

# Master of Science in Applied Behavior Analysis

## Graduate Program Handbook 2024 - 2025

**A Guide to Policies and Procedures for Students and Faculty**

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## DEPARTMENT AND PROGRAM OVERVIEW

### The Department of Psychology at ASU

The Department of Psychology on the Tempe campus is one of the largest and most popular departments at ASU. The mission of the department is to create an environment that prepares undergraduate and graduate students to take their place in the world using the skills they have learned to pursue careers that benefit their community. Faculty and students are actively involved with a number of other centers, institutes, and research groups on campus that promote transdisciplinary approaches to issues of local and national significance which afford outstanding research and training experiences that extend beyond traditional disciplinary boundaries. Psychology is a hub department that makes an important contribution to the advancement of ASU as a leader of knowledge generation and utilization.

### Program Areas and Academic Specialties

**Behavioral Neuroscience & Comparative Psychology:** Learning and memory; mathematical modeling of behavior; aging, neurodegenerative diseases, and hormone modulation; behavioral and neurobiological consequences of drug abuse; feeding behavior; stress and brain plasticity; timing and time perception; ADHD and impulsivity; and canine cognition and behavior

**Clinical Psychology:** Health psychology and the interface of psychology and medicine; child clinical psychology and the assessment and prevention of mental health problems among children and families; community and prevention science; substance abuse; eating disorders; and health disparities among minority groups.

**Cognitive Science:** categorization; cognitive development; dynamics; embodied cognition; language; learning sciences; writing and reading; memory; perception and action.

**Developmental:** bio-behavioral markers and genetics; quantitative developmental psychology; translational prevention and intervention; developmental psychopathology, risk and resilience.

**Quantitative:** Modern approaches to measurement of psychological constructs; research design innovations; and development of new data analytic approaches to complex research questions and designs.

**Social Psychology:** Close relationships; cultural neuroscience; emotion; culture; decision-making; group dynamics; evolution; intergroup relations; religion; self and social perception.

**Applied Behavior Analysis:** A master of science program meeting the requirements of the Behavior Analyst Certification Board coursework requirements of over 315 hours of scientifically-based courses in basic behavior-analytic skills, client-centered responsibilities, and foundational knowledge. The program also attempts to place student to complete their required practicum training hours.

**Addiction and Substance-Use Related Disorders:** This online graduate certificate program meets all the curricular requirements of the Arizona State Board of Behavioral Health Examiners for licensure in substance abuse counseling as well as most national and other state certification requirements.

**Applied Prevention Science:** This online graduate certificate program promotes the use of psychological interventions and is for those with a bachelor's degree or equivalent who seek employment or are employed as a mental health professional.

## Master of Science in Applied Behavior Analysis Program

Behavior Analysis is a sub-division in the discipline of Psychology distinguished by a unique philosophical, theoretical, and methodological orientation. Historical and contextually-situated behavior-environment relations constitute its subject matter. Its method is experimental with aims of description, prediction, and control of its subject matter.

### Program Goals and Objectives

The program goals and objectives are oriented to training students to become well-rounded, fully competent behavior analysts. This entails comprehensive, multimodal training inside the classroom and in the field with respect to each of the areas listed below:

1. **Concepts and Principles of Behavior Analysis**
  - a. **Philosophical assumptions of behavior analysis:** Including, but not limited to, the lawfulness of behavior, environmental explanations of behavior, selectionism, determinism, empiricism, parsimony, and pragmatism
  - b. **Types and domains of behavior analysis:** Radical vs. methodological behaviorism, the conceptual analysis of behavior, the experimental analysis of behavior, applied behavior analysis, and behavioral technologies
  - c. **Behavior principles and paradigms** Including, but not limited to, behavior, response, and response class; stimulus and stimulus class; stimulus control and stimulus equivalence; motivating operations; functional relations; stimulus and response generalization; stimulus and response discrimination; behavioral contrast; behavioral momentum; the matching law; and respondent and operant conditioning.
  - d. **Verbal operants:** Echoics, mands, tacts, intraverbals, and autoclitics
  - e. **Contingency-shaped vs. rule-governed behavior:** Behavior as a result of the consequences vs. behavior as a result of verbal descriptions of those consequences.
2. **Single-Subject Design Methodology and the Measurement and Interpretation of Research Data**
  - a. **Experimental evaluation procedures:** Manipulation of independent variables using withdrawal designs, reversal designs, alternating treatment designs, changing criterion designs, multiple baseline designs, multiple probe designs, and combinations of these; component and parametric analyses.
  - b. **Measurement procedures based on the dimensions of behavior:** Repeatability, temporal extent, and temporal locus)
  - c. **Continuous vs. discontinuous measurement procedures:** ability/aim to collect data on all target items vs. an inability/aim to do so.
  - d. **Observation and recording procedures:** the ways in which we collect data influence the usefulness of that data.
  - e. **Graphs that effectively communicate quantitative relations:** Including, but not limited to, equal-interval graphs, cumulative records, and standard celeration charts; evaluating temporal relations between variables; and changes in level, trend, and variability of responding.
3. **Problem Identification and Behavior Assessment**
  - a. **Descriptive and indirect assessment:** Including, but not limited to, interviews, rating scales, and checklists.
  - b. **Functional analysis:** experimental/intentional manipulation of the variables responsible for behavior's occurrence; attention; escape, tangible, automatic/sensory.
  - c. **Preference and reinforcer assessments:** single-choice, paired-choice, MSWO, MSW; RPAs.

4. **Selecting and Conducting Behavior Interventions**
  - a. **Intervention strategies and target outcomes:** Selected and identified based on behavioral cusps, task analysis, client characteristics and preferences, context, assessment results, social validity, and best available scientific evidence.
  - b. **Intervention outcomes stated in observable and measurable terms:** operational definitions;
  - c. **Recommendations for behavior change:** Taking into account practical and ethical considerations as well as whether alternative behaviors will need to be established or increased.
  - d. **Programing for stimulus and response generalization, maintenance of behavior change, and generative learning:** schedules of reinforcement; stimulus salience, prompting, etc.
5. **Behavior Change Considerations, Procedures, and Fundamental Elements**
  - a. **Reinforcement, punishment, and extinction:** Including, but not limited to, schedules, parameters, and potential undesirable effects.
  - b. **Elements of behavior change:** Including, but not limited to, prompting, shaping, and chaining; discrete trials vs. free operant arrangements.
  - c. **Specific behavior change procedures:** Including, but not limited to, antecedent interventions, discrimination training, instructions and rules, contingency contracting, individual and group contingencies, stimulus equivalence, high and low probability request sequences, the Premack principle, pairing procedures, errorless learning, and matching to sample.
  - d. **Communication training** (Echoic stimulus control and mand, tact, intraverbal, and listening training)
  - e. **Behavior change systems:** Including, but not limited to, self-management strategies, token economies, precision teaching, personalized system of instruction, incidental teaching, functional communication training, and augmentative communication systems.
6. **Systems Support**
  - a. **Collaboration with others providing services and/or support:** interdisciplinary efforts to a comprehensive treatment conceptualization
  - b. **Establishing support in natural settings:** transferring stimulus control to natural environment
  - c. **Competency-based training and effective supervision:** Including identifying the contingencies governing the behavior of the implementers
  - d. **Monitoring and documentation of interventions:** Including program effectiveness and procedural integrity.
  - e. **Terminating services appropriately:** per Ethical Code of Conduct
7. **Ethical and Professional Conduct in Applied Behavior Analysis**
  - a. **Reliance on scientifically and professionally derived knowledge:** In human service provision and scholarly or professional endeavors.
  - b. **Use of language that is fully understandable to service recipients:** Including assessment, evaluation, treatment, counseling, supervision, teaching, consultation, research, or other behavior analytic services to individuals, groups, or organizations.
  - c. **Working within the boundaries of one's competence and maintaining competence:** In service provision, teaching, and research.
  - d. **Selection and implementation of behavioral assessments and interventions:** least invasive; those which yield the most info
  - e. **Informed consent and confidentiality:** Ensure investment in behavioral program; Ethical Code of Conduct

## Mission Statement

The mission of the MS ABA Program in the Department of Psychology at Arizona State University is to strengthen Behavior Analysis as a scientific discipline and as a professional occupation; to provide meaningful service in community partnerships; and to prepare students to become fully competent professionals in the field of ABA.

## ADMISSION INFORMATION

### General Program Admissions

Application and admission information can be found on the [Requirements for MS in Applied Behavior Analysis](#) webpage or on the ASU [Degree Search](#) webpage for the program.

The pre-admission and transfer credit policy for the university is located in the Graduate College manual, in the Graduate Program Requirements section. <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals> However, in general the program will not approve preadmission credits for other master's program including online ABA programs. In extremely rare instances, it may be possible to transfer up to 12 graduate-level credit hours with grades of "B" or better that were not used toward a previous degree. Preadmission credits must have been taken within three years of admission to an ASU degree program.

### Our Students

Year after year, doctoral students in the Department of Psychology at ASU have had the highest GRE scores in The College of Liberal Arts and Sciences and the MS ABA program continues that distinctive tradition of attracting the best. We accept students who are committed to a behavioral orientation in psychology and who show potential as leaders in the field of applied behavior analysis. As such, we value ability, motivation, enthusiasm, interpersonal skills, and academic accomplishments in our admissions process. Our students are expected to function independently; to take initiative in their education; and to assume appropriate responsibility for the direction and specific goals of their learning experiences. We also believe students learn a great deal from each other. To that end, we accept a heterogeneous population of younger and older students with racial and cultural diversity across a broad spectrum of life and work experiences.

### Program Faculty

Our program's faculty provide the expertise, specialization, and years of experience across a range of content and research areas to ensure the best academic graduate training that can only be found at a top-tier psychology department in a research-intensive university. Many of our faculty not only teach our courses but are active practitioners in Arizona's ABA community. ASU Psychology's MS ABA program is committed to providing the best possible education to ensure that all of our graduate students become tomorrow's best scientist-practitioners of applied behavior analysis.

### Full-Time Faculty

Donald M. Stenhoff, PhD, BCBA-D, LBA; Program Director; Clinical Associate Professor; MSABA Program, Department of Psychology

Lorraine Becerra, PhD, BCBA-D, LBA; Clinical Assistant Professor; MSABA Program, Department of Psychology

### Faculty Associates

Adam D. Hahs, PhD, BCBA-D, LBA; Vice President of Clinical Services

Amy Kenzer, PhD, BCBA-D, LBA; Chief Operating Officer

Diana Davis-Wilson, DBH, BCBA, LBA; Chief Executive Advisor

## MS ABA Program Graduate Coordinators

### MS ABA

Adil Elshaigi – Manager of Graduate Programs

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### MS ABA

Wendi Simonson – Student Support Coordinator

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Office: (480) 727-4561

The Graduate Advising Office is located in the Psychology Building – PSY 201



## PROGRAM REQUIREMENTS

### MS ABA Program Curriculum

In order to successfully complete the program in two years, you are expected to (1) effectively schedule and manage your time; (2) take required classes when they are offered; and (3) devote yourself full-time to your studies including the summer between Years 1 and 2 in the program.

The MS ABA program requires 42 credit hours across four full-time semesters and both A and B sessions during the summer between the first and second year. A Capstone Project is to be initiated at the beginning of Summer Session A and conducted throughout the summer and the program's second year. You will be required to complete practicum hours during the summer.

#### Required Core (27 credit hours)

| Course  | Title   |
|---------|---|
| PSB 501 | Basic Principles of Applied Behavior Analysis                         |
| PSB 510 | Basic Principles of Experimental Analysis of Behavior                 |
| PSB 511 | Advanced Research Methods   |
| PSB 520 | Ethical Issues and Professional Standard in Applied Behavior Analysis |
| PSB 530 | Behavioral Observation and Functional Assessment                      |
| PSB 540 | Development of Applied Behavioral Intervention Programs               |
| PSB 563 | Basic Principles of Organizational Behavior Management                |
| PSB 573 | Advanced Principles of Learning and Analysis of Behavior              |
| PSB 578 | Applied Behavior Analysis in Developmental Disorders                  |

#### Electives and Research (4 credit hours)

| Course  | Title          |
|---------|----------------|
| PSB 591 | Seminar        |
| PSB 598 | Special Topics |

#### Other Requirements (9 credit hours)

| Course  | Title                                |
|---------|--------------------------------------|
| PSB 580 | Practicum: Applied Behavior Analysis |
| PSB 583 | Fieldwork: Applied Behavior Analysis |

#### Culminating Experience (5 credit hours)

| Course  | Title           |
|---------|-----------------|
| PSB 593 | Applied Project |

## Degree Progression

Given the cohort structure of the MS ABA program, courses are offered in a prescribed sequence. This includes enrollment in both summer session A and summer session B between the first and second year of the program. See the degree curriculum progression chart below.

| Course Number      | Credit Hours | Sem Hours | Course Title   | Instructional Hours | Practicum Hours |
|--------------------|--------------|-----------|--|---------------------|-----------------|
| <b>Fall Yr 1</b>   |              | <b>10</b> |  |                     |                 |
| PSB 501            | 3            |           | Basic Principles of Applied Behavior Analysis            | 45                  |                 |
| PSB 510            | 3            |           | Basic Principles of Experimental Analysis of Behavior    | 45                  |                 |
| PSB 520            | 3            |           | Ethical Issues and Professional Standards in ABA         | 45                  |                 |
| PSB 580            | 1            |           | Practicum  |                     | 350             |
| <b>Spring Yr 1</b> |              | <b>10</b> |  |                     |                 |
| PSB 511            | 3            |           | Advanced Research Methods                                | 45                  |                 |
| PSB 530            | 3            |           | Behavioral Observation and Functional Assessment         | 45                  |                 |
| PSB 540            | 3            |           | Development of Applied Behavioral Intervention Programs  | 45                  |                 |
| PSB 580            | 1            |           | Practicum  |                     | 400             |
| <b>Summer – A</b>  |              | <b>3</b>  |  |                     |                 |
| PSB 593            | 1            |           | Applied Project  |                     |                 |
| PSB 583            | 2            |           | Fieldwork  |                     | 200             |
| <b>Summer – B</b>  |              | <b>3</b>  |  |                     |                 |
| PSB 593            | 1            |           | Applied Project  |                     |                 |
| PSB 583            | 2            |           | Fieldwork  |                     | 200             |
| <b>Fall Yr 2</b>   |              | <b>11</b> |  |                     |                 |
| PSB 573            | 3            |           | Advanced Principles of Learning and Analysis of Behavior | 45                  |                 |
| PSB 598            | 3            |           | Special Topics   | 45                  |                 |
| PSB 563            | 3            |           | Basic Principles of Organizational Behavior Management   | 45                  |                 |
| PSB 593            | 1            |           | Applied Project  |                     |                 |
| PSB 580            | 1            |           | Practicum  |                     | 425             |
| <b>Spring Yr 2</b> |              | <b>9</b>  |  |                     |                 |
| PSB 591            | 2            |           | Seminar  | 15                  |                 |
| PSB 578            | 3            |           | Applied Behavior Analysis in Developmental Disorders     | 45                  |                 |
| PSB 593            | 2            |           | Applied Project  |                     |                 |
| PSB 580            | 2            |           | Practicum  |                     | 425             |
| <b>Totals</b>      |              | <b>46</b> |  | <b>465</b>          | <b>2000</b>     |

## MS ABA Plan of Study

### iPOS: Interactive Plan of Study for Graduate Students

Graduate students will file their MSABA Plan of Study using the secure online process called the **Interactive Plan of Study (iPOS)**. The Plan of Study (iPOS) functions as a contract between the student, the academic unit, and the Graduate College office. This electronic process will guide you through a step-by-step process and the curriculum outlined above will be added. A number of edits are built in to ensure that students have met university requirements prior to submitting their iPOS. Students will be able to login to review the status at any point along the way. Use the [iPOS how-to guide](#) for help.

To access the Interactive Program of Study (iPOS), please follow the steps listed below:

1. Point your web browser to [my.asu.edu](http://my.asu.edu)
2. Enter your ASUrite ID and password and click the “Login” button.
3. Upon successfully logging in, look for the “My Programs” box.
4. Click on the “Interactive Plan of Study (iPOS).”
5. Follow the online instructions, being certain to click “Save and Continue” after entering information on each page.
6. The Graduate Coordinator will verify and release your iPOS to the Division of Graduate Studies.

## Practicum

One of the program’s goals is to ensure that you will experience the breadth and depth of applied behavior analysis from an evidence-based, scientific perspective through coursework and from hands-on, clinical experience during practicum training. Our program is purposefully designed to *not* train specialists in a targeted area of study – rather, you will acquire knowledge and skill sets about ABA interventions across disorders, applications, and age groups. The practicum experience will provide you 1500+ hours of training with several clinical populations through a range of settings and treatment modalities. Practicum experience must be completed under the supervision of a licensed, Board Certified Behavior Analyst (BCBA).

In addition, you are required to enroll each semester in PSB 580, the ABA Practicum course, which meets every week. Not only will you receive additional case supervision from a licensed, BCBA-D faculty member, but PSB 580 will also be an opportunity for you to present and discuss your cases using a Grand Rounds model – an important teaching and learning tool within graduate training.

### Practicum Placement Curriculum

**Transportation:** Students without reliable transportation may have limited practicum opportunities.

**September Match Day:** For the first 8-month practicum placement, you and practicum sites will be matched based on your rank order list of desired placement and the site’s ranked list of you. We will attempt to provide a practicum placement although your choices cannot be guaranteed.

**Year 1, Practicum Placement 1:** Extended practicum training begins the first week of Fall semester and ends at the conclusion of the Spring semester. Students are paid by their practicum sites where direct client services are being provided.

**April Match Day:** For the second, 12-month practicum placements, you and the sites will again participate in a match. You are allowed to remain at your placement should both you and the site agree to your remaining there. We will attempt to provide a practicum placement although your choices cannot be guaranteed.

**Year 2, Practicum Placement 2:** Practicum training begins during Summer Session A and continues through the last week of Spring semester at the student's matched site. Students are paid by their practicum sites where direct client services are being provided.

## Capstone Project

You are required to complete a Capstone Project to fulfill the degree requirements. Capstone Projects will begin at the beginning of Summer Session A and continue through your second year. Several options may satisfy the Capstone Project requirement including:

1. a comprehensive literature review and synthesis of leading-edge ABA research, techniques and therapies; or
2. a scientifically-based research project including methodology, data collection and analysis; or
3. a comprehensive case study that demonstrates knowledge of ABA's underlying scientific principles; or
4. an evaluation of a new program or the development of an innovative approach for treating a specific problem behavior in a targeted population.

The Capstone Project will be conducted under faculty supervision and must be approved by the student's faculty mentor, the program director, and the Department of Psychology Chair.

### General Capstone Project Timelines

1. **1-page proposal to mentor** – Summer Session A: End of week 1; mentor approval required before progressing;
2. **Outline of project** – Summer Session A: End of week 2;
3. **Draft of Introduction and \*Method** (End of Summer Session B)
4. **IRB approval** (Beginning of Fall semester)
5. **\*Participant recruitment** (Completed by Mid-Fall Semester)
6. **\*Conduct experiment** (Completed by mid-February)
7. **\*Write Results and Discussion** (Completed by early March)
8. **Revisions to mentor** (End of March)

\*as applicable

## PERFORMANCE EVALUATIONS

### Academic Mentorship

You will have a faculty mentor/advisor whose responsibilities are to assist the student in completing their degree requirements that will (1) promote their professional development, and (2) facilitate their placement upon graduation. If at any time you need counseling, tutoring, or other assistance, the mentor is the person to help you make the appropriate arrangements. The mentor is also responsible for initiating disciplinary procedures in the case of ethical or academic misconduct. You are responsible for completing a consumer satisfaction survey at the end of each semester as part of the ongoing program evaluation. All academic mentorship that you receive is the responsibility of their advisor /mentor. It is the responsibility of faculty to provide appropriate guidance and oversight with respect to your course and other credit registration completions each semester.

### Student Evaluations and Program Milestones

The program's Director and faculty will review your progress for each of the following milestones:

#### Year 1 Student Evaluation

Conducted at the end of spring semester and includes:

1. Coursework – based on achievement, scholarship, and successful completion of the first year curriculum;
2. Practicum placement for fall and spring semesters – based on practicum supervisors' assessment of performance and PSB 580 class participation/course grade.

#### Summer Evaluation

Conducted at the end of summer session B and includes:

1. Capstone Project – successful completion of proposal, project outline, draft of required paper sections, and overall progress;
2. Practicum placement – based on practicum supervisor assessment of performance and PSB 583 class participation/course grade

#### Year 2 Student Evaluations (two)

Conducted at the end of fall semester:

1. Capstone Project – successful progress toward completion;
2. Coursework – based on achievement, scholarship, and successful completion of fall curriculum;
3. Year 2 practicum mid-point evaluation – based on practicum supervisor's assessment of performance and PSB 580 class participation/course grade

**Final student evaluation** to be conducted at the end of spring semester, Year 2:

4. Capstone Project – based on successful completion and final deliverable;
5. Coursework – based on achievement, scholarship, and successful completion of program's total curriculum;
6. Practicum placement/clinical training – based on all practicum supervisors' assessments of performance and PSB 580/583 class participation/course grades.

At each milestone evaluation, the Program Director will provide you with written documentation that summarizes your achievements, strengths and any weaknesses that require remediation.

We want you and your advisor(s) to be aware of this timetable and the expectations that are associated with them. You should regularly speak with your advisor(s) in the event of any issues related to your progress.

## Practicum Evaluations

Practicum evaluations are an imperative part of our program goals to afford you the opportunity to contact meaningful and thorough behavior-analytic experiences during your time in the program. To that end, you your practicum supervisors will conduct evaluations:

- Supervisors will evaluate your overall performance; and
- You will have the opportunity to provide feedback and evaluate your supervisor(s) and the organization.

Evaluations will be electronic in nature and will be sent to you and your supervisor near the end of the month (or practicum rotation for the first semester). Year 1 fall semester rotation evaluations will occur at the midway point and at the conclusion of each of the three practicum locations for all students.

## Practicum Timelines

Students' progress toward behavior-analytic competency will be assessed each month over the course of your time in the program. This will be done via a check of your relevant experiences against the BACB task list relevant to your graduation date. Students will be responsible for reviewing and identifying which areas of the task list they did experience and did not experience in each month, as well as their task list targets for the following month. These are to be completed under the guidance of your practicum site supervisor at the end of the month.

## Grades and Degree Conferral Requirements

In order to be determined eligible for conferral of the Psychology Department MS ABA degree, you must meet the following criteria within four (4) years of first matriculation:

- Satisfactorily complete the required program hours (42 credit hours) and courses specified in the curriculum requirements;
- Earn a 3.0 GPA or higher across all courses including the ABA Practicum and Capstone Project experiences;
- Successfully complete a Capstone Project;
- Successfully complete the required practicum hours and experiences; and
- Demonstrate professional attitude, decorum, and ethics commensurate with the profession.

### Note:

- Students with delinquent obligations shall not be allowed to register for classes, receive cash refunds or obtain transcripts, diplomas or certificates of degree without university approval. The university may allow students to register for classes if the delinquent obligation is \$200 or less. The university will not allow students to obtain transcripts, diplomas or certificate of degree if the delinquent obligation is \$25 or more.
- Unpaid obligations shall remain a matter of record until students and former students satisfy their financial obligations or until satisfactory arrangements for repayment are made with the university.
- The university may write off delinquent financial obligations of students according to accepted accounting principles and after appropriate collection efforts. No such write-off shall operate to relieve the student of liability for the obligation nor shall such write off entitle the student to release of any transcript, diploma or certificate of degree or to register for further university classes, except as permitted in this policy, until such obligation is actually paid.

## Satisfactory Academic Progress

All graduate students are expected to make systematic progress toward completion of their degree. This progress includes satisfying the conditions listed below, and achieving the benchmarks and requirements set by the individual degree programs as well as the [Graduate College](#). If a student fails to satisfy the requirements of their degree program and/or the benchmarks outlined below, the student may be dismissed from their program based on the academic unit's recommendation to Graduate College at which time the Dean for the Graduate College makes the final determination.

### GPA: Grade Point Average

Graduate students must maintain a minimum 3.00 grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPAs (Plan of Study [iPOS] GPA, Overall Graduate GPA and Cumulative GPA)

1. The iPOS GPA is calculated on all courses that appear on the student's approved iPOS (with the exception of LAW and Transfer credits)
2. Cumulative ASU GPA represents all courses completed at ASU during the graduate career.
3. The Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if in an approved accelerated bachelor's/master's program.

Courses with grades of "D" (1.00) and "E" (0.00) cannot appear on the iPOS but will be included when calculating the Graduate GPA. Courses with an "I" grade cannot appear on the iPOS.

### Academic Probation

If poor or substandard performance of substantial concern is observed at any milestone evaluation, or a grade of "C" or lower is earned by a student, a probation letter may be issued. If a student is placed on probation, the written notification will describe the conditions necessary for ending the probationary period, including time limits and requirements. Recommendations for probation or dismissal may also be made at times other than the milestone evaluations.

Some categories of possible causes for probation or dismissal are:

1. Plan of Study (iPOS) GPA below 3.00
2. Overall Graduate GPA below 3.00
3. Cumulative GPA below 3.00
4. Earning a grade below a "C" in any required course
5. Deception of falsification or statements in the admission application
6. Unauthorized periods of absence from the graduate program
7. Breaches of ethical judgement or professional responsibility

## Course Completion Time Limits

All coursework, practicum experiences, and Capstone Project requirements for degree conferral must be completed within four (4) years of first matriculation.

## STUDENT CODE OF CONDUCT AND ACADEMIC INTEGRITY

### Academic Integrity

You are required to review and fully understand ASU's [Academic Integrity Policy](#) as well as the ASU [Student Code of Conduct](#). If you have any questions, please ask your academic advisor or consult the [Academic Integrity page](#) with the Office of the Provost PRIOR to engaging in any behavior that *may* result in a violation of this policy. Academic Integrity is one of the most important set of standards for graduate students at ASU to uphold. All new graduate students are required to complete an 'Academic Integrity Module' in their MyASU account under the Priority Tasks section. You can find the policies on Academic Integrity for The College of Liberal Arts and Sciences (The College) here: [The College Academic Integrity](#)

### Academic Dishonesty

**Preamble:** Academic dishonesty is both detrimental to the goals of education and scholarship and demoralizing to the spirit of learning and teaching. Students together with faculty, assume as part of their obligation to themselves, other students, and the University the responsibility to encourage qualities of honesty and integrity. The following statement represents the official policy on academic dishonesty of the Department of Psychology.

**Definition of Academic Dishonesty:** Academic dishonesty includes, but is not limited to, acts of fraud or deception on an examination, laboratory work, or class assignment; acts of forgery or unauthorized alteration of any official academic record or document; and attempts to gain credit for work which the student has either not actually performed or has plagiarized from another person's work.

Plagiarism is characterized as the act of taking ideas and writings from another person and passing them off as his/her own work. Quotation marks, page number, and author reference are required for adequate acknowledgment of word-for-word copying of another's work. An author reference is sufficient acknowledgement for the rephrasing in your own words the work of another person. Other forms of plagiarism include reproducing a friend's paper and obtaining a paper from a paper preparation service. Furthermore, include reproducing a friend's paper for academic credit in two or more courses is considered an act of academic dishonesty, except in those rare instances in which the instructor is informed and gives prior approval.

**Reporting and Investigation of Academic Dishonesty:** The reporting of suspect incidents of academic dishonesty is the responsibility of all members of the University community. Academic dishonesty is of special concern to honest students since they may be deprived of receiving higher earned grades because of artificially elevated grade distributions and inflated grade levels. Apparent instances of academic dishonesty are to be reported to the course instructor who will conduct an investigation in a manner that protects the individual rights of the persons involved.

**Sanctions for Academic Dishonesty:** When concluding that an incident of academic dishonesty has occurred, the course instructor may apply sanctions ranging from discussion and/or verbal reprimand to the student to more concrete actions. These actions include but are not limited to lowering credit for the assignment, giving a failing grade for either the assignment or the entire course, recommendation to the chairperson of suspension and/or dismissal of the student from the Psychology Program, and/or a recommendation to the Dean of Students to deal with the incident of academic



## DEPARTMENT AND UNIVERSITY POLICIES AND PROCEDURES

### Registration

All students are required to have proof of measles immunizations on file with [Student Health](#) prior to registration. Graduate students register through MyASU according to their enrollment appointment. Details regarding registration and course drop/add procedures are provided in the [Registration and Tuition Payment Guide](#).

### Continuous Enrollment

Once admitted to a graduate degree program or graduate certificate program, students must be registered for a minimum of one credit hour during all phases of their graduate education, including the terms in which they are admitted and graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations or in any other way utilizing university resources, facilities or faculty time.

International F-1 and J-1 students are required to maintain full-time enrollment status. Any exception to fulltime enrollment must be previously approved by the [International Student and Scholars Center \(ISSC\)](#).

### Graduation Process

Students must apply for graduation through MyASU in accordance with the University Registrar Services policies. See [Registrar's Graduation](#) site here. Students must meet all University and Graduate College degree requirements prior to the conferral of their degree.

The [graduation deadlines and procedures](#) are set by the Graduate College and are available online. Deadline dates vary slightly depending on the calendar year, so students should check them carefully in advance of the semester they plan to defend their thesis/dissertation. It is very important that students become familiar with these deadlines so that graduation can occur during the expected term.

### Leave of Absence

The graduate students of each area are expected to maintain full time status each semester until completion of the program, unless an exception is specifically recommended by the area faculty and approved by the department chair.

Area faculties may recommend leaves of absence for reasons of health, military service, and certain other exceptional circumstances. If a program of study must be interrupted for one or more semesters, the student may apply for leave status, not to exceed one calendar year. An application for leave status must be approved by the Dean of the Graduate College prior to the semester it is taken. The Continuous Enrollment form should be completed when you wish to take a leave of absence, the form can be found on the Graduate College site [Student Forms and Petitions](#). A student with a Graduate College approved Request to Maintain Continuous Enrollment is not required to pay tuition and/or fees, but in turn is not permitted to place any demands on university faculty or use any university resources. These resources include university libraries, laboratories, recreation facilities or faculty time.

The department will have the opportunity to make a recommendation on these applications. The Graduate College has determined that a graduate student who does not enroll at any point during one calendar year will automatically be withdrawn from their program, unless, of course, they are on officially approved leave.

## Re-admittance

Students who are returning from a leave of absence that was not approved by the Graduate College must be readmitted through the Graduate College before they can register for any classes. There is a \$70.00 nonrefundable charge.

## Voluntary Withdrawal from ASU

If a student wishes to withdraw from his/her graduate degree program and the university, they must complete the [Voluntary Withdrawal form](#). Students must separately complete the appropriate forms with the University Registrar to withdraw from their courses. International students should contact the [International Student and Scholars Center \(ISSC\)](#) before submitting a *Voluntary Withdrawal* form, as it most likely will affect their visa status.

## Voluntary Withdrawal from a Graduate Degree Program

If a student wishes to transition from one graduate degree program to another graduate degree program, the student should complete the [Voluntary Withdrawal form](#). The student should not take this action until they have been admitted to the other graduate degree program.

## Medical/Compassionate Withdrawal

There are extenuating circumstances when a student may need to withdraw from the University for medical or personal reasons. To request a medical/compassionate withdrawal, you must submit a [Request for Documented Medical/Compassionate Withdrawal](#) form along with appropriate documentation to The College Designee. The College provides an excellent resource for this type of leave process at the [Medical/Compassionate Withdrawal website](#).

## Involuntary Withdrawal by the Graduate College

Any student who does not comply with the Graduate College policies may be withdrawn from their graduate program after review by the Dean of the Graduate College.

In addition, an academic unit may recommend withdrawal of a student from a graduate program for lack of compliance with published departmental policies or lack of satisfactory academic progress. All such recommendations must be submitted to the Graduate College with appropriate documentation (e.g., nature of issue, communications with student). Only the Dean of the Graduate College may withdraw a student from a graduate program due to lack of compliance with satisfactory academic progress policies.

A student who has been withdrawn from a graduate program due to lack of compliance with published departmental or Graduate College policies, or lack of satisfactory academic progress is eligible to apply for admission to the same program only after one year has passed from the term of the withdrawal.

## FINANCIAL ASSISTANCE POLICIES AND PROCEDURES

### Financial Support and Cost

ASU posts current and past tuition rates on the [Tuition and Fees Schedule](#). Rates for graduate students are broken into three categories: resident, non-resident, and international. Students who wish to change their status to resident (for tuition purposes) must work with the Registrar's Office, which has a webpage dedicated to [Residency for Tuition Purposes](#). Updating the status may be a lengthy and complex process.

In addition to [ASU graduate school tuition](#), the Masters of Science in applied behavior analysis program requires a program fee of \$2,500 per fall/spring semesters and \$2,000 for each summer session A and B between program years one and two. However, students also receive small stipends on an hourly basis for providing direct services during the practicum experience.

The program fee ensures that our students will have over 1500 hours of training and supervision in qualified clinical settings across every semester of the master's program. This fee essentially replaces the monetary and time costs that students would otherwise have to pay for themselves if our program did not offer the 1,500 hours of practicum necessary for certification and licensure. As a graduate of Psychology's applied behavior analysis master's degree, you will have the potential to earn a significantly higher salary as a licensed practitioner and most likely be employed more quickly since licensed practitioners are highly sought in the job marketplace.

[Financial assistance](#) for graduate study is available through several Federal loan options including Perkins; Stafford; and the [Federal Direct Plus Loan](#) program for graduate and professional students. Noted above, graduate students enrolled in the master's program may earn a small stipend related to their practicum training hours.

Opportunities for additional funding are also offered by the Department of Psychology as awards in recognition of excellence and exceptional scholarship. These awards include one \$1,500 scholarship each year to an outstanding rising second year student and up to three awards of \$200 each for the most outstanding capstone projects.

### Department of Psychology Travel Funds

There are a number of travel funding sources available to graduate psychology students, including the opportunity for travel support funds from the Department of Psychology. Refer to the Department of Psychology [Master's Program Student Resources](#) page for additional information, or contact the Student Recruitment Coordinator.

### TA/RAs

Teaching Assistant and Research Assistant opportunities may become available to MS ABA students through the Department of Psychology or other departments within the University. Often these positions become available just before the start of the semester appointment. Should a student be interested in a specific opportunity, or would like to be notified of opportunities as they arise, they must contact the MS ABA Graduate Coordinator to request the MS ABA TA/RA Opportunity Request Form. For additional information regarding policies and support services, visit the Graduate College [TA/RA Handbook](#).

## APPEAL AND GRIEVANCE PROCESS

### Appeal Processes

#### Academic Probation

There is no appeal from the action of being placed on probation. Probation provides warning to the student of the potential for suspension and/or dismissal.

#### Recommendation for Dismissal from Program

The ASU Graduate College admits students to graduate study at Arizona State University. Students who fail to make satisfactory academic progress may be involuntarily withdrawn (dismissed) from their academic programs by the ASU Graduate College upon the recommendation of the Department of Psychology.

The student has the right to appeal a recommendation for dismissal by writing an appeal to the appropriate Director/Mentor within 10 business days of receiving the dismissal notification.

### Grievance Procedures

In the event that a problem arises – whether personal, academic, or professional – the recommended procedure is:

1. Talk to your advisor.
2. If your advisor is part of the problem, talk to your Program Director.
3. If that doesn't create resolution, or if your advisor is the Program Director, talk to the Director of Graduate Studies.
4. If the problem is still unresolved, make an appointment to talk to the Chair of the Department.
5. If necessary, the issue would be directed to the Dean's Office in The College of Liberal Arts and Sciences.

You may enter this procedure at any one of the steps (e.g., #4 first, #2 first) You can find the procedures for [The College of Liberal Arts and Sciences academic grievance process](#).

### Due Process

Due process procedures no longer exist in paper form but can be found at the website below that contains the links to the two manuals that describe due process procedures: (1) Academic Affairs (ACD) and (2) University Student Initiative (USI). Two of the documents shown on the website, the Student Enrollment Services Policies and Procedures Manual (SES) and the Student Affairs Policies and Procedures Manual (STA) were recently merged into the USI.

<https://www.asu.edu/aad/manuals/ssm/index.html>

## STUDENT SUPPORT RESOURCES

### Department and University Resources

[Academic Advising](#)

[ASU Libraries](#)

[ASU Police Department](#)

[ASU Safety and Security](#)

[ASU Sun Devil Card Services](#)

[Career Services](#)

[Counseling Services](#)

[Department of Psychology Graduate Resources](#)

[Graduate and Professional Student Association](#)

[Graduate College Site](#)

[Graduate Wellness Resources](#)

[Health Services](#)

[International Students and Scholars Center](#)

[IT Help Office](#)

[Office of the University Provost](#)

[Parking and Transit](#)

[Student Accessibility and Inclusive Learning Services \(SAILS\)](#)

[Student Business Services](#)

[Sun Devil Dining](#)

[TA/RA Handbook](#)

[University Housing](#)

[Veterans Center](#)

[Writing Center](#)

[10 Best Practices in Graduate Student Wellbeing](#)

### MS ABA Graduate Student Handbook

This handbook is an important resource for students. The graduate handbook is available on the department's [Psychology MS in Applied Behavior Analysis \(MS\)](#) webpage under the "Student Handbook" link in the left sidebar. Archived handbooks can be found in the same location.

### Board Certification and State Licensure Laws

#### Behavior Analyst Certification Board (BACB)

Information pertinent to becoming a Board Certified Behavior Analyst: [www.BACB.com](http://www.BACB.com)

#### Arizona Board of Psychologist Examiners

Information regarding state licensure (AZ) for behavior analysts: <https://psychboard.az.gov/>

#### Association for Behavior Analysis International (ABAI)

Information concerning the MSABA program ABAI-approved Verified Course Sequence in addition to conference and job opportunities, journal subscriptions, Special Interest Groups (SIGs), etc.:

[www.abainternational.org](http://www.abainternational.org)