GSU ABA Program Handbook

I__________________ have received the GSU Applied Behavior Analysis Program Handbook. My adviser and I have reviewed the requirements for the program, and I understand the policies and procedures in this document. All questions that I have at this time have been answered, or the appropriate resource located to resolve my query.

Student Signature______________________________Date_____________________

Adviser Signature______________________________Date_____________________

Please do the following:

1. Copy given to student _____
2. Original placed in student file _____
Georgia State University

Applied Behavior Analysis
Program Handbook

Revised: Fall 2016

- Masters of Science (MS) in Applied Behavior Analysis
- Six-course Behavior Analyst Certification Board approved course sequence (Non-degree)
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Program Welcome

Welcome to the Georgia State University Program in Applied Behavior Analysis, the first and, currently, only one of its kind currently in the state of Georgia! The faculty are very excited you have chosen GSU amongst the myriad of options for pursuing graduate education. Our courses are taught by a dynamic group of faculty and part-time instructors with vast experience in applied behavior analysis. We hope you find yourself growing as a scholar and practitioner, and that we are a large part of facilitating that growth. This handbook should be reviewed thoroughly as it, in combination with your program of study, will be your roadmap to the program. We have worked very hard to make sure this document as well as any supporting documentation is readily accessible to make sure your road to eligibility to sit for the Board Certified Behavior Analyst (BCBA) Exam is as smooth as possible. Please let us know if there is any way we can further assist you in deepening your knowledge of ABA!

With warmest regards,

Dr. Tullis
Applied Behavior Analysis (ABA) Program Overview

Location
We are housed on the 8th floor of the College of Education and Human Development in the Department of Educational Psychology, Special Education, and Communication Disorders. Our office is open Monday through Friday from 8:30 am – 5:15 pm. The main Department office phone number is 404-413-8040.

Admissions Timeline
We accept new admissions for fall acceptance only. Please visit the Office of Academic Assistance (OAA) for specific guidelines. http://education.gsu.edu/student-services/office-of-academic-assistance/

ABA Program, and Educational Psychology Offerings
The ABA program is housed within the Educational Psychology unit of the Educational Psychology, Special Education, and Communication Disorders Department. As a whole, we offer a variety of undergraduate, and graduate courses. In ABA we offer a Master of Science (MS), and a non-degree program of study. The MS program of study contains 32 hours of coursework including a BACB approved intensive practicum. The non-degree program offers the 6-course BACB approved course sequence only, and students must locate their own practicum site and supervisors. This experience falls under the supervised independent fieldwork requirement (outlined in the Practicum Experience section of this document). These two offerings do not have the option of completing a Master’s Thesis. If students are interested in completing this activity, they may pursue an MS in Educational Psychology with an emphasis in Applied Behavior Analysis.

Planned Program with Proposed Course Sequences
Planned programs are provided as part of a student’s initial orientation to the specific program, is reviewed by the student, signed by the student in all the indicated areas, signed by the student’s advisor, and signed by the Department Chair during the first semester of a student’s enrollment. On the back of the program plan are suggested course sequences and offerings per semester. Such course offerings are subject to change per enrollment numbers and other factors, and may be offered at times other than those indicated. If a student must take a leave from coursework, or alter their planned program in any manner, they must work with their adviser and provide a written plan to ensure they can proceed through the remaining coursework in a timely fashion.

Who We Are
The special education faculty is comprised of concentration experts across disability eligibilities who have rich experiences working with children and youth with disabilities who have active research and service foci. We include:

Christopher A. Tullis, PhD, BCBA-D, Assistant Professor and Program Coordinator
Dr. Christopher (Chris) A. Tullis is a Board Certified Behavior Analyst-Doctoral, and a graduate of The Ohio State University. He has 10+ years of experience in the field of Applied Behavior Analysis, and has held various positions from direct-care therapist to staff manager. Dr. Tullis maintains an active research line focusing on instructional technologies for learners with intellectual and developmental disabilities (IDD), teaching communication skills of varying complexity, and determining efficient methods for assessing preference.

Laura D. Fredrick, PhD, BCBA-D, Professor and Department Chair

Laura Fredrick has been the principle investigator or co-principle investigator of several federally-funded grants to study reading instruction for struggling learners and for individuals with disabilities. Her reading research is informed by her work in applied behavior analysis, and her expertise in applied behavior analysis extends beyond instructional strategies to include research in functional communication training and the use of simultaneous prompting to teach academic skills as well as living and leisure skills. Before becoming chair of the Department of Educational Psychology, Special Education, and Communication Disorders, Fredrick served as co-chair of the Institutional Review Board and as associate director of the Center for Instructional Innovation.

*Drs. Fredrick and Tullis will teach many of the classes during your time in the Georgia State University Program in Applied Behavior Analysis, but there may be times where another instructor teaches class. All policies and procedures outlined in this document will still apply to these part-time instructors.

Standards, Accrediting, & Certifying Entities

Several accrediting bodies and the standards of the broader field of special education influence the special education program. Below we provide the names of these entities with their website.

GSU Professional Education Faculty (PEF)

The vision of the Georgia State University (GSU) Professional Education Faculty (PEF) is to provide international leadership in educational research and to create and implement exemplary educational programs in metropolitan areas. The PEF envisions a world that embraces diversity; where social justice, democratic ideals, and equal opportunity can be increasingly enacted; and where technology is used to enhance opportunities for human development. The PEF believes that all people should be lifelong learners. Please see the PEF conceptual framework below for details on the competences required of GSU teaching candidates.

GSU Professional Education Faculty Mission

The GSU PEF represents a joint enterprise within an urban research university between the College of Arts and Sciences and the College of Education, working in collaboration with P-16 faculty from diverse metropolitan schools. Grounded in these
collaborations, our mission is to prepare educators (i.e., teachers and other professional school personnel) who are:
  • informed by research, knowledge and reflective practice;
  • empowered to serve as change agents;
  • committed to and respectful of all learners; and
  • engaged with learners, their families, schools, and local and global communities.

**Behavior Analyst Certification Board**

The Behavior Analyst Certification Board (BACB) has reviewed and approved the six courses required to become eligible (in part) to sit for the Board Certified Behavior Analyst (BCBA) Exam. Questions related to aspects of eligibility to sit for the BCBA Exam should be directed to the BACB at info@bacb.com.
Program Expectations

Student responsibilities

Knowledge of Behavior Analyst Certification Board (BACB) Standards

All students are required to view the BACB standards for both coursework and supervision. Throughout the program, students are required to remain updated on any changes the BACB may make to insure they remain in compliance with the most up-to-date standards. Students are strongly encouraged to view the BACB website, www.bacb.com to review the most recent coursework and supervision standards. Faculty are one of your main resources, but it is one of our expectations that you become familiar with these standards and this website as this will be your main source of certification information. If at any point you become lost, or confused please come to a faculty member to assist you in locating the information you may need.

Appropriate communication and professionalism

Students must show respect for each other, instructor(s), and all GSU staff. It is essential to respond in a timely and professional manner to communication from these individuals (i.e., 24–48 hours). You should extend this expectation to any of your projects involving ‘consultees.’ In class or online discussions (if applicable), all students should respect the rights of peers and faculty to write/voice individual opinions online, although participants in these discussions should plan to make statements that are data-based or supported by documentation. Inappropriate comments will be subject to point deductions if the comments are in the context of the credit-earning requirement.

E-mail is vital to effective communication in modern learning environments, the following policy was developed in an effort to avoid confusion and facilitate constructive electronic exchanges between students and instructors.

1. E-mail messages should be addressed to your instructor and classmates in a professional manner (e.g., Dr., Mrs., or first name if appropriate). If you do not know how to address your instructor, please make sure to ask how they would prefer to be addressed.

2. E-mail communication should be written with the same care as graded assignments. Please make sure to proofread your e-mails to avoid typographical errors, or any other errors that may cause confusion for your reader.

Using writing in all capital letters, underlining, bolding, or italicizing words can easily misinterpreted in e-mail and many forms of written expression. These additions to text should be avoided when communicating with your instructor, classmates, and staff. If you believe your discussion may be misinterpreted or that you cannot convey your ideas via e-mail, it is best to schedule an in person appointment to make sure the issue is resolved and all of your questions are answered.
Academic honesty
As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The University’s policy on academic honesty is published in the Faculty Affairs Handbook and the Student Handbook, On Campus, which is available to all members of the University community. The policy represents a core value of the University and all members of the University community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community, including students, faculty, and staff, are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the Office of the Dean of Students, and the Office of the Provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the University community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the University’s Counseling Center.

Definitions and Examples
The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Plagiarism. Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of
plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

**Cheating on Examinations.** Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or “crib sheets” during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one’s own examination, and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

**Unauthorized Collaboration.** Submission for academic credit of a work product, or a part thereof, represented as being one’s own effort, which has been developed in substantial collaboration with or with assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

**Falsification.** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

**Multiple Submissions.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

**Information and Burden of Proof**
In determining whether or not academic dishonesty has occurred, the standard that should be used is that guilt must be proven by a preponderance of the available information. This means that if the information that indicates academic dishonesty occurred produces a stronger impression and is more convincing as to its truth when weighed against opposing information, then academic dishonesty has been proved. In other words, the information does not have to be enough to free the mind from a reasonable doubt but
must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Information as used in this statement can be any observation, admission, statement, or document which would either directly or circumstantially indicate that academic dishonesty has occurred.

Procedures for Resolving Matters of Academic Honesty

The following procedure is the only approved means for resolving matters of academic dishonesty, except for matters arising in the College of Law which has its own Honor Code for handling such matters. It is available to all members of the academic community who wish to pursue an action against a student for academic dishonesty.

Initiation of Action

If a member of the academic community believes that a student has engaged in academic dishonesty in a course, on a test, or as a part of an academic program, that individual is responsible for initiating action against the student or bringing the matter to the attention of an individual who may initiate action against the student. In allegations of academic dishonesty involving course requirements, the course faculty member is generally responsible for initiating the action. If the alleged violation involves a departmental program requirement (e.g., comprehensive examination or language competency examination) or an institutionally-required test (e.g., test of Georgia/United States history or Georgia/United States constitutions), or if the individual who discovers the incident is not a faculty member, the individual should bring the matter to the attention of the faculty member and administrator who has responsibility of overseeing the activity (e.g., departmental chair, director of the Testing Office). If that administrator decides to bring charges of academic dishonesty against the student, then that administrator becomes the initiator. (Test proctors, laboratory assistants, and other individuals who are not course faculty members should bring any instances of alleged academic dishonesty to the attention of the course faculty member or their administrative superior. That individual, after weighing the information, may become the initiator by formally charging the student with academic dishonesty.)

The channel of review, recommendation, and decision-making follows the administrative lines associated with the course or program requirement involved. In any instance, however, when the alleged incident does not occur within the context of a course and when it is unclear which college of more than one college involved should have jurisdiction in review and decision-making, either unit may initiate the case.

For the sake of brevity the following processing procedures are written from an academic unit/college perspective. Nonacademic units (i.e., Testing Center) would substitute appropriate supervisory personnel at the respective levels. Herein the initiator will be referred to as faculty member and the administrative unit head will be referred to as chair, designating the departmental chair. Dean will refer to appropriate administrative supervisory personnel at the overall college or division level.

While the matter of academic dishonesty is pending, the student will be allowed to
continue in the course and register for upcoming semesters. Should a grade be due to the registrar before the matter is resolved, a grade of GP (grade pending) will be reported for the student in the course involved. Withdrawal from a course does not preclude the imposition of penalties for academic dishonesty.

**Penalties to be Imposed**

Penalties to be imposed in incidents of academic dishonesty are classified as academic or disciplinary. Academic penalties include such sanctions as assignment of a failing grade for a particular course requirement, or for the course itself, or for other tests or program assignments. They are set by the faculty member. Disciplinary sanctions can be sought in addition to those considered academic and could include, but are not limited to, the following penalties: suspension, expulsion, transcript annotations. Disciplinary penalties can be requested by the faculty member, in consultation with the chair; they must be reviewed by the University Senate Committee on Student Discipline and they are set by the provost.

**Action at Administrative Unit (Department Level)**

As soon as possible after the alleged incident, the faculty member should discuss the matter with the student. This discussion should be conducted in a manner which protects the rights and confidentiality of students. If the faculty member believes that academic dishonesty has occurred, the faculty member (with the advice of the chair if necessary) will determine the appropriate academic penalty. The faculty member will complete a notice of academic dishonesty form describing the incident and indicating the academic penalty imposed. Any recommendation for a disciplinary penalty must be reviewed in consultation with the chair.

The faculty member will deliver to the student the notice of academic dishonesty which includes a statement of appeal rights. If there is difficulty in delivering the notice to the student, the faculty member/chair should request assistance from the college dean in determining the most expeditious way to inform the student that a notice of academic dishonesty has been filed.

Once the student has been informed, the chair forwards the documentation, including the notice of academic dishonesty and an indication of when the student was informed, to the dean to be held pending possible appeal. Until the student has been given the opportunity to appeal, a grade of GP (grade pending) should be submitted for the student for the course involved.

**Student Action**

The student will have 20 business days after receipt of the notice of charges of academic dishonesty to submit a written appeal denying the charges and providing any rationale for the appeal. The appeal should be addressed to the college dean of the initiator. In the event the student is found guilty of academic dishonesty, the student does not have the right to appeal the academic penalty assessed by the faculty member, unless the student can prove that such penalty was arbitrarily imposed or applied in a discriminatory
If the student wishes to challenge a disciplinary penalty, the student must submit a written rationale for challenging the disciplinary penalty within 20 business days of receipt of the notice of charges of academic dishonesty. The statement of challenge should be addressed to the college dean. The college dean will forward the challenge to the dean of students for inclusion in the review of the disciplinary penalty by the University Senate Committee on Student Discipline. All disciplinary penalties are automatically reviewed by the University Senate Committee on Student Discipline, regardless of student appeal.

If the student has also filed an appeal denying the charges of academic dishonesty, any review of disciplinary penalty recommended will be delayed pending review of the charges of academic dishonesty by the college hearing committee.

**College Action**

1. **No Appeal by the Student.** If the student does not submit a written appeal to the college dean within 20 business days, the dean will notify the chair/faculty member to post any pending grade(s) immediately. The dean will then forward the notice of academic dishonesty to the dean of students for inclusion in the student’s disciplinary file. Any recommendation of a disciplinary penalty will also be forwarded to the dean of students for appropriate review by the Senate Committee on Student Discipline.

2. **Appeal by the Student.** If the student submits a written appeal within 20 business days, the dean will notify the registrar to issue a grade of GP (grade pending) for the course(s) in question on all transcript requests for the student pending outcome of the appeal. The dean will forward the charges of academic dishonesty to the chair of a college hearing committee and will notify the faculty member to set forth in writing a comprehensive statement describing the incident of academic dishonesty. This statement will be presented to the committee and to the student at least five (5) business days prior to the hearing.

3. **Student Hearing Committee Process. Guidelines that Govern the Hearing of the Appeal by the College Student Hearing Committee**
   1. Within ten (10) business days after the committee receives the charges of academic dishonesty, a hearing date will be determined. The committee will notify the faculty member and the student of the time, date, and the place of the hearing. Copies of all charges of academic dishonesty and related materials for the hearing will be provided to the student at least five (5) business days in advance of the hearing.
   2. The faculty member and the student will be allowed to make oral presentations, call witnesses, and present any documentary information regarding the incident in question. The hearing will be recorded on audio tape. The hearing will not be open to observers.
   3. At the conclusion of the hearing, the committee will meet in closed session and will make its recommendation as to the guilt or innocence of the student based on a preponderance of information with respect to the charge of academic dishonesty.
committee chair will forward to the college dean its findings and recommendations in a written report within five (5) business days of the hearing.

4. College Decision on Appeals. Within five (5) business days of receiving the committee’s written report, the college dean will make the final decision regarding guilt or innocence. The dean will notify all appropriate parties of the decision. If the dean finds the student not guilty, the matter will be terminated and no notice of charges will be filed with the dean of students. The dean will notify the chair to post the pending course grade promptly and will notify the registrar to remove the GP (grade pending) on the student’s transcript.

If the dean finds the student guilty, the notice of charges of academic dishonesty will be forwarded to the dean of students for inclusion in the student’s disciplinary file. The academic penalty stipulated by the faculty member will be imposed. The dean will notify the chair to insure that any pending grade is posted promptly. The dean will notify the registrar to remove the GP (grade pending) on the student’s transcript if only an academic penalty was involved. If a disciplinary penalty has been recommended, the dean will notify the registrar to continue the GP (grade pending) annotation until the disciplinary penalty can be reviewed by the University Senate Committee on Student Discipline.

5. Appeal of the Decision of the Dean. If the student or initiator wishes to appeal the decision of the college dean regarding guilt or innocence of the charges of academic dishonesty, the student or initiator may appeal to the provost. The subsequent appeal route would be to the president and then the Board of Regents. The student or initiator must submit a written statement of appeal to the provost within 20 business days of notification of the dean’s decision. The basis of the appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.

**UNIVERSITY SENATE COMMITTEE ON STUDENT DISCIPLINE ACTION**

In cases where a disciplinary penalty has been recommended, the Senate Committee on Student Discipline will conduct a hearing to review the disciplinary penalty. The committee will review the faculty member’s notice of academic dishonesty and the student’s statement of challenge of the disciplinary penalty, if any. The faculty member and the student will be allowed to appear at the hearing to discuss the imposition of disciplinary penalties. Only the recommendation concerning the disciplinary penalty to be imposed will be considered by this committee. Issues of guilt or innocence are determined at the college level (see II.4 C and D above).

The Senate Committee will conduct the hearing in accordance with its regular hearing procedures. Copies of these procedures may be obtained from the Provost’s Office. The Senate Committee on Student Discipline will provide its recommendation within five (5) business days of its hearing to the provost regarding appropriateness of the disciplinary penalty recommended by the college and/or whether other disciplinary penalties are to be imposed in addition to or in lieu of those already recommended by the college.
PROVOST ACTION
1. Decision of the Provost. The role of the provost in handling student appeals regarding the charge of academic honesty has been explained (see II.E.5 above). Based on the recommendation, the Provost will render a decision within ten (10) business days of receipt of the recommendation of the Senate Committee. The provost will notify the student, the referring dean, the department chair and the faculty member of the Senate Committee’s recommendations and of the provost’s decision. At that time the provost will also notify the registrar to annotate the student’s transcript, if necessary.

2. Appeal of the Decision of the Provost. If the student wishes to appeal the decision of the provost regarding the imposition of a disciplinary penalty, the student may appeal to the president, and then to the Board of Regents. The student must submit a written statement of appeal to the president within 20 business days of notification of the provost’s decision. The basis for such an appeal must be on the grounds that the decision was arbitrary, capricious, or discriminatory.

STUDENTS INVOLVED IN TWO OR MORE INCIDENTS OF ACADEMIC DISHONESTY
A student is subject to disciplinary action in addition to any already undertaken once it is determined that the student has been found guilty in a previous incident of academic dishonesty. In such cases, the dean of students will forward a report to the University Senate Committee on Student Discipline regarding the incidents of academic dishonesty which have been reported. The dean of students is responsible for initiating this report within twenty (20) business days of completion of the proceedings of any subsequent finding of academic dishonesty.

The University Senate Committee on Student Discipline will review the report of the dean of students. The student may submit supplemental written documents for the committee’s review and may request to appear before the committee in its deliberations. After reviewing the matter, the committee will send a report to the provost with the recommendation for disciplinary penalty to be imposed. The provost will proceed as in G above.

GRIEVANCE PROCEDURES FOR ACADEMIC MATTERS
1. Each of the undergraduate colleges has stated policies for settling grievances of students for academic matters. Refer to the office of the dean of each college for policies.
2. Obligation to Report Suspected Violations. Members of the academic community, students, faculty and staff are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college.
3. Penalties. The University takes the matter of academic honesty most seriously. Penalties for violations vary, but include both suspension and permanent
expulsion from the institution

SOURCE: Senate Office, 9/7/95; Approved by the University Senate Committee on Admissions and Standards: 3/14/94; Approved by the University Senate: 11/3/94

Remaining in good academic standing

All classes must be completed with at least “B” (including pass/fail classes) to be applied to completion of the program (both non-degree and M.S.) To successfully complete the program, students must have an overall GPA of 3.0 If a grade of “C” or below is earned in a course, students may retake the course once for credit towards completion of the program. If a grade of “B” or higher is not earned on the second enrollment, the student may be withdrawn from the program.

Requesting assistance

Students are strongly encouraged to use University services, and the faculty as resources if there is a problem during completion of the program. We recognize that many students are working full-time, and that further assistance may be needed to complete the program. Please contact your instructor, or appropriate University service if you encounter any trouble during your course of study.

Attendance policy

Class attendance is expected. Students are expected to be in class and ready to participate on-time and to stay for the entire class period. Points may be deducted if the student is a) absent; b) arrives late to class without making prior arrangements with the instructor; and c) leaves class early without making prior arrangements with the instructor. Students with more than two absences will be administratively withdrawn on the third absence. Upon the discretion of the instructor, students who arrive to multiple classes late and/or leave early may be considered absent for one or more classes. In this case, the student also may be administratively withdrawn on the third absence. Any student who misses more than two classes (excused or unexcused) will be administratively withdrawn from the course with a “WP” if prior to the midpoint and a “WF” is after midpoint. Please see GSU policy on excused absences.

Faculty responsibilities

Appropriate communication

The majority of your communication with program faculty will be via GSU email. Please keep in mind that full-time faculty have many responsibilities outside of teaching classes, and at times may not be able to respond immediately to e-mail. Although we recognize that emergencies occur, faculty will respond to all e-mail correspondence in 24–48 hours, unless stated otherwise. If a situation arises where faculty are required to be away from GSU responsibilities for an extended duration, you will be appropriately notified and an alternate contact person specified. All phone calls will be returned in the same time period.
Office hours

Unless otherwise stated in course syllabi, all office hours will be by appointment.

Statements about or on behalf of the Behavior Analyst Certification Board (BACB)

During this program, faculty will be very careful with their wording about statements made by the BACB. Although some interpretation is needed to understand BACB standards, the ultimate decisions about meeting requirements are left up to the discretion of the BACB. Faculty cannot speak on behalf of the BACB.

Compliance with BACB standards

Faculty will insure that the program is in compliance with all applicable BACB standards. Please keep in mind these may change at the discretion of the BACB, and program faculty will adjust coursework as necessary.

Titles

Many students pursue employment opportunities while enrolled in graduate coursework, and the faculty does not discourage this type of pursuit. Although gaining employment during your program is not discouraged, it is important to insure you do not inadvertently misrepresent yourself. The BACB prohibits students from using the terms “BCBA candidate”, “future BCBA”, “BCBA trainee”, or statements that may lead an employer (including families) from inadvertently assuming you will be certified upon completion of your program. It is our sincere hope that we prepare you to pass the BCBA exam, but you should avoid using this terminology until you have been granted the credential by the BACB. You may use terminology such as “graduate student pursuing an MS in Applied Behavior Analysis”, “graduate student”, or any other title that you may have in your place of work.

Grades

- All courses within the applied behavior analysis program use “A”, “B”, “C”, “D”, and “F” grades; with a “C”, “D”, or “F” grade indicating the course must be repeated. Courses may be repeated once and if the student does not earn a “B” or better the second time enrolled in the course, the student will be scholastically excluded from the ABA program/major.

- A minimum GPA of 3.0 is required to maintain active status in the ABA program.

- The ABA program courses do not use plus (+) or minus (-) grades in any of its classes.
Please refer to the ABA Program Practicum Manual related to grades in practicum placements as there are varying guidelines for those activities.

Evaluation of a student’s performance is continuous and involves consideration of the student’s performance in all academic settings. Inappropriate or unprofessional conduct by a student may result in the student being withdrawn from a course or the program. If removal from a course is necessary, the student will receive the grade of “F” and may be judged ineligible to re-enroll in the course.

Policy on Incomplete Grades (“I”)

The grade of “I” (Incomplete) may be given to a student who, for nonacademic reasons beyond his or her control, is unable to meet the full requirements of a course. In order to qualify for an “I,” a student must:

1. have completed most of the major assignments of the course (generally all but one) and
2. be passing the course (aside from the assignments not completed) in the judgment of the instructor.

When a student has a nonacademic reason for not completing one or more of the assignments for a course (including examinations) and wishes to receive an “I” for the course, it is the student’s responsibility to inform the instructor in person or in writing of the reason.

The grade of “I” is awarded at the discretion of the instructor and is not the prerogative of the student. Generally speaking, an Incomplete is warranted in cases that align with GSU policy on excused absences. Conditions to be met for removing an “I” are established by the instructor.

Deadlines for removal of “I”

The period of time given a student to remove an “I” is established by the instructor, subject only to the maximum time limits set by the university. The university requires that the grade of “I” be removed by the end of the second academic term after the “I” is assigned (whether or not the student was enrolled during these two terms).

The Office of the Registrar will assign a grade of “F” at the end of the second academic term unless the Office of the Registrar receives a final grade (for S/U grading, a U will be assigned). This final grade can be submitted electronically using the procedures specified by the department of the course. Instructors may or may not change this F/U to an authorized grade (i.e., e.g., A, B, C, D, S or WF, etc.) but may not change it back to an “I.” Instructors may not change an “I” to a “W” unless a Hardship Withdrawal is awarded. In exceptional cases, departments may authorize students to have an “I” grade for more than two semesters, which must be approved by the department chair. Authorization to extend the “I” beyond two semesters must be renewed each semester. Students need not be enrolled to complete assignments for a course in which an “I” has
been assigned. Auditing or retaking the same course will not remove an incomplete. No student may graduate with an incomplete grade.
Planned Program and Course Schedule

The following documents outline the courses that are offered in the M.S. in ABA degree at GSU, and the schedule of courses that will be offered. The schedule may changed based on enrollment, and faculty availability. If such changes occur, you will be notified in a timely manner. Courses with an * are only required for the M.S. degree. Please pay close attention to the planned program you receive once you meet with your adviser. The ABA courses are taught once a year, and deviating from your planned program may result in a delay in program completion.

Course schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 8020</td>
<td>Fall</td>
</tr>
<tr>
<td>EPY 8970</td>
<td>Fall</td>
</tr>
<tr>
<td>EPY 8850</td>
<td>Fall</td>
</tr>
<tr>
<td>EPY 8860</td>
<td>Spring</td>
</tr>
<tr>
<td>EPY 8030</td>
<td>Spring</td>
</tr>
<tr>
<td>EPY 7310</td>
<td>Summer</td>
</tr>
<tr>
<td>EPY 8180</td>
<td>Fall</td>
</tr>
<tr>
<td>EPY 7660*</td>
<td>All semesters</td>
</tr>
<tr>
<td>EXC 7315*</td>
<td>Summer</td>
</tr>
<tr>
<td>EXC 7320*</td>
<td>Fall</td>
</tr>
<tr>
<td>EXC 7325*</td>
<td>Spring</td>
</tr>
</tbody>
</table>
Planned program

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SPECIAL EDUCATION, AND COMMUNICATION DISORDERS
MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td>PANTHER NUMBER</td>
</tr>
<tr>
<td>CITY, STATE, ZIP</td>
<td>DATE OF ADMISSION</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>WORK</td>
</tr>
<tr>
<td>HOME</td>
<td>ADVISER</td>
</tr>
</tbody>
</table>

PROFESSIONAL STUDIES (9 Hours)

EPY 8850 Introduction to Single-Case Methodology

EPY 8860 Applications of Single-Case Methodology

EPY 8970 Ethics for Behavior Analysts

MAJOR (15 Hours)

Required courses (12 hours):

EPY 8020 Principles of Behavior Analysis

EPY 8030 Advanced Applied Behavior Analysis

EPY 8180 Learning and the School-aged Child

EXC 7310 Strategies for Challenging Behaviors

Select one course (3 hours):

EXC 7315 Assessment and Curricular Planning for Students with Autism Spectrum Disorders

EXC 7320 Methods for Teaching Students with Low-Functioning Autism Spectrum Disorders

EXC 7325 Methods for Teaching Students with High-Functioning Autism Spectrum Disorders

APPLIED PRACTICE (9 Hours)

EPY 7660 Practicum in Applied Behavior Analysis

Elective (3 Hours)

Graduate students must register for a minimum of six semester hours of coursework during any period of three consecutive semesters (fall, spring, and summer) until completion of degree. In order to graduate, students must be actively enrolled in the program of study during the semester they finish degree requirements for graduation.

SIGNATURES:

<table>
<thead>
<tr>
<th>STUDENT DATE</th>
<th>COMMITTEE MEMBER DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVISER DATE</td>
<td>COMMITTEE MEMBER DATE</td>
</tr>
<tr>
<td>DEPARTMENT CHAIR DATE</td>
<td></td>
</tr>
</tbody>
</table>

Revised December 4, 2015
Practicum Supervision

Practicum requirements

This section will provide a brief overview of practicum supervision, and some standards. Please fully review the practicum handbook prior to registering for EPY 7660 for a fully description of the policies and procedures for the BACB approved Intensive University Practicum.

Student requirements

Prior to enrolling in EPY 7660, students should take and pass the supervision module posted on the BACB website. You must first sign up for a BACB gateway account (www.bacb.com). The tab is located on the right hand side of the main page. Once registered, you will have access to the supervision module.

Appropriate supervisors

All field supervisors must have passed a mandatory 8-hour supervision course, and pursue 3 continuing education units (CEUs) prior to recertification to supervise students pursuing eligibility to sit for the BCBA exam. Additionally, supervisors must pass an online competency-based training module available through the BACB gateway (BACB Newsletter, Sept. 2012). To qualify as a supervisor for the intensive practicum class, supervisors must also acquire approval from the BACB. An approval form for practicum supervisors may be found in Appendix A of this document. The supervisor cannot be related to, subordinate, or employed by the supervisee during the supervisory experience. Employment excludes payment or other compensation received by the supervisor for supervision services.

Appropriate clients

“Clients may be any persons for whom behavior-analytic services are appropriate. However, the supervisee may not be related to the client or the client’s primary caretaker or be the client’s primary caretaker. Supervisees must work with multiple clients during the experience period” (BACB Experience Standards ver. 8/24/2015).

Although the faculty recognize the value of basic research with non-human animals, this type of work cannot be applied to eligibility to sit for the BCBA Exam under the current experience standards.

Appropriate activities

“The supervisee’s primary focus should be acquiring new behavior-analytic skills related to the BACB Third Edition Task List or the BACB Fourth Edition Task List as appropriate. Activities must be consistent with the dimensions of applied behavior analysis identified by Baer, Wolf, and Risley (1968) in the article “Some Current Dimensions of Applied Behavior Analysis” published in the Journal of Applied Behavior
Analysis. The supervisor will determine if experience activities qualify based on these sources.

Supervisees are strongly encouraged to have multiple experiences (e.g., sites, populations) with multiple supervisors and from each of the activity areas below.

- Conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment);
- Designing, implementing, and systematically monitoring skill-acquisition and behavior-reduction programs;
- Overseeing the implementation of behavior-analytic programs by others;
- Training, designing behavioral systems, and performance management;
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analytic program, researching the literature related to the program, and talking to individuals about the program.

Direct implementation of behavioral programs may not count for more than 50% of the total accrued experience hours. Direct implementation does not refer to all time spent working with clients. Rather, it refers to time spent delivering therapeutic and instructional procedures. Activities that are not considered direct implementation include designing behavioral programs, naturalistic observation, staff and caregiver training, researching the literature related to the program, and conducting assessments related to the need for behavioral intervention.

Examples of activities that will not count as experience include: attending meetings with little or no behavior-analytic content; providing interventions that are not based in behavior analysis; performing nonbehavioral administrative activities; and completing nonbehavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis” (BACB Experience Standards ver. 8/24/2015).

**Frequency of supervision and minimum hours**

The BACB has outlined a set of specific practicum requirements, including the minimum and maximum number of hours that may be claimed during a supervisory period. These will vary by planned program type with non-degree seeking students pursuing the independent fieldwork option (not placed by GSU faculty/not enrolled in EPY 7660), and M.S. students pursuing the intensive practicum option (may be placed by GSU faculty/supervisors approved by the BACB/enrolled in EPY 7660).

**Intensive practicum**

“To qualify under this standard at the BCBA level, supervisees must complete, with a passing grade, 750 hours of Intensive Practicum in behavior analysis within a
university practicum program approved by the BACB and taken for graduate academic credit. To qualify under this standard at the BCaBA level, supervisees must complete, with a passing grade, 500 hours of Intensive Practicum in behavior analysis within a university practicum program approved by the BACB and taken for academic credit. A supervisory period is one week. In order to count experience hours within any given supervisory period, supervisees must be supervised at least twice during that period for no less than 10% of the total hours spent in Intensive Practicum. For example, 20 hours of experience would include at least 2 supervised hours” (BACB Experience Standards ver. 8/24/2015).

**Independent fieldwork**

“To qualify under this standard at the BCBA level, supervisees must complete 1500 hours of Supervised Independent Fieldwork in behavior analysis. To qualify under this standard at the BCaBA level, supervisees must complete 1000 hours of Supervised Independent Fieldwork in behavior analysis. A supervisory period is two weeks. In order to count experience hours within any given supervisory period, supervisees must be supervised at least once during that period for no less than 5% of the total hours spent in Supervised Independent Fieldwork. For example, 20 hours of experience would include at least 1 supervised hour” (BACB Experience Standards ver. 8/24/2015).
Behavior Analyst Certification Board

Behavior Analyst Certification Board

The Behavior Analyst Certification Board®, Inc. (BACB®) is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. The BACB adheres to international standards for boards that grant professional credentials. The BACB’s certification procedures and content undergo regular psychometric review and validation pursuant to a job analysis survey of the profession and standards established by content experts in the discipline (www.bacb.com). The bylaws of the BACB may be found at http://bacb.com/wp-content/uploads/2016/02/151214-bylaws.pdf. During this program, all content and practicum requirements will be governed by the Coursework and Experience standards that may be found at www.bacb.com.

The BACB is an independent entity, and is not affiliated with GSU. You may earn a degree in Applied Behavior Analysis at GSU, but that does not guarantee certification through the BACB.

BACB Task List

The BACB Task List may be found at http://bacb.com/wp-content/uploads/2016/03/160101-BCBA-BCaBA-task-list-fourth-edition-english.pdf. Please make sure you are familiar with the course content requirements.

Taking the BCBA Exam

Procedures for taking the BCBA Exam (upon coursework and supervision completion) may be found at http://bacb.com/examination-information/. The GSU ABA program is a BACB approved course sequence, and if you plan to use any additional coursework to cover the required content hours (that are not BACB approved courses), you are strongly encouraged to have the BACB evaluate your coursework. The link to the coursework evaluation form and procedures may be found at http://bacb.com/coursework-evaluation-application/. When applying to take the BCBA Exam, please make sure you allow yourself plenty of time to submit your application, and follow the stated instructions closely.
GSU Policies and Student Services

Title IX / Sexual Misconduct (from GSU Student Handbook)

No person...shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Title IX prohibits sex discrimination in any federally funded education program or activity. Sexual misconduct or violation includes sexual harassment and sexual violence, which constitutes sexual discrimination. http://deanofstudents.gsu.edu/title-ix/

Sexual Misconduct
Georgia State University uses the term sexual misconduct as a broad term encompassing sexual harassment, sexual exploitation, non-consensual sexual contact, non-consensual sexual intercourse, dating violence, domestic violence and stalking, which are violations of Title IX.

The Georgia State University Sexual Misconduct Policy in the Student Code of Conduct outlines the policy and procedures for resolving complaints of sexual misconduct against Georgia State University students.

Title IX Coordinators

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IX Coordinator</td>
<td>Linda Nelson</td>
<td>Respond to reports of sexual misconduct by faculty and staff; Oversee Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints, in consultation with the office of Legal Affairs; Conduct Title IX training.</td>
</tr>
<tr>
<td>Deputy Title IX Coordinator, Student Affairs</td>
<td>Dr. Darryl Holloman</td>
<td>Responsibilities: Respond to reports of sexual misconduct by students &amp; Conduct Title IX training.</td>
</tr>
<tr>
<td>Deputy Title IX Coordinator, Athletics</td>
<td>Kelcey Roegiers-Jensen</td>
<td>Responsibilities: Title IX compliance of the Georgia State University athletic program (i.e. gender equity in university Athletics).</td>
</tr>
</tbody>
</table>

Discriminatory and Sexual Harassment
In an effort to foster a community in which there can be a free and open development and discussion of ideas, Georgia State University is committed to maintaining a working and learning environment free of discriminatory and sexual harassment. Georgia State University has adopted policies and procedures concerning such forms of harassment that
may be obtained from the Office of Opportunity Development/Diversity Education Planning, the Ombudsperson, or Dean of Students. In addition to the procedures outlined in these policies and procedures, a person alleging an instance of discriminatory or sexual harassment may file a complaint with the Office of Opportunity Development/Diversity Education Planning, the Ombudsperson, the Dean of Students, the respective college administrative unit and the appropriate state or federal agencies.

Students can file complaints of sex discrimination with the Title IX coordinator, Linda J. Nelson, Assistant Vice President for Opportunity Development/Diversity Education Planning, in person at 460 Ten Park Place, by email at afaljn@langate.gsu.edu, by telephone at 404-413-3300 or by fax at 404-413-2560.

Mandatory Reporting / Awareness and/or Witness
All university employees who are aware of or witness discrimination, harassment, sexual misconduct or retaliation are required to promptly report to the Title IX officer or a Title IX deputy coordinator. All employees of the university are encouraged to avoid making assurances of confidentiality when confronted with disclosures about past or current experiences of sexual misconduct.

All university employees except those listed as a “Confidential Resource” (Counseling and Testing Center, Student Health Clinic and Student Victim Assistance) serve as “Responsible Employees” who are required to share all reports of sexual misconduct with administrative officials for university review per the instructions below. http://deanofstudents.gsu.edu/responsible-employee-defined/

University Report:
Sexual Misconduct by members of the university community should be immediately reported as described below:

- Sexual Misconduct by **students** should be reported to:
  Dean of Students
  Student Center East, Suite 303
  404-413-1515
  deanofstudents@gsu.edu

- Sexual Misconduct by **faculty or staff** should be reported to:
  Assistant Vice President of Human Resources Administration Opportunity Development/Diversity Education Planning (ODDEP)
  1 Park Place South, Suite 308
  404-413-2567

Important Note About Confidentiality
In instances of sexual misconduct, all university employees except those described below serve as responsible employees who are required to share all reports of sexual misconduct with administrative officials for university review. If you wish to disclose an incident of sexual misconduct confidentially, contact one of the confidential disclosure resources.
While the services below are available to any student who has experienced any crime, sexual misconduct in particular, may be disclosed confidentially in the following areas:

- **Georgia State University Counseling and Testing Center**
  75 Piedmont Ave. NE, Suite 200A
  404-413-1640

- **Georgia State University Student Health Clinic**
  141 Piedmont Ave. NE, Suite D
  404-413-1950

- **Georgia State University Student Victim Assistance**
  75 Piedmont Ave. NE, Suite 239
  404-413-1965

**Confidential Disclosure**
The options for confidentially disclosing sexual misconduct (to include rape, sexual exploitation, sexual harassment, dating or domestic violence and stalking) are listed below. It is important to note that the resources below are available for students who have experienced victimization of any type. Sexual misconduct is highlighted here because of the measures that the university employs to ensure confidentiality of this sensitive crime. Assistance is available upon request to help students review these disclosure options. University support services are available to students regardless of whether they choose to formally report the violation to the university or to law enforcement.

Disclosures made to the health care providers and Student Victim Assistance staff at the locations listed below will be held in strict confidence and will not serve as notice to the university requiring initiation of a review of the disclosed conduct.

**GSU Student Services**
(alphabetical order, excluding “Office of”)

**Office of Academic Assistance**
*Location:* 30 Pryor Street, Suite 300
*Phone:* 404-413-8000
*Website:* [http://education.gsu.edu/student-services/office-of-academic-assistance/](http://education.gsu.edu/student-services/office-of-academic-assistance/)
*Hours:* Monday thru Friday 8:30 am – 5:15 pm
The Office of Academic Assistance provides information and support from admissions to graduation related to certification, student records (petitions), and graduation clearance.

**Counseling Center**
[http://counselingcenter.gsu.edu/](http://counselingcenter.gsu.edu/)
*Location:* Citizen's Trust Building (Next to University Commons) 75 Piedmont Ave, N.E.
Suite 200A
Phone: (404) 413-1640.
Website: http://counselingcenter.gsu.edu/services/counseling-services/

Hours of Operation:

<table>
<thead>
<tr>
<th>Fall and Spring Semesters</th>
<th>Summer Semester</th>
<th>Spring Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Thursday, Friday 8:30 a.m. - 5:15 p.m.</td>
<td>Monday - Thursday: 8 a.m. - 5 p.m.</td>
<td>Monday - Thursday: 8 a.m. - 5 p.m.</td>
</tr>
<tr>
<td>Tuesday and Wednesday 8:30 a.m. - 7 p.m.</td>
<td>Saturday and Sunday: Closed</td>
<td>Saturday and Sunday: Closed</td>
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<tr>
<td>Saturday and Sunday: Closed</td>
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</table>

- Counselors act as facilitators to help students better understand themselves and the world around them.
- Counselors work with students to help them understand and explore how their feelings and thoughts influence their choices, decisions and actions.
- Counselors help students develop more effective coping and problem-solving skills.

While counseling might be helpful in numerous situations, students are strongly encouraged to seek counseling services for the following:
- You are unhappy on most days or feel a sense of hopelessness
- You worry excessively or are constantly on edge
- You are unable to concentrate on your schoolwork or other activities
- You are unable to sleep at night or constantly feel tired
- You have experienced a change in your appetite or your weight
- You have experienced a loss (e.g., a relationship breakup, a parent’s death)
- You have increased your use of alcohol or other drugs (including cigarettes)
- You feel overwhelmed by what is going on in your life
- You are having thoughts about hurting yourself or someone else

The Counseling and Testing Center (CTC) provides individual counseling sessions, group counseling, couples counseling and mind-body services that are free of charge to enrolled Georgia State University students. Listed below are just a few examples of some common concerns which bring students to the CTC:
- Symptoms of stress and anxiety
- Feelings of depression, loneliness and decreased motivation
- Difficulty transitioning to a new school or college environment, academic problems or pressures and long-distance relationships
- Relationship difficulties, including roommate conflicts, family difficulties and romantic relationship concerns
- Questions and confusion about identity, self image, sexuality, gender or issues related to acculturation and diversity
- Grief and loss
- Concerns about relationship with food or body image
- Issues of sexual assault, relationship violence, stalking, abuse or other traumatic experiences
- Unhealthy substance use
• Thoughts of doing harm to self or others

If you are in crisis, have been victimized or simply feel like talking with a counselor would be helpful, please contact the after hours on call counselors by dialing 404-413-1640 and follow the prompts. If you are seriously and immediately feeling like you may harm yourself or someone else, please call 911 or 3-3333 if on campus for immediate assistance. http://counselingcenter.gsu.edu/crisis-services/

**ON CALL AFTER HOURS EMERGENCY:** 404-413-1640.
PLEASE FOLLOW THE PROMPTS FOR IMMEDIATE ASSISTANCE.

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**Disabilities Services**  
**Location:** The Student Center, Suite 230, 44 Courtland Street, Atlanta, GA 30303  
**Phone:** (404) 413-1560 (Office) **Fax:** (404) 413-1563 (Fax)  
**Website:** http://disability.gsu.edu

Georgia State University provides program accessibility and reasonable accommodations for persons with disabilities. Specifically, the university provides evaluation of individual needs, advisement, and appropriate support for academic programs for identified persons with disabilities. A student with a disability has the responsibility of contacting the Office of Disability Services for an intake interview to assess his or her needs prior to the first semester of enrollment at Georgia State University. Should any problems arise concerning his or her academic program, the student should contact the Office of Disability Services as soon as possible.

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**Emergency Assistance**  
**Location:** Dean of Students, Student Center East, Suite 303  
**Phone:** 404-413-1514  
**Website:** http://deanofstudents.gsu.edu

The Dean of Students cannot release information regarding students’ class schedules for any purpose. However, in the event of a verified family emergency such as a life-threatening situation or serious illness that occurs during regular business hours (Monday-Friday, 8:30 a.m. – 5:15 p.m.), staff will make an attempt to deliver a message or contact a student in class regarding the emergency information.

The Dean of Students office can provide assistance to a students who have experienced a verifiable emergency circumstance which prevents them from attending class by coordinating with relevant campus resources to support the student’s successful return to the university. In the event a student is hospitalized and unable to contact their professors, the professors can be notified of the absence so that, upon returning to the university, the student can follow up with their professors to complete any missed assignments. If the student is unable to remain enrolled due to the nature of the emergency situation, the student can receive guidance and assistance regarding the withdrawal process.
Office of Field Placements
Location: CEHD, 30 Pryor Street, Suite 300
Phone: (404) 413-8205
Website: http://education.gsu.edu/student-services/office-of-field-placements/
Email: fieldplacements@gsu.edu

The Office of Field Placements is responsible for working with program coordinators in the educator preparation departments of students’ major fields of study to arrange field experiences, practicum and/or student teaching experiences. Please consult the Field Placement Handbook for further details on how to prepare for field placement such as practicum and student teaching.

Financial Services/Aid
Location: 227/228 Sparks Hall
Phone: 404-413-2600
Hours: Phone - 8:30 a.m. -5:00 p.m., Monday - Friday
In Person - 8:30 a.m. -5:15 p.m., Monday -Friday
Website: http://sfs.gsu.edu/ http://sfs.gsu.edu/the-financial-aid-process/
For additional details about student fees, visit the Student Fee Allocation page on the Dean of Students website.

Health Services
Health Clinic Location: Citizen's Trust Building (Next to the University Commons) 75 Piedmont Ave, N.E. Suite 240
Phone: (404)-413-1930
Website: http://www.gsu.edu/health/
Location: 141 Piedmont Avenue, Suite D of the University Commons

The health clinic offers High Quality Primary and Urgent Care services provided by a Board Certified Family Practice Physician and Certified Nurse Practitioners. These services include but not limited to; immunizations, physicals, gynecologic exams, STD and HIV testing.

The Instructional Technology Center (ITC)
Location: College of Education and Human Development, 2nd Floor.
Phone:
Website: http://itc.gsu.edu/
Hours:
Students may use the ITC for a variety of services including computer use, equipment rental, meeting space and printing.
Library Services

**Location:** 100 Decatur St. SE  
**Phone:** Research Support: 404-413-2800  
Technology Support: 404-413-2699  
User Services: 404-413-2820  
Library Administration: 404-413-2700  
Special Collections & Archives: 404-413-2880  
**Website:** http://library.gsu.edu/  
**Hours:** vary – see website for most updated information

The library is a one-stop-shop where patrons may obtain assistance with research, tutoring, and technical support, as well as make use of the reference collection, atlases, and modern technology resources that provide access to online research materials and application software. There are over 400 computer workstations, 60 group study rooms, a quiet study floor, and a coffee shop. Over 100 faculty and staff members are dedicated to advancing scholarship and furthering the educational and research mission of Georgia State University. Additionally, the Library is part of a wide network of information providers that serves the citizens of Atlanta, the state of Georgia, and the scholarly community worldwide.

http://www.galileo.usg.edu/scholar/gsu/subjects/education/articles-databases/  
Numerous academic journals are available online, for free, through GALILEO. The link leads to Education-related databases of academic journals.

Performance Enhancement Center

**Location:** 75 Piedmont N. E., Suite 200A (Citizen’s Trust Building; Counseling & Testing Center)  
**Phone:** 404-413-1640  
**Website:** http://counselingcenter.gsu.edu/performance-enhancement-center/  
**Office Hours:**  
Tuesday and Wednesday: 8:30 a.m. – 7 p.m.  
Monday, Thursday and Friday: 8:30 a.m. – 5 p.m.  
Spring Break and Summer Semester: Monday – Friday: 8:30 a.m. – 5 p.m.

The Performance Enhancement Center contains information and/or guided exercises on:

- Performance anxiety  
- Mental toughness  
- Fear of public speaking  
- Test-taking anxiety  
- Relaxation breathing exercises  
- Muscle relaxation  
- Healthy eating  
- Sleep issues  
- Meditation  
- Guided imagery  
- Positive thinking and self-talk  
- Relaxation imagery and relaxation music  
- Stress and time management  
- Goal setting  
- Problem solving

Students who are interested in the PEC will receive three individual consultations with
one of the staff to assess their needs and design a program specific for them. Next the student will receive instruction on how to use the PEC equipment and resources. Following these consultations, students can then sign up to use the PEC on their own at their convenience (with a student ID).

Recreation Services

**Location:** Student Recreation Center 101 Piedmont Ave SE, Atlanta, GA 30303  
**Phone:** (404) 413-1750  
**Website:** [http://recreation.gsu.edu/](http://recreation.gsu.edu/)

The recreation center offers access to a variety of recreation and fitness activities. Memberships are available at the Service Counter located on the lobby level and are available to current students paying the Atlanta campus mandatory fees including the recreation fee, faculty, staff and degree holding graduates of Georgia State University. (Graduation will be verified.) Memberships are not available to the general public. All members must execute the online waiver. All members must use their PantherCard to enter and exit the turnstile area.

Members have access to the following:
- Aquatic classes
- Equipment checkout ([game room, lower level](#) and [outdoor rental](#))
- Guest privileges (see guest rates below)
- Instructional clinics
- Intramurals
- Nutrition counseling
- Personal training
- Safety programs
- [Sport Clubs](#) (only currently enrolled students)
- Touch the Earth trips

Safety Escort

**Location:** Wherever you are on the GSU campus. Escorts are made from Georgia State University buildings, Georgia State, Peachtree Center and Five Points MARTA Stations, commercial parking lots near the campus.

**Phone:**  
Emergencies: 911  
Campus Police: 404-413-3333  
Hearing Impaired: 404-413-3202  
**Safety Escorts:** 404-413-2100 (no cost)

**Hours:** One security guard is assigned to the Escort Van from 5:00 p.m. to 1:00 a.m. Monday through Thursday and 5:00 p.m. to 11:00 p.m. Friday when classes are in session. When Daylight savings time is in effect, the times are subject to change. These hours may vary or the escort van may not operate when classes are not in session, between semesters and holiday periods. (During this time escorts are performed by GSU campus security).
For details on how to prepare and prevent crime, visit: http://safety.gsu.edu/safety-you/personal-safety/. For a list of current safety programs, visit http://safety.gsu.edu/police/our-services/crime-prevention/

If your assailant targets you instead of your property, remain calm and breathe. Think of your planned response, defend yourself and escape.

Student Victim Assistance
Location: 75 Piedmont Ave., Suite 239
Phone: 404-413-1965
Website: http://victimassistance.gsu.edu
For students who have experienced a traumatic event, have been the victim of sexual assault or have been a victim of other crimes, Student Victim Assistance provides support services such as crisis intervention, referrals (Counseling and Testing Center, Student Health Clinic, Georgia State University Police, etc.), advocacy and support during all phases of legal or criminal proceedings, information (victim rights, typical responses to trauma and victimization, safety planning), consultation and education to students, faculty and staff and ongoing follow up.

Student Advocacy and Outreach
Location: Dean of Students, Student Center East, Suite 303
Phone: 404-413-1514
Website: http://deanofstudents.gsu.edu
Knowledgeable staff assist and empower students in conducting their university affairs by listening and analyzing the student’s issues, questions or concerns, talking with the student to help devise a problem-solving strategy and referring the student to appropriate staff members and departments. This advocacy and outreach is designed to facilitate student success and retention by helping students understand and utilize the resources and systems within the university.

A NOTE TO GRADUATE STUDENTS
The Bundled Student Fee Package policy allows students taking only off-campus courses to be exempted from mandatory fees, except the technology and USG Institution fees. Because students receiving this package are not assessed the additional mandatory fees, they will only have access to the associated services when they opt in though payment for specific services. Thus, students wishing to access the sporting events or the Student Recreation Center must opt in by paying the costs on a per use basis. For access to the Student Health Center, students must pay the $40 per semester fee at the Health Center. This flat rate provides students receiving the fee waiver with the same services as students who pay all fees. The Counseling and Testing Center is not covered through student fees so one need only be enrolled as a student to receive services from this office.
Questions about this policy can be directed to grad@gsu.edu.

Auxiliary Services

Panther Card / Panther ID
Location: second floor of the University Bookstore Building (above Panther Pizza).
Phone: 404-413-9508
Website: http://panthercard.gsu.edu/panthercard/
Hours: Monday – Thursday: 8:30 a.m. – 7:00 p.m., Friday: 8:30 a.m. – 5:15 p.m.
For information on receiving a Panther Card, putting money on the card, and accessing services with the card at GSU, please refer to the Panther Card office. Please note that students taking M.Ed. Comprehensive Exams a Panther Card with money added for printing is required.

Transportation/Parking
Location: University Bookstore Building, 66 Courtland Street, Suite 200
Phone: 404-413-9500
Website: http://transit.gsu.edu/
Email: auxiliary@gsu.edu
Hours: Monday – Thursday: 8:30 – 7:00 p.m.; Friday: 8:30 a.m. – 5:15 p.m.
For information on transportation options, including the GSU bus (Panther Express), MARTA student discounts, as well as parking-related questions, contact Auxiliary Services, Transit.
Professional Resources

Professional organizations:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association for Behavior Analysis International (ABAI)</td>
<td><a href="https://www.abainternational.org/welcome.aspx">https://www.abainternational.org/welcome.aspx</a></td>
</tr>
<tr>
<td>Association for Professional Behavior Analysts (APBA)</td>
<td><a href="http://www.apbahome.net">http://www.apbahome.net</a></td>
</tr>
<tr>
<td>Georgia Association for Behavior Analysis</td>
<td><a href="http://www.georgia-aba.com">http://www.georgia-aba.com</a></td>
</tr>
<tr>
<td>Florida Association for Behavior Analysis</td>
<td><a href="http://www.fabaworld.org">http://www.fabaworld.org</a></td>
</tr>
<tr>
<td>Tennessee Association for Behavior Analysis</td>
<td><a href="http://www.tennesseeba.org">http://www.tennesseeba.org</a></td>
</tr>
<tr>
<td>North Carolina Association for Behavior Analysis</td>
<td><a href="http://www.nc-aba.com">http://www.nc-aba.com</a></td>
</tr>
<tr>
<td>Alabama Association for Behavior Analysis</td>
<td><a href="http://www.alabamaaba.com">http://www.alabamaaba.com</a></td>
</tr>
<tr>
<td>Association for Contextual Behavioral Science</td>
<td><a href="https://contextualscience.org">https://contextualscience.org</a></td>
</tr>
<tr>
<td>Southeastern Association for Behavior Analysis</td>
<td><a href="http://www.seabaonline.org">http://www.seabaonline.org</a></td>
</tr>
</tbody>
</table>

Websites related to behavior analysis practice, and theory:

The Wing Institute: http://www.winginstitute.org
Association for Science in Autism Treatment (ASAT): http://asatonline.org
B. F. Skinner Foundation: http://www.bfskinner.org
Cambridge Center for Behavioral Studies: http://www.behavior.org
Behavior Babe: http://www.behaviorbabe.com
The Iris Center: http://iris.peabody.vanderbilt.edu
National Autism Center (NAC): http://www.nationalautismcenter.org
National Professional Development Center on Autism Spectrum Disorder:
http://autismmpdc.fpg.unc.edu
Organizational Behavior Management Network: http://www.obmnetwork.com

Journals:

Journal of Applied Behavior Analysis
The Analysis of Verbal Behavior
The Behavior Analyst
Journal of the Experimental Analysis of Behavior
Journal of Contextual Behavior Science
Behavior Modification
Focus on Autism and Other Developmental Disabilities
Review Journal of Autism and Developmental Disorders
Journal of Developmental and Physical Disabilities
Education and Treatment of Children
Education and Training in Autism and Developmental Disorders
Behavioral Interventions
Behavior Analysis: Research and Practice
Research in Developmental Disabilities
Research in Autism Spectrum Disorder
Exceptional Children
The Journal of Special Education
Exceptionality

Open source/mass media:

Behavior Analysis Quarterly: http://www.baquarterly.com
Appendix A

Please complete the information below and submit a hard copy to Dr. Tullis at least 3 months prior to beginning your intensive practicum experience. This timeline is to allow the Behavior Analyst Certification Board time to approve your practicum supervisor. If you will be using multiple supervisors, more than one form should be submitted. Please print or type the required information, and submit with a signature. Any questions should be directed to Dr. Tullis at ctullis2@gsu.edu

Supervisee name:__________________________________________________

Supervisor name: _______________________________________________

Supervisor title:___________________________________________________

Highest degree conferred:__________________________________________

*BACB certification number:________________________________________

Date of 8-hr training completion:___________________________________

Date of appropriate supervision CE Completion (Certification must be attached):_________________

Date of BACB supervision module completion:____________________

I _________________________________________ verify that I have completed all requirements as outlined by the Behavior Analyst Certification Board to supervise students pursuing eligibility to sit for the Board Certified Behavior Analyst Exam.

Supervisor signature:______________________________________________

*for supervisors that qualify under the ABPP clause of the supervision requirements, please list your license number and provide documentation that you have tested in behavior analysis.