

University of Texas at San Antonio
Department of Educational Psychology
Master of Science in Behavior Analysis
Comprehensive Concentration
Program Handbook

2022-2024

UTSA
Department of Educational Psychology
501 W. Cesar E. Chavez Blvd.
San Antonio, TX 78207-4415
(210) 458-2650

<https://education.utsa.edu/departments/educational-psychology/>

<https://www.abautsa.com/>

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Introduction and Overview

The purpose of this Handbook is to describe the content, requirements, expectations, policies, and procedures of the Master of Science in Behavior Analysis comprehensive concentration at UTSA. Students are expected to read this Handbook carefully, as they will be responsible for knowing the content herein. Further, students should refer to this Handbook when they have questions about the program, and faculty should refer to this Handbook in order to facilitate student advising. Please note that the policies and procedures outlined in this handbook are subject to change and all changes will be communicated via email to affected students.

Please note: In addition to the policies and procedures outlined in this Handbook, students (and prospective students) are expected to abide by the policies and procedures described in the UTSA Graduate Catalog.

Organizational Structure

The Behavior Analysis comprehensive concentration at UTSA is located in the Department of Educational Psychology, which is one of six departments housed in the College of Education and Human Development (COEHD). The other departments in the COEHD are Counseling; Educational Leadership and Policy Studies; Kinesiology, Health, and Nutrition; Bicultural-Bilingual Studies; and Interdisciplinary Learning and Teaching.

The main office of the Department of Educational Psychology is located in the Durango Building, Office 4.322, on the Downtown Campus. Dr. Sharon Nichols currently serves as the Chair of the Department of Educational Psychology, Dr. Hannah MacNaul currently serves as the Graduate Advisor of Record, and Dr. Leslie Neely serves as Coordinator of the Behavior Analysis Program.

UTSA Mission Statement

The University of Texas at San Antonio is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. As an institution of access and excellence, UTSA embraces multicultural traditions, serving as a center for intellectual and creative resources as well as a catalyst for socioeconomic development for Texas, the nation, and the world (UTSA Public Affairs Office).

COEHD Mission Statement

The College of Education and Human Development (COEHD) at the University of Texas at San Antonio will be a national and international model for developing inclusive, transformative leaders guided by principles of community, equity, respect for diversity, integrity, service, and scholarship. With this vision, the COEHD will achieve recognition as a courageous community of field-engaged scholars who, with integrity, will successfully integrate high quality professional preparation, technology, and research that builds on the assets of the faculty, the students, and the community.

The COEHD will achieve this vision through its mission of developing knowledge and preparing professionals to significantly improve the education and human development processes and/or services needed to enhance the opportunities of the diverse people of Texas and the nation.

The fundamental values embedded in the Mission of the COEHD are the creation and maintenance of a democratic, collaborative learning organization that:

- promotes equity, fairness, and accountability
- recognizes a healthy balance among scholarship, teaching, and service
- develops and applies new knowledge of best practices
- prepares educators/leaders to succeed in diverse contexts
- retains students, faculty, and staff
- builds community within and at large
- fosters the holistic development of all its members
- uses resources effectively and efficiently so that the College prepares and graduates citizens who are engaged in productive contributions to self, society, and the global community (from <https://education.utsa.edu/about/mission-and-vision.html>).

Department of Educational Psychology Mission Statement

The mission of the Department of Educational Psychology is to promote the development and application of scientific knowledge. To do so, our faculty members are committed to: Producing high-quality, innovative research and scholarship; Providing effective and culturally inclusive instructional technologies to prepare practitioners and researchers to use the tools, resources, and strategies necessary to improve the educational experience of all learners; Preparing culturally competent scientist-practitioners and researchers to effectively contribute to the applied psychological development and well-being of children and adolescents; Providing responsive educational and psychological services to the local community, schools, and beyond; and, Engaging in participatory and leadership roles in local, national, and international institutions and organizations.

The Behavior Analysis Comprehensive Concentration at UTSA

The Behavior Analysis comprehensive concentration is designed to provide the academic and practical training necessary to become certified as a Board Certified Behavior Analyst and licensed as a Licensed Behavior Analyst, in the state of Texas. The program includes coursework and field-based experiences related to behavior assessment, intervention, research, and professional issues. Students also complete fieldwork and practicum experiences in a behavior analytic setting. This program prepares students to work in a variety of settings (e.g., clinical, home, community based, and schools), with a focus on serving people with developmental disabilities (e.g., autism spectrum disorder).

Curriculum

The Behavior Analysis Certification Board, Association for Behavior Analysis International, and Behavior Analysis Accreditation Board require approved coursework in behavior analysis and behavior analytic experience hours (e.g., fieldwork and practicum). These entities provide very specific areas of competence that must be reflected in the curriculum. The Behavior Analysis degree requirements and curriculum reflect these standards, not only to ensure breadth of training, but also to facilitate the licensure and certification of program graduates. Please note that successful completion of the Behavior Analysis comprehensive concentration **does not** guarantee certification or licensure. Students may be responsible for additional criteria as outlined by the Behavior Analysis Certification Board, including an exam facilitated by the Board Analysis Certification Board. Students are encouraged to review the Board Analysis Certification Board webpage at www.bacb.com for additional information.

The Behavior Analysis comprehensive concentration groups the requirements into three strands: coursework, practicals, and research. Below is a chart of expectations for each strand.

Coursework	<ul style="list-style-type: none">• See Below for recommended courses and course sequence
Practicals	<ul style="list-style-type: none">• Fieldwork (obtain RBT)• Practicum
Research	<ul style="list-style-type: none">• Research Project• Research submission/presentation

Coursework

The following 36-hour semester sequence of coursework represents the recommended courses for all students in the Behavior Analysis comprehensive concentration. The curriculum is designed such that courses and prerequisites are deliberately placed to reflect increasing complexity, cumulative building of knowledge and skills, and the development from student to professional. Other electives or modifications to this curriculum may be made with prior faculty approval. Any deviation from this sequence will affect student progress in the program. Students are required to

complete advising each and every semester during the first two weeks of October and the last two weeks of May.

**Required Course Sequence for MS in Behavior Analysis
(Full-Time Track)**

Year 1

Fall	Spring	Summer
EDP 6223: Research in Single Case Design	EDP 6263: Behavior Assessment	Behavior Analyst Students should NOT take any courses in the Summer
EDP 5503: Introduction to Behavior Analysis	EDP 5643: Verbal Behavior (to be titled Verbal Behavior and Communication Interventions)	
EDP 5033: Human Development across the Lifespan *Or elective approved by faculty	EDP 5003: Psychological Learning Theories	

Year 2

Fall	Spring
EDP 5633: Interventions and Supervision in Behavior Analysis	EDP 6403: Ethics for Applied Behavior Analysis
EDP 5403: Experimental Analysis of Behavior	EDP 6443: Capstone Class in Behavior Analysis
EDP 5783: Practicum I in Applied Behavior Analysis	EDP 5783: Practicum I in Applied Behavior Analysis

The course sequence for *part-time study or students starting in the Spring semester* will be developed by the student and the student's advisor, in order to meet the student's individual needs (based, for example, on the number of courses the student will take per semester, number of semester hours transferred, etc.). The part-time sequence should be developed with consideration

of factors such as meeting prerequisites for future coursework, the frequency with which courses are offered, and completion of the program in a timely manner.

Practical Experience

One of the benefits of accruing your experiences through UTSA is the ability to earn concentrated fieldwork hours (1,500 instead of 2,000). Fieldwork (completed in the first year) and Practicum (completed in the second year) are culminating, field-based experiences in which knowledge and skills acquired in coursework are applied in professional settings, and in which the student’s professional identity is developed. San Antonio has the advantage of being in the center of a number of behavior analysis experiences. The surrounding areas offer additional fieldwork and practicum opportunities.

Per the recommendations of the Behavior Analysis Certification Board and the Behavior Analysis Accreditation Board, students will be required to fulfill their fieldwork and practicum experiences in a variety of settings and complete a variety of competencies. It is intended that students progress through the practicals in a hierarchical manner with each experience increasing in complexity. As such, approved sites have been organized into a tiered system based on complexity of cases and the level of student independence required (see Appendix A; Matrix of Approved Sites). Students are expected to complete all of their competencies and complete a case/experience at each level. Table 1 provides the recommended practical sequence (see below). Students will be required to submit an application for their practical experience **EVERY** semester. Applications are due each year by October 15th for Spring placements, March 15th for Summer placements, and July 15th for Fall placements.

Placement for fieldwork and practicum will be made by university faculty with consideration of the student’s previous experiences and need for additional experiences. *All fieldwork/practicum sites must be approved by faculty.*

Table 1
Recommended Practical Sequence

YEAR ONE		
<i>Fall Fieldwork</i>	<i>Spring Fieldwork</i>	<i>Summer Fieldwork</i>
Clinic Level 1 or 2 site placement	Clinic Level 1 or 2 site placement	Clinic Level 1 or 2 site placement
Shared Client at SAABA with Second Year Student	Shared Client at SAABA with Second Year Student	Shared Client at SAABA with Second Year Student

YEAR TWO	
<i>Fall Practicum</i>	<i>Spring Practicum</i>
Shared Client at SAABA with First Year Student.	Shared Client at SAABA with First Year Student.
Competencies	Competencies

Fieldwork

Fieldwork must be completed in the first year and is a requirement prior to enrolling in Practicum. All first year students will be required to work at the San Antonio Applied Behavior Analysis site and another Level 1 site (see Table 1 above). All fieldwork sites **MUST** be approved by the UTSA faculty. The fieldwork must consist of at least two semesters of experience and a minimum of 750 concentrated fieldwork hours total. Students must obtain their Registered Behavioral Technician certification before applying for fieldwork (note: some fieldwork sites will provide this training). Students are recommended to accrue at 20 hours per week to ensure they reach these requirements. Students are not encouraged to accrue any additional hours unless your fieldwork supervisor approves due to the supervision requirements placed on the field supervision. UTSA does have approved fieldwork sites that offer compensation for student work; however, these sites are competitive and acceptance into these sites is not guaranteed. Fieldwork students will be supervised by site supervisors (who must have appropriate licensure and certification; responsible certificant) and university faculty. Students must keep a detailed log of their activities during Fieldwork as required by the BACB®. **STUDENTS MUST PASS A BACKGROUND CHECK AND DRUG SCREEN PRIOR TO BEGINNING FIELDWORK OR ANY FIELD PLACEMENTS. FAILURE TO DO SO WILL COMPROMISE THEIR ABILITY TO COMPLETE THE PROGRAM.**

The UTSA fieldwork coordinator will hold a twice a month, 2-hour fieldwork meeting that are **required** for fieldwork students. Students will also be evaluated by the UTSA fieldwork supervisor at least once a year. Students must demonstrate competency of the skills required during fieldwork prior to obtaining approval for enrollment in the Practicum class. In addition, students must complete all of the skills outlined in the Fieldwork binder prior to enrolling in the Practicum class.

Practicum

The Practicum course must be completed in the second year. Practicum sites must be approved by program faculty in order to ensure that the site will provide the appropriate learning experiences (e.g., assessment, consultation, intervention) and supervision. The Practicum may take place in a variety of settings (e.g., public and private schools, clinical settings, home health). Sites should include both Level 2 and Level 3 sites (see Table 1 above). Students are required to accrue 25 hours per week in their practicum course. The practicum student must accrue a minimum of 750 concentrated fieldwork hours total. Practicum students will be supervised by site supervisors (who must have appropriate licensure and certification) and university faculty (responsible certificant). UTSA does have approved practicum sites that offer compensation for student work; however, these sites are competitive and acceptance into these sites is not guaranteed.

The Practicum course will meet weekly in order to discuss professional and ethical issues that arise in Practicum settings, present case studies, and learn new assessment and intervention methods. Practicum students will be evaluated by site supervisors and by university faculty. Students must keep a detailed log of their activities during Practicum as required by the BACB®. During Practicum you will complete a practicum binder with associated competencies.

Research Experience

An essential component for a practicing Board Certified Behavior Analyst is fluency with evidence-based practices and research supported strategies. To facilitate student fluency, all students in the Behavior Analysis comprehensive concentration will complete a research project. Students will work in groups and more information will be provided during the single-case course

completed by students in their first semester. Table 2 below outlines the recommended research experience sequence. Failure to complete the research competency will delay student progress in the program.

Table 2
Recommended Research Project Sequence

YEAR ONE		
<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
Development of Foundational Research Skills	Data Collection for Research Project with 2 participants	Data Collection for Research Project with 1 participant
YEAR TWO		
<i>Fall</i>	<i>Spring</i>	
Preparation of Research Presentation/Submission	Presentation/Submission of Research Project	

Program Standards (included in all syllabi)

Attendance

The Behavior Analysis program requires attendance at all classes per the coursework requirements outline by the Association for Behavior Analysis International. Students will be required to sign in at the beginning of each class within 15 minutes of the start of class. Students can miss one class per semester with no penalties. Beyond the one class, students must have a university approved excuse with documentation and schedule office hours with the professor (within a week following the missed class) to discuss make-up content. After two unexcused absences or failed attendance of office hours, students will automatically receive a fitness to practice regarding attendance. After three unexcused absences or failed attendance of office hours, students will receive an automatic F in the class and be excused from the program. Attendance is operationally defined as being physically present in class within 15 minutes of the start time, engaging in active listening (e.g., engagement in non-vocal indicators such as nodding and eye contact), engaging with the course content, engaging respectfully with other students, and not multi-tasking on unrelated items (i.e., other classwork, texting, social media, online shopping, etc.). Students observed engaging in unrelated activities or disrespectful behaviors will be asked to leave class as these behaviors are disruptive to a collaborative learning environment. If a student is asked to leave, this will count as an absence.

In addition to attendance, students should plan to work 2-5 hrs/week on class assignments outside of class time. This may require visiting a field site, working on a patient case, or in collaboration with class colleagues. As such, students are strongly discouraged from working outside of the program or may be moved to a part-time program if their schedule does not allow for day time commitments.

Submission of Work

All assignments will be due **5pm the day of class** (with the exception of fieldwork and practicum classes). All written assignments must be submitted to the assignment drop box on Blackboard in a Microsoft Word document or as outlined by the professor. Please note that One Drive, Dropbox, or Google docs will not be accepted. Students may wish to visit one of UTSA’s computer labs to

facilitate submission of their work. Any work not submitted in the required format or corrupted will receive an automatic F. To avoid this situation, students are encouraged to submit their assignments earlier to ensure the instructor can access the file. Late work is not accepted without prior approval from the professor. Assignment extensions should be requested 24 hours before the due date. Extensions will be considered on a case by case at the discretion of the professor.

In addition, all communication regarding courses and assignments should be through official channels. Professors will communicate with you the course communication plan (e.g., UTSA email, blackboard, etc.). Formation of other communication routes such as GroupMe, Slack, Hangouts, WhatsApp, etc.) are explicitly prohibited in the Behavior Analysis program.

Review of Work

To facilitate timely review of assignments, your professors will adopt a “three-strike” policy. After the first three mistakes, the professor will grade the document as is and send back to the student for revision. For assignments that allow for multiple submissions, the student will get three attempts before a final grade is assigned. For assignments that do not allow for multiple submissions, the student will be assigned a grade on their first attempt. The instructor of the course will return graded assignments to you within 2 weeks upon the due date.

Extended Extensions/Make-up Work, Approved Absences, and Medical Emergencies

All requests for extensions, approved absences, and make-up assignments due to extended personal or medical emergencies should be send to the ABA Program Director (Dr. Leslie Neely) at leslie.neely@utsa.edu. Dr. Neely with discuss the request with you, any required documentation, and will communicate the plan back to the instructor.

Comprehensive Examination Course

Students must enroll in the comprehensive course after all or almost all coursework, practicals (e.g. fieldwork, practicum), and research experiences have been completed. Any outstanding coursework or research must have a plan in place for completion before enrolling in the comprehensive examination course. The first component of the course is to prepare students for the Board Certified Behavior Analysis examination and will consist of exam review. The second component of the course will focus on professional preparation and students will develop a resume, cover letter, practice interview skills, and pass a mock interview. The third component is satisfaction of all outstanding practical/research competencies. Once all of these components are achieved, students will be eligible to schedule their comprehensive final. The final is essential to passing the comprehensive examination course. Additional details will be provided during the course.

Licensure and Certification

Anyone interested in a career in applied behavior analysis should be aware of the two primary credentials that are often needed to do so. The first is Board Certified Behavior Analyst (BCBA®), and the second is Licensed Behavior Analyst (LBA; sometimes called a Licensed Applied Behavior Analyst or LABA).

The BCBA® credential is a nationally recognized professional credential focused on discipline-specific professional standards. The LBA credential is a state-established credential that is related to specific state regulations on the practice of applied behavior analysis. The

requirements for each state's LBA credential vary. Some states require the BCBA® credential to obtain the LBA credential, while others list the BCBA credential as one possible option for getting the LBA. **For example, the state of Texas requires that a person must a) hold current certification as a BCBA® or BCBA-Doctoral® and b) be in compliance with all professional, ethical, and disciplinary standards established by the Behavior Analyst Certification Board.**

The Behavior Analysis curriculum at UTSA was specifically designed to incorporate all of these content areas, in order to facilitate students' documentation of these competencies. Again, students pursuing licensure in another state must check the specific requirements for that state in order to ensure that the UTSA program will meet those requirements. Please note that successful completion of the Behavior Analysis program *does not* guarantee certification or licensure. Students may be responsible for additional criteria as outlined by the Behavior Analysis Certification Board, including an exam facilitated by the Board Analysis Certification Board. Students are encouraged to review the Board Analysis Certification Board webpage at www.bacb.com for additional information.

Behavior Analysis Comprehensive Concentration Faculty

Core faculty for the Behavior Analysis comprehensive concentration have completed graduate degrees in Educational Psychology/Behavior Analysis, are involved in research, teaching, and professional service in field, and are responsible for administration of the program, including student advisement and supervision. These faculty also hold relevant certification to provide behavior analytic services in the state of Texas.

Core faculty include:

Hannah MacNaul, Assistant Professor (Director of the Comprehensive Concentration)
Ph.D., Applied Behavior Analysis, University of South Florida
Board Certified Behavior Analyst – Doctoral Level
Licensed Behavior Analyst
Licensed Specialist in School Psychology

Leslie Neely, Associate Professor (ABA Program Director)
Ph.D., Educational Psychology, Texas A&M University
Board Certified Behavior Analyst – Doctoral Level
Licensed Behavior Analyst

Marie Kirkpatrick, Assistant Professor
Ph.D., Educational Psychology, Baylor University
Board Certified Behavior Analyst
License Behavior Analyst

Heather Davis, Assistant Professor in Practice
Ph.D., Educational Psychology, Texas A&M University
Board Certified Behavior Analyst
Licensed Behavior Analyst

Margot Boles Dickey, Adjunct Professor
Ph.D., Educational Psychology, Texas A&M University
Board Certified Behavior Analyst – Doctoral Level
Licensed Behavior Analyst

The Behavior Analysis comprehensive concentration also benefits from the expertise of support faculty who teach foundational courses and assist in the evaluation of students.

Support faculty include:

Felicia Castro-Villarreal, Associate Professor
Ph.D., School Psychology, Oklahoma State University

Norma Guerra, Associate Professor
Ph.D., School Psychology, Texas A&M University

Jeremy Sullivan, Professor
Ph.D., School Psychology, Texas A&M University

Victor Villarreal, Assistant Professor
Ph.D., School Psychology, Texas A&M University

Michael Karcher, Professor
Ph.D., Educational Psychology, University of Texas at Austin
Ed.D., Human Development and Psychology, Harvard University

Sharon Nichols, Associate Professor
Ph.D., Educational Psychology, University of Arizona

EVALUATION OF STUDENTS' FITNESS TO PRACTICE

Evaluation of students' development of knowledge and professional competencies will occur continually throughout the program as a regular component of students' coursework. Within this context, students will be evaluated via formal exams and quizzes, projects, individual and group presentations, video- or audio-taped therapy consultation sessions, research papers, literature reviews, literature critiques, case studies, assessment reports, case notes, intervention plans, supervisor evaluations, class activities, class participation, and other methods as appropriate. In addition to academic skills, students will be evaluated based on their ability to demonstrate professional and ethical behaviors. Formal review of students' progress and fitness to practice will occur on an as-needed basis (see complete Fitness to Practice Policy in the Appendix).

Criminal Background Checks/ Drug Screening

Many fieldwork and practicum sites require a criminal history review/criminal background and/or a drug screening check before allowing university students to complete field-based experiences on their campuses. If a student is unable to obtain a field-based placement (e.g., fieldwork or practicum placement) due to results of a criminal history review/criminal background check and/or drug screening, that student will not be able to meet the Behavior Analysis comprehensive concentration's requirements. If a student cannot complete course-required field work because of their criminal history, the student will be required to withdraw from the course. The student may retake the course if and when the criminal history changes, allowing them to be cleared by the background check. If the offense is one that will preclude any further field work, the student will be dismissed from the program.

Physical and Mental Fitness to Practice

To enter into and to complete the BCBA program, students must be able to meet the emotional and physical requirements of the Department of Educational Psychology and the agencies in which students are placed for clinical fieldwork/ practicum. Students and faculty are to work with Student Disability Services determine what accommodations would be reasonable in a clinical setting to meet these requirements.

Emotional and Mental Requirements

The student must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing care in real client/patient situations while being observed by the instructors and other health care personnel.

Physical Requirements

In addition to emotional and mental fitness, students must meet the physical requirements to provide sufficient care in real client/patient situations. Below is an example of the physical requirements required. *Note*, this list is to be a guide only and may not be inclusive of all the responsibilities and job duties. In addition, some sites or competencies may require additional health screeners, tests, or vaccinations.

Strength

- Must be able to lift up to 50 pounds
- Must be able to lift and carry clients with adaptive equipment.

Mobility

- Must be able to assume and maintain a variety of postures (kneeling, squatting, crawling, sitting, standing) for extended periods of time.
- Must be able to sit on the floor or stand for extended periods of time.

Fine Motor

- Must have manual dexterity to perform specific computer and electronic device functions for data collection.

Hearing

- Must be able to receive detailed information through oral communication.

Vision

- Must have visual acuity to read and comprehend written communication through computer, electronic devices, and paper means.

Professional Organizations

Students are strongly encouraged to join professional organizations in Behavior Analysis, such as the Association for Behavior Analysis International (ABAI) and the Texas Association of Behavior Analysts (TxABA). These organizations provide important opportunities for students to contribute to the field, collaborate with other students and practitioners from across the state and nation, and access research and other resources that guide the profession. Annual conventions hosted by these organizations also provide professional development opportunities, which are critical to updating knowledge and maintaining professional competence.

Program Resources

Behavior Analysis students at UTSA have access to numerous resources to help them reach their academic and professional goals. Some of these resources are specific to Behavior Analysis students, but most are available to all graduate students at UTSA. These resources are briefly described below.

A. UTSA Libraries

The UTSA libraries offer a full spectrum of resources and support for students and they have made it easy for students to find what they need. In addition to a selection of over a million titles, the UTSA Library provides research support, reference assistance, and instructional services. Library staff also are available to meet with students to help with research and literature reviews, and sometimes offer workshops on such topics as writing using APA format and general research skills. Students can use a chat function to talk to a live librarian to get help with research at the UTSA campus and within the UT system.

Through the UCAT system students can search for books, journals, and other materials. The online Database and Article Locator makes searching for needed journal articles simple and available after hours. The Behavior Analysis comprehensive concentration is supported by many of the indexing and abstracting services and full-text/full-image electronic databases and journal collections licensed by the Library. In the last several years, the Library has greatly expanded its collection of electronic indexes, databases, and journal collections. Most recently, the Library added the PsycTherapy database, which provides access to over 300 videos demonstrating various models, approaches, and specific techniques of psychotherapy.

The UTSA Library participates in a variety of cooperative library agreements at the local, regional, national, and international levels. These agreements serve to broaden the base of resources available to the University's faculty, staff, and students. For example, the UTSA Library is a member of the Center for Research Libraries. As such, UTSA faculty, staff, and students have access to the more than 5 million unique and rare materials held by the Center. The Council of Research and Academic Libraries (CORAL) is a consortium of 29 San Antonio area libraries, including all local colleges and universities as well as a number of specialized institutions. Membership enables all University faculty, staff, and students to use the collections of other member institutions at no charge. Local libraries with holdings of particular interest to the Behavior Analysis comprehensive concentration include the University of Texas Health Science Center at San Antonio Library, which is a member of CORAL. The Library also utilizes interlibrary loan arrangements to borrow or have copies made of material requested by faculty and students. The interlibrary loan system is used to locate materials throughout the world. The TexShare program enables the Library to utilize expedited interlibrary services among TexShare libraries. Ariel software and scanning equipment enables TexShare libraries to digitize and deliver documents electronically among themselves while Texpress, the statewide courier service, provides free document delivery services to faculty and graduate students for research materials not owned by or accessible within the Library.

The UTSA Libraries are found at the Main Campus and Downtown Campus locations and work together to serve students on both campuses equally. At the Main Campus library (the John Peace Library), students have access to the majority of the library's books, computers, and staff. Along with two floors of books and study areas this library also offers private study and research rooms, including two graduate-only study rooms. The Downtown Library is smaller than the John Peace Library, but offers a multitude of titles, periodicals, and references. It is located on the second floor of the Buena Vista Building and provides private study rooms, a graduate-only study room, various study and meeting areas, as well as computers and access to many staff.

Library Locations and Hours of Operation

John Peace Library (JPL)-Located on the Main Campus
One UTSA Circle, San Antonio, TX 78249-0671
Phone: (210) 458-7506
Hours: Monday- Thursday 7am- 12am
Friday 7am- 9pm
Saturday 9am- 9pm
Sunday 12pm- 12am

Downtown Library-Located in the Buena Vista Street Building on the Downtown Campus
501 W. Durango Blvd., San Antonio, TX 78207
Phone: (210) 458-2440
Hours: Monday- Thursday 7:30am- 10:30pm
Friday 7:30am- 6pm
Saturday 9am- 6pm
Sunday 1pm-10:30pm

B. UTSA Computer Labs

The Main Campus has two computer lab locations, in the Business Building (BB 2.01.20) and in the Multidisciplinary Studies Building (MS 1.03.06), which offer over 100 computers in each lab. At the Downtown Campus the computer lab is located in the Frio Street Building (FS 2.400) and offers 150 computers as well as classrooms, private use areas, and study sections. Also, these labs provide software such as Microsoft Office, SPSS, and research databases such as PsychInfo, ERIC, and the Mental Measurements Yearbook that students can use to complete course assignments, presentations, and research projects.

Hours of operation vary by lab, but average from 8am to 5pm daily. Students can see a complete list of hours at the Student Computing Services website,
<https://www.utsa.edu/techsolutions/students/ComputerLabs/>

C. Technology Resources Free to Students

UTSA has a number of technology resources free to students. Some resources of interest to ABA students may include:

1. Office Professional Plus (Word, Excel, etc.)
2. Adobe Creative Cloud
3. OneDrive for Business (cloud storage)
4. Zoom (videoconference software)

Students are encouraged to access these resources from:
<https://www.utsa.edu/techsolutions/students/software/>

D. Tomás Rivera Center

The Tomás Rivera Center (TRC) offers a variety of programs to meet students' individual learning assistance needs. Academic Coaches are available for personal appointments to help students identify academic strengths and to assist students in building effective study skills. Program services are specialized for the needs of graduate students. The TRC offers Graduate Student Learner Series Workshops, with such topics as tools for graduate student success, synthesizing research, presentation skills, and strategies for publishing research.

Furthermore, the TRC offers a specific program just for graduate students called Graduate Student Learning Assistance. This program assists UTSA graduate students in achieving academic success

at all levels, including beginning students, international students, doctoral students, and those working on their thesis or dissertation. (from <https://www.utsa.edu/trcss/>)

The TRC also offers two Writing Institutes during the spring (spring break) and summer (Maymester) to aid students in completing large writing projects such as a major research paper. They cover topics such as grammar, research, citations, transitions, and structure. They also give students focused writing time and one-on-one writing consultations.

The TRC offers many online resources as well, through their website and through a Blackboard course that all graduate students are automatically enrolled in called Grad Assist. Additionally, the TRC has a weekly podcast, Grad Radio, that runs during the long semesters to give students access to study and writing tips in a short, radio show format. Students can either go to the website weekly, or load them automatically onto their MP3 player. (from <https://www.utsa.edu/trcss/asc/workshops.html>)

The Thomas Rivera Center Contact Information

Website: <http://www.utsa.edu/trcss/index.html>

Main Campus:

The University Center (UC) 1.01.02

Phone: 210-458-4694

Hours: Monday- Friday 9:00 am- 6:00 pm with extended hours for some programs

Saturday 9:00 am- 2:00 pm

Downtown Campus:

Durango Building 2.114

Phone: 458-2838

Hours: Monday- Friday 8:00 am- 5:00 pm with extended hours for some programs

E. The Graduate School

The UTSA Graduate School offers an Academic and Professional Development Workshop Series for all graduate students at UTSA. Workshop topics include financial aid for graduate students, ethics in research, public speaking, graduate writing skills, grant writing, resume development, and interview preparation. Students are encouraged to take advantage of these opportunities.

F. The Writing Center

The Judith G. Gardner Center for Writing Excellence offers writing tutors at both the Main and Downtown campuses. These services are available by walk-in or appointment; for appointments, students are advised to call 458-6086. On the Main Campus, tutoring services are located in the Humanities and Social Sciences Building (HSS) and in the John Peace Library. On the Downtown Campus, tutoring services are located in the Frio Street Building and in the Downtown Library. The Center also has a computer lab available seven days a week in the HSS.

G. Students with Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Behavior Analysis concentration. A student with a disability may be protected by Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria related to professional behavior and scholastic performance. At the same time, students must demonstrate the motor and sensory abilities to attend and participate in class, complete class assignments effectively (e.g., administering psychological tests under standardized conditions), and successfully complete fieldwork and practicum placements, with or without accommodations as recommended by the Office of Disability Services.

Any student with a qualified disability who requests a reasonable accommodation must notify the Office of Disability Services and provide documentation as needed. The Office of Disability Services makes recommendations for accommodations. An Educational Psychology (EDP) ad hoc committee will review academic performance criteria in light of individual circumstances to explore issues of appropriate accommodation. An initial assessment, subsequent plans, use of outside experts (including the Office of Disability Services), and periodic checks between the committee and the student are appropriate courses of action in making accommodations.

UTSA Disability Services Offices

Main Campus:

Room 2.03.18 Multidisciplinary Studies Building (MS)

Telephone: (210) 458-4157

Fax: (210) 458-4980

Hours for Fall/Spring Semester

Monday- Thursday 8:00 a.m.-6:30 p.m. Friday 8:00 a.m.-5:00 p.m.

Hours for Summer Semester

Monday- Friday 8:00 a.m.-5:00 p.m.

Website: <http://www.utsa.edu/disability/>

H. Affirmative Action/Diversity Statement

The Regents adopted the following revised statement against discrimination for The University of Texas System and all institutions: To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the System or any of its institutions, on the basis of race, color, national origin, religion, sex, age, veteran status, or disability. Discrimination on the basis of sexual orientation is also prohibited pursuant to University policy. (Regents' *Rules and Regulations*, Series 10000, Rule 10701, Sec. 1, and *Handbook of Operating Procedures*, Chapter 9, 9.1). (from <https://catalog.utsa.edu/policies/generalinformation/>)

I. Financial Support

Financial Aid and Scholarships:

All students interested in financial aid should fill out the FAFSA (Free Application for Federal Student Assistance) application. The link to this site is: <http://www.fafsa.ed.gov/> Students may also be interested in Graduate Assistantship positions available within the College. Typically, these assistantships are 10-19 hours per week, and involve assisting faculty with research projects and program/department administration.

Scholarships are also available to Graduate Students. Attached are links to scholarship databases:

<https://graduateschool.utsa.edu/tuition-funding/>

<https://onestop.utsa.edu/scholarships/>

<http://graduateschool.utsa.edu/current-students/coehd-gars/>

Academic Advisement

Advising will be conducted **every semester before registration** for the upcoming semester. Students are expected to communicate with their advisor to ensure their program plan meets degree, licensure, and certification expectations. Advising information will be distributed through UTSA email accounts. Students are responsible for becoming familiar with university and program requirements and for meeting degree requirements, following policies and procedures, and meeting all deadlines. Students should examine the Graduate Catalog, this Program Handbook, and the Educational Psychology department website to learn more about program policies, procedures, and deadlines. It is especially important for students in the Behavior Analysis concentration to meet with their advisor on a regular basis, because licensure/certification requirements sometimes change more quickly than the Graduate Catalog and similar university documents are revised.

Students needing advising related to the Behavior Analysis concentration should contact our Student Development Specialist, Samantha Sifuentes, at Samantha.sifuentes@utsa.edu. Samantha can clarify questions related to admissions and other academic issues (e.g., degree requirements, policies and procedures, applications for fieldwork and practicum, petitions for reinstatement, course transfer information, and other academic advising issues). Each student is also assigned an academic advisor upon admission. Please keep in mind that your advisor is a faculty member who teaches courses during day and evening hours. Further, faculty members work on a nine month contract, and are not always available during regular business hours and may not be available after final examinations, between semesters, and during the summer sessions.

General Academic Policies

Most of this information is taken either from the Graduate Catalog or the Student Information Bulletin.

Repeating Courses

Courses designated “may be repeated for credit” in the catalog may be repeated with both semester credit hours and grade points earned being counted. Otherwise, students at the graduate level may not elect to repeat courses for the purpose of raising a grade. However, when a course was taken more than six years ago, or upon the recommendation of the appropriate Graduate Program Committee, the course may be repeated; in such cases, both grades in the course appear on the transcript and both are counted in the student’s grade point average. Only semester credit hours for the repeated course may be counted toward the degree.

Academic Standing

A student’s academic standing, whether the student is a doctoral student, a graduate degree-seeking student, a special graduate student, or a non-degree-seeking graduate student, is defined as good standing, academic probation, or academic dismissal.

Good Standing

Good standing is the absence of any contingency that would result in the student’s being on academic probation or academic dismissal.

Academic Probation

Academic probation describes the standing of a student at the graduate level who is in one of the following categories:

1. A student who fails to achieve a grade point average in any term at UTSA of 3.0 or higher, irrespective of level of courses taken.
2. A student who received a grade of “D” in any course in a term.
3. A student who does not meet all requirements for unconditional or regular admission and who, by special action, is admitted on academic probation.
4. A student who has been reinstated following academic dismissal.

To graduate, all graduate students must have a grade point average of at least a 3.0 (on a 4.0 scale). Academic probation is cleared only when none of the above criteria apply and when the student achieves an overall grade point average of 3.0 as a graduate student at UTSA. Students on academic probation are encouraged to discuss their status with their academic advisors.

Academic Dismissal

Academic dismissal occurs:

1. When a student at the graduate level earns a grade point average of less than 2.0 in any term.
2. When a student at the graduate level earns a grade of “F” in any course.
3. When a student at the graduate level is admitted on probation with conditions and fails to meet a condition.
4. When a student at the graduate level, who is on academic probation during a term would again be placed on academic probation under the provisions of academic probation set forth above. If, however, the student’s UTSA grade point average for the term is at least 3.0, he or she will continue on academic probation.
5. When a student loses employment from university-approved fieldwork sites. Loss of employment from all fieldwork sites may result in a Level II Fitness to Practice, resulting in dismissal from the program.

Graduate Reinstatement

A student who has been dismissed academically may petition for reinstatement after one long semester (Fall or Spring) has elapsed from date of dismissal. Under exceptional circumstances, a petition may be considered earlier. A letter containing all explanations, recommendations, or doctors’ statements in support of the student’s request for reinstatement should be submitted to the Dean of the Graduate School on or before June 15 for Fall Semesters, October 15 for Spring Semesters, or March 15 for Summer Semesters.

The Graduate School prepares the petition for reinstatement and submits it to the Department’s Graduate Program Committee. The Graduate Program Committee will review the petitioner’s letter and academic record and make a recommendation concerning reinstatement to the Dean of the Graduate School. If the Petition for Reinstatement is disapproved, the student may not file another petition until the following semester.

Dropping Courses

Students may drop courses from their schedules for a limited time each semester. The online registration calendar for each semester indicates the deadlines for students to drop courses each term. Courses officially dropped before the Census Date do not appear on a student’s transcript. See the online registration calendar each semester for Census Dates.

Students who drop courses between the Census Date and the Automatic “W” Date have a record of the courses on their transcripts with an automatic grade of “W.” See the online registration calendar for the Automatic “W” Date. The change becomes official after it is processed by the Office of the Registrar.

It is the student’s responsibility to drop a course by the appropriate deadline. If a student fails to drop a course, even if the student does not attend the course, he or she will receive a grade of “F” in the class.

Faculty and staff will not drop a student from a course automatically for nonattendance. The student must initiate the process and complete any necessary steps to ensure that the class is dropped.

Under certain circumstances, students may be dropped from courses administratively by college deans. Students who do not meet course prerequisites or who fail to attend a course prior to Census Date may be dropped from courses. If a dean determines that a student should be dropped from a course for these or other documented circumstances, the student will be notified by the college overseeing the course. Students cannot assume that they will be automatically dropped from any class for failure to attend or failure to pay tuition and fees. Students are still responsible for dropping courses by the official deadline or they will receive a grade of “F” in the class. Students are responsible for checking their schedules on ASAP and for checking their official UTSA email accounts to determine if they have been dropped from class.

After the Automatic “W” Date, a student may not drop a course except with the approval of the Dean of the college in which the course is offered and then only for urgent and substantiated, nonacademic reasons. Students who want to drop all classes after the semester begins should refer to the section “Withdrawal from the University”.

Withdrawal from the University

Continuing students who wish to withdraw (drop all courses for which they are enrolled during a specific semester) from the University before the first class day of the Fall or Spring Semester may do so via ASAP. Students who wish to withdraw from the University before the start of Summer classes may withdraw via ASAP through the Friday prior to the start of the May Mini-semester. All other Summer withdrawals must be completed as stated in the following paragraph.

Students who find it necessary to withdraw (drop all courses for which they are enrolled during a specific term) from the University after the term begins must complete a Withdrawal Form at the Enrollment Services Center. The Withdrawal Form is available on the Registrar’s Web site.

Students may not withdraw from the University later than the third class day preceding final examinations in the Spring and Fall Semesters. Students who officially withdraw from the University after Census Date receive grades of “W” in all classes.

Students who withdraw from all classes are subject to the University’s academic probation and dismissal regulations. Students withdrawing should refer to the regulations on refunds of tuition and fees, readmission policies, and requirements for maintaining registration.

Medical and/or Mental Health Withdrawal from the University

Students who encounter a significant, unforeseeable, and/or highly unusual challenge related to medical or mental health issues, which makes the student unable to effectively participate in their educational program, may withdraw from classes (or in extremely rare circumstances, reduce their course loads) at the University without excessive or unnecessary financial and/or academic penalty. A Medical or Mental Health (M/MH) Withdrawal from the University should be used only when no other options are available to the student. Such withdrawals can be granted only for the current semester or the semester immediately preceding the current semester; no other “retroactive” withdrawals are allowed.

Students should refer to the Academic Calendar for the established withdrawal and drop dates. Students affected by the six-drop limit policy who find it necessary to drop some of their courses but not withdraw entirely from the University may petition to have the dropped courses exempted from the six-drop limit (see section “Six-Drop Policy” in this chapter). A student granted a M/MH Withdrawal or course load reduction will be assigned grades of “W” in the affected courses, unless the effective date of the withdrawal or course load reduction is on or before Census Date, in which case no record of the courses appears on the student’s transcript.

This option should be used only when there is a significant medical or mental health issue which requires the student’s withdrawal. Students will normally be limited to one M/MH Withdrawal during their academic career at UTSA, unless given special approval by the Dean of the Graduate School. Furthermore, any challenges a student may face as a result of their issues will be identified by the appropriate Service Director (Director of Student Health Services for a medical health issue, the Director of Counseling Services for a mental health issue, or their respective designees) during the withdrawal process and recommendations will be provided to the student in an effort to ensure the student is able to continue their academic pursuits without further interference once they decide and are permitted to return to UTSA.

Academic Honesty

[\(From the UTSA Information Bulletin\)](#)

Ethical Standards

The University can best function and accomplish its objectives in an atmosphere of high ethical standards. All students are expected and encouraged to contribute to such an atmosphere in every way possible, especially by observing all accepted principles of academic honesty. It is recognized, however, that a large university will include a few students who do not understand, appreciate, or practice these principles. Consequently, alleged cases of academic dishonesty involving UTSA students will inevitably occur.

Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct and is addressed in [Appendix B, Sec. 203](#), of the Information Bulletin.

Students are not at liberty to disregard previous college work attempted. All students transferring to UTSA *must list all* colleges attended on their UTSA application for admission. While enrolled at UTSA, students who attend other colleges are required to submit official academic transcripts to Graduate Admissions from every college attended at the end of the semester during which coursework was taken, even if coursework had been withdrawn. This includes concurrent enrollment while attending UTSA. Failure to do so may result in the rejection of the admission application, withdrawal of any offer of acceptance, cancellation of enrollment, permanent dismissal from UTSA, or other appropriate disciplinary action.

Fraudulent Degrees

Under [Chapter 61, Subchapter G, of the Texas Education Code](#), it is illegal to use a fraudulent or substandard degree for gaining admission into an educational program, presenting oneself to the public as an expert, gaining employment or promotion, or gaining a governmental position with authority over others. Violation of this subchapter is a misdemeanor and falls under the Deceptive Trade Practices Act.

Reporting of Grades

Grades are posted to students' ASAP accounts at the end of every semester. The due date for grades is posted on the ASAP semester schedule and varies each term. **It is a violation of federal privacy laws for grades to be reported via phone or e-mail.** Therefore, graduate students are respectfully asked not to contact the Student Development Specialist (SDS) or the department staff to inquire about their final grades. The SDS is happy to answer any questions students may have regarding Academic Standing or GPA calculation.

Academic and Grade Grievance Procedure

(From the [UTSA Information Bulletin](#))

In resolving any student grievance regarding grades, evaluations, or other academically-related concern or incident regarding a faculty member, the student must first make a serious effort to resolve the matter with the faculty member with whom the grievance originated. It is University policy that individual faculty members retain primary responsibility for assigning grades and evaluations. The faculty member's judgment regarding grades and evaluations is final unless compelling evidence shows discrimination, differential treatment, factual mistake, or violation of a relevant University policy. In resolving a student grievance regarding other academically-related issues involving a faculty member, the student must follow the same process as used when grieving a grade or evaluation. If the matter is not resolved, the student may file a formal grievance, in writing, with the Department Chair. The student must file the grievance with the Department Chair within **90 calendar days** from the end of the semester in which the grade was assigned or the other concern or incident occurred.

The Department Chair will communicate his or her decision to the student and forward a copy to the Dean of the College. The student may appeal the decision to the Dean of the College and then to the Dean of the Graduate School. Appeals must be submitted on the Student Academic and Grade Grievance Form. The decisions of the Dean of Undergraduate Studies and the Graduate School are final. The administrator handling the appeal at each level will notify individuals involved, including those who have already ruled on the appeal, once a decision has been made.

IN NO CIRCUMSTANCES WILL GRADES BE CHANGED AFTER ONE CALENDAR YEAR.

Additional Standards and Procedures Specific to the Behavior Analysis Comprehensive Concentration

(from the Graduate Catalog)

In order to complete the MS in Behavior Analysis and to be eligible to take certification or licensing examinations, students must:

- Maintain scholastic performance meeting or exceeding department standards.
- Demonstrate the acquisition of, *and ability to apply*, skills necessary to work effectively with persons and systems having diverse needs.
- Demonstrate professionalism in their interactions with others.
- Conform with the codes of ethics of relevant professional associations in behavior analysis (e.g., Behavior Analysis Certification Board) in addition to the ethical and legal regulations relevant to the practice of behavior analysis in the State of Texas.

It is the duty of faculty members in the Behavior Analysis comprehensive concentration to evaluate all students according to these standards in all settings in which faculty members and students interact, including classes, practicum and internship sites, advising, and supervision. It is expected that students will respond to evaluations, formal or informal, in appropriate ways and will attempt to conform to professional standards as explained to them.

Admission to the program does not guarantee fitness to remain in the program to completion. Only those students who meet program standards will be allowed to continue in the program. If and when a student is judged not to meet program standards sufficiently to be allowed to provide psychological services to others, that student will be removed from continuation in the program.

Only two courses with the grade of “C” will be accepted toward this degree. A minimum of a 3.0 GPA will be required for graduation. Those who obtain more than two grades of “C” will be put on probation and may be required to complete appropriate remedial work.

Appendix

Important Documents for the Behavior Analysis Comprehensive Concentration

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Matrix of Approved Sites

**** UTSA BCBA STUDENTS SHOULD NOT CONTACT THE SITES DIRECTLY ****

	Level 1	Level 2	Level 3
San Antonio Applied Behavior Analysis Clinic	X Full time clinic with on-site BCBA-D supervision. Mainly preschool and elementary-aged children. Focus on skill building and some interfering behaviors.		
Blue Sprig Pediatrics (Multi-assistance Center; MAC)	X Full time clinic with on-site BCBA supervision. Mainly preschool and elementary-aged children. Focus on skill building and some interfering behaviors.		
Bloom ABA		X Home health care with elementary aged clients. Focus on skill building and some interfering behaviors.	
Autism Treatment Center Clinic	X Full time clinic with on-site BCBA supervision. Clients may engage in severe behavior and age range up to older adolescents	X Full time clinic with on-site BCBA supervision. Clients may engage in severe behavior and age range up to older adolescents	
Allied Behavioral Solutions		X Home health care site with clients ranging from young to adult	
ABA Center for Excellence			X Home health care with severe behavior and

			clients ranging from young to adult
Autism Treatment Center School			X Clients may engage in severe behavior and age range up to older adolescents
East Central ISD		X Site primarily used to complete the school-based consultation competency during practicum years	

****UTSA BCBA STUDENTS SHOULD NOT CONTACT THE SITES DIRECTLY****

Behavior Analysis Comprehensive Concentration: Fitness to Practice Policy

This Fitness to Practice Policy applies to all students upon enrollment in the Program, and remains in effect until completion of the Program. It is important to note that satisfying the curricular requirements is not sufficient for completion of the Behavior Analysis comprehensive concentration. In addition to satisfactory completion of the academic requirements and standards of the UTSA Graduate School (delineated in the Graduate Catalog), all candidates are expected to demonstrate skills sufficient to provide behavior analytic services to children, adolescents, adults, and families. Progress in the Program is a result of successful completion of university coursework *and* the demonstration of important characteristics and dispositions identified below as Fitness to Practice Standards. These Standards are guided by the Behavior Analysis comprehensive concentration Principles, which are based on the profession's values and reflect goals for those graduating from the Program. The Fitness to Practice Standards are especially critical given the nature of the services provided by BCBAs, and program faculty reserve the right to recommend or not recommend students' continuation in the Program on the basis of whether students demonstrate Fitness to Practice as outlined below.

Behavior Analysis Comprehensive Concentration Principles

Three principles represent core values demonstrated across all levels of behavior analysis, and guide every aspect of the UTSA Behavior Analysis comprehensive concentration. Implied with each is the expectation that students will embrace a rigorous and closely monitored academic plan necessary to acquire requisite skills that will be used in providing professional services to diverse schools, communities, individuals, and families. The values of human rights, respect, dignity, and integrity are clearly mandated by all those associated with this program.

Principle A: Cultural and Individual Dignity

Principle B: Commitment to Self-Reflection

Principle C: Honesty and Integrity

- **Principle A: Cultural and Individual Dignity:** Students must maintain an active cultural self-awareness in serving diverse communities and individuals. Personal self-awareness of values and beliefs is an important disposition that facilitates working with other group values, cultures, mores, and experiences. Students should be able to demonstrate appreciation and respect of persons of different cultural, racial, and/or individual differences. Student efforts to understand underrepresented communities are important components of all professional contacts.
- **Principle B: Commitment to Self-Reflection:** All students are expected to be self-regulated learners. Thus, the principle of self-reflection involves deliberate self-monitoring and self-regulatory management in order to reflect on skill development, academic progress, and professional strengths and weaknesses. Students should set personal goals on a regular basis and then monitor progress towards goal attainment so that professional behaviors can be adjusted as necessary.

- **Principle C: Honesty and Integrity:** Students will demonstrate honesty and integrity in all areas of their professional development. These behaviors will be observable in how the students prepare and complete assignments, maintain themselves in relationship to all professional and informal contacts, and how they operate in consultation settings. Students will also be expected to demonstrate how they respond to potentially challenging situations and ethical dilemmas.

Fitness to Practice Standards

In addition to all curriculum requirements (including taking advanced coursework, enrolling in practicum and internship, and applying to take the comprehensive examination) students must meet the following standards in order to progress through the Behavior Analysis comprehensive concentration:

- **Academic Excellence:** Maintenance of scholastic performance meeting or exceeding UTSA and department standards.

Academic standards include:

- Attendance of all classes; preparedness and punctuality are the expected norm.
 - Completion of all course assignments in a professional and timely manner.
 - Demonstration of academic integrity (i.e., refraining from dishonest behaviors such as cheating and plagiarism).
 - Demonstration of written and oral communication skills necessary to convey their ideas within both academic (e.g., in the classroom, during supervision) and professional (e.g., with children, parents, and school personnel) contexts. Written communication includes the ability to write clearly, use correct grammar and spelling, and convey ideas to a range of audiences in a way that facilitates understanding. Oral communication includes the ability to communicate effectively with other students, faculty, staff, and professionals by expressing ideas and feelings clearly and demonstrating a willingness and an ability to listen to others. This also includes the professional level skills in spoken English required to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.
- **Acquisition and Application of Skills:** Demonstration of the acquisition of, *and ability to apply*, skills necessary to work effectively with persons and systems having diverse needs. This standard will be evaluated throughout the curriculum, but will be most directly observed in Fieldwork in Behavior Analysis and Internship in Behavior Analysis. Both university faculty and site-based supervisors will ensure that students demonstrate the skills necessary to work as practitioners of behavior analysis.

These skills include (but are not limited to) the following:

- Behavioral assessment;
 - Individualized behavioral intervention;
 - Consultation with teachers, parents, and other professionals;
 - Crisis intervention;
 - Ethical decision making; and
 - Stakeholder training.
- **Professionalism:** Demonstration of professionalism in interactions with others. This standard will be evaluated throughout the curriculum as the student's interactions with classmates, faculty, clients, and supervisors are monitored.

Students must demonstrate:

- Flexibility and openness to new perspectives and ways of thinking.
 - Acceptance and openness to professional feedback and constructive coaching.
 - The ability to separate personal and professional issues when working with clients and when completing coursework.
 - The ability to build effective professional relationships with children, adolescents, adults, and parents/families.
 - The ability to work collegially and productively with classmates, university faculty and staff, and personnel at field-based sites.
 - Appropriate social skills in professional and social interactions with faculty, colleagues, and clients.
 - Skills in working with culturally diverse populations.
 - Behaviors that would preclude any risk of sexual harassment, verbal and physical aggression, and sexual relationships with clients, supervisors, and faculty.
 - The ability to maintain a professional appearance when in professional contexts (e.g., field-based experiences).
- **Emotional and Mental Fitness:** Demonstration of emotional and mental fitness in their interactions with others, and in completing curricular requirements. This standard will be evaluated throughout the curriculum as the student's interactions with classmates, faculty, clients, and supervisors are monitored.

Student emotional and mental fitness are demonstrated through the following behaviors:

- Ability to deal with current life stressors through the use of appropriate coping mechanisms. He or she will handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
- Demonstration of the judgment, emotional health, and mental health required to function effectively as a behavior analyst.
- Ability to think analytically about professional and scholarly issues.
- Ability to self-reflect on their own learning and professional practice and competence.

- **Ethical Standards:** Students will conform to the codes of ethics of relevant professional associations in psychology (e.g., Behavior Analysis Certification Board) in addition to the ethical and legal regulations relevant to the practice of behavior analysis in the State of Texas.

Examples of student ethical behaviors include the following:

- Maintenance of confidential information concerning clients unless disclosure serves professional purposes or is required by law.
- Demonstration of self-awareness and management of the limits of their own competence.
- Adherence to informed consent procedures prior to providing professional services.
- Maintenance of security of all therapy-related materials.
- Adherence to clients' right to privacy, and requirements associated with the storage of all client records (in a secure location).
- Commitment to seek supervision when faced with ethical dilemmas or difficult situations.

It is the duty of faculty members in the Behavior Analysis comprehensive concentration to evaluate all students according to these standards in all settings in which faculty members and students interact, including classes, fieldwork and practicum sites, advising, and supervision. It is expected that students will respond to reviews, formal or informal, in appropriate ways and will attempt to conform to professional standards as explained to them.

Admission to the Program does not guarantee fitness to remain in the program to completion. Only those students who meet program standards will be allowed to continue in the program. If and when a student is judged not to meet program standards sufficiently to be allowed to provide psychological services to others, that student will be removed from continuation in the program.

Fitness to Practice Review (FPR) Procedures

Faculty members, staff, advisors, and field supervisors (Evaluators) will evaluate students according to the standards outlined above. All faculty members may have some input into student performance or conduct.

Students may be evaluated using the Fitness to Practice Review Form at any time during their program if and when, in the opinion of one or more Evaluators, significant deviations from the Standards have occurred. All students referred for review are expected to participate in the process. Refusal to participate will not terminate the process. The level of review will depend on factors such as the nature, severity, and frequency of the incident or concern. For example, repeated violations may result in immediate Formal Level 2 Review. Violations of the UTSA or field-based site's code of conduct will result in immediate Formal Level 2 Review.

Levels of Review

1. Informal Review

An informal review involves a faculty member and a student. When a faculty member has concerns about a student meeting any of the Fitness to Practice criteria, the faculty member may take any or all of the following steps as necessary:

- a. Discuss the concerns directly with the student and seek to work with the student to resolve the difficulties.
- b. Advise the Department Chair and the student's Advisor of the concern(s) in order to identify potential patterns and issues related to the student.
- c. Document dates and content of meetings with students using the Fitness to Practice Review Form, and provide a copy of the signed form to the Graduate Advisor of Record for documentation purposes.
- d. If a problem arises at a field-based site, the site supervisor may discuss concerns directly with the UTSA faculty member. The student may also be included in this meeting.

2. Formal Review: Level 1

When a faculty member or supervisor is sufficiently concerned about a student's Fitness to Practice, he or she will fill out the Fitness to Practice Review Form. These forms are to be turned in to the student's Advisor, the ABA Program Director, and the Department Chair.

A conference will then be scheduled with the instructor/supervisor (if appropriate), the student, the ABA Program Director, and the student's advisor. During this conference, a plan for remediation will be developed. The nature and content of the plan will depend on the specific situation. The remediation plan will include a reasonable timeline for the student to demonstrate adequate progress, and will be signed by all parties involved. The remediation plan may continue for more than one semester, depending on the individual circumstances. If the student fails to implement the remediation plan(s) satisfactorily, he/she will be placed on Formal Level 2 Review.

The ABA Program Director and Department Chair will be informed of all Level 1 Reviews.

3. Formal Review: Level 2

If a second incident or concern is reported on the same student, the student has failed a remediation plan during the Level 1 Review, or the seriousness of the incident or concern warrants it, the Fitness to Practice Committee will be convened. This group (made up of at least one Behavior Analysis faculty member, at least one additional faculty member from the Department of Educational Psychology, and chaired by the Department Chair) will meet to:

- a. Review the paperwork,
- b. Interview the faculty members who have instructed the student,
- c. Interview the student, and
- d. Make a determination regarding the student's suitability to continue in the program.

Appeals and Procedures Subsequent to Request for Withdrawal

Following the review of information at the Fitness to Practice Committee meeting, the Committee must make a decision and report to the student, the ABA Program Director, and the Associate Dean for Graduate Studies that the student: (1) should be allowed to remain in the program with

conditions/without conditions or (2) should be removed from the program, immediately dropped from enrollment in current courses, and prevented from enrolling in subsequent courses.

If the decision is to allow the student to remain in the program, the Committee may place remedial conditions (a corrective plan) on the student's continuing in the program, may set time limits for meeting the conditions, or may make other recommendations.

If the student is dissatisfied with the decision of the Fitness to Practice Committee, he or she may appeal by submitting a written appeal to the Educational Psychology Department Chair. This appeal must be submitted within 5 working days after receiving the decision from the Fitness to Practice Committee. The Department Chair (or designee) will consider the matter, and based on information submitted by the Fitness to Practice Committee, the Department Chair (or designee) may meet with the Fitness to Practice Committee and/or with the student. After gathering and reviewing all information, the Department Chair (or designee) will communicate his/her decision to the student in writing. The final decision will be either continuation in the program (with conditions) or dismissal from the program. The decision of the Department Chair (or designee) will be final.

Behavior Analysis Comprehensive Concentration: Fitness to Practice Review Form

Student's name: _____ ID#: @ _____

Check one: _____ Informal Review _____ Formal Level I Review _____ Formal Level II Review

This concern is related to the following Fitness to Practice Standard(s) (Check all that apply):

- Academic Excellence
- Acquisition and Application of Skills
- Professionalism
- Emotional and Mental Fitness
- Ethical Standards

Directions:

1. If this is an Informal Review, please describe the specific behavior, situation, or class requirement that motivated you to complete this form and the setting(s) in which it was recognized. Also, summarize the discussion with the student about the concern (and possible solutions) including the dates of the discussions.
2. If this is a Formal Review, please describe the specific behavior, situation, or class requirement that motivated you to complete this form and the setting(s) in which it was recognized. Also, include any contextual information that is important in understanding this review (e.g., previous Informal Reviews, patterns of behavior, severity of behavior).
3. Please use the back of this sheet if necessary, and attach any additional relevant documentation.
4. If students request transfer to ABA program, their previous fitness to practice from another department carries over.

Student signature indicates notification regarding concern(s) and is not an indication of agreement.

Student Signature: _____ Date: _____

Faculty signature indicates that the student has been informed in writing of the concern(s) and of the formal Fitness to Practice review (when applicable).

Faculty Name (please print): _____ Department: _____

Faculty Signature: _____ Date: _____

Course title: _____

If this is an Informal Review, please provide this signed form to the Graduate Advisor of Record for documentation purposes. If this is a Formal Review, please provide this signed form to the student's Advisor, the Graduate Advisor of Record, and the Department Chair.

Student Application for Fieldwork and Practicum
Department of Educational Psychology
College of Education and Human Development

Instructions:

Please submit this application in **PDF FORMAT** to Dr. Hannah MacNaul at hannah.macnaul@utsa.edu. Late applications are normally not accepted. Incomplete application will be returned to the student. Applicants will be notified via UTSA e-mail of their application status and procedures for registration after the deadline.

I am applying for:

- Fieldwork (first year)
- Practicum (second year) – I have completed my fieldwork binder and have a minimum of 750 clinical hours completed

ONLY COMPLETE THE FOLLOWING FOR PRACTICUM APPLICATIONS

I need to complete the following competencies through UTSA:

- Home-based services
- Clinic-based services
- Hospital-based services
- School-based services
- Severe behavior services
- Supervisor Training
- Telehealth Training

I understand that I may be assigned multiple placements to meet my competency needs (some may be paid and some unpaid). If you are a certificate-only student or a School Psychology student, please identify below as this statement may not apply to you

- Yes
- No
- N/A – I am a Certificate-only student
- N/A – I am a School Psychology Student

Student Information:

Student's Legal Name:		Banner ID: @
Street Address:		
City:	State:	Zip:
Home Phone:	Cell Phone:	UTSA E-mail:
Academic Degree:		
Catalog of Admittance:		
Current GPA in graduate level courses:		
Where did you obtain your bachelor's degree:		
What was your major:		

Course Information:

Course Name/Number	Semester Completed	Grade Received
EDP 5003: Psychological Learning Theories		
EDP 5043: Experimental Analysis of Behavior		
EDP 5503: Introduction to Applied Behavior Analysis		
EDP 5633: Interventions and Supervision in Behavior Analysis		
EDP 5643: Verbal Behavior and Communication Interventions		
EDP 6223: Research in Single Case Design		
EDP 6263: Behavior Assessment		
EDP 6403: Ethics for Applied Behavior Analysis		
Field Experience in Behavior Analysis (Pre-req for EDP 5793: Practicum I) Must have 750 hours complete & Fieldwork Binder complete		

Experience

Are you a Registered Behavior Technician (RBT)? Yes No

What do you hope to gain from this experience?

Why are you interested in becoming a BCBA?

Availability

If applicable, what is your current internship site/schedule?

How many direct hours (with the client) are you available to work per week?

- 10 hrs/wk
- 15 hrs/wk
- 20 hr/wk (goal for fieldwork year)
- 25 hrs/wk (goal for practicum year)

Do you have reliable transportation? Yes No

Do you understand that placement at a site is contingent upon a clear background check, meeting the physical/mental requirements and drug screen?

Yes No

Any other information you'd like to share (preferred sites, preferred hours, competencies you want to complete)?

Applicant Certification:

Student's Signature:

Student's Printed Name:

Date:

UTSA

Behavior Analysis Comprehensive Concentration Fieldwork and Practicum Agreement: Student Form

Directions: Please complete this form and submit a copy to your University supervisor.

STUDENT INFORMATION

Student Name:

AGREEMENT	STUDENT INITIALS
1. I hereby attest that I have read and understand the ethical codes and standards associated with my course of study, including the <i>Professional and Ethical Compliance Code for Behavior Analysts</i> (BACB®, 2022) and state guidelines. I will practice behavior analysis in accordance with these standards. I understand that any breach of these ethical codes or unethical behavior will result in an initiation of the Fitness to Practice process and removal from fieldwork/practicum, and a failing grade may result.	
2. I agree to adhere to the administrative policies, rules, standards, and practices of my fieldwork/practicum site. If said policies conflict with UTSA policy, Behavior Analysis concentration policy, professional ethical codes, or legal requirements, I will immediately report these conflicts to my University supervisor/instructor.	
3. I understand that information regarding my employment at my fieldwork/practicum site will be shared with university faculty and staff.	
4. I understand that information regarding my status as a student in the Behavior Analysis Master's Program will be shared with my fieldwork/practicum site.	
5. I understand that it is my responsibility to keep my fieldwork/practicum supervisor(s)/instructor informed regarding my fieldwork/practicum experiences.	
6. I understand that to earn a passing grade in fieldwork/practicum, I must complete all course requirements and demonstrate the minimal level of knowledge, skills, and competence in all domains of Behavior Analysis.	
7. I agree not to divulge any information regarding client material, case information, identifying information, concerns, etc. to any party outside of my supervision and class meetings. Failure to adhere to Federal and/or State confidentiality guidelines/statutes will constitute a breach of ethics and unprofessional conduct.	
8. I agree to absolve UTSA/Department of Educational Psychology/Behavior Analysis concentration of any liability in the performance of my fieldwork/practicum activities.	
9. I hereby attest that I have read the Fitness to Practice Policy in the Behavior Analysis concentration's Student Handbook.	
10. I have provided verification of my registered behavioral technician certification (as necessary) to my University supervisor/Instructor before seeing clients at my site.	
11. I have provided verification of all required health screeners, tests, and vaccinations (as necessary) to my University supervisor/instructor before seeing clients at my site.	
12. I agree to keep a detailed log of all activities during fieldwork/practicum, using the log provided by my instructor.	
13. I agree to develop and articulate a plan for the fieldwork/practicum which will include desired professional experiences (e.g., with specific populations, with specific assessment methods), and which will be based on career goals.	

Student's Signature

Date

University Supervisor's / Instructor's Signature

Date

EVALUATION OF STUDENT FIELDWORK COMPETENCIES
Masters in Educational Psychology-Behavior Analysis Comprehensive Concentration
The University of Texas at San Antonio

Name of Supervisee/Student: _____
 Name of Supervisor/Instructor: _____
 Semester of Supervision: _____
 Total Hours accrued: _____

<p>Introduction: The focus of the fieldwork competency is for UTSA students to meet the expectations for an in-service Registered Behavioral Technician (RBT). In addition to students obtaining their RBT credential, a part of this competency is to evaluate a student's progress towards becoming a professional Board Certified Behavior Analyst. The purpose of this form is to obtain feedback from fieldwork supervisors regarding elements not measured by the RBT competency exam. Please rate trainee on each section using the following scale:</p>		
1	Unsatisfactory	Student's performance was unacceptable in all, or nearly all, areas. Work was not commensurate with one's current level of training.
2	Marginal	Student's performance was below average. Work showed marked deficits in one's ability to function as a professional RBT and future BCBA.
3	Satisfactory	Student's performance was acceptable. Work demonstrated a basic understanding of most aspects of professional RBT and future BCBA.
4	Very Good	Student's performance was above average. Work showed an advanced understanding of all aspects of professional RBT and future BCBA.
5	Outstanding	Student performed at, or near, a professional level. Work was consistent with that of a competent professional RBT and future BCBA.

Students must score at least a 3 on all sections of their Fieldwork Evaluations. Ratings by on-site supervisors are taken into account by faculty in their final evaluations of Fieldwork students each semester. Students who attain ratings of 1 or 2 on any section of the Fieldwork Evaluation will be required to complete a supplemental learning experience related to the identified deficit(s). These experiences will be tailored to the individuals' specific deficit(s).

If Fieldwork ratings have not improved by the next semester, the student will be placed on a formal Remediation Plan delivered through a fitness to practice review. If a student were to obtain ratings of 1 or 2 in her or his last semester of required fieldwork, it is likely that the supplemental learning experience would include additional supervised clinical experience so that the deficit may be appropriately evaluated. The supervisee/student and the supervisor/instructor should both receive copies of this form after it has been signed by both parties. The original should be turned in to the student's faculty supervisor for placement in their academic file.

PROFESSIONALISM

1. Displays professional demeanor and language.	1	2	3	4	5	N/A
2. Displays compassion and respect in interpersonal interactions.	1	2	3	4	5	N/A
3. Demonstrates integrity by adhering to professional values	1	2	3	4	5	N/A
4. Shows appropriate respect for authority	1	2	3	4	5	N/A
5. Demonstrates effort to effectively resolve conflict.	1	2	3	4	5	N/A
6. Completes case documentation accurately.	1	2	3	4	5	N/A

Score for Professionalism Section _____

Optional Comments (can continue on back if necessary):

REFLECTIVE PRACTICE

1. Reflects on practice and mindfully recognizes impact of self on others.	1	2	3	4	5	N/A
2. Is willing to admit mistakes with minimal defensiveness.	1	2	3	4	5	N/A
3. Provides helpful feedback and critique to others.	1	2	3	4	5	N/A
4. Is sensitive to the needs and strengths of peers.	1	2	3	4	5	N/A
5. Accepts and responds to constructive feedback.	1	2	3	4	5	N/A

Score for Reflective Practice Section _____

Optional Comments (can continue on back):

**SELF ASSESSMENT & SELF CARE
REFLECTIVE PRACTICE**

1. Demonstrates awareness of clinical competencies and identifies areas for growth.	1	2	3	4	5	N/A
2. Critiques and analyzes own sessions accurately and appropriately.	1	2	3	4	5	N/A
3. Recognizes own limitations in treating a particular client.	1	2	3	4	5	N/A
4. Takes appropriate care of self and is aware of own needs.	1	2	3	4	5	N/A

Score for Self Assessment and Self Care Section _____
Optional Comments (can continue on back)::

INTERPERSONAL RELATIONSHIPS

1. Forms and maintains productive and respectful relationships with peers or colleagues.	1	2	3	4	5	N/A
2. Forms and maintains productive and respectful relationships with supervisors or instructors.	1	2	3	4	5	N/A
3. Demonstrates cooperative discourse (e.g., refrains from interrupting, does not dominate, contributes actively).	1	2	3	4	5	N/A
4. Demonstrates acceptance of the client.	1	2	3	4	5	N/A
5. Expresses warmth and caring with clients and caregivers.	1	2	3	4	5	N/A
6. Shows a non-judgmental orientation toward clients and caregivers.	1	2	3	4	5	N/A

Score for Interpersonal Relationships Section _____

Optional Comments (can use back of form):

EXPRESSIVE SKILLS

1.	Communicates clearly using verbal skills.	1	2	3	4	5	N/A
2.	Nonverbal communication matches verbal content.	1	2	3	4	5	N/A
3.	Communicates clearly using written skills.	1	2	3	4	5	N/A
4.	Awareness of and sensitivity to clients' nonverbal behavior.	1	2	3	4	5	N/A

Score for Expressive Skills Section _____
Optional Comments (can use back of form):

INDIVIDUAL & CULTURAL DIVERSITY

1.	Understands one's own cultural identity and personal attitudes toward diverse others.	1	2	3	4	5	N/A
2.	Recognizes the way culture shapes others' identity and behavior.	1	2	3	4	5	N/A
3.	Uses language that demonstrates sensitivity to culture, gender, and sexual orientation.	1	2	3	4	5	N/A
4.	Conducts research or consults as needed to appropriately address cultural factors that may affect therapy.	1	2	3	4	5	N/A

Score for Diversity Section _____
Optional Comments (can continue on back):

ETHICAL & LEGAL STANDARDS

1.	Demonstrates knowledge of appropriate ethical codes and state laws.	1	2	3	4	5	N/A
2.	Identifies potential ethical concerns and legal issues.	1	2	3	4	5	N/A
3.	Adapts behavior in accordance with ethical codes and state laws.	1	2	3	4	5	N/A

Score for Ethics & Legal Section _____
Optional Comments (can continue on back):

SUPERVISION

1.	Demonstrates knowledge of the supervision process including one's own roles and responsibilities as trainee.	1	2	3	4	5	N/A
2.	Uses supervision process to reflect on areas of strength and those needing improvement.	1	2	3	4	5	N/A
3.	Demonstrates willingness to admit errors and accept feedback.	1	2	3	4	5	N/A
4.	Willing to be observed and evaluated by supervisor.	1	2	3	4	5	N/A
5.	Integrates feedback from supervisor into performance.	1	2	3	4	5	N/A

Score for Supervision Section _____
Optional Comments(can use back of form):

Numerical Summary of Scores:

Professionalism _____
 Reflective Practice _____
 Self-Assessment/Self-Care _____
 Interpersonal Relationships _____
 Expressive Skills _____
 Individual and Cultural Differences _____
 Legal/Ethical _____
 Supervision _____

General Narrative Summary and overall remarks on both strengths and areas for growth:

Signature of Supervisor/Instructor: _____ Date: _____

Signature of Supervisee/Student: _____ Date: _____

**Master of Science in Behavior Analysis (MS/BA)
(Fall 2022-Spring 2024)**

Student's Legal Name: _____

Banner ID: @ _____

Faculty Advisor: _____

Catalog of Admission: _____

Degree Requirements

I. Background Courses (if required; see Note 2 on reverse):

Name/Number	Course Title	Prerequisites	Semester Taken	Grade

II. Coursework (36 semester credit hours):

Name/Number	Course Title	Prerequisites	Semester Taken	Grade
EDP 5503	Introduction to Behavior Analysis			
EDP 5633	Interventions and Supervision in Behavior Analysis	EDP 5503; EDP 6223; EDP 6263		
EDP 5643	Verbal Behavior (to be named Verbal Behavior and Communication Interventions)			
EDP 5783	Practicum I	EDP 6223, EDP 5503, Fieldwork		
EDP 5783	Practicum I	EDP 6223, EDP 5503, Fieldwork		
EDP 6223	Research in Single Case Design			
EDP 6263	Behavior Assessment	EDP 5503, EDP 6223		
EDP 6403	Ethics for Applied Behavior Analysis			
EDP 5003	Psychological Learning Theories			
EDP 6443	Capstone Class in Behavior Analysis	EDP 5503, EDP 6223, EDP 6263, EDP 5643		
EDP 5033	Human Development Across the Lifespan			
EDP 5043	Experimental Analysis of Behavior			

Student's Signature: _____

Date: _____

Faculty Advisor's Signature: _____

Date: _____

Graduate Advisor of Record's Signature: _____

Date: _____

Acknowledgment and Receipt

I have received my copy of the Student Handbook.

The student handbook describes important information about Behavior Analysis comprehensive concentration, and I understand that I should consult my advisor regarding any questions not answered in the handbook.

I understand that this manual and the policies and procedures are subject to change. All such changes will be communicated through official notices sent via email, and I understand that revised information may supersede, modify, or eliminate existing policies.

I understand that I must communicate with my advisor before registering each semester to ensure my course of study meets current policies and procedures.

I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

Student's Signature

Student's Name (Print)

Date