



Holy Family
UNIVERSITY

SCHOOL OF
ARTS & SCIENCES

Master of Science in Applied Behavior Analysis

STUDENT HANDBOOK

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School of Arts and Sciences
Master of Science in Behavior Analysis Student Handbook

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About Holy Family University

Holy Family University is a private Catholic institution located in Philadelphia, PA. Founded in 1954, the University's mission is informed by its core values of family, respect, integrity, service and responsibility, learning, and vision. The University embraces diversity and inclusion, ensuring a welcoming and accessible learning community for all. The University is composed of four schools: Arts & Sciences, Business & Professional Studies, Education, and Nursing & Health Sciences. Nestled in the heart of a historic residential neighborhood in the Northeast, the University is just minutes from the excitement of Center City. Holy Family enrolls more than 3100 students at the undergraduate, graduate, and doctoral levels at its Philadelphia and Newtown campus locations.

Holy Family University is a sponsored ministry of the Sisters of the Holy Family of Nazareth.

Master of Science in Applied Behavior Analysis

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Master's Program in Applied Behavior Analysis Mission Statement

The mission of the Graduate Program in Behavior Analysis is to cultivate a community of compassionate and competent behavioral practitioners. Through hands-on instruction, mentoring, and supervision, we empower our students to integrate the principles of behavior into both practice and research, while prioritizing the well-being of professionals. Our goal is to equip graduates with the skills and knowledge necessary to design behavioral programs that affect positive, socially significant outcomes in the world.

In fulfillment of this mission the program objectives include:

1. **Fostering a Culture of Compassion and Competence:** Create a supportive environment where students develop empathy and understanding alongside technical proficiency, ensuring they become compassionate and competent behavioral practitioners that recognize the importance of professional well-being as crucial for maintaining productivity and overall satisfaction in the profession.
2. **Providing Experiential Learning Opportunities:** Offer hands-on mentoring and supervision to facilitate practical application of behavior analysis principles in real-world settings, enabling students to seamlessly integrate theory with practice.
3. **Promoting Interdisciplinary Collaboration:** Encourage collaboration between students, faculty, and professionals from diverse fields to enrich perspectives and approaches, preparing graduates to address complex societal issues through interdisciplinary solutions.
4. **Empowering Agents of Change:** Equip graduates with the critical thinking skills and ethical framework necessary to identify and implement behavioral interventions that lead to positive, socially significant outcomes for those in need, and to help students become contributors and leaders in behavior analysis thereby empowering them to effect meaningful change in the profession and communities worldwide.

Consistent with Holy Family's tradition of "Teneor Votis" (I am bound by my responsibilities) students are inspired to advocate for social justice, shape public policy and witness to the dignity of each person and the oneness of the human family.

Program Outcomes for the Graduate Program in Behavior Analysis

Graduates of the Master of Science in Behavior Analysis program demonstrate skills and knowledge in the following areas:

1. **Conceptual Understanding:** Graduates will demonstrate a comprehensive understanding of fundamental concepts and principles in behavior analysis.
2. **Theoretical Competence:** Graduates will possess a strong grasp of the theoretical foundations and philosophical underpinnings of behavior analysis, enabling them to critically evaluate and apply behavioral principles in various contexts.
3. **Research Proficiency:** Graduates will be proficient in both basic and applied research methodologies in behavior analysis, allowing them to contribute to the advancement of knowledge in the field through rigorous empirical investigation.
4. **Assessment Skills:** Graduates will demonstrate competence in conducting thorough behavior assessments, including functional behavior assessments, and will be proficient in analyzing and interpreting assessment data to inform intervention planning.
5. **Intervention Expertise:** Graduates will be adept at designing and implementing behavior change procedures based on the principles of behavior analysis, with the ability to modify interventions based on ongoing assessment and evaluation.
6. **Performance Management:** Graduates will understand principles and techniques of organizational behavior management, enabling them to better address behavioral issues with personnel and organizational settings and improve overall performance and effectiveness.

7. Ethical Awareness: Graduates will exhibit a strong commitment to ethical practice in behavior analysis, adhering to the ethical guidelines outlined by relevant professional organizations and demonstrating integrity and respect for individuals' rights and dignity.
8. Experiential Learning: Graduates will have engaged in meaningful experiential learning opportunities throughout the program, gaining practical experience in applying behavior analysis principles in diverse settings under the guidance of experienced mentors and supervisors.

Academic Program Description

To provide students with the opportunity to develop the skills required to practice as behavior analysts with expertise in the areas of school, community, clinic, hospital, correctional, higher education, or research settings, the program uses a scholar-practitioner training model. Through involvement with program coursework students become active and involved learners. Students engage in both in-class and out-of-class cooperative, collaborative, and experiential learning that through interaction, exposure, immersion, and problem-solving enables students to integrate class material into their current knowledge and experiential base. Student advocacy and service learning is integrated into the academic experience to prepare the developing professional for a life-long role as a behavior analyst who can impact change on an individual, organizational, local, national, and global level. The supervised experiential learning courses provide students with the professional experiences to synthesize course material with real-life behavior analytic experiences to develop the skills appropriate for beginning practitioners.

The Master of Science in Applied Behavior Analysis program is centered on a core ABA curriculum that aligns with the BACB® 6th Edition TCO® and ABAI® accredited course requirements. After successful completion of this program and the required supervised fieldwork requirements set forth by the BABC® (not a graduation requirement), students are eligible to apply for behavior analyst certification through pathway 2 through the BACB ® through December 31, 2032. Additionally, Holy Family is seeking program recognition through ABAI® Tiered Model of Education. .

This program is tailored to equip students with the necessary knowledge and skills in behavior analysis for board certification, enabling them to effectively apply these skills across diverse settings. The program highlights the importance of looking after yourself to better care for others and enhance professional satisfaction within the field.

Masters Thesis Overview

Introduction and Goals

The Holy Family University Masters of Science in Applied Behavior Analysis (ABA) program requires students to complete independent scholarly work in the form of a Masters Thesis, with the aim of furthering their development as a competent professional behavior analyst well versed in research methods.

The ABA program has established format standards to which a thesis must adhere before it receives final approval as partial fulfillment of the requirement for the degree of Masters of Science in Applied Behavior Analysis at Holy Family University. Some of these standards are purely technical; others have been established to ensure that certain vital information is presented in an orderly, uniform manner.

The requirements in this document apply to all Masters of Science in Applied Behavior Analysis at Holy Family University theses. While you will need to comply with the specifications given here, you will also need to consult the most recent edition of the Publication Manual of the American Psychological Association.

Be careful if using another thesis as a model for your thesis; remember that this guide is revised from time to time, and you must meet current thesis requirements. You must be consistent in format throughout. The thesis should be written in clear, grammatically correct English, with words spelled and divided correctly and punctuation standards used appropriately.

This document also provides information on the thesis review process, defense, graduation deadlines, and final submission of the master's thesis to the ABA department.

The thesis author bears ultimate responsibility for meeting all of the Masters of Science in Applied Behavior Analysis at Holy Family University thesis requirements.

Consistent with the practitioner/scholar model and philosophy, the thesis is an independent project that unfolds over time, demonstrating students' competence in the integration of behavior analysis practice and scholarly/scientific pursuits. The thesis requires that the student master a topic of relevance to ABA, develop a strong demonstration of the application of that topic, and communicate findings and implications for the field in a professional manner.

The completion of the thesis establishes the student as a scholar practitioner in the field of ABA, which complements their demonstrated competencies in other areas of our ABA program. The main goal of the masters thesis is to develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion. The student must demonstrate a strong understanding of the relevant literature and current practices. In addition, the thesis is an exercise in planning, time management, and task execution; students are required to utilize resources, become familiar with various methodologies, and appropriately communicate with other behavior analysts and professionals to complete this thesis.

Acceptable Thesis projects include:

1. **An empirical study that demonstrates research design and data analysis.** Such a study may be action research or experimental in its design, with data collected in a lab, clinical, school, or field setting. For this type of project, all data must be collected per the proposal, analyzed, and discussed in detail, including implications for future research and the field.

Roles and Responsibilities

Student Role

The thesis demonstrates a student's ability to assess, critically evaluate, and integrate knowledge gained from research, theoretical, and clinical sources regarding a topic in ABA. It is always the student's sole responsibility to ensure that all tasks and deadlines are completed within agreed upon timeframes and that all forms are signed and submitted. Students should expect to carry out the necessary bibliographic research to become adequately familiar with their chosen topic. The development of the thesis topic, the manuscript writing, the research activities, and overall scholarly output must be conducted by the student as the sole responsible party. Students are required to maintain adequate progress on their thesis and inform their Faculty Chairperson and Thesis Committee of the status of their thesis on a periodic basis (e.g., monthly). While students will utilize the expertise of their Chairperson and Thesis Committee, the thesis is a scholarly project that reflects their independent work and unique contribution, and as such, all initiative for the masters thesis will be student-led.

Students should engage in professional communication with others involved in their thesis process and must adhere to standard accepted conventions regarding turnaround time for review and feedback of any materials. Students should expect 2-3 weeks of turnaround time for any documents requiring review and should plan accordingly to account for this time. In addition, students must inform their Chairperson and Thesis Committee members of any publications stemming from their thesis work so that appropriate authorship determinations may be made. It is expected that the student will be the first author on any presentation or publication that results from their thesis work.

Faculty Chairperson Role

The Faculty Chairperson (i.e., Chair) is responsible for overseeing students throughout the thesis process by providing guidance and encouragement. The Chair will assist students in identifying and shaping their research ideas into interesting, important, and answerable questions and/or developing a project that is meaningful to the practice of behavior analysis. The Chair will provide appropriate recommendations and monitor the progress of the thesis project by reviewing the manuscript and providing approvals at various stages. The Chair leads the Thesis Committee and guides the student in identifying and inviting Committee members to participate. It is expected that the Chair will be the second author on any presentation or publication that results from the Thesis work.

Faculty Chairs must be Masters-level BCBA's and approved by the ABA Program Director.

Masters Thesis Committee Role

The Masters Thesis Committee (i.e., committee) has two main roles: (1) to provide guidance in completing the Masters Thesis in a way that significantly contributes to the student's education as a professional behavior analyst, and (2) to evaluate the quality and acceptability of the student's work to ensure that it is rigorous and makes a unique contribution to the field. The committee members guide the student to completion of a Thesis that demonstrates competence and mastery of the intellectual responsibilities associated with Masters-level expertise. The committee must also interpret the quality standards of the larger profession of behavior analysis to ensure that the student has met the independence, conceptual sophistication, and professional expertise required by the profession. Committee members should serve the role of consultee given their expertise and their input should be incorporated into the Thesis, but they are less involved than the Chair in the development and implementation of the project. It is expected that, at a minimum, committee members will be made aware of any publication stemming from the Thesis work. As appropriate, committee members may serve as co-authors on future dissemination of the work.

Thesis Committee members must have earned a master's degree in their field and approved by the ABA Program and/or Thesis Chair. At least one member of the committee must be a core faculty member in the ABA program.

Master of Science in Applied Behavior Analysis Thesis Process

The thesis is a required component of the Master of Science in Applied Behavior Analysis (M.S. ABA) program and is completed over three consecutive semesters (MABA 540 Research Design in ABA, MABA 541 Thesis 1 and MABA 542 Thesis 2). The thesis provides students with the opportunity to apply the concepts and principles of applied behavior analysis to an original action research project utilizing a single-subject research design. Throughout the program, students build the knowledge and skills necessary to design, implement, evaluate, and disseminate behavior-analytic research. The Thesis is designed to be fully completed during this time frame; however, students who require additional time may be approved for an incomplete that expires no later than 6 months past the end of MABA 542 semester. Please note that the Thesis proposal, at minimum, must be approved by the committee prior to submitting for IRB.

The timeframe and guidelines to follow outline the process for completing the Masters Thesis. Additionally, please see Appendix F "Recommended Timeline for ABA Thesis Completion" for a chart displaying this process.

Phase 1: Developing the Research Idea

Foundational Coursework

During the early stages of the program, students develop a strong foundation in the concepts and principles of applied behavior analysis, behavioral assessment, behavior change procedures, ethics, and research methodology. These courses prepare students to identify meaningful practice-based research questions and evaluate behavior-analytic interventions.

MABA 540: Research Design in Applied Behavior Analysis

In MABA 540, students learn the rationale, design, and application of research methods in applied behavior analysis, with a particular emphasis on single-subject research designs.

By the end of MABA 540, students will:

- Identify a behavior-analytic research problem or question.
- Review relevant literature.
- Select an appropriate single-subject research design.
- Develop a formal research proposal.
- Identify potential participants and settings.
- Begin preparing materials required for Institutional Review Board (IRB) submission.
- Obtain preliminary feedback from faculty regarding the feasibility and quality of the proposed study.

During this course, students will also identify a potential thesis topic and discuss areas of interest with faculty. Thesis faculty assignments will be finalized at the beginning of MABA 541 based on student interests, faculty expertise, and faculty availability.

Successful completion of MABA 540 prepares students to begin the formal thesis process.

Phase 2: Thesis Development and IRB Approval

MABA 541: ABA Thesis I

MABA 541 focuses on refining the proposed study and obtaining all necessary approvals before implementation.

Students will work closely with thesis faculty through a minimum of six individual advisor meetings.

By the end of MABA 541, students are expected to:

- Secure a thesis committee (Thesis Faculty and at least one other committee member).
 - Thesis Committee Signature Page Completed
- Finalize the thesis proposal.
- Obtain approval of the proposal from the thesis committee.
- Complete and submit an IRB application to Holy Family University.
- Complete the Introduction and Method sections of the thesis manuscript.
- Obtain IRB approval.
- Recruit participants.
- Obtain informed consent and/or assent, when applicable.
- Organize data collection materials and procedures.
- Begin implementation of the intervention and data collection process when approved.

Thesis Committee

The Thesis Committee will consist of at least the Faculty Advisor from MABA 541 and 1 other full-time faculty from Holy Family University. Students may include an outside member if they so choose. The Faculty Advisor will be the same in MABA 541 and MABA 542. The student must receive the signature of each committee member solidifying the Thesis Committee at the beginning of MABA 541. Once the committee has been formed the student can work with the Faculty Advisor to schedule the Thesis Proposal Presentation.

Thesis Proposal Presentation

During MABA 541, students will deliver a formal thesis proposal presentation to their thesis committee. The presentation will summarize the literature review, rationale, research questions, and methodology. Students will receive feedback and make any necessary changes requested by the Thesis Committee. Once all necessary changes have been made the Faculty Advisor will provide Thesis Proposal Approval. Thesis Proposal Approval must be received prior to IRB submission. Thesis proposal presentation should be scheduled 4 weeks prior to IRB submission. Thesis proposal presentation should be scheduled at a time that is convenient for the student, the Thesis Chair and the committee members. The Thesis proposal will be completed virtually through zoom.

IRB Approval Requirements

Prior to submitting an IRB application, students must obtain approval of their thesis proposal from their thesis committee. Students may not recruit participants, obtain consent or assent, implement interventions, or collect data until written IRB approval has been received.

Students must complete an [IRB application](#) and submit to the [HFU IRB](#).

IRB Submission Process and Timeline

All research involving human participants must receive approval from the Holy Family University Institutional Review Board (IRB) before participant recruitment, consent, intervention implementation, or data collection may begin.

IRB Committee meetings are held on Mondays from 1:00-2:00 usually at the end of each month during the fall and spring semesters. Thus, proposals would be due by the middle of each month prior to the IRB committee meeting.

Step 1: Obtain Thesis Proposal Approval

Before an IRB application can be submitted, students must:

- Successfully complete their thesis proposal.
- Schedule time with the thesis committee.
- Present thesis proposal (Poster) to Thesis Chair and ABA faculty.
- Receive approval of the proposal from their Thesis Chair and ABA faculty.
 - Students may receive approval, approval with revisions, or rejection
- Complete all required revisions to the proposal.
- Obtain any required letters of support from participating organizations, schools, agencies, clinicians, or supervisors.

No IRB application may be submitted until the thesis proposal has been approved.

Step 2: Prepare Required IRB Materials

Working closely with the Thesis Chair, students will prepare all materials required for IRB review, which may include:

- IRB Application
- Thesis Proposal
- Recruitment Materials
- Informed Consent Forms/Assent Forms (if applicable)
- Data Collection Forms, Surveys, Questionnaires, or Interview Protocols
- Treatment and Intervention Materials
- Letter(s) of Support

- Curriculum Vitae (CV)
- Human Subjects/Ethics Training Certificate
- Any additional study materials required by the IRB

All documents must be completed and submitted electronically.

Step 3: Internal Review by the School of Arts and Sciences

The Thesis Chair will submit the completed IRB application package to the School of Arts and Sciences IRB Representative for review.

To allow adequate time for review, materials should be finalized and submitted to the Thesis Chair at least **three weeks before the anticipated IRB meeting date**.

The School of Arts and Sciences IRB Representative may:

- Approve the application for advancement,
- Request revisions, or
- Request additional information.

If revisions are required, students must address all requested changes before moving to the next step.

Step 4: Dean Approval

Once the School of Arts and Sciences IRB Representative approves the application, the Thesis Chair will forward the application package to the Dean of the School of Arts and Sciences for review and approval.

The Dean's signature (or the signature of the Dean's designee) is required before submission to the University IRB.

Step 5: Submission to the University IRB

After Dean approval has been obtained, the Thesis Chair will submit the complete IRB application package electronically through the Holy Family University IRB Canvas page.

Students should ensure all required documents and signature pages have been completed before submission.

Step 6: IRB Review Determination

Following submission, the IRB Chair will determine the level of review required for the study:

Exempt Review

Research involving minimal risk that meets federal exemption criteria.

Expedited Review

Research involving minimal risk that requires review by designated IRB reviewers.

Full Review

Research involving greater than minimal risk or research that requires review by the convened IRB committee.

If there is uncertainty regarding the appropriate review category, the Thesis Chair will consult with the IRB Chair before submission.

Step 7: IRB Review and Approval

For studies requiring Full Review, all materials must be submitted no later than **two weeks prior to the next scheduled IRB meeting**. Students should consult the University IRB calendar for meeting dates and submission deadlines. Students may be required to attend an IRB committee meeting to discuss and present their proposal.

The IRB may:

- Approve the study,

- Approve the study pending minor revisions,
- Request modifications before approval, or
- Disapprove the study.

Students must address any required revisions before approval can be granted.

Step 8: Begin Research Activities

Research activities may begin only after written IRB approval has been received.

Prior to receiving IRB approval, students may:

- Prepare study materials
- Organize data collection systems
- Develop intervention materials
- Practice research procedures

Students may NOT:

- Recruit participants
- Advertise the study
- Obtain consent or assent
- Conduct assessments
- Implement interventions
- Collect data

Once written IRB approval has been received, students may begin participant recruitment and data collection in accordance with the approved protocol.

IRB Recommended Timeline

Timeline	Activity
At least 3 weeks before IRB meeting	Submit materials to Thesis Chair for School of Arts and Sciences review
Following School review	Obtain Dean approval
At least 2 weeks before IRB meeting	Submit application through IRB Canvas page
IRB Review Period	Respond to any requested revisions (if Full Review is required students will attend virtual meeting to address any questions from the IRB committee members)
Upon Written IRB Approval	Begin recruitment, consent, intervention, and data collection

Revision Timeline Expectations

Students should anticipate that their thesis committee may require up to two weeks to review and provide feedback on submitted drafts. Students should plan accordingly and avoid submitting materials close to deadlines.

The primary goal of Thesis I is to ensure that students have an approved research project and are prepared to conduct their study in accordance with ethical and scientific standards.

Once IRB approval has been acquired, the student may begin formally recruiting participants, gaining consent/assent, and beginning their study.

Phase 3: Conducting the Study and Completing the Thesis

MABA 542: ABA Thesis II

MABA 542 serves as the continuation and completion of the thesis process. During this course, students conduct their research study, analyze their findings, and prepare their final thesis document.

By the end of MABA 542, students will:

- Complete all data collection procedures.
- Analyze and interpret study outcomes.
- Complete the Results section of the thesis.
- Complete the Discussion section of the thesis.
- Revise and finalize all thesis chapters.
- Develop a professional research poster summarizing the study.
- Present and defend the thesis before their thesis committee.
- Address any revisions required by the thesis committee.
- Submit a final approved thesis manuscript.
- Provide a bound copy of the approved thesis to the ABA Department Chair.

Thesis Defense Procedures

Upon completion of the thesis manuscript, students will participate in a formal thesis defense before their thesis committee. Students will present an overview of their project, including the research question, methodology, results, and implications for practice. Following the presentation, faculty will ask questions and provide feedback before determining whether the thesis is approved, approved with revisions, or requires additional work.

Thesis Approval Outcomes

Following the thesis defense, the thesis may be:

- Approved
- Approved pending minor revisions
- Returned for substantial revision and resubmission

Formatting and Submission Requirements

All thesis manuscripts must conform to the most recent edition of the American Psychological Association (APA) Publication Manual and any formatting requirements established by the ABA Program.

Dissemination of Findings

Students will develop a professional research poster summarizing their findings that they will utilize during the defense. Students will submit their poster to their thesis chair 4 weeks before their final defense. The Thesis Chair will coordinate with the HFU Print Department to have the poster printed. Students are encouraged to submit their work for presentation at professional conferences and, when appropriate, pursue publication opportunities with their thesis advisor.

Final Thesis Approval

Final acceptance of the thesis is determined by the vote of the thesis committee. Students must successfully complete all thesis requirements, obtain thesis committee approval of the final manuscript, successfully defend their project, and submit all required final materials before the end of the MABA 542 semester in order to graduate. All thesis defenses should be scheduled no later than 4 weeks before the last date of the semester to ensure ample time for final revision if any as well as preparation of the final bound thesis product.

After all revisions to the final thesis, students will ensure the final thesis is thoroughly proofread, formatted, and professionally bound for submission to the ABA Department Chair, meeting all institutional requirements. The Thesis Chair will coordinate with the HFU Print Department to have the thesis printed.

Completion of the thesis demonstrates the student's ability to apply behavior-analytic principles to a real-world problem, conduct ethical and rigorous research, analyze outcomes using behavior-analytic methods, and communicate findings to both academic and professional audiences.

Thesis Continuation Policy

Students who do not complete all thesis requirements by the end of MABA 542 may be required to apply for an incomplete which must be completed within 6 months of the last day of the MABA 542 semester to ensure all thesis requirements have been successfully completed. Graduation requirements are not considered complete until the thesis has been approved and all final materials have been submitted.

Evaluation of Thesis Progress

As students progress through the Thesis process outlined above, they will be formally evaluated by their Chair in the Thesis courses in which they are enrolled. See the THESIS PROPOSAL EVALUATION RUBRIC and the MASTER'S THESIS COMPLETION VERIFICATION FORM.

Overview of the Thesis Chapters

All Thesis will consist of the following chapters and be named accordingly:

Chapter 1: Background

The first chapter, Background and Introduction, establishes the foundation for the thesis by introducing the topic, explaining its relevance to applied behavior analysis, and providing a compelling rationale for the proposed study. This chapter should orient the reader to the problem, issue, or area of interest being investigated and explain why it is important to practitioners, clients, organizations, and the broader field of behavior analysis. Students should provide sufficient background information to help readers understand the context of the study, including key concepts, terminology, and issues related to the topic. The chapter should clearly identify the problem being addressed, discuss its practical and scientific significance, and summarize the current state of knowledge in a manner that leads logically to the need for the proposed investigation. Students should identify gaps, limitations, inconsistencies, or unanswered questions within the existing literature and explain how the proposed study will address these areas. The chapter should clearly state the purpose of the study, research question(s), hypotheses, and/or practice-oriented objectives, depending on the nature of the project. Each research question or hypothesis should be accompanied by a rationale grounded in the literature and linked directly to the identified gap or need. Students should also describe the anticipated contribution of the study to the science and practice of applied behavior analysis, including its potential implications for assessment, intervention, service delivery, training, supervision, or policy. When appropriate, operational definitions of key variables and terms should be provided, along with a brief overview of the study design. By the conclusion of this chapter, readers should have a clear understanding of the problem being addressed, why it is important, what is currently known and unknown about the topic, and how the proposed study will contribute meaningful knowledge to the field of behavior analysis.

Chapter 2: Literature Review

The second chapter, Literature Review, provides a comprehensive and critical examination of the scholarly literature relevant to the thesis topic and serves as the foundation for the proposed study. The purpose of this chapter is not merely to summarize existing research, but to synthesize, analyze, and evaluate the current state of knowledge related to the research problem. Students should review foundational and seminal works that established the conceptual basis for the topic, as well as current empirical studies that reflect recent developments in the field. The literature review should include an examination of relevant behavioral theories, concepts, assessment procedures, interventions, and/or outcomes related to the topic under investigation. Students should critically evaluate the strengths, limitations, methodological rigor, and findings of previous studies, identifying patterns, inconsistencies, gaps in the literature, and areas requiring

further investigation. Particular attention should be given to the methodological and conceptual advances that have shaped current practice, as well as limitations that may restrict the interpretation or generalization of previous findings. Rather than presenting studies individually, students should organize the literature around major themes, variables, or concepts that directly support the development of the proposed study. Throughout the chapter, students should clearly establish the relevance of the topic to the science and practice of applied behavior analysis, demonstrating the significance of the issue for practitioners, clients, organizations, and other stakeholders. The chapter should culminate in a clear rationale for the proposed study by identifying a gap, unanswered question, practical need, or opportunity for replication or extension within the existing literature. By the conclusion of the literature review, readers should understand what is currently known about the topic, what remains unknown, and why the proposed study is necessary and meaningful to the field of behavior analysis.

Chapter 3: Methodology

The third chapter describes the methodology of the study and provides sufficient detail for another researcher or practitioner to replicate the investigation. This chapter should clearly explain how the research question will be examined while addressing all ethical, procedural, and practical considerations associated with the study. Students should begin by describing the research design and providing a rationale for why the selected design is appropriate for answering the research question.

The methodology should include procedures for obtaining Institutional Review Board (IRB) approval, participant recruitment and selection criteria, participant demographics and relevant characteristics, setting descriptions, materials used, operational definitions of all dependent and independent variables, and detailed intervention procedures.

Students should also describe data collection procedures, assessment measures, and the planned data analysis strategy, including methods of visual analysis and any statistical analyses that will be conducted, if applicable. To ensure the rigor and credibility of the study, procedures for monitoring treatment integrity and collecting interobserver agreement (IOA) data should be described, including how frequently these measures will be collected and the criteria used to evaluate acceptable levels of agreement and implementation fidelity.

For action research projects, the methodology should include the results of a Functional Behavior Assessment (FBA), when applicable, and documentation demonstrating organizational support for the project, such as a letter of support from a participating organization, teacher, clinician, or BCBA. These materials help establish the feasibility, acceptability, and social validity of the intervention.

Students should also describe procedures for obtaining informed consent and assent, protecting participant confidentiality, securely storing data, and minimizing potential risks to participants.

When utilizing single-subject research designs, students should explain how baseline stability will be established, how phase changes will be determined, and how experimental control will be demonstrated. For withdrawal or reversal designs, withdrawal phases should be implemented only for the minimum duration necessary to demonstrate a clear return of the target behavior toward baseline levels while maintaining participant welfare and adhering to ethical standards.

The Procedures section describes exactly how the study will be conducted from beginning to end. This section should provide enough detail that another researcher or practitioner could replicate the study using only the information provided. The procedures should be presented in chronological order and clearly explain what will occur before, during, and after the intervention. Students should describe intervention implementation, ongoing data collection, reliability and fidelity procedures, phase changes, and study completion. Every step should be written clearly and objectively so that readers understand precisely how the research was conducted while ensuring ethical standards and participant safety.

By the conclusion of this chapter, readers should have a comprehensive understanding of exactly how the study will be conducted, how data will be collected and analyzed, and how ethical and scientific standards will be maintained throughout the research process.

Chapter 4: Results/Findings

The fourth chapter presents the findings or results of the study and serves as an objective report of the outcomes obtained through implementation of the research procedures. The purpose of this chapter is to answer the research question(s) and demonstrate the effects of the intervention through a systematic analysis of the collected data. For single-subject and quantitative studies, results should be presented primarily through visual analysis using well-labeled graphs and, when appropriate, supporting tables. Students should describe changes in the target behavior across baseline and intervention phases and evaluate the evidence for a functional relation by discussing the dimensions of visual analysis, including level, trend, variability, immediacy of effect, overlap, and consistency of data patterns across similar phases. Students should specifically address the extent to which the data demonstrate prediction, verification, and replication, the three foundational components of demonstrating experimental control in single-subject research. Quantitative summaries, descriptive statistics, treatment integrity data, interobserver agreement data, and social validity outcomes should also be reported when applicable. The Results chapter should remain objective and focused on the findings themselves, avoiding interpretation, explanation, or discussion of the broader implications of the results, as those topics are reserved for the Discussion chapter. By the conclusion of this chapter, readers should have a clear understanding of what occurred during the study and whether the intervention produced meaningful changes in the target behavior.

Chapter 5: Discussion

The fifth chapter, Discussion, provides an interpretation of the study's findings and explains their significance within the broader context of applied behavior analysis research and practice. Students should begin by summarizing the major findings of the study and addressing the extent to which the research question(s) were answered and the study objectives were achieved. The discussion should then interpret both expected and unexpected outcomes, offering plausible explanations grounded in behavioral principles, the study procedures, participant characteristics, and contextual variables that may have influenced the results. Students should integrate their findings with the literature reviewed in Chapter Two, discussing how the results support, extend, refine, contradict, or otherwise relate to previous research. Particular attention should be given to the practical significance and social validity of the findings, including the extent to which the intervention produced meaningful and socially important outcomes for participants and stakeholders. The chapter should also include a critical evaluation of the study's strengths and limitations, such as issues related to experimental control, participant characteristics, treatment integrity, generalizability, measurement procedures, setting variables, and other factors that may

have influenced the validity or interpretation of the results. Students should discuss the implications of the findings for behavior-analytic practice, supervision, education, policy, or service delivery, as appropriate, and identify specific recommendations for practitioners. Finally, the chapter should conclude with directions for future research, highlighting unanswered questions, methodological improvements, potential replications, and opportunities to further investigate or expand upon the findings. By the end of the Discussion chapter, readers should understand not only what was found, but why the findings matter and how they contribute to the science and practice of applied behavior analysis.

Quick Overview of the Thesis Chapters - Systematic Literature Review

All Thesis will consist of the following chapters and be named accordingly:

Chapter 1: Background

The first chapter should introduce your Thesis topic and should discuss the rationale for the current study and indicate the specific research/practice questions, hypotheses, or topics that will be addressed in the Thesis. This chapter should clearly highlight the gaps in the literature and justify the need to conduct the current investigation or scholarly project. As each research question, hypothesis, or topic is stated, a rationale for each should be provided as well to demonstrate the need for the current study and to situate the current study's inquiries in the context of the current literature. This section should highlight the significance of the study or issue to professional behavior analysis practice.

Chapter 2: Literature Review

The second chapter should provide a comprehensive review of the literature. This chapter should contain a detailed critical review of the scholarly literature on the Thesis topic and should connect explicitly to the Thesis's focus and rationale for the proposed study. The literature review should include empirical literature related to the topic, foundational and recent writings on the topic, and the methodological and conceptual limitations and advances. This section should again highlight the significance of the study or issue to professional behavior analysis practice.

Chapter 3: Methodology

Central to a systematic literature review are the goals of remaining objective and transparent in the selection and summary of the sources. Therefore, the methodology section should detail the inclusion and exclusion criteria for sources, explain the search strategy to find sources, and discuss how sources are selected, include the search tools utilized, the dates and keywords for the searches, . The methodology should also discuss how source quality was assessed and how data was extracted.

Chapter 4: Results/Findings

This fourth chapter consists of a presentation of the unique results or findings from the systematic literature review. A pre-defined method of analysis of the sources should be used and a sensitivity analysis should be performed, if possible. This chapter should present a comprehensive discussion of the entirety of the systematic literature review.

Chapter 5: Discussion

In this fifth chapter, the student makes sense of their systematic literature review findings for the reader and first highlights key results from the study. The student should consider how the research question is answered and the strength of the evidence. This chapter should also include a discussion of the systematic literature reviews's limitations as well as implications for practice and directions for future research.

Chapter 1: Background and Introduction Checklist

Introduction: Topic and Background of the Problem

- ☐ Clearly introduces the thesis topic
- ☐ Explains why the topic is important to applied behavior analysis
- ☐ Provides sufficient background information and context
- ☐ Describes the problem, issue, or area of concern being addressed

Definition of Key Terms

- ☐ Defines key concepts and terminology
- ☐ Includes operational definitions of key variables

Significance and Need

- ☐ Explains the practical significance of the problem
- ☐ Explains the scientific significance of the problem
- ☐ Describes the impact on practitioners, clients, organizations, or stakeholders
- ☐ Identifies gaps, limitations, inconsistencies, or unanswered questions in the literature
- ☐ Clearly justifies the need for the proposed study

Purpose

- ☐ Clearly states the purpose of the study

Research Questions

- ☐ States all research questions
- ☐ States hypotheses (null and reserach)
- ☐ Provides a rationale for each research question and/or hypothesis
- ☐ Links each research question to an identified gap in the literature

Conclusion and Contribution to ABA

- ☐ Describes the anticipated contribution to behavior analysis
- ☐ Explains potential implications for assessment, intervention, supervision, training, service delivery, or policy
- ☐ Provides a brief overview of the study design

Final Review

- ☐ Reader understands the problem being addressed
- ☐ Reader understands why the study is important
- ☐ Reader understands what is known and unknown about the topic
- ☐ Reader understands why the proposed study is needed
- ☐ Has a clear conclusion to the chapter leading to the literature review

Chapter 2: Literature Review Checklist

Scope and Organization

- ☐ Includes Introduction
- ☐ Includes search description
- ☐ Includes foundational and seminal literature
- ☐ Includes current empirical research
- ☐ Includes peer-reviewed scholarly sources
- ☐ Literature is organized by themes, concepts, or variables
- ☐ Literature review flows logically from one section to the next
- ☐ Includes conclusion of the literature review leading to the methodology

Critical Analysis

- ☐ Synthesizes literature rather than simply summarizing studies
- ☐ Evaluates strengths and limitations of prior research
- ☐ Evaluates methodological rigor of prior studies
- ☐ Identifies patterns across studies
- ☐ Identifies inconsistencies across studies
- ☐ Identifies gaps in the literature
- ☐ Identifies areas needing further investigation

ABA Content

- ☐ Reviews relevant behavioral theories and concepts
- ☐ Reviews assessment procedures relevant to the topic
- ☐ Reviews interventions relevant to the topic
- ☐ Reviews outcomes relevant to the topic
- ☐ Discusses conceptual and methodological advances in the field

Rationale for the Study

- ☐ Clearly establishes relevance to behavior analysis practice
- ☐ Demonstrates significance to practitioners and stakeholders
- ☐ Identifies a specific gap, practical need, or unanswered question
- ☐ Provides a clear rationale for the proposed study

Final Review

- ☐ Reader understands what is currently known
- ☐ Reader understands what remains unknown
- ☐ Reader understands why the proposed study is necessary

Chapter 3: Methodology Checklist

Research Design

- ☐ Includes Introduction and Conclusion leading to the results
- ☐ Research design is clearly described
- ☐ Rationale for selecting the design is provided
 - ☐ Citations provided
- ☐ Design is appropriate for answering the research question
- ☐ Experimental control procedures are described
- ☐ Procedures for demonstrating experimental control are described
- ☐ Prediction, verification, and replication are addressed
- ☐ Withdrawal phases are ethically justified (if applicable)

Participants and Setting

- ☐ Participant recruitment procedures are described
- ☐ Inclusion and exclusion criteria are provided
- ☐ Participant demographics are described
- ☐ Relevant participant characteristics are described
- ☐ Setting(s) are clearly described

Variables and Procedures

- ☐ Dependent variables are operationally defined
- ☐ Independent variables are operationally defined
- ☐ Materials are described
- ☐ Assessment procedures are described
 - ☐ Citations provided if applicable
- ☐ Intervention procedures are described in sufficient detail for replication
 - ☐ Citations provided if applicable

☐ Procedures Checklist

Before the Study

- ☐ Describe how informed consent and assent will be obtained.
 - ☐ Include option to accept or decline participation in the study
- ☐ State that IRB approval will be obtained before any research activities begin.
- ☐ Describe staff training procedures (if applicable if interventionists or observers are involved).

Baseline Procedures

- ☐ Describe the baseline condition.
- ☐ Explain how baseline data will be collected.
- ☐ Define the criteria for establishing a stable baseline.
- ☐ Indicate the number or duration of baseline sessions (or decision rules for ending baseline).

Intervention Procedures

- ☐ Describe the intervention in sufficient detail for replication.
- ☐ Explain who will implement the intervention.
- ☐ Specify how often the intervention will occur.
- ☐ Specify the duration of each session.
- ☐ Describe any prompts, reinforcement procedures, materials, or teaching strategies used.
- ☐ Describe how procedural fidelity (treatment integrity) will be monitored.

Data Collection Procedures

- ☐ Describe the dependent variable(s) being measured.
- ☐ Describe the measurement system (e.g., frequency, duration, latency, interval recording, permanent product).
 - ☐ Citations provided if applicable
- ☐ State when and how data will be collected.
- ☐ Describe who will collect the data.
- ☐ Describe how data will be recorded and securely stored.

Reliability and Quality Assurance

- ☐ Describe Interobserver Agreement (IOA) procedures.
 - ☐ Citations provided if applicable
- ☐ State how often IOA will be collected.
- ☐ Describe how IOA will be calculated.
- ☐ Describe treatment integrity procedures.
 - ☐ Citations provided if applicable
- ☐ State how often treatment integrity will be assessed.
- ☐ Criteria for acceptable IOA and treatment integrity are described

Phase Change Procedures

- ☐ Explain/criteria how decisions will be made to change phases.
- ☐ Describe criteria for introducing the intervention.
- ☐ Describe criteria for withdrawing the intervention (if applicable).
- ☐ Explain how experimental control will be demonstrated.
- ☐ For withdrawal/reversal designs, explain how participant safety will be protected and why withdrawal is ethically appropriate.

Study Completion

- ☐ Describe how the intervention will conclude.
- ☐ Explain whether participants will continue receiving the intervention after the study (if applicable).
- ☐ Describe debriefing procedures (if applicable).
- ☐ Describe how confidentiality will be maintained after the study.
- ☐ Describe how study records and data will be securely retained.

Data Analysis

- ☐ Data analysis plan is described
- ☐ Visual analysis procedures are described
- ☐ Statistical analyses are described (if applicable)
 - ☐ Citations provided if applicable

Ethical Considerations

- ☐ IRB procedures are described
- ☐ Consent procedures are described
- ☐ Assent procedures are described (if applicable)
- ☐ Confidentiality protections are described
- ☐ Data storage procedures are described
- ☐ Participant risk minimization procedures are described

Action Research Requirements (if applicable)

- ☐ FBA results are included
- ☐ Letter of support is included
- ☐ Social validity considerations are described

- ☐ Organizational support is documented

Final Review

- ☐ Procedures are written in chronological order.
- ☐ Every step of the study is clearly explained.
- ☐ Another researcher could replicate the study using this description.
- ☐ Ethical standards and participant protections are clearly addressed.
- ☐ All procedures align with the approved IRB protocol.

Chapter 4: Results/Findings Checklist

Data Presentation

- ☐ Includes Introction and Conclusion leading to the discussion
- ☐ Results directly address each research question/hypothesis statement
- ☐ Included conclusion
- ☐ Data are presented objectively
- ☐ Graphs are included
- ☐ Graphs are properly labeled
- ☐ Tables are included when appropriate
- ☐ Tables are properly labeled

Visual Analysis

- ☐ Level is discussed
- ☐ Trend is discussed
- ☐ Variability is discussed
- ☐ Immediacy of effect is discussed
- ☐ Overlap is discussed
- ☐ Consistency of data patterns is discussed

Experimental Control

- ☐ Prediction is discussed
- ☐ Verification is discussed
- ☐ Replication is discussed
- ☐ Evidence of a functional relation is evaluated

Additional Outcomes

- ☐ Treatment integrity data are reported
- ☐ IOA data are reported
- ☐ Social validity data are reported
- ☐ Descriptive statistics are reported when appropriate

Objectivity

- ☐ Results are reported without interpretation
- ☐ Results are reported without speculation
- ☐ Results are reported without discussion of implications

Final Review

- ☐ Reader clearly understands what occurred during the study
- ☐ Reader understands whether meaningful behavior change occurred

Chapter 5: Discussion Checklist

Summary of Findings

- ☐ Includes introduction and conclusion
- ☐ Major findings are summarized
- ☐ Research questions are addressed
- ☐ Study objectives are addressed
- ☐ Findings are connected to the original purpose of the study
- ☐ Includes conclusion

Interpretation

- ☐ Expected findings are interpreted
- ☐ Unexpected findings are interpreted
- ☐ Interpretations are grounded in behavioral principles
- ☐ Contextual variables influencing outcomes are discussed
- ☐ Participant characteristics influencing outcomes are discussed

Integration with Literature

- ☐ Findings are connected to Chapter 2 literature
- ☐ Findings support previous research where applicable
- ☐ Findings extend previous research where applicable
- ☐ Findings contradict previous research where applicable
- ☐ Similarities and differences with prior studies are discussed

Practical Significance

- ☐ Social validity of findings is discussed
- ☐ Practical significance of findings is discussed
- ☐ Implications for behavior-analytic practice are discussed
- ☐ Implications for supervision, training, education, policy, or service delivery are discussed when relevant

Strengths and Limitations

- ☐ Strengths of the study are discussed
- ☐ Limitations of the study are discussed
- ☐ Experimental control limitations are addressed
- ☐ Treatment integrity limitations are addressed
- ☐ Measurement limitations are addressed
- ☐ Generalizability limitations are addressed
- ☐ Setting and contextual limitations are addressed

Future Directions

- ☐ Recommendations for practitioners are provided
- ☐ Suggestions for future research are provided
- ☐ Potential replications are discussed
- ☐ Methodological improvements are suggested
- ☐ Unanswered questions are identified

Final Review

- ☐ Reader understands what was found
- ☐ Reader understands why the findings matter
- ☐ Reader understands how the study contributes to behavior analysis research and practice

Back Matter Checklist

- ☐ Correct order = reference list, appendices, figures, tables, graphs, IRB approvals
 - ☐ References APA style
 - ☐ References in Alphabetical Order
 - ☐ Appendices:
 - ☐ Within margins
 - ☐ May be single spaced
 - ☐ Numbered consecutively with text
 - ☐ 1 per page
 - ☐ Include IRB approval
 - ☐ Include All Data Sheets
 - ☐ Figures, Tables, Graphs:
 - ☐ Separate page for each
 - ☐ Numbered consecutively with text
 - ☐ Page numbers accurate

Holy Family University
Master's in Applied Behavior Analysis (MABA)
Review Checklist of Thesis Formatting

Type Size:

- ☐ 12 pt

Font:

- ☐ Arial, Times New Roman, Calibri
- ☐ Remove double space after punctuation

Margins:

- ☐ Left = 1.5"
- ☐ Right = 1"
- ☐ Top = 1"
- ☐ Bottom = 1"

Page Numbers:

- ☐ Location Upper Right, Not in Margin Space:
 - ☐ Hidden on 1 st page of each chapter and appendix

Body of Thesis:

- ☐ APA citation style
- ☐ Chapters begin on new page
- ☐ No widows and orphans

Holy Family University

Master's in Applied Behavior Analysis (MABA)

Thesis Committee Appointment and Agreement Form

This form documents the appointment of the student's Master's Thesis Committee. By signing below, each individual acknowledges their role and responsibilities throughout the thesis process and agrees to support the successful completion of the student's thesis in accordance with the policies and procedures outlined in the Master of Science in Applied Behavior Analysis Thesis Handbook.

Committee Requirements

The student's Master's Thesis Committee must meet the following requirements:

- The Thesis Chair must be a master's-level BCBA and approved by the ABA Program Director.
- Committee members must hold a master's degree or higher in behavior analysis or a related discipline.
- At least one committee member must be a core faculty member in the Holy Family University Applied Behavior Analysis Program.
- All committee members must agree to serve before the thesis proposal is formally approved.
- Any changes to the Thesis Chair or Committee membership must be approved by the ABA Program Director and documented in writing.

Student Information

Student Name: _____

Student ID: _____

Thesis Title (Working Title):

Semester Thesis Begins: _____

Expected Graduation Semester: _____

Thesis Committee Responsibilities

Student

The student is responsible for leading all aspects of the thesis process. This includes developing the thesis topic, conducting the literature review, preparing the manuscript, completing all research activities, maintaining regular communication with the Thesis Chair and Committee, meeting established deadlines, obtaining all required approvals, and ensuring that the thesis represents the student's own scholarly work.

Student Signature:

Printed Name: _____

Signature: _____

Date: _____

Faculty Thesis Chair

The Thesis Chair serves as the student's primary mentor throughout the thesis process by providing scholarly guidance, reviewing and approving thesis documents, overseeing research activities, facilitating the thesis timeline, and ensuring that the project meets the academic standards of the Master of Science in Applied Behavior Analysis program. The Chair also assists the student in identifying appropriate committee members and coordinates the thesis proposal, IRB process, and final thesis defense.

Faculty Thesis Chair:

Department/Institution: _____

Credentials: _____

Signature: _____

Date: _____

Thesis Committee Member

Committee members provide content expertise, scholarly consultation, and constructive feedback throughout the development of the thesis. Committee members review the student's work, provide recommendations to strengthen the project, evaluate the quality and rigor of the final thesis, and participate in the thesis defense. Committee members serve in an advisory role while supporting the student's independent scholarly work.

Committee Member #1

Name: _____

Department/Institution: _____

Credentials: _____

Signature: _____

Date: _____

Thesis Committee Member Committee Member #2 (if applicable)

Name: _____

Department/Institution: _____

Credentials: _____

Signature: _____

Date: _____

Program Approval

By signing below, the ABA Program Director verifies that the proposed Thesis Chair and Committee members meet the qualifications established by the Master of Science in Applied Behavior Analysis Program.

Program Director Name: _____

Signature: _____

Date: _____

Office Use Only☐ Committee Approved☐ Student File Updated

Date: _____

Initials: _____

Holy Family University

Master's in Applied Behavior Analysis (MABA)

THESIS PROPOSAL EVALUATION RUBRIC

Student Name: _____

Project Title: _____

Date: _____

Thesis Proposal Rubric (Total: 100 points)

Criteria	Exceeds (15)	Mastery (12)	Developing (10)	Needs Improvement (5)	Does Not Meet Expectations (0)	
Title Page	Complete and well-formatted title page (10)	Complete title page with minor formatting issues (7)	Adequate title page with some formatting issues (4)	Incomplete title page with several formatting issues (2)	Missing or poorly formatted title page	
Introduction	Comprehensive and engaging introduction; clear topic definition, purpose, and justification	Clear introduction; good topic definition, purpose, and justification	Adequate introduction; basic topic definition, purpose, and justification	Limited introduction; minimal topic definition, purpose, and justification	Inadequate introduction; unclear topic definition, purpose, and justification	
Literature Review	Thorough and well-organized review of relevant literature; clear operational definitions	Good review of relevant literature; clear operational definitions	Basic review of relevant literature; some operational definitions	Limited review of relevant literature; few operational definitions	Inadequate review of relevant literature; unclear operational definitions	
Methodology	Detailed and well-structured methodology; clear research questions, hypotheses, variables, participants, setting, materials, research design, and procedures	Good methodology; clear research questions, hypotheses, variables, participants, setting, materials, research design, and procedures	Basic methodology; some research questions, hypotheses, variables, participants, setting, materials, research design, and procedures	Limited methodology; few research questions, hypotheses, variables, participants, setting, materials, research design, and procedures	Inadequate methodology; unclear research questions, hypotheses, variables, participants, setting, materials, research design, and procedures	

References	Comprehensive list of references; mostly peer-reviewed sources; correctly formatted in APA	Good list of references; mostly peer-reviewed sources; minor formatting issues	Adequate list of references; some peer-reviewed sources; some formatting issues	Limited list of references; few peer-reviewed sources; several formatting issues	Inadequate list of references; poorly formatted in APA	
APA Format	No errors in APA formatting	Few minor errors in APA formatting (1-19)	Some errors in APA formatting (more than 20)	Several errors in APA formatting (more than 30)	Major errors in APA formatting (more than 40)	
Overall Writing Quality	Well-written, coherent, and logically organized	Good writing, mostly coherent and logically organized	Basic writing, some coherence and organization	Limited coherence and organization	Poorly written, lacks coherence and organization	
						/100

Proposal Outcome:

- ☐ **Approved**
- ☐ **Approved with Revisions**(_____)
- ☐ **Not Approved (Resubmission Required)**

Committee Signatures:

Advisor/Chair: _____ **Date:** _____

Committee Member: _____ **Date:** _____

Holy Family University

Master's in Applied Behavior Analysis (MABA)

MASTER'S THESIS COMPLETION VERIFICATION FORM

Student Name: _____

Thesis Title: _____

Semester/Year: _____

Criterion	Exceeds Expectations (3)	Meets Expectations (2)	Needs Revision (1)	Score
Research Problem	Clearly defined, behavior-analytic significance	Defined and appropriate	Unclear or weak rationale	
Literature Review	Thorough, current, scholarly synthesis	Adequate background provided	Limited or poorly connected	
Methodology & Design	Strong design aligned to research question	Appropriate and feasible	Incomplete or misaligned	
Results	Clearly explains results	Results addressed appropriately	Results unclear or missing	
Discussion	Clearly explains discussion	Discussion addressed appropriately	Discussion unclear or missing	
Ethical Considerations	Clearly addresses protections and compliance	Ethics addressed appropriately	Ethics unclear or missing	
Feasibility & Scope	Realistic timeline and resources	Generally feasible	Not feasible or poorly scoped	
Professional Writing	Clear, well-organized, APA-ready	Understandable with minor issues	Difficult to follow, doesn't follow APA formatting	

Proposal Outcome:

- ☐ **Approved**
- ☐ **Approved with Revisions**
- ☐ **Not Approved (Resubmission Required)**

Committee Certification

By signing below, the committee confirms that this thesis meets ABAI Thesis/Equivalent Standards (9-104 & 9-109), including:

- ☐ Proposal approval
- ☐ Investigation completion
- ☐ Formal written report evaluation
- ☐ Ethical and institutional compliance

Thesis Advisor / Committee Chair

Name: _____

Signature: _____

Date: _____

Committee Member # 2

Name: _____

Signature: _____

Date: _____

Optional Committee Member #3

Name: _____

Signature: _____

Date: _____

Program Archiving Confirmation

Program Representative: _____

Signature: _____

Date: _____

☐ **Final approved thesis retained electronically for accreditation review**