SPED 6328: PRACTICUM IN APPLIED BEHAVIOR ANALYSIS
FALL, 2017

SPED 6328 is a required course for the Master's Degree in Special Education and provides supervised field experience in Applied Behavior Analysis

College of Education, Department of Language, Literacy, and Special Populations

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Class Format:

Individual Supervision will take place once per week at a time agreeable to both the student and the supervisor. Individual supervision will take place over Blackboard Collaborate. The supervisor must see the student engaged in the practice of behavior analysis via a 30-45 min video submitted to the supervisor via Blackboard. It is the student's responsibility to schedule individual supervision meetings.

You will receive group supervision during the Thursday class. The group supervision will be provided through group discussion of clinical and ethical issues, role-playing the application of behavioral intervention methods and techniques, and individual feedback regarding the student's demonstration of behavior-analytic skills in the field with supplemental use of Blackboard. Weekly data reviews will also occur. Behavior analytic methods and curriculum for the education and treatment of children with autism and other related disabilities will be emphasized. Demonstration of behavioral methods and strategies in the field are required.

Class day and time: Thursday 5:30-8:20 pm
Class location: TWC 253

Course Description: Students gain direct experience in the use of curriculum, methods, and materials for learners with special needs. Additional topics include assessment, modifications, adaptations, learning strategies, direct instruction and collaboration.

Textbooks: Storey, K., & Haymes, L. (2017). *Case studies in applied behavior analysis for students and adults with disabilities*. Springfield, IL: Charles C. Thomas. ISBN 978-0-398-09131-6

Course Objectives: The following objectives will be met during this course:

1. Students will practice applied behavior analysis according to ethical principles.
2. Students will practice behavioral assessment.
3. Students will engage in behavioral measurement.
4. Students will display and interpret behavioral data.
5. Students will select intervention outcomes and strategies

A matrix that aligns course objectives, activities, assessments, and standards can be viewed below.

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment **BACB—**Behavior Analyst Certification Board
Practice applied behavior analysis according to ethical principles	• Demos • Demo role-plays • Experience hours	• Demos • Demo role-plays • Supervision sessions	BACB: J-09
Use behavioral assessment	• Experience hours	• Supervision sessions • Quizzes	BACB: G-01-08, I-01-07,
Engage in behavioral measurement	• Experience hours	• Supervision sessions	BACB: A-1-14
Display and interpret behavioral data	• Demos • Readings	• Quizzes • Demos • Graphs during supervision sessions	BACB: H-01-05, B-1-11
Select intervention outcomes and strategies	• Demos • Experience hours	• Demos • Demo role-plays • Supervision sessions	BACB: J-1-15, C-1-3

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

- **Essential**: Learning to apply course material (to improve thinking, problem solving, and decisions)
- **Important**: Learning fundamental principles, generalizations, or theories

Course/Instructor Requirements:
This course provides supervised field-based experience in the application of the principles of behavior analysis. The student will demonstrate competent practice of the skills from the BACB task list. The student is responsible for obtaining a placement at which they can engage in the practice of ABA with a minimum of two different clients. The student must obtain informed consent and permission to videotape prior to working with a client.

Throughout this course, you will work on application of basic behavioral strategies and tactics (i.e., extinction, differential reinforcement, etc.). You will work on collecting data and utilizing the data for developing behavioral interventions. Other areas of focus of this course will be identification of missing capabilities in language and social areas with children; identification of research-based intervention tactics from peer-reviewed behavioral journals; and application of the tactics in teaching missing skills or intervening with problematic behavior.

Each student will complete a practicum checklist and maintain a practicum binder. The practicum checklist outlines a range of skills necessary to become a competent behavior analyst, adapted from the BACB's fourth edition task list. It is the student's responsibility to ensure that all of the skills on the practicum checklist have been targeted by the end of the academic year. Failure to complete the checklist may result in a decreased likelihood of passing the BCBA exam upon graduation. The student is expected to meet with either of his or her supervisors to perform the skills and ensure

competency of each.

The practicum binder should be brought to class every Thursday and shown to the instructor. The practicum binder should be modified daily as a record of what was done during direct and indirect implementation of hours. The practicum checklist should be the first tab, followed by weekly supervision forms and client information. Each client should have a separate tab in the binder.

1. Prior to beginning sessions with a client, the student should add the following information to the binder:
    a. Signed consent forms and videotaping forms
    b. Name of client and any other relevant demographic information
    c. Reason for applied behavior analytic services
    d. Written summary of assessments conducted
    e. Written description of each academic, social, or challenging behavior program that includes the SD, correct/incorrect responses, consequences, teaching procedure, etc. These should be written highly technically.
    f. Data sheet for each program
    g. Printed graph of each program
2. Following each session with a client, the student should document the following
    a. Name of client
    b. Targeted skill(s)
    c. Updated date sheets and graphs
    d. One paragraph summary progress note
3. For indirect implementation hours, students must document
    a. The activity completed (e.g., researching literature related to program; programming, etc.)
    b. Client for whom the activity relates

ADDITIONAL REQUIREMENTS FOR THOSE SUPERVISED BY SHSU

Completion of the requirement of the group supervision and the 1:1 supervision is the main focus of the course for obtaining your BCBA certification.

For the group supervision, students are required to fulfill the following requirements:

- Participate in class meetings face-to-face weekly
- Read the course materials which are specified in the class schedule before each class meeting
- Submit assignments on time and present some of the assignments to the whole class using PowerPoint
- Submit the signed group supervision form and hour log weekly

For the 1:1 supervision, students are expected to fulfill the following requirements:

- Set up 1:1 supervision schedule with your supervisor and initiate each session by calling your supervisor
    - Students are allowed to reschedule only ONE meeting during the semester. Additional rescheduling will result in no meeting and thus no hours that week.

- Upload a video of you engaged in behavior analysis with a client to your supervisor 24 hours prior to the scheduled meeting
- Make sure that the weekly video plays 30-45 minutes
- Submit the signed 1:1 supervision form and hour log weekly on Blackboard prior to the meeting

Expectations:
The primary form of communication to the class will be through email. It is the student's responsibility to regularly and frequently check their SHSU email account. The following are expected throughout the course:

1) Finding at least 2 participants for the 1:1 supervision is your responsibility.
2) Submission of data, feedback form, supervision form, and field experience hour logs is supposed to be on the scheduled time.
3) Keep hard copies of all forms you submit.
4) All the components of the supervision (supervision form and filling in the hour log) for a specific week need to be completed within the specific week (Monday through Sunday). If you miss any of the components, you will not able to count the rest of the components you complete as credited for the specific week of supervision.

All forms submitted for supervision should be submitted electronically in the following format: INITALSformbeingsubmitted2NUMBERMONTH2NUMBERDAY4NUMBERYEAR. Thus, each of the forms you will submit takes of the following form ONLY:
KVfeedbackform09122014
KVsupervision09122014
KVhourlog09122014
KVdata09122014

Class Set-up: The class will consist of two distinct components: Group and individual supervision.

Group Supervision:

The instructor will present material relevant to the practice of ABA. Students are expected to read the assigned readings BEFORE class. Small groups will role-play implementing behavioral methodologies and techniques. Class time will also be spent in an informal discussion of clinical and ethical issues from the student's field experience. Data review will also occur.

Individual Supervision:

1. You may choose between the intensive practicum model (individual supervision occurring once per week) or the supervised independent fieldwork model (individual supervision occurring once every two weeks). Please inform your instructor at the beginning of the semester of your preference. If you choose to gain your supervision through the independent fieldwork model, you can be supervised by any BCBA who agrees to be your supervisor. Be aware that your class time will not count towards your total supervision hours and you will need 1500 experience hours. (For example, if you work in a setting in which you are not allowed to videotape your practice or in which there is another BCBA who is willing to supervise you, this may be a better model for you.) If you choose to gain your supervision through the intensive practicum model, then your supervisor must be a BACB university-approved supervisor. Also, class time will count for no more than ½ of your total supervision hours and you will need 750 experience hours.

2. Supervision will take place at a time and location agreeable to both the student and the supervisor. Individual supervision will take place over Blackboard Collaborate. The supervisor must see the student engaged in the practice of ABA. It is the student's responsibility to schedule individual supervision meetings. If you forget a supervision meeting, then it is your responsibility to re-schedule. It is our policy that it is not appropriate for a supervisor to 'remind' a graduate student about a supervision meeting. Note, it may not be possible for your supervisor to reschedule a missed meeting and this may cause you to miss supervision for the week. Thus, you should be conscientious about being on time for each individual supervision meeting.

3. The BACB has a fairly comprehensive list of the operational definition of the practice of Applied Behavior Analysis and the appropriate activities for supervision on their website. For the purposes of this class, you can either be (a) directly practicing ABA, (b) teaching others to implement ABA, or (c) participating in a meeting in which the topic of discussion is ABA. Thus, it is appropriate to turn in items such as collected data, creating graphs, or conducting behavioral assessments as part of your practice. However, you must show your practice of ABA in some manner. **You cannot be directly implementing behavior analytic therapy for treatment for more than 50% of your experience hours (13.5 maximum per week if you accrue 30 hours per week).**

4. The student should be familiar with the procedure for taping and uploading the video in Blackboard. You can use a variety of cameras, including a flip camera, for the videotaping. For those of you who are on a tight budget, the department does have a few cameras and tripods for you to borrow. However, be aware that failure to return the equipment will result in a block on your transcripts.

Below is a task analysis for uploading your video to Blackboard Collaborate.

5. For individual supervision, note the following:

   a) Turn in a 30-45-minute video each week. There should be data collected each week and turned in to accompany each video.
   b) Before you turn in the video, you must first watch the video and complete the first part of the Sam Houston State University feedback form. The form must be turned in with the video.
   c) Schedule a Blackboard Collaborate meeting during which you will jointly watch and discuss the video with the assigned supervisor for the 1:1 supervision. The supervisor will then provide additional feedback, require role-plays, assign readings, etc. that may be necessary. The supervisor will also complete the second half of the Sam Houston State University feedback form and upload it to Blackboard.
   d) At least 24 hours prior to the scheduled supervision meeting, the student should turn in the following five items: (a) **video of practice, (b) data sheets and/or graphs from practice, (c) the completed SHSU feedback form, (d) the filled in supervision form for the week with hours complete and the supervisor's portion blank, (e) an hour log that totals a maximum 27 experience hours (13.5 maximum direct implementation)**. If the student does not give the supervisor at least 24 hours to read the feedback form, hour log, and data sheet(s)/graphs, it may be the case that your

individual supervision meeting will be canceled because the supervisor could not adequately prepare. Do not wait until the last minute.

e) It is the student's responsibility to schedule a time for an individual supervision that is mutually agreeable. The student should be on time for each supervision meeting. Late arrivals will result in canceled meetings.

f) It is the student's responsibility to make sure that there is accurate documentation of their work experience. The student should retain a copy of his/her log of hours in addition to their supervision forms.

6. Schedule of Supervision & Submission of the Forms & Hour Logs

a) Supervision for each week is comprised of 1:1 supervision (1.5 hours), group supervision (1.5 hours), and the field experience recorded with an hour log (27 hours). The maximum total each week for supervision and experience hours will be 30 hours. You will have a total of 25 weeks of supervision across both semesters (750 hours).

Your experience hours are comprised of everything you do outside of class in the form of applying APA principles. See the following website for a list of approved activities:
Experience Standards

***Note that in-class readings can NOT be counted toward indirect hours unless they relate directly to a program you are conducting with a client.

Do not double-count your supervision hours; neither group supervision (class) nor your individual supervision should be included on your hour log. If you miss weeks and do not accrue your hours, you will need to add more experience hours and supervision hours for the weeks after you graduate from the LIDA program under the different model "Field Experience Model." You will be responsible for finding (and paying) a BCBA supervisor if you do not complete your hours while enrolled in the practicum courses.

Week		1:1 Supervision (1.5 hrs)	Group (1.5 hrs)	Hour Log (up to 27 hrs)
2	9/4-9/10	9/4-9/10	9/7	9/4-9/10
3	9/11-9/17	9/11-9/17	9/14	9/11-9/17
4	9/18-9/24	9/18-9/24	9/21	9/18-9/24
5	9/25-10/1	9/25-10/1	9/28	9/25-10/1
6	10/2-10/8	10/2-10/8	10/5	10/2-10/8
7	10/9-10/15	10/9-10/15	10/12	10/9-10/15
8	10/16-10/22	10/16-10/22	10/19	10/16-10/22
9	10/23-10/29	10/23-10/29	10/26	10/23-10/29
10	10/30-11/5	10/30-11/5	11/2	10/30-11/5
11	11/6-11/12	11/6-11/12	11/9	11/6-11/12
12	11/13-11/19	11/13-11/19	11/16	11/13-11/19
14	11/27-12/3	11/27-12/3	11/30	11/27-12/3
15	12/4-12/10	12/4-12/10	12/7	12/4-12/10
Total hours possible (Weeks 1 and 13 optional)		1.5 hrs x 13 weeks = 19.5	1.5 hrs x 13 weeks = 19.5	27 hrs x 13 weeks = 351
		19.5+19.5+351=390 hours		

Assignments

1. **Weekly quizzes:** Quizzes will be conducted daily at the beginning of class (before any demonstration or lecture) on the two readings assigned for that week. Quizzes will be brief and serve the function of assessing whether you read the material. If you read the articles, the quizzes should be a breeze. Students should attend to the following aspects of the articles: purpose, procedures, individual and overall results, and implications of the results. There will be 11 quizzes total worth 10 points each, and you may drop your lowest quiz score.
2. **Yeng-Yeng Intervention Plan:** You will use the information in the Yeng-Yeng Case Study (pp. 363-369 in Storey & Haymes, 2017) to write a 3-page intervention plan for Yeng-Yeng similar to those for Lucille (pp. 45-49) and Merve (pp. 82-83).
3. **Demonstrations**: You will produce 1 demonstration of a basic behavioral principle/tactic based on research. You are expected to submit 6 study cards and a 40-45 min presentation with a 5-min live demonstration of the tactic for the assignment. Each demonstration should include the following components:

   By noon the day before class (Wednesday) turn in to your instructor via Blackboard:

   - 6 written note cards (use template on Blackboard) with correct definitions for some aspect of your principle or tactic for the purpose of sharing with your colleagues to study for comprehensive exams

   On the day of your presentation:

   - 40-45 min presentation consisting of:
     - Mini literature review of the tactic or principle [4-6 slides, citing Cooper, Heron, and Heward (2007) or Miltenberger (2012) as a reference]
     - Background information of the tactics selected through literature review of relevant articles published in peer-reviewed journals, including the two posted to BB ***and at least 2 additional articles***
       - For each article (at least 4 total), one PowerPoint slide should state the purpose of the article and a brief description of the methods, using bullet points. Text should NOT be copied directly from an article in complete sentence format. Use your own words. One to two additional slides (for each article) will consist of the *most important* figure(s) and/or table(s) from the article. Students are expected to orient the audience to the figures, describe the data (trend, level, and variability), and provide an oral summary of the results of the article.
     - Task analysis of how to use the principle/tactic. **The task analysis needs to clearly explain HOW to use the specific principle or tactic.**
     - Example of a case scenario including each of the following **FOR FULL CREDIT**:
       - Description of a fictional participant and relevant characteristics
       - Setting where tactic is implemented
       - Operational definition of target behavior
       - Detailed description of procedure
       - Description of data collection procedure

- Description of experimental design
    - **5-min live demonstration of implementation of the tactic/principle with a peer as a participant. You should role-play with the peer before class so he or she performs in an optimal manner for you to demonstrate the skill.**
    - Presentation of fictional data that shows **experimental control. Data that do not show experimental control will result in an automatic grade reduction.**
    - Example participant, target behavior, setting, and procedure for a peer role-play. Bring any materials relevant for role-playing or practice of the tactic post-presentation. Students presenting the demonstration will facilitate the role-play.

You will select your 3 most preferred topics from the pool of tactics below, and I will consider your preferences so that you each get the most highly preferred topic possible. However, due to the limited number of topics, some students may be assigned to topics. The date will be determined based on the date assigned to the topic on the schedule. Therefore, you may want to use both date and topic when considering your preference. Note: I will not let you have a topic related to your thesis because I want you to expand your behavioral repertoire. Therefore, choose other topics in which you are interested.

- Differentiate between conducting a preference assessment and a reinforcer assessment. Show how to conduct the following reinforcer assessments: single operant, concurrent operant, progressive-ratio
- Using differential reinforcement to increase appropriate behavior and decrease inappropriate behavior (DRA, DRO, DRI, DRL, and DRH)
- Conducting functional analyses with older adults and using prompting
- Using all three chaining methods to teach a complex behavior. Be sure to differentiate between assessing the skill and teaching the skill.
- Using stimulus equivalence to teach skills to young students (show how to program for stimulus equivalence and test for it)
- Conducting a trial-based functional analysis with all appropriate conditions in a school or clinic setting
- Using compound schedules of reinforcement (including concurrent schedules, mixed and multiple schedules, tandem and chained schedules)
- Using peer support strategies to increase social interactions between students with autism and non-disabled peers

4. **Participation in post-demo role plays to mastery**- Following the demonstrations, all students will form smalls groups of appropriate size based on the tactic and practice/role-play the tactic or principle. The instructor and the student who conducted the demonstration will float around the classroom to facilitate the role-play and answer any questions. Practicing students will be graded on (a) participation in the role-play and (b) demonstration of the skill. Note that points will be deducted for off-topic conversations and not demonstrating the skill to mastery. Facilitating students will be graded on their ability to answer questions and provide

corrective feedback to peers. Participation in each post-demonstration role-play will be worth 10 points, and there will be 8 total opportunities.

5. **Pre- and post-test**- All students will complete a pre-test on the first day of class and a post-test on the last day of class. Points will be given for submitting an answer for each question, regardless of the accuracy of the answer. Students are encouraged to do their best.
6. **Syllabus quiz**- During the first day of class, students will complete on a quiz covering the syllabus for 10 points. Students are allowed and encouraged to use their syllabus.
7. **Supervisor evaluations** – Each student will complete a series of formal evaluations of their supervisors' performance to submit to Dr. Calderhead. Dr. Calderhead will use the information to provide feedback to supervisors and make modifications to the supervision process if necessary.
8. **Submission of weekly supervision paperwork –** For students completing experience hours under the intensive practicum model only. Each week, students are required to submit weekly supervision paperwork on Blackboard 24 hours prior to their individual supervision meeting. Failure to comply will result in canceled supervision meetings and thus, not being able to count that week's hours. The following paperwork should be submitted.
    a. 30-45 minute video showing the student practicing ABA
    b. Data sheets and/or graphs from practice
    c. Completed SHSU feedback form
    d. Completed supervision form for the week with hours filled in and the supervisor's portion blank
    e. Completed hour log that totals a maximum 27 experience hours (13.5 maximum direct implementation).

9. **Data discussion –** For students completing experience hours under the intensive practicum model only. Each student should bring their updated practicum binder to class, along with a powerpoint presentation containing data of what they have done that week. The presentation should be brief (7-10 minutes long) and should focus on client progress (depicted through graphs) and questions related to clinical or ethical issues of the clients. Failure to come to class prepared will result in a score of "unsatisfactory" on the weekly supervision form, which may result in not being able to count that week's hours.

Grades

Sam Houston STATE UNIVERSITY

A—410-369 B—368-328 C—327-287

Task	Number	Points	Total Points
Weekly Quizzes	11	10	100
Case Study	1	10	10
Demonstration of Tactics	1	100	100
Participation in Demo role-plays	8	10	80
Pre- and Post-tests	2	25	50
Syllabus quiz	1	10	10
Supervisor Evaluations	3	20	60
			410

Schedule – This schedule is tentative; S&H refers to the Storey & Haymes text.

Session	Part 1	Part 2	Assignments Due
8/24*	• Pre-test, syllabus, and syllabus quiz • Review of supervision requirements		
8/31*	• Assessing skills – review of ABLLS and VB-MAPP (Dr. Calderhead)	• Discussion of data	• Online supervision training verification • Supervision contracts • Supervision consent forms • Read VB-MAPP Guide chapters 1-3 • Quiz on readings
9/7*	• Case Studies: Lucille and Merve (Complete Analyses in S&H, pp. 27-100)	• Discussion of data	• Quiz on case studies
9/14*	• Demo Model – Video modeling (Dr. Calderhead)	• Discussion of data	• Jones et al. (2014) • Plavnick et al. (2015) • Quiz on readings
9/21	• Student Demo 1 – Preference vs. Reinforcer assessments	• Discussion of data	• Glover et al. (2008) • Kelly et al. (2014) • Quiz on readings
9/28	• Student Demo 2 – DRA, DRO, and DRI	• Discussion of data	• Boudreau et al. (2015) • Lustig et al. (2014) • Quiz on readings • Supervisor evaluations due
10/5*	• Student Demo 3 – Behavioral Gerontology	• Discussion of data	• Adkins & Mathews (1997) • Baker, Hanley & Mathews (2006) • Quiz on readings
10/12	• Student Demo 4 – Chaining procedures	• Discussion of data	• Slocum & Tiger (2011) • Smith (1999) • Quiz on readings
10/19	• Student Demo 5 – Stimulus equivalence	• Discussion of data	• Cowley et al. (1992) • Lovett et al. (2011) • Quiz on readings

10/26	• Case Study: Yeng-Yeng (Partial Analysis in S&H, pp. 263-269)	• Discussion of data	• Yeng-Yeng Intervention Plan due
11/2	• Student Demo 6 –Trial-based functional analyses	• Discussion of data	• Rispoli et al. (2014) • Bloom et al. (2013) • Quiz on readings
11/9	• Student Demo 7 – Compound schedules of reinforcement	• Discussion of data	• Tiger, Hanley, & Heal (2006) • Falcomata et al. (2013) • Quiz on readings
11/16	• Student Demo 8 – Peer support strategies	• Discussion of data	• Carter et al. (2005) • Copeland et al. (2004) • Quiz on readings
11/23	• Thanksgiving (supervision optional with individual supervisor)		
11/30	• Discussion of data		• Post test • Supervisor evaluations due

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
  - Procedures in Cases of Academic Dishonesty #810213
  - Students with Disabilities #811006
  - Student Absences on Religious Holy Days #861001
  - Academic Grievance Procedures for Students #900823
- SHSU Academic Policy Manual-Curriculum and Instruction
  - Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728
  - Technology during instruction: Students are permitted to use technology that will aide in the learning process. Students are encouraged to take notes on lectures via their computer or tablets. However, cell phones are not allowed. Additionally, if the instructor suspects that a student is using technology for non-educational purposes (e.g., Facebook, email, Twitter, etc.), technology will no longer be permitted.
  - Technology during exams: Students are not permitted to use technology during exams or quizzes without explicit written approval from the instructor.
  - Technology in emergencies: In the event of an emergency, students will be allowed to use technology if necessary. Students are asked to exit the classroom when in use.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

Students will be expected to attend every class period unless they have received advanced approval for an excused absence. Students who are unable to attend class in person due to illness or other events are strongly encouraged to Skype into class to avoid missing the necessary material and group

supervision. If a student misses class, he or she will not be able to accrue fieldwork hours for that week unless he or she meets with their individual supervisor on two separate occasions that week, per the BACB requirements. To meet with an individual supervisor more than the scheduled time, the student must receive written approval from the group practicum supervisor and individual supervisor.

- The University allows one absence (3 clock hours) per course. Use the allowed absence for medical, family, and personal needs. There are no excused or unexcused absences in the class. Absences past **1 class meetings** (University Policy is 3 hours) result in 15 points absence reduction. After 2 absences, there will be an automatic grade reduction. After 3 absences, course grade is an F. Please discuss any extenuating circumstances with the professor as soon as possible.

Course Expectations

- **Late Assignment Policy:** All assignments will be submitted online to the class blackboard site, unless otherwise specified. Assignments are by 11:59 pm on the designated date. Assignments that are not submitted on time will accrue a 5% penalty per day, immediately following the assigned time (e.g. assignments due at 11:59 pm but submitted at 12:14 a.m. = 5% penalty).
- **Time Requirement:** For each credit hour, you will be expected to commit at least three hours of course time outside of class.
- **Grading Policy:** While I will do my best to score all assignments accurately, a potential for human error always exists. If you feel that an error was made in the scoring process, please submit a written or emailed explanation of the error and a justification, and I will review your concerns in a timely manner. Please do not try to discuss grading issues with me in person; always submit them in writing.

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Web resources:

- Association for Behavior Analysis International
  - http://www.abainternational.org/ba.asp
- Journal of Applied Behavior Analysis
  - http://seab.envmed.rochester.edu/jaba/
- The Analysis of Verbal Behavior http
  - //www.ncbi.nlm.nih.gov/pmc/journals/609/
- Cambridge Center for Behavioral Studies
  - http://www.behavior.org/
- Behavior Analysis.com

  - http://www.behavioranalysis.com/
- Behavior Analyst Online
  - http://www.behavior-analyst-online.org/
- Dick Malott - Behaviorism, Autism, Procrastination
  - http://dickmalott.com/behaviorism/

Recommended Journals:

Behavior Analysis in Practice
Behavior Analyst
Behavior Modification
Focus on Autism and Other Developmental Disabilities
Journal of Applied Behavior Analysis
Journal of Behavioral Education
Journal of the Experimental Analysis of Behavior
Research in Developmental Disabilities

Suggested APA Resources:

Web-based resources: http://www.apastyle.org/ or
http://www.wooster.edu/psychology/apa-crib.html or
http://webster.commnet.edu/apa/ or
http://owl.english.purdue.edu/owl/resource/560/01/ or
http://www.wisc.edu/writing/Handbook/DocAPA.html

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the

unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.