



**Master of Science in Applied Behavior Analysis
and Autism Studies
Graduate Student Handbook**

**Department of Psychology
University of Massachusetts Lowell**

Updated June 17, 2026

Master of Science in Applied Behavior Analysis and Autism Studies

Department of Psychology

Program Website: [Master of Science in Applied Behavior Analysis \(ABA\) and Autism Studies](#)

Dear Student,

Welcome to the Applied Behavior Analysis and Autism Studies program (ABAAS)! This handbook is designed to provide easy access to information regarding your program of study, academic policies, and student responsibilities. It was developed to orient you to the program and practicum experience of the ABAAS at UMass Lowell. Please read and become familiar with all the information. Note that the handbook should be used as a reference and supplement to any guidance, recommendations, and requests made by your faculty advisor and practicum coordinator, as applicable. If you have questions about the program or handbook content, please get in touch with your faculty advisor. Once again, welcome to the program and UMass Lowell!

Sincerely,

Rocío Rosales, Ph.D., BCBA-D, LABA
Professor, Program Coordinator

Alice Frye, MPH, Ph.D.
Teaching Professor

Ashleigh Hillier, Ph.D.
Professor

Anita Li, Ph.D., BCBA-D
Assistant Professor

Rebecca Markovits, Ph.D., BCBA-D, LABA
Associate Teaching Professor, Practicum Coordinator

Jiabin Shen, Ph.D.
Associate Professor

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Mission Statement

The Master of Science in Applied Behavior Analysis (ABA) and Autism Studies (AS) at the University of Massachusetts Lowell adopts the scientist-practitioner model to prepare students with the knowledge and skills necessary to enter both applied professional and research positions, and to be well-prepared for future matriculation into doctoral programs. Through required and elective coursework, fieldwork experience, and available research opportunities, students are exposed to a wide range of scientific perspectives within Psychology.

The ABA and Autism Studies Program at UMass Lowell welcomes, values, and respects all persons regardless of their race, ethnicity, belief system, sexual orientation, gender identity, age, socioeconomic status, or disability. We are a community that thrives on our diversity. We encourage you to speak and listen to learn from diverse perspectives, as we believe this fosters a more meaningful educational experience for both students and faculty.

Program Objectives

1. Train students to critically evaluate research, conduct their own applied research and quantitative analysis, and communicate findings to various audiences.
2. Prepare students to conduct behavioral assessments and design function-based interventions.
3. Prepare students to demonstrate proficiency in measuring and defining behavior, understanding the conceptual basis for interventions and how they work or do not work within various contexts, and disentangle and recombine components of interventions into innovative forms.
4. Educate students on personal and professional ethical standards, their distinctions, and the impacts on research and practice.
5. Prepare students to respect cultural differences and be aware of their impact on assessment and intervention and power imbalances that may arise in various contexts.
6. Educate students on the foundations and philosophical basis for behavior analysis and on the broad application of behavior analysis.
7. Educate students on the full range of autism presentations across individuals and the lifespan, including key diagnostic criteria, common co-occurring disorders, and how they are assessed.
8. Prepare students to pursue continued education, professional growth, and lifelong learning, and identify knowledge gaps and areas that require remediation.

Graduate Advisor

Upon matriculation, you will be assigned an advisor affiliated with the Applied Behavior Analysis and Autism Studies Program. You should meet with your advisor regularly to discuss your program of study (see below), including course selections, practicum plans, career opportunities, and professional issues. You may also consult with your advisor about the possibility of assisting with a research project(s), registering for Directed Study under their supervision, and/or developing a thesis (required for AS students; see below). Please note that all faculty members in the Department of Psychology are available to supervise a thesis. Therefore, students are encouraged to speak with faculty members during and outside of class to inquire about such opportunities. However, given the number of graduate students in our department, there is no guarantee that supervision for a thesis will be available. This needs to be discussed with the faculty members with whom you are interested in working.

Program Faculty and Research Interests

There are many opportunities to get involved with research during your time in the ABAAS program. Below, you will find a summary of some of the ongoing research efforts by affiliated program faculty. These faculty members are available to help you develop a thesis project or, if you are interested in completing a directed study, as one or more of your elective requirements. Directed study is a course designed as an independent study under the supervision of a member of the department, for which you may enroll for a maximum of six credit hours across two semesters of study.

Alice Frye, MPH, PhD

email: alice.frye@uml.edu

Dr. Frye is a clinical psychologist with a research background in adolescent psychopathology, statistics, and research methodology. She does not maintain an active research program. Still, as a scholar with an active research background, she is pleased to direct students on their projects and to undertake directed readings in statistics, clinical psychology as an empirical science, and child and adolescent psychopathology.

Ashleigh Hillier, PhD

email: ashleigh.hillier@uml.edu

Dr. Hillier's research program focuses on transition and adult outcomes for those on the autism spectrum, including employment, college success, health care, financial literacy, and gender identity. She also implements various program interventions for autistic adolescents and young adults, including a college-preparation mentoring program, "Horizons;" a college-support program for first-year students, "Horizons Plus;" and a social networking group, "The Network." She co-directs the Center for Autism Research and Education (CARE).

Anita Li, PhD, BCBA-D, LABA

email: anita.li@uml.edu

Dr. Li is a behavior analyst with research spanning psychotropic medication management, the experimental analysis of behavior, behavior analysis in health and fitness, diversity and gender issues in behavior analysis, and burnout in the service delivery domain. Before her work at UMass Lowell, Dr. Li served as the clinical director for an ABA agency in Florida and as a faculty specialist for the Department of Psychology at Western Michigan University. Dr. Li continues to utilize data-driven pedagogy in her undergraduate and graduate courses in psychology and behavior analysis.

Rebecca Markovits, PhD, BCBA-D, LABAemail: rebecca_markovits@uml.edu

Dr. Markovits is a behavior analyst who, before coming to UMass Lowell, worked in a school setting for individuals with severe special needs, emotional behavior disorders, and mental health diagnoses. Her research background includes evaluating the development of stimulus control in complex behaviors (both basic and applied) and the use of behavior-analytic methods in higher education. Although she does not maintain an active research program, she supervises student capstone projects related to concepts or techniques in behavior analysis.

Rocío Rosales, PhD, BCBA-D, LABAemail: rocio_rosales@uml.edu

Dr. Rosales's research focuses on evaluating training strategies that promote procedural fidelity in behavioral assessments and interventions, particularly with computer technology. She is also interested in assessing teaching procedures to establish and expand the verbal repertoire of learners with and without disabilities. Most recently, she has conducted research with bilingual learners with autism and has a special interest in working with this population and their caregivers. Additionally, she has researched the evaluation and application of behavioral principles to instructional design in higher education.

Jiabin Shen, PhDemail: jiabin_shen@uml.edu

Dr. Shen's research program focuses on theory-driven and technology-assisted tools for the primary, secondary, and tertiary prevention of injuries among children and adolescents. He is also interested in reducing disparities in injury-related health outcomes using both prospective and retrospective designs. Recently, he has been researching the development and evaluation of virtual reality-based cognitive assessment and rehabilitation for children with traumatic brain injuries.

Peer Mentor

Our peer mentor program is designed to connect new students to our program with second-year students. You will be assigned a peer mentor during the first semester of the program. Students can check in with their mentee or mentor over the semester through email or in person. We encourage students to contact and engage in check-ins to support each other while enrolled in the program. We hope students will use this peer mentor program to build meaningful connections with their peers.

Program of Study

Degree Requirements

Credit hours: A total of 39 academic credit hours is required to complete the Master of Science degree. At least 30 credit hours must be completed at the University of Massachusetts Lowell. For the most up-to-date information on degree requirements, please see the ABAAS [Graduate Catalog](#).

Graduate students in the ABAAS program must maintain a minimum overall grade point average of 3.0. No more than two courses (6 credits) may have an earned grade of less than a 'B'. Students who earn more than six credits below a 'B' must enroll in additional coursework to meet the 39-credit requirement. Students whose GPA falls below 3.0 in any given semester will be placed on an academic warning on the first occurrence, followed by academic probation for any subsequent occurrence. If the GPA falls below 3.0 for a third time, students will be dismissed from the program. **No graduate degree will be awarded to students whose overall cumulative grade point average falls below 3.0.** Please refer to the University's graduate [Academic Standing Policies](#) for additional information. In addition, all students enrolled in the practicum course sequence must maintain a 3.0 GPA to receive permission numbers to enroll in these courses (i.e., PSYC.6710 and PSYC.6720). These policies are also outlined in the course syllabi for these classes.

Grades of Incomplete (INC) may be given to students in good standing near the end of a semester, but who cannot meet all course requirements due to unusual circumstances. All responsibility for completing outstanding coursework rests entirely with the student. If an INC is granted, all coursework must be completed by the date indicated on the [Academic Calendar](#). Students will not be allowed to graduate if an INC appears on the transcript. For additional information on grading policies, refer to the [Graduate Programs and Policies website](#) and the [Graduate School Policies on Academic Standing](#).

Transfer credits: Students admitted to our program **with prior graduate coursework from another institution may transfer up to 9 credit hours earned with a grade of B or higher upon entering the program.** Students who have completed coursework in the graduate certificate program in Applied Behavior Analysis at UMass Lowell may transfer **21 credit hours earned with a grade of B or better upon entering the program.** An assessment will determine how the proposed transfer courses align with UMass Lowell courses and the BACB requirements. Such transfer credit is subject to the approval of the Graduate Coordinator and the Registrar's Office and must meet the [University's Graduate Transfer Credit Requirements](#).

Bachelor's to Master's Students. Undergraduate students admitted to the BA/MS program may double-count a maximum of six credits (courses that meet both the undergraduate and graduate degree requirements). Students may be allowed to transfer a total of up to 12 graduate-level credits into the master's program, though no more than 6 can be double-counted. All courses intended to be transferred or double-counted must be completed with a grade of **B or better. Only 5000-level courses or higher can be transferred or counted toward a Master's degree.**

Petition and/or Exception Forms

Students who register for an elective not on the pre-approved list must request that their academic advisor complete an Exception Form to have the course credits count toward graduation requirements. Students cannot initiate the form's completion and therefore must contact their academic advisor to discuss the course for which they seek an exception.

Students seeking to transfer credits from another institution (i.e., a maximum of 9 credits can be petitioned to be moved) or from their bachelor's degree program (i.e., for UMass Lowell bachelor's-master's students only, only 6 credits may be double-counted) must complete an [Academic Petition](#) and include an official transcript with their request. These forms should be submitted to Jamie Trottier: jamie_trottier@uml.edu.

University Disciplinary Procedures for Graduate Students

Academic integrity is an integral value at UMass Lowell. When you matriculate into the Master of Science in Applied Behavior Analysis and Autism Studies, you accept responsibilities as a scholar in a community where every individual's work is held to the highest standards of honesty. Rigorous standards enable UMass Lowell students, faculty, supervisors, and employers to trust that the work submitted by students and supervisees reflects their own efforts.

[As stated in the catalog, all members of the UMass Lowell community are responsible for ensuring compliance with the UMass Lowell Graduate School Policies.](#) This includes academic honesty in all their interactions with others. Academic misconduct will result in disciplinary action, including suspension or dismissal from the program. The following are some examples of academic misconduct that will not be tolerated at UMass Lowell:

- **Cheating:** Knowingly using or attempting to use material or information not permitted in an academic exercise (e.g., written assignment, quiz, exam, presentation, etc.).
- **Fabrication:** Intentional falsification of any information in an academic exercise.
- **Facilitating Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
- **Plagiarism:** Knowingly representing words or ideas as one's own in any academic exercise if they are not your own (e.g., generative artificial intelligence or similar).
- Students should consult UMass Lowell's [Academic Integrity Policy](#) for information on policy and procedures for upholding UMass Lowell's standards for academic integrity.
- Furthermore, students must uphold the [BACB's Ethics Code for Behavior Analysts](#), including the Core Principles (p.4) of:
 - Benefit others
 - Treat others with compassion, dignity, and respect
 - Behave with integrity
 - Ensure their competence

Administrative Dismissal from the University. Administrative dismissal may be invoked after due notice when a student fails to comply with a university administrative regulation. Examples of some conditions that justify administrative dismissal are listed in the Undergraduate Catalog at [Administrative Dismissal](#) and apply to all students, undergraduate and graduate.

Non-Academic Misconduct. Improper conduct or behavior of graduate students is subject to the University of Massachusetts Lowell [Student Conduct Code and Judicial Process](#). Copies of this document may be obtained from the Dean of Students' Office.

Although we admit students with the expectation that they will graduate from the program, it is essential to note that there are grounds for dismissal. Students who engage in any professional or ethical violation and/or fail to make adequate academic progress may be dismissed from the program. Examples of insufficient academic progress include:

- Earning a grade lower than a B in two different courses or the same course twice.
- Being dismissed from a practicum site due to poor performance or an ethical violation.
- Clarify to sites that we need to know if there is a risk of a student being dismissed from the site.
- Failure to complete/satisfy all capstone/research requirements as outlined in the timeline

for deadlines.

- Failure to complete the steps outlined in a remediation plan.
- Failure to adhere to the Ethics Code for Behavior Analysts.

Grounds for Appeal of Due Process. An appeal to the Office of the Provost shall be limited to a review of supporting documents and the process and outcome of the Academic Dean or designee for one or more of the following grounds:

- Bias by the Instructor, Academic Dean, or designee substantially influenced the outcome of the process to the detriment of the student.
- New, relevant information has come to light that was not available at the time of the hearing by the Academic Dean.
- Unusual procedures were followed, or the procedures outlined herein were not followed, to the detriment of the student.
- If the student desires such a hearing, they must file a written request with the Office of the Provost and the Academic Dean within 10 days of receipt of notice from the Office of the Provost. The request must be based upon the “Grounds for Appeal” listed above.
- (2) When an appeal to the Office of the Provost is commenced in accordance with this paragraph, the Office of the Provost shall review the matter with respect to the subject student and may, at its discretion, uphold, vacate, or modify the discipline imposed or direct such appeal to be heard by the Academic Integrity Appeals Board. In any event, the Office of the Provost shall, within a reasonable time, provide notice of the outcome to the student, instructor, and the Academic Dean.
- (3) In the event that the student does not file a written request for an appeal within 10 days, the Office of the Provost shall review the matter with respect to the subject student and may, at its discretion, uphold or modify the discipline imposed. In any event, the Office of the Provost shall, within a reasonable time, provide notice of the outcome to the student, instructor, and the Academic Dean.

Financial Obligations & Resources. When a student registers for any class or receives any service at the University of Massachusetts Lowell, they agree to take full responsibility for paying all tuition, fees, and other associated costs assessed as a result of their registration and/or receipt of services.

[Graduate Students' Tuition & Fees](#)

[Additional Graduate Fees](#)

[Grants for Graduate Students](#)

[Graduate Loans](#)

[Scholarships, Assistantships & Fellowships](#)

Students with an outstanding balance who are currently registered may be subject to a late fee and a financial hold. A late fee may be assessed to your student account if you have an outstanding balance, are registered, fail to submit adequate payment, or have obtained approved financial aid by the scheduled due date. In addition, holds may apply to your account if sufficient payment has not been made and/or financial assistance has not been obtained and approved by the scheduled due date.

Having a financial hold on your account will prevent the following:

- Registering for a subsequent semester
- Receiving official transcripts
- Receiving a diploma

Student Self-Evaluations

All students enrolled in the ABAAS program are required to complete a self-evaluation three times during their tenure in the graduate program (see Appendix A). The evaluation aims to provide students with an opportunity to track their progress in the program and reflect on areas that may need improvement. The evaluation will include a degree progress check-in to collect information on completed credits and the expected graduation timeline. The evaluations will also include a review of progress in academic performance, fieldwork requirements, and professional development.

Students will have the opportunity to provide a narrative response outlining their strengths and areas needing improvement. These evaluations serve as a check-in and written documentation of progress, designed to help students identify areas of strength and weakness in their studies. The evaluations are shared with the graduate program committee, allowing faculty to observe progress and provide additional support as needed (see Appendix B). A satisfactory rating requires improvement; otherwise, an unsatisfactory rating will be provided for each evaluation component. Suppose a student does not meet expectations in any domain. In that case, they will be expected to meet with their Academic Advisor to create a remediation plan before the subsequent semester.

If the remediation plan is not satisfied by the next evaluation period, the student will not be allowed to continue registering for coursework for the subsequent academic semester. Students will be advised to enroll in CONT.6010 during the fall or spring terms to remain active in the program but will be allowed to enroll in CONT.6010 for only two semesters. If there are extenuating circumstances, these will be reviewed on a case-by-case basis.

Pathways to Graduation

The Applied Behavior Analysis and Autism Studies program offers two-degree options: 1) Applied Behavior Analysis (ABA) and 2) Autism Studies (AS). The program of study for each option is outlined below. It is essential to meet with your advisor to discuss these options and to have a plan for graduation from the time you begin the program. If you are a part-time student, these study programs may be modified to accommodate your schedule as needed. Regardless of your option, the graduation requirement is 39 credit hours.

A complete description of each course can be found on the [Department of Psychology website](#).

Behavior Analyst Certification Board. Our seven-course sequence in Applied Behavior Analysis (ABA) is verified by the Association for Behavior Analysis International (ABAI) as meeting the required criteria for the [6th edition Test Content Outline](#). This means that, as a graduate of our ABA option, you meet the course requirements to sit for the exam to become a Board-Certified Behavior Analyst (BCBA). This is a national certification, and you must maintain it through continuing education units (CEUs) after obtaining it. Additional details on maintaining certification may be found on the [BACB website](#).

Massachusetts Licensure. In addition to the national certification, graduates of the ABA option will be eligible for licensure as an [Applied Behavior Analyst \(LABA\)](#) in the Commonwealth of Massachusetts. Please note that the requirements and regulations for licensure [vary from state to state](#). If you move, you will be responsible for licensure requirements in your new home state.

Required Coursework for the ABA Option. For the ABA option, credit hours are divided as follows: 27 credit hours of core coursework, 6 credit hours of supervised practicum, and 6 credit hours of electives. You may select electives in psychology from any approved graduate coursework, most of which are offered at least once every two years. You may also opt to complete a master's Thesis for six elective credit hours (see more information on the thesis option below). Finally, when appropriate, you may request permission to take related courses from another UMass Lowell graduate program for elective credit.

Foundations (9 credits)

PSYC.5810 Concepts and Principles of Behavior Analysis*
 PSYC.5830 Philosophical Underpinnings of Behavior Analysis**
 PSYC.6630 Experimental Analysis of Behavior**

Methods (6 credits)

PSYC.5120 Applied Research Methods*
 PSYC.5820 Measurement and Experimental Design

Behavioral Assessment, Interventions, and Ethics (12 credits)

PSYC.5840 Behavioral Assessment
 PSYC.5850 Professional and Ethical Issues in Behavior Analysis
 PSYC.5870 Behavior Change Procedures
 PSYC.5890 Implementation and Supervision Practices in Behavior Analysis

Supervised Practicum (6 credits total)

PSYC.5900 Professional Seminar in Applied Behavior Analysis (0-credit)
 PSYC.6710 Supervised Practicum I
 PSYC.6720 Supervised Practicum II

Electives (6 credits total) OR Thesis (6 credits) * Students may inquire about alternative courses to fulfill elective requirements. These requests are typically granted so long as the student presents a rationale that aligns with their career goals.

PSYC.5000 Introduction to Community Psychology
 PSYC.5010 Applied Developmental Psychology
 PSYC.5040 The Family System
 PSYC.5220 Psychology of Diversity
 PSYC.5450 Community and Organizational Change
 PSYC.5740 Social and Community Interventions in Autism
 PSYC.6110 Program Evaluation
 EDUC.6300 Educating Diverse Populations






* PSYC.5120 and PSYC.5810 are offered on campus in the fall term.

** PSYC.5830 and PSYC.6630 are offered on campus in the spring term.

PSYC.5900, the 0-credit prerequisite to the practicum sequence, is provided exclusively through monthly virtual meetings in the spring term.

Pathway for International Students. During the Summer term, international students may enroll in multiple online courses or choose not to. During the Fall and Spring semesters, international students can enroll in only one online course and must be enrolled in two on-campus courses to meet full-time status. If the student is in their final semester, an exception may be made by completing an [online course waiver form](#).

Recommended Course Sequence for Full-Time Graduate Students in the ABA option

	Year 1	Year 2
Fall	PSYC.5810 – Behavior Con. & Principles PSYC.5820 – Measure & Exp. Design  PSYC.5120 – Applied Research Methods	PSYC.5890 – Implementation & Sup. Practices  PSYC.6710 – Practicum I Experience OR PSYC.7440 -- Thesis I OR Approved Elective
Spring	PSYC.5840 -- Behavioral Assessment  PSYC.5850 – Ethics in Prof. Practice  PSYC.6630 – Exp. Analysis of Behavior PSYC.5900 -- <i>Professional Seminar</i>	PSYC.5830 – Phil. Underpinnings of BA PSYC.6720 -- Practicum II PSYC.7440 -- Thesis II OR Approved Elective
Sum	PSYC.5870 -- Beh. Change Procedures 	

Required Coursework for the Autism Studies Option

Students who are interested in applying for the Autism Studies option, once they have matriculated as an ABAAS student, must first identify a faculty member to supervise their thesis. Ideally, this faculty member will have research interests similar to yours and, preferably, a research background.

- Schedule a meeting with the faculty members to discuss this option as a first step.
- Switching options without faculty approval is not permitted.

For the Autism Studies option, credit hours are broken down as follows:

Foundations (9 credits)

PSYC.5710 Autism and Developmental Psychopathology
 PSYC.5740 Social and Community Interventions in Autism
 PSYC.5810 Concepts and Principles of Behavior Analysis

Methods (9 credits)

PSYC.5120 Applied Research Methods
 PSYC.5820 Measurement and Experimental Design
 PSYC.6500 Advanced Quantitative Methods

Independent Research (9 credits)

PSYC.5920 Directed Study (3 credits)
 PSYC.7440 Master's Thesis in Applied Behavior Analysis and Autism Studies (6 credits)


Thesis requirement

- Any committee member can serve as thesis advisor if there is a match for research interests.
- No requirement to involve direct connection (e.g., secondary data, general attitudes allowed).

Approved General Elective (12 credits; 3 credits must be a methods course) * Note that other courses not listed here may be allowed by petition

PSYC.5010 Applied Developmental Psychology
 PSYC.5040 The Family System
 PSYC.5220 Psychology of Diversity
 PSYC.5450 Community and Organizational Change
 PSYC.5460 Grant Writing
 PSYC.6110 Program Evaluation
 PSYC.6940 Mentored Research Experience
 EDUC.6300 Educating Diverse Populations

Recommended Course Sequence for Full-Time Graduate Students in the AS option

	Year 1	Year 2
Fall	PSYC.5810 – Behavior Con. & Principles PSYC.5820 – Measure & Exp. Design  PSYC.5120 – Applied Research Methods	PSYC.6500 – Advanced Quant. Methods PSYC.5920 Directed Study PSYC.7440 – Thesis I
Spring	PSYC.5740 -Social & Community Interventions PSYC.5710 – ASD & Developmental Psychopathology Approved General Elective	Approved General Elective Approved General Elective PSYC.7440 – Thesis II
Sum	Approved General Elective	

Research Requirement Overview

All students in the UMass Lowell ABA and Autism Studies Program following the Applied Behavior Analysis option will complete a research project to meet the degree requirements. This research requirement serves as an opportunity for students to practice and demonstrate their research skills as aspiring behavior analysts and is typically carried out during the final academic year in the program. The purpose of the research requirement is to develop the student's ability to:

1. Review the existing literature and write a relevant research question(s),
2. Design and propose a project that will answer the research question(s),
3. Analyze and interpret results,
4. Describe results in a conceptually systematic manner, and
5. Communicate findings effectively in written and oral formats.

Students have two options for completing this requirement, as described below.

Option 1: Applied or Translational Study

This option provides an opportunity to identify a behavior(s) of interest (a dependent variable), identify an appropriate independent variable, and implement the study using an appropriate experimental design. For this option, students are encouraged to directly or systematically replicate a previously published study. Potential participants may be drawn from the student's fieldwork site, from the community, or the Department of Psychology's participant research pool.

Option 2: Systematic Literature Review

This option enables students to conduct a systematic literature review on a topic of their choice. For this option, students may **NOT** directly replicate a previously published review. Instead, they may select from the following options:

- A new literature review on a topic that has not been reviewed in the past within the field of behavior analysis.
- An extension of a literature review that has been published in the past, but the review is at least 5 years old, and the new review will include the addition of articles published since the last review date.
- An extension of a literature review that has been published in the past, but there are variables that were omitted, and the capstone will address these gaps by incorporating new elements or components into the review.

Completing the Research Requirement

Selecting Committee Members. All projects that fulfill the research requirement will be overseen by a core faculty member in behavior analysis from the ABAAS program (Dr. Li, Dr. Markovits, or Dr. Rosales). If a student is recruiting participants for Option 1 (as detailed above) from their fieldwork site. They should request that a BCBA supervisor working at the site serve as a secondary committee member. If students are not recruiting from their supervised fieldwork site (or completing Option 2), they may still request that their supervising BCBA serve as a secondary committee member, or another faculty member (e.g., associated, department, adjunct, instructor of record) may serve as the secondary committee member.

Once the committee is selected, students should carry out the work of the research requirement by completing the following sequence:

1. Complete CITI training and prepare and submit an IRB application for both UMass Lowell and the fieldwork site, if required (for Option 1 only).

2. Develop a written proposal (introduction and methods section) in consultation and with feedback from the committee Chair, and with approval of the secondary committee member.
3. Prepare a proposal presentation to be delivered during a scheduled class session during the fall term in PSYC.6710. All members of the committee will be present for the proposal presentations. The proposal will be evaluated using a rubric (see sample in Appendix D).
4. Receive IRB approval before beginning any data collection (for Option 1 only).
5. Follow PRISMA reporting methods (for Option 2 only). [PRISMA](#) (see Appendices F and G).
6. Meet regularly with the Chair of the project as they carry out the work specified in the proposal document. Typically, the Chair will help set a schedule for regular check-ins.
7. Prepare a final paper that includes an introduction, methods, results, and a discussion section in APA format.
8. Submit for review to all members of the committee. Address all feedback from committee members on the written document until the final draft is approved.
9. Obtain signatures on the required signature form to indicate this part of the research requirement is complete (see details below on submitting final documents for graduation).

Students will also be expected to disseminate findings through a poster presentation at the Psychology Department research symposium. Students who complete a thesis project may opt to present a poster of their thesis in lieu of the project conducted to fulfill this research requirement. Posters will be evaluated by the instructor of the practicum course using a rubric (see sample in Appendix E).

Institutional Review Board (IRB). As noted above, all students must complete the required [CITI training](#) as part of the research requirement, regardless of which option they choose. In addition, students who complete Option 1 to fulfill the research requirement will need to complete and apply to UMass Lowell's Institutional Review Board (IRB) and must obtain explicit consent from parents/guardians and assent from participants (see Sample Informed Consent in Appendix A). Affiliated fieldwork sites may require students to complete a separate IRB application. Therefore, students should plan accordingly to allow ample time for review and approval at all levels as this step is required before any data collection can begin.

Submitting Final Documents for Graduation. A final approved document with a signature form must be submitted to the Department to fulfill the degree requirements. Students should plan accordingly if they are aiming to complete these requirements by the spring graduation deadlines. This deadline is typically in late April, and students can refer to the [University Calendar](#) to confirm submission dates (see Thesis submission deadlines for reference). These are hard deadlines, with no exceptions.

Thesis Guidelines

All matriculated students in the M.S. in Applied Behavior Analysis and Autism Studies program are **encouraged**, but not required, to consider completing a thesis, which will count toward six (6) credits of electives to meet the graduation requirements. A thesis is **required** for students in the Autism Studies option. The thesis represents an integrative piece of significant independent work and scholarship that involves empirical research and reflects the student's interests. The Thesis must be written following [University guidelines](#) and be defended in front of the Thesis Committee (see below for details) at a public meeting.

The thesis is housed in the university library and is publicly accessible worldwide. Therefore, adherence to these guidelines, thesis instructions, and professional standards is critical.

Options for Thesis

You can choose between two options for meeting your thesis requirements: a Traditional Thesis Option or a Two-Paper Thesis Option.

- 1. Traditional Thesis Option:** requires you to complete a single thesis document describing a piece of quantitative or qualitative research that involves a comprehensive review of the literature, a clear statement of a research question, a design of an appropriate method for data collection, and the analysis of results as the basis for drawing conclusions.
- 2. Two Paper Thesis Option:** Requires you to draft two manuscripts, each of which should describe an independent research study, which can be a prospective study (qualitative, quantitative), a retrospective/ secondary data analysis study, or a literature review. Note that at least one of your two manuscripts should be based on an empirical non-review survey (prospective or retrospective). The topics of the two manuscripts should be related or fall under the same overarching research theme, meeting the same content criteria as the traditional thesis option (Page 20). The length of each page is flexible, as long as it is approved by the Thesis Committee. However, regardless of length, each paper should consist of sections in a typical journal article format, including Title Page, Abstract, Keywords, Introduction, Method, Results, Discussion, and References. Both manuscripts should be ready for journal submission by the time of the thesis defense.

Procedures. Students are encouraged to begin thinking about and discussing thesis ideas early in their course of study. However, formal Thesis work typically does not begin until after the student has completed 12-18 credits of coursework, including Applied Research Methods (PSYC 5120). Students in the Autism Studies option register for a Directed Study in their second semester, which typically leads to the completion of their thesis.

The thesis is typically completed during the fall and spring semesters of the student's second year in the program. If the student opts to complete a thesis, it must be completed over two consecutive academic semesters (counting as six credits toward the degree). Students initiate Thesis work by completing the following steps by the end of the semester, before they begin the Thesis:

- 1.** Select a faculty member to serve as Thesis Advisor and Chair of Thesis Committee.
- 2.** Register in advance for PSYC.7440 (Thesis) – the specific section number should be the number assigned to the faculty member chosen as Thesis Advisor.

Once registered, students carry out Thesis work by completing the following sequence (see your thesis syllabus for further details):

1. In consultation with the Thesis Advisor, students select two additional faculty to serve as members of the Thesis Committee; a fourth member may be invited if the student and thesis advisor agree that their expertise will be helpful in the development of the project.
2. Develop a written Thesis Proposal in consultation and with feedback from the Thesis Advisor.
3. Schedule a proposal meeting with all members of the Thesis committee (The Proposal is typically completed and approved no later than the end of the first semester).
4. For all research with human participants, obtain approval of the University's Institutional Review Board (this approval must be obtained before doing the actual research, including recruitment). The ORI application may be submitted prior to the Proposal meeting with the Thesis Advisor's consent.
5. Meet regularly with the Thesis Advisor and carry out the work specified in the Proposal.
6. Complete the written Thesis.
7. Defend the Thesis and obtain faculty signatures on required forms.
8. Prepare final draft of Thesis for submission to University Library.
9. Additional details concerning all these steps are spelled out in the next several pages.

Thesis Committee. The Thesis Advisor will be most responsible for guiding you through the entire Thesis experience. They must be full-time members of the UMass Lowell Psychology faculty. **Note:** All graduate students are assigned an academic Faculty Advisor when they begin their studies. However, you can choose any full-time faculty member to become your Thesis Advisor.

As you have conversations with faculty about your ideas, you should begin to think about who will best serve as your Thesis Advisor. Your choice will be based on several considerations:

- Whose interests and expertise most closely match up with your ideas?
- Are you comfortable with this person, and do you feel that they will be able to provide you with the help and support you need?
- Do your schedules match up well enough so that you can meet regularly?

Feel free to discuss with your fellow students, program graduates, and faculty members to seek their input. When you feel you have found the right person, you will arrange to meet to make the formal request. Faculty often agree to serve but be prepared for schedule conflicts or pressures of other commitments. In that event, that faculty member should be able to advise you about who else you might approach.

You should select at least two committee members, at least one of whom must be one of our core ABA and Autism Studies Faculty in the Department of Psychology at UMass Lowell. Additional committee members with faculty-level academic credentials can be from outside the Psychology department and even outside UMass Lowell. The role of committee members is to act as additional advisors in shaping the thesis. Additionally, it helps you consider obtaining a range of expertise to gain skilled guidance in all aspects of your thesis. Your Thesis Advisor will be your best guide to help you decide who else to invite onto your committee.

Check in with committee members, not only when a problem or question arises but to keep them informed and obtain feedback:

- Meet pre-proposal
- Meet for the proposal
- Meet with all committee members together at least once each semester; if scheduling makes it impossible, meet individually
- Keep the committee updated by email regarding your progress at least twice each semester
- If there is any extension of the thesis timeline
 - It must be agreed upon by the committee following a meeting in which work to date is presented
 - It is critical to meet with committee members again prior to the defense
- Time limits.
 - Assume two semesters with defense in time for final thesis—including time to make revisions AND have those revisions checked by your advisor and, as necessary, committee members before the library deadline
 - Must defend 14 days before the final date to submit thesis to the library
 - Before the defense committee members can review the written thesis, it must be submitted 7 days before the scheduled defense. Students should expect to make revisions before and often after the defense
 - Faculty on the committee will return feedback to the student within one week of receipt of the thesis.

Content of thesis research for students in the Autism Studies option:

- Must be autism related. This requirement can be met by:
 - Involving participants with autism.
 - Involving participants with direct connections to autism (siblings, parents, teachers, etc., of individuals with ASD) (secondary data is also allowable).
 - Addressing issues directly and indirectly related to ASD, e.g., factors relevant to ASD prevalence or attitudes toward ASD, general attitudes toward disability or special education, etc.
 - By investigating a phenomenon that would involve application to a range of populations with neurodevelopmental disabilities, including those with ASD.

Earning Thesis Credit. For the 39 credits required for your degree, you can count 6 credits of Thesis (PSYC.7440).

Ordinarily, this means registering for 3 credits of Thesis in two different (usually consecutive) semesters. Suppose a student does not complete the thesis in two semesters and it is their only remaining graduation requirement. In that case, they must enroll in Continued Matriculation (CONT.6010) during their last semester in the program. Note that Continued Matriculation may include the summer term.

Before you can register for Thesis for the first time, you must have already selected your thesis or Project Advisor.

To register for Thesis (PSYC.7440), you must obtain a permission number from your Thesis Advisor. You will then register for a specific section (7xx) of PSYC 7440. Each faculty advisor has a unique section number; select the section number that corresponds to your Thesis Advisor. When registering for Thesis for the first time, it is advisable to register well in advance of the new semester, to give yourself a "head start" and to enable you to initiate discussions with your Advisor.

Although the Thesis is supposed to be completed in 2 semesters, students sometimes require more time. For as long as you are actively utilizing university resources (meeting regularly with your advisor or committee, using the library, researching on campus, etc.), you are required to continue to register for PSYC.7440 (but note that any credits earned more than 6 for Thesis are not counted toward the 39 needed for the degree). If you are in the final stages of Thesis work, working primarily off campus on your own, you may then register for Continued Matriculation, 00.601, and pay the lower tuition rate.

Work on your Thesis is graded as PR (in Progress, with no credits earned) for the first semester if you complete or are close to finishing your Proposal, and S (Satisfactory) for the second semester if you pass your Thesis Defense, or PR if you have made satisfactory progress but have not yet passed your Defense. A grade of NC (No Credit) is used only in a semester in which you have made no real progress. Once you pass your Thesis Defense, you are given an S (Satisfactory). Work on your Project is graded as S (Satisfactory), U (Unsatisfactory), or I/U (Incomplete, which later changes to Unsatisfactory if the work is not completed by the end of the following semester).

A master's thesis must be completed within a 5-year time limit set for the completion of a master's degree. Please see additional information on the [UMass Lowell graduate catalog](#).

Preparing the Thesis Proposal. Before you can begin your thesis work, you must submit a written Thesis Proposal for approval.

If you are choosing the Traditional Thesis Option

The Traditional Thesis Proposal is typically 15-30 pages in length. It must include the following:

3. An Introduction that presents a careful review of relevant literature that leads up to and supports the proposed research and its significance, with a clear statement of the research question(s).
4. A detailed description of the research methods to be employed, including descriptions of the research design and procedure, participants and how they will be recruited, methods of measurement to be employed, equipment to be used, etc.
5. A Reference List in APA format

If you are choosing the Two Paper Thesis Option

The Two-Paper Thesis Proposal consists of a 2-page document for each of the two papers (4 pages in total). Each 2-page document must include the following:

1. Introduction: Provide an overview of the scientific premises/rationale for the proposed research study, and a clear statement of the research questions and hypotheses.
2. Methods: Detailed description of the methodologies to be employed for the proposed study, such as sample recruitment (for human subjects' research) or data sources (for

secondary data analysis), outcomes of interest and measures, data analysis plan, etc. A Reference List in APA format.

The Thesis Proposal is submitted to all members of the Thesis Committee for approval. A preliminary thesis meeting must be held during which the committee approves the topic and plan. A PowerPoint presentation outlining the background, rationale, and methodology of the proposed study should be prepared by the student for presentation to their committee. The presentation should consist of 20 slides and last 20-25 minutes. Following the presentation, the Thesis Committee will begin questioning. At the end of the questioning, the Thesis Committee will determine whether to approve the student to conduct the thesis as outlined. If the committee requests and agrees on changes to any part of the proposal, the student will be expected to make these changes before beginning data collection.

Students should submit their written thesis proposal to each committee member at least one week before the scheduled meeting. This preliminary meeting is planned with the assistance of your advisor. **PLEASE NOTE: Students should not schedule this meeting unless the thesis committee chairperson (the Thesis Advisor) has approved the written proposal. In addition, students cannot conduct the study, including engaging in any recruitment of participants, until they receive approval of the proposal from the committee and the ORI.**

The thesis proposal should be done by the end of the semester in which the student registers for Thesis credit (PSYC.7440).

Institutional Review Board (IRB) Approval. The University requires that all research with human participants be approved in advance by the University's Institutional Review Board (IRB). Before beginning any research with human subjects, students must submit the appropriate IRB forms, which are available (with instructions) on the [UMass Lowell IRB website](#).

Because the Thesis must be a piece of research and becomes a public document, every Thesis involving human subjects research will require IRB approval. Submission to the IRB does not require a copy of an approved Thesis Proposal. However, once you receive IRB approval for your proposed research methodology, you may not change the methods without again seeking IRB approval. Thus, you can begin working on the IRB materials at any point. Still, you should not submit them until your Thesis Proposal, or at least the proposed methodology, has been approved by your Thesis Advisor. **Advisors must review the completed application before the student submits it to the IRB, and the Thesis Advisor assumes responsibility for all aspects of the research as the principal investigator.** Students may never act as principal investigators of human subjects' research per UMass Lowell policy.

Depending on the nature of the proposed research, including potential risks to subjects and the use of deception, IRB approval can occur in less than a month, but may also require clarifications and revisions to proposed methodologies, which can delay final approval. Such approval is often obtained during the semester in which you first register for Thesis. Still, you should be prepared for delays, and you may not begin your actual data collection until you have final IRB approval.

Please note that to publish or present any project or thesis involving research with human participants, IRB approval must be obtained prior to the research; requests for retroactive approval will not be considered.

In addition, all students must complete IRB training before submitting their thesis proposal to the UMass Lowell IRB. You may complete [CITI Training](#) online.

Progress. Satisfactory progress will be discussed with your thesis advisor throughout the two semesters. Specific milestones will be outlined in your thesis syllabus. If progress is deemed to be unsatisfactory by the thesis advisor and/or committee members, thesis credit may revert to Directed Study or Master's Project credit. Alternatively, the grade may be changed to Unsatisfactory, and students will be required to complete additional credits to meet graduation requirements.

Writing the Thesis. Because the written Thesis becomes an integral part of the body of knowledge in Psychology, specific requirements govern it. The UMass Lowell Graduate School has established several requirements, or specifications, for writing and submitting the Thesis that must be followed. Hard copies of the "Thesis and Dissertation Guide" are available through the Graduate Office or can be downloaded [Thesis and Dissertation Guide](#).

Additionally, the Department requires students to follow the APA (American Psychological Association) style, as outlined in detail in the current edition of the APA Publication Manual. Copies are available through the University bookstores and at the University library or can be ordered directly from the APA. Copies might also be available in the Graduate Office. Since the Thesis must involve research, the Thesis format follows the guidelines required by most scientific periodicals in Psychology:

1. Abstract: A succinct (no more than 150 words) summary of the Thesis.
2. Introduction: A critical review of relevant literature to support the derivation and statement of specific research questions.
3. Method: A detailed description of the research methods employed, including subsections for research design and procedure, participants, measures, equipment, and data analyses.
4. Results: The presentation, in both text and graphics form, of significant results, including a summary of analyses.
5. Discussion: A summary of the findings along with an analysis of weaknesses or limitations in the research, a discussion of potential importance and implications, and suggestions for future research.
6. References: A listing of all references cited in the paper, following APA format.
7. Appendices: Copies of materials used in the research and more detailed presentations of data.

There is no required length for a thesis. Depending on the nature of the research, the issues involved, the amount of data to be presented, and other factors, a master's thesis might be as few as 50 pages. Still, it could be 100 pages or more (not including Reference and Appendix pages).

Note that the Introduction and Method sections above correspond to the Introduction and Method presented in the Thesis Proposal. The final Thesis version will likely be expanded and edited. Still, by completing the Proposal, you have already written at least one-quarter to more than one-third of your final Thesis.

Defending the Thesis. Once you and your Thesis Committee agree that the thesis research has been completed and the thesis itself has been written in acceptable, near-final form, you and your Thesis Advisor will decide with your committee on an oral Thesis Defense. The defense meeting is a public event open to all members of the University community. At least 10 days before the actual defense, your Thesis Advisor should submit a request for a university-wide e-mail announcement, listing your name, your Advisor's name, the title of your thesis, the degree and program for which the Thesis is submitted, and where and when the defense will take place. Please review the complete checklist for the thesis on this [Thesis / Dissertation Submission Check List](#).

At the Defense, you will begin with a brief presentation of the research (along with handouts, overhead slides, etc., as needed), usually speaking for about 25-30 minutes. Your Thesis Advisor then begins the period of questioning, with questions and comments permitted from anyone in attendance, continuing for another 30 to 60 minutes. Questions might be raised about any part of your research and what you have presented in the Defense and the Thesis itself; they might also ask you to think beyond what you have done.

At the end of the questioning, the Thesis Committee meets privately to discuss the Thesis and your defense and to determine whether to give its approval, with its decision communicated immediately to you. That is, the oral defense will be judged by committee members as either passing or failing. At its discretion, the committee may offer a conditional pass, pending some final revisions that the student must make before the cover page of the thesis can be signed.

Given that you have been receiving feedback from your committee throughout the entire process, failure to achieve approval at a Thesis Defense is a rare event. Nonetheless, you are expected to prepare carefully and to anticipate challenging questions. You should also expect that your approval will be conditional and that you will be asked to revise your thesis document.

Submitting Final Documents for Graduation. Thesis defenses are typically not scheduled until a near-final draft of the Thesis has been completed. In some instances, there may still be minor missing data or materials that need to be included in the final version. It is also common for an oral defense to lead to a request for additional work, such as minor text edits, reanalysis of data, or further consideration of specific issues.

Once you have completed all final corrections, your Thesis Advisor must review the document to ensure that it meets all required specifications. You also need to get signatures from your committee members on the required Title and Signature Page, which must be the first page of every Thesis.

Deadline for Submission

A complete DRAFT of the thesis/dissertation must be submitted to UMass Lowell's ETD Administrator as soon as possible, but no later than one week prior to the final submission deadline posted in the [Graduate Academic Calendar](#). When submitting the completed draft, students should also [pay the \\$50 archival fee \(online\)](#).

Submissions will not be considered complete without payment of the \$50 archival charge. All defended, completely revised and approved, and fully formatted theses and dissertations must be submitted on or before the deadline published in the Graduate Academic Catalog for the semester in which the student will earn the degree.

These are hard deadlines, with no exceptions. The student and the advisor are responsible for the content of the thesis/dissertation. The student and advisor are responsible for the content of the thesis/dissertation. It is the student's responsibility to make sure that the manuscript submitted to ProQuest/EDT adheres to all formatting guidelines and is error-free at the time of the final submission.

In addition to the \$50.00 archival fee, a \$30.00 fee is required for the department-bound copy. You may also request additional copies for yourself, your Thesis Advisor, and the Committee. For more information, please refer to the [Graduate Catalog section on Thesis and Dissertation Policies](#).

Publication of the Thesis. Students may opt to prepare their thesis work for journal publication and/or presentation at a scientific or professional conference. There are also campus and university-wide conferences where students are encouraged to present their work. If this possibility interests you, you should discuss it with your Thesis Advisor (who is usually invited to become a co-author/co-presenter with you).

Supervised Fieldwork Experience Requirements Overview

BCBA® Examination Requirements. To sit for the national Board-Certified Behavior Analyst (BCBA) exam, the Behavior Analysis Certification Board (BACB®) requires:

1. a master's degree from a qualifying institution
2. 315 content hours of behavior analytic coursework
3. completed experience and supervision requirements

FAQs about Supervision Requirements. This overview will provide you with what you need to know to meet the supervised fieldwork experience requirements by both the BACB® and Master's in Applied Behavior Analysis and Autism Studies Program (ABAAS). You should also review the [BACB's Fieldwork Requirements](#) in detail.

The BACB requirements change over time. As a graduate student and trainee, you must stay informed of these changes. We will make announcements as we learn of any announced changes, but the best way for you to stay informed now and in the future is directly from the [BACB website](#). All students should create a FREE account on the BACB website to receive the newsletters distributed when announcements are made.

What is supervised fieldwork experience? Supervised fieldwork is an opportunity for students to apply their classroom knowledge by working directly with clients under the supervision of an experienced BCBA. Supervised fieldwork occurs in various applied settings. To complete the experience hours required by UMass Lowell and the BACB, students must complete either 2000 hours of "Supervised Fieldwork" or 1500 hours of "Concentrated Supervised Fieldwork" as outlined by the Behavior Analyst Certification Board.

Who needs supervised fieldwork experience? All students in the ABA option must obtain supervised fieldwork experience to graduate with their MS in ABA and Autism Studies degree.

Why do I need supervised fieldwork experience? Experience and supervision give you the tools to be an effective behavior analyst, post-graduation. They also help build your resume, making you more marketable for employment and post-graduation. To qualify to sit for the BCBA® exam, you need to acquire a certain number of supervised fieldwork hours.

Where do you complete the supervised fieldwork experience? ABAAS students must complete their supervised fieldwork experience at one of the many practicum sites affiliated with UMass Lowell. All affiliated sites meet ongoing requirements of the BACB and span a diverse range of settings and practice domains, including autism, transition to adulthood, trauma, and feeding disorders in the home, clinic, and school settings. For the current academic year, the affiliated fieldwork sites are as follows:

[ABI New England](#), Lowell, MA

[Adapt ABA](#), Chelmsford, MA

[BCI/LEARN Behavioral](#), Lowell, MA and Wilmington, MA

[Edinburg Center](#), Bedford, MA

[kin:pathic](#), Amherst, NH and Nashua, NH
 May Institute – [May Center School](#), Wilmington, MA
 May Institute – May Center, [Wilmington, MA](#) and [Randolph, MA](#)
[Melmark New England](#), Andover, MA
[Shapiro Educational & Behavioral Consultants](#) (SEBC), Fitchburg, MA
[TACT](#), Acton, MA

We encourage you to apply and interview at several sites and to start the process early. **Your site at the time you are enrolled in PSYC.5900 must have a current affiliation with the program.**

Do I need a car to complete the supervised fieldwork experience? Yes. You will be responsible for finding adequate transportation to and from the practicum site. Therefore, access to a vehicle and a driver's license is a necessity during your second year in the program.

When do you begin supervised fieldwork experience? You can start your supervised fieldwork experience as soon as you enroll in PSYC.5810. You should begin accruing supervised fieldwork hours no later than the second semester of full-time status as a graduate student in the program (i.e., following completion of 9 credit hours). Before you enroll in the practicum course sequence, you must also enroll in the Professional Seminar in Applied Behavior Analysis course. This is a '0-credit' seminar that is required in the spring semester before the practicum course sequence. Please note that the seminar is a prerequisite for the practicum course sequence.

How will my fieldwork be evaluated? The ABAAS Practicum Coordinator stays in close contact with all affiliated sites throughout the year. Supervisors will be asked to complete a formal written evaluation twice per semester while students are enrolled in the practicum course sequence (e.g., PSYC.5900, PSYC.6710, and PSYC.6720). See Appendix C to view the supervisor's evaluation form.

How do I find out more? For questions related to the BACB requirements, please visit [BACB](#). For questions about the ABAAS program requirements, please contact your academic advisor.

What if I am an International Student?

International students must be enrolled in Curricular Practical Training (CPT) anytime they work off campus, except when working in a practicum course. The student must complete this form and send it to the Practicum Coordinator for review.

All students are required to enroll in the following courses that are directly tied to the supervised fieldwork experience:

PSYC.5900 - 0 credits as a prerequisite to the two courses listed

PSYC.6710 - 3 credits as a prerequisite to the next course listed

PSYC.6720 - 3 credits as the last required course directly tied to the supervised fieldwork requirements

International students are limited to **part-time CPT** (20 hours of training) per week and **full-time CPT** (up to 40 hours of training) during the summer months (June-August).

Students must apply for a NEW CPT application (not continuation) if they wish to work full-time in the summer months. Students must also enroll in 1 credit hour (PSYC.5900) in any semester when they are completing CPT if it is outside of the course requirements outlined above.

If an international student completes more than 12 academic calendar months of full-time CPT, they automatically lose the opportunity for OPT. Given this restriction, the MS in ABA and Autism Studies has maintained that international students must complete part-time CPT as the program requirement in the fall and spring semesters but can complete full-time in the summer (a total 6 possible calendar months if the student is enrolled in the program for more than 2 academic years).

Suppose a student does not qualify for OPT because they completed more than 12 calendar months of full-time CPT. In that case, they have 60 days to leave the country or change to a different program and/or level of study, transfer to another school, or apply for a change of nonimmigrant status following completion of their classes.

If students are eligible for OPT, they have one year to continue working under this training model; afterward, they may apply for employment-based immigration status, if eligible and if they wish to remain in the country.

Experience and Supervision Options

There are two options to complete the supervised fieldwork requirement:

1. Supervised Fieldwork
2. Concentrated Supervised Fieldwork

Regardless of your option, you must enroll in two practicum courses (PSYC.6710 and PSYC.6720) to complete your master's degree requirements. The supervision period for both possibilities is one month. You can log between 20 and 160 hours per month if the supervision requirements outlined below are met. At least 50% of supervised hours must be individual (i.e., group supervision may not exceed 50%); and at least 60% of total supervised fieldwork hours must be spent engaged in unrestricted activities.

The following table summarizes key information from the [BACB Experience Standards](#) document. You should download and save a copy of this document for your reference throughout your supervised fieldwork experience.

	Supervised Fieldwork	Concentrated Supervised Fieldwork
Total # of Required Hours	2000	1500
Supervised Hours per Supervision Period	5%	7.5%
Observations of Trainee with a Client	60 min (cumulative)	90 min (cumulative)

Combining Fieldwork Types. Although you may only have one type of experience and supervision category at a time, you can combine hours from the two categories according to a formula prescribed by the BACB®. These formulas are described on the BACB's Fieldwork Requirements document.

Professionalism

The following considerations should be considered when students work at their respective practicum sites, during class, in meetings with supervisors and colleagues in their cohort, and when communicating and collaborating with faculty and staff. Students are expected to handle all professional commitments responsibly.

- Fulfill job and class responsibilities on time.
- Respect the contributions of others and encourage their dialogue during meetings.
- Share the credit for ideas or meeting project completion targets with your colleagues.
- Listen and paraphrase information to ensure complete understanding of the message during all communication with clients and supervisors.
- Provide quality and timely clinical services, reports, and administrative documentation.
- Attending and actively participating in class – this includes arriving on time and being fully prepared for class, completing assignments on time, and refraining from distracting or interfering activities during class.
- Respond to all emails within 24 hours, or 72 hours if over the weekend.
- Show respect for the recipient of your email by avoiding emotionally sensitive topics in your correspondence.
- Keep emails concise and focused, providing enough information to enable a course of action to be determined.
- Bring solutions to any problems you encounter when speaking with your supervisor.
- Disclose information to faculty and supervisors in a timely and relevant way.

Professional development will be evaluated as part of students' program evaluations.

Professional and Ethical Guidelines

While on the practicum site and whenever working with a client in the field, students must adhere to the [Ethics Code for Behavior Analysts](#). The ABAAS program recognizes that all parties involved in behavior analytic service delivery have a moral, ethical, and legal responsibility to maintain individual's rights to privacy. HIPAA protects patient privacy by law and includes any individually identifiable patient information in oral or recorded form where the information could identify an individual by name, medical condition, diagnosis, demographic data, or other means. Compliance with ethical standards for the practice of behavior analysis is necessary when working with individuals in accomplishing the activities required for the supervised fieldwork experience (e.g., permission from the agency, written consent secured from the individuals or the individual's legal guardian, careful assessment of any potential risk to the individual prior to the application of a procedure). Every student in the ABAAS graduate program is expected to act with honesty, integrity and respect the privacy rights of others. If a student observes unethical behavior, they should report it to their faculty practicum supervisor and the supervisor at the fieldwork site.

Social Media

All students in the ABAAS program are expected to meet their professional responsibilities when using social media and other electronic networks including but not limited to blogs, instant messaging, social networking sites, email, public media sites and photographs. This policy prohibits posting written material or photographs that identify patients, health care agencies, educational institutions or other students in clinical sites or patient related activities. This policy applies whether using University devices and computers or personal equipment. In addition, all

ABAAS students must abide by clinical agency policies related to social media and technological resources as well as [university policy regarding social media](#). Failure to adhere to these policies may result in probation, suspension, or dismissal from the ABAAS program and/or legal prosecution under the requirements of HIPAA.

Student Awards

Graduate student awards are given every spring. Self-nominations and peer nominations are also encouraged. The application deadline is typically in early April.

Award(s) student being nominate for:

Outstanding ABAAS Graduate Student Award (University Award)

Awarded to a graduating student in the ABAAS program who demonstrates exceptional performance in more than one of the following areas: academic achievement, research accomplishment, and clinical skills. This student may also demonstrate leadership qualities, outstanding writing abilities, technical and/or teaching skills, membership in honor societies, and commitment to achievement. In addition, this student may have gained recognition through extracurricular performances, the acquisition of patents/grants, attendance at conferences, the presentation of their research findings, and the publication of their scholarly efforts.

ABAAS Graduate Student Research Award

Awarded to a graduating student in the ABA and Autism Studies program who demonstrates a high level of expertise in conducting research during a thesis or a directed study. This student has disseminated or plans to disseminate research findings.

ABAAS Graduate Student Clinical Excellence Award

Awarded to a graduating student for exceptional clinical skills acquired in the ABA and Autism Studies program. This student demonstrates outstanding clinical skills needed to implement behavioral intervention strategies and has shown an excellent and creative ability to enhance standard practices. This student may also illustrate the application of developmental and/or community perspectives into their practice of behavioral intervention.

ABAAS Graduate Student Academic Excellence Award

Awarded to a graduating student in the ABA and Autism Studies program who demonstrates a high academic standing in relation to their peers.

Commencement

Graduation exercises are held once a year at the end of the spring semester. Students who have completed degree requirements during the spring semester, the previous summer term, or the fall semester are permitted to attend commencement exercises, and their names are listed in the commencement booklet.

Students completing degree requirements during the current summer term must complete a [Request to Participate in Commencement Ceremony](#). (While your petition to participate may be approved, the final decision rests with university officials.)

Continued Matriculation Enrollment: To maintain continuity of enrollment, a matriculated student must register each fall and spring until the program of study is complete and the degree is earned. A graduate student who plans to receive his/her graduate degree in the summer term (awarded in August) must register during the previous summer session in order to maintain continuous matriculation.

If, for any reason, a student is not registered for a course (because of a leave of absence or because the thesis or dissertation has been successfully defended, but the final manuscript has not been submitted to the library), the student must register for CONT.6010 (Continued Matriculation) in order to maintain continuous registration. Since students are not allowed to register if they have outstanding financial obligations to the university, they must clear their financial record to register for Continued Matriculation.

***Note that continued matriculation becomes available close to the start of the new semester. Only one section with the Registrar listed as the instructor is available. For more information on enrollment policies, please refer to the [Registration & Enrollment Policies](#).

Conferring of Degrees

- In May, for students completing degree requirements during the spring semester.
- In late August, for students completing degree requirements during the summer term.
- In February, for students completing degree requirements during the fall semester.

For more information, please refer to the [Commencement](#) webpage.

Professional Organizations and Conferences

Involvement in professional organizations is strongly encouraged. Membership in professional organizations keeps students informed of opportunities for practical learning, career, and employment information, and of new developments in the field. Students may also benefit from attending and presenting at professional conferences. Typically, membership and conference fees for students are at a reduced rate. The following list provides examples of relevant organizations and journals to explore.

Organizations:

[American Association on Intellectual and Developmental Disabilities](#)

[American Educational Research Association](#)

[American Psychological Association](#)

[American Psychological Association-Division 25 \(Behavior Analysis\)](#)

[Association for Behavior Analysis International](#)

[Association of Professional Behavior Analysts](#)

[Association for Psychological Science](#)

[Association for Science in Autism Treatment](#)

[Autism Society of America](#)

[Behavior Analyst Certification Board](#)

[Berkshire Association for Behavior Analysis](#)

[Cambridge Center for Behavioral Studies](#)

[Connecticut Association for Behavior Analysis](#)

[Council for Exceptional Children](#)

[Eastern Psychological Association](#)

[International Society for Autism Research](#)

[International Congress of Infant Studies](#)

[Learning Disabilities Association](#)

[National Association for the Education of Young Children](#)

[New England Psychological Association](#)

[Massachusetts Association for Behavior Analysis](#)

[National Autism Association](#)

[Society for Community Research and Action](#)

[Society for the Psychological Study of Social](#)

[Issues Society for Research in Child Development](#)

[Society for Research on Adolescence](#)

Conferences: Attending and presenting at conferences is a vital component to your graduate training. Below is information on some conferences that may be of interest to you now and in the future.

Association for Behavior Analysis International (ABAI): This is the premier annual conference of the Association for Behavior Analysis over Memorial Day weekend. Students in the ABAAS program are strongly encouraged to attend and present at this conference. There are many opportunities to network with other graduate students and professionals, apply for and interview for jobs during the EXPO event, and learn about the latest evidence-based research in the field of behavior analysis. For additional information, visit the [Association for Behavior Analysis International](#).

Association for Behavior Analysis Autism Conference: This annual conference is sponsored by the Association for Behavior Analysis International. The dates for the conference are typically late winter (during the spring semester). For additional information, visit the [Association for Behavior Analysis International](#).

Association for Professional Behavior Analysts (APBA): This is an annual conference typically held in the spring. For additional information, visit the [Association for Professional Behavior Analysts](#).

Berkshire Association for Behavior Analysis (BABAT): An annual conference typically held in October. For additional information, visit [Berkshire Association for Behavior Analysis](#).

Council for Exceptional Children (CEC): An annual conference held in February. For additional information, visit the [Council for Exceptional Children](#).

International Meeting for Autism Research (IMFAR): An annual scientific meeting typically held in the spring. Its primary aim is to promote, exchange, and disseminate the latest scientific findings on the nature, causes, and treatment of autism spectrum disorders. For additional information, visit the [International Meeting for Autism Research](#).

Massachusetts Association for Behavior Analysis (Mass ABA): Mass ABA promotes professional development training for behavioral professionals across the Commonwealth. The annual conference is typically held in early May and offers many presentations. For additional information, visit the [Massachusetts Association for Behavior Analysis](#).

Other Important Issues & Resources

Academic Calendar: Semester start and end dates (and other important dates) may be found on the [UMass Lowell Academic Calendar](#). If you wish to drop a course, you must do so after the date designated by the university. A grade of Incomplete for any course will be given only under the conditions specified in the university catalog.

Academic Dishonesty: You are responsible for reading and abiding by the policies and procedures in the student conduct code that pertain to acts of scholastic dishonesty. These policies cover acts such as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official regarding academic matters, and soliciting, aiding, concealing, or attempting to violate this code. You are responsible for becoming aware of the procedures applicable to cases of academic dishonesty, including jurisdiction at the department or college level, informal resolution, and formal disciplinary measures. This information may be found under [Academic Integrity](#). You are also responsible for learning how to avoid plagiarism. Resources for doing so can be found at [UMass Lowell Library](#).

Accommodations and Support: Following university policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact and register with the [UMass Lowell Office for Disability Services \(ODS\)](#) located in Cumnock Hall, Suite C4. You can reach the ODS at 978-934-4574 or Disability@uml.edu

Access to the Building: Some graduate students may be permitted access to parts of the building that are locked on weekends if they work with a faculty member on research activities. Please meet with your graduate advisor to inquire about access to the building after hours.

Graduate Organizations: The [Graduate Student Association](#) (GSA) holds monthly meetings, funds [graduate student clubs](#), sponsors graduate student events, and offers professional development and graduate research grants.

International Students & Scholars Office (ISSO): The ISSO assists international students in navigating new employment, immigration resources, student forms, scholar forms, and university policies. International students should contact ISSO advisors, who are regularly available by phone or by drop-in. To learn more, visit the [International Students & Scholars Office](#).

Office of Multicultural Affairs: OMA supports and advocates for students and leads diversity-related programming for the UMass Lowell community. There are over 37 student organizations committed to raising awareness and building inclusive communities, which you can learn more about through the [Office of Multicultural Affairs](#) or contact via phone (978-934-4336) or email (multicultural_affairs@uml.edu).

Safety: UMass Lowell strives to provide a safe and secure environment for all its students and employees. In any emergency, [University Police](#) can be reached by dialing x2911 or by e-mail to police@uml.edu.

Student Information System: UMass Lowell's [SiS](#) is used for everything from registering for classes to viewing your financial aid package and paying your bill.

Technology and Library Resources: As a student at UMass Lowell, you have access to our [library resources](#). This includes numerous [databases](#), an [interlibrary loan](#), and [direct support](#) from a librarian. If you encounter technical difficulties with Canvas, you can request help via submitting a [service desk ticket](#) to Information Technology (IT), or for online courses email onlinelearning@uml.edu (answered during business hours), [Live 24-hour chat](#), or call (800-480-3190), 24-hour assistance, for on-campus courses email canhelp@uml.edu (answered during business hours), or phone (978-934-4357) and press option "3" for 24-hour assistance.

The Solution Center: The Solution Center integrates services for the following offices: Financial Aid, Registrar, and Student Financial Services. Here, students can apply for financial aid (both [federal](#) and [university-sponsored](#)), register for classes, pay bills, and more.

The Writing Center: Academic writing is a difficult skill to acquire, but there is no need to struggle alone. The Writing Center has professional tutors specifically trained to work with graduate students and multilingual students. You can [schedule](#) up to three 30-minute appointments per week, though no more than one per day.

The Wellness Center: The Wellness Center provides counseling, disability, and health services, which may be accessed on campus on the 3rd of University Crossing, Suite 300. Appointments can be made by phone (978-934-6800) or by email (counseling@uml.edu, disability@uml.edu, health_services@uml.edu). Walk-in appointments are not available. UMass Lowell has a 24/7 on-call clinician if you are experiencing a mental health crisis (855-890-2879). UMass Lowell is committed to supporting students' mental health.

Travel Funds. Support for travel may be available from either the Psychology department or the Graduate Student Association (GSA). Typically, funds are available from the department to students presenting papers or posters as first authors. An application to the department for funding should be submitted through the faculty sponsor of the research. Students attending and presenting at conferences are also strongly encouraged to apply to the GSA. The application and additional relevant information may be found through the [GSA website](#).

University Closing and Class Cancellations: If the university closes due to inclement weather, the announcement will be made on the UMass Lowell website. You can also check the status by calling 978.934.2121 or sign up for myAlert service by visiting this [UMass Lowell Alerts](#).

Student Complaints: UMass Lowell is committed to the fair treatment of all its students by faculty, staff, and other students. If you believe you have been unfairly treated, your rights are outlined below.

Below is the recommended sequence for addressing a problem.

1. If the grievance is related to an issue in a class, with an instructor, or with a fieldwork supervisor, contact the instructor or supervisor to explain the situation professionally and suggest a remedy. If the grievance is unrelated to a course or instructor, or you have attempted to resolve it unsuccessfully, follow step 2.
2. If the grievance is related to a course and you attempted Step 1 unsuccessfully, contact the Program Coordinator, Dr. Rocio Rosales (Rocio_Rosales@uml.edu) to explain the situation. If the grievance is with a fieldwork supervisor and you attempted Step 1 unsuccessfully, contact the Practicum Coordinator, Dr. Rebecca Markovits (Rebecca_Markovits@uml.edu). If the conversation results with either Coordinator are not

agreeable or the issue is with either Coordinator, follow step 3.

3. Contact the Chair of Psychology, Dr. Joseph Gonzales (Joseph_Gonzales@uml.edu) to explain the situation. If the results of the conversation with the chair are not agreeable, follow step 4.
4. Contact the FAHSS Associate Dean for Research and Graduate Programs, Dr. Andrew Harris (Andrew_Harris@uml.edu), to explain the situation.

If you are a B2M student, please follow these steps:

1. If the grievance is related to an issue in a class, with an instructor, or with a fieldwork supervisor, contact the instructor or supervisor to explain the situation professionally and suggest a remedy. If the grievance is not related to a course or instructor, or you have attempted to resolve it unsuccessfully, follow step 2.
2. Contact the Chair of Psychology, Dr. Joseph Gonzales (Joseph_Gonzales@uml.edu), to explain the situation. If the results of the conversation with the chair are not satisfactory, proceed to step 4.
3. Contact the FAHSS Associate Dean for Research and Graduate Programs, Dr, Andrew Harris (Andrew_Harris@uml.edu), to explain the situation.

APPENDIX A
University of Massachusetts Lowell
Master of Science in Applied Behavior Analysis and Autism Studies
Program Self-Evaluation Form

Student Name:

Academic Advisor Name:

Matriculation Year:

Anticipated Graduation Year:

Current Semester:

Students in the Master of Science in Applied Behavior Analysis and Autism Studies (ABAAS) program are evaluated annually by the graduate program committee. This self-evaluation form is designed to provide students with an opportunity to reflect on their own performance during the first, second and third semester they are enrolled in the program. The evaluation addresses overall academic performance, adherence to academic integrity and code of ethics, applied activities, research/scholarly activity, and development of professional skills. This process is intended to provide students with an opportunity to receive constructive feedback and guidance to ensure successful completion of the program. Students will be required to complete the self-evaluation form before they can register for subsequent semesters in the program.

The rating scale is a 3-point scale: satisfactory, needs improvement, and unsatisfactory. If an item cannot be rated, it should be marked as "N/A." Students' ratings should be made considering their current standing in the program. A brief rationale for all ratings will be helpful.

3 = Satisfactory: Making adequate progress.

2 = Needs Improvement: There are areas that require attention.

1 = Unsatisfactory: Not making adequate progress.

N/A = Not Applicable: There is not sufficient information to evaluate.

	3	2	1	Comments (provide a brief rationale for the rating or indicate if N/A)
Academic Performance (e.g., overall progress to meet coursework requirement for successful completion of the master's degree, attendance, timeliness, participation in class).				
Adherence to UMass Lowell's Academic Integrity and the BACB Code of Ethics				
Fieldwork Activities (e.g., employed at an affiliated site, progress in securing a supervision contract, progress to meet supervised fieldwork requirement).				

Research/Scholarly Performance (e.g., progress with research requirement, thesis or directed study, if applicable).				
Development of Professional Skills (e.g., responding to email communication, participation in program-related events, seeks assistance as needed, reaction to feedback).				

Briefly describe your perceived areas of strength at this time:

Briefly describe your perceived areas that require further development or refinement at this time:

APPENDIX B

STUDENT EVALUATION FORM

UML Master of Science in Applied Behavior Analysis and Autism Studies Program

Student Name:

Student ID:

Academic Advisor:

Expected Graduation Date (Semester/Year):

Overall Assessment of Student Progress

Instructions: After the student completes their self-evaluation, the ABAAS program committee will review to discuss each student's progress. All students will receive feedback from the program committee. Students will either receive an evaluation of "satisfactory" or "unsatisfactory." If the program committee deems a student's performance unsatisfactory, they will describe a plan for remediation to help the student get back on track. Unsatisfactory performance in more than one semester may result in termination from the ABAAS program.

	Program Committee Rating
Academic performance	Satisfactory/Unsatisfactory
Academic integrity	Satisfactory/Unsatisfactory
Fieldwork activities	Satisfactory/Unsatisfactory
Research/scholarly activities	Satisfactory/Unsatisfactory
Professional skills	Satisfactory/Unsatisfactory

_____ The student's overall progress is satisfactory.

_____ The student's overall progress is unsatisfactory. See comments and remediation plan below.

Comments from ABAAS Committee:

Advisor's Signature:

Date:

Student's Signature:

Date:

Program Coordinator's Signature:

Date:

APPENDIX C

**University of Massachusetts Lowell
Practicum Course Evaluation Form
Applied Behavior Analysis and Autism Studies Program**

Student Name:

Date Completed:

Semester:

Evaluation: Mid-Term Final

BCBA Supervisor Completing Form:

Site Name:

Instructions for Completing This Form: Thank you for helping to facilitate the fieldwork experience for the Applied Behavior Analysis and Autism Studies Program (ABAAS) graduate student at the University of Massachusetts Lowell. To help guide the student's progress, we ask that you take time to complete this form in its entirety and provide written feedback on the student's performance.

Ratings of students should be made in consideration of his/her current level of training and experience as a BCBA supervisee. Please note that we are only interested in your feedback on the student's performance as it relates to his/her relationship with you as a supervisee. This form should not be used to evaluate employee performance.

We ask that you provide a brief rationale for all ratings. We understand that it may not be possible to rate an item if your supervisee has not yet had an opportunity to demonstrate the behavior listed. If this is the case, please mark the item as "N/A" and make a note in the space provided. Your evaluation scores will be calculated to a percentage and will comprise 20% of the student's grade in this course.

Once you have completed the form, please send a copy directly to: Rocio.Rosales@uml.edu. We also ask that you take the time to review this performance feedback with the student during your next individual supervision meeting.

Evaluate each behavior according to the following dimensions:

5 = Exceptional: Demonstrates skills beyond what would be expected by a student at his/her level of training.

4 = Above Average (Strong) Performance: Demonstrates above average performance.

3 = Acceptable Performance: Displays competent and proficient behaviors.

2 = Developing Performance: Displays some behaviors successfully but is not proficient.

1 = Need for Improvement: Does not display the required behaviors to the degree necessary for successful performance.

N/A = Not Applicable: There is no basis for evaluation of this skill to date.

1. Attendance during supervision related observations and meetings (please include timeliness in this evaluation component).

2. Knowledge of targeted behavior analytic skills as a supervisee.

3. Implementation or acquisition of targeted behavior analytic skills as a supervisee.

4. Adheres to ethical standards as a supervisee (e.g., confidentiality, therapist-client relationships, record keeping, etc.).

5. Attention to detail and accuracy including use of technical and nontechnical language (as appropriate) in description of procedures or interventions orally as a supervisee.

6. Attention to detail and accuracy including use of technical and nontechnical language (as appropriate) in description of procedures or interventions in writing as a supervisee.

7. Timeliness in completion of tasks (time-management skills) as a supervisee.

8. Skills in presenting and explaining information/data to parents and other professionals as a supervisee.

9. Skills in training parents or other professionals in behavior analytic skills as a supervisee.

10. Reaction to feedback from supervisor(s) as a supervisee.

11. Assumes a leadership role or works independently as a supervisee. **Responses to this question should include your perceptions of how well the student works in a team and/or interacts with staff members at the practicum site.**

12. Seeks additional assistance/clarification, when necessary, as a supervisee.

13. Establishes rapport with clients and caregivers (parents, teachers, direct-care staff) as a supervisee.

14. Establishes rapport with colleagues to help promote collaboration (e.g., with other behavior technicians, support staff, and other professionals that the supervisee may have an opportunity to interact with at the site):

15. **Overall Rating:** When considering all performance evaluation criteria and the student's current level of training and experience, the overall rating of this student is currently a:

This student/supervisee's greatest strengths include the following:

This student/supervisee needs to further develop or refine the following skills:

Please also review and return the Excel spreadsheet that lists the BACB 5th edition task list items and make updates as additional competencies are met. All the task list items should be completed by the end of the second semester of the practicum course and before the Final Experience Verification Form is signed.

Please confirm the following statements related to your role as a supervisor:

- The student and I signed a supervision contract in adherence with the BCBA standards prior to the start of the supervision experience.
- I attest that I am a BCBA in good standing on the date this document was signed.
- I attest that I am a Licensed Applied Behavior Analyst in Massachusetts at the date this document was signed.

BCBA Supervisor Name (Print):

Signature:

Date:

UMass Lowell Student Name (Print):

Signature:

Date:

APPENDIX D**SAMPLE Parent/Guardian Consent Form (Edit Text as Needed for Staff Training Projects) [Title of Project]**

[You] Your child is [are] invited to participate in a project conducted by [graduate student name], a graduate student from the University of Massachusetts Lowell in the Master of Science in Applied Behavior Analysis and Autism Studies. The purpose of this project is to [list purpose of the project here].

Throughout the project, which will last approximately [XX] weeks, [you] your child will... [list summary of activities here].

Participating in this project does pose direct benefits to your child. [Provide a brief explanation here of the benefits of the treatment/intervention. This should be 2-3 sentences in length.]

Although unlikely, potential risks for your child's participation in this project may include [list potential risks here – most or all projects will have some risks even if minor].

Any information that is obtained in connection with this project and that can be identified with your child will remain confidential and will be disclosed only with your permission. Your child's identity will be kept confidential by assigning a pseudonym during all public presentations.

Your child's participation in this project is voluntary. Refusal to participate will involve no penalty or loss of benefits. If you decide to have your child participate, you are free to withdraw your consent and discontinue participation at any time without penalty.

If you have any questions about the research, or if your child experiences any research related issue, you should contact [Graduate Student Name] at [UMass Lowell email] or [phone]. You may also contact their supervisor, [Supervisor name], at [email].

Your signature indicates that you have read and understand the information provided above, that you willingly agree to have your child participate in the project, that you may withdraw consent at any time and discontinue participation without penalty, that you have received a copy of this form, and that you are not waiving any legal claims, rights, or remedies.

Parent/Guardian Name .

Parent/Guardian Signature .

Child's Name (if applicable) .

Date .

APPENDIX D

SAMPLE Rubric for Research Requirement Proposal Presentation (Semester 1)

Item	Points
Introduction	
1. Introduce the problem – why is this important?	5 points
2. Literature Review/Overview -What research has been done on this behavior/intervention or general topic? -What are the implications of the research or review?	5 points
3. What is the purpose of the current project? What are your research questions? How does this extend previous studies or reviews?	5 points
Methods	
1. Participant(s) Description AND/OR Inclusion/Exclusion Criteria	5 points
2. Setting & Materials OR Keywords Used	5 points
3. DV & Data Collection/M Measurement OR Databases Searched	5 points
4. Description of a Behavioral Assessment (either for skill acquisition or behavior targeted for reduction) OR Variables Coded with Rationale	5 points
5. IV & Experimental Design (provide rationale for selection of design and review logic of the design) OR Flow Chart showing how articles were selected and included/excluded	15 points
6. Procedure (provide details on how the IV will be implemented including plans to program for generality) OR description of how articles were coded including any interrater reliability	20 points
Results	
1. Description of results to date (should include at least baseline data OR complete review of at least 5 articles for literature reviews)	5 points
2. Graph OR Table of results to date.	10points
Discussion	
1. What are the next steps in your project?	5 points
2. What challenges have you faced in carrying the project forward? How will you plan to address potential challenges in the future?	5 points
Presentation Style	
1. Sticks to time limit	5 points
2. Slides are easy to see & read	5 points
3. Uses slides as a guide (does not read off slides)	5 points
4. Visual examples used where appropriate	5 points
5. Uses minimal filler words (“Like,” “Um”), and speaks about the material fluently	5 points
6. Uses technical language appropriately and correctly	5 points
APA Format/Writing Conventions	
1. Title Slide & References Slide	5 points
2. Information presented in logical order	5 points
3. Spelling/Grammar	5 points

Total Points = /135

APPENDIX E

Sample Poster Rubric

Poster Presentation Rubric

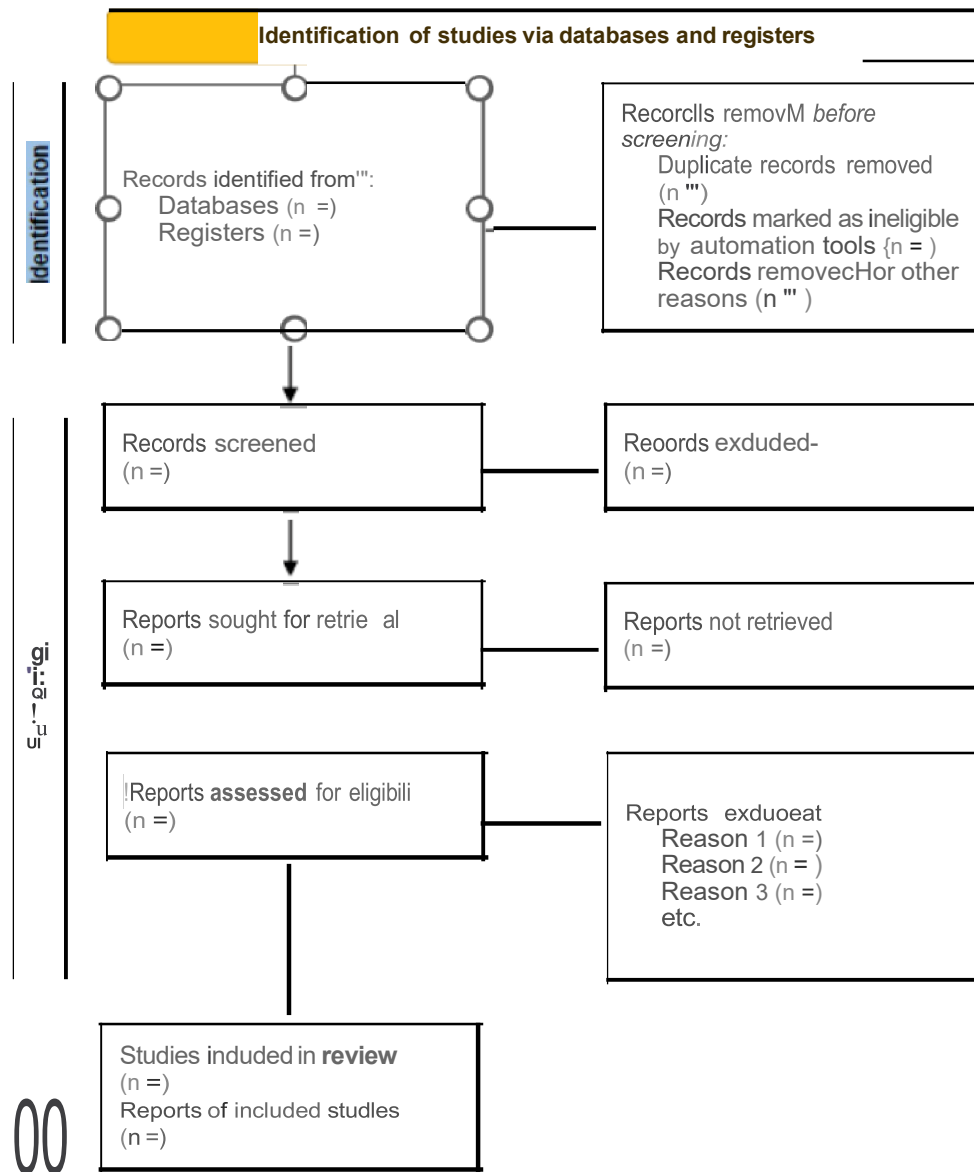
Presenter's Name:

Category					Score
Oral Presentation	<p>Presenter was confident and professional. Established eye contact. Clearly conveyed topic. Answered questions well. Discussed in layman's terms or appropriate to audience.</p> <p style="text-align: center;">30 PTS.</p>	<p>Presentation and demonstration of understanding was acceptable. Demonstrated some problems (speaking too softly, use of jargon, hesitation, inability to handle questions, etc.)</p> <p style="text-align: center;">20 PTS.</p>	<p>Presenter did not convey a sense of confidence or ability to clearly discuss the topic. Additional practice would be helpful.</p> <p style="text-align: center;">10 PTS.</p>	<p>Presenter was not prepared. Demonstrated problems in several areas (no eye contact, no clear discussion of topic, lack of professionalism).</p> <p style="text-align: center;">5 PTS.</p>	
Poster Content	<p>Strong Material. Well summarized. Clearly shows development of study or research. Material appears to accurately support purpose of study, hypothesis, research question or engagement project. Strong conclusion, implications and reflection/analysis of experience presented.</p> <p style="text-align: center;">30 PTS.</p>	<p>The content was adequately presented, but support for the study, research hypothesis, question(s), or engagement project is somewhat general. Conclusion, implications, and reflections were reasonable.</p> <p style="text-align: center;">20 PTS.</p>	<p>Content presented was difficult to understand and did not sufficiently convey a connection to the study, hypothesis, research question(s), method, conclusion, implications and/or reflections.</p> <p style="text-align: center;">10 PTS.</p>	<p>Connection not found between poster content and purpose of study, research hypothesis/question(s), method, conclusions, implications or reflections.</p> <p style="text-align: center;">5 PTS.</p>	
Poster Appearance/Clarity	<p>Visually appealing and strongly effective presentation. Easy to read. Utilized creativity in use of fonts, headings, colors, and white space.</p> <p style="text-align: center;">20 PTS.</p>	<p>Poster was adequate but could improve effectiveness through better use of space through font size, colors, heading, and white space.</p> <p style="text-align: center;">15 PTS.</p>	<p>Poster was acceptable but needs work to improve visual appeal through better utilization of fonts, colors, headings, and white space.</p> <p style="text-align: center;">10 PTS.</p>	<p>Not visually effective.</p> <p style="text-align: center;">5 PTS.</p>	
Poster Organization	<p>Topic is clearly evident. Layout of poster is logical, and provides sequential information from intro to conclusion and references.</p> <p style="text-align: center;">20 PTS.</p>	<p>Topic is apparent. The presentation of information could use refining.</p> <p style="text-align: center;">15 PTS.</p>	<p>Topic is not clear. Information presented is somewhat confusing.</p> <p style="text-align: center;">10 PTS.</p>	<p>Unable to understand link between information presented and topic.</p> <p style="text-align: center;">5 PTS.</p>	
Total Score (Max of 100):					

Feedback:

APPENDIX F

PRISMA flow diagram for new systematic reviews which included searches of databases and registers only



""Consider, if feasible to do so, reporting the number of records identified from each database or register searched (rather than the total number across all databases/registers).

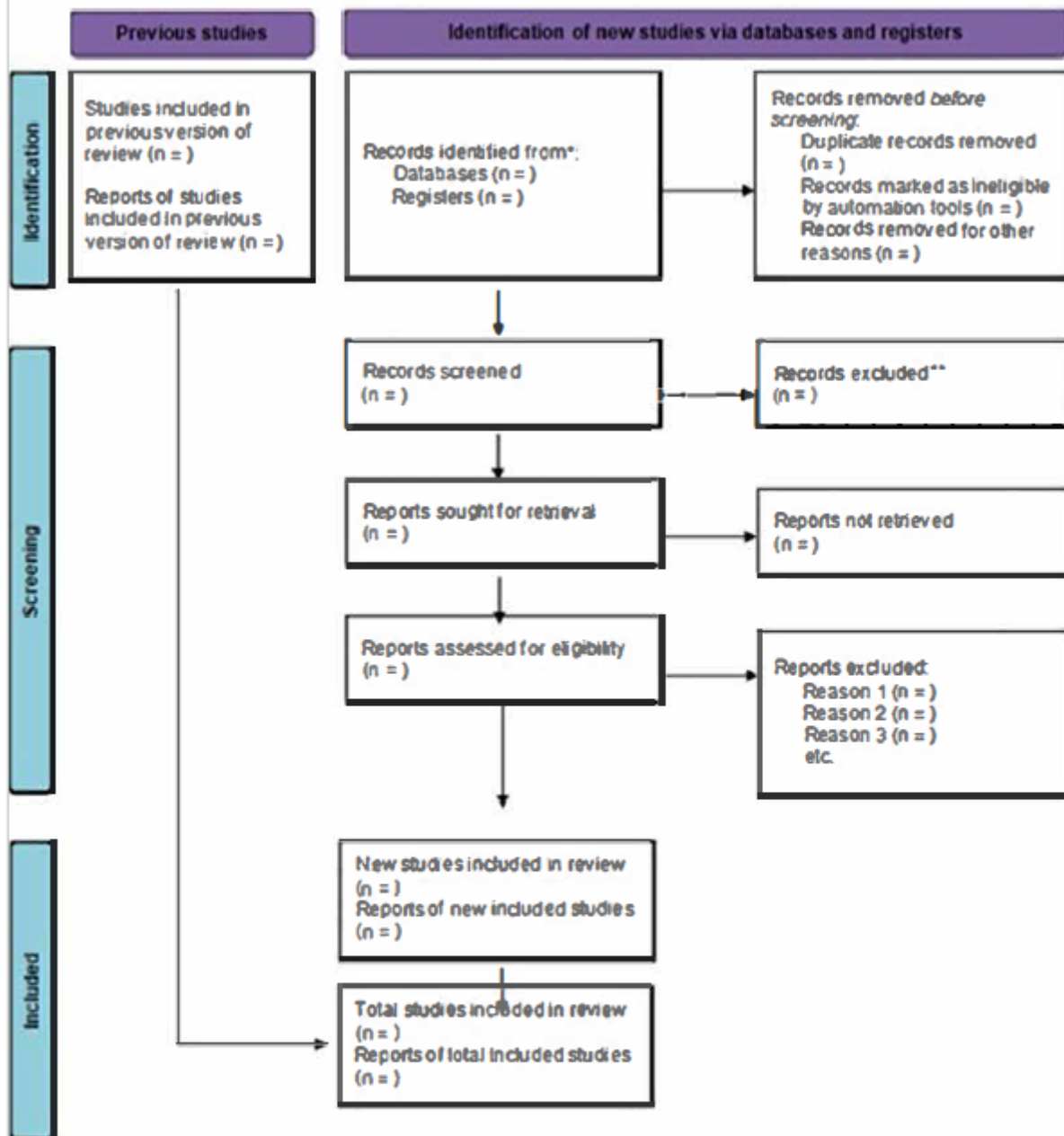
••If automation tools were used, indicate how many records were excluded by a human and how many were excluded by automation tools.

From: Page MJ, McKenzie JE, Bossuyt PM, I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ* 2021;372:n71.AQ\ 10.1136/bmj-n71

For more information, visit: [P R I S M A](https://www.prisma-statement.org/)

APPENDIX G

PRISMA flow diagram for updated systematic reviews which included searches of databases and registers only



*Consider, if feasible to do so, reporting the number of records identified from each database or register searched (rather than the total number across all databases/registers).

**If automation tools were used, indicate how many records were excluded by a human and how many were excluded by automation tools.

From: Page MJ, McKenzie JE, Bossuyt PM, Bougrip I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an

updated guideline for reporting systematic reviews. BMJ 2021;372:n71. doi: 10.1136/bmj.n71

For more information, visit: [PRISMA](https://www.prisma-statement.org/)