APPL: APPLIED BEHAVIOR (GRADUATE)

APPL 6005 Applied Behavior Analysis I (3 Credits)
This course is intended to provide students with an introduction to the concepts of applied behavior analysis (ABA) and the science of human behavior with a focus on the application of behavior analysis for individuals diagnosed with autism spectrum disorder (ASD). Students will gain a strong foundation in the basic principles of ABA and how to apply these principles in school, home, and community settings, including identifying these principles in everyday situations. Students will learn how to identify setting and casual events that may lead to maladaptive behaviors as well as successful learning. Students will also learn evidenced based practices to decrease problem behaviors, identify and teach new behaviors, improve performance, and generalized improved performance to other settings. Topics include selecting, defining and measuring behavior, reinforcement contingencies, functional behavior assessment, social validity, treatment integrity, single subject experimental design, antecedent interventions, shaping, and promoting generalization. Multicultural competency in the application of behavior analysis will be discussed. Students will complete an applied project in which a problem behavior is identified and operationally defined, baseline data are collected, and an intervention designed and implemented. This course will be held as a distance education course involving asynchronous activities.

APPL 6010 Applied Behavior Analysis II (3 Credits)
This course is intended to provide students with an advanced discussion and application of behavior analytic concepts and principles, particularly as applied for individuals diagnosed with autism spectrum disorder. Students will further explore topics such as respondent and operant conditioning, automatic and socially mediated contingencies, stimulus control, motivating operations, and derived stimulus relations, as well as how to apply this learning to affecting socially significant behaviors. This course will be held as a distance education course involving asynchronous activities. Fieldwork is required and will consist of at least six sessions (e.g., class periods, baseline data collection, intervention sessions, etc.) with a learner who displays behavior(s) targeted for change. Permission must be obtained from parents/ caregivers as well as the lead teacher, therapist, etc. Note the amount of time spent completing fieldwork may vary dependent on each student's individual project. Prerequisites: APPL 6005.

APPL 6015 Single Subject Design &Measurement (3 Credits)
This course will provide students with an understanding of the utilization of single-subject research design and the application of single-case research methodology in the behavioral sciences. Students develop valid and reliable systems for measuring behavior, display data using different graphing formats, and engage in databased visual analysis. Students will use single subject methodology to create a research proposal involving individuals with autism. This course will utilize an asynchronous model. Prerequisites: APPL 6005.

APPL 6020 Developing & Increasing Socially Significant Behaviors (3 Credits)
The purpose of this course is to teach students how to : (a) conduct a variety or behavior assessments, (b) utilize initial assessments and continuous data collection in intervention, (c) devise and implement behavior change procedures, systems, and interventions that increase socially meaningful adaptive skills via environmental modifications of stimuli and consequences, and (d) plan for generalization and maintenance. The course will focus on interventions for individuals with autism. Students will also learn ways to train others in the implementation of such procedures and systems. There will be an emphasis on the application of these skills in applied settings (e.g., home, school, adult group homes). This course will be held asynchronously, however fieldwork hours are required. Fieldwork will consist of at least six sessions (e.g., class periods, baseline data collection, intervention sessions, etc.) with a learner diagnosed with autism spectrum disorder. Permission must be obtained from parents/ caregivers as well as the lead teacher, therapist, etc. Note the amount of time spent completing fieldwork may vary dependent on each student's individual project. Prerequisites: APPL 6005 & APPL 6015.

APPL 6025 Functional Behavioral Assessment (3 Credits)
This course will focus on functional assessments to determine the function of challenging and maladaptive behaviors. Students will gain an understanding of the utilization of behavior analytic principles to create behavior change programs, targeting behaviors for increase and corresponding replacement behaviors for increase. Principles to be covered include behavior change procedures such as differential reinforcement, extinction, and antecedent interventions. Students will identify essential components of a behavior reduction program and will implement these in required fieldwork experiences. This class will be held asynchronously, however at least 30 fieldwork hours are required. Prerequisites: APPL 6010 and APPL 6015.

APPL 6030 Ethics in Applied Behavior Analysis (3 Credits)
This course will outline ethical responsibilities in the field of applied behavior analysis and provide students with information to analyze ethical situations and engage in appropriate responses. Students will gain an understanding of historical events in the field of behavior analysis and in working with individuals with developmental disabilities. Students will be asked to analyze case scenarios for potential ethical violations, provide relevant standards to address the violations, and provide recommendations for responses. Students will discuss case scenarios to analyze degrees of harm and will analyze scenarios and their responses through a lens of cultural humility. Students will be encouraged to debate and discuss current ethical scenarios.

APPL 6035 Supervision and Staff Training (3 Credits)
This course is intended to provide students with an understanding of daily responsibilities in obtaining and receiving supervision experience, emphasizing areas of professionalism, skill development, professional development, ethics in supervision, and assessing quality supervision. Maintaining appropriate records documenting supervision, giving and receiving feedback, self-care, and time management will also be discussed. Supervisees will be expected to create a staff training program with objective, measurable goals as well as lead mock supervision sessions for groups and individuals. While the majority of the course will be asynchronous, some synchronous meetings are required. Fieldwork is required throughout the course. Student should secure a site for fieldwork in which behavior analytic interventions are implemented for individuals diagnosed with autism spectrum disorder. Prerequisites: APPL 6005 & APPL 6015 & APPL 6030.

APPL 6040 Maintaining Client Records in Applied Behavior Analysis (2 Credits)
This course will cover applicable NYS and federal laws governing behavior analytic practice. Students will understand which laws supersede others and in which environment (i.e., FERPA laws when practicing in schools). Students will also understand regulations involving ethical maintenance of client records, DOs and DON'Ts for medical billing, and available services in NYS throughout the lifespan. Students will also gain an understanding of maintaining records as per varying agency policies.

APPL 6045 Autism Spectrum Disorder & Evidence Based Practices (3 Credits)
This course is an introduction and overview to Autism Spectrum Disorders (ASD) in which students will understand common characteristics of autism. Students will gain an understanding of resources available to families once their child is diagnosed with ASD, as well as resources available in NYS across the lifespan. Evidence based practices in working with individuals with autism will be reviewed. Students will learn how to evaluate quality indicators in autism research, understand the importance of maintenance, generalization, and planning for a spiral curriculum. Students will also gain an understanding of the principles of ABA and the role of a behavior analyst when working with individuals diagnosed with autism. Students will also explore current issues in autism today.

APPL 7000 Optional Practicum in Applied Behavior Analysis (0 Credits)
This optional practicum course requires ongoing experience hours towards the NYS license in Applied Behavior Analysis. Students must obtain experience hours for a minimum of 10 hours per week across two days with qualified supervisors and practicum sites. Supervisors are responsible for ensuring all clients with whom the candidate works have proper documentation. Students will focus on applying behavior analytic concepts and principles to pedagogy, as well as develop professional, ethical, and culturally responsive repertoires. Students must maintain records for NYS LBA supervision. If students wish to count these hours towards BACB supervision, they must maintain documentation as outlined in the BACB guidelines.

APPL 7001 Applied Behavior Analysis Capstone I (2 Credits)
The purpose of this course is to complete a capstone project of a research thesis or professional development module. The thesis requirement will involve execution of a research project and writing of a thesis that is approved by the student's committee and the School for Graduate Studies. The student will conceptualize socially significant research questions and engage in empirical assessment of these questions using evidenced based behavior analytic interventions. Students will meet with their advisor weekly to facilitate learning and progress. Thesis requirements involve conceptualizing, conducting, and orally defending an original empirical research, as well as writing a scholarly paper pertaining to your research. The project must be accepted by the student's Thesis Committee. The final thesis defense and completed paper must be approved by the student's Thesis Committee and SUNY Empire's School for Graduate Studies for the Masters of Science degree to be granted. A professional development project will focus on identifying areas of greatest need in the local and broader community. Students will prepare and conduct a webinar or module that can be accessible asynchronously on a topic discussed and chosen with the instructor. Examples include best practices in toilet training, utilization of behavior analysis in school based settings, using ACT to decrease parent stress, and evidenced-based strategies to support caregiver training. Both options are weighed equally and hold great import to our field in the contribution to original applied research or knowledge growth for consumers. Students should choose based on their interests and goals for future. Prerequisites: APPL 6005 and APPL 6015 and APPL 6030.

APPL 7002 Applied Behavior Analysis Capstone II (2 Credits)
The purpose of this course is to complete a capstone project of a research thesis or professional development project. The thesis requirement will involve execution of a research project and writing of a thesis that is approved by the student's committee and the School for Graduate Studies. The student will conceptualize socially significant research questions and engage in empirical assessment of these questions using evidenced based behavior analytic interventions. Students will meet with their advisor weekly to facilitate learning and progress. Thesis requirements involve conceptualizing, conducting, and orally defending an original empirical research, as well as writing a scholarly paper pertaining to your research. The project must be accepted by the student's Thesis Committee. The final thesis defense and completed paper must be approved by the student's Thesis Committee and SUNY Empire's School for Graduate Studies for the Masters of Science degree to be granted. A professional development project will focus on identifying areas of greatest need in the local and broader community. Students will prepare and conduct a webinar or module that can be accessible asynchronously on a topic discussed and chosen with the instructor. Examples include best practices in toilet training, utilization of behavior analysis in school based settings, using ACT to decrease parent stress, and evidenced-based strategies to support caregiver training. In this course, students will "run" their study. Students will act as the primary investigator, recruit participants and obtain informed consent, implement their research methodology, collect and graph data on progress, fidelity, and observer agreement, and make decisions as appropriate. Students who choose a professional development project will create all necessary materials for a course that consists of at least 15 hours of training. Prerequisites: APPL 7001.

APPL 7003 Applied Behavior Analysis Capstone III (2 Credits)
The purpose of this course is to complete a capstone project of a research thesis. The thesis requirement will involve execution of a research project and writing of a thesis that is approved by the student's committee and the School for Graduate Studies. The student will conceptualize socially significant research questions and engage in empirical assessment of these questions using evidenced based behavior analytic interventions. Students will meet with their advisor weekly to facilitate learning and progress. Thesis requirements involve conceptualizing, conducting, and orally defending an original empirical research, as well as writing a scholarly paper pertaining to your research. The project must be accepted by the student's Thesis Committee. The final thesis defense and completed paper must be approved by the student's Thesis Committee and SUNY Empire's School for Graduate Studies for the Masters of Science degree to be granted. A professional development project will focus on identifying areas of greatest need in the local and broader community. Students will prepare and conduct a webinar or module that can be accessible asynchronously on a topic discussed and chosen with the instructor. Examples include best practices in toilet training, utilization of behavior analysis in school based settings, using ACT to decrease parent stress, and evidenced-based strategies to support caregiver training. In this course, students will write their final thesis manuscript and orally defend their thesis to the committee. Students who choose a professional development project will pilot the project with a test group and will make changes based on feedback. Students will have a final module series completed and ready for public consumption. Both options are weighed equally and hold great import to our field in the contribution to original applied research or knowledge growth for consumers. Students should choose based on their interests and goals for future. Prerequisites: APPL 7002.

APPL 7005 Applied Behavior Analysis Practicum I (3 Credits)
Note: This course requires ongoing fieldwork with individuals medically diagnosed with autism spectrum disorder in authorized settings. Students must obtain fieldwork for a minimum of 10 hours per week. Supervisors are responsible for ensuring all clients with whom the candidate works have proper documentation. The course itself will meet synchronously four times per semester with the instructor, however the candidate MUST meet with their assigned supervisor on a weekly basis as per NYS requirements. This course offers students the opportunity to receive supervision from NYS Licensed Behavior Analysts with clients diagnosed with ASD in the clinic, home, community, and/or school setting. This practicum course will focus on applying basic behavior analytic concepts and principles to pedagogy, as well as develop beginning soft skills such as collaborating on teams. The course instructor, supervisor, and student may meet with one another to come up with a list of applied projects should the referenced projects be inappropriate for the students' clients. Students must maintain records for NYS LBA supervision. If students wish to also count these hours towards BACB supervision, they must maintain documentation as outline in the BACB guidelines. Prerequisites: APPL 7001 or concurrent.

APPL 7010 Applied Behavior Analysis Practicum II (3 Credits)
Note: This course requires ongoing fieldwork with individuals medically diagnosed with autism spectrum disorder in authorized settings. Students must obtain fieldwork for a minimum of 10 hours per week. Supervisors are responsible for ensuring all clients with whom the candidate works have proper documentation. The course itself will meet synchronously four times per semester with the Instructor, however the candidate MUST meet with their assigned supervisor on a weekly basis as per NYS requirements. This course offers students the opportunity to receive supervision from NYS Licensed Behavior Analysts with clients diagnosed with ASD in the clinic, home, community, and/or school setting. Practicum II will focus furthering soft skills through peer coaching, application of pedagogy to practice for behavior reduction programs, advanced behavior analytic programming, advanced data decision analyses, and caregiver training. The course instructor, supervisor, and student may meet with one another to come up with a list of applied projects should the referenced projects be inappropriate for the students' clients. Students must maintain records for NYS LBA supervision. If students wish to also count these hours towards BACB supervision, they must maintain documentation as outline in the BACB guidelines. Prerequisites: APPL 7005.