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 is comprised 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 is comprised 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.

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.

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 http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards. Students conducting research should also be aware of 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.

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<thead>
<tr>
<th>SERP 500 FOUNDATIONS OF SPECIAL EDUCATION AND REHABILITATION:</th>
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<tr>
<td>Available term: (Summer)</td>
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<tr>
<td>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</td>
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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.

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**SERP 502 BEHAVIOR PRINCIPLES AND DISABILITY:**

**Available term: (Spring, Fall)**

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.

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

**Available term: (Spring, Summer)**

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:

**Available term:** (Spring, Summer, Fall)

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:

**Available term:** (Spring, Summer, Fall)

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:

**Available term:** (Spring, Fall)
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.

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

Available term: (Spring, Fall)

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 database 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.

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

Available term: (Summer)

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:

Available term: (TBA)

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:

Available term: (Spring, Summer)

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:

Available term: (Spring, Summer)

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:**

**Available term: (Spring, Summer, Fall)**

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, in conjunction with your advisor, to be submitted to the Graduate College through “GradPath Forms.”

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

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. 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 program. You can pick a box on the form to indicate that you did not have a committee and just list your advisor: Dr. Rebecca Hartzell.

The final GradPath form, the “Master’s/Specialist Completion Confirmation” will need to be submitted by your graduate coordinator. Please feel free to contact your Degree Counselor, Annie Prisbrey if you have any questions or concerns.

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.
Transfer Students
No more than 20% of the minimum number of units required for a master's degree can be transferred from other accredited institutions (e.g., if a Master's degree requires 30 units, then no more than 6 units can be transferred from another university). 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. For more information, please visit the online UA Graduate College page on transfer credits.

Registration
Each term before your 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.
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 upon resumption of 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
Students shall register for three units of the Master’s Report (SERP 909) in the final semester of her/his program. The Master’s Report will be discussed and developed under the guidance of the student’s advisor.

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 can follow the Graduate College Grievance Policy, available at: http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy.

If it is deemed that a student's professional fitness is in question, the faculty may recommend the following actions:
  o A formal reprimand;
  o Additional practicum and/or clinical work;
  o Additional Assignments
  o Personal mental health counseling (individual or group);
  o Temporary leave of absence from the program;
  o Additional academic course work;
  o Additional supervision;
  o Formal probation;
  o Encouragement to withdraw from the program; and/or
  o Formal dismissal from the program.

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

Certificate Non-Degree 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 21 Units
Program students must complete these seven 3-unit courses.

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<thead>
<tr>
<th>SERP 502 BEHAVIOR PRINCIPLES AND DISABILITY: ASSESSMENT AND INTERVENTION</th>
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<tbody>
<tr>
<td><strong>Available terms:</strong> (Fall, Spring)</td>
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<tr>
<td>This is the first course to be taken. It ensures that participants are knowledgeable about the basic behavioral principles and techniques of applied behavior analysis that are needed to complete accurate FBAs, and design effective function-based interventions and comprehensive Behavior Intervention Plans (BIPs). Students complete the course by conducting an FBA and developing a function-based BIP.</td>
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<tr>
<td>• 28 hours - Concepts &amp; Principles of Behavior Analysis</td>
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<tr>
<td>• 3 hours - Measurement (Including Data Analysis)</td>
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<tr>
<td>• 6 hours - Identification of the Problem &amp; Assessment</td>
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<tr>
<td>• 8 hours - Fundamental Elements of Behavior Change &amp; Specific Behavior Change Procedures</td>
</tr>
<tr>
<td>• This course provides 3 credit hours/45 clock hours of instruction.</td>
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</tbody>
</table>

**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 529A ADVANCED POSITIVE BEHAVIOR SUPPORT

Available terms: (Fall, Spring)

Provides advanced knowledge and skills in applied behavior analysis and the factors that affect the application of behavior principles within schools and other natural settings, including ethical issues, effective instruction, and factors in the classroom environment. Participants complete an FBA, develop and test a function-based intervention, monitor, and make databased decisions based on the effectiveness of the plan.

• 3 hours - Ethical & Professional Conduct
• 13 hours - Concepts & Principles of Behavior Analysis
• 2 hours - Measurement (Including Data Analysis)
• 3 hours - Identification of the Problem & Assessment
• 9 hours - Fundamental Elements of Behavior Change & Specific Behavior Change Procedures
• 3 hours - Behavior Change Systems
• 6 hours - Intervention & Behavior Change Considerations
• 6 hours - Implementation Management & Supervision
• This course provides 3 credit hours/45 clock hours of instruction.

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

Available terms: (Spring, Fall)

Provides each student continued opportunity to apply and develop skills and knowledge of FBA, function-based interventions, legal and ethical issues, and collaboration within the context of their classroom, school, and district. Participants complete2 additional FBAs and develop, implement, and monitor the function-based interventions.

• 3 hours - Ethical & Professional Conduct
• 2 hours - Concepts and Principles of Behavior Analysis
• 7 hours - Measurement (Including Data Analysis)
• 19 hours - Identification of the Problem & Assessment
• 2 hours - Fundamental Elements of Behavior Change & Specific Behavior Change Procedures
• 4 hours - Intervention and Behavior Change Considerations
• 8 hours - Implementation, Management, & Supervision
• This course provides 3 credit hours/45 clock hours of instruction.

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

Available terms: (Spring, Fall)

Increases knowledge and skills in working with persons with challenging behavior using the most advanced techniques. Participants learn to design and briefly implement an experiment in which one fixed and one variable schedule are compared, design and implement a stimulus discrimination procedure, define and use stimulus equivalence procedures, conduct a brief functional analysis, organize and interpret functional analysis data, and analyze case studies of a variety of procedures.

• 2.5 hours - Concepts & Principles of Behavior Analysis
• 1.5 hours - Measurement (Including Data Analysis)
• .5 hours - Experimental Design
• 4.5 hours - Identification of the Problem & Assessment
• 27 hours - Fundamental Elements of Behavior Change & Specific Behavior Change Procedures
• 4 hours - Behavior Change Systems
• 5 hours - Intervention & Behavior Change Considerations

Expected Outcomes and Grade Requirements

• Use reinforcement, motivating operations, reinforces, 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

Available terms: (Summer)

Enables students to apply ethical and professional standards and concerns that are salient to the interactions between their work, the people they serve, and others involved in the process (e.g., other professionals, families,
systems of care, and society). Participants analyze case studies to identify examples of ethical violations, identify resolutions of ethical violations, conduct a risk-benefit analysis, apply components of effective evidence-based supervision, and explain ethical guidelines (e.g., voluntary participation, informed consent, and confidentiality) for behavior analytic research.

- Ethical & Professional Conduct
- This course provides 3 credit hours/45 clock hours of instruction.

**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.

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

**Available terms: (TBA)**
- Basic concepts essential in applying applied behavior analysis in personnel supervision and management of employees, parents, and other professionals.
- This course provides 3 credit hours/45 clock hours of instruction.

**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.

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**SERP 590 SINGLE SUBJECT RESEARCH**

**Available term: (Spring, Summer)**
Reviews principles and practices underlying various single-subject research designs. Participants learn the advantages and disadvantages of various designs and how to select a research design that is appropriate to a given scenario. They also learn to critically evaluate research that incorporates single-subject research designs, create data graphs, and develop a comprehensive research proposal.

- 3 hours - Ethical & Professional Conduct
- 2 hours - Concepts & Principles of Behavior Analysis
- 15 hours - Measurement (Including Data Analysis)
- 20 hours - Experimental Design
- 3 hours - Behavior Change Systems
- 2 hours - Intervention & Behavior Change Considerations
- This course provides 3 credit hours/45 clock hours of instruction.

**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.

Set up a Plan of Study
Develop a Plan of Study as early as the second semester of the program, in conjunction with your advisor, to be submitted to the Graduate College through “GradPath Forms.”

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

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. 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 program. You can pick a box on the form to indicate that you did not have a committee and just list your advisor: Dr. Rebecca Hartzell.

The final GradPath form, the “Master’s/Specialist Completion Confirmation” will need to be submitted by your graduate coordinator. Please feel free to contact your Degree Counselor, Annie Prisbrey if you have any questions or concerns.

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.

Transfer Students
No more than 20% of the minimum number of units required for a master’s degree can be transferred from other accredited institutions (e.g., if a Master’s degree requires 30 units, then no more than 6 units can be transferred from another university). 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. For more information, please visit the online UA Graduate College page on transfer credits.

Registration
Each term before your 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.

**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 upon resumption of 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
There is not Master’s Report required for the certificate program.

Satisfactory Academic Progress Rules
Students in the Special Education Certificate Non-Degree Program at the University of Arizona are evaluated on a regular basis on both academic and nonacademic 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
- 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;

[1] If it is deemed that a student’s professional fitness is in question, the faculty may recommend the following actions:
o Additional academic course work;
o Additional supervision;
o Formal probation;
o Encouragement to withdraw from the program; and/or
o Formal dismissal from the program.

Remediation Plan
Remediation plans must be determined on an individual basis with your academic advisor.
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.
  - **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.
APENDIX A

Faculty in Special Education (MA) – 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.
# APENDIX B

## MA Recommended Course Sequence

All courses are 3 credits

<table>
<thead>
<tr>
<th>FALL ADMISSION</th>
<th>SPRING ADMISSION</th>
<th>SUMMER ADMISSION</th>
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<tbody>
<tr>
<td><strong>Fall Year 1:</strong></td>
<td><strong>Spring Year 1:</strong></td>
<td><strong>Summer Year 1:</strong></td>
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<td>SERP 502</td>
<td>SERP 502</td>
<td>SERP 500</td>
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<td>SERP 504</td>
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<td>SERP 503</td>
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<td><strong>Spring Year 1:</strong></td>
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<td>SERP 529A</td>
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<td>Fall Year 1:</td>
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<td>SERP 590</td>
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<td>SERP 529A</td>
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<tr>
<td><strong>Summer Year 1:</strong></td>
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<td>SERP 556</td>
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<td>SERP 529B</td>
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<td>SERP 552</td>
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<td><strong>Fall Year 2:</strong></td>
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<td><strong>Summer Year 2:</strong></td>
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<td>SERP 529B</td>
<td>SERP 529B</td>
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<td><strong>Spring Year 2:</strong></td>
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<td>SERP 503</td>
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<td>Fall Year 2:</td>
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<td>SERP 555</td>
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<td>SERP 529B</td>
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<td><strong>Summer Year 2:</strong></td>
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<td>SERP 553</td>
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<td>Fall Year 2:</td>
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<tr>
<td>SERP 909</td>
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<td>SERP 529A</td>
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## NDS Certificate Program Verified Course Sequence

All courses are 3 credits

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<thead>
<tr>
<th>Course</th>
<th>Term</th>
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<tbody>
<tr>
<td>SERP 502: Behavior Principles and Disability: Assessment and Intervention</td>
<td>Fall, Spring</td>
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<tr>
<td>SERP 529A: Advanced Positive Behavioral Support</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>SERP 529B: Advanced Positive Behavioral Support</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>SERP 552: Issues in Applied Behavior Analysis</td>
<td>Fall</td>
</tr>
<tr>
<td>SERP 553: Ethical Issues in Behavior Analysis</td>
<td>Summer</td>
</tr>
<tr>
<td>SERP 555: Applied Behavior Analysis: Personnel Supervision and Management</td>
<td>Spring</td>
</tr>
<tr>
<td>SERP 590: Single Subject Research</td>
<td>Spring</td>
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</tbody>
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Based on your admission term, develop a plan of study as early as possible with Dr. Hartzell. Submit to the Graduate College through “GradPath Forms.”