



PSY/SPED 535—Applied Behavior Analysis

COURSE SYLLABUS: Fall 2016

INSTRUCTOR INFORMATION

Instructor: Dr. Kelly M. Carrero, BCBA; Assistant Professor of Special Education

Office Location: Henderson 227

Office Hours: Tuesdays 11-4 @ Mesquite Metroplex or by appointment

Office Phone: 903.886.5592

Office Fax: 903.886.5510

University Email Address: Kelly.carrero@tamuc.edu

Preferred Form of Communication: Virtual Office Hours (VOH) through eCollege or University Email.

Communication Response Time:

Using VOH through eCollege = within 24 hours Monday – Friday, weekends and holidays may take up to 48 hours;

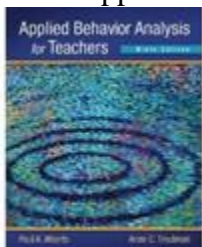
Using University Email = within 48 hours Monday – Friday, weekends and holidays may take up to 72 hours.

COURSE INFORMATION

Materials

Textbook(s) Required

Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers (9th edition)*. Upper Saddle River, NJ: Pearson.



**Bailey, J. S., & Burch, M. R. (2011). *Ethics for behavior analysts (2nd edition)*. New York, NY: Brunner-Routledge.

American Psychological Association (APA). (2009). *Publication manual of the American*

The syllabus/schedule are subject to change.

Psychological Association. (6th Ed.). Washington, D.C.

**You will read selected chapters of this textbook AND you can access the eBook FOR FREE in the Gee Library Digital Collections (I will embed specific directions when I assign the selected chapters).

Other resources. Texas A&M University—Commerce’s Gee Library provides access to thousands of online journals. Of particular interest to this class are resources found in the ERIC and PsychInfo databases. You may access these resources on campus or from home by using your CWID and password at <http://www.tamuc.edu/library/>

Course Description

The course provides a focus on the principles of applied behavior analysis (ABA). While wide application of ABA principles is possible, the application of ABA to the field of education is highlighted.

Student Learning Outcomes

The overarching goal of this course is to provide advanced training proactive and scientific-based approaches to behavior management and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. At the conclusion of this course, students will be able to:

1. Demonstrate a thorough knowledge of the key concepts, vocabulary, techniques and outcomes of the use of the basic principles of Applied Behavior Analysis (ABA; the scientific approach).
2. Demonstrate skill in the use of ABA principles in the design of behavior change programs (systematic observation and recording of behavior, charting and graphing data, developing behavioral objectives, and designing and implementing behavior change programs) in classrooms for students with disabilities, including individual and group behavior management intervention strategies.
3. Understand components of a positive behavior interventions and supports (PBIS) and how these components are applied to individual, classroom, and schoolwide systems of support.
4. Understand the importance of professional ethics as related to special education programming and the use of behavior change programs.

TEXES Competencies for Special Education

The syllabus/schedule are subject to change.

Competency 002: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Competency 004: The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

Competency 006: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

TE_xES Competencies for Diagnosticians

Competency 003: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Competency 004: The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.

Competency 006: The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.

Competency 007: The educational diagnostician understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' behavioral and social skills.

Competency 008: The educational diagnostician understands and applies knowledge of professional practices, roles, and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.

NASP Standards Covered (for School Psychologists)

(Links to NASP Model 10 Domains of Practice)

2.1: Data-Based Decision Making & Accountability: *You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

2.2: Consultation and Collaboration: *You will gain knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

2.4: Interventions and Mental Health Services to Develop Social and Life Skills: *You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.*

2.6: Preventive and Responsive Services: *You will gain knowledge of principles and research related to resilience and risk factors in learning & mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

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2.9: Research and Program Evaluation *You will gain knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

COURSE REQUIREMENTS

Minimal Technical Skills Needed

To be successful in this course, you will need to know how to access and navigate (a) eCollege, (b) Microsoft Word, and (c) Microsoft Excel. If you use the program PAGES, you will need to convert your file to a Word document or PDF before submitting to Dropbox. I will not serve as technical support. TAMUC has multiple professionals (e. g., Instructional Technology, CITE, library) who will be able to help you troubleshoot and/or teach you how to navigate the necessary technical requirements for this course.

Instructional Methods

Content delivery will be hybrid. Specifically, you will work through asynchronous online modules and then we will meet face-to-face about 50% of the class meetings. You will be expected to work through course modules that will be on eCollege/Pearson Learning. If you have problems accessing the system, immediately contact the system administrator through the help screens provided.

There is an applied project in this course and it accounts for much of your grade.

Therefore, it is critical that you keep up with the content at a pace that will allow you to apply it during the time sensitive applied project.

Student Responsibilities or Tips for Success in the Course

To be successful in this course, log into the course on eCollege after our face-to-face meetings and review the modules that will be due before our next face-to-face meeting. This will allow you to schedule when you need to complete your work. You will also need to secure a placement for your applied project. If you are already working in a setting that will allow you to complete your applied project, you will need site authorization from a supervisor (more to come about what is required). **If you need assistance with a placement for your applied project, please schedule a time within the first 2 weeks of this course to identify a placement.** Other ways to be successful in this course include: (a) getting the contact information of one of your classmates (in the event you missed a class or just need clarification), (b) contacting a librarian at TAMUC (you can do this over the phone) to teach you how to access scholarly articles, and (c) meeting with me during my office hours if you have questions or concerns. It is always recommended that you schedule an appointment or let me know you are stopping by during my office hours so I can let “walk-ins” know that I have an appointment coming and you will be guaranteed time with me.

GRADING

The syllabus/schedule are subject to change.

The instructor reserves the right to make subjective judgments about the quality of student participation and products. In other words, quantity does not equate to quality nor does effort equate to quality. Moreover, a grade of A will be reserved for only the highest achieving students. If you need to receive an A in this course, I suggest you work hard to submit stellar products. My office hours are listed on the first page of this syllabus if you need to come and speak with me DURING the semester regarding your grades. Please do not wait until the semester is over to discuss grades.

In both undergraduate and graduate school, grades are earned according to individual student performance on described activities. Effort is important but the outcome of your effort is the product upon which grades are based. Final grades are assigned as follows using a weighted percentage points earned scale:

- ✓ Grades of A are reserved for students whose products are consistently exemplary and commensurate with the work of an accomplished graduate student. A products provide clarity of thoughts and ideas with no grammatical, structural, or spelling errors.
- ✓ Grades of B are earned by students whose products are good but not outstanding. B products provide detail and explanation; may have a few grammatical, structural, or spelling errors.
- ✓ Grades of C are earned by students whose products are limited but display sufficient understanding; may have major grammatical, structural, or spelling errors.

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Percentage toward final grade	Assignment/Activity
25%	Weekly Exams
30%	Weekly Assignments
10%	Student Presentation of Behavioral Techniques
30%	ABA Project
5%	Professionalism and Good Conduct

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TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is

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the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

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Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

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The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment

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without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Your quickest response will be through Virtual Office Hours (VOH) on eCollege. If you have a general question, it is likely your peers have the same question. If you have a personal comment or question, email correspondence is the most appropriate method of communication. You can email me at Kelly.carrero@tamuc.edu

Using VOH through eCollege = within 24 hours Monday – Friday, weekends and holidays may take up to 48 hours;

Using University Email = within 48 hours Monday – Friday, weekends and holidays may take up to 72 hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. Professionalism: It is expected that you demonstrate professionalism. For the purposes of this course, professionalism will be exhibited by the student: (a) completing all assigned readings, (b) submitting assignments by the deadline, and (c) adhering to the university student code of conduct (e.g., plagiarism, cheating).

2. Writing Assignments: Prepare all written assignments according to the APA Publications Manual (6th ed.), as appropriate. You can access information regarding basic APA style at <http://owl.english.purdue.edu> or the Learning Center located on the main floor of the library.

a. ***ALL WRITTEN WORK WILL BE SUBMITTED TO TURNITIN TO CHECK FOR PLAGIARISM (Turnitin will provide a score of the percentage of the paper that has been directly lifted from other sources). SCORES OF 30% OR MORE WILL BE IMMEDIATELY RETURNED TO THE STUDENT FOR REVISIONS. AFTER SECOND SUBMISSION, IF THE SCORE REMAINS 30% OR MORE, THE PAPER WILL AUTOMATICALLY RECEIVE A ZERO. The

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BEST way to avoid any potential confusion is to get very good at stating things in multiple ways--but most importantly, in a way that is different than the original source(s). Papers in this class will likely not require direct quotes. We will discuss when it is appropriate to use direct quotes in a paper (and it isn't very often).

b. I STRONGLY encourage you take advantage of the student resources TAMUC offers you. I will reward students with bonus points if you can provide documentation that you have utilized the Writing Center to help you improve the quality of your written work. Here is a link to the Online Writing Lab:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/onlineWritingLab.aspx>

3. On-time Submission of Assignments and Quizzes: The information in this course builds on itself. Therefore, it is critical that work and quizzes be completed in a timely manner. Quizzes WILL NOT be re-opened because you forgot or didn't get to it in time. You will receive a zero. Course assignments and projects will receive 2 points off for each day that they are late; after 3 days, it will go down by a letter grade for each day that it is late.

Specific Requirements

1. Use of Person-First Language: You are expected to use Person-First language at all times when referring to individuals with a disability (e.g., a child with autism or a student with behavioral problems).

2. Weekly Quizzes: There will be quizzes for each week's readings. Students will take the quizzes online during the week, after completing the readings. Exams will use the objective-type format (e.g., multiple choice) and you will be given 2 attempts (BEWARE: eCollege erases your first attempt the moment you elect to use your second attempt).

3. ABA Project: This assignment is designed to provide you with the opportunity to learn strategies for observing, measuring, and managing behavior. This procedure will involve systematic observation and recording of behavior, charting and graphing data, designing an intervention plan, developing behavioral objectives, implementing ABA-based strategies, and measuring outcomes.

4. Student Presentation of Behavioral Techniques: You will research behaviorally-based instructional and intervention techniques. Moreover, you will use one or more of these techniques in your ABA Project. Each student will prepare a formal presentation designed to comprehensively teach and model the technique to the class. The presentation should include demonstration of the technique, information as to when the technique would be appropriate to use, and a practical handout/resource page for your peers.

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

August 30th: on-campus; Introductions; Review syllabus

Unit 1: Foundations of Applied Behavior Analysis

September 6th : Mesquite

September 13th: online

Unit 2: Measuring Behavior

September 20: Mesquite

September 27: online; phone/virtual conferences with Dr. Carrero to discuss Behavior Change Project

Unit 3: Managing and Teaching Behavior

October 4: Mesquite

October 11: online

October 18: online; phone/virtual conferences with Dr. Carrero to discuss Behavior Change Project

October 25: Mesquite

November 1: online

Unit 4: Behavioral Techniques

November 8: on-campus (PBIS)
BEHAVIOR CHANGE PROJECT DUE!!

November 15: on-campus for student presentations

Presenter 1:

Presenter 2:

Presenter 3:

Presenter 4:

Presenter 5:

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November 22: **on-campus for student presentations

Presenter 1:

Presenter 2:

Presenter 3:

Presenter 4:

Presenter 5:

November 29: on-campus for student presentations

Presenter 1:

Presenter 2:

Presenter 3:

Presenter 4:

Presenter 5:

December 6: on-campus for student presentations

Presenter 1:

Presenter 2:

Presenter 3:

Presenter 4:

Presenter 5:

December 13: **on-campus for student presentations

Presenter 1:

Presenter 2:

Presenter 3:

Presenter 4:

Presenter 5: