

**Saint Louis University
School of Social Work**

**MSW ABA and MS ABA
Program Student handbook**

2025-2026



SAINT LOUIS UNIVERSITY

SCHOOL OF SOCIAL WORK

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[Applied Behavior Analysis, M.S. : SLU - Saint Louis University](#)

[Field Education : SLU - Saint Louis University](#)

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I. Introduction

A. Director of the School of Social Work

Welcome to Saint Louis University's School of Social Work! The school shares the University's mission to educate the whole person and provide leadership in the discovery, dissemination and integration of values, knowledge and skills needed to instill a passion for lifelong learning and transform our society in the Jesuit tradition. Our School pursues this goal by providing learning-teaching environments that nurture, strengthen, and sustain creative intellectual, emotional, social, spiritual and technical abilities and interests. We encourage and support innovative scholarship and research. We actively engage in community service, linking the school and its resources to local, national and international communities to eliminate ignorance, poverty, injustice and hunger, to improve community life and to solve difficult social problems. We invite you to join us as we work together to achieve the University's mission and to improve the lives of people to which the school's disciplines – social work, applied behavior analysis, and criminology and criminal justice– and the professions associated with these disciplines are dedicated.

Noelle E. Fearn, Ph.D.

Professor and Dean of the School of Social Work

B. Director of the Applied Behavior Analysis Programs

Welcome to the School of Social Work's Applied Behavior Analysis (ABA) programs. The programs include Master of Science in ABA, Master of Social Work (ABA concentration), a dual degree of a Master of Social Work (clinical concentration) and Master of Science in ABA, and a Post-Master's Certificate in ABA. We are thrilled to provide you with one of the best social work and applied behavior analytic programs in the nation. Through our coursework and the broader graduate experience here at Saint Louis University, we hope you find an enriching and academically challenging experience that prepares you for a productive career post-graduation service to a variety of populations.

The ABA Programs Student Handbook details important policies and procedures as well as details about our programs that will be a significant resource during your time here. We appreciate your review of this document, as outlines essential academic policies, program expectations, and professional standards that directly impact your success and progression in the program. It provides critical information on coursework, practicum requirements, ethics, and graduation procedures—all of which are necessary for meeting certification and degree requirements.

Please note that updates may happen to reflect changes made in various University and program policies and processes. You will be notified if significant changes occur during the academic year. As always, please feel free to contact me with any questions or concerns.

Michael Passage, Ph.D., BCBA

Assistant Professor and Director of the ABA Program

II. Missions and Goals

A. Mission of Saint Louis University

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research and community service. It is dedicated to leadership in the continuing quest for understanding of God's creation, and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, the pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

B. The Five Dimensions of the Saint Louis University Experience

Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person:

- Scholarship and knowledge
- Intellectual inquiry and communication
- Community building
- Leadership and service
- Spirituality and values

C. Mission of the School of Social Work

Saint Louis University School of Social Work prepares students for professional practice with a commitment to social justice and the empowerment of vulnerable and oppressed populations. The School strives for a dynamic community of learning with excellence in teaching, research, and service. (Approved by Faculty Assembly, May 2008)

D. Goals of the School of Social Work

- 1) To use knowledge, values, and skills in generalist social work practice.
- 2) To use knowledge, values, and skills in advanced social work and applied behavior analysis practice.
- 3) To contribute to the advancement of knowledge of the professionals.
- 4) To use skills, talents, and time in pursuit of social justice in the community. (Approved by Faculty Assembly, May 2008)

E. Goals of the Applied Behavior Analysis Programs

The goals of the ABA programs are to prepare students to use empirical evidence, ethical values, and behavior analytic skills in interdisciplinary professional practice with a variety of populations and settings. The ABA program also seeks to assist students with pursuing doctoral-level education in behavior analysis.

F. Objectives of Applied Behavior Analysis Programs

- 1) Demonstrate competent applied behavior analysis practice to clients.
- 2) Design and evaluate applied behavior analysis services provided to clients.
- 3) Functionally analyze the behavior of clients within their social context.
- 4) Construct applied behavior analysis services within the context of responsible professionalism and within the behavior analytic responsible conduct code of ethics.
- 5) Provide leadership in addressing social constraints that inhibit the expression of human fulfillment and human rights, especially regarding diverse and vulnerable populations.

G. Applied Behavior Analysis Program's Diversity, Inclusion, Equity, and Access Statement

Everyone can achieve the highest outcomes with the right access and equitable opportunities. Our mission is to create behavior analysts who represent all backgrounds and experiences and consistently reflect upon their own identities to ensure they provide culturally humble services to consumers. To do this we incorporate diversity into all aspects of our curricula and practicum experiences, create a culture where everyone is valued, and ensure equitable opportunities and access for all.

III. Disclaimer

This Applied Behavior Analysis Student Handbook is effective for the academic year 2025-26. As policies are changed in this academic year, electronic announcements will be delivered to SLU emails. This document should not be construed as creating a contract between the University and any person. The University specifically reserves the right to make any changes deemed necessary at any time without advance notice in the University's policies, practices, academic programs, courses, schedules or calendars. This includes, but is not limited to, the modification, cancellation, rescheduling, or elimination of programs, departments, courses, and institutes. Matriculation at Saint Louis University is a privilege and not a right. The University reserves the right in its discretion to separate any student who does not meet academic requirements or maintain acceptable standards of conduct or character consistent with the University's Jesuit Catholic values, including specific standards established by schools or departments of the University.

Overall SLU university policies can be found either in the [SLU Catalog online](#) or the [Provost's Policy site](#).

IV. Course and Practicum Approval

All ABA courses are approved by the [Behavior Analyst Certification Board® \(BACB®\)](#) and in accordance with [Applied Behavior Analysis International's](#) accreditation and verified course sequence (VCS) standards. The BACB® does not accredit ABA programs, but rather the BACB® approves courses and field content. ABAI currently approves course sequences as providing content that meet the BACB® coursework requirements, and the BACB® approves supervised experiences in university programs as meeting their experience requirements. The Saint Louis University School of Social Work is offering courses and practicum that are approved by both ABAI and the BACB®. You may consult BACB.com or abainternational.org for further information. For students enrolled in a degree program that include social work courses outside of the applied behavior analysis concentration courses/discipline, details regarding the accreditation and competencies can be found in the MSW Student Handbook 2025-2026.

A. The ABA Curriculum

The purpose of the Applied Behavior Analysis Programs is to prepare graduate students for professional practice in applied behavior analysis. The curriculum is designed and approved by the standard requirements of the Behavior Analyst Certification Board® (BACB®) and is structured in a way to prepare students to develop competence and leadership as professionals in work with a variety of vulnerable populations and in diverse practice settings.

There are four options through which students may pursue ABA curriculum content and become eligible to take the Behavior Analyst Board Certification exam: (1) Master of Science in Applied Behavior Analysis.

(2) Post-Master's Certificate in Applied Behavior Analysis (3) Master of Social Work with a concentration in Applied Behavior Analysis or (4) Dual Degree option with a Master of Science in Applied Behavior Analysis and a Master of Social Work with a Clinical Concentration. All degree options have an on-ground and online program option. Road maps for full and part-time plans for all options are available [here](#): [MS ABA](#), [PMC](#), [MSW-ABA Concentration](#), or [MSW-ABA Dual Degree](#).

1. Master of Science in Applied Behavior Analysis

The courses will be offered in a cohort model, such that students must start in the fall semester, take the courses in the order offered, and take two courses per semester, unless the student has selected to attend part-time, is on probation, or has otherwise discussed an alternative plan with their academic advisor. The program is 39¹ credit hours.

¹ 36 for Online Program; 39 for On-Ground program

Note: Students must receive a B or better in all ABA courses to pass.

- ABA 5746 Principles and Concepts in Behavior Analysis (3)
- ABA 5774 Measurement and Experimental Design (3)
- ABA 5747 Behavioral Assessment (3)
- ABA 5748 Behavior Change and Processes (3)
- ABA 5749 Behavior Change and Ethics (3)
- ABA 5001 Supervision and Organizational Behavior Management (3)
- ABA 5002 Philosophy of Behavioral Science (3)
- ABA 5775 Basic Behavior Analysis (3)

*There is some flexibility in terms of which semester students may complete the following courses:

- ABA 5826 Practicum I (2)
- ABA 5820 Integrative Seminar (1)
- ABA 5827 Practicum II (2)
- ABA 5828 Practicum III (2)
- ABA 5116 Practicum IV (1)
- ABA 5115 Advanced Clinical Research Capstone (3) - online track only
- ABA 5118 Practicum V (1)
- ABA 5990 Thesis (6) - on campus only

Students seeking BACB certification must complete 1,500 hours of applied behavior analysis field practicum under the supervision of a Behavior Analyst Certification Board (BACB), Board Certified Behavior Analyst (BCBA). Within those hours, students may be provided an option to complete 5 hours per week to research under the direction of a full-time ABA faculty member. Students in practicum must also register for the Integrative Seminar (ABA 5820) during their first practicum.

2. Applied Behavior Analysis Thesis Project or Research Project

Students in the Master of Science in Applied Behavior Analysis will complete a thesis or a research capstone, depending on whether they are completing their coursework online or on campus.

- Thesis Project:** Student will develop an original applied clinical research project, [submit for IRB approval](#), and complete the research. Students will propose their research ideas to a committee of three people, two faculty and one outside member, complete the research and then defend their research to the same committee. This will be completed across two semesters.
- Capstone Research Project:** Students will develop an original applied research project based upon a clinical need of a current client. They will implement the procedures as part of their regular practice and clinical interventions and report the findings. This will be completed within one

semester.

Regardless of pathway, all students are responsible for adhering to specific and firm deadlines listed on [the SLU Graduate Education Website](#). Students are responsible for completing candidacy procedures by [listed deadlines](#).

Instructions for Completing a thesis:

- 1) In the semester before registering for thesis credits, reach out to the ABA Program Director (who is the default thesis chair) to begin to consider which approach (A or B, see above) you will take. consider discussing thesis projects and potential research questions early on in coursework, to help solidify a content area of focus and potential for committee members.

In collaboration with the thesis chair, students and chair will identify two other committee members. Members should have Graduate Faculty Status at SLU and expertise relevant to the project. At least one committee member outside your thesis chair **must be a full-time faculty** at Saint Louis University. Your thesis chair must be a full-time faculty in the ABA Program. All outside committee members must have a BCBA® or BCBA-D®.

- a) Temporary committee members that do not fit the above descriptions (but do hold at least a master's degree) can be approved if they send a resume and a paragraph noting their qualifications specific to the thesis project(s) to the director. *Students can form thesis committee while preparing the proposal. Temporary committee members cannot sign off on proposals or defenses.*

2) Complete any required trainings for IRB

- a) All students completing thesis should meet with their thesis chair and review necessary elements of the IRB process.

3) Register for Thesis Credits (fall semester)

- a) *Students will register for 3 credits of ABA 5990 (Thesis) for fall of their second year. The following must be completed to pass each credit:*
 - i. *First two credits:* (a) achieve chair's approval on thesis topic and proposal documents, and (b) successful proposal of thesis project.
 - ii. *Third Credit:* obtain necessary secondary approvals for research study (i.e., SLU IRB, agency or school research approval, etc.).

4) Draft Your Proposal (Fall prior to final spring semester)

- a) Students will draft their proposal as part of their fall semester thesis course.
- b) Proposals Include these sections:
 - i. Comprehensive Literature Review literature in chosen area,
 - ii. Gaps in previous research,
 - iii. Purpose of your thesis,
 - iv. Methods section: (a) the subjects (i.e., who you plan on working with) or plan for systematic review of literature; setting (i.e., where you plan on working), apparatus/materials needed to complete the study; the dependent variables including target responses (including operational definitions), measurement system used and data collection (i.e., how will data be collected? How often will inter-observer agreement data be collected? Will procedural integrity data be collected?); procedures will be outlined with enough detail for replication including all initial or pre-assessments, all study procedures, and analyses to be conducted following data collection.
 - v. Anticipated results and preliminary discussion (including limitations and future directions), and
 - vi. Reference section.
- c) The proposal must follow [APA style](#) and [Graduate Education's required format guide](#). Work with [University Writing Services](#) to address style and grammar components of the manuscript before sending drafts to your chair.
- d) Students must make revisions under the supervision of their thesis chair. The chair has two weeks to provide feedback on each thesis draft received. When the thesis chair decides that the proposal is acceptable (this will take several revisions), students will arrange a date to meet with the entire committee and propose their thesis project.

5) Oral Thesis Proposal (Late Fall Semester, Year Two)

- a) Schedule a formal proposal meeting with the entire committee, and provide committee with written proposal at least two weeks prior to the proposal, along with the thesis proposal rubric. The meeting should be at least 1.5 hours.
- b) Students will prepare a PowerPoint presentation that (a) provides a summary of background research, (b) provides rationale for the proposed project, (c) states the purpose of the project, and (d) clearly describes the methods. The PowerPoint presentation should last 20 minutes.

- c) Students will be prepared to answer questions raised by your committee members and consider their feedback about the project.
 - d) **Students must use the Graduate Education's Thesis/Prospectus Form** and get signatures after proposal is presented. Provide a copy to Chair and/or ABA Program Coordinator.
- 6) Obtain IRB Approval (Late Fall Semester, Year Two)**
- a) Students will submit all required paperwork necessary to obtain IRB approval. They should consult with the director of the ABA program in regard to the specific requirements for this, as they may change year to year.
- 7) Register for Thesis Credits (Spring Semester)**
- a) Students will register for ABA 5990, 3 credit hours for spring semester, year two.
 - b) Credits will be assigned as follows:
 - i. One Credit: obtain IRB approval, recruit subjects, begin data collection
 - ii. One Credit: complete data collection, write final manuscript, submit to committee two weeks prior to oral defense
 - iii. One Credit: successfully defend thesis, submit to graduate school
- 8) After Additional Approvals (i.e., IRB) - Recruit Subjects (*Spring semester, Year Two*)**
- a) Solicit staff help in identifying potential research subjects and obtain consent from potential subjects or parents/guardians of potential subjects.
- 9) After Additional Approvals (i.e., IRB) - Collect Data (*Spring Semesters, Year Two*)**
- a) It is a good idea to collaborate with your colleagues. Oftentimes, it is near impossible to simultaneously serve as the experimenter and the data collector. Try to exchange data collection responsibilities with colleagues.
 - b) Throughout the data collection process, you should arrange to meet with your thesis chair at least *once per week* to discuss progress, evaluate data, troubleshoot any problems, and plan a course of action.
- 10) Write Up the Results (*Spring Semester, Year Two*)**
- a) This can happen simultaneous with data collection.

- b) Convert the original proposal document to past tense and write up the results and discussion.
- c) The final document needs to be written in accordance with Graduate Education's [required format guide](#).
- d) The final document needs to be submitted to all members of your thesis committee at least 2 weeks prior to the scheduled defense, along with the thesis defense rubric.

11) Oral Thesis Defense (Oral Exam) (Spring Semester, Year Two)

Also See Graduate Education Master's Thesis Procedures

- a) Students who plan to defend their thesis during the summer months must have written permission of the thesis chair and committee members.
- b) Apply to graduate within the first two weeks of the final semester per Graduate Education deadlines.
- c) Students will be sent a degree audit form from Graduate Education. Provide the filled out form to the ABA Program Coordinator (Shelby.tarkington@slu.edu, Tegeler Room 203), who will get required signatures, and when signed, will submit to LaToya Cash in Graduate Education and send students a copy within Graduate Education deadlines for each semester.
- d) Submit your signed Thesis/Prospectus Form to Graduate Education before required Graduate Education deadlines for each semester.
- e) Direct questions about Master's candidacy to Felicia C. Echols, Ed.D. felicia.echols@slu.edu, (314) 977-2601, DuBourg Hall, Rm. 420 and your program coordinator, shelby.tarkington@slu.edu

12) Finalize Manuscript (Spring Semester, Year Two)

- a) Make any changes requested by committee during the defense.
- b) Ensure that the document meets the Graduate Education's required format.
- c) Schedule a format review appointment with the Master's Candidacy Specialist, and send a paper copy to the Graduate School for a format review.

- i. Master's candidacy specialist is Janie Henderson, M.A.,
masterscandidacyspecialist@slu.edu, (314) 977-2245, DuBourg Hall, Rm. 420C

- d) After final approval, electronically upload the thesis through ProQuest.

13) Fulfill Degree Requirements and Prepare the Thesis for Publication

- a) Students should adhere to all candidacy procedures.
 - i. Students unable to complete all credit requirements within the semester timeline will meet with their chair and determine if their performance on their thesis work is unsatisfactory, and the credits must be taken again, or if the student's work is in progress, and the student will complete their requirements by the following semester.
- b) A key part of being a researcher is the dissemination of empirical findings and publication of results in a peer-reviewed journals.
- c) Following the defense, students interested in publishing their projects should schedule a meeting with the thesis chair to decide who will be responsible for preparing the manuscript for publication, the timeline in which the manuscript will be submitted for publication, and the order of authorship on the publication. Authorship on the manuscript submitted for publication will be granted when an individual makes a significant contribution to
 - i. The theoretical and/or methodological components of the project, and
 - ii. The writing of the project. Data collection alone is not grounds for authorship. If students do not schedule a meeting with your thesis chair within 3 months of the defense and/or make reasonable steps towards submitting the thesis for publication, the student will be given credit as an author, but will forfeit their rights to be first author.

Instructions for Completing a Capstone Research Project

- 1) Register for the course ABA 5115 fall semester, year two.
- 2) The details of this project and specific timelines will be detailed in the course syllabus.
- 3) Prior to enrolling in the course, talk with your practicum supervisor to identify a clinical need that could be developed into a research protocol.
- 4) Develop a research protocol (that serves an actual clinical purpose).

- a. The protocol must be single subject research design
- 5) Write the introduction and literature review, abstract, identify the gaps in current research, and the purpose of your study.
- 6) Write the methods including: (a) the subjects (i.e., who you plan on working with) or plan for systematic review of literature; setting (i.e., where you plan on working), apparatus/materials needed to complete the study; the dependent variables including target responses (including operational definitions), measurement system used and data collection (i.e., how will data be collected? How often will inter-observer agreement data be collected? Will procedural integrity data be collected?); procedures will be outlined with enough detail for replication including all initial or pre-assessments, all study procedures, and analyses to be conducted following data collection.
- 7) Complete the study.
- 8) Write the results and discussion including limitations and future directions.

Questions? Please contact:

Michael Passage, Ph.D., BCBA

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B. Post-Master's Certificate in Applied Behavior Analysis

This option is available for students who already possess a master's degree conferred in behavior analysis, education, or psychology, or (b) conferred in a degree program in which the candidate completed a BACB approved course sequence from an accredited college or university, with a minimum cumulative GPA of 3.0. The Applied Behavior Analysis Post-Master's Certificate curriculum includes seven 3-credit courses (21 credit hours), an optional 3-credit course, as well as an optional nine credit hours of supervised practicum. The courses will be offered in a cohort model, such that students must start in the fall semester, take the courses in the order offered, and take two courses per semester. Note: Students must receive a B or better in all ABA courses to pass.

- ABA 5746 Principles and Concepts in Behavior Analysis
- ABA 5774 Measurement and Experimental Design
- ABA 5747 Behavioral Assessment
- ABA 5748 Behavior Change and Processes
- ABA 5749 Behavior Change and Ethics
- ABA 5001 Supervision and Organizational Behavior Management
- ABA 5002 Philosophy of Behavioral Science
- ABA 5775 Basic Behavior Analysis (3) –Optional Course

Optional field practicum

Persons seeking BACB certification must complete an applied behavior analysis field experience under the supervision of a BACB (Behavior Analyst Certification Board) Board Certified Behavior Analyst (BCBA). ABA Post-Master's Certificate students have the option to take 1,500 hours through 9 credit hours of supervised field practicum and seminar as part of the University certificate program or locate and do their field experience independent of a college or university. If they choose the former option, they can begin their practicum simultaneously with the ABA-course load or after they complete all on-campus courses. Students in practicum will also register for the Integrative Seminar (ABA 5820) during their first practica.

C. Master of Social Work with a Concentration in Applied Behavior Analysis

Concentration courses will be offered in a cohort model, such that students must start in the fall semester of their first year, taking the concentration courses in the order offered. The program is 53 credit hours. Students should refer to the MSW ABA roadmap when determining order and semester for the MSW foundation courses to ensure prerequisite courses are selected first (or concurrently, where permissible), assuring timely degree completion. Note: Students must receive a B or better in all ABA courses to pass.

MSW Foundation Courses

SWRK 5702 Social Policy (3)

SWRK 5707 Policy Practice for Social Justice (3)

SWRK 5725 Human Behavior and the Social Environment (3)

SWRK 5750 Social Work Practice with Individuals, Families and Groups (3)

SWRK 5751 Social Work Practice with Communities and Organizations (3)

SWRK 5762 Diagnosis and Assessment in Clinical Practice* (3)

ABA Concentration Courses

SWRK 5746 Principles and Concepts in Behavior Analysis (3)

SWRK 5774 Measurement and Experimental Design (3)

SWRK 5747 Behavioral Assessment (3)

SWRK 5748 Behavior Change and Process (3)

SWRK 5749 Behavior Change and Ethics (3)

SWRK 5001 Supervision and Organizational Behavior Management (3)

SWRK 5002 Philosophy of Behavioral Science (3)

ABA 5115 Advanced Clinical Research Capstone (3)

Practica**

SWRK 5821 Foundation Practicum (2)

SWRK 5819 Foundation Integrative Seminar (1)

SWRK 5822 Practicum I (2)

SWRK 5820 ABA Concentration Integrative Seminar I (1) SWRK 5823 Practicum II (2)

SWRK 5824 Practicum III (2)

ABA 5116 Practicum IV (1)

*This course is necessary to become a Licensed Clinical Social Worker (LCSW)

** Persons seeking BACB certification must complete 200 additional field experience hours following graduation under the supervision of a Board-Certified Behavior Analyst (BCBA). Students may also choose to complete an additional semester after earning their degree for a 1-credit hour practicum for the final 200 hours.

D. Dual Degree Description and Courses:

The MSW and ABA programs offer a dual Master of Social Work (MSW) with a clinical concentration and Master of Science in applied behavior analysis. Through a dual track of coursework and fieldwork, this program is designed to:

- 1) Enhance students' foundational learning to fully and completely introduce the learner to both
 - a. fields of study prior to practice.
- 2) Increase student eligibility to pursue doctoral programs in either social work or ABA disciplines.
- 3) Equip students with more clinical expertise than what is offered through the ABA concentration alone.

The program is 64 credit hours. Students should refer to the MSW ABA Dual Degree roadmap when determining order and semester for courses to ensure prerequisite courses are selected first (or concurrently, where permissible), assuring timely degree completion. Note: Students must receive a B or better in all ABA courses to pass. Also Note: Students must begin a dual degree program before they are half-way (26 credits) through either degree plan. Students who have credit hours over half or who have graduated are not eligible for the dual degree plan.

MSW Foundation Courses SWRK 5702 Social Policy (3)

SWRK 5707 Policy Practice for Social Justice (3)

SWRK 5725 Human Behavior and the Social Environment (3)

SWRK 5750 Social Work Practice with Individuals, Families and Groups (3)

SWRK 5751 Social Work Practice with Communities and Organizations (3)

SWRK 5762 Diagnosis and Assessment in Clinical Practice* (3)

MS ABA & MSW Clinical Concentration Courses

SWRK 5001 Supervision and Organizational Behavior Management (3)

ABA 5002 Philosophy of Behavioral Science (3)

ABA 5115 Advanced Clinical Research Capstone (3)
SWRK 5746 Principles and Concepts in Behavior Analysis (3)
SWRK 5747 Behavioral Assessment (3)
SWRK 5748 Behavior Change and Process (3)
SWRK 5749 Behavior Change and Ethics (3)
SWRK 5733 Advanced Social Work Practice with Individuals (3)
SWRK 5736 Advanced Social Work Practice with Families and Groups (3)
SWRK 5774 Measurement and Experimental Design (3)
ABA 5775 Basic Behavior Analysis (3)

Practica²

ABA 5826 ABA Practicum I (2)
ABA 5820 Clinical Concentration Integrative Seminar I (1)
SWRK 5821/ABA 5827 ABA Practicum II & MSW Foundation Practicum (2)
SWRK 5819 Foundation Integrative Seminar (1)
SWRK 5842/ABA 5828 MSW Practicum I/ ABA Practicum III (2)
SWRK 5843/ABA 5116 MSW Practicum II/ABA Practicum IV (3³)
ABA 5118 ABA Practicum V (1)

*This course is necessary to become a Licensed Clinical Social Worker (LCSW)

E. Transfer Credits

Up to six (6) hours of transfer credit from an accredited graduate program will be accepted under the following conditions: Transfer courses will be applied to the six core ABA courses if it mirrors content of specific courses, if the courses were BACB-approved courses, if the courses were taken within the last five years, *and* if the student received a B or better in the course. Transfer of hours toward field practicum will be reviewed on a case-by-case basis to ensure that it meets with BACB® standards.

F. ABA Course Descriptions

[See SLU Catalog for formal requirements and other course descriptions.](#)

The ABA courses are designed to provide an educational experience in which students will focus on the

² Practicum and Seminars have minor flexibility with order and pairing, but require confirmation with Director of ABA program or Director of Field education to ensure correct hours and supervision is accrued.

³ Course hour allocation confirmation can be confirmed with Directors of ABA and MSW programs

'tasks' as identified in the BACB® Test Content Outline (6th ed.) (**Appendix A**).

The list below represents the courses offered in the Applied Behavior Analysis programs, most of which are cross listed with Social Work. At times a course may not be offered due to faculty resources, low enrollment, scheduling, or other factors.

ABA/SWRK 5746 Principles and Concepts in Applied Behavior Analysis

This course will familiarize students with behavior analysis fundamental philosophical assumptions, and the basic concepts and principles of operant and respondent conditioning. The course will review some of the basic laboratory research that has illuminated the principles of behavior. The material covered in this course will contribute to preparing students working in the field of behavior analysis and related fields for board certification in Applied Behavior Analysis.

ABA/SWRK 5774 Measurement and Experimental Design

This course will develop basic knowledge of students with respect to single subject research design, measurement and application of the empirical approach to evaluation of effectiveness of interventions in the field of applied behavior analysis. This course will review some of the basic assumptions and characteristics that define the field. The material covered in this course will contribute to preparing students working in the field of behavior analysis and related fields for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional services to persons with disabilities.

ABA/SWRK 5747 Behavioral Assessment

This is a graduate course that will develop student's basic knowledge about behavioral assessment methods and intervention selection in the field of applied behavior analysis. This course will review some of the basic assumptions and characteristics that define the field. The material covered in this course will prepare students working in the field of behavior analysis/related field and for board certification in Applied Behavior Analysis. Course content supports the social work value of social justice to provide professional services to all individuals requiring behavioral interventions.

ABA/SWRK 5748 Behavior Change and Processes in Applied Behavior Analysis.

This course will expand basic knowledge of students with respect to behavior analysis fundamental concepts, principles and philosophical assumptions including basic behavioral principles of operant and respondent conditioning, stimulus control, and develop a working understanding of these principles in behavior change strategies and interventions in the field of applied behavior analysis. This course will review some of the fundamental applied literature that has demonstrated the efficacy of behavioral strategies and continues to define the field. The material covered in this course will contribute to preparing students working in the field of behavior analysis and related fields for board certification in Applied Behavior Analysis.

ABA/SWRK 5749 Behavior Change and Ethics in Applied Behavior Analysis

This course will familiarize students with the ethical issues confronting those working in behavior analytic or related capacity. Students will learn the ethical responsibilities inherent to working in their chosen field by exploring the Ethics Code for Behavior Analysts as well as other relevant fields' codes of ethics. Students will also explore issues of social justice and inequities that currently exist within the field of behavior analysis. They will explore their own biases and how these can influence their decision making when working with clients. The ethical standards addressed in this course will prepare students working in the field of behavior analysis or related fields for board certification in Applied Behavior Analysis.

ABA/SWRK 5001 Supervision and Organizational Behavior Management

This course builds upon the basic principles of learning and applied behavior analysis presented during previous courses in the Applied Behavior Analysis program curriculum. This course develops students understanding of evidenced-based strategies for supervision, organizational behavior management, group contingencies and meta-contingencies, and influencing behavioral change of employees and staff working with clients/consumers of behavior analytic services. Course content supports the social work value of social justice, as it relates to provisions of professional services to persons with disabilities.

ABA/SWRK 5002: Philosophy of Behavior Analysis

This course builds upon the basic principles of learning and applied behavior analysis presented during previous courses in the Applied Behavior Analysis curriculum. This course will highlight the philosophical underpinnings of behavioral science, including Radical Behaviorism, and how the application of such theoretical principles can impact individuals, groups, and macro-level social systems (e.g., government, religious institutions, etc.). Concomitantly, the course will focus on verbal behavior and derived relational responding across phylogenic, ontogenetic, and cultural levels of analyses. The goal of the course is to refine students' conceptual knowledge of the science of human behavior generally, and as it relates to aspects of social systems (including verbal behavior). At the end of the course, students will be able to demonstrate understanding of Radical Behaviorism, behavioral approaches to verbal behavior, and how behavioral science can address societal problems.

ABA 5775: Basic Behavior Analysis

Basic behavior analysis, also known as Experimental Analysis of Behavior (EAB) provides the technological foundation for Applied Behavior Analysis (ABA). In this course, students will explore the relevant historical research of EAB, the implications of these findings, current research, and apply specific principles to gain an in-depth understanding.

ABA 5826 Practicum I/ SWRK 5822 Concentration Practicum I (2)**ABA 5827 Practicum II / SWRK 5823 Concentration Practicum II (2)****ABA 5828 Practicum III/ SWRK 5824 Concentration Practicum III (2)**

Students will learn to integrate knowledge, values, and skills to develop a professional level of practice with

specific emphasis in applied behavior analysis.

ABA 5820/SWRK ABA Concentration Integrative Seminar I (1)

This course provides students with an overview of the requirements of their fieldwork experience in applied behavior analysis. Students will review the requirements of fieldwork set forth by the BACB® and set students up for success in all of their practica experiences.

ABA 5116 Practicum IV (1)

ABA 5118 Practicum V (1)

This is a two-part graduate-level practicum experience (two semesters) that will function similarly to previous practicums; however, it will be tied to advanced levels of clinical practice, competency, and levels of expectations.

ABA 5990 Thesis (6)

Students will conduct original research and write a thesis that reflects independent thought and thorough knowledge of applied behavior analysis.

G. Field Education or Practicum

The School of Social Work Department of Field Education posts a detailed ABA Field Education Policies and Procedures Manual on the School of Social Work page which can be found [here](#).

Students may not enroll in practicum unless they are currently enrolled in ABA courses or have completed the required ABA course sequence. Students are also advised to engage in their first and second practicum at one site, and then obtain another site for at least one of the remaining practicum experiences. Before beginning the first practicum, students must meet with their faculty liaison 2-3 months prior to the start of practicum to discuss and determine whether students should begin practicum immediately upon starting the ABA course sequence or wait until at least the second semester.

Practicum placement: Students are carefully connected with both a supervisor and a site through a faculty liaison each semester who continues to work with supervisors and students to foster a successful practicum experience. Approved sites for the University for practicum students complete a thorough vetting process to increase the likelihood that a quality educational experience is provided to students.

****ALL students must adhere to the BACB rules and statements related to appropriate supervision, types of supervision, etc. Information is provided via [the BACB Gateway](#).**

V. POLICIES AND PROCEDURES

University Policies

All students in the School of Social Work are subject to the official policies and procedures of Saint Louis University. These policies govern academic integrity, student conduct, discrimination and harassment, non-academic grievances, and other essential areas of university life.

To avoid redundancy and ensure consistency with current university policies, this handbook provides reference to the university policies rather than repeating them in full. Students are responsible for reviewing and adhering to these policies throughout their academic program.

Please consult the [SLU Student Handbook](#) for current SLU policies.

In addition to the SLU Student Handbook, key university policies that students should be familiar can be found in the SLU Student Handbook as well as on the [Office of the Provost's website](#) or the [Office of Equal Opportunity and Title IX](#)

- Academic Integrity Policy
- Non-Academic Grievances
- Student Conduct
- Bias-Related Incident Protocol
- Harassment Policy
- Title IX Sexual Harassment Policy

If you have questions about how university policies apply within your academic program, please contact your academic advisor or program director.

A. Academic Integrity Policy:

The ABA Program expects all students to adhere to Saint Louis University's [Academic Integrity Policy](#), which can be found in its entirety on the Office of the Provost's website and in the [Saint Louis University Student Handbook](#). Students should review these policies and bookmark this page.

Specific policies noted below may *have more rigorous standards* at the program or school level than SLU's policy.

B. Academic Expectations

Academic expectations include successful completion of all assignments in the courses as well as meeting all requirements for the degree plan. Successful completion is defined as maintaining the necessary grades and GPA for the degree as well as not having any violations of academic integrity. On every syllabus in the

School of Social Work, the academic integrity and honesty policy appears.

Academic integrity is honest, truthful and responsible conduct in all academic endeavors.

Academic expectations include timely and successful completion of all assignments and tests in the courses as well as maintaining the necessary grades for courses and GPA for the MS ABA degree or PMC certificate. Students are expected to uphold the highest standards of honesty and ethical behavior in all academic work, in accordance with the University Academic Integrity Policy. In the event of academic dishonesty, individual professors can decide either to handle the disciplinary situation themselves or refer the matter for formal review in accordance with the University's [Academic Integrity Policy](#), which can be found in its entirety on the Office of the Provost's website and in the [Saint Louis University Student Handbook](#).

Additionally, academic dishonesty is an ethical violation of the BACB's Ethics Code for Behavior Analysts. As a part of ethical responsibilities as professionals, the Code outlines specifically integrity (1.01) and plagiarism (6.09) and can be found in detail through the [Ethic's code link here and in the appendix](#).

C. Academic Standing, Grading, Probation, and Dismissal

The School of Social Work's and ABA Programs' [grading systems conform to SLU policy](#) with some differences or additional rigor noted below:

1. **Grading System:** Academic courses within the ABA programs consist of the of the following letter

grade system: A, A-, B+, B, B-, C+, C, C-, D, and F.

Grade	Percent	GPA points	Grade	Percent	GPA points
A	92-100	4.0	C+	77-79	2.3
A-	90-91	3.7	C	72-76	2.0
B+	87-89	3.3	C-	70-71	1.7
B	82-86	3.0	D	60-69	1.0
B-	80-81	2.7	F	Below 60	0.0

2. **Practicum and Integrative Seminar Grading:** The grading system for practicum courses and two integrative seminars consist of the grades S (Satisfactory) and U (Unsatisfactory). The grades of S, and U carry no grade point equivalents and are not calculated in a student's overall grade point average (GPA).
 - a. Withdrawal from a practicum course any time after the beginning of the semester requires the prior approval of the Director of Field Education who shall consult with the student's Field

Instructor before deciding whether or not to approve the request. Such approval will be given only in cases where there are serious extenuating circumstances. Students must also file the SLU registrar's [Petition to Drop or Withdraw from Course form](#) and tuition fees will be determined per the [Registrar's tuition refund deadlines](#).

- b. If an agency requests a student to withdraw from a practicum because of the quality of the student's performance in the practicum, a grade of NP will be assigned for that practicum course subject to the review and approval of the Director of Field Education.
- c. Students in practicum may request an extension and earn an IP in most cases. Specifics of this process can be found in the ABA Field Handbook and/or the MSW Field Handbook. A student with a grade of "IP" for longer than a year will receive an "F" for the course.

3. **Passing Grade of B or Greater:** The ABA Program requires any ABA course not passed with a B (3.0) or greater must be retaken. A student must maintain a cumulative GPA of 3.00 in all graduate courses and in each required ABA course and do minimally acceptable work (B or better) in all courses to be **in good academic standing** in the ABA Programs of the School of Social Work. A student must have at least a 3.00 cumulative GPA in order to graduate. For MSW ABA concentration or Dual MSW ABA students, additional details on social work courses and grade requirements can be found in the MSW Student Handbook.

- a. A student receiving a grade of U or a grade below a B in a required course or practicum must retake the failed course or practicum. If a student receives a grade of NP in any practicum course, they will not be able to advance through the practicum course series until this course is repeated with a passing grade. Students not passing SWRK/ABA 5746 will meet with the ABA Program director to determine if they can move on in the course sequence or if they must repeat the course or complete designated activities to enroll in other ABA courses without a passing grade in SWRK/ABA 5746.
- b. Any student who starts the ABA course sequence and does not complete the first course (due to withdrawal, leave of absence, or receipt of an incomplete or failing grade in 5746) may not take any other courses from the ABA program until that course requirement is met. Students who wish to retake the course or appeal this decision must meet with the Program Director before registering for future courses.
- c. The student may, however, retake the course for the purpose of improving his or her GPA and increasing the probability of passing the Behavior Analysis Certification Board exam to become a Board Certified Behavior Analyst.
- d. Grade appeal process – within 90 days course grade was posted; or within 30 days if graduating. See [detailed SLU policy](#).

4. **Incomplete:** This grade is given only in unusual circumstances and at the discretion of the instructor. See [SLU's process and Petition for Course Extension form](#). A grade of I must be replaced by the date specified by the instructor, but no later than the end of the following

semester, or an F or U grade will be recorded for the course. A student with a grade of "I" for longer than a year will receive an "F" for the course.

5. Withdrawals:

- a. Withdrawal from a Course: See [SLU's policy for Course Withdrawals](#).
- b. Withdrawal from a practicum course: The Director of Field Education must approve a withdrawal request any time after the first day of practicum. The Director consults with the student's Field Instructor and Faculty Liaison before deciding whether to approve a request to withdraw. Such approval is granted only in cases of serious extenuating circumstances.
- c. A grade of W carries no grade point equivalents and is not calculated in a student's overall GPA.

6. Academic Probation

- a. A student whose cumulative GPA falls below 3.00 or who receives a grade below a B in a required ABA course or F in any academic course or a grade of U in a practicum course will automatically be placed on academic probation and the ABA Program Director shall send a letter of academic probation status to the student.
- b. A student on academic probation must remove the probation by raising their GPA to a minimum of 3.00 within the next 6 hours of course enrollments or the student will automatically be dismissed from the Program.
- c. See the [university academic probation policy](#)

7. Program Dismissal:

A student who at any point has received any combination of two grades less than a B or U shall be dismissed from the ABA Program. A student dismissed for any of the reasons enumerated in this section may file a written appeal with the Associate Dean for Academic Affairs and/or the Dean of the School of Social Work. The appeal should specify the extenuating circumstances that would account for the student's previous performance and provide evidence that the student currently has the ability to successfully complete the program. The appeal must be filed within 15 days of the issuance of the letter of dismissal. The decision of the Dean will be final.

Students will have an automatic dismissal from the MSW program for any of the following reasons:

- 1) If the student receives any combination of two grades of B- or below or U during their time in the program.
- 2) If the student fails to move off of academic probation within 6 credit hours.
- 3) If, by the end of the 5-year limit for completion of degree requirements, the student does not have a 3.0 GPA.
- 4) If, by the end of the 5-year limit for completion of degree requirements, the student has not

completed all required courses. Dismissal decisions and notifications are handled by the ABA Program Director. A student may appeal the decision within 10 calendar days by submitting a written letter to the Dean of the School of Social Work.

D. Admit on Condition

Students may be **admitted on condition** if they do not meet or exceed admission criteria as outlined on the ABA Application. Those requirements are:

- ❖ Minimal cumulative GPA of 3.0
- ❖ Three strong academic and/or professional references
- ❖ A thoughtful and well written professional statement
- ❖ Employment/volunteer/practicum experiences in human and/or health services
- ❖ Leadership potential as an applied behavior analyst
- ❖ Personal and professional maturity

When an applicant does not meet admissions criteria, the Director of Graduate Recruitment and Admissions will confer or make a referral to the Director of the ABA program for further review. Upon review of the file, the director may admit the applicant on Conditional Admissions (i.e., probation) for the duration of one semester. Students are informed of the admission decision through a letter from the Director of Graduate Recruitment and Admissions. Included in the letter is a contract outlining the requirements that the student must successfully complete. Conditionally admitted students may not register for more than six credit (6) hours during their first semester, may not enroll in practicum, and must maintain a 3.0 cumulative GPA. Failure to meet a 3.0 GPA, and any other requirement of conditional admissions may result in dismissal from the program. The student will receive a letter of removal from conditional admission, or other action, from the Director of Graduate Recruitment and Admissions or the Director of the ABA program. The student can appeal the decision within 10 days by submitting a written appeal to the Dean of the School of Social Work.

E. Advising

Following acceptance to an ABA Program, every new student meets with the Director or Assistant Director of the ABA Program for an initial advising and registration appointment as well as specific conversations regarding practicum. Shortly after the beginning of the student's first semester, they will be assigned to a faculty advisor. Advisors seek to understand the educational and career goals of students and provide assistance and mentoring in course planning, registration, and other academic and career concerns. The School embraces an adult-learner model of advising, with advising meetings often scheduled as requested by the student. However, the student must meet with their advisor minimally once annually, but preferably twice, in the academic year.

F. Criminal Records

The School of Social Work does not require or conduct criminal background checks on students. Conviction of a criminal offense does not necessitate barring an individual from becoming a behavior analyst or from making a major contribution to society. Applicants for admission to the School of Social Work will be evaluated on the basis of their overall qualifications. **Students should be advised, however, that a criminal conviction could prevent them from practicing as a behavior analyst in some settings.** Questions should be directed to the Behavior Analysis Certification Board.

G. Financial Aid

The School of Social Work assists students in obtaining financial assistance to help pay for the cost of graduate education. The two most immediate resources to learn about financial aid are the SSW Director of Graduate Recruitment and Admissions (314-977-2752) and the University's Office of Student Financial Services, located in DuBourg Hall (314-977-2350).

The School's funds for financial aid are primarily in the form of merit-based scholarships. The School attempts to provide support to as many students as possible. This means that the awards are small but a greater number of students are helped than would be the case if large awards were made to a few. Partial scholarships are awarded, as funds allow, to students who can demonstrate academic and or community service merit. In addition, the School has Full and Partial Graduate and Research Assistantships which provide opportunities to work closely with faculty and receive tuition remission. The Full Graduate Assistantships also provide a stipend and student health insurance. Faculty often receive other funding for evaluation projects where students are notified of additional financial support opportunities. Students interested in further information regarding Financial aid administered by the School of Social Work are encouraged to consult with the Director of Graduate Recruitment and Admissions, Room 212, Tegeler Hall, Phone: 314-977-2752.

In addition, there are a few programs for loan forgiveness for social workers. Loan forgiveness requires working in underserved areas or agencies or in the case of the Public Service Loan program, releasing all further debt after 10 years of working in the field and paying on your loans. [National Health Service Corp Loan Forgiveness](#), [Public Service Income-Based Loan Forgiveness](#). Also, check with your state's child welfare division as some states are offering loan forgiveness for work in public child welfare.

H. Five-Year Completion of Program Requirement

All ABA Program students have five years from their date of entry into the program to complete the program of study. Any student who cannot comply with this requirement and has a legitimate reason for being unable to do so may request an Petition for an [Extension of the Time Period to Complete Degree Requirements](#). The petition includes the process required for submission.

I. Graduation

There are pre-commencement and commencement ceremonies held every year in December and in May. Students completing the degree in May or August are invited to the pre-commencement and commencement ceremonies in May. Students completing the degree in August and December will also be invited to the December and following May graduation ceremonies. Students completing the degree in December are also invited to participate in the pre-commencement ceremonies the following May. All graduating MS ABA, PMC, MSW ABA or Dual MSW ABA degree-seeking students who participate in pre-commencement and/or commencement ceremonies are required to buy a cap, gown, and hood. At the pre-commencement ceremonies, student's names will be individually read and they will be "hooded" as is the custom for master's graduates (except for PMC students who have already earned their master's degree). The Program Coordinator will email Students instructions on how to order regalia (cap, tassel, gown, and hood) from the SLU bookstore.

Students planning to graduate must apply to Graduate via Banner Self-Service within the first two weeks of semester in which they plan to graduate (after that time students are charged late fees). Those who wish to graduate during the summer and be listed in the May commencement book must apply by March

- 1) Degrees are **not** conferred nor are diplomas awarded during any of the ceremonies but through the Registrar's office based upon successful completion of all degree requirements and final payment of tuition and fees. Degree Conferral Dates.

J. Grievance

Any student enrolled in a School of Social Work course and/or degree program may submit a written grievance to the Associate Dean for Academic Affairs and/or the Dean of the School of Social Work. The Dean and or/Associate Dean will forward the grievance for review to the ABA Program Director. A "grievance" is defined as a formal inquiry or complaint requesting a review related to a school policy or procedure or a situation where the student feels that they were treated unfairly or unprofessionally by a faculty or staff member. Students are first encouraged to resolve any conflicts with the specific faculty or staff member and any overall program policies with the Director of the ABA program. For graduate students, any concerns related to grades, harassment, or discrimination may be considered as a written grievance but should also be reported as soon as possible to the ABA Program Director.

The ABA Program Director will meet with the student to discuss possible ways to address the situation and/or to inform them of the need for a written grievance. Once the ABA Program Director receives and reviews the written grievance, a meeting will be convened within 10 working days with the student and the ABA Program Director. Advocates will not be allowed for graduate grievance meetings. Following consideration and review, the ABA Program Director shall forward a written recommendation of action to the Associate Dean for Academic Affairs and/or Dean of the School of Social Work. Within an additional five working days, the student shall have a response to their grievance.

When a graduate student has reason to question the decision of the ABA Program Director in an academic

matter, the following steps are available to the student. The student should convey the complaint to the Associate Dean for Academic Affairs and/or the Dean of the School of Social Work in writing. If a satisfactory solution is not reached, then the student may convey the complaint to the Associate Provost for Graduate Education in writing or in person. The matter will be reviewed for adherence to process(es), and the student will be informed of the findings.

K. Leave of Absence

A leave of absence means the student is remaining in the degree program and intends to finish their ABA-focused pathway at SLU, but seeks a semester away from coursework to take care of other issues in their life. Students are urged to be extremely cautious in requesting a leave of absence. During the leave period, students do not have enrollment status for purposes of health insurance, loan deferment, or access to campus libraries and computer services. The time taken during an approved leave of absence will, for graduate and professional students like MS ABA students, not be included as part of the time students have to complete their degree (5 years total for MS ABA, PMS, MSW ABA Concentration or MSW ABA Dual Degree students). However, if students have received loans that are being deferred, they will lose their deferment status while on leave. There is no guarantee that a Leave of Absence request will be granted. If students want to be considered for tuition scholarships upon their return from Leave of Absence, it is their responsibility to apply for financial aid by the appropriate deadline. Complete the [Leave of Absence Form](#) and give the signed form to the Director of the ABA Program.

L. Nondiscrimination Policy and Human Diversity

Saint Louis University and the School of Social Work have a strong and active commitment to promote human diversity and to ensure that all aspects of educational programs are carried forth without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, religion, and/or sexual orientation. A specific University goal is to foster “respect for diversity, other cultures, and belief systems.” The [University’s Affirmative Action, Harassment, Hate Crimes, and Sexual Assault policies, training modules and process for complaints and grievances](#) are found through the Office of Institutional Equity and Diversity.

M. Parental Leave Policy

The [SLU Student Parental Leave policy](#).

N. Professional Competence and Probation

Professional competence refers to expected behaviors that are required of Saint Louis University School of Social Work students who are also developing as professionals. Students are expected to maintain positive and constructive interpersonal communications and relationships with faculty, students, staff, and persons in practicum agencies. Students are expected to positively contribute to the academic learning

environment within the classroom, school, and in practicum placements. This includes respecting diversity and not participating in any form of discriminatory actions. As a student in a professional school, emotional stability is necessary for practice.

Students enrolled in the Applied Behavior Analysis Program and courses are asked to abide by the Behavior Analyst Certification Board's [Ethics Code for Behavior Analysts](#).

In addition, a policy on Professional Expectations is included on every School of Social Work course syllabus. The policy is as follows:

Students are expected to demonstrate professionalism in classes. Expectations include:

On-ground/in-person classes:

- 1) Students will treat their classroom obligations as they should treat any serious professional engagement. This includes preparing thoroughly for each session in accordance with the instructor's request.
- 2) Arriving promptly and remaining until the end of each class meeting.
- 3) Participating fully and constructively in all classroom activities and discussions.
- 4) Displaying appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects, and is sensitive to, cultural, religious, sexual, and other individual differences in the SLU community.
- 5) Adhering to deadlines and timetables established by the instructor.
- 6) Submitting original papers written specifically for each course. The same paper is out to be submitted in more than one course. When writing a paper, students are allowed to use previously cited literature.
- 7) Providing constructive and courteous feedback to faculty members regarding their performance. Students should be as objective in their comments about instructors as they expect instructors to be in their evaluations of students.

Course etiquette policies and expectations: Synchronous Video Contexts (Zoom, etc.)

- 1) Mute your microphone when you are not speaking. Remember to "un-mute" yourself just prior to speaking. Identify yourself when you begin speaking (Note: relevance of self-identification may vary based on class size).
- 2) Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
- 3) If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.

- 4) Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.
- 5) Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cell phone.
- 6) Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.
- 7) Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.
- 8) Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

Professional Expectations for Non-Video & Asynchronous Contexts (Canvas, Online Chats, Discussion Boards, etc.)

- 1) When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered “professional” (they are not like texts to your friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.
- 2) Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.
- 3) Respect others’ time and life circumstances, which often don’t allow for an immediate response to a
- 4) question or comment.

O. Professional Review

In the event that a student is not demonstrating behaviors reflecting professional competence, then a faculty member, student, staff person, or practicum instructor can request a professional review with the Associate Dean of Academic Affairs for the School of Social Work. The dean will review the referral, obtain additional information if needed, and meet with the student. The student is able to bring one person as an “advocate” to the meeting if they desire. The outcome of the meeting would include any of the following:

- 1) A warning: a discussion with documentation for the student’s file only. No further action will be taken, but future violations of standards or policies may result in probation or dismissal;
- 2) Suspended Imposition of Probation: The student must complete clearly defined tasks by set deadlines to remain in good standing. If the student does not complete tasks by deadlines, student will be placed on probation;
- 3) Non-Academic Probation: The student must complete clearly defined tasks by set deadlines to

remain in and graduate from the program and have no further violations while in the program. Students pursuing degrees requiring practicum who are placed on probation for professional competence violations must confer with their field liaison regarding probationary practicum; or 4) Dismissal: The student is dismissed from the program and must appeal to remain in the program. The overall focus for the first three outcomes will be strengths and educationally based in order to assist the student in continuing with and achieving success in the program. The Associate Dean will then submit a report with recommendations to the Director of the program in which the student is enrolled. The Program Director will then make a final determination and will meet with the student to discuss the final decision and provide a written letter or contract. If the student desires to appeal the decision, the student must present a written appeal to the Dean of the School within 10 business days of the notice of the outcome of the review meeting.

P. Registration, Continuous Enrollment and Dropping Courses or Withdrawals

Students are required to register on-line in the [SLU Course Search and registration system](#) after meeting with their advisor and [reviewing program requirements and roadmaps as listed in SLU's catalog](#). Students must maintain [continuous enrollment](#) for Fall and Spring semesters.

Registration for the spring semester generally takes place in November. Registration for both summer and fall semesters takes place in April. New student registration takes place through various offered registration sessions from late spring (April/May) into the beginning of the semester. Students are urged to register early to secure the classes they need. Late Registration begins on the first day of classes and late fees will be incurred.

Students are responsible for [adding, dropping or withdrawing from courses in accordance with SLU's Registrar policies and deadlines](#). This includes stated tuition refund deadlines the program and school cannot override. See [Registrar's website](#) for form.

After the semester's final drop period ends (usually in the 4th week of the semester), students have 3-4 additional weeks to withdraw from a course with a grade of W for Withdrawal on the transcript. If a student withdraws from a required course, they still need to take it, and the course will be listed twice on the student transcript, once with a grade of W and again with whatever grade the student earned in the course. Consult the SLU academic calendar for the exact [Withdrawal from Course](#) deadline in a specific semester and year:

Q. Switching Degrees within the School of Social Work

Students desiring to change their degree path from the MSABA program to the MSWABA concentration, or vice versa, may do so under the following guidelines:

Any student requesting a change from one program to the other must submit the following two items together to the Program Director of the program they are seeking to enter:

- 1) A completed [Petition to Amend the Graduate Program](#) form, and
- 2) A written professional justification outlining the rationale for the requested program change.

The Program Director of the program to which the student is seeking to enroll will review the submitted materials and determine whether the request is approved. Approval is not guaranteed and is subject to the Director's professional discretion and consideration of academic standards, including alignment with CSWE, BACB, and ABAI expectations. The Director will also determine whether any previously earned academic credits are eligible for application toward the requirements of the new program.

R. Switching Tracks within the MS ABA Program

The MS ABA Clinical and MS ABA Research tracks are treated as separate programs, meaning that students cannot switch between the two tracks without specific approval from the department. Should a student wish to switch tracks, they must do so no later than their *second semester* in the program or before the completion of ABA 5748 (Behavior Change and Process) and/or before the completion of the second ABA practicum.

If there are circumstances for which a student does need to switch programs, the following steps must be followed.

- 1) Student will submit a letter petitioning to change tracks within the MS ABA program. This petition must be submitted to the program director of the ABA program no later than two weeks prior to the semester one intends to change programs. Student should be sure to include the reason for the petition.
- 2) Upon approval, the student will remain in the new track until graduation.

While rare, there are times when a student may need to take a course from a track in which they are not enrolled (an online course when enrolled in the research track, for example). This is highly discouraged by the department, but a student may be granted approval to do this in extenuating circumstances. Should a student incur special circumstances that requires them to take a course in a different track, they will submit a formal letter petitioning to take an online course and submit it to the program director of the ABA program no later than two weeks prior to the *end of the semester prior* to the course to be taken online.

S. Withdrawal from Degree Program

A withdrawal from the degree program means the student is not remaining in their degree program and does not intend to finish their MS ABA or PMC at SLU. Complete the [Intent to Withdraw Form](#) and submit the signed form to the Director of the ABA Program.

VI. ABA Student Resources

A. Student Association

The ABA Student Association has an official student organization within the school and university. This group has various activities throughout the year. The group is open to all students. If interested in joining, please contact Dr. Michael Passage, who serves as the advisor.

All official student organizations at SLU can be on the [Student Involvement Center website](#). Specific service sites of interest to SSW students are found at: [Saint Louis University Community Partners Database : SLU - Saint Louis University](#)

Student Resources:

University Resources

[Career Services](#)

314-977-2828

Career_services@slu.edu

[Department of Public Safety](#)

Emergencies: 314-977-3000

General Info: 314-977-2376

DPS@slu.edu

[Housing and Residence Life](#)

314-977-2811

reslife@slu.edu

[IT Support Services](#)

314-977-4000

ask@slu.edu

[Pius XII Memorial Library](#)

314-977-3093

SSW Librarian Liaison Sarah Pugachev

sarah.pugachev@slu.edu

Office of Equal Opportunity and Title IX

314-977-3838 or after hours 314-580-9730

conduct@slu.edu

Office of Student Responsibility and Community Standards

(314) 977-7326

conduct@slu.edu

Scholarship Questions

SSW Admissions

SSWadmissions@slu.edu

Student Financial Services

314-977-2350

sfs@slu.edu

University Writing Services

314-977-5595

writing@slu.edu

University Counseling Center

314-977-8255

B. Professional Resources

Behavior Analyst Certification Board

www.bacb.com

Association for Behavior Analysis International

www.abainternational.org

Missouri Association for Applied Behavior Analysis

www.moaba.org

The Black Association of Behavior Analysts

<https://babainfo.org/>

VII. Appendices

A. Appendix A

Behavior Analyst Certification Board® [BCBA Test Content Outline \(6th ed.\) \(bacb.com\)](#)

B. Appendix B

BACB [Ethics Code for Behavior Analysts \(bacb.com\)](#)