SAINT LOUIS UNIVERSITY

SCHOOL OF SOCIAL WORK

Applied Behavior Analysis Programs

Student Handbook

2024-2025

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INTRODUCTION

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, criminology and criminal justice, and urban planning and development – and the professions associated with these disciplines are dedicated.

Noelle E. Fearn, PhD

Noelle E. Fearn, Ph.D.
Professor and Dean of the School of Social Work

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 Research / On Campus Track, Master of Science in ABA Clinical / Online Track, Master of Social Work with a concentration in ABA, Post-Master's Certificate in ABA, and a dual degree of a Master of Social work with a Clinical concentration and Master of Science in ABA. We are thrilled to provide you one of the best social work and applied behavior analytic programs in the nation. Through our coursework and the broader graduate experience here at SLU, 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.

Heather Lewis, Ed.S., M.S.W., BCBA
Associate Clinical Professor and Interim Director of the ABA Program

MISSIONS AND GOALS

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.

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

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)

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)

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.

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 vulnerablepopulations.

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.

DISCLAIMER

This Applied Behavior Analysis Student Handbook is effective for the academic year 2024-25. 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.

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 2024-2025.

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) Masters 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 the MSW-ABA Dual Degree can be accessed by reaching out to either program directors for the MSW or ABA programs.

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 39[1] credit hours.
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 will devote 5 hours per week to research under

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

the direction of a full-time ABA faculty member. Students in practicum will also register for the Integrative Seminar (ABA 5820) during their first practicum.

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.

A. **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.
B. **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 (under Dates and Deadlines Section). Students are responsible for completing candidacy procedures by listed deadlines.

Instructions for Completing a Thesis:

I. 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 committeemembers.

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.*

II. **Complete CITI Training**

a. All students will complete the required CITI trainings prior to submitting their materials to IRB

III. **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.).

IV. **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.

V. 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.

VI. 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 regards to the specific requirements for this, as they may change year to year.

VII. 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

VIII. 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.

***IX.* After Additional Approvals (i.e., IRB) - Collect Data** (*Spring Semesters, YearTwo)*

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 wee*k to discuss progress, evaluate data, troubleshoot any problems, and plan a course of action.

X. 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.

XI. 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 (Jasmine.Maloney@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, jasmine.maloney@slu.edu

XII. 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 Felicia C. Echols, Ed.D., masterscandidacyspecialist@slu.edu, (314) 977-2601, DuBourg Hall, Rm. 420
d. After final approval, electronically upload the thesis through ProQuest.

XIII. 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 (a) the theoretical and/or methodological components of the project, and (b) 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:

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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.

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 and 1-credit

hour seminar for the final 200 hours.

Dual Degree Description And Courses:

The MSW and ABA programs offer a dual Master of Social Work (MSW) 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 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.

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)

Practica**

ABA 5726 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/MSABA Practicum IV (3)

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

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.

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 '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 that will develop students' basic knowledge about single subject research design, including behavioral measurement and evaluation of the effectiveness of behavioral interventions. This course will review some of the basic assumptions and characteristics that define the field. The material covered in this course will prepare students for board certification in Applied Behavior Analysis and/or to conduct their own research projects. Course content supports the social work value of social justice to provide professional services to persons with disabilities and other individuals requiring behavioral interventions.

ABA/SWRK 5747 Behavioral Assessment

This course develops students' basic knowledge with respect to behavioral assessment methodologies, and the selection and design of interventions in the field of applied behavior analysis. This course reviews some of the basic assumptions and characteristics that define the field. The material covered prepares students to work 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/SWRK 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 be the BACB® and set students up for success in the 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.

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 will complete a practicum readiness form (found on the Google site) that will guide recommendations for beginning practicum immediately upon starting the ABA course sequence or waiting 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 university 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 at www.BACB.com.

POLICIES AND PROCEDURES

SLU Academic Policies inform the School of Social Work and ABA Programs and are found at: https://catalog.slu.edu/academic-policies/ 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.

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 Statement and SLU Policy

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

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for existence. They also demean and compromise the activities of teaching, research, health care and community service that are its primary mission.

Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. Such dishonesty also undermines the academic assessment process, which in turn impairs the ability of the University to certify to the outside world the skills and attainments of its graduates. Such dishonesty allows those who engage in it to take unfair advantage of their peers and undermines moral character and self-respect.

The Academic Integrity Policy detailed here sets out principles that are implicit in the ethos of the University but that call for explicit formulation to guide the practice of the entire institution. In establishing necessary definitions and minimal procedures to be followed in adjudicating violations, it also allows academic units to set forth the details of their own honesty policies in ways appropriate to their disciplines.

Academic Integrity violations include: Falsification, plagiarism, cheating, sabotage, collusion, and/or concealment. More detail and examples can be found in area 3.0 of the Academic Integrity Poligy.

Students are responsible for adhering to University standards of academic integrity, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or administrators, as appropriate.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accordance with standards and procedures of the school or college through which the course is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. See SLU full policy for more details about violations and possible sanctions.

In the event of an academic dishonesty situation, individual professors can decide either to handle the disciplinary situation themselves or to refer the situation for an academic review to the Chair of the Student Affairs Committee (SAC). Any faculty on the SAC who is involved in the situation put forward should recuse themselves from the situation. Following the referral, the Chair of the SAC would convene the faculty of the committee and meet with the student. The meeting will focus as both a learning experience as well as gaining information to assess the situation. It is desired that a plan can be developed to assist the student in future academic success. The student can invite one person as an “advocate” to the academic review meeting. Possible outcomes of the meeting could include an “F” on the assignment, additional work requirements targeting learning around the work and academic dishonesty related to the course/assignment, an “F” in the course, academic probation, or dismissal from the program. The SAC Chair will forward a report with recommendations to the Director of the student’s academic program as well as the Director of the program where the course is housed. The Program Director who oversees the student’s academic program will make the final decision and meet with the student and provide a letter or contract. Documentation will be placed in the student’s academic record; it is shredded upon graduation. The student may appeal the decision within 10 days through a written letter to the Director of the School of Social Work.

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-, and F.

2. **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 NP 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.

3. **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 student with three or more outstanding incompletes may not register for additional academic or practicum courses. The student must complete and sign a Petition for Course Extension which states the reason for the incomplete work and specifies the date by which the incomplete coursework will be completed. 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.

4. **Practicum and Integrative Seminar Grading**: The grading system for practicum courses and two integrative seminars consist of the grades of P (Pass) and NP (No Pass) or S (Satisfactory) and U (Unsatisfactory). The grades of P, NP, 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.

5. 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 NP in a practicum course will automatically be placed on academic probation. Any student on academic probation is not allowed to be enrolled in practicum.
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.

6. **Program Dismissal**: A student who at any point has received any combination of two grades less than a B or NP 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.

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 Student Affairs Committee (SAC) for further review. Upon review of the file, the directors or the broader committee 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 hours during their first semester 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. If relevant to the pursued degree, conditional students are not eligible to plan for practicum until successful completion of their conditional status. The determination is made either by conferral with the Director of Admissions and ABA program director or the SAC after review of the student's academic performance and consultation with their advisor or instructors at the end of each semester. The student will receive a letter of removal from conditional admission, or other action, from the Director of Graduate Recruitment and Admissions. The student can

appeal the decision within 10 days by submitting a written appeal to the Dean of the School of Social Work.

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, he/she 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 her/his advisor minimally once annually, but preferably twice, in the academic year.

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.

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: http://nhsc.hrsa.gov/loanrepayment/
Public Service Income-Based Loan Forgiveness: http://www.finaid.org/loans/publicservice.phtml
Also, check with your state's child welfare division as some states are offering loan forgiveness for work in

public child welfare.

Four-Year Completion of Program Requirement

All ABA Program students have four 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 extension. The written request for extension should be approved by the advisor and sent to the Director of the ABA Programs for consideration. The request should explain reasons for an exception to this policy as well as include a detailed timetable for completion of the requirements. The student will be notified in writing by the Director of the ABA Programs of the acceptance or rejection of this request. SLU's time to degree policy is less strict with 5 years to complete a Master's degree.

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 Barnes and Noble 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.

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 Vice President 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.

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 (4 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 at the link below and give the signed form to the Director of the ABA Program:
http://www.slu.edu/registrar/pdfs/leave_of_absence.pdf

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.

Parental Leave Policy

The SLU Student Parental Leave policy is found at:
https://www.slu.edu/academics/graduate/pdfs/gs_parental_leave_policy.pdf

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 Guidelines for Responsible Conduct for Behavior Analysts (**Appendix B**).

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:

1. Arriving promptly to class and leaving at the scheduled ending time.
2. Preparing thoroughly for each session.
3. Participating fully in all classroom activities and discussions.
4. Displaying respect for others' ideas and different styles while offering own points of view.
5. Turning off all electronic devices (e.g., cell phones and others) during class.
6. Displaying respect for professors, as evidenced by following professional review process.
7. Displaying professional behaviors via electronic communication with peers and professors outside of classes must also be maintained.

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 Chair of the Student Affairs Committee (SAC). The Chair of the SAC will then convene the faculty members of the SAC, which may include other faculty depending on the circumstance and faculty availability. The SAC 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 may not plan or complete a practicum until they are no longer on probation; 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 SAC 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 Director of the School within 10 business days of the notice of the outcome of the review meeting.

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 in July for fall 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 https://www.slu.edu/registrar/register/forms.php

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: http://www.slu.edu/registrar/pdfs/drop.pdf

Switching Degrees within the School of Social Work

Any student who wants to switch degrees (from MSABA to MSWABA or vice versa) must apply as a new student to the new degree program and complete the following steps:

1. A Petition to Amend the Graduate Program, and adhere to all requirements and deadlines for applications and admittance into the new degree program as appropriate, including (but not limited to) interviews, submission of letters of recommendations, transcripts from other institutions, etc.
2. Write a letter to the ABA and MSW program committees explaining why a switch is being requested. The letter should be submitted to the Program Directors of each program at the same time as the petition is submitted.
3. Transfer credits, if any, from either program to the new program is at the discretion and assessment of the Program Director.
4. MSABA students wishing to switch degrees must do so before completion of ABA 5748 (Behavior Change and Processes) and/or before completion of the second ABA practicum. If a student wishes to change programs after the completion of six credit hours of the ABA program, he/she will have to complete a full application and all the necessary application steps for the enrolling program as appropriate, including (but not limited to) interviews, submission of letters of recommendations, and submission of transcripts from other institutions.

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 complete a petition 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 complete the Petition to Take 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.

ABA Student Resources

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 Professor Heather Lewis, M.S.W., Ed.S., BCBA, who serves as the interim 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:

Social Work Librarian Scholarship Questions
Rebecca Hyde SSW Admissions
314-977-3106 314-977-2752 Rebecca.hyde@slu.edu socialservice@slu.edu

Career Services
Lauren Robinson
314-977-2168 Lauren.robinson.2@slu.edu

University Resources
IT Support Services Student Financial Services
314-977-4000 314-977-2350 helpdesk@slu.edu sfs@slu.edu

University Writing Services Center
writing@slu.edu 314-977-2505

Student Health Center
University Counseling Center 314-977-2323 314-977-8255

Department of Public Safety and Housing and Residence Life
Emergency Preparedness (314) 977-2811 Emergencies: (314) 977-3000 reslife@slu.edu
General Info: (314) 977-2376

Office of Institutional Equity Office of Student Responsibility
and Diversity and Community Standards
(314) 977-3838 (314) 977-7326
Director and Title IX Coordinator

Saint Louis University HOT-LINE

(877) 525-5669 or (877) 525-KNOW

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
Missouri Black Behavior Analysis Community	www.mobbac.org

APPENDICES

Appendix A

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

Appendix B

BACB Ethics Code for Behavior Analysts (bacb.com)

Appendix C

University Academic Integrity Policy

Version: 3.0

Responsible University Official: Provost

Version Effective Date: 8/21/2024

1.0 Introduction

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of integrity are essential to its very reason for existence. They also dignify and strengthen the activities of teaching, research, health care, and community service that are its primary mission.

Since the University seeks to prepare students and instructors for lives of integrity and occupations of trust, it regards academic integrity as a matter of serious import. Academic integrity is the foundation of the academic assessment process, which in turn sustains the ability of the University to certify to the outside world the skills and attainments of its graduates. Academic integrity allows those who practice it to contribute to a just and equitable learning environment that cultivates moral character and self-respect.

This policy is grounded in a respect for each faculty member's initial evaluation of an alleged academic integrity incident, for a student's right to confidential, equitable, and timely adjudication of alleged incidents, and for the shared conviction of our college/school deans and associate deans that a university-wide academic integrity policy and process best promotes equitable and consistent application.

Students are expected to adhere to the standards of academic integrity as defined in this policy and as guided by the faculty and staff supporting their educational endeavors, thus contributing to an environment in which academic integrity is respected.

The Academic Integrity Policy detailed below sets out principles implicit in the University's ethos but that call for explicit formulation to guide its practice.

2.0 Scope

The Policy on Academic Integrity set forth here is designed to promote ethical conduct within the University community by:

- Defining the responsibilities of various members of the University community.
- Defining violations of academic integrity.
- Setting minimum standards for reporting and adjudicating (making a formal judgement/decision) violations of academic integrity.
- Establishing procedures for appeals to the Office of the Provost.
- Establishing standards and procedures for maintaining records.

Saint Louis University undergraduate and graduate students' educational experience in all modalities is governed by this Academic Affairs policy except for courses delivered by the

School of Law, the School of Medicine, the Center for Advanced Dentistry Education, and the Madrid campus.

Note: Alleged violations of academic integrity in scientific research will be addressed in accordance with the Research Integrity and Compliance Program in the Office of the Vice President for Research.

3.0 Definitions

This section defines academic integrity and articulates the conduct and standards considered as having violated this policy. More than one violation may apply.

Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. The University and wider academic community are built on shared values and norms of behavior, including honesty, fairness, and responsibility. Applying academic integrity to one's work entails practicing honesty and fairness towards others, taking responsibility for learning, and following the conventions of scholarship. The University is responsible for awarding credit for honestly conducted work, and students are responsible for demonstrating academic integrity by practicing the following:

- Using information, text, images, and all other materials incorporated into academic work appropriately, according to copyright and privacy laws.
- Acknowledging the source of information whether taken from another person, artificial intelligence, or other technology.
- Conducting research ethically, in line with the University's regulations on human research ethics.
- Reporting research truthfully.
- Acting ethically and honestly in all academic endeavors.
- Acknowledging faculty members' intellectual properties and confirming faculty support when students conduct research, apply for assistantships and/or fellowships.

Academic Integrity Incident refers to reported student conduct that violates the academic integrity standards set forth in this policy.

Falsification is the misrepresentation of fact for academic gain**.**

Falsification may include, but is not limited to:

- Lying to or deceiving an instructor regarding academic work.
- Fabricating or misrepresenting documentation or the data used in completing assignments.
- Misrepresenting or altering information in the academic records of an instructor, academic or administrative department, or unit of the University unless authorized to do so.

Plagiarism is the presentation or representation of content as if the content were the student's own without proper citation. Examples include thoughts, words, or data created by another source other than the student not explicitly permitted by the instructor. This definition includes self- plagiarism as the use of material prepared for one class and submitted in another without proper citation and without permission of

the current instructor.

Plagiarism may include, but is not limited to:

- Directly presenting the written, artistic, or spoken work generated or created by someone other than the student, by artificial intelligence, or by other technology without quotation marks or indented quotations and without proper citation to the source.
- Paraphrasing or incorporating the ideas, concepts, arguments, observations, images, objects, music, or statements generated or created by someone other than the student, by artificial intelligence, or by other technology without proper citation of the source.
- Presenting information from the internet, produced by artificial intelligence, or by other technology so that it appears to be the student's own work.
- Submitting as the student's own, any work that has been prepared, either entirely or in part, by another person, group, commercial firm, artificial intelligence, or by other technology without proper citation.
- Claiming research advisors' research idea as the student's own and using these ideas to apply for scholarships/assistantship/fellowships without research advisors' approval/support.

Cheating is the use of unauthorized assistance to gain an advantage over others, and/or a failure to comply with any reasonable direction or instruction of an officer, employee or agent of the University relating to the conduct of a formal examination or assessment.

Cheating may include, but is not limited to:

- Copying from another student's examination or work.
- Using assistance, notes, aids, artificial intelligence or other technology, cell phones, calculators, translation software, or internet-based applications not authorized by the instructor in taking quizzes or examinations or to complete assignments.
- Acquiring, disseminating, or using any academic form of assessment belonging to an instructor or staff member without prior approval.
- Hiring or otherwise engaging in the impersonation of another person to take a quiz or examination or in fulfilling other academic requirements.
- Asking students for solutions to assignments, exams, quizzes and then submitting these solutions as their own.

Sabotage is the disruption of or attempt to prevent the academic pursuits of others.

Sabotage may include, but is not limited to:

- Intentionally interfering with work or undermining the academic success of others in the
  University community to negatively impact another's academic performance.
- Modifying, stealing, or destroying academic materials including, but not limited to, computer files, library materials, artwork, personal books, and papers.
- Taking any action that negatively impacts research outcomes including, but not limited to, lab tampering, falsification of data, withholding data/findings, or destruction of research resources.

Collusion is the unauthorized collaboration in a deceitful manner with another person or persons for the purpose of giving or gaining an academic advantage in the completion of an assignment, quiz, or examination that has been restricted to individual effort. Collusion does not include receiving help from authorized University assistance.

Collusion may include, but is not limited to:

- Paraphrasing another student's assignment and submitting it as their own.
- Having another individual or group do the/an assessment task.
- Giving solutions to assignments, exams, quizzes to other students.

Concealment is the failure to report to the instructor or to call to the attention of an instructor or administrator any matter where a student knows of facts indicating a significant likelihood that a violation of this Academic Integrity Policy has been or will be committed or that an academic unit requires be reported, including the behaviors described in the definitions in this section.

Preponderance of Evidence is a widely accepted standard of evidence/proof applied to academic integrity incident evaluations, proceedings, and determinations. This standard requires that a finding be proven to be 'more likely than not' to be true, based on the totality of the information or materials available to the decision maker(s) and free of bias.

Egregious is a willful act or conduct by a student who intentionally violates the university-wide Academic Integrity Policy in an impactful and a serious manner beyond a common transgression.

Restorative Educational Opportunity is a teaching and learning practice that empowers students to learn from mistakes, to recognize the impact of their actions, and to develop and enhance skills, problem-solving, and a deeper understanding of academic integrity issues.

Conflict of Interest is any interaction with a student(s), faculty, or staff involved in the Academic Integrity adjudication process that could directly and significantly affect one's responsibilities on the Academic Hearing Panel.

4.0 Responsibilities of Members of the Community

Creating a learning environment in which high standards of academic integrity are valued requires the efforts of everyone in the University community.

Retaliation or bias by or against any community member for exercising their rights or responsibilities under this Academic Integrity Policy is prohibited and may result in sanctions as deemed appropriate by the University.

Faculty (and instructors of record) are responsible for adhering to high standards of academic integrity in their own teaching and professional conduct; sharing relevant parts of the policy on their syllabi and assignments (e.g., an explicit statement on use of artificial intelligence and/or other technology); explaining key terms and

discipline/course specific academic honesty norms to students; and following procedures for reporting and adjudicating possible violations both in and out of their academic unit. Furthermore, faculty are encouraged to create assignments that minimize academic dishonesty through clear expectations and to help create an environment where academic integrity is uppermost. Participation in formal academic hearings is expected as appropriate.

Students are responsible for adhering to university standards of academic integrity and seeking clarification from their instructors when they are uncertain if a behavior is in violation of this policy, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or administrators.
Participation in formal academic hearings is expected as appropriate.

Staff are responsible for calling the attention of their supervisors to possible violations of academic integrity, for modeling high standards of academic integrity in their own teaching and professional conduct and for otherwise supporting a community of academic honesty and trust. Participation in formal academic hearings is expected as appropriate.

Academic administrators such as Deans, Chairs, and Directors are responsible for adhering to university standards of academic integrity in their teaching and professional conduct, reporting incidents as needed, and for otherwise supporting a community of academic honesty and trust. Participation in formal academic hearings is expected as appropriate.

The Office of the Provost in collaboration with Deans and Directors of academic units are responsible for integrating concepts of academic integrity into academic programs and curricula to comply with the University policy. Participation in formal academic hearings is expected as appropriate.

Director of Academic Integrity (DAI) is responsible for overseeing aspects of academic integrity as assigned by the provost and helping shape, coordinate, and maintain the academic integrity system at the University.

5.0 Reporting and Adjudication Procedures for Allegations of Violations of Academic Integrity

Confidentiality applies to all aspects of the proceedings and all University students, faculty, and staff who are subject to this policy. Each case of academic dishonesty, names of student(s), facts, comments, and material information should remain confidential. Disclosure of this information is limited to the Academic Hearing Panel and those University officials for each case who have a need to know the information in connection with discharging their official duties and responsibilities. Violation of this confidentiality clause may result in sanctions as deemed appropriate by the University.

Every effort will be made to complete the Academic Integrity process within **60 University business days** of initial reports.

- Incidents that impact graduation may require an expedited time frame.
- Incidents that impact course registration that dictates curricular progression scaffolding may require an expedited time frame.

Prior to the Formal University Academic Integrity Process

- If an instructor is unsure if what they see constitutes an Academic Integrity Incident, they should discuss how to proceed with their chair, other administrator, or the DAI.
- The course instructor communicates (in-person or in writing) with the student(s) regarding alleged Academic Integrity Incident(s).
    - Such communication should occur within a timely manner (not more than **10 University business days** from identification of alleged Incident).
- If after communicating with the student the instructor determines there was no Academic Integrity Incident, based on a preponderance of evidence, or the occurrence is appropriate for a restorative educational opportunity, the process is complete.
- If after communicating with the student the instructor determines there is or likely has been an Academic Integrity Incident, based on a preponderance of evidence:
    - The instructor shares with the student a summary of violation findings, supporting evidence, imposed and/or proposed sanction(s), and the University Academic Integrity Policy. Specific evidence may be shared with student unless:
        - The evidence is in danger of being compromised or deleted.
        - The evidence would violate the privacy of another student(s).
        - The evidence would compromise the future academic integrity of the course materials.
    - The instructor begins the formal University Academic Integrity Process.

Formal University Academic Integrity Process

- If the instructor determines there is a preponderance of evidence that an Academic Integrity Incident occurred, they shall submit an academic integrity incident report with an imposed and/or proposed sanction(s) to the DAI via the University database of confidential and permanent records account no later than **5 University business days** following initial communication with the student. The complete submission to the DAI by the instructor shall include the following:
    - Report of findings
    - Syllabus
    - Particulars of assignment
    - Evidence (copies)
    - Relevant email correspondence (if any)
    - Imposed and/or proposed sanction(s)
- Upon receipt of the submission, the DAI reviews University-wide records to determine whether the incident is a first or recurring Academic Integrity Incident and may offer suggestions to the instructor's imposed and/or proposed sanctions accordingly.

- The DAI notifies the student via their SLU email account of the finding(s), imposed and/or proposed sanctions, implications, and whether it is a first or recurring Academic Integrity Incident.
- The student must acknowledge or refute responsibility in writing via their SLU email account within **7 University business days.**
- Student failure to respond to the notification of the of account of the finding(s), imposed and/or proposed sanctions, and implications, after **7 University business days** will be treated as acceptance of responsibility. Students who do not respond to the notification may follow the new evidence appeal process. Students are eligible to initiate a new evidence appeal within **30 University business days** of notification.

If Acknowledged First Academic Integrity Incident:

- The DAI collaborates with instructor(s) to facilitate sanction equity and confirm the imposed and/or proposed instructor sanction.
- The DAI informs the student of sanction(s) implications.
- The DAI works with the student to ensure compliance to sanction(s) (if applicable).
- The DAI enters sanction(s) into the University database of confidential and permanent records.
- The DAI reports closure of case to the following (as applicable):
    - Student
    - Instructor of course
    - Associate Dean of the student's academic home
    - Department Chair/Director of course and of student's major
- Findings and sanction(s) are entered into the University database of confidential and permanent records. Saint Louis University is bound by the Family Educational Rights and Privacy Act of 1974 (FERPA)s. The files and information contained in the University database of confidential and permanent records are subject to these guidelines as student records.

If Academic Integrity Incident and/or Associated Sanctionis Refuted or a Recurring Academic Integrity Incident:

- The DAI assembles a 3-person Academic Hearing Panel from members of the Academic Integrity Board, as defined by the Academic Integrity Bylaws, to adjudicate and make determination of responsibility based on a preponderance of evidence.
- The DAI appoints a Chair of Academic Hearing Panel responsible for scheduling and communicating with accused student, instructor, and Academic Integrity Office.
    - The DAI may attend Academic Hearing Panel Hearing to observe and advise on process as a non-voting, ex officio member.
    - When scheduling the hearing, every effort will be made to not interfere with a student's or instructor's academic schedule.
- Academic Hearing Panel conducts Hearing in adherence to the Academic Integrity Board Bylaws.
    - The Academic Hearing Panel may solicit input from academic and administrative units and individuals whose professional/disciplinary

expertise is needed to fulfill the Academic Hearing Panel's review (i.e., the alleging faculty, other faculty from associated college/school, the associated academic department chair, the associated college/school dean's office, ITS, the Dean of Students Office, etc.).
    - The Academic Integrity Office provides the Academic Hearing Panel with all relevant reports, evidence, and pertinent information.
    - The Academic Hearing Panel confers separately with the student and the instructor.
    - The Office of Academic Integrity informs via SLU email the student/instructor of the date, time, and location of the Hearing at least **5 University business days** before the hearing.

- Hearing parameters:
    - The Academic Hearing Panel Hearing may be conducted in-person or virtually.
    - The hearing may <u>not</u> be recorded.
    - The accused student's participation in the hearing is compulsory. If participation results in absence from a course, the University Authorized Absence Policy applies. If the student fails to attend the scheduled hearing, they are subject to a referral to the Office of Student Responsibility. A student's lack of participation in the hearing does not prevent the Academic Hearing Panel from determining responsibility. A student's lack of participation does not constitute a presumption of responsibility.
    - The student may bring one personal advisor, e.g., parent, guardian, faith-based leader, or an attorney of the student's choosing at the student's own expense. The advisor is only present to support the student through the process but may not speak for the student, ask questions of others present, or interfere with the hearing. If the student wishes to speak privately with their advisor during the hearing, they may request a brief recess from the hearing.
      [Appropriate FERPA (Family Educational Rights and Privacy Act) Waiver required.]
    - The student, instructor, and/or Academic Hearing Panel have the right to request witnesses in advance of the hearing. The Chair of the Academic Hearing Panel (in consultation with DAI) determines whether a witness is relevant to the hearing proceedings and may allow the witness at the hearing or not. [Appropriate FERPA (Family Educational Rights and Privacy Act) Waiver required.]

- The Academic Hearing Panel's determination is premised on all the materials provided, including those submitted by the instructor as part of the original Academic Integrity Incident Report and any subsequent evidence or applicable context provided by the instructor, student and/or the respective academic department and/or dean's office. A **<u>majority vote</u>** of voting members is required to determine the student's responsibility for the alleged violations.
    - If the student is found <u>responsible</u> for the violation, based on a preponderance of evidence, the Academic Hearing Panel determines

whether to uphold or adjust the originally imposed and/or proposed sanctions.
    - If the student is found not responsible for the violation, based on a preponderance of evidence, no sanction(s) will be imposed on the student.
- The Academic Hearing Panel Chair prepares an Academic Hearing Panel Hearing Summary including a brief synopsis of the Hearing and the final decision regarding student responsibility and sanction(s). The Summary shall be submitted to the DAI within **5 University business days** of the Hearing.

- The DAI communicates the Academic Hearing Panel decision and sanction(s) (if any) to the student and instructor within **10 University business days** of the Hearing.
  [Notification via SLU email]
    - If the student is found responsible:
        - The DAI will inform the student of the sanction(s) and implications.
        - The DAI will work with the student to ensure compliance with the sanction(s) (if applicable).
        - The DAI will inform the instructor of the decision.
        - The DAI will inform the Associate Dean of the student's academic home.
        - The DAI will inform the Department Chair/Director of course and of student's major.
        - The DAI will enter records of the sanctions into the University database of confidential and permanent records.

    - If the student is found not responsible:
        - The DAI will inform the student of the process findings.
        - The DAI will inform the instructor of the findings.
        - The DAI will collaborate with the instructor to reverse any sanctions that may have been applied.
        - The DAI will inform the Associate Dean of the student's academic home if applicable.
        - The DAI will inform the Department Chair/Director of course and of student's major if applicable.
        - The DAI will destroy all case materials for students found not responsible.

- The Academic Integrity Incident Report, supplemental materials, findings, and sanction(s) are entered into the University database of confidential and permanent records. Saint Louis University is bound by the Family Educational Rights and Privacy Act of 1974 (FERPA)s. The files and information contained in the University database of confidential and permanent records are subject to these guidelines as student records.

Right of Appeal – New Evidence Appeal or Process Appeal to the Office of the Provost

- Parties involved in the academic integrity incident may appeal the decision of the Academic Hearing Panel to the DAI based only on either of the following grounds:
    - New Evidence Appeal: New evidence not available at the time of the Academic Hearing Panel Hearing, which would have a material impact on the case's determination.

- Process Appeal: There was a material deviation from the procedures set forth in this Academic Integrity Policy that would significantly impact the outcome of the matter or may have resulted in a different finding.

- The appeal must be submitted in writing via SLU email to the DAI within **7 University business days** of notification of Academic Hearing Panel Hearing decision.
- In the case of an appeal based on new evidence, the DAI refers the case and all relevant materials (initial report, evidence, Academic Hearing Panel Hearing summary, approved sanction(s), etc.) to the original or new Academic Hearing Panel within **5 University business days** for a new hearing and follows the procedures and timelines outlined above.
- In the case of a process appeal, the DAI refers the case and all relevant materials (initial report, evidence, Academic Hearing Panel Hearing summary, approved sanction(s), etc.) to the Office of the Provost within **5 University business days**.
  - The DAI informs the student and instructor that the appeal has been referred to the Office of the Provost or the Academic Integrity Hearing Panel.
  - The Office of the Provost will make every effort to provide a decision regarding the appeal within **10 University business days**.
- DAI shall communicate via the student's SLU email the Academic Hearing Panel/Provost
  Office decision and sanction(s) (if any) to the student and instructor within **10 University business days of the appeal decision.**
  - If the student is found <u>responsible</u>:
    - The DAI will inform the student of the sanction(s) and implications.
    - The DAI will work with the student to ensure compliance with the sanction(s) (if applicable).
    - The DAI will inform the instructor of the decision.
    - The DAI will inform the Associate Dean of the student's academic home.
    - The DAI will inform the Department Chair/Director of course and of student's major.
    - The DAI will enter records of the sanctions into the University database of confidential and permanent records.
  - If the student is found <u>not responsible</u>:
    - The DAI will inform the student of the appeal findings.
    - The DAI will inform the instructor of the appeal findings.
    - The DAI will collaborate with the instructor to reverse any sanctions that may have been implemented.
    - The DAI will inform the Associate Dean of the student's academic home if applicable.
    - The DAI will inform the Department Chair/Director of course and of student's major if applicable.
    - The DAI will destroy all case materials for students found <u>not responsible</u>.

The Office of the Provost decision is <u>final</u> and not eligible for further appeal.

6.0 Sanctions

Academic Integrity sanction(s) will be determined based on whether the incident is a first or recurring Academic Integrity Incident and/or egregiousness of the incident. Sanction(s) may include but are not limited to:

- The faculty may determine the incident is appropriate for a restorative educational opportunity and no formal sanction is applied.
- The student may be required to repeat/revise the assignment or complete an alternative assignment.
- The student may receive a lowered, failing, or zero grade on the examination or assignment in question.
- The student may receive a lowered or failing course grade in the course in question. The student shall have the right to continue in the course without retaliation or penalty pending final resolution.
- The student may be dismissed from their academic program/department after multiple incidents per the academic program/department dismissal policy if applicable.
- Visiting students (including 1818) may be prohibited from participating in the program/opportunity.
- The student may be suspended or expelled from the University.

The aforementioned sanctions may be accompanied by a requirement to participate in additional academic education support designed to prevent future Academic Integrity Incidents.

7.0 Historical Context

On 6/26/2015 the University adopted a university-wide Academic Integrity Policy after development with and vetting through individual academic unit's governance bodies by a committee of faculty, deans, staff, and students. To comply with the University policy, academic units were expected to amend their own academic integrity policies to align with university definitions and minimum standards. Individual academic units were to consider standards of academic and professional conduct for their own disciplines. Therefore, the University Academic Integrity Policy did not offer a single set of procedures for adjudicating violations of academic integrity at the academic unit level and only applied standards for process, record keeping, and appeals to the Office of the Provost with the exception of violations of academic integrity in scientific research (which was guided by the University's Research Integrity Policy).

The University Academic Integrity Policy creates a unified adjudication process across school/colleges and centralizes record keeping and academic integrity metrics.

Maintenance or records (see the University Policy of Maintenance of records at records (https://www.slu.edu/provost/policies/academic-and-course/policy-records-management-and- retention.pdf)

The current policy supersedes all previous versions. Academic units (as specified in the Scope section above) are expected to follow the Reporting and Adjudication Procedures for Allegations of Violations of Academic Integrity described above.

This policy was:
Endorsed by CADD: 5/22/2024
Approved by the Provost: 5/22/2024