

# Master of Science in Applied Behavior Analysis

## Student Handbook 2024-2025

### St. Cloud State University

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# ST. CLOUD STATE UNIVERSITY

## Applied Behavior Analysis Program Department of Community Psychology, Counseling and Family Therapy

720 Fourth Avenue South  
St. Cloud, MN 56301-4498

Department Phone: 320-308-2160  
Web: <http://scsu.mn/aba-grad>

Dear Behavior Analysis Student,

We would like to welcome you to our program at St. Cloud State University. Our program goal is to provide you with advanced academic and professional training in behavior analysis with applications in areas such as autism, functional analysis, developmental disabilities, community integration strategies for persons with challenging behavior, program evaluation and organizational development, staff training and development, and other areas of applied behavior analysis.

The Master of Science in Applied Behavior Analysis is one of 28 master's-level university programs accredited by the **Association for Behavior Analysis International** (1999-present). The MS in Applied Behavior Analysis Program provides coursework to meet the educational requirements for the **Board Certified Behavior Analyst (BCBA) and Board Certified Assistant Behavior Analyst (BCaBA)** examinations (2002-present). Graduates of the MS in Applied Behavior Analysis program have found employment in a variety of settings including regional treatment centers, residential and vocational community-based agencies, school districts, businesses, and programs that provide intensive behavioral services to children and adults with autism and their families. Graduates have been accepted in and completed doctoral training programs at other universities.

This student handbook provides information regarding our program, academic policies, and student responsibilities. It is your responsibility to read and become familiar with this information.

Once again, welcome to the MS in Applied Behavior Analysis Program at St. Cloud State University. If you have any questions or concerns regarding your program, please contact any of the Behavior Analysis faculty.

Sincerely,

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(ABA Program Coordinator)  
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## Policies At-A-Glance

### Full-Time v. Part-Time Status:

- *Campus students **must be** full-time students*
  - *Full-time = 6/+ credits per semester*
  - *Full-time graduate assistantships require students to enroll in 8/+ credits*
  - *Can reduce to part-time with faculty committee approval*
    - *Part-time status will severely influence progress through the coursework in a timely manner*
- *Distance students can be full-time or part-time as needed*
  - Deviations from the degree map in this handbook will influence progress through the coursework in a timely manner

### Practicum/Internship and BCBA Supervision:

- BCBA supervision is not guaranteed and is separate from the course requirements in practicum and internship
- It is the student's responsibility to arrange for this supervision

### Grading:

- Courses with a grade lower than a C must be repeated
- Minimum cumulative GPA of 3.0 needed to graduate

### Course Delivery Format:

- Campus students register for all courses on campus except if they complete Plan B – Comprehensive Exam. All students register for the ABA 639 and ABA 640 distance section.
- Distance students register for all distance courses except if they complete Plan A – Thesis.
- All students register for the on-campus ABA 699 section
- No switching permitted—if a student wants to switch formats, they must apply for admission into the other program (and acceptance is not guaranteed)

### Student Success Monitoring:

- Campus and distance students will receive feedback regarding their professional development three times during their time in the ABA program.
- Serious Student Conduct Violations:
  - Disposition violations are outlined in this handbook
  - While violations are rare, students should still be familiar with these policies

### Dispositions:

- Dispositions are a set of professional skills and values required of a behavior analyst, some of which occur outside the classroom (e.g., initiative, problem-solving, humility, professionalism)
- Campus and distance students will receive disposition feedback three times during their time in the ABA program.
- Violations
  - Disposition violations are outlined in this handbook
  - While violations are rare, students should still be familiar with these policies

## Program Mission and Goals

**Mission Statement:** To produce behavior analysts with academic, research, clinical, and professional skills that meet the needs of their various clients, employers, and other academic entities around the world in a rigorous and effective manner.

### MS in Applied Behavior Analysis Program Learning Outcomes:

- Appraise diverse academic literature to connect and generalize to work and life
- Propose, develop, and evaluate procedures that identify meaningful functional relations
- Identify diverse evidence-based interventions to implement with humility and respect
- Integrate academic, research, and clinical training in for leadership purposes
- Adjust practices to meet the needs of an evolving social and cultural world
- At least 80% of students will pass the Behavior Analyst Certification Board examination on their first attempt

## Course Delivery Options

### Distance Program

Since 2002, the distance-based program has enrolled students from 50 U.S. states and 17 countries. Reported advantages of the distance format include flexibility, ability to access coursework that isn't available near home community, opportunity to continue to work while going to school, and ability to interact with other students and faculty who are interested in applied behavior analysis. Reported disadvantages include difficulty in managing time and obligations to complete course requirements and extended time to complete the degree (as opposed to being a full time on-campus student who takes 3-4 courses per semester).

### On Campus Program

The on-campus program provides students with opportunities that are not available to distance students. These may include

- Graduate Assistantships: provides a stipend and tuition reimbursement
- Close, personal contact with faculty and other students while taking courses.
- Courses typically scheduled to meet one or two days per week.
- Internship opportunities with faculty supervision.

## Faculty Interests

**Eunju Choi**, Ph.D. 2022, Western Michigan University; industrial and organizational behavior management

Email: [eunju.choi@stcloudstate.edu](mailto:eunju.choi@stcloudstate.edu)

Phone: 320.308.4865

**Odessa Luna**, Ph.D. 2019, Auburn University; culturally responsive and anti-racist practices and training, skill acquisition with autistic children, supervision and mentorship, treatment integrity.

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**Michele R. Traub**, Ph.D. 2016, University of Florida; behavioral assessment, school-based consultation, behavioral medicine, cultural competency, and treatment maintenance.

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**Stephen Walker**, Ph.D. 2013, University of Florida; Applied behavior analysis, stimulus control, school consultation, assessment and treatment of severe behavior disorders, assessment and treatment of offenders with intellectual and developmental disabilities.

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**Benjamin N. Witts**, Ph.D. 2013, University of Nevada, Reno; research methodology, infant crying, the experimental analysis of behavior, analogue research designs, theory and philosophy.

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Phone: 320.308.2233

## Professional and Student Organizations

Involvement in professional and student organizations is strongly encouraged. Membership in professional organizations keeps students informed of opportunities for practical learning, career, and employment information. Students may also benefit from attending and presenting at professional conferences. Typically, membership and conference fees for students are inexpensive. The following list contains a few examples of organizations and web sites to explore:

[\*Association for Behavior Analysis International\*](#)

[\*American Psychological Association-Division 25\*](#)

[\*Cambridge Center for Behavioral Studies\*](#)

[\*Minnesota Northland Association for Behavior Analysis\*](#)

[\*Association of Professional Behavior Analysts\*](#)

## Academic Calendar

Semester start and end dates, as well as other important dates are in the [Academic Calendar](#). Check Academic Calendars often for important dates and plan accordingly. **Please note:** For Summer semester course begin and end dates can vary. There is a Summer Block 1 and Summer Block 2. **Courses can have a begin and end date between the summer semester schedule.** Watch for the course schedules to be posted for specific summer dates.

*Vacations, professional travel, etc. should, to the extent possible, be planned outside of these dates*  
Faculty are not responsible for adjusting courses to accommodate summer travel, etc.

## Full-Time Students

The university, including the Financial Aids Office and Graduate Office, views graduate students who have a [minimum of 6 credits per semester](#) as being “full-time.” The maximum credit load is 15 credits per semester during Fall, Spring, and Summer. The approval of the graduate dean and your advisor is necessary to take more than the maximum credit load. Students hired as full-time graduate assistants are required to enroll in at least eight credits per semester.

## Part-Time Students

Graduate students who are [enrolled in 4 or 5 credits per semester](#) are considered to be part-time by the university. Note that part-time students may have more difficulty scheduling classes. Some campus classes are offered only during daytime hours, once per year, or once every two years. Therefore, it is imperative that part-time students work closely with their advisors to remain on track.

## Financial Aid

Graduate students may apply for several forms of financial aid. Students interested in applying for loans and/or work-study need to contact the [Financial Aid Office](#) located in the Administrative Services Building. Some scholarships may also be available through the [School of Graduate Studies](#).

## Travel and Research Awards (must be on-campus, full-time student)

Funds for graduate student research or travel to a conference may be available. The behavior analysis faculty will notify you when requests for proposals become available, or see the [School of Graduate Studies](#) web site.

## Graduate Assistantships (must be on-campus, full-time student)

On campus, full time graduate students may apply for graduate assistantships. Graduate assistantships are jobs, and not grants—only apply for one if you can commit to the duties described. The Applied Behavior Analysis Program coordinator will announce program-related graduate assistantships each year. Other graduate assistant positions are available through [Handshake](#).

More information on types of assistantships available can be found on the [Graduate Admissions](#) webpage.

## Technology and Library Resources

Your student ID card will gain you access to [SCSU’s library](#) resources. There are a number of useful [databases](#) from which to conduct literature searches or request articles. You can also request [online research assistance](#).

### [ABA Library Guide](#)

The ABA library guide is a resource (databases, journals, books, podcasts, and websites) for ABA students to assist them with class assignments, projects, papers, and clinical work. In addition, the resource guide links to citation and academic integrity information to ensure students have the tools available to cite sources using APA.

## Obtaining Articles through the Library

Distance students can request a scanned copy of any article the SCSU library owns, but they will need to indicate on their request that they are online students and thus unable to come in personally.

Rarely should you ever need to pay for a book chapter, article, etc. Please use the [interlibrary loan](#) feature to request articles and books free of charge.

## HuskyNet Account and E-mail Address

Students must activate a [MyHuskyNet](#) e-mail address immediately upon beginning the program. Student will receive an email from the [aba@stcloudstate.edu](mailto:aba@stcloudstate.edu) with the instructions on how to activate your account when the Fall registration information is emailed.

Your MyHuskyNet e-mail is the only email students will be permitted to use for official SCSU communications.

## Corresponding with Faculty

Faculty members have many responsibilities (e.g., teaching, department work, accreditation, research, other student needs, travel). We try to respond to students promptly, but sometimes we are out of the office for an extended period or busy with other issues. Please email or call, and if you do not hear back from us in 48 hours, please email again.

## Advisor

Each new student is assigned an advisor upon acceptance into the program. The student should meet with the advisor as needed to assist with course scheduling, thesis, internship planning, etc. **Advisors can be changed upon the student's request, and upon agreement of the potential new advisor.** To change advisors, an [Update My People Form](#) located on the Graduate Studies website.

Faculty who are on sabbatical (for a semester or the year) might not be taking on newly accepted students as advisees and might opt to reduce or eliminate thesis supervisees.

Students may request or be assigned a thesis advisor that is different than your program advisor and it is not necessary to fill out a change of advisor form for this.

## Transfer Credits and Waiver of Classes

Students may request up to nine previously earned graduate credits to transfer to SCSU. To request a credit transfer, submit the course number you want to transfer in and replace, the syllabus from that course, and a copy of your transcripts with the official grade earned (must be B or higher) to your advisor. Credits that are transferrable must be earned no more than seven years prior to completion of the degree. Final course approval will come from the School of Graduate Studies.

In some circumstances, up to 15 credits can be transferred in, but this requires special circumstances and approval from the graduate school dean. See the guidelines link below for more detail. Additional [guidelines](#) will help you determine if your courses are capable of being transferred to SCSU.

Note: Submitting a request does not guarantee that the request will be granted. Requests can only be made after being admitted into the program.

## **Graduate Program Form**

After 15 credits of the MS in Applied Behavior Analysis program has been completed, students must Submit a [Customize My program of Study Form](#). You will also receive an email from [aba@stcloudstate.edu](mailto:aba@stcloudstate.edu) reminding you to complete this form in a timely manner. To be eligible, the student must have satisfied all conditions attached to admission and must maintain a 3.0 grade point average in all graduate work at SCSU.

## **Academic Requirements**

Campus students will meet every semester with their academic advisor to review academic and professional performance and progress. Distance students will meet with their academic advisor as needed.

Students must maintain an overall grade point average of at least 3.0 to remain in the MS in Applied Behavior Analysis program and School of Graduate Studies. If students do not obtain/maintain a 3.0 GPA, they will be placed on academic probation and have one semester to increase their GPA. The lowest acceptable grade in Graduate Studies is a “C.” Students who do not have the necessary grade point average are not eligible to take the final comprehensive examination, internship, or oral defense for a thesis. All course grades are used to calculate grade point average, including courses that have been repeated.

Graduate students whose records show less than a 3.0 average at the completion of the program may be permitted to register for a minimum of three and a maximum of nine additional semester credits in an effort to increase their gpa to the required minimum (3.0). All additional credits must be approved, and students must follow the petition procedure. In these cases, the courses for the additional credits will be determined by the advisor and may include both repeated and new courses. If, after the completion of these additional credits, the student’s GPA is still less than 3.0, the student will be dismissed from their program of study.

These and other academic requirements can be found in the [School of Graduate Studies Academic Policies](#).

## **Application for Graduation**

Students must apply for graduation within the first four weeks of the semester in which they anticipated all the coursework required for the degree to be completed. The deadline to apply for graduation and commencement information is located on the Graduate Studies web site. Make sure you follow the [Completing a Graduate Program](#) resources to help keep you on track.

If you do not graduate during the application term you must email the [Office of Records and Registration](#) to request a new term. No additional application fee will be required.

Students must be registered for the ABA 691 Continuous Enrollment (1 credit) course if they are not enrolled in other courses during the semester you graduate.



## **MS in Applied Behavior Analysis**

### **Plan A (Thesis) and Plan B (Comprehensive Exam) Options**

Students may complete the Thesis Option (Plan A: 45 credits) or the Comprehensive Examination Option (Plan B: 46 credits). Students in Plan A must complete at least one elective course. Students in Plan B must take a comprehensive exam to demonstrate mastery of program competencies.

#### **Plan A, 45 credits; Plan B, 46 credits**

##### **Research courses**

##### **Plan A, 9 credit minimum; Plan B, 3 credit minimum**

- ABA 641. Single Case Design, 3 credits
- ABA 699. Thesis (Plan A only), 6 credits

##### **Major courses**

##### **Plan A or B, 24 credit minimum**

- ABA 541. Experimental Analysis of Behavior, 3 credits
- ABA 597. Practicum in Behavior Analysis, 3 credits
- ABA 630. Advanced Applied Behavior Analysis, 3 credits
- ABA 633. Behavioral Applications I, 3 credits
- ABA 634. Behavioral Assessment, 3 credits
- ABA 635. Behavior Applications II, 3 credits
- ABA 636. Ethics in Psychology and Applied Behavior Analysis, 3 credits
- ABA 643. Social Bases of Behavior, 3 credits

##### **Plan B, 4 credit minimum**

- ABA 639. Comprehensive Exam Prep, 3 credits
- ABA 640. Comprehensive Exam, 1 credit

##### **Internship course**

##### **Plan A or B, 9 credit minimum**

- ABA 697. Supervised Internship in Behavior Analysis, 9 credits

##### **Electives**

##### **Plan A, 3 credit minimum; Plan B, 6 credit minimum**

- ABA 530. Topics seminar, 3 credits (may be repeated)

## Course Descriptions

Note: See our *Program Sequences* below for information on when each course is offered as some courses might be offered in difference semesters for campus and distance students.

### **ABA 530. Seminar.**

Selected topics in behavior analysis and psychology. May be repeated to a maximum of 12 credits. 3 Cr.

### **ABA 541. Experimental Analysis of Behavior.**

Basic behavioral processes, principles, and theories describing behavior patterns. Quantitative analysis of behavior, experimental preparations, and basic behavior measurement. 3 Cr.

### **ABA 597. Practicum in Behavior Analysis.**

Practicum experience in behavior analysis. Students will attend agency orientation and gain practical experience in defining and observing behaviors, and the development and implementation of behavioral programs. 3 Cr. *Prerequisite: C or greater in ABA 630*

### **ABA 630. Advanced Applied Behavior Analysis.**

Definition and characteristics of applied behavior analysis. Behavioral principles, processes, and concepts of behavior change procedures and systems support. 3 Cr. *Prerequisite: Enrolled in the ABA MS program*

### **ABA 633. Behavioral Applications I.**

Ethics, history, theories, and principles of behavior analysis and therapy. Current techniques, applications to specific populations, behavioral research, and future directions. 3 Cr.

### **ABA 634. Behavioral Assessment.**

Naturalistic observation, self-report inventories, behavioral checklists, other forms of assessments in mental health, schools, business and industry, and health. 3 Cr.

### **ABA 635. Behavioral Applications II.**

Behavior analysis and applications for multiple populations, behaviors, and settings. Functional assessment, research, ethical issues, design, implementation, and evaluation of behavioral programs. 3 Cr.

### **ABA 636. Ethics in Psychology and Behavior Analysis.**

Responsible conduct during behavioral assessment, behavioral treatment, teaching, supervision, research, and other professional behaviors. Behavior Analyst Certification Board conduct guidelines, APA ethics codes, and other standards as necessary. 3 Cr.

### **ABA 638. Behavioral Foundations of Autism Treatment.**

Behavior analytic theory and systems approach in understanding and treating autism. Behavioral treatment models and research. Behavioral consultation models. 3 Cr. (Every other year or as needed)

### **ABA 639. Comprehensive Exam Preparation.**

Students will review course material and complete practice exercises to assist in preparing for the Comprehensive Examination. 3 Cr.

### **ABA 640. Comprehensive Exam.**

Capstone requirement for students completing MS in Applied Behavior Analysis, Plan B. 1 Cr.

**ABA 641. Single-case Design.**

Single-case experimental designs and data analysis procedures for evaluating behavioral change strategies in behavioral intervention programs. 3 Cr.

**ABA 643. Social Bases of Behavior.**

Psychological approaches to the development and modification of social behavior and phenomena. 3 Cr. *Prerequisite: C or greater in ABA 630*

**ABA 691 Continuing Enrollment**

As per Graduate Studies policy, you must be enrolled in 1 credit during the semester of graduation. If you are enrolled in no other classes during the semester of graduation, you must enroll for 1 credit of CPSY 691 Continuing Enrollment. Contact your advisor for information on enrolling for 1 credit.

**ABA 697. Supervised Internship in Behavior Analysis.**

Supervised experience in a community agency. May be repeated; 9 credits required for graduation. Prereq.: Students must complete the prescribed sequence of courses (exceptions must be approved by advisor). 3-9 Cr. *Prerequisite: C or greater in ABA 597; Overall GPA of 3.0 or higher*

**ABA 699. Thesis.**

Culminating project in behavior analysis consisting of committee formation, thesis proposal, research, and thesis defense.

3 Cr.

## On Campus MS in ABA Program Sequence

**NOTE: The following program sequence is subject to change.**

Semester	Plan A	Plan B
Fall Year 1	ABA 541. EAB, 3 Cr. ABA 597. Practicum ABA 630. Advanced ABA, 3 Cr. Coursera Writing Course	ABA 541. EAB, 3 Cr. ABA 597. Practicum ABA 630. Advanced ABA, 3 Cr. Coursera Writing Course
Spring Year 1	ABA 633. Behv Applications I, 3 Cr. ABA 641. Single Case Design, 3 Cr. ABA 634. Behv Assessment, 3 Cr.	ABA 633. Behv Applications I, 3 Cr. ABA 641. Single Case Design, 3 Cr. ABA 634. Behv Assessment, 3 Cr.
Summer Year 1	ABA 636 Ethics in Psych & ABA, 3 Cr. Elective 1, 3 Cr.* (1 elective for Plan A)	ABA 636 Ethics in Psych & ABA, 3 Cr. Elective 1, 3 Cr.* (2 electives for Plan B)
Fall Year 2	ABA 635. Behv Applications II, 3 Cr. ABA 643. Social Bases, 3 Cr. ABA 697. Internship, 3 Cr.	ABA 635. Behv Applications II, 3 Cr. ABA 643. Social Bases, 3 Cr. ABA 697. Internship, 3 Cr.
Spring Year 2	ABA 697. Internship in BA, 6 Cr. ABA 699. Thesis, 3 Cr.	ABA 697. Internship in BA 6 Cr. ABA 639 Comp Exam Prep., 3 Cr. (enroll in online section) ABA 640 Comp Exam, 1 Cr. (enroll in online section)
Summer Year 2	ABA 697. Internship in BA, 3 Cr. ABA 699. Thesis, 3 Cr.	ABA 697. Internship in BA, 3 Cr. Elective 2, 3 Cr.* (2 electives for Plan B)

\*Plan A students take a minimum of 3 elective credits; Plan B students take a minimum of 6 elective credits. Elective options might include:

- Developmental Disabilities
- Behavioral Foundations in Autism Treatment (needed in Canadian provinces for licensure)
- Organizational behavior management
- Autism and Other Populations in Nontraditional Settings
- Behavioral Medicine
- Verbal Behavior

## Distance MS in ABA Program Sequence

Most students are able to complete two courses per semester; however, some students find the time commitment for two courses to be difficult and decrease to one course. Consider your current work, family, and other commitments to decide how many courses for which to register.

**NOTE: The following program sequence is subject to change.**

Semester	Plan A	Plan B
Fall Year 1	ABA 541 EAB, 3 Cr. ABA 630. Advanced ABA, 3 Cr. Coursera Writing Course	ABA 541 EAB, 3 Cr. ABA 630. Advanced ABA, 3 Cr. Coursera Writing Course
Spring Year 1	ABA 633. Behavioral Applications I, 3 Cr. ABA 641. Single Case Design, 3 Cr.	ABA 633. Behavioral Applications I, 3 Cr ABA 641. Single Case Design, 3 Cr.
Summer Year 1	ABA 636 Ethics in Psy. and ABA, 3 Cr. Elective 1, 3 Cr.* (1 elective for Plan A)	ABA 636 Ethics in Psy. and ABA, 3 Cr. Elective 1, 3 Cr.* (2 electives for Plan B)
Fall Year 2	ABA 635. Behavioral Applications II, 3 Cr. ABA 643. Social Bases of Behavior, 3 Cr.	ABA 635. Behavioral Applications II, 3 Cr. ABA 643. Social Bases of Behavior, 3 Cr.
Spring Year 2	ABA 597 Practicum in Behavior Analysis ABA 634. Behavior Assessment, 3 Cr.	ABA 597 Practicum in Behavior Analysis ABA 634. Behavior Assessment, 3 Cr..
Summer Year 2	ABA 697. Internship in BA, 6 Cr. ABA 699. Thesis, 3 Cr. (enroll in section 01-on campus)	ABA 697. Internship in BA 6 Cr. Elective 2, 3 Cr.*
Fall Year 3	ABA 697. Internship in BA, 3 Cr. ABA 699. Thesis, 3 Cr. (enroll in section 01-on campus)	ABA 697. Internship in BA, 3 Cr. ABA 639 Comprehensive Exam Prep, 3 Cr. ABA 640 Comprehensive Exam, 1 Cr.

\*Plan A students take a minimum of 3 elective credits; Plan B students take a minimum of 6 elective credits. Elective options might include:

- Developmental Disabilities
- Behavioral Foundations in Autism Treatment (needed in Canadian provinces for licensure)
- Organizational behavior management
- Autism and Other Populations in Nontraditional Settings
- Behavioral Medicine
- Verbal Behavior

## **Practicum and Internships**

Practicum and internships are designed to provide students with experience in a community-based setting with a qualified supervisor. Information regarding approved sites and how to secure placements will be provided by the course instructors. Please note that a formal Memorandum of Agreement (MOA) must be signed by both the practicum or internship placement and the university before the start of any student experience. These agreements are good for several years, so your site may have already signed the form. However, it is the student's responsibility to ensure that a signed MOA is on file before the start of the semester. If the MOA is not signed by the first day of class, the student will be dropped from the course.

Students must submit evidence of liability coverage prior to starting the practicum or internship. If the site does not provide liability insurance, the student must purchase liability insurance.

Students should find their practicum or internship site and supervisor at least one semester before planning to begin. If the student wants to complete their practicum or internship at their place of employment, duties must be distinctly different or more advanced than their current position. If a student wants to complete their practicum or internship at a site not previously approved by the Behavior Analysis faculty, they should meet with the program coordinator to make arrangements for approval early in the semester before beginning. The program coordinator will need a letter from the agency saying that they can accommodate an intern from our program and will need the vita of the proposed supervisor. These materials will be reviewed to decide if the site/supervisor will be acceptable. All practicum and internships must be supervised by a BCBA or BCBA-D in good standing (potential supervisors who lack these credentials will be reviewed by the faculty on a case-by-case basis). However, all practical experiences *must* be behavior-analytic in nature, as determined by the Behavior Analysis faculty.

### **ABA 597 Practicum in Behavior Analysis**

Students gain practical experience in the design and implementation of behavioral programs in an agency for 5 to 6 hours of direct contact per week (in addition to class time). Students must receive face-to-face supervision, for at least one hour per week, by a BCBA or BCBA-D (potential supervisors who lack these credentials will be reviewed by the faculty on a case-by-case basis). It is your responsibility to find appropriate supervision. Students may request to deviate from the supervision requirements on a case-by-case basis by working with your advisor; not all requests will be granted. Practicum can be carried out during hours of employment as long as it is approved by the employer. Please note that a formal Memorandum of Agreement (MOA) must be signed by both the practicum placement and the university before the start of any practicum experience. These agreements are good for several years, so your site may have already signed the form. However, it is the student's responsibility to ensure that a signed MOA is on file before the start of the semester. If the MOA is not signed by the first day of class, the student will be dropped from the course.

### **ABA 697 Internship**

Students must have a GPA of 3.0 to register for ABA 697. Students must register for a total of 9 internship credits in the semesters designated and complete a 750-hour internship. Please note that a formal Memorandum of Agreement (MOA) must be signed by both the internship placement and the university before the start of any student experience. These agreements are good for several years, so your site may have already signed the form. However, it is the student's responsibility to ensure that a signed MOA is on file before the start of the semester. If the MOA is not signed by the first day of class, the student will be dropped from the course. Additional internship responsibilities and requirements will be provided the

semester before you begin your internship. If the internship is not completed during the designated semesters, a grade will be reported as IP “in progress.” If the IP grade is not removed before one year has elapsed the grade will change to an F. Students must complete 750 hours of supervision within two consecutive semesters

### **Board Certified Behavior Analyst requirements for internship**

Students should work closely with their advisor to ensure that they are meeting internship requirements for the BCBA examination (Supervised Fieldwork). Students may, with prior approval and contract with their site/BCBA supervisor, count their internship hours towards the fieldwork requirements for certification. It is the student’s responsibility to ensure all supervision experiences are in line with current [BACB experience standards](#), including adjustments made to supervision requirements in their [newsletters](#).

*The MS in ABA does not require that students earn BCBA supervision hours as part of their practical experiences. BCBA supervision is the sole responsibility of the student.*

### **Behavior Analyst Certification Board Coursework**

Students must complete the required coursework with a grade of “C” or better, and obtain the necessary supervision stipulated by the [Behavior Analyst Certification Board](#). Students are responsible for knowing and staying up to date on all BACB coursework requirements.

The BCBA and BCaBA sequences through SCSU are pre-approved by the Behavior Analyst Certification Board via the Association for Behavior Analysis, International.

\*\*\*The courses listed below are approved by ABAI and the BACB for the 5<sup>th</sup> Edition *only*. We strongly encourage students to plan their courses and supervised fieldwork hours strategically to be able to sit for the BACB certification exam as soon as possible after graduation. If the BACB alters their coursework requirements or task list in the future, we cannot guarantee that courses taken under this rubric will meet the new requirements and students may be required by the BACB to complete additional coursework to fulfill new certification standards.

The BACB allows students to begin accruing supervised fieldwork hours *as soon as they begin coursework* toward the corresponding certification (i.e., the first day of masters-level ABA courses for the BCBA or the first day of a bachelors-level ABA class for the BCaBA). We strongly recommend that students identify a supervisor and begin the process of accruing hours as soon as possible after beginning their courses to ensure the hours are completed in a timely fashion and to shorten the latency from graduation to taking the exam.

## 2022 BCBA Coursework Requirements–5<sup>th</sup> Edition Task List

Content Area	Course Number							Hours of Inst.
	1	2	3	4	5	6	7	
	630 ABA	641 Single-Case Design	634 Assessment	633 Bx App 1	635 Bx App2	636 Ethics	541 EAB	
Ethics Code & Professionalism						45		45
Concepts & Principles; Philosophical Underpinnings	45						45	90
Measurement, Data Analysis, & Experimental Design		45						45
Behavioral Assessment			45					45
Behavior Change Procedures, Selecting and Implementing Interventions				30	30			60
Personnel Supervision and Management				15	15			30
<b>Total Hours of Instruction</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>315</b>



## **Additional Policies and Procedures**

### **Behavior Analysis Student Policies and Procedures**

Student policies are subject to change given different requirements as outlined on course syllabi. It is the student's responsibility to know these and course syllabi policies.

#### Student Conduct and Testing Procedures

- Please read the St. Cloud State University [Student Handbook and Code of Conduct](#):
- Instances of plagiarism on papers or projects, using the works of other students, etc. will result in a grade of F in the class and possible dismissal from the MS in Applied Behavior Analysis program.
- Graduate students may not discuss the content or answers of any exam, including the comprehensive examination, with anyone other than current faculty in the MS in Applied Behavior Analysis program.

### **Updating Student information**

- It is your responsibility to make sure your personal information is up to date. Many of the changes can be done online through your eservices, others changes may require a form to be completed. Check this [website](#) for more information.
- The information may be changed on your account but our office will not be notified of the change being made. Please notify our office of any changes by emailing those changes to [aba@stcloudstate.edu](mailto:aba@stcloudstate.edu).

### **Intellectual Property and Course Assignments**

Faculty members who, in their role as professors or research advisors, made substantial contributions to the development, execution, or analysis of a research project should be invited as co-authors on subsequent publications and/or presentations of the work. Any presentation or publication of work conducted as part of your program at SCSU should list SCSU as the student's affiliation or co-affiliation.

#### Dr. Witts' intellectual property statement:

*Unless I'm the instructor of record for the course upon which your publication or presentation is directly based, you are not obligated to include me on the authorship list. In other words, if you come up with an idea in my EAB course and run it as a thesis with another faculty, you don't owe me authorship.*

#### Dr. Luna's intellectual property statement:

*I am not "owed" any credit. When I am the instructor of record, we will meet to determine if I've done anything to earn authorship status.*

Dr. Traub's intellectual property statement:

*You are not obligated to include me on any publication or subsequent work on ideas or projects developed in my class. If the work is something you choose to pursue outside of class, and you wish to collaborate on it with me, you will retain first-author status and we can determine together whether my contributions merit authorship.*

Dr. Choi's intellectual property statement:

*You will be and remain the owner of your intellectual properties. When I am the instructor of record, we can determine the authorship status together based on my contribution level.*

Dr. Walker's intellectual property statement:

*You are not obligated to include me as an author for any presentations or publications developed based on our class discussions or projects. If we collaborate on a project, we will discuss authorship at the project's onset.*

## **General Course Information**

- Course materials are located in [D2L Brightspace](#)
- Always put your Name, Date, Course Number, and a number of pages (use the header functions) on any submitted assignment.
- Read your syllabus.
  - Each course has different requirements and due dates for assignments and tests. It is your responsibility to understand the course requirements.
  - Read all information/materials provided to students in each course.
  - If you have a question, email or call your professor.
- Due Dates
  - It is your responsibility to read the syllabus and submit assignments on time.
  - Incompletes/ Withdrawals
    - Students may [withdraw from a class](#) or classes without special permission after the drop/add period and before the withdrawal deadline
    - If you are not doing well in a course and do not withdraw by a certain date, a grade of "F" will be submitted.
    - Incompletes for coursework are not given unless there are unusual circumstances; procrastination is not considered an unusual circumstance.
    - Incompletes must be completed before the end of the following semester, or, as per university policy, the grade becomes an F.
    - You will not be allowed to register for additional courses until incompletes are removed from your transcripts.

## Frequently Asked Questions

1. When are the courses offered?
  - MS in Applied Behavior Analysis starts in the Fall. Courses need to be taken in sequence (see tables for course sequence). Most of the courses are not offered every semester, students who take courses out of sequence may have to wait a year to enroll in courses.
  - Summer semester course beginning and ending dates can vary. There is a Summer Block 1 and Summer Block 2. Courses can begin and end any time between the dates posted. Watch for the course schedules to be posted for specific summer dates.
2. How do I register for classes?
  - All MS in ABA courses require permission to register. We will enter in the overrides granting students permission to register. Once the overrides are entered students will receive an email from [aba@stcloudstate.edu](mailto:aba@stcloudstate.edu). After you receive the email you will be able to register for the courses listed in the email. The ABA courses have limited enrollment, if you do not complete your registration by the date listed in the email you may lose your seat in the course. You will be added to the wait list.
  - After you receive the registration information if you experience any errors registering for the course information you are emailed contact [aba@stcloudstate.edu](mailto:aba@stcloudstate.edu). Include the error message you received. Do not contact the instructor listed or your advisor.
3. How many courses can I take?
  - On campus students enrolled in the MS in Applied Behavior Analysis usually take three courses per semester.
  - Distance students usually take two courses per semester; however, some distance students find this to be a difficult load given their circumstances and drop to one course per semester however course availability may delay their progress in the program.
  - Courses for the MS in Applied Behavior Analysis must be completed in sequence.
4. How much time does it take to study for the courses?
  - This depends upon the student's abilities, commitments, and personal situation. Most students report 10-18 hours per week per course.
5. Where do I get my books?
  - You may order your books from any vendor. We list all of our books with the SCSU [Husky Bookstore](#)
  - The SCSU Bookstore offers [Books Express](#)
  - It is important to obtain the textbook a few weeks prior to the beginning of the course as tests as assignments begin quickly. Remember that shipping takes time, so make sure you order early. Shipping from the SCSU Husky Bookstore is fast and reliable. Not having your books before the beginning of the semester is not a legitimate excuse for completing assignments/exams on time. Order your books early.

6. Can I apply for the on-campus program and switch to the distance program?
  - Yes, but students must reapply to the program. There is a chance that you will not be accepted in the other program option.
7. Where do students complete their internship and practicum experiences?
  - On-campus students are provided with a list of approved practicum and internship sites. On-campus students are able to receive additional supervision at approved sites. If an on-campus student would like to complete their practicum or internship experience at another site, the student may petition the behavior analysis faculty for consideration.
  - Distance Students must complete their practicum and internship experience under BCBA or Doctoral Level supervisor. This may include the student's present employment situation if appropriate supervision can be arranged.
8. How do I find the current tuition rate?
  - Tuition rates are set by MnSCU and SCSU administration. Faculty have no control of these contingencies. Check back for rate increases starting every Fall semester.
9. Should I keep a copy of the course syllabus?
  - Yes, students should keep a copy, physical and/or digital, for every course they have completed.
10. Out of state students enrolled ONLY in distance courses can request to have some of the fees refunded.
  - To request a fee refund complete and submit the [Online Distance Learning Students Refund Request form](#) to the email or mailing address listed on the form.

## Coursera: Writing in the Sciences

**Description:** The *Writing in the Sciences* course is available for free through Coursera. In this course, students will learn the basics of good writing for the sciences, which differs markedly from most undergraduate writing requirements.

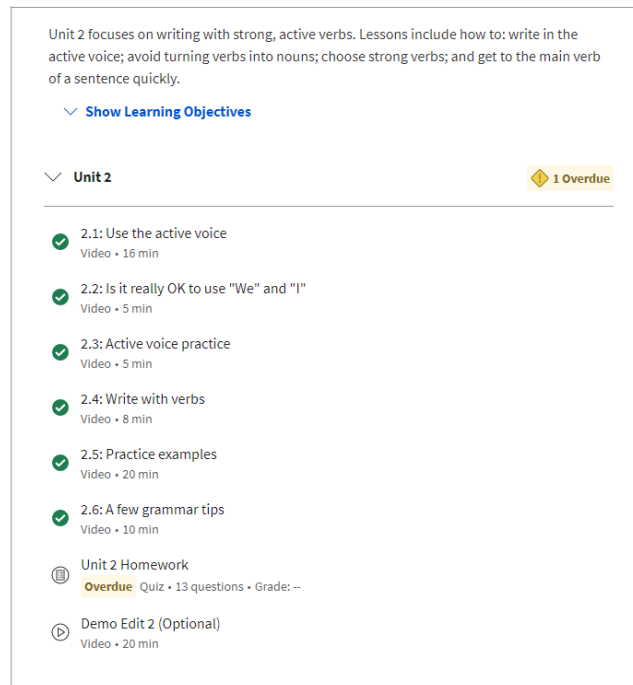
**How to Enroll:** Click on the link below. Do **NOT** pay for this course.

<https://www.coursera.org/learn/sciwrite>

### Requirements:

- Students enrolled in ABA 597 will independently complete Weeks 1-6 (do not complete Week 7 or Week 8)
- Each week, starting with the first week of classes, students upload a screenshot to D2L demonstrating they completed that week's assignment

For example, the screenshot below shows that the student has not completed the homework portion, and therefore the student has not met that week's requirements.



Unit 2 focuses on writing with strong, active verbs. Lessons include how to: write in the active voice; avoid turning verbs into nouns; choose strong verbs; and get to the main verb of a sentence quickly.

▼ Show Learning Objectives

▼ Unit 2 1 Overdue

- ✓ 2.1: Use the active voice  
Video • 16 min
- ✓ 2.2: Is it really OK to use "We" and "I"  
Video • 5 min
- ✓ 2.3: Active voice practice  
Video • 5 min
- ✓ 2.4: Write with verbs  
Video • 8 min
- ✓ 2.5: Practice examples  
Video • 20 min
- ✓ 2.6: A few grammar tips  
Video • 10 min
- 📄 Unit 2 Homework  
**Overdue** Quiz • 13 questions • Grade: --
- ▶ Demo Edit 2 (Optional)  
Video • 20 min

## Applied Behavior Analysis MS/PsyD Dispositions Procedure

Useful student links: [Assisting Students with University Policies and Procedures](#)

Dispositions: *Expressions of attitudes, values, and beliefs.*

### *MS/PsyD in ABA Dispositions*

<i>Disposition</i>	<i>Source</i>
Act with Beneficence.....	BACB Ethics Code, Sections 1.0 and 2.0
Commitment to Scientific and Professional Integrity.....	BACB Ethics Code, Section 1.04
Demonstrate Professionalism.....	ABAI Accreditation Standard 2-101
Seek Answers to Complex Challenges.....	BACB Ethics Code, Section 1.05 ABAI Accreditation Standard 2-100

### *ABA Disposition Committee:*

Eunju Choi  
Odessa Luna  
Michele Traub  
Stephen Walker  
Benjamin Witts

### *Disposition Violation Procedure:*

Any disposition violation reported to or discovered by the faculty during practicum or internship coursework will be met with an immediate removal from the worksite. Alternative work that satisfies course requirements will be provided until such time that the disposition violation is successfully addressed.

### *Minor Violations*

The ABA Disposition Committee will send in writing to the student a detailed report of the disposition violation. From here, the student will have 1 week to set up an appointment with their advisor to complete the Disposition Remediation Form. Failure to respond within 1 week or to complete the Disposition Remediation Form will move the minor violation to major violation.

### *Major Violations*

Major violations will result in the student's dismissal from the program. The following outlines the steps that will take place during the dismissal process, highlighting student rights and responsibilities.

## PROGRAM LEVEL

1. The ABA Dispositions Committee will meet to determine which professional dispositions have not been met by the student. These criteria will serve as the basis of the dismissal of the student.

2. The student will be notified in writing of the professional deficiencies that could lead to dismissal from the program. The student will respond in person or in writing to the specific concerns identified within 2 weeks from the time of notice.

If the disposition concern is addressed satisfactorily here, the disposition committee can opt to end the dismissal process

3. The ABA Disposition Committee will schedule a meeting for the student within 7 days of receiving the student's response. The student may bring an advocate to a meeting. Advocates must conform to the policy on Assisting Students with University Procedures. Alternatively a student may elect to respond to the concerns in writing.
4. Following the meeting, the ABA Dispositions Committee will make a determination to retract the notification, provide a plan of remediation, or move forward with the recommendation of dismissal/termination of graduate student status. This decision will be made within 1 week if receiving the student's final response.
5. If decision is to allow student to remain in a program, the program will notify the student in writing of the steps to achieve good standing with regard to the dispositions.

If the program decides to explore remediation, the student will work with their advisor on the remediation plan.

If the remediation plan is not satisfactorily completed or the disposition offense is beyond remediation, the dismissal process will be moved to the department level.

#### DEPARTMENT LEVEL

The dismissal process is now moved to the department level. The department dispositions committee will review all documents pertaining to the dispositions offense and will meet with the student to determine whether sufficient efforts are present to allow the student to remain in the program or to proceed with the dismissal process. The decision will be given to the student within 1 week and the student will have 2 weeks to respond, either in writing or in person.

If decision is to recommend dismissal, the program coordinator/director will send a memo to School of Graduate Studies on behalf of the program graduate faculty. The recommendation to the Dean of Graduate Studies must be accompanied by the documentation from the program and the student considered in making the recommendation.

#### GRADUATE SCHOOL LEVEL

The Dean of Graduate Studies will review all documentation submitted by the student and graduate program, make the final determination for dismissal, and notify the student of the dismissal.

The student may appeal the dismissal to the Provost/Office of Academic Affairs within 60 days of notification in the following circumstances: procedural error on the part of the institution, failure of the faculty to hear an appeal and render a decision, or new or newly discovered information of a character that may have substantially affected the outcome.

**Dispositions Remediation Form**

Student name: \_\_\_\_\_  
Advisor name: \_\_\_\_\_

Meeting date: \_\_\_\_\_

Which disposition was violated?

\_\_\_\_\_

Describe the violation in detail:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What will the student need to do to demonstrate adherence to the disposition?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will this adherence be measured?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When is this remediation due?

\_\_\_\_\_

What supports will the student need to be successful?

\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_



## Campus MS and PsyD in ABA Student Success Monitoring Form

Three times during your program (Spring 1<sup>st</sup> year; Fall 2<sup>nd</sup> year, and your last semester), your advisor will give you the opportunity to schedule a 30-min meeting to review your disposition form.

Complete each task of the disposition form in complete sentences, complete the corresponding checklist, and email the disposition form to the advisor at least one week prior to your meeting. During your disposition meeting, your advisor will review the form with you, provide you with positive and corrective feedback on each domain, and score you on each domain. Come prepared to the meeting to take notes and to develop an action plan with your advisor to address domains in which you receive scores 0.0 or 0.25 and to maintain domain scores of 0.5.

### Ethical Standards

Describe an ethical situation that arose this semester, cite the appropriate codes and tell me how you resolved the issue. Describe a situation where you had to advocate for your client, cite the appropriate codes and why it relates to this situation.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of understanding	Adequate understanding	Superb understanding

Faculty member + Student together will:

Determine how ethically the student has performed in behavior-analytic tasks (e.g., academics, research, clinical work).

- University policies adhered to
- Federal, state, and local laws adhered to
- Honest discourse with students, faculty, and others

0.00	0.25	0.50
No demonstration of ethics over the semester	Inconsistent ethical behavior	Superb ethical behavior

### Professionalism

Note one way in which you have worked to improve your professionalism this last semester. Name one goal for professional development and list steps that will be taken to achieve it.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of improvement	Adequate improvement	Superb improvement

Faculty member + Student together will:

Determine how professional this student performs in their duties.

- Dress is appropriate for each role
- Email etiquette
- Respect for others
- Timeliness and responsiveness

0.00	0.25	0.50
Minimal professionalism	Adequate professionalism	Superb professionalism

### Diversity

Explain a situation in the last semester where you either demonstrated a commitment to diversity or you worked to challenge yourself to become a more diversity-aware clinician, researcher, student, etc. What were the benefits from becoming more diversity-aware and what steps will you take to maintain this.

0.00	0.25	0.50
No evidence diversity	Adequate diversity	Superb diversity

**(DESCRIBE HERE)**

Explain a situation in which respecting diversity presented itself as an ethical dilemma

**(DESCRIBE HERE)**

Faculty member + Student together will:

Fairness and compassion of all people rests at the heart of diversity. A student who embraces and recognizes diversity will exhibit the following behaviors:

- Treats all others with fairness
- Is sensitive to the differences of others
- Adjusts interactional and teaching styles to meet others' needs

0.00	0.25	0.50
No evidence diversity	Adequate diversity	Superb diversity

### Collaboration

Describe a situation in the last semester that required you to collaborate. Provide details on what you learned from this collaboration that will help you be a better teammate in future collaborations.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence understanding or lack of future use	Adequate understanding or future use	Superb understanding and future use of skills

Faculty member + Student together will:

Student is viewed as a team player by clients, students (program, undergrad), mentees, and faculty.

0.00	0.25	0.50
No evidence of teamwork	Adequate teamwork	Superb teamwork

## Problem Solving

Discuss a situation in the last semester where you proactively addressed a problem. Discuss a situation in the last semester where you either did not address a problem soon enough or where you could have addressed it better.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of an understanding of problem situations	Adequate understanding of problem situations	Superb understanding of problem situations

Faculty member + Student together will:

Shows evidence of addressing problematic situations proactively.

0.00	0.25	0.50
Does not problem solve effectively	Adequate problem solving	Superb problem solving

## Life-Long Learning

Discuss a book you read this semester that relates to your career. This book cannot be a book that was assigned during coursework nor a book that you used for a specific project. Discuss an event, talk or activity such as volunteer work, work on a board, or a club that relates to your career. This event or activity must not be ABA related.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence learning	Adequate application of the book to their career	Superb understanding of the book and its relevance

Faculty member + Student together will:

For lifelong learning to occur, the subject matter must hold control over academic and work-related initiatives rather than deadlines, grades, etc.

0.00	0.25	0.50
No evidence life-long learning will occur	Adequate evidence life-long learning will occur	Superb evidence life-long learning will occur

### Program contribution

Explain at least one specific activity or action you've taken this semester to contribute to the program. Were there steps that could have been taken to improve the effectiveness of the contribution, if so, please explain.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of program contribution	Adequate evidence of program contribution	Superb evidence of program contribution

Faculty member + Student together will:

Does this student improve the overall functioning of the program (including all facets; academic, mentorship, clinical)?

0.00	0.25	0.50
No evidence of program contribution	Adequate evidence of program contribution	Superb evidence of program contribution

### Clinic work

Explain your greatest clinical growth over the last semester. Describe an area of growth you want to work on and detail how you will make that advancement.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of growth OR poor plan for growth	Adequate evidence of growth AND plan for growth	Superb evidence of growth AND plan for growth

Faculty member + Student together will:

Clinical skills are myriad, and a well-rounded clinician should be well-versed in all, relative to their level of experience. Do note with the student areas that need improvement as well as a plan to work on those areas.

0.00	0.25	0.50
No evidence of clinical expertise	Adequate evidence of clinical expertise	Superb evidence of clinical expertise

## Academic work

Discuss a class project or assignment where you went above and beyond the expectations. Discuss a class project or assignment where you cut corners.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of academic expectations or awareness	Adequate evidence of academic expectations or awareness	Superb evidence of academic expectations or awareness

Faculty member + Student together will:

Discuss with the student their academic progress, class presence, and general academic demeanor. Work with the student to plan ways to improve where deficits exist.

0.00	0.25	0.50
No evidence of academic expectations or awareness	Adequate evidence of academic expectations or awareness	Superb evidence of academic expectations or awareness

## Humility

Identify one student in the program who is better than you at a particular skill or is more knowledgeable than you in a particular area. Explain why they outperform you and how their expertise adds to your overall experience in the program.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of humility	Adequate evidence of humility	Superb evidence of humility

Faculty member + Student together will:

To what extent does this student understand their strengths and weaknesses as a professional?

0.00	0.25	0.50
No evidence of humility	Adequate evidence of humility	Superb evidence of humility

EVALUATION

Score: \_\_\_\_\_ / 10.0

NOTES:

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Date: \_\_\_\_\_

\_\_\_\_\_  
Advisor signature:

\_\_\_\_\_  
Student signature:

## Distance MS in ABA Student Success Monitoring Form

During the initial part of the semester *after* meeting the credit requirements listed below, you will be given the opportunity to schedule a 15-30-min meeting to review your disposition form with a faculty member. You should meet with an ABA faculty member three times after you passed a certain number of credits (6 credits, 12 credits, and 24 credits).

*For example: if your first semester you complete two courses at three credits each, you will have completed six credits. Early next semester is when you could have your first disposition meeting.*

The program coordinator (see the Handbook) will email you if you will be completing a disposition during the beginning of the upcoming semester. The email will indicate your assigned ABA faculty member for the disposition meeting. Reach out to your assigned ABA faculty member to set up the meeting.

Complete each task of the disposition form in complete sentences, complete the information update at the end, and email the disposition form to the advisor at least one week prior to your meeting. Do not score yourself—your faculty member will add the scores. During your disposition meeting, your faculty member will review the form with you, provide you with positive and corrective feedback on each domain, and score you on each domain. Come prepared to the meeting to take notes and to develop an action plan with your advisor to address domains in which you receive scores 0.0 or 0.25 and to maintain domain scores of 0.5.

The copy of the completed disposition form will be emailed to your SCSU email account. This will serve as the official record and serve proof of the completion.

### Ethical Standards

Describe an ethical situation that arose this semester, cite the appropriate codes and tell me how you resolved the issue. Describe a situation where you had to advocate for your client, cite the appropriate codes and why it relates to this situation.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of understanding	Adequate understanding	Superb understanding

Faculty member + Student together will:

Determine how ethically the student has performed in behavior-analytic tasks (e.g., academics, research, clinical work).

- University policies adhered to
- Federal, state, and local laws adhered to
- Honest discourse with students, faculty, and others

0.00	0.25	0.50
No demonstration of ethics over the semester	Inconsistent ethical behavior	Superb ethical behavior

## Professionalism

Note one way in which you have worked to improve your professionalism this last semester. Name one goal for professional development and list steps that will be taken to achieve it.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of improvement	Adequate improvement	Superb improvement

Faculty member + Student together will:

Determine how professional this student performs in their duties.

- Dress is appropriate for each role
- Email etiquette
- Respect for others
- Timeliness and responsiveness

0.00	0.25	0.50
Minimal professionalism	Adequate professionalism	Superb professionalism

## Diversity

Explain a situation in the last semester where you either demonstrated a commitment to diversity or you worked to challenge yourself to become a more diversity-aware clinician, researcher, student, etc. What were the benefits from becoming more diversity-aware and what steps will you take to maintain this.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence diversity	Adequate diversity	Superb diversity

Explain a situation in which respecting diversity presented itself as an ethical dilemma

**(DESCRIBE HERE)**

Faculty member + Student together will:

Fairness and compassion of all people rests at the heart of diversity. A student who embraces and recognizes diversity will exhibit the following behaviors:

- Treats all others with fairness
- Is sensitive to the differences of others
- Adjusts interactional and teaching styles to meet others' needs

0.00	0.25	0.50
No evidence diversity	Adequate diversity	Superb diversity



## Collaboration

Describe a situation in the last semester that required you to collaborate. Provide details on what you learned from this collaboration that will help you be a better teammate in future collaborations.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence understanding or lack of future use	Adequate understanding or future use	Superb understanding and future use of skills

Faculty member + Student together will:

Student is viewed as a team player by peers and faculty.

0.00	0.25	0.50
No evidence of teamwork	Adequate teamwork	Superb teamwork

## Problem Solving

Discuss a situation in the last semester where you proactively addressed a problem. Discuss a situation in the last semester where you either did not address a problem soon enough or where you could have addressed it better.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of an understanding of problem situations	Adequate understanding of problem situations	Superb understanding of problem situations

Faculty member + Student together will:

Shows evidence of addressing problematic situations proactively.

0.00	0.25	0.50
Does not problem solve effectively	Adequate problem solving	Superb problem solving

## Life-Long Learning

Discuss a book you read this semester that relates to your career. This book cannot be a book that was assigned during coursework nor a book that you used for a specific project. Discuss an event, talk or activity such as volunteer work, work on a board, or a club that relates to your career. This event or activity must not be ABA related

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence learning	Adequate application of the book to their career	Superb understanding of the book and its relevance

Faculty member + Student together will:

For lifelong learning to occur, the subject matter must hold control over academic and work-related initiatives rather than deadlines, grades, etc.

0.00	0.25	0.50
No evidence life-long learning will occur	Adequate evidence life-long learning will occur	Superb evidence life-long learning will occur

**Program contribution**

Explain at least one specific activity or action you have taken this semester to contribute to the program. Where there steps that could have been taken to improve the effectiveness of the contribution, if so, please explain.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of program contribution	Adequate evidence of program contribution	Superb evidence of program contribution

Faculty member + Student together will:

Does this student improve the overall functioning of the program (including all facets; academic, mentorship, etc.)?

0.00	0.25	0.50
No evidence of program contribution	Adequate evidence of program contribution	Superb evidence of program contribution

**Academic work**

Discuss a class project or assignment where you went beyond the expectations. Discuss a class project or assignment where you cut corners.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of academic expectations or awareness	Adequate evidence of academic expectations or awareness	Superb evidence of academic expectations or awareness

Faculty member + Student together will:

Discuss with the student their academic progress, class presence, and general academic demeanor. Work with the student to plan ways to improve where deficits exist.

0.00	0.25	0.50
No evidence of academic expectations or awareness	Adequate evidence of academic expectations or awareness	Superb evidence of academic expectations or awareness

## Humility

Identify one student in the program who is better than you at a particular skill or is more knowledgeable than you in a particular area. Explain why they outperform you and how their expertise adds to your overall experience in the program.

**(DESCRIBE HERE)**

0.00	0.25	0.50
No evidence of humility	Adequate evidence of humility	Superb evidence of humility

Faculty member + Student together will:

To what extent does this student understand their strengths and weaknesses as a professional?

0.00	0.25	0.50
No evidence of humility	Adequate evidence of humility	Superb evidence of humility

### Complete the following items

GPA	
Conferences attended in the last 12 months	
Program volunteer work conducted in the last 12 months	
Program of study decided?	
Progress on program of study (Plan A or Plan B)	

### EVALUATION

Score: \_\_\_\_\_ / 10.0

NOTES: