and your life. Come to class with questions.
- Taking shortcuts on your assignments or doing the minimum to get a passing grade *will not* be to your advantage. You may pass the class, but are you preparing yourself for the exam? Are you preparing yourself to handle a difficult situation as a BCBA? Are you learning? Grad school is a big investment. Make the most out of it.
- Start your assignments early.
- Participate in any research opportunities.
- Contact your professors to discuss any challenging content. They will be happy to meet with you or provide additional guidance.
- Be respectful to your faculty and peers.
- Reply to emails and feedback in timely manner.
- Participate, and contribute. Engage in behavior, so your behavior can be shaped.
- Discuss, practice, and apply the concepts learned in class in your supervision experience.
- Instead of asking, “*what can the program offer me*” ask yourself, “*how can I contribute to this program*”?

Grades

A (B-) is considered a passing grade in the ABA Program. A lower grade indicates that the student is not performing to the standards required to be academically successful. A grade lower than a B- is not permissible in any course and may result in advisement, a student needing to repeat the course with resulting halt in progress, or dismissal from the program.

Take into consideration that, per the BACB, to be eligible to sit for the BACB exam, you are required to receive academic credit and earn a passing grade in each required course.

Academic Advisement

Upon acceptance to the ABA program, students are assigned a faculty advisor. Students are encouraged to review their acceptance letter and reach out to the program coordinator if they are unsure about their advisor assignment.

The role of the academic advisor is to provide guidance with respect to course registration, graduate assistantships, academic success, and professional and intellectual development. Students should reach out to their advisor if they need help or guidance regarding course registration, academic progress or if they have any other questions or concerns about the program.

Student Performance Evaluation

Formal meetings between advisors and advisees are required as part of ongoing student evaluation and program monitoring.

Meeting Schedule: At minimum, formal meetings will occur:

- during the middle of the first Spring semester,
- during the middle of the first Summer semester,
- during the early portion of the second Spring semester, and
- additionally as needed.

Meeting Requirements: At the master's level, students must complete the Behavior Analysis Program MS Student Evaluation Form (see Appendix C) and provide an updated resume or curriculum vitae prior to the meeting.

Meetings will evaluate:

- academic performance,
- behavior analytic growth,
- capstone project productivity,
- professional development, and
- supervised clinical practicum performance.

Progress Monitoring: Repeated non-attendance, failure to participate in required meetings, or inadequate progress may result in corrective action, including possible dismissal from the program.

Students may not register for future coursework until required formal advising meetings have occurred.

Although advisors will make reasonable efforts to accommodate scheduling needs, students are responsible for ensuring availability and participation in required meetings.

Expectations for Student Conduct

Students enrolled in the Applied Behavior Analysis program are expected to demonstrate professional behavior consistent with graduate-level training, ethical conduct, and behavior analytic practice standards. Professional conduct expectations apply across academic, clinical, research, practicum, and university-related activities.

Professionalism expectations extend beyond academic integrity and include respectful communication, responsible participation, accountability, and professional interactions with faculty, supervisors, peers, staff, community partners, and clients.

Examples of expected professional behavior include, but are not limited to:

- maintaining respectful and professional communication in emails, meetings, classroom interactions, and university activities;
- responding to faculty and program communication in a timely and appropriate manner;
- attending scheduled meetings, classes, supervision, and program activities as expected;
- demonstrating preparedness and active participation in academic and professional activities;
- accepting and responding appropriately to feedback and supervision;
- maintaining respectful interactions with peers, faculty, supervisors, and staff;
- demonstrating professional demeanor and conduct in classroom, clinical, research, and community settings; and
- adhering to university policies, program requirements, and applicable ethical standards.

Examples of unprofessional behavior may include, but are not limited to:

- repeated failure to respond to faculty communication,
- repeated cancellation or failure to attend scheduled meetings,
- disrespectful, hostile, or inappropriate communication,
- disruptive classroom behavior,
- failure to meet professional responsibilities or deadlines,
- inappropriate conduct during supervision or field experiences,
- unprofessional email communication,
- repeated disregard for faculty or program procedures, or
- behavior that negatively impacts the learning or professional environment.

Meeting Attendance and Responsiveness Expectations

Students are expected to demonstrate reasonable flexibility and professionalism in scheduling meetings with faculty, advisors, supervisors, and committee members.

Because faculty maintain teaching, research, clinical, and service responsibilities, students may be expected to meet during established faculty availability, office hours, or other mutually agreed-upon times.

Classroom and Learning Environment Expectations

Students are expected to contribute to a professional, respectful, and productive learning environment.

Students should:

- engage respectfully in classroom discussions and collaborative activities;
- demonstrate professionalism during class meetings, presentations, and group work;
- avoid disruptive behavior that interferes with instruction or learning;
- demonstrate respect for differing perspectives and professional opinions; and
- maintain appropriate professional conduct during in-person and virtual learning activities.

Disruptive, disrespectful, or unprofessional classroom behavior may result in corrective action or referral for additional program review.

Social Media and Professional Boundaries

Students are expected to maintain professional boundaries and appropriate conduct in online and social media environments when representing themselves in connection with the program, practicum experiences, research activities, or professional training activities.

Students should avoid:

- sharing confidential, sensitive, or protected information;
- inappropriate public communication involving faculty, supervisors, peers, clients, or practicum sites;
- behavior that may negatively affect professional relationships or the reputation of the program or university; or
- conduct inconsistent with professional ethical standards.

Nothing in this policy is intended to restrict protected rights under university policy or applicable law.

Documentation of Professional Conduct Concerns

Faculty, supervisors, or program leadership may formally document concerns related to student professionalism, conduct, communication, participation, responsiveness, ethical behavior, or professional interactions.

Documentation may include:

- the nature of the concern,
- relevant dates and circumstances,
- prior feedback or corrective actions provided,
- student responses or actions taken,
- and recommended remediation or follow-up actions.

Whenever appropriate, students will be informed of professionalism concerns and provided an opportunity to respond to or remediate identified issues.

Professionalism Remediation and Corrective Action Process

If concerns regarding professional conduct arise, the program may implement corrective or remedial actions designed to support student success and professional development.

Corrective actions may include:

1. Informal verbal feedback or discussion;
2. Written professionalism concern notification;
3. Required meeting with faculty, advisor, supervisor, or program leadership;
4. Increased supervision, monitoring, or documentation requirements;
5. Professionalism remediation or completion plan;
6. Behavioral expectations agreement;
7. Delayed progression in practicum, capstone, assistantship, or other program activities;
8. Restriction from certain program-related activities when appropriate;

9. Referral for additional university review processes; or
10. Additional academic or disciplinary action consistent with university and Graduate School policies.

Professionalism Review and Program Progression

The program retains the responsibility to evaluate student readiness for continued progression in academic, clinical, practicum, research, and professional training activities.

Professional conduct concerns may be considered alongside academic performance when determining:

- readiness for practicum or field experiences,
- continuation in assistantship or research activities,
- readiness for capstone progression,
- eligibility for graduation recommendation, and
- continued enrollment in the program.

The program reserves the right to determine whether a student has demonstrated the level of professionalism, ethical conduct, and professional readiness expected for graduate-level training in Applied Behavior Analysis.

BACB Attestation Policy

Students seeking to sit for the BACB certification examination may require completion of a BACB attestation form by the Program Coordinator.

Attestation forms will generally be signed provided:

- the student has successfully completed all program and coursework requirements,
- the attestation form has been completed fully prior to submission to the Program Coordinator,
- the request occurs within approximately 1.5 years of graduation to minimize knowledge degradation, and

- coursework remains current and acceptable under BACB requirements and program standards.

Outdated coursework may not be accepted for attestation purposes, and students may be required to retake coursework or complete additional requirements prior to approval.

University of Memphis Association for Behavior Analysis

(University of Memphis Association for Behavior Analysis), is a student organization that promotes and disseminates behavior analysis in the university and the local community. By participating in UMABA students will be able to network with local BCBAs, alumni, and attend ABA conferences. Members of this organization are current graduate students enrolled in the ABA Verified Course Sequence, with a 3.0 GPA and are eligible to hold leadership roles within the organization. All students are encouraged to participate in this organization.

See: <https://memphis.campuslabs.com/engage/organization/umaba>

Graduate Assistantship Recruitment and Selection Procedures

Graduate assistantship opportunities at the University of Memphis Autism Treatment, Training, and Research Clinic are announced to enrolled graduate students through program email communication. Announcements include a description of the position, responsibilities, eligibility requirements, expected time commitment, supervision structure, funding information, and application procedures.

Graduate assistantship positions are intended to provide students with supervised clinical training opportunities within the university-based autism clinic while supporting clinical service delivery, research, assessment, treatment implementation, and family support activities.

Graduate assistantship funding may include:

- tuition coverage for up to six graduate credit hours per academic semester consistent with university policies and funding availability; and

- a monthly stipend to support students during their assistantship appointment period.

Position announcements typically include information regarding:

- required qualifications and certifications (e.g., RBT status when applicable);
- minimum availability requirements;
- expected duration of commitment;
- clinic operating hours;
- supervision and training opportunities;
- application materials and deadlines; and
- compensation and funding information.

Students interested in applying are generally required to submit:

- a current curriculum vitae;
- a written statement of interest describing professional goals and interest in the position; and
- any additional materials requested during the application process.

Applicants who meet minimum eligibility and position requirements may participate in an interview process with clinic leadership and Director Faculty. Interviews are used to:

- answer applicant questions regarding clinic responsibilities and expectations;
- review availability and scheduling requirements;
- assess professionalism, communication skills, and readiness for clinical responsibilities; and
- determine overall fit with clinic needs, training opportunities, and supervision capacity.

Selection decisions are generally based on:

- completion of required application materials;
- meeting minimum eligibility requirements;

- demonstrated ability to meet scheduling and availability expectations;
- professionalism and communication skills;
- alignment with clinic and training needs; and
- availability of assistantship positions and funding.

When multiple applicants meet eligibility and position requirements, positions may be offered on a first-come, first-served basis based on completed applications, availability, clinic needs, and supervision capacity.

Graduate assistants receive training and supervision from qualified clinical faculty, BCBA's, and/or BCBA-D supervisors consistent with clinic, university, and BACB expectations. Opportunities may include participation in:

- assessment and intake procedures,
- treatment implementation,
- data collection and analysis,
- treatment planning,
- caregiver support and education,
- interdisciplinary collaboration,
- and supervised clinical competency development.

The program seeks to maintain fair, professional, and competency-based recruitment and selection procedures aligned with clinic needs, student training opportunities, available funding allocations, and university policies.

Supervised Field Experiences

To be eligible to take the BCBA exam, students need to accrue supervised fieldwork hours.

Students are encouraged to have secured a practicum site and to start accruing hours at least by the beginning of their first Spring to complete the fieldwork requirement by the time they finish their coursework.

Student Placement Procedures

During the first semester of the program, the practicum coordinator will meet with first-year students at least two times to review and explain:

- BACB fieldwork requirements,
- Program practicum expectations,
- Documentation requirements,
- Supervision standards,
- Ethical responsibilities,
- Professionalism expectations, and
- Practicum placements

Students will be encouraged to begin accruing supervised fieldwork hours as early as possible, but generally no later than the middle of the second semester unless otherwise approved by the practicum coordinator.

Information regarding approved and affiliated practicum sites will be shared during these meetings. Students will be encouraged to review available practicum opportunities, contact approved sites, and participate in practicum interviews and onboarding procedures.

To further assist students in learning about practicum opportunities, the ABA program will host Q&A practicum fair sessions with on-site supervisors from affiliated practicum sites.

During these sessions, site representatives will provide information regarding:

- Supervision and mentorship models,
- Client populations,
- Training opportunities,
- Service delivery settings,
- Professional expectations, and
- Availability of practicum positions at their organization.

Students who choose to accrue fieldwork hours at a site not currently affiliated with the program must obtain formal approval from the practicum coordinator prior to beginning supervised fieldwork activities and accrual of hours.

Students may not begin counting fieldwork hours until:

- The practicum site and BCBA supervisor have been formally approved,
- Required supervision agreements and practicum documentation have been completed,
- Required onboarding procedures have been satisfied,
- Written approval has been granted by the practicum coordinator.

The practicum coordinator is responsible for reviewing the appropriateness of practicum placements, the quality of supervision, trainee safety, and alignment with BACB and program standards throughout the practicum experience.

Expectations of Practicum Students:

While accruing fieldwork hours students are expected to:

- Maintain professional communication and conduct with peers, coworkers and recipient of services
- Attend scheduled supervision meetings and practicum activities
- Actively participate in supervision and training opportunities
- Maintain accurate fieldwork documentation and records
- Complete assigned unrestricted activities and practicum assignments
- Maintain confidentiality and protect protected information
- Comply with BACB ethical standards and ABA program policies
- Report concerns related to safety, ethics, supervision, or professionalism to the practicum coordinator or the practicum instructor
- Demonstrate responsiveness to feedback and corrective guidance; and
- Contribute to a respectful and professional training environment.

Practicum Courses

Students will take 4 practicum courses starting their second year. These courses are designed to supplement and support the student's fieldwork experience at their practicum sites.

Because Practicum courses are not part of the VCS, students who do not want to be Board Certified Behavior Analysts do not have to take these courses or complete fieldwork requirements. They can either take these courses or select replacement elective courses with their academic advisor, to meet the credit hour requirements of their MS degree.

- ***Practicum Registration:*** An essential requirement to register for these courses is to have secured a practicum placement and an on-site supervisor. To register for practicum courses, students will need to email the Practicum Coordinator with their U number, practicum site, and the name of their on-site supervisor. The Practicum Coordinator will then issue a permit and clear the student to register for practicum. Students who do not have a confirmed practicum site will not be approved to register for practicum courses.

Termination of the supervision contract during an academic semester without an appropriate and timely transition to a new site (within 1-2 weeks), will result in a recommendation to drop the practicum course. If the student remains enrolled in a practicum course without an approved and active practicum placement, cannot receive credit for assignments that require supervised implementation and data collection.

- ***At the beginning of each practicum course,*** the practicum instructor will share the syllabus with on-site supervisors and inform them about upcoming practical assignments that will be required to implement at the site and under their supervision. Students and on-site supervisors must also review the UofM Practicum Handbook and indicate their agreement with practicum procedures and expectations by signing the last page of the Practicum Handbook.

- ***Practicum meetings*** take place every other week in groups of less than 10 students. During these meetings, students can share their progress and experiences at the sites and learn from the group's experiences. Students can count these meetings as group supervision hours and related class assignments and activities as unrestricted fieldwork hours.
- ***If students are struggling at their practicum site***, they should talk to their practicum instructor. They will help you make the best decisions to guarantee a productive and positive experience at the student's practicum site.

Overview of practicum courses

- *Practicum 1*: This course discusses requirements for fieldwork experience, the scope of practice of ABA, ethical issues, and standards of supervision. During this course, students will conduct some basic behavioral assessments and work on data collection at their practicum sites.
- *Practicum 2*: More advanced behavioral assessments will be conducted under proper supervision at the practicum sites. Functional assessments of challenging behavior and skills assessments will be reviewed and discussed before each practical assignment. Applications of ABA principles with other populations and in other settings will be explored.
Practicum 3: In this course, students will design and implement a skill acquisition plan and collect data to monitor their client's progress. Students will work on weekly assignments and take focused mini mocks in preparation for the BCBA exam.
- *Advanced Practicum*: In this course, students discuss topics related to their future work as BCBA's as they prepare for the BCBA exam. Mock exams and other resources will be available to evaluate and strengthen areas that require improvement.

Practicum Graduate Assistantships

Graduate assistantships will be offered when available. GAs typically cover the cost of 1 or 2 courses per semester and offer the student a monthly stipend for 20 hours per week working as an RBT or providing behavior analytic services in the community.

When these positions become available, they will be shared with all students. Students in good standing with the program will be eligible to apply.

Academic Misconduct and Due Process

Plagiarism

- Plagiarism refers to copying material from other sources and presenting it as if it was one's own. Copying and pasting text from other articles, websites, or other sources, published or unpublished, to papers, term papers, or other assignments or projects constitutes plagiarism. It also includes any unacknowledged use of materials prepared by another person.
- As a form of academic dishonesty, plagiarism is severely punished per university policies. Any documented cases of plagiarism can result in zero points for that grade for a first occurrence, and dismissal from the course with a failing grade for a second time. It may also result in other more severe sanctions by the College of Education.

Forgery

- Forgery refers to copying someone else's signature on any physical or electronic documents without their knowledge. Altering an existing document with someone's signature on it without their knowledge or consent, is also considered forgery. Forgery will result in the student's dismissal from the ABA Program. Faculty will also report forgery to the Office of Student Affairs. Depending on the case, an investigation might be conducted which may result in the student's dismissal from UofM.

Student Remediation and Due Process

Students are encouraged to resolve concerns informally whenever possible. If concerns cannot be resolved informally, students may initiate a formal appeal consistent with program, department, college, Graduate School, and university procedures.

Informal Resolution

Students should first attempt to resolve concerns directly with the individual most closely associated with the issue whenever appropriate.

Formal Written Appeal to the Program Coordinator

If the issue is not resolved informally, the student may submit a formal written appeal to the Program Coordinator. The written appeal should include:

- the nature of the concern,
- relevant supporting information or documentation,
- prior attempts at resolution, and
- the requested outcome or resolution.

The Program Coordinator will review the appeal, may request additional information as needed, and will provide a written response or determination within a reasonable timeframe.

Appeals Involving the Program Coordinator

If the appeal directly involves the Program Coordinator, presents a potential conflict of interest, or concerns a decision made by the Program Coordinator, the student should submit the formal written appeal to the Department Chair or designated departmental administrator.

In such cases:

- the appeal will be reviewed by an individual who is not directly involved in the matter under review;
- additional information or meetings may be requested as part of the review process;
- and

- the student will receive written communication regarding the outcome or next steps within a reasonable timeframe.

Department-Level Appeal

If the issue remains unresolved, the student may appeal to the Department level consistent with departmental procedures and university policy.

College or Graduate School Appeal

Students may further appeal through College, Graduate School, or other university procedures in accordance with applicable university policies and established due process procedures.

Continuation in the Program

Students may continue in the program provided they are making adequate progress as determined through coursework, benchmark assessments, advisor evaluations, and formal advising meetings.

To remain in good standing, students must:

- demonstrate adequate academic and professional progress, and
- earn a grade of B- or better in all required coursework.

Dismissal from the Program: Students may be dismissed from the program for reasons including, but not limited to:

- inadequate progress identified through coursework or formal advising evaluations,
- repeated failure to participate in required advising meetings,
- academic dishonesty,
- two semesters of academic probation, or
- unethical or unprofessional conduct.

Dismissal decisions will occur in accordance with the University policies and procedures.

Artificial Intelligence in Academic Work Policy

Artificial intelligence (AI) tools are becoming increasingly accessible. These tools can be valuable for learning and research, but it is important to use them responsibly and ethically within the academic environment. This policy outlines the appropriate use of AI tools in coursework and academic integrity expectations. These policies are specific to the Applied Behavior Analysis department and do not supersede any University policies.

Examples and Non-examples of AI Tools

- AI Tools are systems or machines that can perform tasks typically requiring human intelligence. These tasks include learning, reasoning, problem-solving, perception, and language understanding. Examples include tools such
 - Writing assistants (e.g., Grammarly, Jasper)
 - Chatbots (e.g., ChatGPT, Gemini)
 - Transcribers/Notetakers (e.g., Otter, MeetGeek)
- Programs that contain student postings of materials used in classes (e.g., Course Hero, StuDoc) are not considered AI. Accessing any unauthorized information through one of these programs is considered cheating, and incorporating this information into any assignment is considered plagiarism.

Acceptable Use of AI Tools

- **Research and Exploration:** Students may use AI tools to explore topics, generate ideas, or gather information for research and class projects. However, all information obtained from AI sources must be critically evaluated and properly cited.
- **Drafting, Editing, and Brainstorming:** AI tools can be used to help with brainstorming ideas, outlining arguments, or generating drafts. However, students are responsible for revising and editing the output to ensure accuracy, clarity, and originality. Students are ultimately responsible for the content and originality of their work.

- **Accessibility and Learning Support:** Students with documented disabilities may be able to use AI tools for approved accommodations, such as text-to-speech conversion or grammar checking.
- **Learning Resources:** AI tutors or question-answering systems can be used as supplemental learning tools to understand concepts or practice critical thinking. Students should approach AI generated answers cautiously as AI is occasionally inaccurate.

Unacceptable Use of AI Tools

- **Plagiarism:** Using AI tools to generate content that is presented as the student's own work constitutes plagiarism. This includes copying content directly, paraphrasing extensively, or using AI-generated text without attribution.
- **Fabrication:** Fabricating data or results with the help of AI tools is strictly prohibited.
- **Circumventing Assessments:** Using AI tools to complete quizzes, exams, or other assessments without authorization is a violation of academic integrity.

Student Responsibilities

- **Academic Integrity:** Students are responsible for upholding the university's standards of academic integrity. This includes using AI tools responsibly and ethically.
- **Transparency:** Students must disclose the use of any AI tools in their work as instructed by the faculty member.
- **Understanding AI Limitations:** Students should be aware of the limitations of AI tools, such as potential biases and factual inaccuracies.

Consequences

- Violations of this policy will be treated as violations of the university's academic integrity code. Consequences may include failing an assignment, failing a course, or even academic suspension or expulsion.

Faculty Guidance

Individual instructors may have specific policies regarding the use of AI tools in their courses. Students are responsible for understanding and adhering to these policies, which may be outlined in the course syllabus.

- **Detection and Prevention:** Faculty are encouraged to use plagiarism detection tools and other methods to identify AI-generated content.

Appendices

Appendix A

University of Memphis Applied Behavior Analysis Program

Master's Degree Course Sequence

Semester	Required Courses	Credit hours
1 st Fall Semester	SPED 7514 ---- Intro to ABA	3hrs
	SPED 7010 ---- Ethics	3hrs

1 st Spring Semester	SPED 7518 ---- Evidence-based Practice	3hrs
	SPED 7517 ---- Functional Behavior Analysis	3hrs
1 st Summer Semester	SPED 7521 ---- Principles of Behavior	3hrs
	EDPR 7581 ---- Single Subject	3hrs
2 nd Fall Semester	SPED 7519 ---- Practicum	3hrs
	SPED 7516 ---- Advanced ABA	3hrs
2 nd Spring Semester	SPED 7519 ---- Practicum	3hrs
	SPED 7520 ---- Behaviorism Seminar	3hrs
2 nd Summer Semester	SPED 7519 ---- Practicum	3hrs
	SPED 7900 ---- Advanced Practicum	3hrs

Appendix B

<i>Statistic/Measure</i>	2025 1 year ago	2024 2 years ago	2023 3 years ago	2022 4 years ago	2021 5 years ago
Number of students whose degrees were conferred by the program	11	11	11	7	NA
Median years until graduation for students whose degrees were conferred by the program	2	2	2	2	NA
Number of students enrolled in the program on January 1st of the reporting year.	26	23	27	39	NA
Number of students no longer enrolled for any reason other than conferral of degree	5	4	1	4	NA
Number of completed applications received	43	35	35	26	17
Number of students admitted during the reporting year	24	28	25	26	17
Number of first-time candidates sitting for their Board Certified Behavior Analyst (BCBA) examination.	NA	13	12	15	9
Percentage of first time candidates passing the BCBA certification examination.	NA	46%	42%	53%	66%
Number of graduates obtaining a master level state license as a behavior analyst.	4	5	6	Not Available	Not Available
Median undergraduate grade point average (GPA) for applicants	3.31	3.2	3.41	3.16	3.4

admitted (report on a 4-point scale).					
Median score on the GRE or other standardized tests	Not Applicable: GREs and other standardized tests are not required for Salve's ABA pro				
Number of Core Program Faculty Members.	2	2	2	2	2
Number of Associated Program Faculty Members.	1	1	1	1	1
Number of Other Contributors.	1	1	1	1	1

Appendix C

BEHAVIOR ANALYSIS PROGRAM MS STUDENT EVALUATION

Name of student:

Year Entering the ABA Program:

Date:

Name of Academic Advisor:

Period of Evaluation: (check one)

- Mid 1st Spring Mid 1st Summer Early 2nd Spring Other: _____

*Please submit an **electronic (Word file) version of your vita.***

The completed version of this form needs to be reviewed by your advisor and signed (by you) during your meeting with your advisor.

***Note: Unexcused delay or submission of an incomplete package will result in an overall unsatisfactory rating.**

Rating:

Area of Rating

	<p>I. Academic Performance: Please list courses and grades associated with the evaluation period. Record your overall GPA as well.</p>	
	CLASS	LETTER GRADE
	SPED 7514 ---- Intro to ABA	
	SPED 7010 ---- Ethics	
	SPED 7518 ---- Evidence-based Practice	
	SPED 7517 ---- Functional Behavior Analysis	
	SPED 7521 ---- Principles of Behavior	
	EDPR 7581 ---- Single Subject	
	SPED 7519 ---- Practicum	
	SPED 7516 ---- Advanced ABA	
	SPED 7519 ---- Practicum	
	SPED 7520 ---- Behaviorism Seminar	
	SPED 7519 ---- Practicum	
	SPED 7900 ---- Advanced Practicum	
	OVERALL GPA	

	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">OUTCOME</th> <th style="text-align: center;">SCORE</th> </tr> </thead> <tbody> <tr> <td>Excellent: A; 3.90 or higher</td> <td style="text-align: right;">3 points</td> </tr> <tr> <td>Commendable: A-; 3.50 or 3.89</td> <td style="text-align: right;">2 points</td> </tr> <tr> <td>Satisfactory: B to B+; 3.0 – 3.49</td> <td style="text-align: right;">1 point</td> </tr> <tr> <td>Unsatisfactory: B- or lower; Below 3.0</td> <td style="text-align: right;">0 points</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total points _____</td> </tr> </tbody> </table>	OUTCOME	SCORE	Excellent: A; 3.90 or higher	3 points	Commendable: A-; 3.50 or 3.89	2 points	Satisfactory: B to B+; 3.0 – 3.49	1 point	Unsatisfactory: B- or lower; Below 3.0	0 points	Total points _____	
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Satisfactory: B to B+; 3.0 – 3.49	1 point												
Unsatisfactory: B- or lower; Below 3.0	0 points												
Total points _____													
	<p>II. Behavior Analytic Growth. Please list any activities that support your growth as a behavior analyst. Below are examples:</p> <ul style="list-style-type: none"> • Engaging in community outreach related to ABA (e.g., public workshops, advocacy efforts). • Volunteering with UMABA or attending events • Organizing or participating in study groups • Holding office in a relevant behavior analytic organization • Participating in peer mentoring or tutoring for newer students. • Involvement in service-learning projects or volunteer work that applies ABA principles. • Developing professional soft skills (communication, collaboration, supervision skills)—noted in your curriculum as vital for ethical and effective practice. • Organizing or participating in ABA related events <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <thead> <tr> <th style="text-align: center;">OUTCOME</th> <th style="text-align: center;">SCORE</th> </tr> </thead> <tbody> <tr> <td>Excellent: At least four activities or fewer if major activity</td> <td style="text-align: right;">3 points</td> </tr> <tr> <td>Commendable: At least three activities or fewer if major activity</td> <td style="text-align: right;">2 points</td> </tr> <tr> <td>Satisfactory: At least two activities or fewer if major activity</td> <td style="text-align: right;">1 point</td> </tr> <tr> <td>Unsatisfactory: Fewer than two activities</td> <td style="text-align: right;">0 points</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total points _____</td> </tr> </tbody> </table>	OUTCOME	SCORE	Excellent: At least four activities or fewer if major activity	3 points	Commendable: At least three activities or fewer if major activity	2 points	Satisfactory: At least two activities or fewer if major activity	1 point	Unsatisfactory: Fewer than two activities	0 points	Total points _____	
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Total points _____													

	<p>III. Thesis Productivity: Complete the Thesis Checklist adhering to the timeline indicated. Place a check next to each item completed. Place an X next to items that should have been completed by the assessment date. Divide the check marks by the total number of marks (check plus X). Multiply by 100 to generate a Thesis Productivity score</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">OUTCOME</th> <th style="text-align: center;">SCORE</th> </tr> </thead> <tbody> <tr> <td>Excellent: 95%-100%</td> <td style="text-align: center;">3 points</td> </tr> <tr> <td>Commendable: 85%-94%</td> <td style="text-align: center;">2 points</td> </tr> <tr> <td>Satisfactory: 80% - 84%</td> <td style="text-align: center;">1 point</td> </tr> <tr> <td>Unsatisfactory: 79% and below</td> <td style="text-align: center;">0 points</td> </tr> <tr> <td colspan="2" style="text-align: right; padding-top: 10px;">Total points _____</td> </tr> </tbody> </table>	OUTCOME	SCORE	Excellent: 95%-100%	3 points	Commendable: 85%-94%	2 points	Satisfactory: 80% - 84%	1 point	Unsatisfactory: 79% and below	0 points	Total points _____	
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Satisfactory: 80% - 84%	1 point												
Unsatisfactory: 79% and below	0 points												
Total points _____													
	<p>IV. Professional Development: Record any professional development activities you have accomplished while in the program. Below are examples:</p> <ul style="list-style-type: none"> Attending or presenting at professional conferences, colloquia, or webinars (TABA or other state, national, or ABAI conferences). Participating in interdisciplinary work (collaborations with education, psychology, or healthcare teams). Submitting or co-authoring publications or conference presentations. Joining student or professional organizations (e.g., ABAI, TABA, UMABA) Serving in student leadership roles (program committees, mentorship programs). Completing continuing education or specialized workshops (e.g., ACT training, ethics workshops). <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">OUTCOME</th> <th style="text-align: center;">SCORE</th> </tr> </thead> <tbody> <tr> <td>Excellent: At least four activities or fewer if major activity</td> <td style="text-align: center;">3 points</td> </tr> <tr> <td>Commendable: At least three activities or fewer if major activity</td> <td style="text-align: center;">2 points</td> </tr> <tr> <td>Satisfactory: At least two activities or fewer if major activity</td> <td style="text-align: center;">1 point</td> </tr> <tr> <td>Unsatisfactory: Fewer than two activities</td> <td style="text-align: center;">0 points</td> </tr> <tr> <td colspan="2" style="text-align: right; padding-top: 10px;">Total points _____</td> </tr> </tbody> </table>	OUTCOME	SCORE	Excellent: At least four activities or fewer if major activity	3 points	Commendable: At least three activities or fewer if major activity	2 points	Satisfactory: At least two activities or fewer if major activity	1 point	Unsatisfactory: Fewer than two activities	0 points	Total points _____	
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Unsatisfactory: Fewer than two activities	0 points												
Total points _____													
	<p>V. Supervised Clinical Practicum Performance: the student maintains exemplary performance at their practicum site as indicated by their on-site supervisor.</p> <p>Clinical Practicum Score Calculation: - Supervisor composite score divided by 5 = average practicum score</p> <p>Average Score ()</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">OUTCOME</th> <th style="text-align: center;">SCORE</th> </tr> </thead> <tbody> <tr> <td>Excellent: Average score 4.50–5.00</td> <td style="text-align: center;">3 points</td> </tr> </tbody> </table>	OUTCOME	SCORE	Excellent: Average score 4.50–5.00	3 points								
OUTCOME	SCORE												
Excellent: Average score 4.50–5.00	3 points												

Commendable: Average score 3.50–4.49	2 points
Satisfactory: Average score 3.00–3.49	1 point
Unsatisfactory: Average score below 3.00	0 points
Total points _____	

Self-Assessment:

1. What do you believe are your strengths as a student and future behavior analyst?
2. What do you believe are your weaknesses as a student and future behavior analyst?
3. What are at least two concrete steps you could take to remedy these weaknesses?

Step 1:

Step 2:

Performance Rating:

CATEGORY	STUDENT SCORE
Academic Performance	___/3
Behavior Analytic Growth	___/3
Thesis Productivity	___/3
Professional Development	___/3
Supervised Clinical Practicum Performance	___/3
TOTAL	___/15

OVERALL SCORE			
Excellent	Commendable	Satisfactory	Unsatisfactory
13-15 points	10-12 points	6-9 points	0-5 points

I = Insufficient data at this time

NA = Not applicable

Program Overall Recommendation:

Continuation _____
 Continuation with alert status _____
 Dismissal _____

Activities required to remove if alert status:

To be completed by:

Advisor Comment:

Advisor Signature: _____

By signing this form, I attest that my faculty advisor has reviewed with me the results of my annual evaluation by the ABA program. I understand that if I wish to appeal this evaluation, I must submit a letter of appeal to the Program Coordinator of the ABA program within 30 days of today’s date. If my appeal is not granted, I understand that I will have another 30 days to submit a letter of appeal to the Chair of the ICL Department.

Student Signature: _____ Date: _____

Appendix D

Sample of job placements of recent graduates

Date (Month/Year)	Organization	Title
12/24	Action Behavior Centers	BCBA
8/24	Journey Community Schools	Behavioral Consultant
7/24	Siskin Children's Institute	RBT
6/24	Cultivate Behavior Health and Education	BCBA
1/24	Family Tree ABA	BCBA
11/23	Harwood Center INC	Lead RBT
10/23	Behavioral Services of Tennessee	BCBA
9/23	Iota Community Schools	Family and Student Analyst
8/23	Autism Centers of Tennessee	BCBA
6/23	UofM Autism Clinic	RBT
1/23	Harwood Center INC	RBT
9/22	Alternative Paths Training School	BCBA
1/22	UofM Project Memphis	BCBA
11/21	Autism Centers of Tennessee	BCBA
6/21	Midsouth Therapy Group	BCBA