



ENDICOTT  
COLLEGE

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Institute for Applied Behavioral Science

**ENDICOTT COLLEGE**

*Master of Science in*

*Applied Behavior Analysis*

**GRADUATE STUDENT HANDBOOK**

**2025-2026**


**Institute for Applied Behavioral Science**

<b>Mission</b>	2
<b>Program Objectives</b>	2
<b>Diversity, Equity, and Inclusion Statement</b>	2
<b>Introduction and Overview</b>	4
<b>Academic Calendar</b>	6
<b>Policies and Procedures</b>	7
<b>Academic and Professional Standards</b>	7
<b>Academic Requirements</b>	12
<b>Administrative Withdrawal</b>	12
<b>Grade Appeal Process</b>	12
<b>Satisfactory Academic Progress</b>	13
<b>Transfer Credits</b>	14
<b>Course Registration</b>	14
<b>Course Withdrawal</b>	14
<b>Leave of Absence</b>	15
<b>Electronic Environment Policy</b>	15
<b>Other Required Courses</b>	17
<b>Practical Application Activities</b>	18
<b>Comprehensive Review Course (ABA 699) Requirements</b>	19
<b>Intent to Graduate</b>	22
<b>Overview of Concentrations</b>	24
<b>Autism Spectrum Disorder</b>	25
<b>Childhood Clinical Disorders</b>	25
<b>Mental Health</b>	25
<b>Organizational Behavior Management</b>	25
<b>ABA in Public Schools</b>	25
<b>Sustainability</b>	25
<b>General</b>	26
<b>Helpful Websites</b>	26

## **Departmental Expectations of the Master's Degree Program**

### **Mission**

#### ***Department Mission***

The Endicott Institute for Applied Behavioral Science provides students with rigorous, science-based education in applied behavior analysis. We are committed to preparing our students to apply principles of behavior analysis to improve socially important behaviors in individuals, families, organizations, and global communities.

### **Program Objectives**

The objectives of the master's degree program include:

1. Develop practitioners dedicated to effective, science-based interventions
2. Expose students to a broad range of behavior analytic concepts and applications
3. Prepare practitioners by integrating training in specialized areas and ensuring competency
4. Build compassionate and humble scientist practitioners
5. Continuously conduct, evaluate, and disseminate research to better the lives of those we serve
6. Apply the science in respectful and collaborative ways and in interdisciplinary contexts

### **Diversity, Equity, and Inclusion Statement**

The Applied Behavior Analysis program at Endicott College seeks to support students from all backgrounds and perspectives, and demonstrate respect for cultures, identities, and diverse learning styles. Diversity in our student body is a strength. Resources utilized in our courses are selected to benefit all involved. It is our intent to present materials and activities that are respectful, inclusive, and embrace diversity within, but not limited to, gender identity, sexuality, disability, socioeconomic status, ethnicity, race, nationality, and religion. Our goal is to create a culture of acceptance and comfort in expressing oneself within and outside the classroom. Your suggestions regarding how we can improve the inclusivity of our program are encouraged and appreciated.

Please note it is the intention of our program to create an educational environment where teachers and students can freely discuss their thoughts and opinions about the material that is covered. Due to the nature of some of this material, it is likely that you will encounter others with differing views from your own. It is the expectation that all thoughts and opinions will be honored and respected, regardless of agreement or disagreement. If a situation ever arises that causes discomfort or offense, please do not hesitate to let your professor, advisor, and/or program director know. If you experience difficulty with your professor or a fellow student, you are encouraged to approach the professor directly. If you would like to raise the issue to

the class, your professor will support you in this endeavor. You can also do one or more of the following:

- Contact the Dean of the Institute for Applied Behavioral Science (Dean Mary Jane Weiss, [mweiss@endicott.edu](mailto:mweiss@endicott.edu).)
- Fill out an anonymous feedback form located on your course site in order to notify your professor of any concerns you may have. <https://forms.gle/pot6EMSGg39sPm329>
- Approach a trusted advisor, former professor, fellow student, or other individual you feel comfortable with, who can assist you in raising the issue with the professor or other members of the department.
- Approach the designated Title IX officer at Endicott College (Christy Galatis Email: [cgalatis@endicott.edu](mailto:cgalatis@endicott.edu)).

## Introduction and Overview

All lectures, student activities, assignments, discussions, and tests are presented through Canvas, a web-based learning management system, and Zoom in synchronous opportunities. Students are actively engaged with their fellow students and the faculty of the courses. Our online master program in Applied Behavior Analysis allows students the freedom and flexibility traditional instruction cannot provide, but still provides students with an individualized learning experience that is both satisfying and highly motivating. Our curriculum delivery is based on the most recent research, and we do make changes to the teaching protocols in order to reflect the most up-to-date research information.

This student handbook provides important information for students pursuing a Master of Science (M.S.) degree in Applied Behavior Analysis at Endicott College. It is recommended that you read this entire handbook upon admission to our program. In addition to the initial read, we recommend that you refer back to it as you complete the milestones towards earning your master's degree. Students are encouraged to speak to their advisor about any portion of this Handbook.

This Graduate Student Handbook is designed as a supplement to the Endicott Graduate Student Handbook. Only information specific to the Master of Science degree in Applied Behavior Analysis is contained within this document.

## Administrators and Faculty of the Institute for Applied Behavioral Science

### Administration

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## Academic Calendar

Important dates are found in the [Endicott Academic Calendar](#). Important dates such as semester start dates for The Institute for Applied Behavioral Science are found on the ABA Master Student Resource site. Please note, start and end date of courses are displayed in workday under current courses.

## Creative Possibilities for Course Completion

All courses are offered through web-based systems using Endicott's web-based course delivery systems (e.g., Canvas Learning Management System and Zoom). Courses are taught through multimedia learning utilizing video lectures, downloadable assignments, podcasts, webinars, discussion boards, and real-time synchronous meetings.

Courses are based on 12 week modules, with semester-long offerings across three course enrollment periods: fall, spring, and summer. There are eight core behavior analytic courses required. The remaining required courses and electives are offered across each of the three semesters. Elective courses are also offered across two accelerated 6-week course enrollment periods: Fall Accelerated Session and a Spring Accelerated Session. Each session offers a select number of elective courses; however not all electives are offered every session. The elective courses offered in any accelerated session are the full course, but at an accelerated

pace. These opportunities allow working students' options for coursework across the calendar year.

Courses are offered in two models of learning to accommodate working professionals: distance-learning asynchronous, and distance-learning synchronous with embedded live face-to-face classes on a web-conferencing platform (Zoom).

Our *Ethics (ABA519)* course and the *Collaboration* courses use a distance-learning model with live synchronous classes via Zoom. This requirement is to ensure our graduate students acquire skills sets, which are best learned through live interactions with faculty and peers. Our Ethics and Collaboration courses use a variety of learning activities which allow student contact and practice of ethical and collaborative scenarios. Alternatively, the synchronous portion of our *Ethics and Professional Issues in Behavior Analysis course (ABA 519)* is offered in a 1-week, in-person intensive learning model on the Endicott campus each summer. Students complete online assignments across the semester. Endicott College housing is available as a low-cost on-campus housing to support students interested in an in-person class experience.

Our program also offers graduate students the opportunity to participate in distance-learning live synchronous courses through Zoom. There are distance-learning synchronous course sections offered for many of our courses. Students have the opportunity to be actively engaged with faculty and their fellow students. We are delighted to offer our program in a way that provides students with an individualized learning experience that is both satisfying and highly motivating. Our program allows students the freedom and flexibility that traditional instruction may not provide.

## **Policies and Procedures**

### **Academic and Professional Standards**

The faculty of Endicott College provides graduate students with a high-quality educational experience designed to meet students' academic, personal and professional goals. In turn, the College expects students to maintain the academic and professional standards established for its programs of study. These standards apply to all aspects of graduate programs of study, whether on-campus, off-campus or on-line, and including courses, apprenticeships, and research-related activities. The College reserves the right to suspend or dismiss at any time any student who does not achieve and maintain required academic or professional standards. In case of dismissal, students remain responsible for any outstanding financial obligation to the college for tuition or other indebtedness.

For additional information on policies, please see the [Academic Catalog](#) and [Student Code of Conduct](#)

### **Academic Integrity**

## *Endicott College Academic Integrity Statement*

Endicott College is committed to nurturing the development and growth of intellectual reasoning, academic and professional values, individual ethics, and social responsibility amongst all students, both graduate and undergraduate. The College provides academically rigorous programs founded upon two underlying principles: honesty and academic integrity. These principles are essential for ensuring the quality of the College's academic programs, and the intellectual development and curiosity of students. Therefore, academic dishonesty (in any form) seriously compromises the College's mission to provide quality programs for all students, as well as undermines individual student credibility.

At Endicott College the demonstration of academic integrity falls into the following categories:

**Mastery of material** - Students (undergraduate and graduate) are responsible for the truthful representation of content mastery in all academic work, including (but not limited to) quizzes, exams, in and out-of-class assignments, collaborative work, essays, research projects, creative works, media or web-based projects, or any other academic or professional work assigned by the instructor.

**Representation of sources** - Students (undergraduate and graduate) are responsible for the complete, accurate, and truthful acknowledgment of the intellectual, creative, or professional property of others, including (but not limited to) word choice, sentence structure, phrases, ideas, recordings, images, media, data, or any other (re)sources deemed appropriate by the instructor.

**Truthful submission of work** - Students (undergraduate and graduate) are responsible for the truthful representation of any work submitted as their own scholarly, creative, and other professional work, including (but not limited to) research data and findings, essays, scholarly or creative works, media or web-based projects, internship or clinical timesheets, or any other academic or professional work assigned by the instructor.

### **Categories of Academic Integrity Violations**

Violations of the Academic Integrity Policy generally fall into three categories: *Cheating, Plagiarism, and Falsification*. In order to assist students, faculty, and staff to understand what may constitute a violation of academic integrity, the following definitions and relevant examples have been provided below:

**Cheating:** an intentional act of deception by which a person misrepresents their mastery of the subject matter or course material. Some examples of cheating include:

- Possessing, copying, and/or sharing questions or answers to any graded assignment.
- Presenting work done by others as one's own (e.g. another person taking an exam for a student; submitting assignments, essays, and/or other coursework completed by another person).
- Using notes, books, and/or other unauthorized materials in closed-book examination situations.
- Fabricating sources or citations (e.g. a student "made up" sources for an essay assignment; see also "Falsification").
- Signing another person's name as proof of attendance at an event, lecture, or other college-sanctioned activity that is required by an instructor outside of normally scheduled class time.
- Collaborating on any assignments such as homework, take-home exams, or projects in which the instructor does not allow collaboration.

*Plagiarism:* an intentional or unintentional act of deception by which a person represents someone else's words, ideas, phrases, sentence structure, data, or other intellectual property as one's own work. Some examples of plagiarism include:

- Using direct quotations without quotation marks or proper citation(s).
- Paraphrasing without proper acknowledgment of the original author and/or a lack of appropriate citations according to disciplinary conventions (e.g. MLA, APA, Chicago, ASA, AMA, etc.).
- Paraphrasing too closely to the original source (e.g. making only minor changes to an author's words, phrases, or sentence structure; using the pattern, structure, or organization of an author's argument or idea without proper citations).
- Failing to cite sources for uncommon facts or knowledge.

*Falsification:* an intentional act of deception by which a person uses invented information, fabricated evidence, and/or altered research findings or results as valid knowledge. Some examples of falsification include:

- Inventing, altering, or presenting misleading information about the substance of an internship, fieldwork, practicum, or clinical experience (e.g. doctoring internship timesheets).
- Submitting work previously completed for another course.
- Falsifying, altering, or presenting misleading information about the level of effort and/or participation on a group or solo assignment.
- Falsifying, using, and/or submitting invented data, data collection, results, etc.

In addition to the categories described above, academic integrity violations may also occur in other academic contexts.

### ***Institute for Applied Behavioral Science: Guidelines on Academic Dishonesty***

The IABS understands that there are multiple websites (e.g. Course SideKick, Course Hero, StudyPool, StuDocu, Schmoop, etc.) that students can access for free, for a fee, or if you upload your own assignment to that website in exchange for accessing other students' assignments. Please be aware that both the College and the Institute regularly check these websites and if a student is found to have accessed or uploaded assignments, they will be reported to the college and action will be taken. If you are having difficulty completing course assignments on your own, please contact your instructor, your advisor, and the tutoring center- which is free for students.

Please be aware that uploading assignments and/or accessing other people's uploaded assignments is cheating and is in direct violation of Endicott's Academic Integrity Policy.

### ***Use of Artificial Intelligence (AI) in Academic Work (Updated Spring 2025)***

1. It is the expectation that all students submit their own unique work. However, AI resources can be useful tools. Generative AI resources, such as ChatGPT, can sometimes be supportive in brainstorming, revising, and supplementing academic work. However, because these tools can also be misused, it is important that students understand how to use AI responsibly and ethically. The goal of this policy is to provide a framework and considerations for the use of AI in your coursework, with an emphasis on maintaining academic integrity. Integrity is of critical

importance at Endicott College and is a core principle of the Behavior Analyst Certification Board and other prominent behavior analytic certification boards. It is essential that all students behave with integrity, whether using AI-based tools or otherwise.

## 2. Acknowledging AI Use

- **AI-Generated content and attribution:** If your instructor permits it, and you use AI tools to assist with any part of your work, you must clearly acknowledge and disclose this use. Any text directly copied from AI sources must be treated as a direct quote and cited appropriately, following standard citation practices.
- **In addition to citations,** you must provide a screenshot at the end of your assignment. This screenshot should display the prompt you entered the AI tool and the output it generated. This ensures transparency and helps clarify how you integrate AI into your work.
- **Use of editing software:** Editing software such as Grammarly and Academic Writer are permissible, but use of these tools should be disclosed to the instructor.

## 3. Maintaining Academic Integrity

- **Standards of academic rigor:** Be aware that AI-generated content may not meet the standards required for your coursework. Even if you modify or paraphrase AI-generated content, it may still not meet the expectations for citation, accuracy, or scholarly rigor. Most assignments in this program require the use of peer-reviewed scholarly sources, which AI tools may not be able to reliably provide.
- **Ensuring accuracy:** AI tools may provide responses that are inaccurate or fabricated (often called hallucinations). Since AI models generate content based on patterns in data, they can sometimes include false information or citations. It is your responsibility to verify anything generated by AI to ensure its accuracy and relevance to your assignment.
- **Avoiding plagiarism:** Using AI to generate or modify content in an attempt to evade plagiarism detection is unethical and violates academic integrity.
- **Honesty in authorship:** It is the expectation that all students submit their own unique work. Submitting AI-generated content as your own work is considered academic dishonesty. Please note that it is not permissible to submit *any work generated by AI tools like ChatGPT as your own*. You must not use any tools (AI-based or otherwise) to cheat on assessments. It is expected that your responses on assessments (quizzes, exams) are your own.
- **Intellectual property/copyright laws:** Students must ensure that any use of AI-based tools does not violate any copyright or intellectual property laws. It is your responsibility to understand and abide by these laws.

## 4. Instructor Discretion

- **Instructor guidelines:** At the **discretion of your instructor**, you may be allowed to use AI tools to help brainstorm or revise existing work. However, even if allowed, you

must clearly disclose and identify AI-generated content and ensure that its use aligns with these guidelines. If your instructor prohibits the use of AI tools, you may not use them within your work.

- **Permissible use:** Your instructor may specify the allowed extent of AI-generated content in your assignments. Ensure that any use of AI aligns with these guidelines. Please review the course syllabus and contact your instructor if you have questions.

## 5. Plagiarism and AI Detection

- **AI detection tools:** Just as instructors check for traditional plagiarism, they reserve the right to use tools that detect AI-generated content.
- **Process for addressing AI-generated content:** If AI-generated content or misuse is suspected in your assignment, the following steps will be taken:
  1. Your instructor will not grade the assignment and will request a meeting to discuss the matter.
  2. You will have the opportunity to explain how you used AI in your work.
  3. If necessary, you may be asked to redo the assignment with appropriate attribution and in compliance with the guidelines.
  4. In cases of repeated misuse of AI tools across assignments or courses, the instructor will report the issue to the administration. This may lead to a formal review and further academic consequences.

## 6. Responsibility for Ethical AI Use

- **Use AI tools as supplements, not substitutes:** Rely on your understanding to complete assignments, using AI only as permitted by your instructor (e.g., for brainstorming, revising, or clarifying concepts). AI can assist but should never replace your work or mastery of the material. Engage with the content to demonstrate your understanding and academic progress. AI tools, if used at all, should be viewed as supplements to, not substitutes for, your independent learning.
- **Compliance with FERPA and HIPAA:** It is your responsibility to ensure that any use of AI tools does not violate the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA). Do not input personal information (client data, information or any protected content) into large language models (e.g., ChatGPT).
- **Bias within AI:** Generative AI tools, such as ChatGPT and other large language models, have been demonstrated to exhibit biases that reflect the data on which they are trained. These biases often stem from the vast and varied datasets used to develop these models, which can include historical inequities, stereotypes, and unbalanced representations of different groups. As a result, AI-generated content may inadvertently perpetuate or amplify these biases.

- **Student responsibility:** Students are responsible for ensuring that all work they submit adheres to academic integrity standards. If you are unsure about whether the use of a specific AI tool is acceptable for a particular assignment, it is your responsibility to reach out to the instructor for clarification. Additionally, you may consult with the Director of Quality Assurance (Dr. Jessica Rohrer at [jrohrer@endicott.edu](mailto:jrohrer@endicott.edu)) for further guidance.

By following these guidelines, you will help ensure that AI tools are used responsibly, enhancing your learning while maintaining the integrity of your academic work. Should you have any questions or uncertainties about the appropriate use of AI, please do not hesitate to seek clarification from your instructor.

## **Academic Requirements**

A minimum Grade Point Average (GPA) of 3.0 must be maintained at all times. Students who have a GPA that falls below 3.0 are evaluated by the Endicott College Graduate Academic Review committee. All graduate students **must** have a GPA of 3.0 or above to graduate from Endicott College.

## **Administrative Withdrawal**

Administrative withdrawal from the College may result for the following reasons:

1. Failure to pay required fees.
2. If a student fails to return for a subsequent semester without appropriate notifications.
3. If the student demonstrates that they are unable to adequately participate in the academic environment, or if they are absent from all of their registered classes for more than 3 weeks.
4. If a student presents a threat to others or interferes with the responsibility of the College to provide a safe environment for the community.

An administrative withdrawal constitutes a complete withdrawal from all courses, and a grade of "W" is recorded on the academic transcript. Students who officially withdraw may be granted a refund of tuition, room, and board according to the published policies of the College. Students who are dismissed due to disciplinary action will not be entitled to any refund. A formal request for readmission must be submitted to the Provost Office.

## **Grade Appeal Process**

It is the purview and responsibility of the faculty to assess student progress. Grade appeals can only be initiated due to a calculation error or documented extenuating circumstances. Appeals cannot request reassessment or resubmission of previously graded work or work that has been adjudicated through the Academic Integrity process; or the submission of missing or new

additional work for assessment. Students who wish to appeal a final course grade must do so within four weeks of the grade being submitted.

Students appealing their grade must do the following:

1. Make an appointment with the instructor to discuss the grade; the faculty has two weeks to respond to the student
2. If not resolved after meeting with the instructor, the student has two weeks to write an appeal to the school dean\* (who should notify the instructor's supervisor). The appeal must clearly outline the specific points of dispute. The dean will then determine if further action is necessary, such as forming an ad-hoc committee to discuss the specific points of the appeal.

\*The dean of the school that offers the course in question; students who are unsure who the school dean is should ask their advisor or another faculty or staff member to help them identify the dean.

3. If not resolved by steps one and two, the student has two weeks from the time of the second meeting to make an appeal in writing to the Provost of the college. The Provost's decision is final.

### **Satisfactory Academic Progress** ***Qualitative Standards***

Graduate students must maintain a GPA (grade point average) of 3.0. Students who do not maintain satisfactory grade point averages will be placed on Academic Probation. The student's academic record will be reviewed by an Academic Review Committee, which may make recommendations that would allow the student to improve the student's academic status within a specified time period.

For graduate students, in addition to the minimum GPA of 3.0 that is required, students who receive grades lower than B- for six graduate credits will be placed on academic probation. Continued unsatisfactory academic progress may lead to dismissal from the program or loss of financial aid.

### ***Quantitative Standards***

Graduate students are expected to complete their programs within 150% of their total program credits. The College will evaluate student progress based on the successful completion of a minimum of 50% of credits attempted each year.

### **Appeals**

Students appealing the academic status; the Academic Review Committee will consider the appeal and will make a final decision.

### **Financial Aid and Satisfactory Academic Progress**

Students receiving Federal Student Aid are required to maintain Satisfactory Academic Progress to continue to receive Federal Student Aid funding. Students should refer to the

Endicott.edu/financial aid for the financial aid Satisfactory Academic Policy for information about how Satisfactory Progress is reviewed for financial aid and the financial aid appeal process.

### **Transfer Credits**

A maximum of six credits obtained at another institution may be accepted toward elective requirements from a graduate degree program. The transfer courses that may be considered must carry graduate credit earned from a regionally accredited institution, carry grades of B or better in relevant coursework, and not have been used to fulfill degree requirements at other institutions.

Students are encouraged to speak to their advisor regarding any questions related to transfer credit.

### **Course Registration**

Students can add or drop courses up to 7 days after the first day of the semester. We recommend registering prior to the start of classes. Please speak to your advisor about registration procedures. Contact the Bursar for any payment or tuition questions.

### **Course Withdrawal**

Formal withdrawal from any graduate-level course must be completed through Workday. Students are strongly recommended to consult with their advisor prior to withdrawal. Advisors will provide instructions for withdrawal to the student. Correspondence with the professor or advisor or personnel in the Office of Admission for Graduate and Professional Studies does not constitute a request for withdrawal.

Students in a semester-long graduate course may withdraw from a course within the first seven (7) days of the start of the course, after which a fee penalty does apply. Refunds are permitted according to the following Endicott College withdrawal schedule:

- 100% refund ~ Request withdrawal 1st to 7<sup>th</sup> day of class
- 50% refund ~ Request withdrawal within the second week (8th to the 14<sup>th</sup> day of the course)
- No refund ~ Day 15 and after
- Application and registration fees are NOT refundable

Endicott complies with the refund policies as outlined in the Higher Education Amendments of 1998. First-time students who receive Title IV assistance should contact the Graduate & Professional Studies Office of Financial Aid to obtain the Title IV refund policy or review in the College catalog.

Failure to officially withdraw from a course once it has begun can result in a grade of “F” on the College transcript. Students who withdraw from a course during the LAST seven (7) days of a course receive a “WX” on their graduate school transcript. An “XW” is equivalent to an F and negatively impacts the GPA. [Endicott Catalog link which describes these policies.](#)

### **Leave of Absence**

Students enrolled in the master program may, with the support of their advisor, request a leave of absence due to extenuating circumstances that prohibit the student from active participation in their degree program. Students who decide to take a leave of absence from the College are required to email the Division of Academic Success ([success@endicott.edu](mailto:success@endicott.edu) or 978-232-2290) to begin the leave process.

### **Electronic Environment Policy**

[The Endicott College electronic environment](#) encompasses all use of computers and computer networks accessed through Endicott College and all forms of access to the college electronic environment which involves computers, computer hardware, software, and the campus-wide computer network, communication devices and lines, the college voice-mail system, and/or fax machines. "Uses" include all forms of communication, computation, storage and retrieval of information, printing, etc., with college equipment. The electronic environment extends to all materials and uses, whether accessed on- or off-campus.

Users are responsible for their use of the electronic environment, including computer hardware, accounts, and user IDs. [Users must take all reasonable precautions](#), including password maintenance and file protection measures, to prevent use of accounts by unauthorized persons or use of accounts in an unauthorized manner.

The primary purpose of the Endicott College electronic environment is to provide authorized users with resources that facilitate the user's academic, instructional, research, and administrative roles at the College. Personal use of the Endicott electronic environment is permissible, provided such use is limited to incidental use which does not interfere with the reasonable and legitimate use of the electronic environment by other members of the Endicott community. The electronic environment may not be used for private monetary gain unless the user has been specifically authorized to perform such use.

Users should be aware that Endicott College prohibits the use of college facilities to commit criminal activities. Endicott College will cooperate with appropriate authorities to enforce this rule. Moreover, although an activity may arguably be legal, Endicott's Electronic Environment Policy may be more rigorous than the legal standard.

### **Student Emails**

Students are expected to check their Endicott email address regularly (every 48 hours recommended). Important information from the program directors and communication with professors will be exchanged via email. Students should use their Endicott email or the Canvas

Email function for all correspondence with faculty and their advisor. All students are expected to address each other and Endicott faculty professionally and respectfully in email correspondence.

## Coursework and Other Requirements

The Master of Science in the applied behavior analysis degree program is based primarily on an online, asynchronous delivery model, utilizing a combination of assignments, video lectures, and online discussion forums. Courses will be offered in an asynchronous online format or synchronous online face-to-face courses offered each semester. All students are expected to actively participate in all courses. Additionally, all course materials, student forums, course projects, quizzes, and other assignments are managed online via Canvas for all courses. Zoom is the college platform for synchronous course delivery. The curriculum may be completed on Personal Computer (PC) and Mac computers. Portions of the curriculum cannot be accessed through Chromebook.

A master's degree student is required to take 24 credits (8 courses) of core behavior analytic coursework. Embedded within all core behavior analytic coursework are a series of assignments provided through vendor agencies, *Behavior Development Solutions (BDS)*, *The Cambridge Center*, *Academic Writer* and *CyberRat*. Students complete the remaining 16 credits of courses, which include a combination of thesis, elective, and comprehensive review courses. Master students choose from one of seven (7) concentrations: Autism, Childhood Clinical Disorders, Mental Health, Organizational Behavior Management, Public Schools, Sustainability, or General Applied Behavior Analysis. Curriculum overviews are provided in Endicott College catalog by using the link at the end of this document. \*Note: Students are expected to spend a minimum of 12 to 15 hours per week per course on material and assignments.

A grade of C- or lower is not applicable to any graduate degrees. Students receiving a grade of C- or lower may repeat the course. **In order to graduate from Endicott College, a 3.0 overall grade point average is required.**

### Core Behavior Analytic Coursework

All students are required to complete the eight (8) core courses. All core courses are offered every semester. \*Note: The *Ethics and Professional Issues in Behavior Analysis course (ABA 519)* requires students to participate in live instruction through either a synchronously online (through Zoom) format or a live face-to-face format held on campus in Beverly, MA. Students can take the course online in the fall, spring, and summer semesters. If students elect to take the live face-to-face version, this option is offered only in the summer semester.

Master-level course names and the numbers reflect the eight Core Behavior Analytic courses and are set to align with the BACB Test Content Outline (TCO) 6<sup>th</sup> Edition. The chart below shows the names and numbers of the courses. Students are encouraged to speak to their advisor with any questions about the list.

Core Behavior Analytic Coursework	
<b>ABA 511</b>	Behaviorism and Philosophical Foundations
<b>ABA 513</b>	Concepts and Principles
<b>ABA 515</b>	Experimental Design, Measurement, and Interpretation
<b>ABA 517</b>	Behavioral Assessment
<b>ABA 518</b>	Behavioral Change Procedures
<b>ABA 519</b>	Ethics and Professional Issues in Behavior Analysis
<b>ABA 532</b>	Motivation and Reinforcement
<b>ABA 538</b>	Personnel Supervision and Management

### Other Required Courses

In addition to the core courses, there are also four (4) courses that are required of all students: Thesis I: Thesis Proposal & Development, Thesis II: Investigation & Report Writing, Thesis III: Presentation & Defense, and the Comprehensive Review course.

Required Courses (All Concentrations and ABA Certification)	
<b>ABA 585</b>	Thesis I: Thesis Proposal & Development
<b>ABA 572</b>	Thesis II: Investigation & Report Writing (mandatory, no fee, no credit, pass/fail)
<b>ABA 698</b>	Thesis III: Presentation & Defense (1 credit course)
<b>ABA 699</b>	Comprehensive Review (mandatory course with no fee, no credit, and pass/fail)

### Other Requirements

**Behavior Development Solution (BDS) Learning Modules Policy.** Students are required to complete the BDS module assignment in most of the eight core courses as part of their program. Please see the following information about the BDS modules, which applies to ALL courses that incorporate the BDS modules:

- The BDS modules will be purchased on behalf of the student using the ‘Tools Fee’ collected in the student’s first semester. Students are provided with login information within the first two weeks of their first core behavior analytic course. Students have access to BDS modules for 36 months (3 years). If students require additional time past the 36 months afforded by the tools fee purchase, then students may contact BDS and make their own purchase for additional time.
- The BDS acquisition modules assigned to each course must be completed to 100% criterion. The pre-and posttests are completed by students, but do not have a specified criterion. The BDS fluency modules are only required during the ABA 699 Comprehensive Review course.
- Students are required to complete the BDS modules to receive a passing grade in the course.

**Terminology Fluency Assignments using SAFMEDS (Say All Fast Minute Everyday Shuffle).** Students are required to complete fluency assignments within each of the eight-core behavior analytic courses as part of their program. SAFMEDS is an instructional strategy based on the concept of Precision Teaching. Engagement in the SAFMEDS methodology helps students learn key terms, definitions and theories to fluency. Fluency assignments, including instructions and the specifics on successfully completing the assignments, are delineated within each course.

### **Practical Application Activities**

An essential component of the M.S. in ABA program is training individuals in real-life skills that translate into their future practice. To accomplish and target this key requirement, practical application activities are embedded within some courses. These assignments and activities are designed to simulate skills and activities that practitioners of behavior analysis are likely to engage in. The goal for these assignments is as follows:

1. The student will demonstrate an understanding of key concepts acquired in the course.
2. The student will demonstrate the application of learning into “practical” scenarios.
3. The student will demonstrate generalization of knowledge into novel scenarios.

In cases where a course includes practical application activities, it is mandatory for the students to complete them and demonstrate competence in the skill assessed through the assignment.

### **Thesis Requirement for the M.S. in ABA**

The completion of a quantitative (experimental) research thesis OR a systematic literature review in the field of behavior analysis is a formal requirement of graduation from the M.S. program in applied behavior analysis. The thesis is recognized as the first major and independent academic achievement of a graduate student’s career and represents a systematic investigation that should advance the student’s knowledge, skill, and understanding. While the thesis experience is intended to produce a contribution to the professional literature, its primary

purpose is to provide an opportunity for the student to develop initial competency in research methodology and to begin the establishment of an area of expertise within the discipline.

**Students conducting an experimental study are responsible for the following:**

1. Writing up a thesis proposal to be approved by the Thesis Committee (completed in Thesis I)
2. Writing up an IRB proposal and submitting the IRB proposal for institutional review approval (completed in Thesis I & II)
3. Conducting the research project in accordance with agreed upon protocols, federal regulations, and institutional and program policies (completed in Thesis II)
4. Creating a formal written report of the thesis project with clear readability, organization, and format (completed in Thesis II)
5. Creating and presenting thesis to a Thesis Committee. Defense of the thesis project (completed in Thesis III)

**Students completing a comprehensive literature review are responsible for the following:**

1. Writing up a thesis proposal to be approved by a Thesis Committee (completed in Thesis I)
2. Designing and conducting the systematic search using PRISMA guidelines (completed in Thesis I)
3. Assessing and analyzing the included articles for selected measures (completed in Thesis II)
4. Creating a formal written report of the thesis project with clear readability, organization, and format (completed in Thesis II)
5. Creating and presenting thesis to a Thesis Committee. Defense of the thesis project (completed in Thesis III)

**Comprehensive Review Course (ABA 699) Requirements**

All students must take the no fee, zero credit comprehensive review course as a requirement for graduation. Students will be evaluated in four (4) areas during the comprehensive review course:

*1. Behavior Development Solutions' Learning Modules*

Students are required to successfully complete all units of the Behavior Development Solutions, Learning Module Series. Completion is defined as achieving 100% accuracy on all acquisition (usually about 1 hour for each module) and fluency (usually 5 minutes) modules. The following applies to the completion of the BDS modules within the Comprehensive Review (ABA 699):

- At the beginning of ABA 699, students request BDS to reset their modules to 0% and provide proof of this to the professor. Students request a new account

from BDS for the remainder of the license duration.

- Students contact BDS at [support@bds.com](mailto:support@bds.com). BDS does not charge for this service. The new account enables students to easily track module completion during the ABA 699 course.
- Students then complete ALL BDS modules. Students are required to complete all modules to 100% (both acquisition modules and fluency modules) during the ABA 699 course.

2. *SAFMEDS (Say All Fast Minute Everyday Shuffle) fluency assignments*  
Students are required to engage in a cumulative review of key terms, definitions, and theories. Successful completion of this assignment is to cover a select number of terms as per course instruction.
3. *Content Area Quizzes*  
Students are required to complete a series of quizzes covering key content material.
4. *Mock Exam*  
Students are required to complete a mock exam. The exam is presented as a Mock pretest exam and a Mock post-test exam. After the pre-test, students are provided access to their scores for review of questions. Students are required to pass the Mock post-test exam. Expectations in terms of an expected passing score is provided at the time of the course.

## **BCBA Fieldwork and Supervision**

While fieldwork is not required by the program, graduate students who are pursuing certification are required by the Behavior Analyst Certification Board (BACB) to have a master's degree and to complete BACB field work hours with appropriate supervision prior to submitting the request to take the examination. There are no required paperwork and no formal connection between a graduate students' BACB supervisor and Endicott College. The Onboard and Academic Advisors are available to review and support student understanding of the BACB fieldwork and supervision requirements.

## **Late Assignments**

Late assignments are defined as coursework extensions or incomplete grades (see below for information on the Incomplete Grade Policy).

Communication from students is essential when students are having difficulty completing work due to extenuating circumstances. Faculty understand that life events occur which may require adjustment and flexibility. Students are encouraged to contact their faculty, or a formerly

known faculty, or any administrator listed on the previous page if life events impact studies and completion of assignments. Confidentiality is important to faculty and is honored.

Your instructors may have different approaches to late assignments. It is the student's responsibility to understand the late assignment policies across each and every course. Students with a late assignment request are encouraged to follow this recommended approach:

- Students contact (through Endicott email) the instructor once it is determined the assignment deadline will not be met.
- The email should include a request for an extension along with a legitimate reason for the late assignment request. The email should not include any private, personal, or medical information. The emails should be addressed to the instructor with the student's advisor copied.
- The instructor or an administrator may need to reach out to the student's advisor to attain additional information regarding student work.
- The instructor responds to the student request within 48 hours, except on weekends and holidays.

Instructors will use the student's Endicott email address. After continued communication by the instructor with no response from the student, the instructor and /or IABS administration make a decision regarding the completion of assignments. This may entail a failing grade, or an incomplete for the course with or without an extension.

### **Incomplete Grade**

On rare occasions, an incomplete grade may be given to a student who has not completed some part of the course by the end of the semester. An incomplete grade is granted as an exception only, such as a medical emergency or bereavement of times. An incomplete grade should not be given to a student with the sole objective of the student having more time to complete assignments and receive a grade. An incomplete grade is not granted when a student is failing a course or may need to repeat a course. At the discretion of faculty and the IABS administration, a student may be granted an incomplete grade on a course.

Students must have a passing score and a majority of the coursework completed at the time of the incomplete request.

Arrangements for an incomplete request are the student's responsibility. A written request outlining the circumstances that warrant the request must be submitted to the course instructor and the student's advisor through Endicott email. This is done toward the end of the semester.

### **Incomplete Grade and Extension to Complete Assignments**

Once the incomplete grade form is submitted and approved by the faculty. The student and the instructor develop a *plan of action* for when and how work is completed. The following describes the general procedures for an extension to complete assignments:

- A *plan of action* is developed
- Course instructor oversees the completion of the *plan of action*
- Students will receive up to seven weeks following the last day of a course to complete all assignments.
- All outstanding work must be completed by the agreed date, and no further extensions will be granted.
- If students do not complete all remaining work prior to the completion of the agreed upon date, they will receive a grade based on work submitted to the deadline.
- Instructors provide the final earned grade.

## Intent to Graduate

At the beginning of the semester in which a student intends to graduate, a graduation application must be completed. This form is available on the College website in the Registrar section. Please review [graduate tuition and fees](#) for any graduation fee requirements.

## Student Success Service

### Advisors

Our graduate students are assigned advisory support throughout their tenure in the program. All Endicott graduate students have access to individualized mentoring and guidance through a multi-tiered system of advisors and mentors, partnered with our adjunct instructors, to support and enhance their learning. This proactive infrastructure, which depicts a hierarchical model of problem-solving and support, helps to ensure that the diverse learning styles of new graduate students are equitable across our national and international graduate student population. Our goal is to increase graduate student success rates, reduce the odds of academic failure, and to ensure graduation for our students.

Each new graduate student starts the first semester with an *Onboard Advisor* who supports the student throughout the first semester and some of the second semester. The Onboard Advisor provides students with a general overview of the ABA program, helps with course registration, helps with entry-level career decisions, and facilitates the transition from the *Onboard Advisor* to an *Academic Advisor* and *Core Advisor*.

The transition to Academic Advisor is assigned following the completion of a student's first semester. The Academic and Core Advisors continue with support and guidance as well as facilitation of course registration throughout the student's tenure in the program.

### Student Events

*Kick-Off for Success:* A series of presentations for first and second semester Master students on information to support the beginning of their graduate career at IABS.

*Open Door Series:* The Open Door series is designed to support and enhance students' graduate school experience by presenting topics relevant to successful distant learning. Open Door strives to foster inclusiveness and connectedness between Endicott faculty and graduate students by providing time for learning and dialog on graduate-level coursework and professional work.

*Mixer for Masters:* The Mixer for Masters meet-and-greet social event is designed to encourage and foster relationships between faculty and students. The Mixer for Masters event allows faculty and students to share information, get to know others, and build professional connections in a quick dialog format.

*The Dining Hall:* Weekly mid-semester opportunity for students to drop-in to connect with colleagues to share and talk about academic and work experiences.

*Adjunct Faculty Spotlight:* Adjunct faculty are invited and asked to present their training, and career path along with their passion for behavior analysis to master's students. Dialoging on practical aspects of career development and success is encouraged between adjunct faculty and students.

*Huddle ~ Sharing the Endicott Experience:* Current and alumni students are invited to share academic and training experiences along with work-site scenarios where learned behavioral concepts were applied. The goal is to share our experiences, learn from each other, encourage each other, and acquire new perspectives to help with the creation of career ideas and plans.

## **Library and Writing Resources**

Halle Library has a number of library databases that are available for our distance-learning graduate students. These databases are useful for literature searches and can be accessed through the database links or through a direct library request.

*Halle Library link:* Use this link to access the Halle Library. [Halle Library](#)

*Endicott College Applied Behavior Analysis: Selected Journals:* This site has direct links to over 20 behaviorally based journals. <https://libguides.endicott.edu/c.php?g=1065416>

*Google Scholar:* <https://scholar.google.com/>. Click on settings, then library links; you can select Endicott as your library and get many articles using this method.

*Requesting an article from the Reference Desk librarian:* In the event that you cannot locate an article, or you cannot find the full text of the article, email the Reference Desk Librarian using this email [reference.endicott.edu](mailto:reference.endicott.edu) or complete a request form on the Halle Library home page under *Library Services – Policies and Inter library Loans*. Any request should include the full citation of the requested article. A requested article may take hours or weeks to arrive depending on where the requested article is housed. The Reference Librarian will email the article directly to the student once it arrives at the library.

*Endicott's Tutoring & Writing Center:* Students are encouraged to review the resources available via the tutoring and writing center. Support can be found here: [Endicott's Tutoring and Writing Center](#). Once at the site, scroll down and schedule an appointment to speak to staff about securing writing support using the online scheduling system. Appointments are free and available to all Endicott students. Students are encouraged to make an appointment through [the online scheduling system](#). If you have any difficulty scheduling an appointment, please call 978-998-7735 or email [tutor@endicott.edu](mailto:tutor@endicott.edu). Note: The Tutoring and Writing Center only uses google chrome, not firefly or other platforms. *American Psychological Association's Publication Manual - Seventh Edition (APA, 7<sup>th</sup> Edition)*. Use this site to access information regarding the APA 7<sup>th</sup> Edition for information and guidelines for professional writing. [APA Style Instructional Aides](#). The site provides video tutorials that review components of APA style for written work.

### **Endicott Center for Accessibility Services (CAS)**

Endicott College provides equal educational opportunities for all students regardless of disability status. **If you believe** that you qualify as a person with a disability as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and its Amendment Act of 2008 (ADAAA), you are **encouraged to register** with the Center for Accessibility Services Office to request accommodations, auxiliary aides, and/or support. The Center for Accessibility Services is located on the 2<sup>nd</sup> Floor of the Diane M. Halle Library. Please find the [Center for Accessibility Services](#) website and you may contact Accessibility Services at [access@endicott.edu](mailto:access@endicott.edu) with any questions.

The Endicott Center for Accessibility Services (CAS) supports graduate students who may require accommodation for learning. A formal request is required for students who wish to be considered for accommodation. If you believe you qualify, please visit the CAS website to complete the online request form. The Center for Accessibility Services will help you apply.

Once the form and any documentation is reviewed by CAS, and the student is accepted for accommodation services, students receive a letter of accommodation from CAS. Once the letter is received, it is the student's responsibility to provide instructors with a copy of the letter.

### **Overview of Concentrations**

The M.S. program allows students to choose from one of seven concentrations. Students take a total of 4 elective courses in their chosen area of concentration. The seven concentrations with a short description are listed below. Please see the Endicott course catalog for a more thorough review.

## **Autism Spectrum Disorder**

The Autism Spectrum Disorder concentration is intended to provide experience for students interested in the treatment of children and adults with autism spectrum disorder. Students interested in this concentration may be interested in working in specialized programs for individuals with autism, group homes, or community-based settings. \*Note: Students in this concentration have two required courses: Introduction of Autism Spectrum Disorder (AUT 527) and Effective Collaboration Across Disciplines (AUT 578). Effective Collaboration Across Disciplines course requires face-to-face Zoom classes. Students in the Autism concentration chose two other electives.

## **Childhood Clinical Disorders**

The Childhood Clinical Disorders concentration is intended to provide learning opportunities for students interested in working with children with clinical disorders outside of the realm of autism spectrum disorders. Students interested in this concentration may be interested in working in public education, foster care, psychiatric hospitals, or private schools specializing in the treatment of children with learning and emotional behavioral disorders.

## **Mental Health**

The Mental Health concentration is intended to provide learning opportunities for students interested in working with adolescents and adults with psychiatric disorders and potential comorbid developmental disorders. Students interested in this concentration may be interested in working in settings such as psychiatric hospitals, group homes, or supported employment.

## **Organizational Behavior Management**

The Organizational Behavior Management concentration is intended to provide learning opportunities for students interested in applying the concepts and principles of applied behavior analysis to the business setting. Students interested in this concentration may be interested in working in human resources or consultation to businesses in order to improve things such as efficiency in processes or employee performance.

## **ABA in Public Schools**

The ABA in Public Schools concentration is intended to provide learning opportunities for students interested in the applied nature of behavior analysis and collaboration in public schools. Students interested in this concentration may be interested in working in public school districts.

## **Sustainability**

This concentration addresses the growing concerns over sustainability and helps to bridge the gap by incorporating environmental sustainability into our behavioral analytic curricula.

Students will learn design thinking and other systemic change approaches to address climate change and environmental justice

### **General**

Some students may elect to choose a more general concentration. Students who take this path may be interested in gaining knowledge across a wide breadth of areas in which applied behavior analysis is used. Students in this concentration can choose elective courses across all other concentrations.

### **Helpful Websites**

Students find the most up-to-date information on learning outcomes, required coursework, concentrations, and graduate courses within the Endicott Catalog. Students can use the links listed below to access this information.

[Endicott College Course Catalog](#) for the IABS program of study information, including learning objectives, required curriculum, electives and concentration course information.

[ABA Program Concentrations](#) for an overview of each of the seven concentrations.

**Thank you for reviewing the Graduate Student Handbook.**  
It is the responsibility of the student to discuss questions about  
this handbook with their advisor.