



THE UNIVERSITY OF ARIZONA

College of Education

SPECIAL EDUCATION  
MASTER'S IN APPLIED BEHAVIOR ANALYSIS (ABA)

**GRADUATE HANDBOOK**  
**AY 2022-2023**

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# NEW STUDENT CHECKLIST

This guide is an initial resource for understanding the overall process. It is not meant to be comprehensive; any questions or concerns regarding academics should be directed to your advisor, [Dr. Rebecca Hartzell](#)

Once a student is admitted to the ABA Program, the student will:

- **Set-up UA NetID:** Your UA NetID is your personal identifier for a number of online services at the University of Arizona. Some of the services requiring a NetID include CatMail, UAccess Student and D2L Online Classroom. Visit the [UA NetID](#) website to create your NetID
- **Set-up Email:** A CatMail account is created automatically when any new University of Arizona student selects a NetID. The new email address will have the format your “NetID@email.arizona.edu,” and it is the official means of communication between students and the university. The University will use this as your primary email. You will receive a variety of important information through your CatMail account, please be sure to check this email account frequently. Students must use their CatMail address to send emails to any department within the university or when contacting your instructor(s).
- **Log in into UAccess Student Portal:** UAccess is a password-protected service that allows students to access personal and/or academic information and transact university business via the web. A UA NetID and password are required for login. Note: Your student ID number is your SID. This can be found on your acceptance letter. Students are highly encouraged to use this [demonstration](#) to get the most out of Student Center and to log into UAccess before the start of the term. This system has dozens of useful features, some of which are listed below:
  - Academic:** Under this section, you may view your academic records for past and current semesters, including class schedule, grades, transfer course evaluations, class standing, and book lists. This section also allows you to view your math and second language placement status.
  - Registration:** You will be able to enroll in classes and view 'Notices and Holds' that might block registration access. Also, here is a [video tutorial](#) on how to add classes.
  - Personal Information:** This section allows you to update your personal contact information. This is critical to ensure that university mail and phone calls are received. You are also able to place restrictions on what personal information can be released to the public. Some student data is considered to be directory information and can be shared with any outside party unless access is restricted via UAccess Student.
- **Attend D2L Online Classroom Orientation:** Desire2Learn provides instructors and students a web-based online class format and course management. Students are highly encourage to [test-drive D2L](#).
- **Pay Tuition:** Tuition is due by the end of business on the first day of class (100% refund date is more accurate). UA offers a Tuition Payment Plan for the Fall and Spring semesters only. It allows students to spread their tuition payments over three installments per semester. There is a \$75.00 per semester non-refundable enrollment fee for this service when you enroll on UAccess. (A \$125 per semester non-refundable enrollment fee will be assessed to students if they are automatically enrolled in the Tuition Payment Plan for unpaid tuition). The Tuition Payment Plan includes

tuition, program fees/tuition differentials, course fees and mandatory fees. All other charges are payable with the standard Payment Policies.

**Financial Aid:** Financial aid is awarded through the University of Arizona's Office of Scholarships and Financial Aid. Application requests for financial aid should be made in the semester prior to the anticipated funding needs. Further information can be found on the [OFSA](#) website.

**To maintain Financial Aid eligibility, you must:**

- Be admitted as degree seeking graduate student at the University of Arizona
- Be a U.S. Citizen or Permanent Resident
- Have the minimum number of units required to receive aid is six units for EACH TERM that aid will be disbursed (fall, spring, and summer).
- Maintain satisfactory academic standing (3.0+ GPA)

**Payment Options:**

Log on to UAccess

- In the Finances section, click on "Go to Quickpay"
- Choose payment type (eCheck or Credit Card)

The [Bursar's Office](#) does not accept wire transfers; international banks can provide demand drafts made in U.S. Dollars, payable through a U.S. Bank. The University of Arizona accepts American Express, MasterCard, and Visa credit or debit card payments through UAccess. Please ensure you review the [Payment Deadlines](#) for important dates.

# SECTION I

## I. Introduction to Degrees and Department

### The Department of Disability and Psychoeducational Studies (DPS)

Welcome to the Master of Arts Degree Program in the Department of Disability and Psychoeducational Studies (DPS) at the University of Arizona. We are pleased to have you as part of our department and look forward to guiding and working with you as you pursue your online Master's degree. The purpose of this guide is to provide you with information about the department and the processes, procedures, and forms you will use as you work toward your degree. Keep in mind that completion of all degree requirements and paperwork are ultimately the responsibility of the student seeking the degree.

### Special Education MA - Applied Behavior Analysis Overview

This program delivers a flexible but rigorous fully online education to prepare students interested in working with people with problem behavior, and/or delays in communication, social, and adaptive skills. Our program prepares students to provide evidence-based services in applied behavior analysis in clinical, school, and home setting. This program comprises of 36 units and includes the seven courses (21 units) [verified](#) by the Behavior Analyst Certification Board (BACB) that provides the didactic requirements to take the Board Certified Behavior Analyst (BCBA) examination. This program does not lead to teacher certification, but provides a path to Board Certification as a Behavior Analyst (BCBA).

### Applied Behavior Analysis (Certificate NDP) Overview

This program delivers a flexible but rigorous fully online [Verified](#) Course Sequence approved by the BACB addressing all of the information required to take the Board Certified Behavior Analyst (BCBA) exam. This program comprises of 21 units (seven-course sequence). This means that the certificate program can be completed in a period of 15 months, which includes three consecutive semesters and one summer session. Students with a BCBA can work in clinics, schools, or the home of children/adults with behavior problems.

### Expected Outcomes

The Special Education-Applied Behavior Analysis (ABA) program aims to prepare future Board Certified Behavior Analysts (BCBA) with the requisite knowledge, skills, and collaborative disposition to deliver high-quality services to families and educators interacting with children with severe problem behavior. The primary goal is to prepare behavior analysts to understand and implement the principles of behavior analysis.

- Outcome 1: Prepare graduates to effectively identify and describe philosophical underpinnings of behavior analysis as a science.
- Outcome 2: Prepare graduates to define and provide examples of the concepts and principles of behavior analysis.
- Outcome 3: Prepare graduates to execute measurement, create data display and interpret behavioral data.
- Outcome 4: Prepare graduates to identify defining features of experimental design and describe rationale for conducting experimental analysis.
- Outcome 5: Prepare responsible and ethical graduates to conduct behavior analysis with clients, supervisors, and supervisees.

- Outcome 6: Prepare graduates to conduct functional analyses of problem behavior.  
Outcome 7: Prepare graduates to prepare and use behavior-change procedures.  
Outcome 8: Prepare graduates to select and implement appropriate behavior interventions.  
Outcome 9: Prepare graduates to provide functionally designed supervision and management.

## II. The Graduate College

While pursuing your degree, you are a student of the Graduate College at the University of Arizona. This can be confusing because your major is in special education, which is your professional discipline. However, all graduate students at the University of Arizona are administratively organized under the Graduate College. This administrative unit establishes policies and standards for the completion of graduate degrees. Early in your program, you will submit a Plan of Study to the Graduate College so that there will be a record of your strategy for completing the required coursework for your degree. The DPS Graduate Coordinator is our departmental liaison with the Graduate College, and she can usually answer questions about the documents that are required by the [Graduate College](#) through [Gradpath](#).

### Academic Integrity

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the provisions of the Code whether faculty members establish special rules of academic integrity for particular classes. Failure of faculty to prevent cheating does not excuse students from compliance with the Code. Any attempt to commit an act prohibited by these rules will be subject to sanctions to the same extent as completed acts. The procedures for reviewing a suspected violation are found in the complete Code of Academic Integrity available in the Dean of Students Office, Old Main, Room 203, or visit [Dean of Students Office](#).

### Responsible Conduct of Research

You are expected, throughout each semester, to exhibit ethical conduct that meets academic, professional, practice, and research standards. You will be expected to maintain high ethical standards as you engage in coursework and interact with faculty and peers. Be sure to abide by the academic and behavioral policies of the University, Graduate College and College of Education. Also, adhere to any additional academic and behavioral standards noted in the syllabi of your courses. Additionally, you will be expected to maintain high ethical standards in your interactions with children, youth, parents, caregivers and other professionals. The Special Education programs in DPS expects students to adhere to the professional [ethical principles and practice standards](#) set forth by the Council for Exceptional Children. Students conducting research should must be aware and sign the responsible conduct form in [Gradpath](#), and abide by University of Arizona standards for the ethical conduct of research. Consult your advisor and become familiar with the materials available through the Office for the [Responsible Conduct of Research](#).

### Student Responsibility

The department and program have established the academic requirements described in (IV. Degree Requirements) which must be met before the degree is granted. These requirements concern program of study, courses and its expected outcomes and grades. Advisors, faculty, directors, department heads, and deans are available to help the student understand and arrange to meet these requirements, but the student is responsible for completing the program requirements.

### III. Funding

Currently this program does not offer any funding. Please visit the Financial Aid [webpage](#).

### IV. Degree Requirements

## Master's Program Required Coursework

You and your advisor will plan the order in which you take courses, any additional required or optional coursework, and the length of your program.

#### Core Coursework 36 units

Program students must complete these 12 3-unit courses.

#### **SERP 500 FOUNDATIONS OF SPECIAL EDUCATION AND REHABILITATION:**

Provides beginning graduate students with an overview of issues surrounding the fields of special education and rehabilitation, including legal principles, concepts of assessment; and principles of teaching and counseling. Students will examine and develop their personal philosophies regarding assessment of, services to and intervention with individuals with exceptionalities.

#### **Expected Outcomes and Grade Requirements**

- Demonstrate understanding of history of field of Special Education.
- Demonstrate understanding of exceptionalities that may result in the provision of special services.
- Demonstrate understanding of current trends in service delivery.
- Student must earn a C or better to continue in the program.

#### **SERP 502 BEHAVIOR PRINCIPLES AND DISABILITY:**

Assessment and Intervention: Grounds participants in the basic behavioral principles and techniques needed to successfully complete effective Functional Behavior Assessments (FBA), function-based interventions, and Behavior Intervention Plans (BIP). Participants complete an FBA, develop an intervention based on the results, and design a BIP.

#### **Expected Outcomes and Grade Requirements**

- Identify and describe behavior analysis as a science, radical behaviorism and philosophical assumptions.
- Describe dimensions of applied behavior analysis.
- Define and provide examples of concepts and principles of applied behavior analysis: behavior, response class, stimulus, stimulus class, respondent and operant conditioning.
- Define and provide examples of conditioning, reinforcement, punishment, extinction, stimulus control, generalization, maintenance, motivating operation, contingency shaped behavior, verbal operants and derived stimulus relations.
- Student must earn a C or better to continue in the program.

**SERP 503 SPECIAL SERVICES IN THE SCHOOLS:**

Information to aid teachers in dealing with responsibilities and concerns in school settings with regard to P.L. 94-142. Education for All Handicapped Children Act, Section 504 of the Rehabilitation Act, Family Education Rights and Privacy Act, and other legal issues.

**Expected Outcomes and Grade Requirements**

- Describe the purposes of special education services;
- Identify how special education services are delivered in the nation's schools;
- Describe the laws, regulations, statutes, and rules regarding the provision of special education services in schools;
- Describe the rights of students, parents, and educators with respect to special education services;
- Distinguish the roles and responsibilities of general education teachers, special education teachers, administrators, students, and parents in special education;
- Demonstrate skills in writing Individualized Education Programs (IEP's) and interacting on decision-making teams.
- Demonstrate appropriate conflict resolution/collaboration skills and related language usage and vocabulary.
- Student must earn a C or better to continue in the program.

**SERP 504 CULTURAL AND LINGUISTIC DIVERSITY IN EXCEPTIONAL LEARNERS:**

Provides a theoretical base and practical approach to the study of special needs of students with language and cultural differences; basic premises of bilingual special education and the interface of the two fields.

**Expected Outcomes and Grade Requirements**

- Generate their own definition of inclusive education and explore the multiple dimensions suggested by the concept.
- Develop an understanding of the processes of cultural identification and development within the context of social justice and cross-cultural interactions.
- Demonstrate competency (i.e., cultural competency) as a self-reflective and culturally aware community participant.
- Analyze different models of cultural diversity so they may better understand and reflect on their own cultural orientations, and compare them to those of others to improve inter-group and intra-group interaction.
- Assess the impact culture has on the teaching and learning of students from diverse backgrounds with special educational needs.
- Learn about the processes involved in second language acquisition in relation to first and second language development.
- Learn about the philosophical, legal, and practical bases of bilingual/ESL/ELD and special education programs.
- Demonstrate an understanding of an "empowerment" theoretical framework (cultural/linguistic pedagogy, assessment and community/family participation) for students from diverse backgrounds in general and special education.
- Student must earn a C or better to continue in the program.

**SERP 529A ADVANCED POSITIVE BEHAVIOR SUPPORT:**

Addresses environmental factors that affect student behavior and continues to develop competency in FBAs, function-based interventions, and effective BIPs. Participants complete a second FBA, develop and test a function-based intervention, complete a BIP, implement and monitor the intervention, and make data-based decisions about whether to continue or revise the intervention based on their data.

**Expected Outcomes and Grade Requirements**

- Define and provide examples of concepts and principles of applied behavior analysis: behavior, response class, stimulus, stimulus class, respondent and operant conditioning.
- Define and provide examples of conditioning, reinforcement, punishment, extinction, stimulus control, generalization, maintenance, motivating operation, contingency shaped behavior, verbal operants and derived stimulus relations.
- Student must earn a C or better to continue in the program.

**SERP 529B ADVANCED POSITIVE BEHAVIOR SUPPORT:**

Addresses other factors that can affect development and implementation of interventions such as legal issues, crisis intervention, and teaming and collaboration issues. Participants complete two FBAs and develop and monitor two function-based interventions and BIPs. A certificate identifying skills learned is awarded at the end of the three-course sequence.

**Expected Outcomes and Grade Requirements**

- Review records and data.
- Determine need for behavior-analytic services.
- Identify and prioritize socially significant behavior-change goals.
- Conduct preference assessments and assessments of strength and deficits.
- Describe common functions of problem behavior.
- Conduct a descriptive assessment of problem behavior.
- Conduct a functional analysis of problem behavior.
- Interpret functional assessment data.
- Student must earn a C or better to continue in the program.

**SERP 552 ISSUES IN APPLIED BEHAVIOR ANALYSIS:**

Addresses advanced skills and knowledge in applied behavior analysis and the factors that affect the application of behavior principles within school settings. Topics examined include reinforcement, punishment, extinction, stimulus control, self-management, verbal behavior, and functional analysis.

**Expected Outcomes and Grade Requirements**

- Use reinforcement, motivating operations, reinforcers, stimulus and response prompts and fading.
- Use modeling, imitation, instructions, rules, shaping, chaining, and equivalence-based instruction.
- Use discrete-trial, free-operant, and naturalistic teaching arrangements.
- Use high-probability instructional sequence.
- Use reinforcement procedures: DRA, FCT, DRO, DRL, and NCR.
- Use extinction and punishment.
- Use token economies.
- Use group contingencies, contingency contracting, and self-management strategies.
- State intervention goals in observable and measurable terms.



- Identify potential interventions based on assessment results.
- Select acceptable alternative behavior to increase when decreasing target behavior.
- Plan for possible unwanted effects in behavior intervention.
- Monitor client progress and treatment integrity.
- Make databased decisions about effectiveness of the intervention.
- Collaborate with others who support and provide services to clients.
- Student must earn a C or better to continue in the program.

#### **SERP 553 ETHICAL ISSUES IN BEHAVIOR ANALYSIS:**

Enables students to explain the need for ethical guidelines, identify appropriate ethical standards and guidelines of behavior analysis and their own profession, if different, and apply the ethical guidelines to real-life situations.

##### **Expected Outcomes and Grade Requirements**

- Define responsible conduct of behavior analysts.
- Define behavior analysts' responsibility to clients.
- Responsibly assess behavior.
- Define ethical ways to release public statements, conduct research and create behavior-change program.
- Student must earn a C or better to continue in the program.

#### **SERP 555 APPLIED BEHAVIOR ANALYSIS: PERSONNEL SUPERVISION AND MANAGEMENT:**

Basic concepts essential in applying applied behavior analysis in personnel supervision and management of employees, parents, and other professionals.

##### **Expected Outcomes and Grade Requirements**

- State reasons for behavior-analytic supervision and potential risks.
- Establish clear performance expectations for supervisor and supervisee.
- Select supervision goals based on assessment of supervisee's skills.
- Train personnel to perform assessment and intervention procedures.
- Use performance monitoring, feedback, and reinforcement systems.
- Use a functional assessment approach to identify variables affecting personnel performance.
- Use function-based strategies to improve personnel performance.
- Evaluate the effects of supervision.
- Student must earn a C or better to continue in the program.

#### **SERP 556 RESEARCH METHODS IN EDUCATION:**

Basic concepts essential to the comprehension of research in education, including measurement principles and descriptive statistics.

##### **Expected Outcomes and Grade Requirements**

- Demonstrate understanding of basic concepts used in educational and counseling research.
- Identify techniques for evaluating strengths and weaknesses of published research.
- Identify tools used to conduct and interpret research studies and program evaluations.
- Critically review research and program evaluation reports.
- Student must earn a C or better to continue in the program.

**SERP 590 SINGLE SUBJECT RESEARCH DESIGN:**

Addresses the advantages and disadvantages of various research designs and how to select a research design appropriate to a given scenario. Participants learn to critically evaluate professional research that incorporates single subject research designs, create data graphs, and develop a comprehensive research proposal.

**Expected Outcomes and Grade Requirements**

- Describe the advantages and disadvantages of various single subject research designs.
- Critically evaluate professional research that incorporates single subject research designs.
- Demonstrate the ability to create data graphs.
- Develop a comprehensive research proposal.
- Student must earn a C or better to continue in the program.

**SERP 909 MASTER'S PROJECT:**

An original applied project in an area of behavior analysis. Projects are supervised by individual faculty and are conducted in lieu of a master's thesis.

**Expected Outcomes and Grade Requirements**

- Design and execute a project that is behavior analytic in nature, contribute to the field of behavior analysis and result in a permanent product.
- Student must earn a Pass to graduate from the program.

**Set up a Plan of Study**

Develop a Plan of Study as early as the second semester of the program, to be submit to the Graduate College through "GradPath Forms." Please review the Graduate College [requirements](#).

Please follow the instructions below to access GradPath:

1. Go to UAccess
2. Click on the link to the Student Center
3. Log in
4. Select GradPath forms from the "other academic" drop down menu
5. Click on the double blue arrow
6. Select GradPath forms

In conjunction with your academic advisor, Dr. Rebecca Hartzell, create a list all the courses you have taken and include courses you are planning to take in the future. Use the recommended course sequence (see Appendix B). The Graduate College Requirements for this program is thirty-six (36) units to complete the master's degree, and all courses are three (3) units.

The first form you will need to complete is the "Responsible Conduct of Research Statement." After you have submitted the "Responsible Conduct of Research Statement," you will be able to create, fill out and submit a Plan of Study, and list your academic advisor: Dr. Rebecca Hartzell. When you submit your Plan of Study, it will begin routing to the faculty in the department that must approve the plan of study. After approval, the plan of study will be routed to the Graduate College for final approval.

Once the Plan of Study has been approved by all the reviewers you will have access to complete and submit the “Master’s/Specialist Committee Appointment form”. This form is required for all graduate programs, and list your academic advisor: Dr. Rebecca Hartzell.

The final GradPath form, the “Master’s/Specialist Completion Confirmation” will need to be submitted by the graduate coordinator.

Graduation requirements: To qualify for graduation, all of the GradPath forms must be submitted electronically through GradPath and receive final approval. Without submitting the form “Master’s/Specialist Committee Appointment Form,” the Grad College cannot initiate the Completion of Degree, and the diploma is not awarded to the student.

Please feel free to contact your Degree Counselor, [Tammy Tran](#) if you have any questions or concerns.

### **Transfer Students**

We would review courses on a case-by-case basis at any transfer credits that are not related to the BCBA, BACB requirements. Transfer of credit toward an advanced degree will not be made unless the grade earned was A or B and it was awarded graduate credit at the institution where the work was completed.

### **Registration**

Each term before you register for classes (through UAccess Student Center), consult the ABA Recommended Course Sequence (see appendix A) to determine what courses you should take each semester. If you have any questions or concerns, contact your Academic Advisor to determine what courses you should take. Be mindful that if there are any holds on your student account, you will not be able to enroll until the hold has been resolved. All holds must be cleared before each term starts in order to register for courses. After you register, you should verify your schedule and check your account balance.

### **Course Sections**

Students admitted in **Online Campus** must complete the above courses in section number **201** (i.e. SERP 502-201). Students admitted in **Global Direct Campus** must complete the above courses in section number **401**. (i.e. SERP 502-401). Do not enroll in sections numbers that end in 001 or 101; these sections are reserved for Main campus students only.

### **Add/Drop Procedure**

Most changes can be made through UAccess Student Center until the add/drop deadline. If you drop a course, update your Plan of Study to indicate when you plan to re-enroll in the course. NOTE: Withdrawing from coursework may extend your time to complete your degree. Courses dropped after the deadline are not eligible for refunds.

### **Dates and Deadlines**

The Online ABA Program follows the Office of the Registrar’s Dates and Deadlines for courses. Dates to add classes, drop classes, and receive refunds is available through the [Office of the Registrar’s](#) website.

### **Continuous Enrollment**

According to Graduate College [Policy](#), graduate students must be continuously enrolled each fall and spring semesters for a minimum of one graduate units from original matriculation until all degree requirements are met. Unless excused by an official Leave of Absence (which may not exceed one year

total throughout the student's degree program), all graduate students are subject to the Continuous Enrollment Policy and must pay tuition and fees in order to remain in the program. If the student fails to maintain continuous enrollment or obtain a Leave of Absence, s/he will be required to apply for readmission, pay the Graduate College application fee and pay all overdue tuition and fees, including cumulative late penalties. If a student has completed all course requirements and is only finishing the internship, she/he must be enrolled in at least one unit of 909, Master's Report, during their final semester(s) in the program. Students need to be aware that this decision has implications for financial assistance, loan repayment, and/or visa status since enrolling in just one unit means that the student is not full-time. It is the responsibility of the student to verify this with the Office of Financial Aid and Scholarships before requesting/finalizing enrollment. Also, and per BCBA VCS requirements courses cannot exceed 5 years based on your admissions date.

### **Incomplete Grades**

The grade of I (for Incomplete) may be awarded with the instructor's concurrence only near the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The incomplete grade will not be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than incomplete must be assigned. Students must make arrangements with the instructor to receive an incomplete grade before the end of the term and will not automatically receive an incomplete simply because all course requirements were not met. The course instructor will determine the conditions of the incomplete grade and set a date for completion of all required assignments at any point within the year following the end of the course. Those conditions will be outlined on a Report of Incomplete Grade form, which serves as a contract between the student and the instructor. The Report of Incomplete Grade form will be kept on file until the conditions for completion have been met. When the work has been completed, a Change of Grade form will be submitted for the course. If assignments are not completed, incomplete grades convert to "E" (Failure) on the last day of classes of the same semester, one year after the incomplete grade was awarded. Students will not be permitted to graduate until all incomplete grades are cleared. An Incomplete grade cannot be awarded for 909 units (Master's Report).

### **Lapse in Enrollment**

Students who have an interruption in their enrollment of one semester or more in the program and have not been approved for a Leave of Absence (LOA) will be required to apply for readmission in order to resume coursework. A Graduate College Admissions Application must be completed. Note that per Graduate College policy, the student may be required to pay retroactive registration for all missed semesters.

### **Comprehensive Exam**

There is no comprehensive exam in this program.

### **Master's report**

The Master's Report will be discussed and developed under the guidance of the student's advisor. Students shall register for three units of the Master's Report (SERP 909) in the final semester of the program, in Dr. Hartzell's section, unless it is advised differently. Bear in mind when you register for 909 – you manually enter 3 CREDITS, use the drop down menu to register for 3 instead of 1 unit.

### **Satisfactory Academic Progress Rules**

Students in the Special Education Master's Degree Program at the University of Arizona are evaluated on a regular basis on both academic and non-academic standards.

### **Academic Standards & Grounds for Dismissal**

- A minimum grade of C must be achieved on all course work to obtain graduate credit.
- A cumulative B average must be maintained in all graduate level courses.
- Students unable to meet these requirements become ineligible for graduation and are placed on academic probation.
- Students will remain on probation until an additional 9 credit hours have been completed with a B average. Those unable to remove the probationary status are subject to academic dismissal.
- Withdrawal from a course while on probation will not be allowed.

### **Nonacademic Standards**

In addition to maintaining high scholastic standards, students enrolled in the program must develop skills necessary to work with people with diverse needs. The faculty expects students to:

- Be committed to personal growth and professional development;
- Demonstrate appropriate social skills;
- Be concerned about people;
- Demonstrate emotional and mental fitness in their interactions with other students and faculty;
- Be able to receive and give constructive feedback; and
- Use the skills and techniques that are generally accepted by others in the profession.

Further, students are expected to adhere to the code of ethics of their professional associations (CEC, BCBA, etc.) and the relevant regulatory boards of the state of Arizona. A student's acceptance in the program does not guarantee his or her fitness to remain in the program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in the program.

### **Evaluating Student Fitness & Performance**

Members of the faculty evaluate student fitness and performance at the end of each semester. The faculty make judgments as to the student's professional fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practicum and internship, and their adherence to their discipline's codes of ethics. Faculty will identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work.

On rare occasions, faculty may become concerned about a student's suitability for entry in the education profession even though the student may be evidencing satisfactory performance in academic course work.

**Examples of behaviors that may be evidence of professional impairment include, but are not limited to, the following:**

- Violation of professional standards of ethical codes;
- Inability or unwillingness to demonstrate appropriate professional skills at an acceptable level of competency;

- Behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;
- Interpersonal behaviors and interpersonal functioning that impairs one's professional functioning; and
- Inability to exercise sound clinical judgment, exhibiting poor interpersonal skills, and pervasive interpersonal problems.

An effort will be made to identify the problem and to work out a solution with the student and the program. When student difficulty is noted by the individual professor, the following procedures will be used:

- Professor initiates a meeting with the student to discuss his/her concerns;
- Faculty member presents in writing his/her concern to the Program Director;
- The concerns of the faculty member are discussed in a faculty meeting;
- The advisor will arrange an advisor-student conference in which the concerns of the Program Faculty are shared with the student and an agreement of remedial steps is contracted;
- The advisor presents the contract to the other faculty members;
- The advisor will monitor subsequent progress in carrying out the recommendations of the Program Faculty;
- The advisor presents an evaluation to the Program Faculty;
- The advisor provides feedback to the Program on progress; and
- A student not satisfied with the decision would be allowed to continue in the program as outlined by the remedial steps or recommend the student for dismissal to the Graduate College
- If it is deemed that a student's professional fitness is in question, the faculty may recommend the following actions:
  - A formal reprimand;
  - Additional practicum and/or clinical work;
  - Additional Assignments
  - Personal mental health counseling (individual or group);
  - Temporary leave of absence from the program;
  - Additional academic course work;
  - Additional supervision;
  - Formal probation;
  - Encouragement to withdraw from the program; and/or
  - Formal dismissal from the program.

### **Remediation Plan**

Remediation plans will be determined on an individual basis with your academic advisor.

# APENDIX A

## Faculty in Special Education – Applied Behavior Analysis

**Rebecca Hartzell** is an Assistant Professor of Practice in the Special Education Program and Program Director for the Masters-Applied Behavior Analysis. She earned her doctorate in special education with an emphasis in autism and applied behavior analysis. She teaches courses and supervises students pursuing board certification in applied behavior analysis and provides clinical support to parents and families of children with neurodevelopmental disabilities. She is the author and co-author of peer-reviewed journal articles focused on social-skills interventions and inclusion.

**Carl Liaupsin** is an Associate Professor of Special Education in the College of Education who earned his Ph.D. from the University of Kentucky. He specializes in the area of emotional and behavior disorders and is the Department Head of Disability and Psychoeducational Studies . His research addresses the validation of function-based behavior- intervention procedures and issues of treatment integrity in individualized interventions.

**John Umbreit** is a Professor of Special Education in the College of Education and a Professor of Family and Community Medicine in the College of Medicine. He earned his Ph.D. from the University of Southern California and specializes in severe disabilities, behavior analysis, and positive behavior support. His research focuses on function-based intervention and PBIS (Positive Behavioral Intervention & Supports) in natural environments. In 2010, Dr. Umbreit received the Most Outstanding Teaching/Mentoring Award from the College of Education.

**Chelsea Carr** is a Board Certified Behavior Analyst with over 10 years of experience serving families of children with neurodevelopmental disabilities. She received her doctoral degree in special education with an emphasis in applied behavior analysis at the University of Arizona and completed a clinical externship at the University of Iowa. She has experience conducting assessments and supporting and training caregivers and other providers on behavior intervention plans in school, clinical, and home settings. She has presented research at regional and national conferences on topics related to the assessment and treatment of challenging behavior displayed by children with and without disabilities. In her free time, Chelsea enjoys running and cycling, trying all the amazing food in Tucson, and traveling with family and friends.

**Andrew Gardner** is a Tucson native, bilingual and bicultural and has been serving families of children with neurodevelopmental and related disorders over the past 15+ years across clinic, home, school, and public settings. Dr. Gardner supervises a Behavioral Pediatrics Clinic in the department of Psychiatry and serves children and families at Children’s Clinics for Rehabilitative Services. His research interests include: Functional Analytic Assessment Methodology for Childhood Aberrant Behavior Qualities of Attention in Function-Based Treatment Hispanic/Latino Parenting, Acculturation, and Cross-cultural Treatment Acceptability Therapeutic strategies for challenging behavior based in the science of Applied Behavior Analysis (ABA) for diverse diagnoses including neurodevelopmental disabilities.

# APPENDIX B

## MA Recommended Course Sequence

All courses are 3 credits

Use the term cohort in which you were accepted

FALL ADMISSION	SPRING ADMISSION	SUMMER ADMISSION
<p><b>Fall Year 1:</b> SERP 502 SERP 504</p> <p><b>Spring Year 1:</b> SERP 529A Course Requisite 502 SERP 590 Course Requisite 502</p> <p><b>Summer Year 1:</b> SERP 556 SERP 500</p>	<p><b>Spring Year 1:</b> SERP 502 SERP 590 Course Requisite 502</p> <p><b>Summer Year 1:</b> SERP 500 SERP 503</p> <p><b>Fall Year 1:</b> SERP 529A Course Requisite 502 SERP 504</p>	<p><b>Summer Year 1:</b> SERP 500 SERP 503</p> <p><b>Fall Year 1:</b> SERP 502 SERP 504</p> <p><b>Spring Year 1:</b> SERP 529A Course Requisite 502 SERP 590 Course Requisite 502</p>
<p><b>Fall Year 2:</b> SERP 529B Course Requisites 502 and 529A SERP 552 Course Requisite 502</p> <p><b>Spring Year 2:</b> SERP 503 SERP 555</p> <p><b>Summer Year 2:</b> SERP 553 Course Requisite 502 SERP 909*</p>	<p><b>Spring Year 2:</b> SERP 529B Course Requisites 502 and 529A SERP 555</p> <p><b>Summer Year 2:</b> SERP 553 Course Requisite 502 SERP 556</p> <p><b>Fall Year 2:</b> SERP 552 Course Requisite 502 SERP 909*</p>	<p><b>Summer Year 2:</b> SERP 556 SERP 553 Course Requisite 502</p> <p><b>Fall Year 2:</b> SERP 529B Course Requisites 502 and 529A SERP 552 Course Requisites 502</p> <p><b>Spring Year 2:</b> SERP 555 SERP 909*</p>

**\*When you are ready to take your 909-Master's Project – register in Dr. Rebecca Hartzell's section. Do not register for other professor's sections of 909; make sure when you register for 909 – you manually enter 3 CREDITS, use the drop down menu to register for 3 instead of 1 unit.**