STUDENT HANDBOOK

Master of Science in Applied Behavior Analysis

Theoretical Behavioral Foundations
College of Education
Wayne State University

Updated February 2025

Table of Contents

Introduction

Welcome to the Wayne State University Master of Science in Applied Behavior Analysis program (MS in ABA)! Since 1864, Wayne State has grown from the Detroit Normal Training School into a university that is currently composed of more than 2,700 faculty enrolling more than 33,000 students. Wayne State University is currently one of the most diverse schools in Michigan primarily serving the Detroit metropolitan area, but enrolling students from throughout the state and globe. With over six hundred fields of study or concentrations leading to more than three hundred different degrees at the bachelor's, master's and doctoral levels, Wayne State is committed to high standards in research and academia.

The MS in ABA is a 40-credit hour program with associated field experience that trains practitioners extensively in Applied Behavior Analysis using a science practitioner model. The sequence begins in the fall semester and runs for five consecutive semesters (including spring/summer) finishing at the end of the winter semester the following year. It is an interactive, synchronous online learning environment with hands-on activities to help students take their learning experiences into the workplace. This promotes a more seamless crossover between classroom and field placement activities. This training program is a cohort model which includes a combination of supported and independent learning through classroom-based and practiced-based hands-on learning. Cohort-mates work collaboratively throughout their training. The cohort training model instills a sense of professional community not only during the program, but as students move into the field as practitioners. Our program emphasizes the importance of intensive learning while in the program as well as the need for collaborative lifelong learning.

- *This handbook is intended to be a resource for students, and a guide to program policies and procedures. This handbook should be kept in an easily accessible location as a source of information and guidance. Faculty members are unaware of any conflict in this document with respect to program requirements and university policy. In cases where our program's policies and requirements are higher than the university policies and requirements, the policies and requirements in this handbook and our program hold precedence.*

- *To continually strengthen the program and comply with national standards, we reserve the right to modify this document in any way. This includes making changes, amendments, updates, and removals of any kind. This includes rescinding policies and procedures, as well as adopting new ones. Students are responsible for obtaining the most current information and should check for updates regularly. Students will be given notice of changes and will be expected to comply with any modified requirements as part of their current program.*

Program Philosophy and Mission

The mission of the MS in ABA program at Wayne State University is to prepare professionals to work in the field of Applied Behavior Analysis in a variety of clinical, educational, and research settings. Students are effectively prepared in a science practitioner model with experimental and foundational concepts and principles of beahvior analysis needed to equip them for real-world situations that arise when dealing with clients and their families who have complex issues. Faculty are committed to preparing behavior analysts capable of facilitating the learning, growth, and adjustment of individuals experiencing various social-emotional, academic/occupational, and behavioral difficulties in a way that is founded in evidence-based pracitice that is ethical and culturally responsive.

The Wayne State University's MS in ABA Program prepares practitioners who have both the knowledge and skill to create positive changes in the lives of children, adolescents, adults, and their families. This is the underlying philosophy of the program. Both academic skills and interpersonal skills are promoted throughout the program to ensure development of the most successful practitioner. The program teaches

data-based decision-making skills to help guide the student's training and practice in the field. Students are taught skills in consultation and assessment, focusing on understanding and applying foundational principles, developing behavioral intervention, ethics considerations, research, and staff management and supervision with a focus on professionalism in the classroom and the field. Critical thinking and problem-solving skills are embedded throughout the curriculum through lecture-based discussions, assignments, and student projects. Discussion and practice of communication skills to promote mutual respect and courtesy is also embedded throughout program curriculum and student practice activities.

Linking research-based methods to clinical practice is the most effective way to train students in both the course content and performance activities necessary to successfully treat clients in the field. With this in mind, we prepare practitioners who make professional judgments that take into consideration best practices derived from research and theory, social, political and policy contexts, ethical principles, and multicultural awareness. Consistent with the mission of the College of Education at Wayne State University, the program ensures content and pedagogical knowledge, exposure to community-based reflective practice, systematic assessment of student learning, and professional and leadership skill development. Faculty regularly review student progress toward learning outcomes to ensure student success and promote program improvements. Through our curriculum content and focus on experiential learning students are given the tools to work at both the individual and systems level of service delivery, and to work collaboratively with a variety of medical professionals, school personnel, clients' families, and other parties outside of the treatment setting who are involved in a client's success. The program strives to prepare behavior analysts who will become effective practitioners, advocates for children and families, and leaders in their field.

Program Learning Objectives:

1. Foundational Knowledge
    a. Students will identify and describe basic philosophies and theoretical foundations of behavior (Conceptual Analysis).
        i. Midterm and final (course EDP 7112)
    b. Students will identify and describe investigation methods of the fundamental principles of learning and behavior (Experimental Analysis of Behavior) by reviewing and discussing key experiments on animals and people published in behavior analytic journals
        i. Journal assignments (course EDP 7101)
        ii. Discussion posts (course EDP 7104)
        iii. Midterm and final (courses EDP 7101, EDP 7104)
    c. Students will identify and describe core concepts and rules of behavior derived from experimental research about how behavior is influenced by environmental factors (Basic Principles of Behavior) by reviewing and discussing key articles published in behavior analytic journals
        i. Discussion posts (course EDP 7103)
        ii. Midterm and final (course EDP 7103)
    d. Students will conduct behavioral assessments, analyze data, and identify function-based interventions
        i. Midterm and final (courses EDP 7102, EDP 7111)
        ii. Final project presentation (courses EDP 7102)
        iii. Conceptualization assignments (course EDP 7103)
        iv. Treatment plan assignment (course EDP 7111)

2. Ethical and Professional Behavior
    a. Students will identify and describe ethic code standards for behavior analysts and use critical thinking skills to conduct a risk benefit analysis related to ethical dilemmas
        i. Data: Final and scenario assignments (course EDP 7105)
    b. Students will use culturally responsive engagement with stakeholders in treatment, training, and supervision
        i. Culturally Responsive Supervision Self-Assessment (CRSS) assignment (course EDP 7107)
    c. Students will develop training curriculum for stakeholders and evaluate it effects
        i. Final project (course EDP 7113)
3. Applied Research and Experimental Design
    a. Students will successfully complete their capstone project by conducting an intervention in the field, analyzing the results, preparing a professional paper, and presenting the results to a committee
        i. Data title of project and presentation or publication resulting from project (course EDP 7993)
4. Practical Experience
    a. Student will be placed throughout the duration of the program at a field experience placement with a BCBA supervisor collecting at least an average of 20 hours per week
        i. Data: list of placements, dates, and hours accumulated
    b. Student will apply behavior analytic assessments and strategies in their field placement with documented feedback from their BCBA supervisor
        i. Data: Performance packet score, supervisor evaluation for packets 1-3 (courses EDP 7107, EDP 7108, EDP 7109)
    c. Graduates will obtain paid professional positions as a BCBA after graduation within 3 months of successfully passing their BCBA exam
        i. Data: post graduate survey data
            1. % of graduates obtaining professional positions as BCBA
            2. % of graduates opting not to go into the workforce and what and why they choose instead
            3. list of titles and employer for each graduate

Program Coursework and Schedule
For all cohorts, the five semesters of courses and field experience in the sequence occur in a succession of five sequential semesters. Cohorts begin in the Fall semester (in August) and will take the five semesters in sequence in the Fall, Winter, Spring/Summer, Fall, Winter. Students must be aware that they must commit to this going into the program. There will be no flexibility.

Fall – Semester 1
EDP 7101 Foundations of Applied Behavior Analysis (3 Credits)
Principles and concepts of Applied Behavior Analysis (ABA), fundamental vocabulary, and methodology of the science of behavior management.

EDP 7106 Field Experience in Applied Behavior Analysis 1 (2 Credits)
Students will spend supervised time in the field practicing skills learned in the BCBA (Board Certified Behavior Analyst) course sequence. Students will work directly with multiple clients using a variety of

Applied Behavior Analysis techniques. Specific focus on supervised one on one behavioral intervention work with children. Course content will cover intensive behavior intervention service delivery models and the treatment components related to outcome gains.
Co-requisite: EDP 7101 Foundations of Applied Behavior Analysis

EDP 7112—Conceptual Analysis in Applied Behavior Analysis (3 credits)
History and Philosophy of Applied Behavior Analysis (ABA), theoretical approaches to understanding behavior, and interpretations of the concepts and principles of behavior.

Winter – Semester 2
EDP 7102 Assessment Techniques in Applied Behavior Analysis (3 Credits)
Overview of assessment techniques used in behavioral intervention planning, functional assessments, functional assessment interview, descriptive and functional analysis, data collection and interpretation, preference assessment, and interpretation of evaluation tools.
Pre-requisite: EDP 7101 Foundations of Applied Behavior Analysis

EDP 7104
Research Methods in Applied Behavior Analysis (4 Credits)
Course includes an overview of data methods used in Applied Behavior Analysis. Students will become familiar with using and analyzing various data collection and display methods. Students will be able to assess data through visual analysis and raw data, be able to identify various forms of experimental designs and become familiar with the contexts for using experimental designs and data collection methods. The majority of the course will be devoted to methods related to single-case research.
Pre-requisite: EDP 7101 Foundations of ABA
Co-requisite: N/A

EDP 7107 Field Experience in Applied Behavior Analysis 2 (2 Credits)
Students will spend supervised time in the field practicing skills learned in the BCBA (Board Certified Behavior Analyst) course sequence. Students will work directly with multiple clients using a variety of Applied Behavior Analysis techniques.
Pre-requisite: EDP 7106 Field Experiences in Applied Behavior Analysis Semester I
Co-requisite: EDP 7102 Techniques in Assessment in Applied Behavior Analysis

Spring/Summer - Semester 3
EDP 7103 Applied Behavior Analysis Treatment Planning (4 Credits)
Techniques used in behavioral intervention planning, data collection, interpretation of assessments, development of goals and objectives, overview and application of treatment interventions and considerations. Topics include social validity, reinforcement procedures, teaching procedures, behavior reduction procedures, and stimulus equivalence. Assignments include literature research and paper presentations, participation in discussions, and implementation of behavioral principles.
Pre-requisite: EDP 7102 Behavioral Assessment

EDP 7108 Field Experience in Applied Behavior Analysis 3 (2 Credits)
Students will spend supervised time in the field practicing skills learned in the BCBA (Board Certified Behavior Analyst) course sequence. Students will work directly with multiple clients using a variety of Applied Behavior Analysis techniques. Specific focus on development and writing of treatment plans, and other reports (supervision notes, programs, behavior plans, discharge reports).
Pre-requisite: EDP 7107 Field Experience in ABA - II
Co-requisite: EDP 7103 ABA Treatment Planning

EDP 7991—Capstone Project in Applied Behavior Analysis: Introduction
Develop knowledge in the Institutional Review Board (IRB) application process and construct a research question to prepare for their Capstone project.
Pre-requisites: EDP 7104 Research Methods in Applied Behavior Analysis

Co-requisite: EDP 7103 Applied Behavior Analysis Treatment Planning

Fall - Semester 4
EDP 7111 Advanced Applied Behavior Analysis (4 Credits)
Students will learn advanced application techniques of Behavior Analysis and corresponding considerations. Topics of discussion include management of severe behavior problems, reduction of stereotypic behavior, toilet training, feeding plans, and methods for cognitively delayed or highly skilled clients. Assignments include literature research and paper presentations, participation in discussions, and implementation of behavioral principles.
Pre-requisite: EDP 7103 ABA Treatment Planning

EDP 7109 Field Experience in Applied Behavior Analysis 4 (2 Credits)
Students will spend supervised time in the field practicing skills learned in the BCBA (Board Certified Behavior Analyst) course sequence. Students will work directly with multiple clients and staff using a variety of Applied Behavior Analysis techniques. The highest level of independent behavioral intervention work including managing all necessary assessment, treatment, case management, and intervention training and supervision of parents and technicians is expected in this semester.
Pre-requisite: EDP 7108 Field Experience in Applied Behavior Analysis – Semester IV
Co-requisite: EDP 7111 Advanced ABA Treatment planning

EDP 7992—Capstone Project in Applied Behavior Analysis I
Develop competence in defining a research problem, designing a method to address the problem, and reviewing expected outcomes and conclusions of the intervention. Use the Capstone research model, which answers questions of practical importance such as developing an evaluation method or evaluating an intervention, curriculum, or protocol within a particular agency or practice setting. Students will extend what they learned in EDP 7997 Capstone Project introduction and the methods for an intervention to use in a clinic setting and apply for approval from the Wayne State University Institutional Review Board.
Pre-requisite: EDP 7991 Capstone Project in Applied Behavior Analysis Introduction

Winter – Semester 5
EDP 7105 Ethical Practice in Applied Behavior Analysis (3 Credits)
This course is open to graduate and post-graduate students interested in obtaining knowledge of Behavior Analysis and certification as a Board-Certified Behavior Analyst (BCBA). Students are expected to read professional literature, participate in discussions, complete literature research, and practice the application of behavioral principles. Completion of assignments and class participation are essential to meeting the course objectives.
Prerequisite: EDP 7111 Advanced Applied Behavior Analysis Treatment Planning

EDP 7113—Organizational Behavioral Management in Applied Behavior Analysis (3 Credits)
Concepts of time management and supervision based on principles of Applied Behavior Analysis (ABA), including behavioral skills training, techniques in providing feedback to staff, and performance management in clinical settings.
Pre-requisite: EDP 7109 Field Experience in Applied Behavior Analysis – IV

EDP 7993—Capstone Project in Applied Behavior Analysis II (2 Credits)
Develop competence in defining a research problem, designing a method to address the problem, and reviewing expected outcomes and conclusions of the intervention. Use the Capstone research model, which answers questions of practical importance such as developing an evaluation method or evaluating an intervention, curriculum, or protocol within a particular agency or practice setting. Students will extend work from EDP 7998 Capstone Project I to include development of competence in conducting and reporting an investigation including evidence-based methods, analyzing data, and drawing and reporting on a conclusion.
Pre-requisite: EDP 7992 Capstone Project in Applied Behavior Analysis I

This next table reflects the course sequence for incoming cohorts, days and times listed are estimated and may change if needed to support current student or faculty needs:

MS in ABA Plan of Work
Semester – Fall 1

Course	Day and Time	Credit Hours
EDP7101	Tuesday 8:30-11:00	3
EDP 7112	Thursday 8:30-11:00	3
EDP 7106	Thursday 12:30-2:10	2

Total Credit/Semester = 8

Semester – Winter 1

Course	Day and Time	Credit Hours
EDP7104	Tuesday 8:30-11:50	4
EDP 7102	Thursday 8:30-11:00	3
EDP 7107	Thursday 12:30-2:10	2

Total Credit/Semester = 9

Semester – Spring/Summer 1

Course	Day and Time	Credit Hours
EDP7103	Tuesday 8:30-12:00	4
EDP 7108	Thursday 8:30-12:00	2
EDP 7991	Asynchronous	1

Total Credit/Semester = 7

Semester – Fall 2

Course	Day and Time	Credit Hours
EDP7111	Thursday 8:30-11:50	4
EDP 7109	Thursday 12:30-2:10	2
EDP 7992	Individually scheduled	2

Total Credit/Semester = 8

Semester – Winter 2

Course	Day and Time	Credit Hours
EDP 7113	2:30-5:00	3
EDP 7105	8:30-11:00	3
EDP 7993	Individually scheduled	2

Total Credit/Semester = 8
Total Credits = 40

The coursework in this program aligns with Task Content Outline 6 as indicated by the Behavior Analytic Certification Board meeting requirements for eligibility to take the Board Certified Behavior Analyst® examination under Pathway 2. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination, including having the VCS Coordinator complete a Coursework Attestation Form and their field work verification form by their BCBA site supervisor. Students qualify to sit for the BCBA exam following completion of the ABA Master's degree and the field experience hours which are completed simultaneously within the program.

Field Experience Requirements

Students work in a variety of placement sites in Michigan, other states where they live, and in Canada. Many of the sites in which students work are in clinic-based settings, but some also have experiences in homes, schools, and communities under the supervision of a BCBA supervisor identified by the student in the field. Some students work at one site for the duration of their field experience hours and others change sites based on their evaluation of their experience and if they are gaining the skills and feedback needed to accomplish their personal learning goals. The program coordinator provides much of the guidance and structure to students for their field work for the duration of the program and examples of work from the

field and discussions about how field experiences relate to topics covered in lecture are regularly discussed by all faculty in the program.

All fieldwork must be completed following the guidelines of the BACB. *All supervisors <u>MUST</u> be certified behavior analysts with additional endorsement for supervision* and have practiced in the field no less than one year. Supervisors are required to sign off on student work, including co-signing assessment and treatment reports. A log of activities conducted, and hours spent is required by the BACB for field experience. This will be discussed in EDP 7106. Students must include a copy of their completed field experience hours log in their portfolios (see below for details). For more information regarding course and field work requirements and applying to take the BCBA exam see the following resources below. The documents below, developed by the BACB should be reviewed prior to acquiring any field experience hours and should also be review periodically throughout the program to ensure accuracy in acquiring and documenting field experience hours.

>   [Field Work Checklist and Tips](#)
>   [Documenting Field Work Hours](#)
>   [Monthly Supervision Forms](#)
>   ◦   [Individual Supervisor](#)
>   ◦   [Multiple Supervisors](#)
>   [BCBA Handbook](#)

EXXACT Prisim
WSU uses EXXAT Prism, which is a software program used to organize and collect data related to program requirements for field experience. Students are provided a log in for the program at the beginning of their enrollment in the MS in ABA program and a brief tutorial on how to set up a student profile. Students identify their own site to complete field work at in their local community using a "my request" process embedded in the EXXAT Prism software. Students submit a request through the program dashboard for a site of their choice. If students do not have a site in mind, they may review sites used by other students or meet with the program coordinator for assistance in identifying a site. This is typically discussed during the interview process and students admitted to the program have researched and secured a placement before the program begins in the fall. Information about the site and the supervisor are collected and reviewed by the program coordinator following the submission of the "my request" for placement.

Items included in the "my request" form include the supervisors CV/resume and the completion of an affiliation agreement. The affiliation agreement outlines the expectation for students, the site supervisor and the university program in the collaborative education of the student while in the MS in ABA program and must be signed by the student, the site supervisor and the program coordinator. As part of the agreement, supervisors must agree to complete the assessment tools students are required to complete with their supervisors as assessments in the Field Experience courses. Once this request is received, the program coordinator meets with a site representative if it is site that has not previously worked with students in our program. During this meeting the program coordinator discusses the program requirements including the completion of performance packets, the capstone project, and expectations for student performance in the field. If the site representative and the program coordinator agree on the implementation of the above listed items, then the student is granted permission to move forward with securing the site.

The student then provides their supervision contract along with the signed completion of an affiliation agreement and supervision plan to the program coordinator as part of their graded assignment for EDP 7106. As part of their graded assignments in the other field work courses, student must work with their field experience supervisor to complete three performance packets in semesters 2, 3, 4. Each packet contains rubrics and scoring instructions for competencies related to student expectations in the program. Packet one focuses on entry level behavior technician tasks such as implementation of discrete trials, manding, accuracy in collecting data, graphing, etc. Packet two contains tasks that align with goals for a

lead behavior technician or a BCaBA student such as staff training, program writing, writing professional notes, etc. Packet three contains tasks that are required for BCBAs to master including completing assessments such as a parent interview, direct observation, functional analysis, writing treatment plans and behavior intervention plans, etc. Students must complete each packet for a grade to receive a final grade in the field experience course where the packets area assigned. Supervisors in the field score the student according to their performance, provide written feedback for the students and the students upload the packet upon its completion. If supervisors in the field need assistance or additional resources for the completion of the scoring and feedback, they can reach out to the program coordinator for additional support.

Employment Outside of the Program
It is strongly recommended that students limit any employment outside their field experience. It is recommended that students complete approximately 20 hours per week of field experience while enrolled in the program. Students find it is a challenge to hold an employment position outside their field experience, particularly once field experience begins given the increased intensity of the experiences with class and field experience.

Capstone Project
The Capstone Project in ABA is required for all students in the MS in ABA program. This project will begin in the Spring/Summer semester of the students' first year and will continue for the Fall and Winter semesters of the second year. In the first Capstone course EDP 7991 students are expected to a). Complete the learning modules needed to apply to the IRB for their Capstone project and use the readings for the course to examine a topic that they could research for their Capstone project and construct a formal research question they will use to propose their project. For the second Capstone course students are expected to a). Prepare a written proposal document that includes a literature review, methods including a data evaluation plan, and the expected outcomes of the project and b). Complete the necessary Institutional Review Board documents required for research in the field. In the third Capstone course students are expected to implement their approved project from EDP 7992 in the field, analyze the outcome data, and report out on the results and conclusions from its implementation. Students will write a report describing rationale, methods, outcome, and evaluation of the outcome and present the project to a committee of faculty and their field experience supervisor. The report will be evaluated based on its readability, organization, and its demonstration of alignment with analytic and technological dimensions of ABA.

The Capstone Project committee will be comprised of the faculty instructors assigned to the course and the students' field experience BCBA site supervisors. Students must obtain field experience placement at a site that will be willing and able to devote the resources to the student to complete their Capstone Project while in the field. These resources and requirements will be outlined in the affiliation agreement signed at the onset of the students' field experience by the organization, the university program coordinator, and the student. The project may not be part of the students' routine clinical work. It should focus on questions typically not answered in daily clinical work. Direct replications of other work is not permitted, but extensions of others work or novel ideas of how to assess philosophical, basic, or applied problems can be.

Portfolio and Exit Interviews
Students are required to maintain a training portfolio throughout the ABA Program. This is a key part of student self-evaluation. These portfolios are to be turned in at the end of the fifth semester as one of the requirements of EDP 7113 Organizational Behavior Management in ABA. Completion of the portfolio is required to receive a grade in this course. As students move through this training program, they are required to compile a representative body of products that they have created and that have been evaluated by their instructors and field supervisors. Data from their performance is collected each semester as part of their final portfolio assignment and then entered in the EXXAT system as a learning activity. Students should review completed course materials including reflections statements, mid-terms and finals, and final projects; including instructor feedback, at the end of each semester and enter it into a file system on EXXAT. Grades of assignments and instructor feedback included in the portfolio will be entered by the student into the portfolio overview sheet provided and included in the portfolio. Students' progress on

their portfolios will be examined by the faculty at the end of semester in EDP 7113, at which time suggestions will be made to shape professional development and to prepare for the BCBA exam.

The following are the contents required for your portfolio (each should be in their own electronic folder:

1. Portfolio grade sheet data entered into EXXAT including a thorough review of feedback given by each instructor on quizzes, assignments, exams, performance packets, and projects from the course.
2. Documents to be uploaded to EXXAT
    a. Copy of signed field experience contract (include all if there are multiple)
    b. Monthly supervisor Feedback Forms in chronological order (scanned and uploaded as a single document)
    c. Field experience summary of hours log
3. Unofficial transcripts printed from the WSU system (students can access their own)
    - Below are instructions for printing student transcripts:
    a. log into campus Academica at *academica.aws.wayne.edu.*
    b. click on the student menu title
    c. within the web menu on the left-hand side click on transcripts
    d. follow the prompts for transcript level and type
    e. click on submit
    f. click on print transcript
4. Student's CV (Curriculum Vita)
    a. Include evidence of such things as: in-service training that students provided, participation in educational activities, consultations with or referrals to community agencies, crisis intervention training, home/school intervention, social skills/study groups/peer tutoring, parent groups, workshops attended, research, program evaluation efforts, leadership, professional organizations, and committee work.

Grades Required During Program
Students are required to maintain an overall GPA of 3.0 or higher across these and all program classes/field experiences, with no more than one grade of C+ or lower. Students who earn a second C will not be permitted to continue in the program. Grades of B- and lower, or patterns of grades only in the B range, are of concern and intervention may be warranted. Grades reflect content mastery and affect how well students perform on the national exam.

Class Policies
Through the program students will be expected to read all materials prior to the scheduled class time to better understand the class content and participate with the class discussion. If assignments, quizzes, journals, or presentations are late points will be reduced. Students will be graded on their participation, weekly quizzes, assignments, projects, and exams. The instructor for each course will be responsible for preparing lecture and activity-based materials to help facilitate learning the course objectives. The instructor will also provide ample examples of applied experiences within the community for students to connect content to real-life applications of the skills learned in class. Topics covered in this program are taught in a specific sequential order. All material builds on previously covered topics. It is recommended that students purchase required textbooks because they are often used throughout the program in multiple courses. Attendance and participation in class is key to a student's success in the program. Missing class will directly impact the student's ability to understand the next lecture and impact their overall grade. Students should plan on attending all classes. If students are unable to attend class for any reason it is recommended that they contact the instructor for that course directly to discuss how content, quizzes or assignments missed should be handled.

Ethical and Professional Behavior
Students in the MS in ABA Program are held to the highest standards of ethical and professional behavior and must abide by the codes set forth by the Behavior Analysis Certification Board. These ethics codes are embedded in discussion and curriculum throughout the course sequence and will be specifically

covered in EDP 7105 in the final semester. Students should also review the [BACB Ethics Code for Behavior Analysts](#) at the onset of the program and throughout the program as needed. It is recommended that student review ethical questions or dilemmas that occur while in the field with their BCBA on site supervisor. Students are also recommended to reach out to the university program coordinator if additional questions regarding the ABA code of ethics arise. Students are responsible for following every aspect of each code throughout both training and future practice.

Professional Work Characteristics
The following six professional work characteristics will be evaluated by faculty based on students' performance throughout the program:

1. Respect for Human Diversity
2. Communication
3. Effective Interpersonal Relations
4. Ethical Responsibility
5. Adaptability
6. Initiative and Dependability

These work characteristics will be examined in each of the students' courses by individual instructors, and by the students' field experience supervisor. Students will see them integrated into expectations for student behavior, scoring rubrics, and other course requirements throughout the program and field experience. Students should also provide their perceptions of their own growth in these six areas when writing reflections and journal entries.

Professionalism in class
When classes are held in a synchronous, online format student are expected to use the same level of professionalism that would be expected in a live, face to face course. Students are expected to log in to the class and be present for the duration of the class. Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes or activities otherwise directed by the course instructor. Other activity on laptops is distracting and is generally disrespectful to the educational process. Students may use their mute function to reduce the noise in the background when they are not speaking but are required to have their cameras on the entire duration of the class. Students should have a professional background and business casual dress (e.g., do not show up to class lying in bed with your pajamas on). Texting or other phone use is not allowed during class. Except under unusual circumstances, phones should be put away and not in use. In the case of a true emergency, students are expected to step away from class to respond to it. Professional cell phone voice mail messages is also recommended if you are using that number for any correspondence with field experience and university professionals throughout the program.

Ethics and Professionalism in the Community
Students are expected to demonstrate the professional work characteristics as outlined above while working in the field. During all field experience activities, students must also exhibit professional conduct that is consistent with that of the [BACB Ethics Code for Behavior Analysts](#) and all legal and ethical protections and safeguards must be followed. If students encounter ethical or professional dilemmas while in the field, they are expected to actively seek additional support and/or supervision as needed from the university program coordinator and/or their BCBA site supervisor. Furthermore, Students are expected to follow clinic policies and procedures, and to alert the university program coordinator immediately in the event of any problems in the field work placement. Students will be asked to evaluate progress toward their field placement plans, to report their field work activities, to present cases for discussion during classroom discussions as part of the field experience courses. Students will also work collaboratively with the program faculty and their BCBA site supervisor on the completion of their capstone project.

Professional Development
Professional development is important to the ongoing growth of professional in the field of ABA.

Students are encouraged to seek additional learning experiences and professional development in their workplace and in the community while engaged in their academic learning in the program. This could include activities such as participating in agency specific trainings offered at their field experience site and through national and local conferences available while they are students in the program. Students are also encouraged to seek research and presentation opportunities in collaboration with faculty and professionals who they are working with when they arise. Upon completion of the students' Capstone Project, it is also recommended that students seek opportunities to present their work through poster or paper presentations at research venues that pertain to their work.

Program Leadership & Staff Support

Consistent with the goals of the program and best practices within the profession, instructors have experiences in research, medical, clinical, and educational settings. In addition to their duties as members of the faculty, they are actively involved in professional organizations at both the state and national levels and work, many working within clinical settings providing applied behavior analysis treatment. Below is the contact information for faculty and staff in the program. Students should refer all questions about the program to Dr. Krista Clancy, Program Coordinator. Questions relating to specific course content and assignments should be referred to the course instructor. Mrs. Lei Juan Stewart-Walker, Program Secretary, can assist you with admissions, course registration, and general university questions.

Full-time Faculty
Krista Clancy, Ph.D., LP, LBA
Program Coordinator and Field Experience Advisor
Associate Professor of Teaching in Theoretical and Behavioral Foundations
Wayne State University
734-564-1849
kclancy@wayne.edu

Part-time Faculty
Michelle Fuhr, MA, LLP, LBA
Instructor
Clinical Director, University Pediatricians Autism Center
586-709-1800
cm7867@wayne.edu

Adrienne Bradley, MEd, LBA
Instructor
Area Director of Clinical Services, Centria
248-217-3225
adrienne.bradley@wayne.edu

Dana Bazzi, Med, LBA
Instructor
Behavior Consultant
313-478-4524
Dy4188@wayne.edu

Staff
Lei Juan Stewart-Walker
Program Secretary
Theoretical & Behavioral Foundations
313-577-1614
ab2628@wayne.edu

E-mail Communication with Program Faculty and Staff
Through all aspects of this program, students must have an active email account through WSU that will

be used for all correspondence with the department and its faculty and staff, and for all communications with field experience personnel. No personal email addresses should be used for any correspondence throughout this program. The WSU email address assigned to you by the university begins with your access ID and ends in '@wayne.edu'. The access ID is two letters followed by four numbers. This access ID can be linked to an alternative *address@wayne.edu*. Students are required to link their access ID to either of the following formats using your first and last name: *carolsmith@wayne.edu*, or *carol.smith@wayne.edu*

To obtain an email account through WSU, and for help with these changes, students may contact the Computing and Information Technology Help Desk at 313-577-4778 or *http://computing.wayne.edu/accessid/*.

Contact Information Updates
Whenever students make changes to their contact information (address, phone, email, etc.), they are required to not only inform their course instructors that semester, but also the Educational Psychology Department Secretary either by phone or email resulting in the departmental database being updated. WSU provides students with the ability to change their contact information via Academica at *academica.aws.wayne.edu*; however, this procedure does not update our departmental records.

After students complete this program, they may remain on our department email listserv, to which a variety of professional information is sent. It is the responsibility of each student to keep the department updated with current contact information.

Facebook page
The WSU ABA program maintains a webpage for all students and alumni to join. This social media platform is a way for faculty and students (current and past) to remain connected. The program coordinator, faculty and students are encouraged to post professional development, career, and community opportunities to the group. Students can request admission to the group at https://www.facebook.com/groups/349592694001265.

Course Registration, Campus Life, and Financial Aid
Registration
All information needed for registering for courses and navigating the university system can be found at the following website link: *www.classschedule.wayne.edu/course_web/schedule/index.cfm*

Students must obtain permission to register for courses in the MS in ABA program. The program coordinator requests an override in the registration system for each student to register for classes prior to the registration period each semester. If there are issues with registering for course, please send an email to the program coordinator with your access ID and the error message received during registration to obtain support in resolving the issue.

Navigating WSU
Students may sometimes find it challenging to navigate WSU's student policies and procedures. For example, students are required to obtain identification called "one cards." These cards are used for everything from parking to buying food in the restaurants. There are websites that help in navigating campus life. One of the many helpful websites available at www.wayne.edu is *http://www.wayne.edu/faqs/index.html*. Once the "campus life" is accessed, information about these "one cards", and other pertinent information is available.

For information about campus, students may also want to go to the following weblink: *http://www.wayne.edu/campus_life.html* through our www.wayne.edu website.

Financial Aid Resources
Federal Student Aid Programs. Applications for Federal Student Financial Aid and scholarships are

available through the financial aid office online at *www.fasfa.ed.gov*.

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/Withdrawing_From_a_Course.php

Policy on Transfer Credits

Typically, due to the nature of the program and the cohort model, we do not accept transfer credits. However, if students have credits from another institution, they can have those credits reviewed by the program coordinator to determine if it would be appropriate for the student to transfer credits. Students may petition to transfer a maximum of fifteen (9) credits to count toward their degree. Transfer credits must meet the following criteria and policies:

1. Only courses in which the student earned a "B" or higher will be considered for transfer.
2. Transfer courses must be from an ABAI accredited degree program.
3. Transfer credits will be capped at the credit number for a given course at Wayne State. For example, if a student seeks to transfer a four credit Behavior Assessment course, the student could transfer at most three of the four credits, as the WSU Behavior Assessment course is three credits.

Applicants who are interested in transferring credits must consult with their advisor. All credit transfer requests are at the program coordinator's discretion. Applicants who wish to transfer credits must also adhere to relevant Graduate School policies and submit a Credit Transfer Form.

Academic Advising

The MS in ABA program is a cohort model with a predetermined plan of work, meaning all the students take the same courses according to the same schedule based on the year they are admitted to the program. If students have questions or concerns about the program schedule, they should reach out directly to the program coordinator for additional academic advising.

Student Grievances

For students who have other grievances in the program, please note that taking grievances or frustrations straight to administrators typically delays the grievance being addressed, as it takes additional time for administrators to refer the grievance back to the appropriate parties. To best resolve your grievance, please be professional in your communications and adhere to the policies and procedures in this section. It is understandable that students sometimes become frustrated, however, it is important that, as future professional clinicians, you demonstrate professionalism in your communications with faculty and administrators.

All complaints and grievances should be addressed to the following (in this order):

1. Class grievances should first be addressed to the instructor. In the event a student is unable to remedy a grievance with their instructor, the next level of appeal is to the program coordinator, Dr. Clancy.
2. If students do not agree with the grade they received for a course they should follow the Grade Appeal Policy for the university.
3. Programmatic and advising grievances should be addressed to the program coordinator.
4. If the program coordinator is unable to resolve the grievance, then the student may appeal to the Interim Assistant Dean, Dr. Ben Pogodzinski.
5. The highest level for student grievances is the Dean of the College of Education.

Technology Access and Support
Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office (available at no charge to students), and the Canvas app (also free to students). For assistance with Canvas, see C&IT's Student Intro to Canvas Course and Comprehensive Student Guide. For assistance with any of these technology issues, contact C&IT Helpdesk M-F from 7:30 am to 8 pm at 313-577-4357 or helpdesk@wayne.edu.

Students who lack adequate hardware or reliable internet access should email doso@wayne.edu or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See Equipment Checkout Policy and Procedures. The University Libraries also have computer labs in several campus locations.

Support for Online Learning
"The Effective Online Learner" is a self-paced Canvas course to bolster the skills needed for remote and online learning. **WSU's** Learn Anywhere webpage provides resources and tips for taking online courses. WSU's Academic Success Center offers resources for improving study skills, building study groups, and similar activities. The Study Skills Academy offers free study skills counseling and other services.

Privacy and Confidentiality Policy
The program's shift to remote teaching has created some new privacy and confidentiality concerns. Recordings of classes taught via Zoom may capture students saying things they consider embarrassing. Zoom recordings often include views of the inside of students' residences, which many students consider to be private. Students have the right to be confident that video, audio, and still images of class sessions will not be viewed by anyone other than those who are enrolled in the course. To preserve the integrity of the course when it is taught in future semesters, the contents of quizzes and other class materials must be kept confidential. For these reasons, every student enrolled in the course must agree to the following set of rules aimed at protecting privacy and confidentiality. If you feel that you need to make your own recordings of class sessions, please contact me so we can discuss your situation individually.

Attendance Policy
Students are required to attend all class meetings for all classes and field experience throughout the program. The content of each course builds intensively in a sequential fashion. Missing classes is not acceptable. Any exceptions must be explained to and approved by faculty. **Emergencies must be communicated to faculty in a timely manner.** If a student is **running more than 5 minutes late** for class, they must notify the instructor (**text only**). When classes are missed that involved role playing, demonstrations, test administrations, or similar experiences, students may be required to conduct a make-up session with peers and video tape it for the instructor. **Make up quizzes will be under the discretion of the instructor.** Typically missed quizzes are NOT made up unless there is an excusable emergency. **Documentation of such emergencies will need to be provided in these situations**. In cases of inclement weather and WSU campus closures, classes will still be held online, via zoom. Your instructor will contact students directly with specific instructions if changes are to be made with the regularly scheduled lectures. Students are expected to read the assigned materials prior to the class, integrate the

information and participate in class discussions of the materials. Students are expected to engage in respectful discourse.

Academic Dishonesty – Plagiarism and Cheating
Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:
- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
    - College of Education policy on plagiarism: The College of Education has a "zero tolerance" approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information, or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying, or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. https://doso.wayne.edu/conduct/academic-misconduct

Assessment of Candidate Progress
Satisfactory Progress
Satisfactory progress in the program is determined by faculty evaluation of students' progress each semester. The following information is considered by the faculty when determining whether or not students are making satisfactory progress: (a) GPA—must maintain a 3.0 minimum overall (also see 2 C policy in this handbook), (b) professional work characteristics and behavior, (c) academic and clinical skill development necessary for success in this field (all faculty provide input regarding this each semester through several mechanisms), and (e) other relevant information, including performance during field experience.

Clinical, professional, and interpersonal behaviors and skills are equally critical to success in this field as are academic/coursework skills. Students will not be passed into the field with successful academic/coursework skills only. Additionally, grades of B in classes involving practical skills are grounds for concern, and when concerns become apparent, they will be addressed directly with students (see Notification of Concern in the Appendix). Although one C is allowed in the program, a grade of C in a core MS in ABA program may be grounds for having to repeat the course and pick up with the following year's cohort of students.

Writing Expectations and Resources
Quality writing skills are necessary for any career. For those students who have under-developed writing skills, WSU has a writing center, which can be found http://www.clas.wayne.edu/writing/ The mission and services offered at the Writing Center can be found on that website, which provides students the

opportunity to converse with Writing Center staff online. When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. Cite authors in the order in which their names were published. You *never* reorganize the authorship order. That order is determined by level of contribution to the article.

Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.

- Library research assistance**:** Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at http://library.wayne.edu/consult

Notice of Concern Policy

When students are having behavioral, interpersonal, clinical, or academic difficulties, a Notice of Concern (NOC) is completed by the faculty, discussed with the student, and plans for remediation are attempted. If remediation is unsuccessful after two NOCs, the program will consider further actions, including program dismissal. See Appendix for the NOC form.

The following procedures will be used:
1) When the problem is first identified, the faculty will meet with the student and a NOC will be written. Students will be required to participate in a remediation plan, which, for the first NOC, may include any or all of the following: increased supervision, more field experience, addition or repetition of coursework/content mastery, or a recommendation to seek personal therapy.
2) If the problem is not successfully remediated, a second NOC will be written following the same procedures.
3) If the student does not make substantial changes, based on faculty's collective judgment, after two NOCs and corresponding remediation plans, the faculty reserve the right to dismiss a student from the program.

The Educational Psychology Program has a two C policy for students. Any student receiving two grades of C+ or below may not continue in the program. Courses may not be repeated to improve a grade. If a student gets a C in a class or a failing grade on an exam or major assignment, they will receive a NOC. In addition, performance in skill-based courses involving assessment, therapy, consultation, etc., will be carefully monitored with a particular emphasis on the student's ability to apply skills with children and other practitioners, as these skills are critical to success in this field. Repetition of courses is one possible outcome, which generally requires a student to "drop back" a cohort and take a year off until the class is offered again.

Commitment to Diversity

The MS in ABA program does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. The MS in ABA program is

committed to building and maintaining a diverse community to reflect human diversity and improve opportunities for all. The university is committed to equal opportunity and eliminating harassment and discrimination. The MS in ABA program will not tolerate retaliation in any form. These commitments are both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law.

Wayne State University publicly posts its policy on diversity ad nondiscrimination under policy 5.0 Equal Opportunity Policies at the following link https://policies.wayne.edu/equalopportunity the MS in ABA program follows all policies on the documents listed on this link. Additionally, the Office of Inclusive Excellence https://diversity.wayne.edu/ and the Diversity Equity and Inclusion Council https://diversity.wayne.edu/dei-council are available for guidance and advice regarding fostering an inclusive culture and climate. College of Education also has a committee for Diversity, Equity, Inclusion, Accessibility, and Justice where they work to ensure the faculty and students have direction and support for issues relating to diversity and nondiscrimination.

Religious Holidays
Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. However, SDS will also be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symplicity.com/public_accommodation

Counseling and Psychological Services (CAPS)
It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313-577-3398. Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (https://education.wayne.edu/counseling-clinic). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do* – for yourself, and for those you care about. Also, know that the WSU Police Department 313-577-2222 has personnel trained to respond sensitively to mental health emergencies at all hours.

Sexual Misconduct and Title IX
Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination. Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e., Responsible Employee or Title IX Coordinator), to law enforcement (i.e., WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that

is right for them.

Please be advised: Most faculty and staff are considered **"Responsible Employees"** and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network (RAINN)](). Call [1-800-656-4673]() or [Chat]() online with a professional support specialist.

Please visit [TitleIX.wayne.edu]() to learn more about resources and support on campus and in the local community.

Options for Reporting Sexual Misconduct
Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

> *Reporting to the University*
> [The Title IX Office]() is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.
> Phone: 313-577-9999
> Email: [TitleIX@wayne.edu]()
>
> *Reporting to Law Enforcement*
> [The Wayne State University Police Department]() is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.
> Phone: 313-577-2222

If you or someone you know has been impacted by sexual violence or discrimination, please visit [TitleIX.wayne.edu]() to learn more about resources and support on campus and in the local community.

Student Grievances and Due Process
The College of Education has process for student to file a complaint regarding the program's adherence to accreditation standards. This policy is available online at [https://education.wayne.edu/students/complaint-policy-and-procedures](). Students should attempt to address the situation with the program coordinator and/or the appropriate faculty or staff member prior to submitting a complaint. However, if the complaint is not resolved the student may submit a written complaint using the form on the webpage above. Once received the Assistant Dean of Academic Services will forward the complaint to the Assistant Dean of the appropriate department/division. The Assistant Dean in collaboration with the Program Coordinator and any appropriate faculty members will investigate the complaint and provide a response to the complainant within 30 days, unless the complaint is made anonymously. If the student is unsatisfied with the resolution, they may appeal the resolution in writing within 10 business days in which the Dean will review the issue and provide a written response within 10 business days to the complainant. The Dean's resolution is final. A record of the complaint will be files by the Assistant Dean and maintained for seven years.

Graduation and Commencement
Graduation
To have a degree or certificate posted on a transcript, students must apply on the Web no later than the last day of the fourth week of classes in the final semester of coursework when the degree will be awarded (the "graduation term" is the term when the student expects to complete academic requirements for the degree or certificate). To apply, log into WSU Academica, click on the "*Student"* tab and select "*Apply for Degree or Certificate*" from the list of Student Services.

Each application requires payment of a $40 fee. Payment must be made in the Web application by credit card or electronic check. The Web application will also give currently registered students the option of adding the fee to their tuition bill. *Please do not pay the fee from the WSU cashier's website or in person at a WSU cashier's window.* Doing so will prevent your Web Application for Degree from being processed. Questions about academic requirements for Graduation (and letters stating you have met the requirements) please contact the College of Education Academic Services Office at 313-577-1605/6.

Commencement Ceremonies
Students also must apply to walk in graduation/commencement ceremonies. For more information and/or instructions about how to apply online, please call 313-577-7964/5 or go to https://commencement.wayne.edu/. WSU confers degrees in Fall, Winter, and Spring/Summer Terms, but conducts University-wide graduation ceremonies each year in only December and May. Please direct all questions about commencement dates, tickets, programs, directions, caps and gowns, class rings, etc., to the Commencement Office at 313-577-2414 or www.commencement.wayne.edu. We encourage you to participate in these ceremonies, as it is a celebration of your hard work and accomplishment.

BCBA Examination
Students in the Wayne State University MS in ABA program must pass the national BCBA examination prior to obtaining a BCBA certification. Students are encouraged to register for the test following successful completion of the requirements for certification (all coursework and field experience hours). This cohort's course content and field experience expectations are aligned with the January 1, 2026 requirements**.** Students are strongly encouraged to begin studying for the exam during their coursework and maintain high marks on all course exams, quizzes, and projects. A low mark on one assignment or evaluation in the course is evidence that the student did not acquire the concept presented during the course and should take extra time outside of the program requirements to learn the objectives covered prior to sitting for the BCBA exam. Students are responsible for the cost of the application and the exam.
Additional recommended study material:
— http://www.behaviordevelopmentsolutions.com/
— https://www.studyaba.com/?gclid=Cj0KCQjwldKmBhCCARIsAP-0rfyPxskMFy5-xlqQIJAM3rDsZGD7U5lCHpTcqtpfulQ_wLl5A1vLw6MaAnVdEALw_wcB
— https://passthebigabaexam.com/

State License in ABA
Behavior analysts practicing in the state of Michigan are required to have a license. Students should review the state licensure website for behavior analysts at this website for detail on how to apply for a license in the state of Michigan following successfully passing the BCBA exam.
https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_80658---,00.html

WAYNE STATE UNIVERSITY

Notification of Concern*
ABA Program – Wayne State University

Student name: _____ **Date:** _____

Semester/year: _____ **Cohort:** _____ **Circle:** **1st NOC 2nd NOC 3rd NOC**

Dates of prior NOCs: _____

Please highlight and describe the area(s) in which the student experiences difficulties that may interfere with his/her abilities to perform successfully in subsequent classes and/or in the profession of ABA.

Speaking Skills	Initiative	Content/knowledge
Writing Skills	Self-confidence/poise	Professionalism/ethics
Attendance	Judgment/common sense	Interpersonal Skills
Teamwork Skills	Response to supervisors	Rapport building Skills
Communication	Responsibility	Attitude
Other (please identify)	Nonverbal behavior	Reliability

Describe specific examples of behavior(s) of concern:

Recommendations with regard to the ABA Program. Highlight all that apply.

Continue in program with close supervision
Needs appropriate academic/personal support services
Should repeat this course before proceeding
Should consider pursuit of other career opportunities

Other (specify)

Professor/Supervisor Signature(s):_____Date:_____

Student Signature:_____Date:_____
Note: Signatures indicate that concerns have been discussed with student

WAYNE STATE UNIVERSITY

Student Action Plan
Notification of Concern*

Student name:_____

Semester/year: _____ **Date:** _____ **Cohort:** _____

Timeline for completion of Action Plan:

Student's description of Action Plan to address identified concern(s).

Professor/Supervisor Signature(s):_____Date:_____

Student Signature:_____Date:_____

Signatures indicate that Action Plan and Timeline have been discussed and agreed upon by student and Professor/Supervisor.

Original: BCBA Program Coordinator
cc: Student
                    Professor/Supervisor (named above)

Review Date:

Review Team:

Outcome:

*Form developed by University of Northern Iowa; first adapted by WSU July 5, 2005 and continuously modified thereafter.

Educational Psychology Program Area
Division of Theoretical and Behavioral Foundations
3 North College of Education
Detroit, MI 48202
Phone: 313-577-1614
Fax: 313-577-5235
https://education.wayne.edu/applied-behavior-analysis

WAYNE STATE UNIVERSITY

Student Handbook Consent and Acknowledgement Form

* * *

It is required by the program that you sign and submit this form to Dr. Krista Clancy during the first week of class.

I agree that I will adhere to the following rules in connection with my participation in the Wayne State University ABA program:

- ☐ I have read, understood, and will comply with all the policies and procedures of the MS in ABA program at WSU.
- ☐ I will read each syllabus in its entirely prior to attending the first lecture for each course I am enrolled in each semester.
- ☐ I will not record the audio or video of any online class sessions unless given permission from my course instructor.
- ☐ I will not take a screenshot of any screen displayed as part of any online class session.
- ☐ I will not share any audio, video, or still image from an online class session with anyone who is not a student enrolled in the class.
- ☐ I will not share any material from quizzes, exams, or assignments with anyone (either a student in the class or anyone who is not a student enrolled in the class.
- ☐ I will not share any recording of a class session made by the professor with any other person.
- ☐ I understand that it is my responsibility to remain familiar with all aspects of this Handbook throughout the program.

_____
student's printed name

_____   _____
student's signature   *date*

_____   _____
Program Coordinator's signature   *date*