

Stephen F. Austin State University

JAMES I. PERKINS COLLEGE OF EDUCATION
Human Services and Educational Leadership



M.A. Applied Educational Psychology and Certificate in Applied Behavior Analysis

Certificate Approved by the
Texas Higher Education Coordinating Board

Student Handbook

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Program Resources

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Stephen F. Austin State University (SFA) is a regional university located in Nacogdoches, TX, a thriving historic community nestled in the beautiful piney woods of East Texas, only 132 miles from Houston and 165 miles from Dallas. With a student population of approximately 13,000, SFA has a strong reputation for excellence. Located within the Stephen F. Austin State University (SFASU) Perkins College of Education (PCOE) Department of Human Services and Educational Leadership, the ABA Certificate Program is on the cutting edge of research and technology.

Facilities

The Human Services and Telecommunication Building's (HSTC) network infrastructure accommodates gigabit Ethernet to the desktop for high-speed networking. It contains Interactive Television classrooms with H.323 protocol and H.320 backward compatibility. There is a digital video editing facility with the ability to stream media feeds for interactive Internet-distributed multimedia content. All classrooms have Ethernet connectivity for student use as well as multimedia presentation capability, Internet access, document cameras and sophisticated built-in computer systems. In addition, the building and campus offers wireless connection capability for students.

Many resources also are available in the College of Education, including a TV studio, Macintosh computer lab, and an audiovisual materials lab. State-of-the-art technology is available to students and faculty through the Center for Professional Development and Technology.

In addition to the above facilities and resources, the Human Services Building also contains a School Psychology Assessment Center, Human Neuroscience Laboratory, the Counseling Clinic, Stanley Speech and Hearing Clinic, and the Cole Audiology Laboratory. The *Journal of Human Services: Training, Research and Practice* with a national and international representation on the Editorial Board serves as a local opportunity for faculty and students' scholarship. The departmental website is www.humanservices.sfasu.edu, which provides an overview of all opportunities available. These settings have state-of-the-art equipment for training students in applied practice and research. Both the Counseling Clinic and Speech and Hearing Clinic have recording capabilities in all the clinic rooms, conference rooms, and student work areas.

The ABA Certificate Program provides graduate study in the field of ABA and operates consistently within the PCOE vision and mission:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

Consistent with the Perkins College of Education, the ABA Certificate Program faculty members strive to provide a program consistent with our beliefs. We believe in academic excellence, critical reflective thinking, lifelong learning, collaboration and shared decision making, openness to new ideas and cultural diversity, integrity, responsibility, ethical behavior, and service that enriches the community and the professional field.

Overview of the M.A. Applied Educational Psychology Program

The MA in applied educational psychology prepares a student to become a board certified in behavior analysts (BCBA). The program includes the seven VSC courses which are a verified course sequence (VCS) with ABAI (Applied behavior analysis international). The MA in educational psychology focuses on human development and well-being in educational and community contexts. It emphasizes critical thinking, problem-solving. This program teaches quantitative methodology, and the best practices in the field applied behavior analysis.

Goals and Objectives

The Master's in Applied Educational Psychology embraces a practitioner-scientist model of training in which practice, research, and theory are considered integrated components.

Practitioner: The practitioner is expected to demonstrate a high level of expertise in the professional practice of school psychology. This expertise includes the areas of consultation, assessment, and intervention.

Scientist: The scientist is expected to understand and advance basic knowledge in school psychology. Students are educated to be skilled consumers of research as well as researchers capable of examining relevant problems, both empirical and applied.

Through coursework and practical experiences, our Applied Educational Psychology Candidates will provide evidence of meeting the following Program Outcomes:

1. **Practical Knowledge:** The candidate will demonstrate a comprehensive knowledge of theory, practice, research, and assessment.
2. **Content Knowledge:** The candidate will demonstrate basic knowledge of educational psychology, specifically: assessment and treatment, prevention and intervention, applied psychological foundations, applied educational foundations, research and scholarly writing, and ethical and legal considerations.
3. **Behavior Assessment:** The candidate will identify and operationally define current problem areas, strengths, and needs through assessment, and measure the results of decisions based on those evaluations.
4. **Pedagogical and Professional Knowledge, Skills, and Dispositions:** The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions and effectively apply them in practice.
5. **Application of Principles and Procedures:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.

Professional Standards

The M.A. in Applied Educational Psychology is aligned with the 5th Edition Task List of the BACB ®. The

matrix below demonstrates how each course required in the certificate aligns with the required task list areas.

Course No	BACB Compliance Code and Disciplinary Systems; Professionalism	Behavior Assessment	Behavior-Change Procedures; Selecting and Implementing Interventions	Concepts & Principles	Measurements, Data Display and Interpretation; Experimental Design	Personnel Supervision and Management	Philosophical Underpinnings	TOTAL
SPSY 5305			45					45
SPSY 5301		45						45
SPSY 5302			15	15			15	45
SPSY 5306				45				45
SPSY 5303				15		30		45
SPSY 5336					45			45
SPSY 5304	45							45
TOTAL	45	45	60	75	45	30	15	315

Completion Requirements

Master’s students are required to take a minimum of 30 semester hours. Students that follow the course sequence complete the program in one year (see sequence below). Students who are approved to attend part-time have three years to complete the program.

Continuous registration is required for all students until degree completion. Students that fail to enroll for any one semester in the course sequence are considered on inactive status regardless of reason and must re-apply to the program for admission. Reapplication does not guarantee admission.

Any student-requested deviation from the official course sequence and/or degree plan must be approved by the program director in writing. Changes made without program director written approval will result in delays in program completion and a loss of good standing in the program. Loss of good standing could result in being placed on probation, and dismissal from the program.

Tentative Full-Time Enrollment Sequence*		
Fall	Spring	Summer
SPSY 5344: Human Growth & Development	SPSY - 5315 - Academic Assessment and Intervention	SPSY 5305 Severe Disabilities
SPSY 5302: School Based ABA	SPSY 5303: Individual Case Consultation	SPSY 5336 Single Case
SPSY 5301: Behavior Assessment	SPSY 5306 Applied Behavior Analysis	SPSY 5304 Ethics in ABA
SPSY 5331: Research Methods	SPSY 5304 Ethics in ABA	

*Course descriptions are located on the bottom of webpage found at <http://www.sfasu.edu/humanservices/97.asp>

Masters Comprehensive Examination

The comprehensive examination, based on the multiple-choice format used in the BCBA Exam, is designed as a final test of the basic knowledge the candidate has acquired during the Applied Educational Psychology Program. The examination addresses all didactic coursework. All questions are in objective format addressing BCBA Task List 5th <https://www.bacb.com/wp-content/uploads/2020/08/BCBA-task-list-5th-ed-210202.pdf>

Candidates receive results of the examination immediately after completion. Candidates must correctly answer 75% of the items on the exam. All students will receive notification in writing of the outcome. This written communication provides overall scores and domain scores. Failure to correctly answer 75% of the total items will require a retake. The time of the retake is to be determined by the collective faculty body. Students who fail the exam on their second retake may be dismissed from the program.

Overview of the ABA Certificate Program

The graduate certificate in Applied Behavior Analysis was authorized by the Texas Higher Education Coordinating Board (THECB) in 2020. The program is dedicated to producing ethical, responsible, and competent scholars in behavior analysis. The mission is to train students to apply scientific knowledge and method in the application of behavioral principles to solve social valid problems. Our program emphasizes critical thinking, communication, personal responsibility, social responsibility, empirical and quantitative skills, and teamwork. The curriculum and training are aligned with the 5th Edition Task List of the BACB®. Modality of instruction is face-to face, either in-person or via video conferencing.

Goals and Objectives

The ABA Certificate Program embraces a practitioner-scientist/scholar model of training in which practice, research, and theory are considered integrated components.

The ABA Certificate Program incorporates the BACB® requirements for certification as a behavior analyst. The ABA Certificate Program requires 21 semester credit hours. The certificate program is not currently a Verified Course Sequence. Students and completers who wish to become board-certified behavior analysts (BCBA) are responsible for obtaining all additional certification requirements. Completion of the certificate program does not guarantee eligibility to sit for the exam to become a BCBA.

Professional Standards

The ABA Certificate Program is aligned with the 5th Edition Task List of the BACB®. The matrix below demonstrates how each course required in the certificate aligns with the required task list areas.

Course No	BACB Compliance Code and Disciplinary Systems; Professionalism	Behavior Assessment	Behavior-Change Procedures; Selecting and Implementing Interventions	Concepts & Principles	Measurements, Data Display and Interpretation; Experimental Design	Personnel Supervision and Management	Philosophical Underpinnings	TOTAL
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SPSY 5306				45				45
SPSY 5303				15		30		45
SPSY 5336					45			45
SPSY 5304	45							45
TOTAL	45	45	60	75	45	30	15	315

Completion Requirements

In order to complete the certificate program, students must complete all required coursework with a passing grade of “C” or better. The certificate program can be completed in one academic year.

Tentative Full-Time Enrollment Sequence*		
Fall	Spring	Summer
SPSY 5302: School Based ABA	SPSY 5303: Individual Case Consultation	SPSY 5305 Severe Disabilities
SPSY 5301: Behavior Assessment	SPSY 5306 Applied Behavior Analysis	SPSY 5336 Single Case
	SPSY 5304 Ethics in ABA	

*Course descriptions are located on the bottom of webpage found at <http://www.sfasu.edu/humanservices/97.asp>

Information relating to both the M.A. Applied Educational Psychology and the ABA Certification

Faculty

The M.A. Applied Educational Psychology and the ABA certificate program faculty members are either BCBA's or have expertise in a required content area.

Licensure and Certification

The M.A. Applied Educational Psychology and ABA certificate program at SFA provides coursework experience toward certification as a BCBA. Completion of the certificate does not guarantee acceptance of materials by the BACB®.

Students and completers are responsible for completing additional requirements toward the BCBA credential. Information about requirements can be found at the BACB® website: <https://www.bacb.com>.

Application and Admission to the ABA Certificate Program

The Application to the SFASU Graduate School can be accessed at https://www.applytexas.org/adappc/gen/c_start.WBX. The University requires a \$50 application fee. Applicants to the program must demonstrate completion of a bachelor's from a regionally accredited institution of higher learning and completion of or current enrollment in a master's program in psychology, education, or a related field. Applicants are considered for admission based on meeting minimum GPA requirements by the program faculty.

Students with Disabilities

In a broad sense, any impairment of one or several of life's major physical activities, such as seeing, hearing, walking, etc., constitutes a physical disability. The severity of such conditions may vary greatly, but all students with physical disabilities have equal access to the educational and

extracurricular programs of the university by right and by law.

SFA does not discriminate on the basis of disability in admission to, access to, or operations of its programs, services, or activities, or in its hiring or employment practices. This notice is provided as required by Title II of the *Americans with Disabilities Act* of 1990 and is available in large print, on audiotape and in Braille.

SFA is a leader in the state of Texas in providing outstanding access to higher education for students with disabilities. The university takes great pride in this achievement. More than 85 percent barrier free, the university gives students with physical disabilities access to university facilities through handicapped parking, curb cuts, ramps, wide doors, Braille signs, and lowered elevator buttons and telephones. The university works closely with the Texas Department of Assistive and Rehabilitative Services.

Reasonable accommodations to students with physical disabilities include but are not limited to: allowing the taping and transcribing of lectures and classes; providing barrier-free meeting places for classes; allowing readers for blind students and signers for the deaf. A Braille machine, transcribers, and voice capable computers are available through the Steen Library and the Computer Center. In addition, some personal computers have been modified for use by students with disabilities and are linked to the mainframe.

To request Information or submit inquiries or complaints, contact the Office
of Americans with Disabilities Act Compliance Coordinator

<http://www.sfasu.edu/disabilityservices/>

P.O. Box 6130, SFA Station Nacogdoches, Texas,

75962-6130 Phone: 936.468.3004-Voice/TDD

Fax: 936.468.1368

Individuals needing auxiliary aids are invited to make their needs and preferences known to the ADA compliance coordinator. Upon admission, if you are a graduate student with a disability, plan to contact the director of disability services for needed assistance to make the transition to the campus and community as convenient and pleasant as possible.

ZOOM Admission

Applicants are admitted to the M.A. Applied Educational Psychology and the ABA certificate program and attend courses via ZOOM video conferencing.

- Students must attend courses in real-time, with face-to-face video conferencing via Zoom.
- Students will be responsible for all course assignments and program requirements.
- In the event of a technology issue of the instructor's/university's fault, the instructor will work with the student to ensure appropriate instruction is provided. If a technology issue of the student's fault occurs,

the course policy for class absences will be followed, according to the syllabus.

- Follow Appendix A: Distance Learning Policy

Types of Admission

1. Clear admission

An applicant to the ABA certificate program must have an overall grade point average of 2.5 and a grade point average of 2.8 on the last 60 hours of undergraduate work (exclusive of freshman-level courses), each on a 4.0 scale.

2. Probationary admission

An applicant to the ABA certificate program failing to achieve clear admission to graduate study may be considered for probationary admission on a case-by-case basis under which the student is eligible to work toward a graduate degree, but with the provision that the student earn a B average on course work the first semester or summer session of registration or be placed on academic suspension.

Grade Standards

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. If a student makes any grade lower than a C, he or she will be required to retake the course until a grade of “C” or better is obtained.

In addition, a GPA of 3.25 must be maintained at all times. A student whose cumulative grade point average is less than this is placed on academic probation. In the next semester or summer term in attendance, the student must achieve a cumulative 3.25 average. If the cumulative 3.25 is not met, the student is ineligible to continue graduate studies at SFA for one year and must officially reapply to the program in order to complete the degree after the suspension period. These rules apply to all 500 and 600 level courses.

Withheld: A grade of Withheld is given to the student who shows good cause for not completing the work by the end of the semester. The grade of Withheld is appropriate only in the case of unavoidable circumstances wherein a student cannot complete all of the coursework by the end of the semester/term. Examples of unavoidable circumstances include: documented illness which prevents a student from attending classes, death in the immediate family, military service, or other emergencies deemed appropriate by the instructor. A grade of Withheld should not be requested nor given for lack of completion of work because of procrastination or dissatisfaction with the grade earned.

A student who is entitled to receive a grade of Withheld must develop a written contract with the instructor of the course. The student and the instructor shall make specific written arrangements for removing the grade of Withheld. The instructor will also specify that, if the work is not completed by the assigned time, a grade of F will replace the Withheld on the student’s transcript. If the student completes the required work by the assigned completion date, the instructor will submit the new grade to the Office of the Registrar. In most instances, work to be completed should be finished within the first several weeks following the end of the semester/term. The maximum time allowed to finish the course work is one calendar year, after which the grade automatically turns to a F.

Advisors

Program plans are distributed, and advisors assigned at the time of admission notification. Faculty assigned as advisors are positioned to serve as mentors in students' professional development and consultants as unanticipated issues arise during enrollment. After the first year in the program, students may change advisor assignment by submission of the completed Request to Change Advisor form. The student must inform the initially assigned advisor and the prospective advisor and secure each of their signatures on the Request to Change Advisor form, which will be maintained in the program office or on the program website. Final assignments shall consider the current advisement load and faculty availability. All decisions relevant to a student's progress in the program, degree plans, and satisfactory completion of graduation requirements are the function of the collective program faculty. A representative from the student body is invited to attend these program meetings at which time decisions are made. A single faculty member may not make a unilateral decision regarding a student's status or progress to degree completion in the program.

Registration

Permits for registration are provided by the student's faculty advisor based on the student's program of study received at the time of admission. Registration is completed online in the SFA Banner system:

<https://sfacas.sfasu.edu/cas/login?service=https%3A%2F%2Fmysfa.sfasu.edu%2F%2Fc%2Fportal%2Flogin>

The open dates for registration can be found at <http://www.sfasu.edu/registrar/167.asp>.

Registration should be completed during open registration. Failure to enroll during that period may result in course cancellation.

Time Limitations

The Graduate School requires that all graduate coursework towards the M.A. Applied Educational Psychology and ABA certificate program must be completed within 6 years.

Transfer of Credits

A graduate student may transfer a maximum of six semester hours. To transfer any credit from other institutions, the student's application materials must include a memo requesting course transfer, the course syllabus/syllabi to be considered, and the transcript(s) documenting the grade of B or better, the date of the course, and that the course did not contribute to the completion of a prior degree. The exception is that ALL hours earned in an ABA certificate program can be considered for transfer into a graduate degree program. Course enrollment must have occurred no more than six years before application. Approval of the request must be received from the program faculty, the Department Chair, and the Academic Dean's Office. Any course accepted by transfer will carry credit but not grade-point value. If the student fails to complete work on the graduate degree at SFA before the expiration of the six years, the transfer credit will not be applicable toward a degree here.

Transfer credit cannot be awarded for the seven courses of the ABA certification in the M.A. Applied Educational Psychology.

Dismissal from the Program

A student may be expelled by faculty in the certificate in ABA program for any of the following reasons:

- ethical or legal violations
- academic failure (previously defined under grade requirements)
- professional incompetence or negligence

Retention

To remain in good standing in the program the student must: (1) maintain a minimum overall grade point average of 3.0; (2) maintain appropriate professionalism in class and field settings; (3) observe the fundamental rules of ethical conduct; and (4) receive successful annual reviews conducted by the department throughout their graduate training experience.

Consistent with university policy, the Department of Human Services reserves the right to refuse the privilege of further attendance to a student when it has become evident that the student lacks the personal qualities, professional characteristics, or scholastic attainments essential for success, as measured during the program and the internship on dispositions assessments and internship evaluations.

Due Process

Any student who disagrees with a decision relating to an academic matter should first contact the faculty member responsible for the decision and ask for further consideration of the issue. If not satisfied with the faculty member's action, the student should ask the chair of the Human Services and Educational Leadership department to review the matter and to intervene on behalf of the student. If further redress is needed, the student may appeal in writing to the Dean of the college, then to the Associate Vice President for Academic Affairs, and finally to the Vice President for Academic Affairs and Provost. Any written appeals should describe the nature of the petition, reasons for the request, and prior steps taken to resolve the matter.

The SFA student disciplinary process (described in detail by the SFA Office of Student Rights and Responsibilities: http://www.sfasu.edu/judicial/docs/Right_Direction.pdf) is designed to provide students information on a fair and impartial procedure should they be charged with any allegation. Along with due process, two other important elements in any student disciplinary system are notice and the opportunity to respond. For conduct code violations, a student receives notice from the Office of Student Rights and Responsibilities in a letter that describes the date, time and place of the infraction, a description or categorical listing of the infraction in relation to the conduct code, and the date by which the student must make an appointment to see the judicial officer for an initial meeting. The charged student's opportunity to respond comes through the hearing process where the student can offer an explanation of the incident or other evidence on the student's behalf. A decision is then made about the student's responsibility for the violation and an appropriate sanction, if needed, is assigned. The ABA certificate program in the Human Services and Educational Leadership Department follows the policies and procedures described by the SFA Office of Student Rights and Responsibilities. Students are strongly encouraged to obtain a copy of all rights and read them. It is important to be fully aware of all student rights and responsibilities.

Ethical Practice.

In order to enhance identification as a developing behavior analyst, the student will act in accordance with the professional ethical code of the BACB® https://www.bacb.com/ethics/#ethics_requirements. Likewise, as a representative of the University, the student has an obligation to perform at the highest level of functioning and professionalism at all times.

Upon entering a graduate program, acceptance of and adherence to an ethical and moral code is mandatory as a future societal role in leadership. It is important that students understand and maintain standards of intellectual honor that reflect well upon their conduct and the profession. Cheating and plagiarism, indeed any type of dishonorable conduct is morally degrading and ethically reprehensible. Moreover, such conduct seriously impedes true intellectual growth. In setting your goals and reviewing your conduct, there is a simple, clear standard. The sensible rule of thumb as always is to treat others and to deal with the property of others as carefully, thoughtfully, and considerately as you would want to be treated.

- **Cheating.** Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and un-permitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating.
- **Plagiarism.** Materials, even ideas, borrowed from others necessitate full and complete acknowledgment. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials or, indeed, even the writing of fellow students. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Academic Integrity and Misconduct in Research.
- **University Property.** For most graduate students, their department and college will be an elemental focus of their life for several semesters, even years, as they complete their professional training. In a sense, the campus becomes a home away from home and understandably familiarity may breed carelessness regarding the use of state property, such as telephones, photocopiers, facsimile machines, mail services and university records or files. It is illegal to remove equipment from the campus for use at home or in the field without proper approval. Wrongful use of such materials can incur legal liabilities.
- **Research Subjects.** In your professional training, you may on occasion be involved in projects using human subjects, laboratory animals or hazardous materials. Sensitivity, compassion and the highest professional standards are imperative ethical requirements in dealing with all living creatures. All research involving humans, laboratory animals, or hazardous material is regulated by the university and subject to state and federal regulations. The committees most actively involved in these areas are: the Institutional Review Board for the Protection of Human Subjects, Institutional Animal Care and Use

Committee, Institutional Biosafety Committee and Environmental Safety and Health/Radiation Committee.

- **Sexual Harassment.** SFA is committed to creating and maintaining an intellectual atmosphere in which students, faculty and staff may work productively and free from harassment, retaliation or intimidation. This is crucial for any learning environment. Sexual misconduct or harassment is not accepted or tolerated within the academic community. Sexual harassment is any unwanted sexual attention that makes another person feel uncomfortable, threatened or disrupts the individual or the workplace. It encompasses many areas. It can be verbal innuendo, offensive, pejorative or derogatory comments, sexual jokes, remarks about clothing or bodily features, requests for sexual favors, and improper advances or physical contact. Unfortunately, sexual harassment can and does go further. Sexual harassment also can be non-verbal. Whistling, suggestive or provocative sounds, vulgar gestures, and use of offensive sexual images are unacceptable. Sexual harassment can be physical, ranging from unnecessary touching, pinching, holding or detaining to assault or coerced sexual activity. All types of harassment are degrading and contrary to the mission of the university. Graduate students, male and female, need to know and be sensitive to issues of sexual misconduct.

Attendance

Class Attendance Policy (Policy 6.7): Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes.

Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses. However, ongoing feedback and inquiries about practice may occur prior to the final course evaluation, which will allow faculty opportunity to address and possibly make corrections that might prove beneficial to the collective student body. Evaluation data is used for a variety of important purposes, including: 1). Course and program improvement, planning, and accreditation; 2). Instruction evaluation purposes; and 3). Making decisions on faculty tenure, promotion, and retention. The evaluation guidelines state, “As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

APPENDIX A: Distance learning policy

Policy Statement:

Courses developed for distance education modalities (e.g., Zoom, online, hybrid) provide ease and convenience for candidates. As more course offerings move to virtual modalities, guidelines for course participation and etiquette for students and instructors creates course structure. Courses utilizing Zoom or other video conferencing tools benefit from explicit expectations to increase involvement.

Scope of Policy:

Candidates and instructors collaborating in an online course that utilizes Zoom or other video conferencing tools follow etiquette guidelines increasing course structure and establishing a productive course environment.

Policy:

1. Choose a location with low noise level, few distractions, and good connection to the internet. The connection should be made using a computer, not a phone. A landline connection is preferred. If the candidate's internet connection is unstable, they may be marked absent.
2. Candidates should display their first and last name. Preferred first names (e.g., Tom instead of Thomas) may be used as long as it is identifiable for faculty.
3. When attending synchronous classes, your video feed (i.e., camera) must stay on for the duration of the course period unless otherwise stated in the expectations in the course syllabus or as directed by the instructor for specific activities. Candidates attending the course or other event should ensure the background captured by the camera is appropriate (e.g., not in a bed or bathroom, at a sporting event, restaurant, or other place of business) and not distracting to others in attendance (e.g., movement of people or pets).
4. Background noise should be minimized. It may be recommended to join the meeting muted (check individual syllabi for each professor's preference). Use the mute function unless talking. If possible, use a headset with a microphone when talking to decrease distracting background noise. If it is not possible to use a headset, minimize noise distractions (e.g., lawn maintenance, noisy pets, other individuals in the house). If unable to move away from the loud or distracting environment, mute the microphone while not actively speaking so as to minimize distractions to others.
5. Wear appropriate clothing. Clothing suitable for in-person classes is appropriate for attending online classes (e.g., pajamas are not appropriate attire). Appropriate attire could range from casual to smart casual for class meetings.
6. Use appropriate language and gestures when participating in course discussions. Attempt to take turns during discussions and not talk over others.
7. Use the chat option to ask questions, if appropriate. Just as in face-to-face classes, use appropriate language that is not offensive or vulgar and refrain from making off topic comments.
8. If the video meeting platform has a "Raise Hand" function, use that function to indicate you have

something to say, as appropriate.

9. Do not multitask during the course period unless directed to find information related to the course by the instructor. Wait until after class to read emails, watch videos, or work on other course material.

10. Ask faculty for permission to record the class. In Texas, it is against the law to record anyone without their knowledge.

11. When taking an exam, your video feed must be on. Your video view must be of yourself and your work area. Failure to display yourself or your work area may result in a score of 0 for the exam.

12. Certain courses may have additional requirements specific to the nature of the course, which can be found in the course syllabus.

Parties and Responsibilities:

Candidates are responsible for adhering to the above procedures when participating in courses provided through Zoom or video conferencing platforms. Violations of procedures are addressed by faculty.

APPENDIX B: FAQ for recruitment

How do you become a BCBA ®?

It is best to review the BCBA ® (handbook https://www.bacb.com/wp-content/uploads/2020/11/BCBAHandbook_210513.pdf.) SFA offers a degree and behavior analytic coursework for option 1: Behavior Analytic Coursework.

Option 1: Behavior-Analytic Coursework

To apply for BCBA certification via this option, you must have an acceptable graduate degree from a [qualifying institution](#), have completed acceptable graduate coursework in behavior analysis, and have completed a defined supervised practical experience.



Do you offer supervision?

No, we do not offer a program that includes the supervision requirement. You will need to pursue supervision options independent of SFA.

Should I apply for the M.A. in Applied Educational Psychology or the ABA certification?

If you have a B.A. degree you will need a M.A. degree to become a BCBA. We recommend our M.A. in Applied Educational Psychology. The seven courses which are a part of our verified course sequence (VCS; meets the behavior analytic coursework component of option 1) are embedded in M.A Applied Educational Psychology. If you already have an M.A. degree or enrolled in a program you should apply to the ABA certification. The certification program includes the seven courses in our VCS program.

What is a BCBA ®?

A Board-Certified Behavior Analyst ® (BCBA) is a person with a certification in applied behavior analysis. BCBA's receive this certification through the Behavior Analyst Certification Board. Applied behavioral analysis (ABA) uses scientific and systematic processes to help influence an individual's behavior. Behavior analysts can work in schools, classrooms, hospitals, clinics, and nonprofits; many analysts specialize in certain areas like autism, developmental disabilities, or mental health issues.

When are classes held?

Classes are held weekday evenings between 4:30 and 9:45pm. You will attend classes through zoom. The classes are a mixture of asynchronous and synchronous content.

How long is the program?

Both programs can be finished in 1 year of full-time enrollment during fall, spring, and summer semesters.