

Master of Science in Behavior Analysis

Department of Psychology

Handbook

2020-2021



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Experimental and Applied Behavior Analysis

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Master of Science in Behavior Analysis:

Program description

The Master of Science in behavior analysis program prepares students as basic scientists or applied scientist-practitioners in research and applied settings. At the same time, the program provides a strong foundation in theoretical, conceptual, and empirical concepts. Students can acquire the core knowledge and skill set needed to work in the competitive field of behavior analysis and to consider further study beyond the master's level.

Mission

To use behavior analysis to inspire solutions that lead to a more rewarding life. To create educational opportunities for every student to research and apply behavior analysis in their chosen field. To prepare students for professional roles in experimental and applied behavior analysis with a curriculum that also meets the course content requirements for eligibility for both certification and licensure as a behavior analyst. The flexible program experiences allow students to blend science and practice into their approach to solving real-world problems for a variety of populations, and to pursue higher degrees.

Objectives

The intent of the program is to develop the knowledge and skills necessary to be a creative and critical thinker, and to learn to apply the concepts, principles, and procedures in the field. Students can opt to train as a behavioral scientist with the eventual plan to work as a researcher, in industry, or to continue onto doctoral-level study at another institution; they can also opt to train as an applied behavior analyst to work in a variety of settings related to behavioral problems.

Certification, Pass Rates, and Licensure*

Our program includes a course sequence that has been verified by the Association for Behavior Analysis (ABAI) and meets the educational coursework requirements to apply to the BACB to take examinations related to becoming a Board Certified Behavior Analyst (BCBA).

- See ABAI VCS Information for our course sequence [here](#)
- Eligibility requirements are determined by the BACB, and may be found [here](#)
- Click [here](#) to see the most recent University pass rates for the BCBA exam. Note that the SSU pass rate has varied between 71-86% each year, which is higher than the 63% average. (We are very proud of our hard-working alumni!)
- The requirements for licensure as an applied behavior analyst in the state of Massachusetts can be found [here](#).

*Please note that the above-linked agencies or institutions often update their websites. If you find that a link does not work, please let us know so that the information can be updated.

Where to Look

For overall university information, please visit our university homepage: www.salemstate.edu Among other things, you will be able to find university maps and building locations on this site.

For the school of graduate studies, please visit our SGS homepage. This website can give you information on the various programs and program combinations that might be of interest when deciding what path you would like to follow. You can also find information on tuition, funding your graduate education, as well as other graduate forms and admission information. <https://www.salemstate.edu/academics/school-graduate-studies> If you cannot find specific information on the homepage, please don't hesitate to contact the School of Graduate Studies Office by phone at 978-542-6323. Additionally, the Student Navigation Center is a great resource for any registration, student involvement, or student account questions. Please see their website if you have any questions or concerns at any time. <https://www.salemstate.edu/campus-life/student-navigation-center>

For the MS Behavior Analysis Homepage, please visit <https://www.salemstate.edu/academics/college-arts-and-sciences/psychology> where you can find information about the application requirements, tuition and fees, and BACB guidelines as well as program expectations. For the Advanced Professional Certificate in Applied Behavior Analysis Homepage, please visit the certificates tab on the psychology homepage listed above.

Physically, the program is located in Meier Hall with the Program Coordinator, Dr. Darlene Crone-Todd, located in MH239. She, along with other program professors, can be reached through the School of Graduate Studies as well. It is best to make an appointment by calling the Department of Psychology, 978-542-6354 or email dcronetodd@salemstate.edu.

Note that during the current Coronavirus (COVID-19) pandemic, that all courses are taught online. What does this mean? All courses in our Behavior Analysis graduate program are currently taught synchronously or in a blended format. Here are the definitions of the online modalities:

- **Synchronous** courses require that all students “meet” for a regular class online using Zoom or similar.
- *Asynchronous* modes of teaching are fully online without a required class meeting. (None of our courses are fully asynchronous)
- **Blended courses** use a combination of both synchronous and asynchronous modes. This is similar to a “hybrid” course, with the typical “in-class meeting” now being held synchronously through zoom or similar, and the typical online portion being held asynchronously.

Faculty (in alphabetical order)

Carlos Aparicio: *[Full time Faculty](#)*

Dr. Aparicio completed his Ph.D. in (1992) at the University of New Hampshire in the Experimental Analysis of Behavior. Since then he has been serving as an associate and full professor at multiple universities including University of Mississippi (1992-95), University of Guadalajara (1998-2007), University of North Carolina Wilmington (2007-2009), George Mason University (2010), and Savannah State University (2010-13). In addition, he was the Head of Research at The Aurora School at the Arc of Loudoun. He came to Salem State as an associate professor in 2013 and in 2016 was promoted to full professor in the Department of Psychology, where he is responsible of the Laboratory for the Experimental Analysis of Behavior in nonhuman animals.

Email: caparicio@salemstate.edu

Darlene Crone-Todd: *[Chairperson and Coordinator](#)*

Dr. Crone-Todd completed her Ph.D. in Experimental Psychology at the University of Manitoba, Canada. She also completed her post-doc at the Johns Hopkins University School of Medicine in Behavior Pharmacology in 2003. Her current research interests include human choice behavior, computer-mediated learning environments, creative and higher-order thinking, and gradual change procedures. Ongoing projects involve behavioral interventions related to wellness, and to facilitating student success.

Email: dcronetodd@salemstate.edu

Rebecca Imming: *[Visiting Instructor](#)*

Visiting instructor Imming holds a Master of Social Work degree from Salem State University as well as a Graduate Certificate in Applied Behavior Analysis from Endicott College. Rebecca has served as a field instructor for Antioch University, Cambridge College, William James College, and Salem State University, and serves on the Northeast Regional Council in the Massachusetts Association of Social Workers. She also delivers professional development training in schools to teachers and specialists as well as ACE training events to fellow BCBAs. Instructor Imming holds several licenses including her BCBA, LABA, LICSW and school teaching certificates as a school social worker and director/ manager. Her professional interests center around children and adolescents with various social, emotional, cognitive, and behavioral needs. She is particularly interested in the application of Applied Behavior Analysis to non-traditional populations such as those with typical development but other mental health issues. She is also interested in cross-disciplinary collaboration and maximizing the effectiveness of consultation, training, and supervision.

Email: rimming@salemstate.edu

Samantha Lapointe: [*Visiting Instructor*](#)

Visiting instructor Lapointe completed her Master of Science in Behavior Analysis at Simmons College in Boston. She is currently pursuing her PhD in Behavior Analysis at Simmons University (formerly Simmons College) under the advisement of Dr. Philip Chase. During her career she has worked in private schools for children with autism and developmental disabilities, public schools, and private home/clinic-based organizations.

Email: slapointe@salemstate.edu

Patrice Miller: [*Professor*](#)

Professor Miller attended Swarthmore College (1968-1970) and obtained her B.A. in Psychology, cum laude, from New York University in 1972. She obtained her Ed.M. in 1979 and her Ed.D. in 1988 from Human Development and Psychology at the Harvard Graduate School of Education. Since 1993, she has been at the Department of Psychology, Salem State University, where she now is a Full Professor. Since 1994, she has also been a Research Associate in the Department of Psychiatry, Harvard Medical School, and between 1998-??? she served as the Coordinator of the M.S. Program in Counseling & Psychological Services at Salem State University. Dr. Miller has broad interests in developmental psychology. One long-standing interest has been in the social and emotional development of children, and the influence of early experiences, parenting, socioeconomic background and culture on development. Along with collaborators, Dr. Miller also works on applying the Model of Hierarchical Complexity, a model that explains stages of development, to the success of graduate students, to understanding how smart different animals are, and to other interesting problems.

Email: pmiller@salemstate.edu

Ryan Snyder: [*Visiting Instructor*](#)

Professor Snyder has spent over 20 years working in the field of special education and applied behavior analysis, first certified by the Behavior Analysis Certification Board (BACB) in 2002 after completing his BACB approved course work through UMass Boston. Professor Snyder has worked as an aide, classroom teacher, principal, as well as a consultant across a wide variety settings and populations and currently holds the position of Director of Behavioral Services for SEEM Collaborative. He has delivered over 100 presentations to a wide variety of audiences focusing on the use of Behavior Analysis to achieve meaningful results for individuals with intellectual and/or behavioral needs. Professor Snyder currently teaches ABA 1, ABA 2, Ethics, and Exam Preparation I at Salem State University.

Email: rsnyder@salemstate.edu

Academic Integrity

At Salem State University, and particularly in the graduate program, we assume that students come to the University with serious educational intent and are expected to be mature, responsible individuals who will exhibit high standards of honesty and personal conduct in their academic life. All members of the Salem State University academic community have a responsibility to ensure that scholastic honesty and academic integrity are safeguarded and maintained. Cheating and plagiarism are unfair, demoralizing, and demeaning to all of us. Cheating, plagiarism, and collusion in dishonest activities are serious acts that erode the University's educational role and cheapen and diminish the learning experience not only for the perpetrators, but also for the entire community. It is expected that Salem State University students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Policy and Regulations can be found in the [University Catalog](#) and on the University website. The formal regulations are extensive and detailed - familiarize yourself with them if you have not previously done so. If you are unsure ask your professors, and the [writing center](#) are valuable resources to help you with any questions.

Academic Honesty

You will be held to the highest standards of academic honesty. Specifically, cheating on examinations will not be tolerated. On out-of-class projects, you must complete all work on your own, unless instructed to work in groups by the instructor. Any suspected violations of these academic standards will be subject to the academic integrity policies. Typically, violations of academic honesty in most courses will result in a grade of "F" which will also result in expulsion from the program.

Disability Services: Responsibilities and Rights

Salem State University is committed to providing students with disabilities with an experience at the University which assures them equal access to all programs and facilities of the University. We make all reasonable accommodations for their disabilities and provides them with maximum independence and the full range of participation.

All students with disabilities should identify themselves and provide requested and appropriate written documentation to the Director, Office for Students with Disabilities [OSD], 978-542-6217, as soon as possible after acceptance to assure accommodation of their disability and smooth coordination of available services. No otherwise qualified person may be excluded or denied any program, course of study or any other offering of the University, solely on the basis of disability.

Office for Students with Disabilities, Meier Hall Room 102, North Campus
Email: osd@salemstate.edu; **Phone:** 978-542-6217; **TTY:** 978-542-7146; **Fax:** 978-542-2064.
Please note that it is imperative that if you have a disability of the sort identified above that you are responsible for making arrangements with OSD. Individual instructors cannot ethically provide accommodations for students with disabilities without documentation from the OSD. Their office is bound to keep your information confidential and will only contact the professors you ask them to contact.

Salem State University has established specific internal complaint procedures to help resolve claims and complaints of discrimination, discriminatory harassment, and retaliation in its programs and on its campus. These procedures will also specifically address claims and complaints of failure to accommodate or to provide appropriate auxiliary aids and academic adjustments for a person with disabilities as prescribed by the Americans with Disabilities Act (ADA), the Rehabilitation Act, and Massachusetts General Laws Chapters 151B and 151C. The Discrimination Complaint Procedures serve as a system of review and resolution for both informal claims and formal complaints of disability discrimination. Any applicant for employment or admission, or any member of the University Community who believes that he or she has been a victim of disability discrimination may initiate an informal claim or formal complaint as outlined in the Discrimination Complaint Procedures. Further advice or information may be obtained by contacting the Assistant Vice President of Human Resources & Equal Opportunity or the Associate Director of Human Resources & Equal Opportunity. (Found in [Policies for reasonable accommodations for persons with disabilities](#))

Diversity and Inclusion

We value, and emphasize, multicultural and intercultural competency. We believe that representation of different cultures and backgrounds is important for our program. We value students from diverse ethnic and socioeconomic backgrounds and try to create fewer systemic barriers to graduate school. We have several points of entry that are based on experience rather than on standardized test scores that are typically lower for students from diverse backgrounds.

The diverse nature of the program applicants, coupled with opportunities to explore research, practical experience, or special topics in the discipline will bring students into contact with new experience, contacts, and cultures. It is through this unique set of experiences that we anticipate students will be better prepared to live and work in a pluralistic society.

Program of Study

Plan of Study, Satisfactory Progress, and Course Layout Information

Plan of Study. Once matriculated you will develop your plan of study in consultation with the program coordinator in order to best suit your goals within the program. Your plan of study is intended to be a guide for completing program requirements during your time in the program up until graduation but can be revised in consultation with program coordinator. However, failure to complete a plan of study will result in being ineligible to graduate and to take any further classes in the program. Please contact the School of Graduate Studies to set up a meeting with the program coordinator regarding your plan of study.

Satisfactory Progress. The School of Graduate Studies requires that all students must earn a GPA of at least 3.0 in order to graduate. Further, the MS Behavior Analysis program requires that all students must earn a “B or better” in all courses in order to satisfactorily progress. Any student who earns less than a “B or B-“, will be able to petition to retake the course, with a clear explanation of what the factors were that led to them earning the failing grade of less than a B, and what they will do differently if the petition to retake the course is approved. Up to one course can be petitioned in this manner; earning a grade lower than a B in two or more courses will result in dismissal from the program.

Course Layout for the Verified Course Sequence. Salem State’s MS Behavior Analysis Program courses have been designed to include a subset of course (21 credits) that are designed to meet the educational content criteria needed to meet the requirements for the [BCBA 5th edition task lists](#) . The tables below provide the breakdown of hours required and how they are covered throughout the Verified Course Sequence (VCS) that corresponds to the BACB 5th Edition Task List. This VCS is a large component of the overall MS program.

Course Layout for the Verified Course Sequence

Content Areas and course	BACB compliance code and Disciplinary Systems; Professionalism	Philosophical Underpinnings	Concepts and principles	Measurements; Data Display and Interpretation; Experimental Design	Behavior assessment	Behavior-Change Procedures; Selecting and Implementing Interventions	Personnel Supervision and Management
BCBA Reference Credit Hours	45	45	45	45	45	60	30
PSY 715 Behavioral Principles of learning		45					
PSY 725 ABA I			45				
PSY 726 ABA II							
PSY 825 Behavioral Assessment					45	45	
PSY 830 Small N Research Design and Analysis				45			
PSY 840 Legal Ethical and Professional Issues in ABA	45						
PSY 845 Organizational Behavior and Supervision in Behavior Analysis						15	30

Major required (core) courses (total number of courses required = 12)

- [PSY 715 - Behavioral Principles of Learning *](#)
- [PSY 725 - Applied Behavior Analysis I *](#)
- [PSY 726 - Applied Behavior Analysis II *](#)
- [PSY 727 - Exam Preparation in Behavior Analysis](#)
- [PSY 817 - Experimental Analysis of Behavior](#)
- [PSY 825 - Behavioral Assessment *](#)
- [PSY 830 - Small N Research Design & Analysis *](#)
- [PSY 840 - Legal, Ethical, and Professional Issues in Applied Behavioral Analysis *](#)
- [PSY 842 - Conceptual Issues in Behavior Analysis](#)
- [PSY 845 - Organizational Behavior and Supervision in Behavior Analysis *](#)
- Elective and options for experience, project or thesis, remain the same.
 - PSY Elective Any graduate-level behavior analysis PSY or other approved graduate elective (9 credits)
Recommended: 6 credits in [PSY 997](#)

OR

- [PSY 910 - Practicum in Applied Behavior Analysis **](#)
- [PSY 911 - Internship in Applied Behavioral Analysis I **](#)
- [PSY 912 - Internship in Applied Behavioral Analysis II **](#)
- Students may also opt to combine electives and practicum/internship courses to fulfill electives.

*Indicates Verified Course Sequence

** Must be set up one semester prior to undertaking course

Total Credits: 37.5

(Note that students may also opt to complete a project or thesis with the approval of the program coordinator.)

(Add course offerings here and add plan of study)

Course Offerings*

Courses typically offered in the Fall:

PSY 715: Behavioral Principles of Learning

PSY 725: Applied Behavior Analysis I

PSY 817: Experimental Analysis of Behavior (odd numbered years)

PSY 842: Conceptual issues in Behavior Analysis (even numbered years)

Courses typically offered in winter intersession:

PSY 727: Exam Preparation in Behavior Analysis

Courses typically offered in the spring:

PSY 726: ABA II

PSY 830: Small N Research Design & Analysis

PSY 825: Behavior Assessment

PSY 845: Organizational Behavior and Supervision in Behavior Analysis

Courses typically offered in the summer:

PSY 997: Special Topics in Behavior Analysis

PSY 840: Legal, Ethical Professional Issues in Applied Behavior Analysis

***Note that these are tentative schedules of the course offerings, which are subject to change.**

Course Registration information

Registration is completed through the SSU online navigation portal, which can be found at www.navigator.salemstate.edu. Navigator is home to registration information, payment history and upcoming tuition payments, among many other information banks. With regard to Behavior Analysis registration information, it is important that students follow their plan of study and meet with the coordinator to discuss any changes to their individual plan.

Navigator accounts are issued by the University, upon your admittance as a student. All of these technicalities can be discussed and changed through the SSU information technology department. The Navigator Center is located at 71 Loring Avenue on Central Campus on the 2nd floor of the Classroom building. Their phone number is 978.542.8000 and their email address is navcenter@salemstate.edu

Financial Aid and Assistantship Information

To apply for federal student aid, complete the [Free Application for Federal Student Aid \(FAFSA\)](#) using Salem State's federal code 002188. The FAFSA is available on October 1 at no cost to students. You will be considered for all federal aid.

Graduate Assistantships provide students with professional development opportunities and work experience; supports university projects.

Research Assistantships link a graduate student with a faculty member on a meaningful research project, which may lead to a presentation at a conference, a joint publication or other significant professional activity.

Graduate and research assistants receive several benefits in return for their time and work. They include:

- Tuition remission for fall and spring semesters (free tuition; the student is responsible for all fees). Tuition remission is considered a financial resource in any financial aid award.
- 10 hours per week or 160 hours each semester (fall and spring) at \$14.50/hour during the fall and spring semesters (excluding summer and winter sessions). Schedules are subject to agreement between graduate/research assistant and their supervisor.
- This financial help allows the student to focus on their studies instead of a full-time job.
- Hands-on professional experience in projects and/or research applying theory to practice. This is a great opportunity to increase future employment options.

Thesis

For students on the thesis track, there is a requirement to first complete a directed study course (PSY 875). Plan to take this course in your first or second semester. (There is paperwork and faculty approval needed, so starting the semester before you plan to take the course is recommended.)

During your directed study course, you complete a literature review around a selected topic. You are also expected to meet individually with your faculty supervisor each week, and possibly attend larger lab meetings as part of the expectations. At the end of the directed study course (typically your second semester), you should have a good start to your thesis topic in consultation with your thesis supervisor and program coordinator. This is when you will identify a potential thesis committee consisting of 3-4 faculty members. You should finalize your committee members and discuss your ideas with your advisor and committee members prior to taking PSY 899.

In your final two semesters, you should plan to complete PSY 899 (Thesis I) and PSY 999 (Thesis II). During PSY 899, you will write a proposal for your thesis, and a draft IRB/IACUC proposal (if your project involves human or animal subjects). When your thesis proposal is approved by your thesis supervisor, you send it out to your committee for reading and feedback. When your committee members all agree that the draft is ready to move forward to the presentation, you set up a time at which to present the proposal. All members of the committee must agree that the proposal is passed before you can earn a grade in the course, which is pass fail. Once passed students may then sign up for PSY 999. When completing PSY 999, you actually carry out and write up the final thesis. The process is very similar to the proposal: You work on the draft with your main supervisor, and when your supervisor approved it to go to the committee, then you send it out to the committee for feedback. When the committee gives the “go ahead,” you can set up a date on which to present and defend your final thesis.

A thesis is a major undertaking, but also very rewarding. You should anticipate that faculty members may take up to 1-2 weeks to read drafts of your proposal and final thesis manuscripts. They may also require revision or edits prior to giving the “go ahead” to send to your committee or to presentation. Plan ahead in consultation with your thesis supervisor to set goals and deadlines.

All PSY 857, 899 and 999 forms can be found [here](#).

Comprehensive Exam

The passing of a comprehensive exam is required for the conferral of your degree. A course for preparation for the exam will be offered and should be taken the semester before you intend to graduate. The content of the course (PSY 727) will vary according to current BACB® examination tasks lists, and incoming pre-test performance of students enrolled in the course. Students are expected to become familiar with their strengths and weaknesses in the content areas and to develop plans for self-study. The comprehensive exam will be offered once every semester for a fee that is determined by the school of Graduate Studies. If you do not pass the first two times you sit for the exam the third time will be a combination of an oral and written exam to help faculty better understand if you grasp the concepts. However, any student who has not passed at this point will be dismissed from the program.

As of Fall 2020, due to the pandemic, our program will work in consultation with the School of Graduate Studies to determine the best mode by which to administer this exam. Details will be announced by September 21, 2020.

BDS Modules

The Behavior Development Solutions (BDS) includes material from the BCBA 5th Edition Task List and helps students build the necessary fluency in terms and concepts covered in several courses throughout the program. These modules can be used as a study tool for the BCBA certification exam as well as the program comprehensive exam. Typically, these modules will be assigned as a portion of your final grade for VCS courses as listed above. It is recommended to do all modules even if not assigned by your instructor. Salem State University has a discount through BDS to help with cost of the subscription. You can find more about the BDS modules [here](#).

VCS courses	BDS Modules
PSY 715	A
PSY 725	B
PSY 726	G, H
PSY 825	F
PSY 830	C, D
PSY 840	E
PSY 845	G, H, I

The BDS modules are purchased directly from Behavior Development Solutions. At time of writing, they have options for purchase periods of 6-month, 12-month, or 24-month subscriptions. This is an investment, just as any textbook would be, that covers content that is part of seven of the degree program courses. To purchase these modules, you will need to login to the [Behavior Development Solutions](#) with a login provided by the coordinator or your professor. There you will find “Learning Module Series TL5 (v9)” and add that to your cart to purchase.

A new resource for BDS is the [BDS Scholars Facebook](#) group. You may wish to join this group to find resources, ask questions, etc.

Combined Master of Science in Behavior Analysis 4 +1 program

Salem State University also offers opportunities to pursue combined graduate and undergraduate level coursework. Combined graduate and undergraduate programs are intended to provide an opportunity for well-qualified students to accelerate their transition from undergraduate to graduate level coursework, enabling students to reach their academic goals through innovative and challenging academic programs.

At a minimum, students are eligible to apply to a combined graduate/undergraduate program once they have reached second semester sophomore status (45 credits) and must apply before they reach senior status (90 credits). Exceptions may be made for transfer students or native students who have accumulated significant numbers of credits but still have significant remaining undergraduate degree requirements (30 or more credits to complete beyond the student's status at the point of application to the program). Students must have earned a minimum cumulative GPA of 3.25 and will be required to submit three letters of recommendation, a statement of interest and a resume or *curriculum vitae* (CV).

Our combined graduate/undergraduate program will include 24 credits of graduate coursework used towards the undergraduate degree program. Students wishing to pursue a combined program are encouraged to consult with the coordinator of the behavior analysis program. Students wishing to pursue a combined program must meet with program coordinator prior to picking classes. Students will also need approval from SGS, Coordinator and registrar

After you have finished undergrad credits you will switch into the Master of Science in Behavior Analysis program with SGS. It is at that time you will complete your new plan of study with the program coordinator.

To obtain an application for this program, please contact [Jeremy Bubier](#) in the School of Graduate Studies.

Dispositions (Rights and Responsibilities)

As a student at Salem State University and as a developing professional in the field of Behavior Analysis, you can and should be informed of your rights and responsibilities as a student in the program. To begin, your responsibilities as a student can and should be outlined and explained in detail at the beginning of each course you take at Salem State. Every professor is required to provide you with a written syllabus for any course you take. With respect to class-related responsibilities, questions and clarifications can and should be made at the beginning of the semester. Responsibilities may include, but are not limited to: attendance, participation, assignment criteria, ethical standards, and communication between peers and professors. Responsibilities in terms of your role as a student will vary depending on the course experience but attendance, communication, and ethical behavior is always expected and should be discussed on an ongoing basis with the faculty member or supervisor.

Ethical Behavior and Academic Integrity: Expectations and Guidelines

- A. The field of Behavior Analysis has specific requirements and expectations which are expected of all SSU Behavior Analysis students as well. The BACB guidelines and all information regarding current students and potential BACB candidates can be found on their website, www.bacb.com
- B. As a field housed in Psychology, we also follow the APA Ethical Principles and Code of Conduct: <https://www.apa.org/ethics/code>
- C. Further, the MS Behavior Analysis Program as housed in the Department of Psychology, expects that all APA guidelines are followed by all students. This includes proper citation and documentation by all students, as outlined on their website: www.apastyle.org.
- D. Unless otherwise specified in course syllabi plagiarism or cheating will result in a grade of F in the course and will be cause for expulsion from the program.

Expectations of Graduate Students

As a Graduate Student you are expected to attend and participate in all classes. Unless otherwise stated more than 2 absences from a face-to-face class or more than 1 absence from a hybrid class will typically result in a failure for the course.

Your rights as a student in a graduate program should be explained and understood as well. To begin, you have a right to be informed of any class-related changes prior to the changes occurring. For example, attendance policies or assignment-related changes should be communicated by the professor. Please be sure to clarify any questions you have at any time with your professor or the program coordinator. Students have the right to ask questions or concerns pertaining to their performance at any time while enrolled as a student in the program.

As professionals in the field of Behavior Analysis, you will be expected to uphold the professional, legal, and ethical behavior guidelines consistent with our field. The BACB ethical guidelines can be found at <http://bacb.com/ethics-code/>. Any behavior of concern should be addressed by the professor or coordinator, with an opportunity for the student to make changes.

In rare cases, when a student is not able to make required changes in their behavior that is deemed unprofessional or unethical, then the program coordinator, the Dean of SGS or other administrators may become involved.

Steps of clarification and remediation

Professors should meet with the student 1-2 times to discuss the issue and make changes/improvements to address and remedy the issue at hand. If that does not result in a desirable change in behavior within a reasonable time (usually a 1-3 week period, specific to the students' situation and issue at hand), then the plan of improvement will continue up to the program coordinator.

The professor will then meet with the Program Coordinator to discuss the issue and come up with any alternatives to present to the student to help fix the issue. At this point, it is likely that the professor, coordinator, and student will all meet to plan these behavioral issues. If the outcome of this meeting does not result in a remedy within the specified period, the plan will continue to move forward.

If a student wishes to appeal the decision of a professor, then they must first speak with that professor. If they cannot resolve it with the professor, then they should initiate a meeting with the Program Coordinator. If they cannot resolve it with the Program Coordinator, then they should initiate a meeting with the School of Graduate Studies. If they cannot resolve the issue with the SGS, then it is their right to appeal the decision through the Graduate Education Council. The Graduate Education Council can determine whether or not to hear such an appeal, based on the merits of the case.

Student Involvement in the program

Students are not only expected to enroll and participate, in all of the required courses but are also expected to contribute to the field. This is done through independent research, literature reviews and comparisons, and lab discussions and seminars. Students should have discussions about opportunities with faculty early on in their program and should continue these discussions on an ongoing basis. Discussing research and applied experience should be done on an ongoing basis as well and should be communicated thoroughly and appropriately as the situation requires.

Student involvement and opportunity in the community

Similar to student involvement in the program, our students are expected to be involved in the behavior analytic community as well. Whether it be working in applied settings, conducting basic experimental laboratory research, or doing research in the community to contribute to the field of behavior analysis, students are expected to be involved in the scientific or applied scientist-practitioner community whenever possible. It is important for students to play a role in the behavior analysis community and reach out and communicate with other behavior analysts as much as possible. This also includes attending and participating in regional and national conferences.

As a student in the Behavior Analysis program, you are encouraged and expected to be an active member of our community of scholars. Being an active member includes using our program's LinkedIn account. All members of the program are expected to link to this account to keep connected with our program. We also encourage you to make contributions to, and help edit, the program's newsletter.

Institutional Review Board Application Process

Once students have completed their plan of study with the program coordinator, it is important for thesis students to develop a research idea early in their time in the program. As a MS Behavior Analysis student, independent research in the Directed Study 1 semester will focus on researching a topic, writing up a research proposal, and developing an idea for how to conduct research. Once starting PSY899 (Thesis I), it is important that students submit an Institutional Review Board (IRB) or an International Animal Care Use Committee (IACUC) proposal on Canvas to the Salem State Institutional Review Board in order to complete the desired research. Prior to submitting a proposal students must complete any pre training required by the IRB or IACUC.

The IRB proposal for research with human participants should include a rationale for conducting the research, including references to previously published literature on the topic. An explanation of the ethical standards of which it is upholding is also necessary. An informed consent explanation is necessary as well. All recruitment materials, treatment materials, and experimental materials must be explained as well. It is important that students explain how they will keep their participants' information confidential. Sample IRB proposals can be found on Canvas.

With respect to animal research the proposal should be submitted to the IACUC and include a rationale for conducting the research, including references to previously published literature on the topic, an explanation of the ethical standards of which it is upholding is also necessary, as well as any certificates necessary for the handling of animals.

BACB and Licensure clarification and requirements for exam

Though Salem State offers guidance and assistance with understanding regarding qualifications and requirements for sitting for the BACB exam and/or state licensure, ***it is ultimately up to the student to find their own supervision mentors and follow through with meeting all of the requirements to be eligible to sit for the BCBA exam and/or qualify for state licensure.*** Salem State can offer assistance regarding how to acquire these hours but does not offer the ability to get supervision hours directly through our faculty. Practicum and internship courses are available but must be secured at least 2-3 months before the intended semester in which you apply to complete the course. Such experiences require a site visit on the part of the faculty member and completing contracts between an appropriate site supervisor and the student, and the student and the faculty member. These are then submitted for approval by the program coordinator, and then the School of Graduate Studies.

Students are strongly encouraged to work on their supervision hours while completing the program because the experience in the field will nicely compliment the coursework and the graduate experience. This can be done by securing a position in the related field, or volunteering to get these hours. The program is happy to put you in touch with these placements; however, it is the responsibility of the student to secure these positions. ***Students for whom becoming a BCBA is a goal must secure a position in which they can gain supervision hours by their second semester in the program.***

Whether students complete independent field work hours or practicum/internships, they will be expected to secure a suitable placement site and to provide the program with evidence that they have obtained their supervision hours prior to graduating.

Transfer of Credit

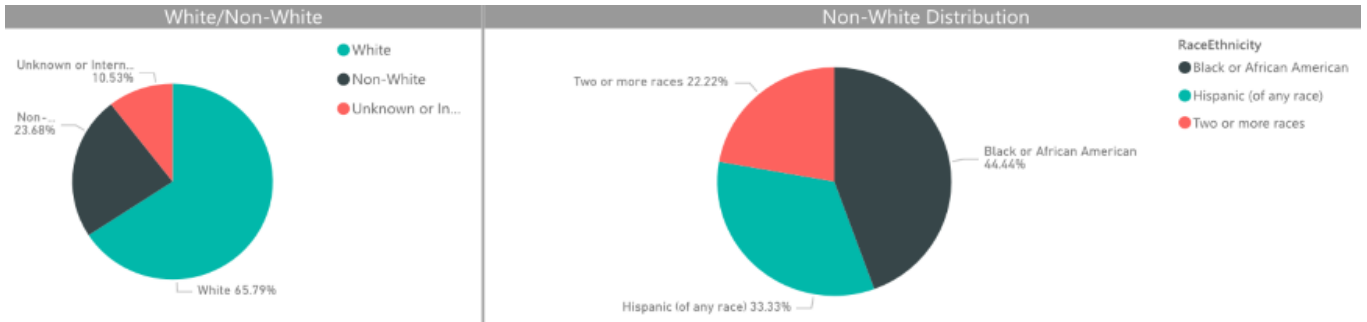
A maximum limit of up to nine graduate credits taken at Salem State University or through another graduate program, before admission into a Salem State University graduate program, may be counted towards a degree, except as noted.

1. The actual number of graduate transfer credits, up to the maximum of nine, is to be determined by the program coordinator. Please note that not all courses can count, and that the VCS courses across the 4th and 5th editions may not line up. It is important to meet with the program coordinator to discuss any consideration.
2. The nine graduate credits must be from accredited institutions and must have been taken within the past seven years.
3. A grade of B (3.0) or better must be earned in courses to be considered for transfer.
4. All courses submitted for transfer credit at the time of application must be completed prior to the student's acceptance into the program and decisions on acceptance of transfer credit must be made at the time the Plan of Study is approved.
5. All accepted courses must receive initial approval from the program coordinator and final approval from the Dean as pertinent to the appropriate degree being sought.
6. The applicant must provide course descriptions as well as official transcripts for all transfer requests and may additionally be asked to provide a syllabus and samples of the applicant's course work.

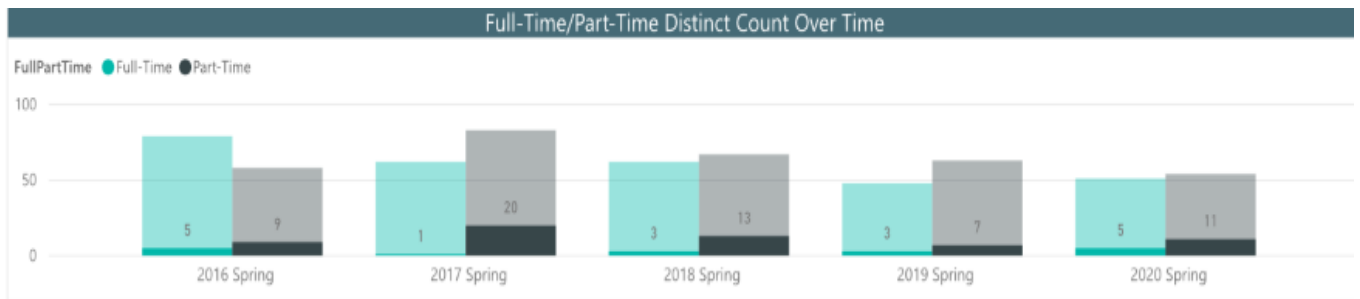
Program Demographics

The following data are reported as of September 2020 from the Power BI report based on students' self-report.

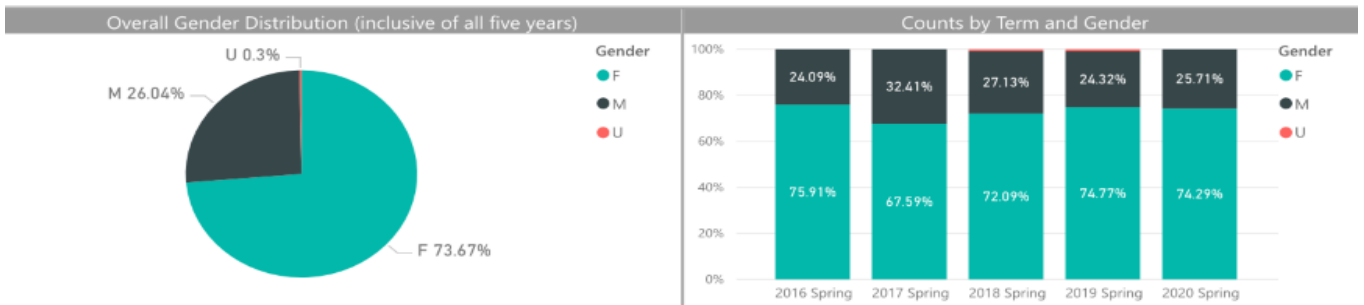
Race/Ethnicity



Part time/Full time



Gender



The following is a list of resources to help you succeed. Use them!

Bookstore – Textbooks, supplies, and more!

Location: Next to Admissions building (north campus)

Phone: 978.542.7436

Office Hours: Monday-Thursday 9 am to 6pm, Friday 9 am – 4 pm

Career Services – This office guides you from your first day on campus through your entire professional life, from career exploration to resume building, from finding a potential employer to sharpening your interviewing skills.

Location: Ellison Campus Center room 105 (north campus)

Phone: 978.542.6406

Office Hours: Monday thru Friday, 8:30 am to 5 pm

Center for Academic Excellence

Location: Berry Library and Learning Commons, first floor (north campus)

Phone: 978.542.6215

Counseling and Health Services – this office provides mental health counseling and makes referrals for off-campus providers. It also provides the following services:

- Routine health visits and lab testing
- Treats minor illnesses and injuries
- Gynecological exams
- Sexual health, birth control, emergency contraception, STD testing, PEP, and PREP
- Immunizations and vaccines (including flu shot)

Location: Ellison Campus Center room 107 (north campus)

Phone: 978.542.6413

Office Hours: Monday thru Friday, 8 am to 5 pm

Disability Services – This office coordinates services for students with disabilities, provides campus accessibility tools and support, and facilitates classroom and educational accommodations.

Location: Berry Library and Learning Commons room 20 (north campus)

Phone: 978.542.6217

Video Phone: 978.910.0167

TTY: 978.542.7146

Office Hours: Monday thru Friday, 8:30 am to 5 pm

Gassett Fitness and Recreation Center – This area oversees campus recreation and provides access to the fitness center, group exercise classes, personal training, swimming pool and lessons, intramural clubs and sports, special events, and equipment check out. You automatically receive a membership as a student.

Location: O’Keefe Sports Complex

Phone: 978.542.4442

Student Navigation Center – This office is the place to go for any business you might have with the University (i.e., registration, financial aid, billing, student accounts, Clipper Card, etc.).

Location: Classroom building, second floor (central campus, across from Starbucks)

Phone: 978.542.8000

University Police – This is a full police department within the Commonwealth of Massachusetts. Staffed 24/7, this department provides related police services, medical emergency response, crime prevention education, parking, parking passes, lost and found, traffic support, and a variety of other services to the SSU community.

Location: University Police (central campus)

Phone: 978.542.6111

Office Hours: 24 hours a days, 7 days a week

Veteran's Affairs – This office assists current and former service members of the armed forces as well as survivors and dependents with both state and federal educational benefit programs.

Location: Ellison Campus Center room 220 (north campus)

Writing Center - Use the Writing Center for assistance in topic development, brainstorming, paper organization, citations, oral and/or visual presentations, proposals, presentations, and professional documents (cover letters, resumes, personal statements). This is a great resource in the development of your project/thesis, or just for support with writing assignments in regular classes. It is FREE and you can meet with a representative in person or online for your convenience.

Location: Berry Library and Learning Commons, first floor (north campus)

Phone: 978.542.6215

Dining halls: A full list of dining options on campus can be found at this link

<https://vikingdining.campusdish.com/en>

Coffee: There is a Dunkin' Donuts in Meier Hall near the first-floor entrance. There is also a Starbucks on central campus.

Campus map: A campus map can be found at this link

<https://www.salemstate.edu/community/campus-map>

Parking locations and passes: Campus parking and parking pass information can be found through the campus police. To park in any of the commuter lots you will need a parking pass decal on your car, or you will get ticketed. Commuter lots are located on North campus in the parking garage, on Central Campus in the Canal Street lot, on South campus in the Harrington lots, and in the O'Keefe Complex Main lot. More information can be found at this link

<https://www.salemstate.edu/community/campus-map/parking-areas-and-locations>