SPCE 638: Field Experience in Applied Behavior Analysis

Ball State University, Department of Special Education
Applied Behavior Analysis & Autism Program
Fall 2026, Section 818, CRN 37842

Instructor Information

Dr. Lorne Balmer, BCBA-D

ABA & Autism Program, Department of Special Education
Ball State University, Muncie, IN

Instructor Contact Information

Lorne.balmer@bsu.edu

Office Hours:

I hold office hours at 12:00 on Mondays. (EST)

*It is recommended that you schedule an individual time to discuss course related issues with me. Please email me three dates and times that work for you, and I will accommodate!

*Please check the course Canvas page for current office hours and video conference information.

Course Information

Course Description

Field-based course designed to offer students practical training to enhance their clinical and professional skills. The course material aligns with best practice standards established through research-based and empirically supported methods. It provides overview of practical issues in applied behavior analysis. Students will be responsible for identifying field placement and a clinical supervisor to meet course requirements.

Prerequisites: SPCE 610, 611, 680, and 682, each with a minimum grade of B or better

Course Modality/Structure

This is an online asynchronous course. During the fall and spring semesters, this course is offered across a 16-week semester. During the summer semester, this course is offered across a 10-week semester. During the abbreviated semesters, you will complete more than one module per week. It's important to pay careful attention to the course calendar.

Please be advised that this is a very complex subject matter that requires a significant dedication of time.

This is a rigorous course with extensive reading. This is a 3-hour class, which means a minimum of 9 to 10 hours per week should be dedicated to the course. Some weeks may require up to 20 hours. All the reading and materials to be reviewed must be completed early in thew week assigned so that you can complete the required assignments. You are highly encouraged to attend weekly office hours with your instructor. Course expectations reflect those of a graduate level class. Graduate students are expected to actively participate in all course activities and complete assignments in a timely manner. You are expected to utilize all resources in a way that result in mastery and fluency with course materials and that will allow you to develop the skills necessary to provide appropriate supports as a behavior analyst in the future.

Program & Course Goals and Learning Outcomes

The primary learning objectives of the master's program focus on students gaining knowledge in the following areas of ABA and autism. Our course objectives align with the following programmatic objectives:

Program Learning Objectives (PLO)	
PLO2:	Apply the concepts of behavior analytic principles in applied settings
PLO10:	Develop culturally informed intervention strategies, appreciate and acknowledge differences, and maintain clinical and professional skillsets that value diversity, equity, and inclusion
PLO12:	Complete a supervised field-based experience with the goal of demonstrating mastery in the ethical application of behavioral interventions.
PLO14:	Pass the examination to become a Board Certified Behavior Analysts (BCBA) through the Behavior Analyst Certification Board (BACB).

Visit our program website to access our program and capstone handbooks!

This course serves to develop students' abilities to apply and demonstrate application and behavior analysis in a supervised field-based experience. At the end of this course, the student will be able to:

Course Objectives (CO)	
CO-1	**Understand the Purpose and Design of Supervision**: Students will be able to articulate the objectives and key components of effective supervision in the field of Applied Behavior Analysis (ABA), including the roles and responsibilities of both supervisors and supervisees.
CO-2	**Develop a Supervision Contract**: Students will draft and submit a formal supervision contract outlining the expectations, goals, and logistics of their

	supervisory relationship, ensuring clarity and mutual agreement between themselves and their supervisor.
CO-3	**Identify Primary Field-Based Experience Site**: Students will specify and document the location of their primary field-based experience, including relevant details about the setting and its suitability for meeting their training goals.
CO-4	**Create and Submit SMART Goals for Supervision**: Students will formulate and submit SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for their supervision process, reflecting their professional development needs and aspirations within the field.
CO-5	**Review and Reflect on Supervisory Relationships**: Students will engage in a reflective exercise to assess their understanding of the dynamics of supervisory relationships, including potential challenges and strategies for effective communication and feedback.
CO-6	**Develop Supervision Skills Tailored to Staff Levels:** Demonstrate the ability to adapt supervision techniques and communication strategies to meet the varying needs of different staff levels (RBTs, BCaBAs, and trainees). Create individualized supervision plans that align with the experience and competencies of each staff member.
CO-7	**Implement Ethical Supervision Practices:** Identify and address common ethical dilemmas encountered in supervision. Apply ethical guidelines and standards to ensure fair, respectful, and professional interactions with all supervisees.
CO-8	**Build and Maintain Effective Rapport and Trust:** Utilize strategies for building strong, trusting relationships with supervisees at different levels of expertise. Practice techniques for maintaining rapport and addressing challenges in supervisory relationships to foster a supportive and positive environment.
CO-9	**Enhance Mentorship and Professional Development:** Develop mentorship strategies that support the professional growth of staff members, including providing constructive feedback and setting developmental goals. Evaluate and adjust mentoring approaches based on the supervisee's level of understanding and progress.
CO-10	**Facilitate Effective Communication and Collaboration:** Employ communication techniques that promote clarity, openness, and collaboration in supervisory meetings. Address and resolve communication barriers to ensure that feedback and expectations are effectively conveyed and understood by all staff levels.
CO-11	**Effectively On-Board New Clients:** Develop and implement a comprehensive onboarding process for new clients that includes initial assessments, goal setting, and establishing service expectations. Ensure smooth transitions by creating personalized plans based on client needs and referral information.
CO-12	**Determine the Best Fit for Services Based on Referral Concerns:** Analyze and interpret referral concerns to match clients with appropriate services and

	practitioners. Use client profiles and referral information to make informed decisions about service alignment and suitability.
CO-13	**Selection and Implementation of Assessment Methods:** Identify and apply various assessment methods to accurately evaluate client needs and progress. Choose assessment tools and techniques that are evidence-based and tailored to individual client profiles.
CO-14	**Determining Intensity of Service Delivery and Hours:** Evaluate client needs to determine the appropriate intensity and frequency of service delivery. Adjust service plans based on ongoing assessments and client progress to optimize outcomes. Consideration of staffing availability.
CO-15	**Factors that Influence Service Delivery Based on Continued Progress Monitoring:** Use client feedback and data to continuously monitor and adjust service delivery for effectiveness. Implement changes to service plans as needed to better meet client needs and improve overall service quality. Considerations of staffing & wrap-around supports.
CO-16	**Incorporate Cultural Variables into Assessment and Intervention:** Identify and integrate relevant cultural variables into the assessment and intervention processes to ensure culturally responsive practices. Adapt assessment tools and intervention strategies to account for cultural differences and enhance effectiveness.
CO-17	**Demonstrate Cultural Humility in Professional Interactions:** Practice cultural humility by acknowledging and addressing personal biases, and engaging in continuous self-reflection and learning. Foster open and respectful communication with clients and colleagues from diverse cultural backgrounds.
CO-18	**Application of Principles of Diversity, Equity, and Inclusion to Service Delivery:** Implement Diversity, Equity, and Inclusion (DEI) principles to promote equitable access to services and support for all clients. Develop and apply strategies that address and mitigate systemic barriers affecting diverse client populations.
CO-19	**Building Culturally Inclusive Relationships:** Establish and maintain trust with clients by understanding and respecting their cultural contexts and values. Use culturally sensitive approaches to build rapport and ensure client engagement in the therapeutic process.
CO-20	**Evaluate and Adapt Practices Based on Cultural Feedback:** Collect and analyze feedback related to cultural competence from clients and colleagues to inform practice improvements. Adjust service delivery and intervention plans based on cultural feedback to enhance client satisfaction and outcomes.
CO-21	**Advocate Effectively for Client Needs:** Develop and apply strategies to advocate for client needs and rights within various systems, including healthcare, educational, and community settings. Demonstrate skills in communicating client concerns and negotiating with stakeholders to secure appropriate services and support.

CO-22	**Build and Enhance Supports within the Client's Environment:** Identify and establish supportive resources and interventions within the client's environment to facilitate their success, well-being, and fostering independence. Collaborate with families, caregivers, and other professionals to create a network of support that aligns with the client's goals and needs.
CO-23	**Implement and Evaluate Least Restrictive Interventions:** Apply principles of least restrictive intervention to ensure that client support strategies and interventions are minimally invasive and respectful of client autonomy. Continuously assess the effectiveness of interventions to ensure they are appropriate and consider less restrictive alternatives when possible.
CO-24	**Determine When to Fade/Discontinue Services:** Develop criteria for evaluating when a client has met their goals or no longer requires services, ensuring a smooth transition out of services. Implement a structured process for discontinuing services, including providing referrals to alternative supports and ensuring that clients and families are informed and prepared for the transition.
CO-25	**Identify and Engage Key Community Partners:** Develop skills to identify relevant community organizations, agencies, and stakeholders that can support client needs and service objectives. Establish initial contact and initiate relationship-building efforts with potential partners to explore opportunities for collaboration.
CO-26	**Build and Sustain Collaborative Relationships:** Cultivate and maintain effective collaborative relationships with community partners through consistent communication, trust-building, and shared goals. Implement strategies to overcome barriers and enhance collaboration with various stakeholders to maximize client support.
CO-27	**Support and Coordinate Wrap-Around Services for Clients:** Develop and coordinate wrap-around services that integrate multiple supports and resources to address comprehensive client needs. Facilitate collaboration among community partners to ensure that clients receive a holistic and coordinated approach to their care and support.
CO-28	**Create and Strengthen Community Supports:** Identify and leverage community resources and supports to enhance service delivery and client outcomes. Build and enhance local networks and supports to provide additional assistance and opportunities for clients, fostering community integration.
CO-29	**Evaluate and Optimize Collaborative Efforts and Community Supports:** Assess the effectiveness of collaborative relationships and community supports in meeting client goals and needs. Use feedback and evaluation data to make informed adjustments to partnerships, service coordination, and community support strategies to improve overall effectiveness.
CO-30	**Assessing Community Needs**: Systematically evaluate and analyze community needs related to behavioral health and ABA services. This includes conducting surveys, interviews, and data collection to identify specific gaps and areas where pro-bono ABA services could make a significant impact.

CO-31	**Identifying Interested Parties**: Identify and engage key interested parties within the community who are essential to the success of philanthropic ABA initiatives. This involves mapping out individuals, organizations, and community groups who have an interest or investment in the provision of ABA services and understanding their roles and influence.
CO-32	**Identifying Sources of Funding**: Develop skills to research and identify potential funding sources for ABA-related philanthropic projects. This includes exploring grants, donations, sponsorships, and other financial resources, as well as understanding the application and reporting processes for securing and managing these funds.
CO-33	**Establishing a Timeline**: Create a detailed project timeline for the implementation of a philanthropic ABA initiative. This includes setting realistic milestones, deadlines, and deliverables, as well as developing contingency plans to address potential challenges and ensure the project's successful execution.
CO-34	**Demonstrate Professional Conduct**: Exhibit professional behavior and adherence to ethical standards in various field-based settings. This includes understanding and practicing appropriate dress codes, punctuality, confidentiality, and respectful interactions with clients, colleagues, and stakeholders.
CO-35	**Develop Effective Communication Skills**: Enhance ability to communicate clearly and effectively in both verbal and written formats. This involves practicing active listening, providing constructive feedback, and tailoring communication styles to diverse audiences, including clients, families, and interdisciplinary team members.
CO-36	**Navigate Interpersonal Relationships**: Learn strategies to build and maintain positive working relationships with clients and colleagues. This includes managing conflicts, demonstrating empathy, and fostering a collaborative environment to ensure productive and supportive interactions within professional settings.
CO-37	**Apply Etiquette in Professional Settings**: Apply appropriate etiquette in various professional contexts, including meetings, presentations, and client interactions. This includes learning protocols for professional correspondence, meeting conduct, and cultural sensitivities to ensure respectful and effective interactions.
CO-38	**Prioritize Tasks Effectively**: Identify and prioritize tasks based on urgency and importance within their field-based ABA practice. This includes utilizing tools and techniques such as the Eisenhower Matrix or task lists to ensure that high-priority activities are completed in a timely manner.
CO-39	**Develop and Implement a Time Management Plan**: Create a structured time management plan tailored to their specific field-based responsibilities. This includes setting realistic goals, establishing daily and weekly schedules, and allocating time blocks for various tasks such as client sessions, documentation, and professional development.
CO-40	**Utilize Time Management Tools**: Develop proficiency in using various time management tools and technologies to enhance productivity. This includes

	calendar applications, task management software, and time-tracking tools to organize their work, set reminders, and monitor time spent on different activities.
CO-41	**Evaluate and Adjust Time Management Strategies**: Develop the ability to regularly assess the effectiveness of their time management strategies and make necessary adjustments. This involves reflecting on time management practices, identifying areas for improvement, and implementing changes to enhance efficiency and professional success.
CO-42	**Understand Certification and Licensure Requirements**: Develop a comprehensive understanding of the certification and licensure requirements for practicing ABA in various jurisdictions. This includes familiarizing themselves with the application processes, examination requirements, continuing education obligations, and renewal procedures for relevant credentials such as the Board Certified Behavior Analyst (BCBA) designation.
CO-43	**Navigate Legal and Ethical Considerations**: Identify and adhere to the legal and ethical standards governing ABA practice. This includes understanding client rights, informed consent, mandatory reporting obligations, and maintaining confidentiality to ensure compliance with local, state, and federal regulations.
CO-44	**Master Documentation Practices**: Review the importance of developing skills in accurate and thorough documentation of ABA services. This includes learning to write clear and detailed progress notes, treatment plans, and reports that meet professional standards and legal requirements. Emphasis will be placed on the importance of documentation for tracking client progress, ensuring accountability, and supporting reimbursement processes.
CO-45	**Prepare for Audits and Reviews**: Learn to prepare for and manage audits or reviews of ABA services. This includes understanding the documentation and procedural requirements for audits, implementing best practices for record-keeping, and preparing for potential evaluations by regulatory bodies or insurance companies.
CO-46	**Develop Professional Networking Strategies**: Learn effective strategies for building and maintaining a professional network within the field of ABA. This includes identifying key contacts, attending relevant conferences and workshops, and engaging in professional organizations and online communities to enhance career opportunities and collaborations.
CO-47	**Create and Maintain a Professional Online Presence**: Develop skills in establishing and managing a professional online presence. This includes creating a polished LinkedIn profile, participating in relevant forums and social media groups, and sharing professional achievements and insights to enhance visibility and career prospects.
CO-48	**Engage in Mentorship and Professional Development**: Explore opportunities for seeking mentorship and ongoing professional development. This involves identifying potential mentors, setting up mentorship relationships, and pursuing

	additional training, certifications, or specializations to support career growth and advancement in ABA.
CO-49	**Prepare for Career Advancement**: Develop a comprehensive career plan that includes setting short- and long-term professional goals. This includes creating a tailored resume and cover letter, preparing for job interviews, and understanding different career paths within ABA to effectively position themselves for future opportunities.
CO-50	**Develop Leadership Skills**: Review and apply key leadership skills necessary for effectively managing teams and projects within the field of ABA. This includes practicing decision-making, delegation, and motivational techniques to lead and inspire colleagues, supervisees, and interdisciplinary team members.
CO-51	**Cultivate Assertiveness in Professional Interactions**: Develop and practice assertiveness skills to confidently and respectfully communicate needs, opinions, and boundaries in professional settings. This involves role-playing scenarios, receiving feedback, and employing strategies to handle conflicts and negotiate effectively.
CO-52	**Enhance Team Collaboration and Conflict Resolution**: Acquire techniques for fostering collaboration and resolving conflicts within a team. This includes understanding team dynamics, facilitating productive discussions, and employing strategies for managing and mitigating disagreements to ensure a cohesive and effective work environment.
CO-53	**Implement Leadership Strategies in Field-Based Practice**: Apply leadership theories and strategies to their field-based experiences in ABA. This includes leading client sessions, coordinating with other professionals, and managing case-related tasks while demonstrating effective leadership behaviors and assertive communication in real-world contexts.
CO-54	**Analyze and Interpret Behavioral Data**: Review the importance of developing the ability to critically analyze and interpret behavioral data collected during ABA sessions. This includes identifying patterns, trends, and anomalies in data to make informed decisions about treatment plans and interventions.
CO-55	**Evaluate the Effectiveness of Interventions**: Review the importance of learning to master being able to assess the effectiveness of various ABA interventions by applying critical thinking to evaluate their outcomes. This involves comparing the results against predefined goals, considering alternative explanations for behavior changes, and making data-driven adjustments to improve treatment efficacy.
CO-56	**Apply Problem-Solving Techniques to Complex Cases**: Enhance problem-solving skills by addressing complex cases and scenarios in ABA practice. This includes formulating and testing hypotheses, evaluating the impact of different strategies, and adapting interventions based on a thorough analysis of client needs and environmental variables.
CO-57	**Integrate Theoretical Knowledge with Practical Application**: Integration of theoretical knowledge of ABA principles with practical application in field-based

	settings. This involves applying concepts from behavior analysis to real-world situations, critically evaluating the alignment between theory and practice, and adjusting approaches based on empirical evidence and professional judgment.
CO-58	**Implement Self-Care Strategies**: Develop and apply personalized self-care strategies to maintain well-being and prevent burnout in their professional practice. This includes identifying stressors, setting boundaries, managing workload, and incorporating regular self-care activities such as exercise, relaxation, and hobbies into their routine.
CO-59	**Recognize and Address Signs of Burnout**: Identify early signs of burnout in themselves and in their colleagues. This includes understanding symptoms such as emotional exhaustion, depersonalization, and reduced personal accomplishment, and implementing strategies to address these signs proactively.
CO-60	**Develop Stress Management Techniques**: Acquire and practice effective stress management techniques to handle the demands of their field-based ABA roles. This includes techniques such as mindfulness, time management, and seeking support from supervisors or peers to mitigate the impact of work-related stress.
CO-61	**Create and Implement Support Systems for Caregivers**: Design and propose support systems to assist caregivers in managing stress and preventing burnout. This includes creating resources such as support groups, educational materials, and referral systems to ensure caregivers receive the necessary support and guidance.
CO-62	**Prepare for BCBA Examination.** Pass the mock BCBA examination.

BACB Test Content Items

This course is designed to satisfy the following requirements:

Experiential Learning in Behavior Analysis (45 Hours): 1 Freestanding Course

This course is designed to address from the BCBA 6th Edition Test Content Outline: (see the course objectives above.

BCBA Test Content Outline (6th ed.) Topics Covered	
A.1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).	F.1 Identify relevant sources of information in records (e.g., educational, medical, historical) at the outset of the case.
C.1 Create operational definitions of behavior.	F.2 Identify and integrate relevant cultural variables in the assessment process.
C.7 Measure efficiency (e.g., trials to criterion, cost-benefit analysis, training duration).	F.4 Design and evaluate preference assessments.
C.8 Evaluate the validity and reliability of measurement procedures.	F.7 Interpret assessment data to determine the need for behavior-analytic services and/or referral to others.
C.11Interpret graphed data.	F.8 Interpret assessment data to identify and prioritize socially significant, client-informed, and culturally responsive behavior-change procedures and goals.
C.12 Select a measurement procedure to obtain representative procedural integrity data that accounts for relevant dimensions (e.g., accuracy, dosage) and environmental constraints.	G.16 Design and evaluate procedures to maintain desired behavior change following intervention (e.g., schedule thinning, transferring to naturally occurring reinforcers).
E.1 Identify and apply core principles underlying the ethics codes for BACB certificants (e.g., benefit others; treat others with compassion, dignity, and respect; behave with integrity).	G.18 Evaluate emotional and elicited effects of behavior-change procedures.
E.2 Identify the risks to oneself, others, and the profession as a result of engaging in unethical behavior.	G.19 Design and evaluate procedures to promote emergent relations and generative performance.

E.3 Develop and maintain competence by engaging in professional development activities (e.g., read literature, seek consultation, establish mentors).	H.2 Identify and recommend interventions based on assessment results, scientific evidence, client preferences, and contextual fit (e.g., expertise required for implementation, cultural variables, environmental resources).
E.4 Identify and comply with requirements for collecting, using, protecting, and disclosing confidential information.	H.3 Select socially valid alternative behavior to be established or increased when a target behavior is to be decreased.
E.5 Identify and comply with requirements for making public statements about professional activities (e.g., social media activity; misrepresentation of professional credentials, behavior analysis, and service outcomes).	H.4 Plan for and attempt to mitigate possible unwanted effects when using reinforcement, extinction, and punishment procedures.
E.6 Identify the conditions under which services or supervision should be discontinued and apply steps that should be taken when transitioning clients and supervisees to another professional.	H.6 Make data-based decisions about procedural integrity.
E.9 Engage in cultural humility in service delivery and professional relationships.	H.7 Make data-based decisions about the effectiveness of the intervention and the need for modification.
E.10 Apply culturally responsive and inclusive service and supervision activities.	H.8 Collaborate with others to support and enhance client services.
E.11 Identify personal biases and how they might interfere with professional activity.	H.2 Identify and recommend interventions based on assessment results, scientific evidence, client preferences, and contextual fit (e.g., expertise required for implementation, cultural variables, environmental resources).
E.12 Identify and apply the legal, regulatory, and practice requirements (e.g., licensure, jurisprudence, funding, certification) relevant to the delivery of behavior-analytic services.	I.1 Identify the benefits of using behavior-analytic supervision (e.g., improved client outcomes, improved staff performance and retention).
I.2 Identify and apply strategies for establishing effective supervisory relationships (e.g., executing supervisor-supervisee contracts, establishing clear expectations, giving and accepting feedback).	I.3 Identify and implement methods that promote equity in supervision practices.
I.4 Select supervision goals based on an assessment of the	I.5 Identify and apply empirically validated and culturally

supervisee's skills, cultural variables, and the environment.	responsive performance management procedures (e.g., modeling, practice, feedback, reinforcement, task clarification, manipulation of response effort).
I.6 Apply a function-based approach (e.g., performance diagnostics) to assess and improve supervisee behavior.	I.7 Make data-based decisions about the efficacy of supervisory practices.

Course Materials

All required course materials can be obtained through the Ball State First Day program. All students are automatically enrolled each semester. Please check your bsu.edu email for information about delivery of physical and digital materials. Students who wish to opt out during the **Fall 2026** semester must do so by **August 30, 2026**. Students who opt out are responsible for obtaining all required course materials on their own through the Ball State Bookstore or another retailer. If you opt out, your digital access will expire shortly after, and you will lose access to publisher-provided course content, online assignments, quizzes, and exams.

Textbooks

Required Texts

Hall, Carmen & Maich, Kimberly & Anderson, Brianna (EdS). (2023). People Skills for Behavior Analysts. Routledge: New York.

Other Required Materials

Required Articles

In addition to readings assigned from the texts above, there will be articles assigned as required reading. You can access these articles through the library reading list that is linked in Canvas.

Vizi BCBA® Exam Prep

The Vizi BCBA Exam Prep program is a virtual textbook that is designed as a study guide for those pursuing the BCBA and BCaBA credentials. You should be billed for this textbook through the University fees. You should see a link in Canvas allowing you access to the modules relevant to this course. If you are planning to take the BCBA exam in the near future, you can also purchase the full-length Exam Prep and practice examinations for a discounted rate.

Standard Celeration Chart

Students will be required to chart their SAFMEDS assignments across all courses in the graduate program using a standard celeration chart. Therefore, you will need to purchase 10 standard celeration charts. We will use a Daily per Minute Chart. If you have an electronic standard celeration chart available, you may use that. You may purchase standard celeration charts from the BSU bookstore or directly from the following website:
https://www.behaviorresearchcompany.com/product/ball-state-bundle/

As well, to prepare your SAFMEDs materials, you will need to purchase a set of sixty index cards.

Computer/Technical Equipment

In order for you to be successful in this type of course (e.g. online delivery, distance education), you will need the technology listed in Canvas. A Computer (Mac or PC) with high-speed Internet access is required. You should plan to use Firefox for exams. You will not be able to see all images if you use Chrome. Information regarding technical support, data privacy, and accessibility can also be found in Canvas. This course requires the use of the Respondus LockDown Browser and Monitor for the final exam, as described in the Exam Proctoring policy. If you experience difficulties, contact the BSU Technology Helpdesk.

Course Assignments and Assessments

Table 1: Course Point Distribution and Grading Scale

Points are earned as follows:

Assignment/Exam	Points
Engagement Exercises	
Supervision contract	Complete/Incomplete
Field Experience Site Information	Complete/Incomplete
Supervisor Evaluation	Complete/Incomplete
Community Partnership Assignment	Complete/Incomplete
Supervision Hour Logs & Journals (8)	Complete/Incomplete
Supervision Checklist (completion of the above assignments)	700
Assignments	
Clinical Toolkit Assignments (12)	590
Assessments	
Vizi Pre-Exam	Complete/Incomplete
Vizi Study Plan	10
Vizi Post Exam 1 (10 extra credit points)	+10
Vizi Final Exam – minimum score of 83% accepted	Complete/Incomplete
Capstone Assignments	
Demonstration of Clinical Skills	Complete/incomplete
SAFMEDS and Standard Celeration Chart (Complete/Incomplete) SAFMEDs Deck Check Points Final Check Point	Complete/incomplete

Comprehensive Study Guide (Complete/Incomplete) Check Points Final Submission	Complete/incomplete
Infographic (Complete/Incomplete; no revisions)	Complete/incomplete
Capstone Checklist (based on complete/incomplete of the above assignments)	700
Capstone Requirement Statement: To pass this course, students must complete all components of the Capstone Portfolio. Students who do not complete every component will receive a failing grade, regardless of their total points earned in the class. For students admitted in Fall 2025 and beyond, successful completion of the Capstone Project in each course is also a requirement for graduation. Please download and carefully the Capstone Project Student Handbook, which will provide all details and requirements.	
TOTAL	**2000**

Fieldwork Course Expectations – Applied Behavior Analysis (ABA)
The fieldwork courses in ABA are designed to support students in developing and demonstrating the essential competencies required for ethical and effective clinical practice. The course consists of three major components, each contributing to the final grade.

Two of these components are graded on a **Complete/Incomplete** basis and are **required for successful completion** of the course:

1. Capstone Project – 35% (Complete/Incomplete)
The Capstone Project represents a culmination of the student's applied learning and preparation for future certification. To pass this component, students must successfully complete **all** of the following elements:

- **SAFMEDs** (Say All Fast a Minute Each Day Shuffled) – submission and demonstrated progress
- **Infographic** – visually engaging and accurate representation of a key ABA concept
- **Comprehensive Study Guide** – covering core concepts, terminology, and application
- **Clinical Demonstration of Skill** – submission of clinical skill evaluated by supervisor/instructor
- **Vizi Final Exam** – must obtain a minimum score of **78%**

Students will complete a **Vizi Pretest** at the beginning of the semester to assess baseline knowledge. Practice tests will be available throughout the term, and the final exam will open **one month prior to the end of the semester**. Students are encouraged to retake the final as many times as necessary to reach the passing threshold. Successful completion of this assessment is intended to prepare students for the BACB credentialing exam.

2. Supervision & Hour Logs – 35% (Complete/Incomplete)
To pass the supervision component, students must meet **both** of the following minimum requirements:

- Submit **at least 6 complete hour logs** reflecting supervised fieldwork activity
- Complete a minimum of **70 hours of supervised practice** during the semester, verified by an approved supervisor

Accurate, timely submission of documentation is essential to ensure alignment with BACB fieldwork standards. These submissions are due bi-weekly. Acceptance of late submissions are at the discretion of your course instructor.

3. Digital Toolkit – 30% (Graded)
The remaining 30% of the course grade will be based on students' **Digital Toolkit** submissions. These assignments are designed to build a personal, professional resource portfolio that supports competency development, organization, and future clinical work.

Important Note on Course Completion
Because the Capstone Project and Supervision components are critical to the course and aligned with BACB-required competencies, **failure to complete either of these components will result in a failing grade for the course**. In rare cases, students may qualify for an **incomplete grade in accordance with university policy**; however, these are typically reserved for extenuating circumstances, at the discretion of your instructor, and are **not guaranteed**.

Students are encouraged to stay proactive in tracking their progress and communicating with the course instructor and supervisor throughout the semester to ensure they are meeting all required benchmarks.

All items in green and labeled "Complete/Incomplete" are graded as complete/incomplete; all items in black font and labeled "Point-Based" are graded as point-based. The grading style of each assignment is stated in the table above. The description of each grading approach is summarized below:

Complete/Incomplete assignments: For any assignment scored as Complete/Incomplete, if any part of that assignment is incomplete on the associated rubric, the assignment will be scored as incomplete. If you receive an 'incomplete' on these assignments, you will be given the chance to revise your work and resubmit. To avoid repeatedly having to revise your work, use antecedent and consequent-based strategies. Antecedent strategies include actively participating in office hours and/or the discussion forum, reviewing all the assignment details and creating your assignment checklist, and focusing on the detailed instructions that will support your knowledge acquisition. Please, also, pay attention to the feedback your instructor has given you – and use that to fix/adjust your work for resubmission. *You have a maximum of 1 week from the day an assignment is marked as Incomplete to submit a revision.*

Point-based assignments: There are also points-based types of activities/assessments in this course, and there will be clear specifications as to how you earn points for these assignments. Your submission will be graded based on the points you earn only. Your instructor is unlikely to give you the opportunity to revise these assignments.

Table 2: Course Grading Scale

Grading Scale (percent of possible points)		
A- = 90-93	A = 94-100	
B- = 80-83	B = 84-86	B+ = 87-89
C- = 70-73	C = 74-76	C+ = 77-79
D- = 60-63	D = 64-66	D+ = 66-69

Note: Canvas does not round up when assigning letter grades, so a score of 93.98 is an A-.

Course Assignments Subject to Change

Assignment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on Canvas and are subject to change to support the learning process. Please check Canvas regularly to stay informed and on track.

Statements, Policy, and Information

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Disability Statement

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before

any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Attendance Policy

Your regular participation and timeliness are important to your academic success. In online courses this takes the form of participation in discussion via forums, discussion boards, and other electronic means provided. As this is an online course, it is up to every student to stay on track and not fall behind. You must be self-motivated and disciplined to meet all due dates. Developing a routine is essential. All assignments should be submitted via Canvas by 12:00 AM Eastern Standard Time on the due date specified in the course schedule. There will be no exceptions made for this deadline unless otherwise stated. We understand that students may live in a different time zone, but a uniform time must be set so that all students receive feedback in a timely manner. If you cannot submit an assignment by the due date, you are strongly encouraged to contact your instructor. School loans are now tied directly to class attendance/participation. Students with loans risk losing funding if they do not regularly participate. participation in the form of logging in, writing in a forum, or submitting a written assignment is *mandatory*.

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

Title IX / Sex Discrimination

Ball State University is committed to maintaining an educational environment free from sex discrimination, including sexual harassment, sexual misconduct, dating and domestic violence, and stalking. Students who experience or witness conduct that may violate University policy are encouraged to seek support and assistance. The Title IX Office can provide information about reporting options, supportive measures, and available resources. Contact the Title IX Office at 765-285-1545 or titleix@bsu.edu.

Please Note: As your instructor, I am a mandatory reporter. If you disclose information to me about conduct that may constitute sex discrimination or sexual misconduct, I am required to notify the Title IX Coordinator. The Title IX Office will reach out to discuss available resources, supportive measures, and reporting options. If you wish to speak with someone confidentially, you may contact the Counseling Center or the Center for Survivor Support.

Pregnancy and Related Conditions

Ball State University provides reasonable modifications for students affected by pregnancy, childbirth, or related medical conditions. Students seeking academic, housing, or other modifications are encouraged

to contact the Title IX Office as early as possible to discuss available options and support. For assistance, contact the Title IX Office at 765-285-1545 or titleix@bsu.edu.

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the University Grade Appeal Policy and Process.]

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using a generative AI system or a person to complete academic assignments such as response papers, discussion posts, essays, or any other assignment when such use is not explicitly permitted by the assignment instructions or the instructor.
- Utilizing another person or a generative AI system to take a quiz, examination, or similar evaluation in place of oneself.
- Using a generative AI system for research, creative work, theses/dissertations, grant proposals, IRB-regulated work, or publication-bound work in violation of university AI policies, funder/publisher rules, IRB requirements, or discipline-specific standards.
- Presenting as one's own work the ideas, representations or words of another person or of a GenAI system without customary and proper acknowledgment of sources or of the AI tool(s) used.
- Using generative AI systems to analyze data, conduct research, or generate content that is included in an assignment (images, graphs, charts, tables, etc.) without proper documentation, citation, and attribution of this AI use
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).

- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Generative AI (GenAI) Statement

Conditional Use (Specific or limited GenAI use permitted)

At Ball State, we use GenAI to elevate human potential, not replace it. To succeed in an AI-infused world, students must balance technical skills with durable skills, lifelong abilities such as critical thinking, ethical judgment, communication, accountability, and responsible decision-making that define a Ball State graduate. Developing these durable skills requires you as students to think carefully about:

- when AI should and should not be used;
- how to use AI responsibly;
- how to verify AI-generated information; and
- and how to remain accountable for final work.

You may use GenAI tools for some work submitted in this course. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. Any use outside of this permission constitutes a violation of Ball State University's Student Academic Ethics Policy. When in doubt, please ask me before using GenAI. You, the student, are always responsible for the content you submit, publish, share, or act upon, regardless of whether GenAI tools assisted in the process. For data security reasons, please use BSU-approved GenAI tools (e.g., BSU Gemini, NotebookLM), which support single sign-on (SSO) with BSU ID and password. Commonly used public GenAI tools carry a higher risk of data being shared externally. In contrast, when using BSU-approved GenAI tools, any data you input is protected within the BSU system. Instructors do not have access to BSU IT Center logs of AI tool usage, so student data shared through BSU-approved GenAI tools remain private.

The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: BallStateLC.

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center to get additional feedback on your writing. The Writing Center can help you at any stage of the writing process, whether you're just getting started and need help brainstorming or when you're wrapping up a project and just want a second set of eyes. We work with writers from all disciplines and with all kinds of writing, including essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts.

You can choose from three appointment types: getting started on a new project (Planning appointment), discussing an existing draft (Feedback appointment), or scheduling time to work, with a tutor on hand to keep you motivated (Accountability appointment). To schedule a free appointment, go to bsu.edu/writingcenter. We offer online appointments any time we're open, or you can meet a tutor face-to-face in Robert Bell 295 during weekdays and Bracken Library First Floor West in the evenings. Make sure you plan ahead, because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the Basic Needs Hub. The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a Basic Needs Assistance Form.

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found at BSU Counseling Center.

The Speaking Center

The Speaking Center is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this direct link to sign up for a time**.** Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the Canvas Voluntary Product Accessibility Template (VPAT).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading **Ball State's FERPA and Privacy and Protection.**

Video Conferencing Recording

In this online class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Proctoring

This course will require the use of the Respondus LockDown Browser and Monitor for online exams. Watch this short video to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams.) Instructions for obtaining the software can be found in our course.

Course Statements and Policies

Program Handbook

Please download and read the Student Handbook and Program Policies document thoroughly to stay aware of program expectations, requirements, and other important information.

Participation Expectations

- Attendance in Ball State University online classes is measured by your active participation in course activities at least once each week; it is recommended that you log on to Canvas early in each week and check in 3-4 times throughout the course of the week.
- Be sure to complete your course work as assigned to ensure you are recorded as attending the course. For this class, timely submission of assignments, participation in the student discussion forum, and logging into the course materials in Canvas are ways in which we determine if a student is participating.
- Weekly participation in the form of logging into Canvas, writing in a forum, or submitting a written assignment is mandatory. All assignments should be completed by the due date. Students should not work ahead.
- University attendance policies can be reviewed at the following website: Vice Provost Student Services Attendance Policies

Feedback Policy

- Instructors strive to provide timely feedback within one week of each assignment's due date. For assignments with associated rubrics, feedback is given through the rubric, with additional comments in SpeedGrader at the instructor's discretion. For assignments without rubrics, feedback is provided directly in SpeedGrader. For quizzes, exams, and other auto-graded activities, you will see your score immediately after completion. A one-time review of incorrect responses is available to support your learning. If you need clarification on any item, contact your instructor. Many of the assignments in this course build on previous assignments. Therefore, it is important for you to carefully review your instructor's feedback.
- Your instructor will read every discussion post but will not always personally comment on posts in order to encourage peer engagement in the forums.
- Contact your instructor directly if you have questions or concerns about your performance in class.

Assignment Submission Policy

- All assignments should be submitted as Word documents with extensions of .doc or .docx or PDF documents with extensions of .pdf unless otherwise indicated in the assignment description.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the module.

Late Assignment Policy

- All assignments are due by 11:59pm EST/EDT time on the due dates indicated in the appropriate submission location on Canvas.
- Assignments posted after the indicated due dates will be subject to deduction of one letter grade per calendar day late) Provide an example, such as: An assignment earning 90/100 submitted one calendar day late would receive 84/100 points (B)].
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Begin assignments early, save and submit your work frequently, and submit before the deadline when possible. You should also have a back-up plan, such as using a campus or local library computer, borrowing a device, or identifying another reliable internet connection.
- Your instructor is under no obligation to accept a late submission for any assessment or assignment. If you contact them to request an extension before the deadline, it is their decision whether to provide the extension.
- You have one (1) permitted late assignment ("Late Pass") to allow for these issues, to which you can turn in one assignment 24 hours late. The Late Pass can be applied to one assignment that it not an exam. If you need to utilize your "Late Pass," please message your instructor and leave a comment on the Canvas submission to inform them. If you receive formal accommodations related to extended assignment deadlines through the Office of Disability Services, the 'Late Pass' is added on to that accommodation.
- Canvas will not accept assignments for grading after 11:59 pm on the final day of class.
- To meet the university's grade submission deadline, I cannot accept assignments for grading after 11:59 pm EST/EDT on the final day of class.

Grading Policy

It is the course policy that appropriate evaluation of your academic performance is an integral part of your learning experience. In the absence of mistake, fraud, bad faith or incompetence, your instructor will be the key decision-maker on the assignment of grades. For information concerning grade appeals, consult the Ball State website.

Engagement Expectations

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

Course Schedule

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.