The information contained here regarding requirements and curricula is binding for students starting any of the degree programs in Behavior Analysis during the 2020-2021 academic year.
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Florida Tech School of Behavior Analysis

Behavior Analysis Graduate Degree Programs

On-Campus Program Chair and Professor
David A. Wilder, Ph.D., BCBA-D

Behavior analysis is a scientific approach to the study of behavior. It is concerned with describing, explaining, predicting, and changing behavior. Environmental events are the independent variable in behavior analysis, even though it is recognized that genetics and other biological variables also are needed to fully explain behavior. Thus the focus of behavior analysis is determining functional relations between behavior and environmental events.

Behavior analysis is a natural science, like biology; it is not a social science, like psychology or sociology. Behavior analysis has four different branches: (1) the conceptual analysis of behavior, which addresses philosophical, theoretical, historical, and methodological issues; (2) the experimental analysis of behavior (EAB), which focuses on research on basic processes and principles; (3) applied behavior analysis (ABA), which focuses on applying basic principles to solve problems of social significance while systematically evaluating these applications; and (4) behavior analytic service delivery, which focuses on professional practice and consultation. In addition, ABA researchers have developed and validated behavioral technology, which consists of assessment and behavior change procedures. Behavior analysis practitioners, other practitioners, teachers, parents, and others may utilize this behavioral technology.

FL Tech offers four different on-campus graduate degrees in behavior analysis, each incorporating core elements from the different branches of behavior analysis: We offer three Master of Science (M.S) degrees and one doctoral degree. The M.S. degrees are in (1) Applied Behavior Analysis (ABA), which focuses on clinical and educational applications; (2) Organizational Behavior Management (OBM), which focuses on business and industry applications; and (3) ABA plus OBM, which focuses on both. The Doctor of Philosophy (Ph.D.) degree is in Behavior Analysis.

Our ABA M.S. and OBM M.S. degree programs at the main campus (MLB) include an option for a thesis or a capstone project. If students elect to do a thesis and they are not making satisfactory progress by the end of the fall semester (i.e., they have not satisfactorily proposed their topic to their committee members in a formal meeting), their faculty advisor may require that they switch to a capstone project and not complete the thesis. If this is the case, students may lose up to 3 credits of thesis and will be required to take 3 additional credits (beyond the total credits required for the degree) in order to graduate. Thesis defenses and dissertation defenses can be open to the public, at the student’s request, but they are not required to be open to the public. The portion of thesis defenses and dissertation defenses in which the committee formally evaluates student performance is always closed to the public.

ABAI Accreditation and BACB Approval

Our three M.S. programs at the main campus and our M.S. in ABA program at the Orlando campus are fully accredited by the Association for Behavior Analysis International (ABAI). Our Ph.D. program in Behavior Analysis is also fully accredited by the Association for Behavior Analysis International (ABAI). The Hybrid MA in Professional Behavior Analysis has also been designed to meet ABAI accreditation standards and is scheduled to be reviewed after five years of operation. The Behavior Analyst Certification Board® (BACB®) has approved our Degree Programs Behavior Analysis Core
Curriculum course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® (BCBA®) examination. In addition, the BACB has approved our Intensive Practical Training in Behavior Analysis course toward the Intensive Practicum experience requirement for taking the Board Certified Behavior Analyst® (BCBA®) Examination.

Missions

The mission of our M.A. Professional Behavior Analysis Hybrid Degree Program is to produce competent science-informed practitioners who are solidly grounded in basic principles derived from the experimental analysis of behavior, who approach problems in a conceptually systematic way tied to those basic principles, who will attain BCBA certification, who adhere to best data-based and evidenced-based ABA practices, and who will continue to inform their practice with current research findings.

The mission of our M.S. Behavior Analysis Degree Programs is to produce competent behavior-analytic practitioners and consultants, who are solidly grounded in basic principles derived from the experimental analysis of behavior (EAB), who approach the world from a radical behaviorist perspective, who will continue to inform their practice with current research findings, contribute to behavioral research, who attain BCBA certification, and who are prepared to enter doctoral programs.

The mission of our Ph.D. Behavior Analysis Degree Program is to produce competent behavior-analytic researchers, instructors, and practitioners who are solidly grounded in basic principles derived from the experimental analysis of behavior (EAB). We expect graduates of our doctoral program to approach the world from a radical behaviorist perspective, continue to contribute to behavioral research, inform their practice with current research findings, obtain academic and professional positions, and effectively manage behavior analysts under their supervision.

Locations and Schedule

The online Master's program in Behavior Analysis Practice meets the 5th edition Behavior Analyst Certification Board® coursework and degree requirements for the BCBA® credential to sit for the certification exam and is 100 percent online. Applications for the fifth edition master's program (program code: 8155) are now available. Students can begin the online master's program in any fall, spring, or summer semester beginning August 2020. The program consists of 33 credits - 21 credits from the BCBA Verified Course Sequence and 12 additional credits. Semesters are 15 weeks in spring and summer semesters, and 16 weeks during the fall. (This allows students and instructors to have the entire week of Thanksgiving off.)

The M.S. in ABA program is offered both on the main campus in Melbourne and at the Florida Tech Graduate Center in Orlando, Florida. Classes are offered at the Orlando Center mostly on Friday afternoons and Saturdays, while the main campus program offers most of its classes only on weekdays. Regardless of location, full-time students typically complete the program in four regular semesters plus the intervening summer.

The M.S programs in OBM and ABA+OBM, and our doctoral program are offered exclusively at the main campus in Melbourne.

Note
Our four Behavior Analysis degree programs at the main campus and the ABA degree program at our Orlando site are part of the School of Behavior Analysis which is a part of the College of Psychology and Liberal Arts. The School of Behavior Analysis also includes online certificate programs, which are not degrees, but can be used for part of the online MA degree in Professional Behavior Analysis.

STUDENT GUIDELINES

Communication

The School of Behavior Analysis faculty and staff will communicate with you through your Florida Tech email account. All graduate students are required to keep their @fit.edu email address active and check it regularly. All on-campus graduate students will also be issued a mailbox at the beginning of the fall semester. These mailboxes are located in the hallway of the second floor of the Harris Commons building and will be utilized by faculty staff and other students who need to leave hard copy materials for students.

Program Plans

SOBA staff will create a program plan for all students. This lists all of the courses a student must complete to earn a degree. The plan must be signed by the advisor and the Chair of their program before being forwarded to the Registrar. This document becomes part of the student's permanent file. Copies of this form are available in the Behavior Analysis Main Office. Students who desire to change their program plan once it is approved must file a "Change in Program Plan" form (also available in the Main Office) which is signed by the advisor and the Chair of their program.

Grades

FL Tech uses a grading system of A, B, C, D, F with corresponding quality points of 4, 3, 2, 1, and 0, respectively. The School of Behavior Analysis considers that graduate students performing acceptable work should receive grades of B and those doing exceptional work grades of A. To receive a graduate degree, a student must have at least a 3.0 grade point average. In graduate courses, grades of C or below are failing grades and must be repeated at the earliest opportunity. An elective course in which a C or below is received must either be repeated or an additional course taken with approval of the program chair. In accord with the rules of the graduate school, all grades received are used in computing the grade point average, but only the last set of credit hours for the course count toward graduation. Therefore, when a course is repeated the C (or lower) grade from the initial course is included in the overall average but does not provide credits toward graduation. The University permits awarding a grade of "Incomplete" only when there are extenuating circumstances which prevent the student from completing the course requirements within the designated times. Such extenuating circumstances might include: hospitalization from either illness or accident, personal tragedy in the family, or some other catastrophe. Incomplete grades will not usually be given for reasons other than these. Grades of incomplete stand out on an academic record, and are often evaluated negatively. It is therefore important for the student to complete all the requirements for each course within the semester it is offered. An Incomplete automatically becomes an "F" if the final grade is not reported by the instructor prior to the beginning of the seventh week of classes of the following semester.

Appeal of Grades or Instructor Conduct

Only the instructor may recommend grade changes to the program chair and dean. Grade changes are permitted only when the instructor finds that an error was made in the computation or reporting of the final grade. Grades cannot be changed as a result of additional work performed by the student.
If the student believes the grading or conduct of an instructor to be inappropriate, and if, after specifically discussing this dissatisfaction with the instructor the problem is unresolved, the student should meet with the program chair, if the problem is still unresolved, the student should meet with the associate dean.

Final Program (Comprehensive) Examination

Master's Degrees in ABA, OBM, and ABA + OBM

A final program examination is required for all graduate degrees earned at Florida Institute of Technology. This examination is required for both master's degree programs in which a thesis is completed and for master's degree programs that have no thesis requirement. The examination must be taken no earlier than the last full semester (not including Summer Terms) in which the student is registered for courses. The content of the exam is similar to the material presented on the certification exam graduates take to become Board Certified Behavior Analysts, but also includes material on OBM and Radical Behaviorism. The information on OBM and Radical Behaviorism is drawn from these two courses. A score of at least 80% on the exam is required to pass the final program exam. Students who do not pass the first time they take the exam are given a second opportunity to pass the exam in the following semester (not including summer terms). A student is permitted only three attempts to pass the master's final program examination.

Ph.D. Degree in Behavior Analysis

The student is required to pass a comprehensive examination defense, which consists of either a federal grant application OR a shorter (typically non-federal) grant application and a comprehensive literature review. To pass an examination, the student must have the unanimous approval of the Committee. A student who does not pass the examination may, at the option of a majority of the Committee, be allowed one opportunity to retake the examination after a suitable period of study.

Academic Dismissal

We never anticipate that students will be dismissed. However, certain circumstances can result in dismissal. These are listed in the catalog, and are summarized below.

1. Two or more grades of D or F are earned in graduate level courses.
2. The student's grade point average does not meet the standard for the total credit hours attempted.
3. The academic faculty judges that the student is not making satisfactory academic progress.
4. The student fails to abide by the standards of professional conduct required by the program.
5. The presence of the student hampers the academic efforts of other students.
6. Dismissal for Misconduct: Student conduct which violates the legal or ethical standards of the University may result in mandatory withdrawal from all classes and denial of permission to register in future terms, for either a definite or indefinite period of time. Examples of misconduct that could result in these actions include cheating, plagiarism, knowingly furnishing false information to the University, or forging, altering, or misusing University documents or academic credentials. See the SOBA Discipline Policy for details.

Note about BCaBA's becoming BCBAs:

If opting to take the BCaBA® exam while earning your graduate degree at Florida Tech, students are encouraged to do so prior to starting their second semester. The BACB® requires that students with a BCaBA complete additional experience hours after you get your BCaBA certification. This means that
students might have to accrue additional hours following the completion of the program if they take the BCaBA exam during their second year (or later) in the program. For additional information, see: https://www.bacb.com/bcaba/#BCaBAEligibilityRequirements

Degree Program Plans

ONLINE BEHAVIOR ANALYSIS PRACTICE

Master of Arts in Behavior Analysis Practice Degree Requirements (online)

This new online Master's program meets the 5th edition Behavior Analyst Certification Board® coursework and degree requirements for the BCBA® credential to sit for the certification exam and is 100 percent online. Applications for the fifth edition master’s program (program code: 8155) are now available.

Students can begin the online master’s program in any fall, spring, or summer semester beginning August 2020. The program consists of 33 credits - 21 credits from the BCBA Verified Course Sequence and 12 additional credits. Semesters are 15 weeks in spring and summer semesters, and 16 weeks during the fall. (This allows students and instructors to have the entire week of Thanksgiving off.)

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<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<td>1</td>
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<td>Semester 1</td>
<td><strong>BEH5060: Applied Experience in Behavior Analysis</strong></td>
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<tr>
<td>Semester 1</td>
<td>BEH5043: Measurement and Experimental Design in Behavior Analysis</td>
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<td>BEH5047: Introduction to Assessment and Intervention</td>
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<td>Semester 2</td>
<td><strong>BEH5060: Applied Experience in Behavior Analysis</strong></td>
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</tr>
<tr>
<td>Semester 2</td>
<td>BEH5048: Assessment &amp; Behavior Change Procedures for Skill Acquisition &amp; Performance Improvement</td>
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</tr>
<tr>
<td>Semester 2</td>
<td>BEH5050: Supervision &amp; Management Fundamentals</td>
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<tr>
<td>Semester 3</td>
<td><strong>BEH5060: Applied Experience in Behavior Analysis</strong></td>
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<tr>
<td>Semester 3</td>
<td>BEH5049: Assessment &amp; Behavior Change Procedures for Behavior Reduction</td>
<td>3</td>
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<td>Semester 4</td>
<td>BEH5045: Ethics for Behavior Analysts 2</td>
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<td>Semester 4</td>
<td><strong>BEH5060: Applied Experience in Behavior Analysis</strong></td>
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<td><strong>Restricted Elective</strong></td>
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<td>Semester 4</td>
<td>BEH5042: Conceptual Analysis of Behavior for ABA Practitioners</td>
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<td>Semester 5</td>
<td>BEH5051: Advanced Personnel Supervision &amp; Management</td>
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<td><strong>BEH5060: Applied Experience in Behavior Analysis</strong></td>
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<td>Semester 5</td>
<td><strong>Restricted Elective</strong></td>
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<td>Semester 5</td>
<td>BEH5040: Personalized System of Professional Improvement</td>
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<td><strong>BEH5060: Applied Experience in Behavior Analysis</strong></td>
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<td>Semester 6</td>
<td><strong>Restricted Elective</strong></td>
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<tr>
<td>Semester 6</td>
<td>BEH5046: Ethics For Behavior Analysts 3</td>
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APPLIED BEHAVIOR ANALYSIS (ABA) – Major Code: 8147

Master of Science in ABA Degree Requirements

A minimum of 44 semester credit hours are required. Requirements include completing the behavior analysis core curriculum (24 credit hours), a course covering biological foundations of behavior (1 or 3 credits, depending on MLB or ORL campus), intensive practical training (12 credit hours), either a capstone project and pre-approved electives (7 credits) or a thesis (including thesis preparation; 7 credits), and a final program examination. A capstone project is completed in ORL, a thesis is typically completed in MLB. All courses for a letter grade must be passed with a grade of B or better. The final program examination for all students consists of a multiple-choice examination simulating the Behavior Analyst Certification Board® certification examination at the behavior analyst (BCBA®) level and covers material from the Behavior Analysis Core courses. The final program examination is administered toward the end of the student’s second spring semester. NOTE: students may be required to take certain electives during some semesters.

Pre-requisite course taken prior to enrollment
BEH 5011 Intro to Concepts and Principles of Behavior Analysis 3 not included in total

Behavior Analysis Core Curriculum (24 credits)

BEH 5101 Behavioral and Functional Assessment 3
BEH 5102 Experimental Evaluation of Interventions (MLB) 3
OR
BEH 5022 Using Measurement, Graphs, and Single Case Design in BA Practice (ORL) 3
BEH 5107 Advanced Concepts and Principles 2
BEH 5015 Decreasing, Eliminating, and Replacing Problem Behavior 2
BEH 5108 Developing and Strengthening New Behavior 2
BEH 5044 Ethics for Behavior Analysts 1 1
BEH 5045 Ethics for Behavior Analysts 2 1
BEH 5046 Ethics for Behavior Analysts 3 1
BEH 5105 Radical Behaviorism 3
BEH 5303 Experimental Analysis of Behavior 3

Biological Foundations (1 credit for MLB, 3 credits for ORL)

BEH 5021 Coordinating BA with Psychiatric and Other Medical Services 1
BEH 5106 Biological Foundations of Behavior/Behavioral Pharmacology (ORL) 3
NOTE: MLB Capstone students must take 2 additional electives to cover the difference between 5106 and 5021

Practical Training (12 credits)
BEH 5261 Concentrated Supervised Fieldwork 1 2
BEH 5262 Concentrated Supervised Fieldwork 2 4
BEH 5263 Concentrated Supervised Fieldwork 3 6

Research and Capstone/Thesis Project (5 or 7 credits)

BEH 5028 Capstone Project in Professional Behavior Analysis 1
BEH 5029 Capstone Project in Professional Behavior Analysis 2 1
BEH 5030 Capstone Project in Professional Behavior Analysis 3 1
Electives*  

or

BEH 5900 Thesis Preparation  1
BEH 5999 Thesis  6
BEH 5901 Graduate Research in BA  0

TOTAL CREDITS REQUIRED  44

*Electives may be chosen with adviser and program chair approval from among the following, depending on the chosen option (Capstone Project or Thesis):

BEH 5402 Behavioral Systems Analysis
BEH 5403 Training and Development
BEH 5500 Seminar in Conceptual Issues in Behavior Analysis
BEH 5501 Seminar in Methodological Issues in Applied Behavior Analysis
BEH 5502 Seminar in the Experimental Analysis of Behavior
BEH 5503 Seminar in Educational Behavior
BEH 5504 Seminar in Clinical Behavior Analysis
BEH 5505 Seminar in Organizational Behavior Management
BEH 6301 Applications of Behavior Analysis to College Instruction
BEH 6302 Verbal Behavior
BEH 6304 Complex Human Behavior
# Applied Behavior Analysis – Orlando Campus
## Capstone Project (Required) Typical Program Plan

### Year 1 – ABA – Orlando Campus / Capstone Project

**Online Pre-requisite—taken before Fall semester begins or during Fall semester**

BEH 5011 Intro to Concepts and Principles of Behavior Analysis (3 Credits)

#### Fall (10 Credits)

<table>
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<td>BEH 5101 Behavioral and Functional Assessment</td>
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<td>BEH 5022 Using Measurement, Graphs, and Single Case Design in BA Practice</td>
<td>3</td>
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<td>BEH 5044 Ethics for Behavior Analysts 1</td>
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<td>BEH 5107 Advanced Concepts and Principles of BA</td>
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#### Spring (9 Credits)

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<td>BEH 5015 Decreasing, Eliminating, and Replacing Problem Behavior</td>
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<td>BEH 5108 Developing and Strengthening New Behavior</td>
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<td>BEH 5400 Introduction to Organizational Behavior Management</td>
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#### Summer (4 Credits)

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<td>BEH 5263 Con. Sup. Fieldwork 3</td>
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<td>BEH 5028 Capstone in PBA 1</td>
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### Year 2 – ABA – Orlando Campus / Capstone Project

#### Fall (9 Credits)

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<tr>
<td>BEH 5029 Capstone Project in PBA 2</td>
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<tr>
<td>BEH 5262 Con. Sup. Fieldwork 2</td>
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<tr>
<td>BEH 5106 Bio / Beh Pharm</td>
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<tr>
<td>BEH 5303 Experimental Analysis of Behavior</td>
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#### Spring (9 Credits)

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<tr>
<td>BEH 5105 Radical Behaviorism</td>
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<td>BEH 0002 FPE</td>
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<td>BEH 5030 Capstone Project in PBA 3</td>
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<tr>
<td>Electives*</td>
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Summer (3 Credits)
BEH 5263 Con. Sup. Fieldwork 3 3

Total Credits Required = 44
*Electives may be chosen with adviser and chair approval.

Applied Behavior Analysis – Melbourne Campus
Capstone Project (Option) Typical Program Plan

Year 1 – ABA – Capstone Project Option
Online Pre-requisite-- taken before Fall semester begins or during Fall semester
BEH 5011 Intro to Concepts and Principles of Behavior Analysis (3 Credits)

<table>
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<th>Fall (10 Credits)</th>
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<td>BEH 5400 Intro to OBM</td>
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<td>BEH 5015 Decreasing, Eliminating, and Replacing Problem Behavior</td>
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<td>BEH 5101 Behavioral and Functional Assessment</td>
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<td>BEH 5044 Ethics for Behavior Analysts 1</td>
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<tr>
<td>BEH 5102 Experimental Evaluation of Interventions</td>
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<td>BEH 5108 Developing and Strengthening New Behavior</td>
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<td>BEH 5261 Con. Sup. Fieldwork 1</td>
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<td>BEH 5021 Coordinating BA with Psychiatric and other Med.</td>
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<td>BEH 5107 Advanced C and P of BA</td>
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Year 2 – ABA – Capstone Project Option

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<td>Course</td>
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<td>BEH 5045 Ethics for BA 2</td>
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<td>BEH 5105 Radical Behaviorism</td>
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<td>BEH 5303 EAB</td>
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<td>Electives</td>
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| Summer (3 Credits) |         |
|                   |         |
Applied Behavior Analysis – Melbourne Campus
Thesis Option
Typical Program Plan

Year 1 – ABA – Thesis Option
Pre-requisite course taken online – BEH 5011 Intro to Concepts and Principles of BA – 3 credits

<table>
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<td>BEH 5101 Behavioral and Functional Assessment</td>
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<td>BEH 5400 Intro to OBM</td>
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<td>BEH 5261 Con. Sup. Fieldwork 1</td>
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Fall (10 Credits)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BEH 5105 Decreasing, Eliminating, and Replacing Problem Behavior</td>
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<td>BEH 5044 Ethics for Behavior Analysts 1</td>
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<td>BEH 5108 Developing and Strengthening New Behavior</td>
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<td>BEH 5021 Coordinating BA with Psychiatric and other Med.</td>
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<td>BEH 5107 Advanced C and P of BA</td>
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<td>BEH 5901 Graduate Research in BA</td>
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Spring (9 Credits)

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Summer (4 Credits)

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<td>BEH 5262 Con. Sup. Fieldwork 2</td>
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<tr>
<td>BEH 5303 Experimental Analysis Of Behavior</td>
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<tr>
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Year 2 – ABA – Thesis Option

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<th>Course</th>
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<td>BEH 5999 Thesis</td>
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<td>BEH 5901 Grad Res in BA</td>
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<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BEH 5011 Intro to Concepts and Principles of BA – 3 credits</td>
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<tr>
<td>Pre-requisite course taken online – BEH 5011 Intro to Concepts and Principles of BA – 3 credits</td>
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Total Credits Required = 44
Summer (3 Credits)

BEH 5263 Con. Sup. Fieldwork 3 3

Total Credits Required = 44
*Electives may be chosen with adviser and chair approval.

APPLIED BEHAVIOR ANALYSIS + ORGANIZATIONAL BEHAVIOR MANAGEMENT (ABA+OBM) – Major Code: 8148

Master of Science

Degree Requirements

A minimum of 50 credit hours is required for this program. Requirements include completing the behavior analysis core curriculum (24 credit hours), additional coursework related to clinical and education applications of applied behavior analysis, additional coursework related to organizational behavior management, intensive practical training (12 credit hours), a thesis (there is no capstone option), and a final program examination. All courses must be completed with a grade of B or better. The final program examination for all students consists of a multiple-choice examination simulating the Behavior Analyst Certification Board’s™ Certification Examination at the behavior analyst (BCBA) level. Typically, the final program examination will be administered toward the end of the student's final semester or residency. NOTE: students may be required to take certain electives during some semesters.

Pre-requisite course taken prior to enrollment
BEH 5011 Intro to Concepts and Principles of Behavior Analysis 3 not included in total

Behavior Analysis Core Curriculum (14 credits)
BEH 5102 Experimental Evaluation of Interventions 3
BEH 5107 Advanced Concepts and Principles 2
BEH 5044 Ethics for Behavior Analysts 1 1
BEH 5045 Ethics for Behavior Analysts 2 1
BEH 5046 Ethics for Behavior Analysts 3 1
BEH 5105 Radical Behaviorism 3
BEH 5303 Experimental Analysis of Behavior 3

Applied Behavior Analysis Clinical Core Curriculum (8 credits)
BEH 5101 Behavioral and Functional Assessment 3
BEH 5015 Decreasing, Eliminating, and Replacing Problem Behavior 2
BEH 5108 Developing and Strengthening New Behavior 2

Organizational Behavior Management (OBM) Core Curriculum (10 credits)
BEH 5400 Introduction to Organizational Behavior Management 3
BEH 5402 Behavioral Systems Analysis 3
BEH 5403 Training and Development 3
BEH 5404 Industrial and Clinical Safety 1

Practical Training (12 credits)
BEH 5261 Concentrated Supervised Fieldwork 1 2
BEH 5262 Concentrated Supervised Fieldwork 2 4
BEH 5263 Concentrated Supervised Fieldwork 3 6

Research and Capstone/Thesis Project (7 credits)
BEH 5900 Thesis Preparation 1
BEH 5999 Thesis (Thesis Option) 6
BEH 5901 Graduate Research in BA 0
Applied Behavior Analysis Plus Organizational Behavior Management
Thesis Option
Typical Program Plan

Year 1 – ABA + OBM – Thesis Option

Online Pre-requisite—taken before Fall semester begins or during Fall semester
BEH 5011 Intro to Concepts and Principles of Behavior Analysis (3 Credits)

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<tr>
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<td>BEH 5101 Behavioral and Functional Assessment</td>
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Fall (10 Credits)

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<tr>
<td>BEH 5402 Behavioral Systems Analysis</td>
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<tr>
<td>BEH 5404 Industrial Clinical Safety</td>
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<tr>
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Spring (12 Credits)

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<td>BEH 5403 Training and Development</td>
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Summer 1 (4 Credits)

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Year 2 – ABA + OBM – Thesis Option

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<td>BEH 5999 Thesis</td>
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Fall (9 Credits)

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<td>BEH 5263 Con. Sup. Fieldwork 3</td>
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Spring (9 Credits)

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Summer 2 (6 Credits)

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<td>Course Description</td>
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<td>BEH 5901 Graduate Research in BA</td>
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<tr>
<td>BEH 5263 Con. Sup. Fieldwork 3</td>
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**Total Credits Required = 50**
ORGANIZATIONAL BEHAVIOR MANAGEMENT (OBM) – Major Code: 8149

Master of Science

Degree Requirements

A minimum of 44 semester credit hours is required. Requirements include completing the behavior analysis core curriculum (14 credits), additional coursework related to OBM, a thesis or capstone project, intensive practical training, and a final program examination typically administered toward the end of the second spring semester. All courses for a letter grade must be passed with a grade of B or better. The final program examination for all students consists of a multiple-choice examination simulating the Behavior Analyst Certification Board™ certification examination at the behavior analyst (BCBA™) level and covers material from the Behavior Analysis Core courses. The final program examination is administered toward the end of the student’s second spring semester. NOTE: students may be required to take certain electives during some semesters.

Pre-requisite course taken prior to enrollment
BEH 5011 Intro to Concepts and Principles of Behavior Analysis 3 not included in total

Behavior Analysis Core Curriculum (14 credits)

BEH 5102 Experimental Evaluation of Interventions 3
BEH 5107 Advanced Concepts and Principles 2
BEH 5044 Ethics for Behavior Analysts 1 1
BEH 5045 Ethics for Behavior Analysts 2 1
BEH 5046 Ethics for Behavior Analysts 3 1
BEH 5105 Radical Behaviorism 3
BEH 5303 Experimental Analysis of Behavior 3

Organizational Behavior Management Core (10 credits)

BEH 5400 Intro to Organizational Behavior Management 3
BEH 5402 Behavioral Systems Analysis 3
BEH 5403 Training and Development 3
BEH 5404 Industrial and Clinical Safety 1

Practical Training (12 credits)

BEH 5261 Concentrated Supervised Fieldwork 1 2
BEH 5262 Concentrated Supervised Fieldwork 2 4
BEH 5263 Concentrated Supervised Fieldwork 3 6

Research and Thesis Option (7 credits + 1 elective)

BEH 5900 Thesis Preparation 1
BEH 5999 Thesis 6
BEH 5901 Graduate Research in BA 0
Elective* 1

OR Capstone Option (3 credits + 5 electives)

BEH 5028 Capstone Project in Professional Behavior Analysis 1
BEH 5029 Capstone Project in Professional Behavior Analysis 2
BEH 5030 Capstone Project in Professional Behavior Analysis 3
Electives* 5

TOTAL CREDITS REQUIRED 44
## Organizational Behavior Management
### Capstone Project Option

#### Typical Program Plan

### Year 1 – OBM – Capstone Project Option

**Online Pre-requisite**— taken before Fall semester begins or during Fall semester BEH 5011 Intro to Concepts and Principles of Behavior Analysis (3 Credits)

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<td>BEH 5102 Experimental Evaluation of Interventions</td>
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### Year 2 – OBM – Capstone Project Option

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### Summer (3 Credits)

- BEH 5263 Con. Sup. Fieldwork 3

**Total Credits Required = 44**

*Electives may be chosen with adviser and chair approval.*
## Organizational Behavior Management

### Thesis Option

#### Typical Program Plan

<table>
<thead>
<tr>
<th>Year 1 – OBM – Thesis Option</th>
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**Online Pre-requisite**— taken before Fall semester begins or during Fall semester  
BEH 5011 Intro to Concepts and Principles of Behavior Analysis (3 Credits)

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<th>Fall (10 Credits)</th>
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<td>BEH 5102 Experimental Evaluation of Interventions</td>
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<tr>
<th>Spring (9 Credits)</th>
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<tbody>
<tr>
<td>BEH 5044 Ethics for BA 1</td>
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<td>BEH 5404 Industrial and Clinical Safety</td>
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<th>Year 2 – OBM – Thesis Option</th>
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<tbody>
<tr>
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<td>BEH 5901 Graduate Research in BA</td>
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<td>BEH 5263 Con. Sup. Fieldwork 3</td>
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</table>

**Total Credits Required = 44**

*Electives may be chosen with adviser and chair approval.*
Doctor of Philosophy
Degree Requirements

The doctoral program requires a minimum of 87 semester credit hours beyond the bachelor’s degree, of which at least 44 semester credit hours must be completed at Florida Tech with no grades lower than B. Students must demonstrate competency in research, teaching, supervision and consultation, and pass a comprehensive examination, before being admitted to candidacy. Candidates must present a completed dissertation manuscript and successfully defend the results to the dissertation committee. If a doctoral student has completed a master’s degree but is not a board-certified behavior analyst (BCBA®) or does not meet the supervision requirements to sit for the BCBA examination, the student may be required to take up to 12 credit hours of Concentrated Supervised Fieldwork (BEH 5261, 5262, and 5263). In addition, students must complete at least 15 semester credit hours of graded coursework in program courses, six credits of supervised research and at least 18 credits of dissertation. Students with a master’s degree from another institution may be required to complete additional coursework if an equivalent course was not completed. (Includes master's degree requirements)

Behavior Analysis Core Curriculum (21 credits)
BEH 5100 Concepts, Principles, and Characteristics of Behavior Analysis 3
BEH 5101 Behavioral and Functional Assessment 3
BEH 5102 Experimental Evaluation of Interventions 3
BEH 5103 Behavior Change Procedures and Systems Support 3
BEH 5104 Ethical and Legal Considerations for Behavior Analysts 1
BEH 5105 Radical Behaviorism 3
BEH 5201 Ethical and Professional Standards in ABA 1
BEH 5202 Ethics in Behavior Analytic Research 1
BEH 5303 Experimental Analysis of Behavior 3

Applied Behavior Analysis Clinical Curriculum (15 credits)
BEH 5400 Introduction to Organizational Behavior Management 3
BEH 5401 Advanced Organizational Behavior Management 3
BEH 6301 Applications of Behavior Analysis to College Instruction 3
BEH 6302 Verbal Behavior 3
BEH 6304 Complex Human Behavior 3

Psychology Courses (9 credits)
PSY 5101 Statistical Research Methods 1 3
PSY 5102 Statistical Research Methods 2 3
BEH 5106 Biological Foundations of Behavior/Behavioral Pharmacology 3

Practical Training (12 credits)
BEH 5261 Concentrated Supervised Fieldwork 1 2
BEH 5262 Concentrated Supervised Fieldwork 2 4
BEH 5263 Concentrated Supervised Fieldwork 3 6

Research and Elective (33 credits)
BEH 5999 Thesis 6
BEH 6800 Supervised Research 6
BEH 6999 Dissertation 18

Electives* (including from Master’s degree) 3

TOTAL CREDITS REQUIRED 87
**Ph.D**  
**Typical Program Plan**  
(Post M.S. in ABA)  

**Year 1 – Ph.D – (Post M.S. in ABA)**

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<td>PSY 5101 Statistical Research Methods 1</td>
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<td>BEH 6302 Verbal Behavior</td>
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<tr>
<td><strong>Course</strong></td>
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<tr>
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<td>PSY 5102 Statistical Research Methods 2</td>
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**Year 2 – Ph.D – (Post M.S. in ABA)**

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<td><strong>Course</strong></td>
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<td>BEH 6999 Dissertation</td>
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<tr>
<td>BEH 6304 Complex Human Behavior</td>
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<th>Summer (3 Credits)</th>
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**Total Credits Required = 87**

*Electives may be chosen with adviser and chair approval.*
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<td>PSY 5102 Statistical Research Methods 2</td>
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<td>BEH 6302 Verbal Behavior</td>
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**Total Credits Required = 87**

*Electives may be chosen with adviser and chair approval.*
# Ph.D
## Typical Program Plan
(Post M.S. in OBM)
### Year 1 – Ph.D – (Post M.S. in OBM)

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<th>Fall (12 Credits)</th>
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<td>Course</td>
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<tr>
<td>BEH 5402 Behavioral Systems Analysis (BEH 5401 can sub)</td>
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<td>BEH 6800 Supervised Research</td>
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<td>PSY 5101 Statistical Research Methods 1</td>
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<td>BEH 6302 Verbal Behavior</td>
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<td>PSY 5102 Statistical Research Methods 2</td>
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<th>Year 2 – Ph.D – (Post M.S. in OBM)</th>
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<td>Fall (6 Credits)</td>
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Total Credits Required = 87
COURSE DESCRIPTIONS

BEH 0002 FINAL PROGRAM EXAMINATION (0 credits). This course requires that students take their final program exam. All full time MS students must register for this course in their second spring semester in the program.

BEH 5011 FOUNDATIONS, CONCEPTS AND PRINCIPLES OF BEHAVIOR ANALYSIS (3 credits). Covers concepts, principles and processes derived from the experimental analysis of behavior and how they relate to applied behavior analysis. Also covers foundational knowledge from the BACB® “Behavior Analyst Task List.”

BEH 5012 BASIC ELEMENTS OF APPLIED BEHAVIOR ANALYSIS (3 credits). Covers philosophical foundations of behavior analysis, definitions and characteristics of applied behavior analysis, behavioral assessment, measurement of behavior, data display and interpretation, and experimental design. Introduces the experimental evaluation of interventions.

BEH 5013 DEVELOPING, STRENGTHENING AND MAINTAINING BEHAVIOR (3 credits). Covers procedures for developing, strengthening and maintaining behavior. Also covers assessment, behavior change systems and supervision.

BEH 5014 INTRODUCTION TO ETHICAL AND PROFESSIONAL CONDUCT OF BEHAVIOR ANALYSTS (1 credit). Introduces ethical and professional considerations relevant in the professional practice of applied behavior analysis as well as the ethical and disciplinary standards of the profession. Emphasizes ethical and professional conduct and legal issues relevant to both BCaBA- and BCBA-level practitioners.


BEH 5016 ETHICAL AND PROFESSIONAL CONDUCT OF BEHAVIOR ANALYSTS (2 credits). Expands on ethical and professional issues introduced in BEH 5014. Emphasizes ethical, professional and conduct issues relevant to BCBA-level practitioners and supervisors.

BEH 5017 TARGETED TOPICS IN BEHAVIOR ANALYSIS (1 credit). Covers special topics in all content areas of behavior analysis, as needed for independent behavior analysis practitioners. Includes introduction of supervision in behavior analysis and organizational behavior management, and other areas of behavior analysis.

BEH 5018 ADVANCED TOPICS IN BEHAVIOR ANALYSIS (3 credits). Covers advanced topics in several content areas of behavior analysis needed by independent behavior analysis practitioners.

BEH 5020 CURRENT TOPICS IN BEHAVIOR ANALYSIS (1 credit). Covers current topics in behavior analysis not included in previous coursework. Includes organizations’ behavior management, performance management, behavioral systems analysis, behavior-based safety and behavior analysis supervision. May be repeated for a total of five credits, provided topics change.

BEH 5021 COORDINATING BEHAVIOR ANALYSIS WITH PSYCHIATRIC AND OTHER MEDICAL SERVICES (1 credit). Teaches how to integrate behavioral and medical services. Discusses coordinating medication trials with behavioral intervention phases to reduce potential confounds while evaluating treatment effectiveness. Focuses on single-subject research designs. Reviews medications most commonly used to address problem behavior and their side effects.

BEH 5022 USING MEASUREMENT, GRAPHS AND SINGLE-CASE DESIGN IN BEHAVIOR ANALYSIS PRACTICE (3 credits). Teaches the selection of correct measurement procedures based on target behavior and environmental factors in clinical or educational settings. Covers how to graph data and integrate graphs for
ongoing data-based treatment decisions. Emphasizes how to incorporate single-subject designs to evaluate effectiveness of the behavior analysis practice.

**BEH 5023 INTRODUCTION TO THE EXPERIMENTAL ANALYSIS OF BEHAVIOR** (3 credits). Covers seminal research and current issues in the experimental analysis of behavior. Includes complex schedules of reinforcement, matching law, correlational law of effect, stimulus equivalence and behavioral economics.

**BEH 5024 CONCEPTUAL ANALYSIS OF BEHAVIOR** (3 credits). Focuses on how the conceptual analysis of behavior can inform the practice of behavior analysis and the importance of precise technical language. Covers the varieties of behaviorism and emphasizes radical behaviorism. Includes private events, verbal behavior, molecular versus molar analysis, and operant and cultural selectionism.

**BEH 5025 INTENSIVE PRACTICUM IN PROFESSIONAL BEHAVIOR ANALYSIS** (3 credits). Includes student-conducted assessments and development, implementation and evaluation of protocols. Covers how to train and monitor implementers. Includes intensive supervision provided by faculty members through direct observation, timely feedback and case discussions. Considered a full-load course. (Requirement: May be taken for a total of nine semester credit hours.)

**BEH 5026 PRACTICUM IN PROFESSIONAL BEHAVIOR ANALYSIS** (3 credits). Provides supervision within the context of a human-service setting. Requires students to conduct behavioral assessments; develop, implement and evaluate behavior plans; train and monitor others implementing plans and related activities. Includes direct supervision in the form of observation and regular feedback. Considered a full-load course. (Requirement: Must be taken for three semesters for a total of nine credit hours.)

**BEH 5027 CAPSTONE PROJECT IN PROFESSIONAL BEHAVIOR ANALYSIS** (3 credits). Includes conducting an individual project within the context of a clinical or educational setting. Also includes demonstrating mastery of a variety of professional behavior analytic skills. Requires judging by faculty supervisor using performance criteria set during proposal stage. Considered a full-load course.

**BEH 5044 ETHICS FOR BEHAVIOR ANALYSTS 1** (1 credit) Introduces the Professional and Ethical Compliance Code for Behavior Analysts with a focus on ethical and professional conduct, and responsibilities relating to clients, colleagues and the credentialing organization.

**BEH 5045 ETHICS FOR BEHAVIOR ANALYSTS 2** (1 credit) Focuses on the behavior analysts' responsibilities in the assessment and treatment of behavior as well as ethical and professional obligations of supervisors and researchers.

**BEH 5046 ETHICS FOR BEHAVIOR ANALYSTS 3** (1 credit) Addresses some of the more complex and difficult ethical, professional, and conduct issues likely to arise for BCBA level practitioners, supervisors, and researchers.

**BEH 5100 CONCEPTS, PRINCIPLES AND CHARACTERISTICS OF BEHAVIOR ANALYSIS** (3 credits). Covers basic concepts and principles derived from the experimental analysis of behavior, and their relation to applied behavior analysis and its basic assumptions and characteristics.

**BEH 5101 BEHAVIORAL AND FUNCTIONAL ASSESSMENT** (3 credits). Covers descriptive assessment and functional analysis, incorporating behavioral measurement, data display and data interpretation. Also covers selection and definition of target behavior and outcomes.

**BEH 5102 EXPERIMENTAL EVALUATION OF INTERVENTIONS** (3 credits). Covers within-subject experimental methods, incorporating behavioral measurement, data display and data interpretation. Also covers program monitoring and evaluation, an overview of traditional statistical between-subjects research methods, and ethical issues in ABA research and evaluation.

**BEH 5103 BEHAVIOR CHANGE PROCEDURES AND SYSTEMS SUPPORT** (3 credits). Covers behavior change procedures, generality of behavior change, transfer of technology, and systems support.
BEH 5104 ETHICAL AND LEGAL CONSIDERATIONS FOR BEHAVIOR ANALYSTS (1 credit). Covers the Behavior Analyst Certification Board’s Guidelines for Responsible Conduct for Behavior Analysts, position papers of various professional organizations related to ethical issues in ABA, and other ethical and legal considerations for the practice of behavior analysis.

BEH 5105 RADICAL BEHAVIORISM (3 credits). Covers B.F. Skinner’s seminal articles on radical behaviorism along with other notable commentaries and Skinner’s response. Includes determinism, private events, verbal behavior, contingency-shaped versus rule-governed behavior, and a radical behaviorist perspective on culture and society.

BEH 5107 ADVANCED CONCEPTS AND PRINCIPLES OF BEHAVIOR ANALYSIS (2 credits). Provides in-depth treatment of selectionism (natural, cultural and operant), and other extrapolations from the basic principles that account for complex human behavior.

BEH 5108 DEVELOPING AND STRENGTHENING NEW BEHAVIOR (2 credits). Covers evidence-based procedures for increasing behavior, the research base supporting each, when it is appropriate to use each, and how to combine them to generate a new learning program tailored to the needs of an individual client.

BEH 5201 ETHICAL AND PROFESSIONAL STANDARDS IN ABA (1 credit). Includes defining acceptable treatment environments, rights to effective treatment and education, balancing the rights to habilitation and personal liberties, least restrictive alternatives, punishment and aversive control, emergency interventions and other ethical issues related to persons with disabilities and clinical populations. (Prerequisite: BEH 5101.)

BEH 5202 ETHICS IN BEHAVIOR ANALYTIC RESEARCH (1 credits). Prepares students in the behavioral sciences to identify and surmount current and emerging ethical issues when planning, conducting and disseminating research.

BEH 5201 INTENSIVE PRACTICAL TRAINING IN BA (3 credits). Provides ongoing face to face coaching and supervision within the context of a clinical or educational applied setting. Includes behavioral assessment; program design, implementation, monitoring and evaluation; oversight of program implementation by others; and related activities. Supervision includes direct observation of student performance. (Requirement: To be taken three terms for a total of 9 credits; full-load course). (Prerequisite: BEH 5101, BEH 5103, BEH 5104). NOTE: If a student has a GPA less than 3.0 by the start of the first semester in which s/he takes IPT OR has earned a C or below in one or more courses, the student must get approval from the program chair to take IPT.

BEH 5261 CONCENTRATED SUPERVISED FIELDWORK 1 (1 credit) Provides ongoing face to face coaching and supervision within the context of a clinical or organizational setting. NOTE: If a student has earned a C or below in one or more courses, the student must get approval from the program chair to take this class.

BEH 5262 CONCENTRATED SUPERVISED FIELDWORK 2 (2 credits) Provides ongoing face to face coaching and supervision within the context of a clinical or organizational setting. NOTE: If a student has a GPA less than 3.0 by the start of the first semester in which s/he takes this class OR has earned a C or below in one or more courses, the student must get approval from the program chair to take this class.

BEH 5263 CONCENTRATED SUPERVISED FIELDWORK 3 (3 credits) Provides ongoing face to face coaching and supervision within the context of a clinical or organizational setting. NOTE: If a student has a GPA less than 3.0 by the start of the first semester in which s/he takes this class OR has earned a C or below in one or more courses, the student must get approval from the program chair to take this class.

BEH 5290 CAPSTONE PROJECT IN BEHAVIOR ANALYSIS (3 credits). Includes conducting an applied project, the quality of which is judged acceptable by a faculty supervisor. Considered a full-load course.

BEH 5301 APPLICATIONS OF BEHAVIOR ANALYSIS TO EDUCATION AND TRAINING (3 credits). Covers the design, implementation, and evaluation of efficient learning programs so that your clients and their instructors will acquire the necessary skills to achieve desired outcomes. Students will be expected to master the instructional design process from a behavior analytic perspective.
5303 EXPERIMENTAL ANALYSIS OF BEHAVIOR (3 credits). Provides an advanced overview of the fundamentals of behavior from the perspective of operant conditioning. Includes the principles and procedures used within the field of behavior analysis. Requires research and written reports and evaluations. (Requirement: Admission to doctoral program or instructor approval.) Restrictions: Must be enrolled in one of the following major(s): Behavior Analysis.

BEH 5400 INTRODUCTION TO ORGANIZATIONAL BEHAVIOR MANAGEMENT (3 credits). Includes performance and cause analysis, and intervention selection, design, and implementation. Also includes evaluation of past and current research on improving workplace productivity, quality, efficiency, cost-effectiveness and safety. Addresses how performance management uses behavior principles as applied in business and industry.

BEH 5401 ADVANCED ORGANIZATIONAL BEHAVIOR MANAGEMENT (3 credits). Examines human behavior in organizations from a behavior analytic perspective. Includes the interface between OBM and I/O psychology, pay for performance, motivation, performance improvement techniques, compensation, quality, job satisfaction and its relation to productivity, and the ethics of personnel management.

BEH 5402 BEHAVIORAL SYSTEMS ANALYSIS (3 credits). Introduction to behavioral systems analysis. Focus is on analysis of organizations from a systems perspective.

BEH 5403 TRAINING AND DEVELOPMENT (3 credits). Includes the role of behavior analysis in the training and development industry, an overview of various types of training systems, the post-training environment, and a process of evaluating and building training systems.

BEH 5404 INDUSTRIAL AND CLINICAL SAFETY (1 credit). Covers behavior-analytic approaches to safety. Includes a review of common safety practices, risk assessment and the reduction of at-risk behaviors, how to create lasting impact on safety, and applications across a range of settings.

BEH 5405 CAPSTONE PROJECT IN ORGANIZATIONAL BEHAVIOR MANAGEMENT (3 credits). Includes conducting an applied project, the quality of which is judged acceptable by a faculty supervisor. Considered a full-load course.

BEH 5500 SEMINAR IN CONCEPTUAL ISSUES IN BEHAVIOR ANALYSIS (1 credit). Covers conceptual issues in behavior analysis and radical behaviorism. Includes a Skinnerian analysis of verbal behavior, free will, determinism, coercion and aversive control. Requires reading, class discussion, and writing and presenting papers. May be repeated for a total of four credits, provided topics change.

BEH 5501 SEMINAR IN METHODOLOGICAL ISSUES IN APPLIED BEHAVIOR ANALYSIS (1 credit). Covers methodological issues in behavior analysis. Includes low tech and high tech research-based methods, computerized data-collection systems and graphing data. Requires reading, class discussion, and writing and presenting papers. May be repeated for a total of four credits, provided topics change.

BEH 5502 SEMINAR IN THE EXPERIMENTAL ANALYSIS OF BEHAVIOR (1 credit). Covers basic EAB research and seminal articles in the field. Includes basic operant processes, the matching law, higher-order response classes, stimulus equivalence, schedule-induced behavior, behavioral contrast, and behavioral momentum. May be repeated for a total of four credits, provided topics change.

BEH 5503 SEMINAR IN EDUCATIONAL BEHAVIOR ANALYSIS (1 credit). Covers current topics in educational applications in ABA. Includes programmed instruction and PSI, precision teaching and direct instruction, evidence-based practice, training teachers to manage classroom behavior and teaching children with autism and related disabilities. May be repeated for a total of four credits, provided topics change.

BEH 5504 SEMINAR IN CLINICAL BEHAVIOR ANALYSIS (1 credit). Covers parent training, teaching verbal behavior to children with autism, home and school-based programs, positive behavioral supports, and treating self-injurious behavior. May be repeated for a total of five credits, provided topics change.

BEH 5505 SEMINAR IN ORGANIZATIONAL BEHAVIOR MANAGEMENT (1 credit). Covers current topics in OBM applications. Stresses methods of improving performance using functional assessment, performance
feedback and reinforcement. Discusses pay-for-performance structures, systems analysis, and behaviorbased safety specialty areas. May be repeated for a total of five credits, provided topics change.

BEH 5506 BASIC TO APPLIED CONTINUUM IN BEHAVIOR ANALYSIS (1 credit). Covers the relationship between current topics in the experimental analysis of behavior and applications. Includes applications of the matching law, time-based schedules and stimulus equivalence. Requires reading, class discussion, and writing and presenting papers. May be repeated for a total of four credits, provided topics change.

BEH 5507 BEHAVIOR ANALYSIS IN AUTISM AND OTHER DEVELOPMENTAL DISABILITIES (2 credits). Covers behavioral assessment and treatment techniques used with individuals with autism and related developmental disabilities. May include assessment and treatment of self-injurious behavior and teaching functional communication. (Prerequisite: BEH 5101.)

BEH 5508 ADVANCED ABA TREATMENT PLANNING (3 credits). Covers recognizing and responding to factors affecting the application of behavior analysis principles in community settings. Includes designing intervention plans to fit characteristics of social and physical context, such as families and family homes; schools, service agencies and facilities; and places of employment, recreation, and commerce. (Prerequisites: BEH 5101, BEH 5103.)

BEH 5510 DIRECTED READINGS IN BEHAVIOR ANALYSIS (2-4). Selected readings and/or web-based interactive exercises in a specific topic under the direction of a faculty member. Requires instructor approval. May be repeated for a total of 4 credits.

BEH 5900 THESIS PREPARATION (1 credit). Includes guided review of research literature and/or pilot work relevant to the thesis topic.

BEH 5901 GRADUATE RESEARCH IN BEHAVIOR ANALYSIS (0 credits). Involves research lab participation under a faculty member.

BEH 5999 THESIS (1-6 credits). Includes preparation and submission of a research thesis, the quality of which is judged acceptable by the Behavior Analysis chair, the college and graduate programs director. Considered a full-load course if registered for at least three credits.

BEH 6301 APPLICATIONS OF BEHAVIOR ANALYSIS TO COLLEGE INSTRUCTION (3 credits). Covers fundamentals of instructional design and college instruction based on principles learning derived from the experimental analysis of behavior and on behavior analytic research in educational applications of these principles. Includes programmed instruction, PSI, precision teaching, direct instruction, and other evidence-based for college instruction. Application to E-learning environments will be covered.

BEH 6302 VERBAL BEHAVIOR (3 credits). Covers B.F. Skinner's analysis of verbal behavior from a conceptual and applied perspective. Takes material directly from Verbal Behavior (Skinner, 1957). Includes supplemental readings to provide more contemporary updates to the main text. (Requirements: Admission to doctoral program or instructor approval.) Restrictions: Must be enrolled in one of the following major(s): Behavior Analysis.

BEH 6304 COMPLEX HUMAN BEHAVIOR (3 credits). Examines application of principles of behavior to complex human behavior (thinking, dreaming and imagining). Deepens conceptual and practical understanding of advanced topics in behavior analysis. Introduces theory and research that focuses on complex human behavior. Generates research questions and protocols to examine complex human behavior. Prerequisites: BEH 5100.

BEH 6800 SUPERVISED RESEARCH (1-6 credits). Research conducted under the guidance of doctoral-level graduate faculty. Research may lead to preparation of a research proposal for dissertation work.

BEH 6899 FINAL SEMESTER DISSERTATION (0-2 credits). Variable registration for dissertation completion after satisfaction of minimum registration requirements. (Requirements: Accepted candidacy and approval by Office of Graduate Programs.)
BEH 6999 DISSERTATION (3-12 credits). Research and preparation for the doctoral dissertation. (Requirement: Admission to candidacy for the doctoral degree).

PSYCHOLOGY / PHARMACOLOGY COURSE DESCRIPTIONS

PSY 5101 STATISTICAL RESEARCH METHODS 1 (3 credits). Introduces psychological research methods and designs, including analysis and interpretation of simple correlational and experimental designs.

PSY 5102 STATISTICAL RESEARCH METHODS 2 (3 credits). Analyzes multifactor research designs using analysis of variance and related techniques, including the use of computerized statistical packages and data analysis. Prerequisites: PSY 5101.

BEH 5106 BIOLOGICAL BASIS OF BEHAVIOR: BEHAVIORAL PHARMACOLOGY (3 credits). Examines the biological basis of behavior and introduces the scientific study of drugs and their effects on behavior. Emphasizes the neurological basis of psychotropic medications (loci of drugs in the central nervous system) and behavioral pharmacology (behavioral effects of drugs in the central nervous system).

I/O PSYCHOLOGY COURSE DESCRIPTIONS

(May be taken as electives with permission of course instructor, advisor, and chair of behavior analysis programs)

PSY 5401 INTRODUCTION TO INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (3 credits). Introduces major topics in personnel psychology and organizational behavior, including job analysis, personnel selection, training, and performance appraisal, social influences on work behavior, job satisfaction, worker motivation, leadership and organizational communication.

PSY 5412 PERFORMANCE APPRAISAL (3 credits). Studies the application, research and theory in the performance appraisal area. Special emphasis on appraisal skills.

PSY 5421 INDUSTRIAL TRAINING (3 credits). Examines the methods and applications of training in industry from an integrated systems approach.

BUSINESS COURSE DESCRIPTIONS

BUS 5601 ESSENTIALS OF BUSINESS DEVELOPMENT 1 (3 credits). Examines necessary tools required to plan and run a successful business venture. Requires integration of concepts, methods and models from accounting, economics and marketing in forming a business plan for a product or service in a case study. First course in a two-course sequence.

BUS 5602 ESSENTIALS OF BUSINESS DEVELOPMENT 2 (3 credits). Builds on BUS 5601. Examines and uses concepts, methods and models from the functional business areas of statistics, finance, management and law. Requires students to integrate each component into a complete business plan. Prerequisites: BUS 5601

FULL-TIME STATUS FOR FINANCIAL AID AND “FULL-LOAD” COURSES

In order to qualify for financial aid and in order to remain a “full-time” student for student visa purposes, graduate students must be enrolled a minimum of 9 credits during each regular semester or six credits in the summer term. However, there are several courses that, if taken for 3 or more credits, constitute a “full-load.” That is, if you enroll in 3 or more credits of anyone of these courses in any one term, you are considered a full-
time student even if you take fewer than the required number of minimum credits. However, these courses cannot be combined (e.g., you cannot take 2 credits of one and 1 of another).

1. BEH 5028, 5029, 5030 Capstone Project in Behavior Analysis if take 3 credits
2. BEH 5263 Concentrated Supervised Fieldwork 3 if taken for 3 credits
3. BEH 5999 Thesis if taken for 3 credits
4. BEH 6999 Dissertation if taken for 3 credits
Kaitlynn Gokey, Ph.D., BCBA, Visiting Assistant Professor
kgokey2010@my.fit.edu
Ph.D., Behavior Analysis, Florida Institute of Technology, 2020

Dr. Kaitlynn Gokey graduated with a PhD in behavior analysis from Florida Institute of Technology, MS in ABA and OBM from Florida Institute of Technology, and BS in psychology and criminal justice from Western Michigan University. She has a decade of clinical experience across a variety of populations, including autism, traumatic brain injury, ADHD, and dementia, and has provided OBM consultation to a variety of local businesses, including restaurants and hospitals. Dr. Gokey has a passion for teaching, with over 8 years of experience teaching behavior analysis at the graduate level. Dr. Gokey’s primary research interests are delay discounting and self-control training, science literacy, and domestic cat behavior.

Ashley Lugo-King, Ph.D., BCBA-D
alugo@fit.edu
Ph.D., University of Nebraska

Dr. King’s interests include: severe behavior, behavioral pharmacology, research and treatment in autism and early intervention, and gene-brain-behavior relations, ABA strategies in community settings.

José Martinez-Diaz, Ph.D., BCBA-D, University Professor
jose@abatechnologies.com
Ph.D., Clinical Psychology, emphasis in ABA, West Virginia University, 1984
M.A., Clinical Psychology, emphasis in ABA, West Virginia University, 1977
B.A., Psychology, University of Miami, 1973

Dr. Jose Martinez-Diaz is associate professor and chair of Behavior Analysis Programs at Florida Institute of Technology in Melbourne and Orlando. He also coordinates the FL Tech ABA certificate programs and is the president of ABA Technologies, Inc. In addition, he is on the adjunct faculty at the University of Central Florida and Penn State University.

Dr. Martinez-Diaz is currently is one of the three members of the Executive Committee of the Board of Directors of the Behavior Analyst Certification Board (BACB), serving as its treasurer. He has served as an examination consultant and content expert to the BACB since its inception in 1999. Dr. Martinez-Diaz is one of the authors and editors of the BACB’s Behavior Analyst Knowledge, Skills, and Abilities Statements (2005). He is one of the four members of the Florida Behavior Analyst Certification Committee; having served as a consultant to the Florida Behavior Analysis Certification Program since 1992. Dr. Martinez is a full member of the Florida’s Behavior Analysis Peer Review Committee, which oversees behavioral services throughout the state. Dr. Martinez-Diaz served for eight years in the Executive Council of the Florida Association for Behavior Analysis (FABA), including serving as its president from 2002 through 2003. He was awarded FABA’s highest honor, the Charles H. Cox Award for Outstanding Service and Advancement of Behavior Analysis in Florida in 2005. In the same year, Florida Tech honored him with the Provost’s Academic Leadership Award.

Dr. Martinez-Diaz has practiced behavior analysis for more than 30 years in a variety of settings. He has held various clinical, supervisory, and administrative positions both in the public and private sector. His range of experience includes working with the children, adolescents, and adults with “Autism Spectrum Disorders”, “Mental Retardation”, “Disruptive Behavior Disorders”, “Severe and Persistent Mental Disorders”, and “Traumatic Brain Injury”. He has worked and consulted in a wide range of settings, including home-based
programs, community-based programs, early intervention programs, schools, residential treatment centers, rehabilitation centers, day programs, hospitals and state institutions. He received his M.A. and Ph.D. in Clinical Psychology, with emphases in both Applied Behavior Analysis and Behavior Therapy.

Dr. Martinez-Diaz has published articles in major journals including: *Journal of Applied Behavior Analysis*, *Behavior Therapy*, *Behavior Modification*, and the *Journal of Psychosocial Nursing*. He has presented more than 100 papers at professional conferences. His latest publication is: Martinez-Diaz, Freeman, Normand, & Heron, (2007). Ethical considerations for behavior analysts. Invited Chapter in Cooper, Heron, & Heward, *Applied Behavior Analysis, Second Edition*. Dr. Martinez-Diaz has conducted workshops to prepare persons for certification in behavior analysis since 1989. His mock certification examinations are administered in several states and on-line.

Dr. Martinez-Diaz’s current interests include professional, ethical, and legal issues; conceptual and philosophical issues; instructional technology; outcomes of practitioner training programs; performance management in training and service settings; antecedent strategies in the treatment of severe behavior problems; and verbal behavior approaches to early intervention.

**Bryon Neff, Ph.D., BCBA-D, Associate Professor and Online Program Chair**

bneff@fit.edu

Ph.D., Florida Institute of Technology, 2011

Bryon Neff earned a Ph.D. in behavior analysis from FL Tech, MS in behavior analysis from the University of North Texas and BS in biology from the University of Illinois. Prior to becoming the chair of the online program in behavior analysis, Bryon taught the following courses at FL Tech: Conceptual analysis of behavior, capstone and intensive practicum. He was also an organizational behavior management consultant whose focus was to conduct gap analyses, improve staff performance, provide leadership training and streamline systems within human service agencies, manufacturing, the automotive industry and educational systems. From 1997-2009, Bryon was a faculty member at the University of South Florida where he directed a statewide behavior analytic program that provided services, training and consultation to Florida’s foster care system and the Department of Children and Families. In addition to his passion for teaching, Bryon’s interests include parent training, teaching with acoustical guidance (TAG) and improving the performance of athletes.

**Katie Nicholson, Ph.D., BCBA-D, Assistant Professor**

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Ph.D., Behavior Analysis, Florida Institute of Technology, 2013

Katie Nicholson earned her Ph.D. in Behavior Analysis at Florida Institute of Technology in 2013 and completed a postdoctoral research fellowship in the Center for Autism Spectrum Disorders at the Munroe-Meyer Institute, University of Nebraska Medical Center. She has worked in the field since 2001, primarily in the assessment and treatment of children with autism and related developmental disabilities. She has worked with individuals, age 18 months through 25 years old, in a variety of settings, including center-based programs, university and hospital-based clinics, public schools, community settings and home programs. Katie's research interests include improving learning efficiency, trouble-shooting ineffective procedures, verbal behavior and staff training.

**Kimberly Sloman, Ph.D., BCBA-D**

Ph.D., University of Florida, 2008

Dr. Sloman joined the faculty at the Florida Institute of Technology’s Scott Center for Autism Treatment in 2018, and serves as Director of Autism Services. She previously served as a Clinical Associate Professor at Rutgers, The State University of New Jersey and Associate Director of Behavioral and Research Services at
the Douglass Developmental Disabilities Center. She has worked with individuals with developmental disabilities and autism spectrum disorder (ASD) since 2000. She earned a Ph.D. in psychology from the University of Florida in 2008. She has authored several research articles, presented at state and national conferences, and co-authored several chapters on best practices for individuals with ASD. Dr. Sloman’s research interests include assessment and treatment of core symptoms of ASD and generalization of treatment effects.

Rachael Tilka, Ph.D.
Ph.D., Western Michigan University, 2018

Dr. Tilka holds a master’s degree in Industrial/Organizational Psychology and a Ph.D. in Industrial/Organizational Behavior Management from Western Michigan University. Prior to beginning graduate school, she worked as a full-time manager in the area of marketing and sales for two years and developed an interest in behavioral coaching. For her master’s thesis, she designed a coaching package intended to increase sales results in order to ultimately decrease employee turnover. The program was a success, nearly doubling the number of sales that were completed by the sales team compared to baseline condition. Since then, Rachael has expanded her interest to functional assessment and is doing research to attempt to validate assessment tools commonly used in the field of Organizational Behavior Management (OBM). Along with her scholarly pursuits, Rachael enjoys teaching and has taught several courses both at the university and community college levels. She hopes to use her educational background and research findings to inspire graduate students and help prepare them to be successful practitioners, leaders, and scholars in the field.

Nicholas Weatherly, Ph.D., BCBA-D, Associate Professor
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Ph.D., Western Michigan University, 2008

Dr. Nicholas Weatherly is an Associate Professor in the School of Behavior Analysis, chair of the Master of Arts program in Professional Behavior Analysis, and Head of the School of Behavior Analysis. He is based at our main campus and oversees programs across the USA and our new site in Abu-Dhabi. He came to FIT from Aubrey Daniels International where he led their instructional systems projects and consulted in numerous areas of business and industry including manufacturing, energy, banking, health insurance, and clinical services. He earned his MA and PhD in applied behavior analysis from Western Michigan University.

Dr. Weatherly’s expertise is in developing and providing efficient training and leadership solutions designed to maximize performance and create sustainable impact. He has held advisory roles and served on the board of directors for a number of professional associations, advocacy groups and service facilities, including one of the first behavior analyst licensing boards. Most recently he has served as the President of the Association of Professional Behavior Analysts, Past-President of the Georgia Association for Behavior Analysis, and works on various ethics committees for the Behavior Analyst Certification Board. His research centers on developing sustainable business solutions that maximize training initiatives and strategically integrate organizational assessments and internal coaching systems.

David Wilder, Ph.D., BCBA-D, Professor and Chair of On-Campus Behavior Analysis Programs
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Ph.D. in Psychology (Behavior Analysis), University of Nevada at Reno, 1998
M.A. in Psychology (Experimental Psychology), Florida Atlantic University, 1995
B.A. in Psychology, Stetson University, 1992
Dr. David Wilder is a professor of Behavior Analysis at the Florida Institute of Technology School of Psychology's Behavior Analysis Degree Programs. Dr. Wilder currently serves on the editorial board of the Education and Treatment of Children, and Behavior Interventions. He is also an associate editor for the Journal of Applied Behavior Analysis and Journal of Organizational Behavior Management (JOBM). He has published over 60 articles in peer-reviewed journals. He is also President of the Florida Association for Behavior Analysis (FABA).

Dr. Wilder received his Ph.D. in behavior analysis from University of Nevada in 1998. He then completed a Postdoctoral Fellowship in the Department of Pediatrics and the Department of Behavioral Psychology at the Johns Hopkins University School of Medicine / Kennedy Krieger Institute in Baltimore, MD.

Before coming to FL Tech, Dr. Wilder was an assistant professor of psychology at the University of the Pacific in Stockton, CA for four years. He also served on the Board of Directors of the California Association for Behavior Analysis. Dave has research and applied interests in both organizational behavior management (OBM) and clinical behavior analysis. Dr. Wilder has consulted at the organizational and individual level in for-profit and non-profit businesses, schools, private homes, hospitals, group homes, and day treatment centers.

Dave’s interests include functional assessment and intervention with children with developmental disabilities and the preschool population, and organizational behavior management.

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**Orlando Campus Program**

**Eb Blakely, Ph.D., BCBA-D, Part-time Assistant Professor, Orlando Campus**

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Ph.D., Psychology, emphasis in Behavior Analysis, Western Michigan University, 1988
M.A., Psychology, emphasis in ABA, Drake University, 1978
B.A., Psychology, Lake Erie College, 1972

Dr. Eb Blakely joined our faculty in the Fall of 2004 as part-time Assistant Professor, after a long tenure with us as Adjunct Instructor. He is based at our Orlando Graduate Center. Dr. Blakely is the “ABA Guru” for Quest, Inc., which includes Quest Kids. Dr. Blakely’s previous positions include being the Director of Threshold, Inc. He has numerous publications in the behavior analytic literature. Eb’s special areas of interest include autism, verbal behavior, rule-governed behavior, self management, treatment of severe self-injurious and aggressive behaviors, database design, and behavioral pharmacology

**Andrew Houvouras, M.A., BCBA, Director of Experiential Training, Melbourne and Orlando**

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Andrew graduated with his Master of Arts degree in Clinical Psychology from Marshall University. Andrew has been working with individuals in the autism spectrum since he was sixteen years old. Certified as a behavior analyst since 1999, he is current President of the Florida Association for Behavior Analysis. Andrew has worked in residential treatment centers for children and adults in the autism spectrum and worked for almost eighteen years as a behavior analyst in the public school system. A longtime co-instructor for FIT/ABA Technologies online applied behavior analysis (ABA) program, his interests in ABA include the assessment of severe problem behavior; applications of ABA to health, fitness and sports; the dissemination of ABA; teaching and supervising prospective behavior analyst certificants; behavioral skills training; and ethics in helping professions. While spending most of his career as a practitioner, he has published in the Journal of Applied Behavior Analysis, has supervised over forty individuals certified as BCBA/BCaBA’s, was featured in a documentary The Science of Teaching and is a renowned public speaker, invited to speak both domestically and internationally.
Faculty: Online M.A. in Professional Behavior Analysis

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B. Iwata, Ph.D.                                         T. Vollmer, Ph.D.
D. Lee, Ph.D.
Florida Tech School of Behavior Analysis
Professional Behavior and Conduct of Students

Students’ professional behavior and conduct is considered a fundamental aspect of academic performance and, as such, will be reviewed in the fall semester of the second year and each subsequent fall semester, for as long as the student is enrolled in the degree program, by the faculty. As noted above, a student’s professional or ethical conduct may be subject to review at other times as matters of concern are brought to the attention to the program chairs or the academic affairs committee. Student behavior should be in compliance with the Behavior Analyst Certification Board’s Professional and Ethical Compliance Code, which went into effect January 1, 2016 and was updated in 2017 (see link below).


Procedures for Confronting Unprofessional or Unethical Conduct

It is the responsibility of each student and faculty member to uphold the standards of professional and ethical conduct and to confront and question instances when unprofessional or unethical conduct is suspected. To have knowledge of unprofessional or unethical conduct and not confront it places one in violation of ethical principles of the field.

If an ethical violation is of a minor nature and seems to have resulted from lack of sensitivity, knowledge or experience, faculty or students may elect to deal with the situation informally by discussing the behavior in question with the offending student. The goal in this kind of intervention is to educate and heighten sensitivity to the unethical or unprofessional nature of the behavior. Alternatively, the student or faculty may choose to bring the incident (either academic or in practice) to the attention of either the Program Chair or the Academic Affairs Committee (an ad-hoc committee composed of some School of Behavior Analysis faculty as well as faculty from outside the School of Behavior Analysis). Making a formal charge of unethical or unprofessional conduct with either the Program Chair or the Academic Affairs Committee is an appropriate initial action when the violation does not seem amenable to an informal corrective action or if the violation is of a more serious nature. It is also possible for the students or faculty to employ both informal and formal approaches.
For example, a faculty member or student who intervenes informally in an instance of suspected unethical or unprofessional conduct and is not satisfied with the results of that intervention may decide to proceed to formal action. Faculty or students who are unsure whether to intervene informally or formally (or whether they are obligated to take action at all) are urged to seek counsel and advice from a faculty member or program chairs.

Procedures for Dealing with Formal Charges of Student Misconduct

Formal allegations of student misconduct will be reviewed by the Program Chair and where necessary by the Academic Affairs Committee. The Program Chair will first evaluate the allegations and determine if an investigation is warranted. If the Program Chair chooses to move forward with allegations, the following process will apply:

1. The student accused of misconduct will be notified in writing of the person(s) making allegations and the behavior(s) under question.
2. The academic affairs committee will engage in fact-finding, review and assessment of all evidence supporting the alleged misconduct.
3. Based on the information above and, if necessary, consultation with some or all core faculty, the academic affairs committee determines whether there is sufficient cause of the alleged misconduct is sufficiently serious to refer, along with appropriate recommendations, to the COPLA Dean.
4. If there is not sufficient cause or the alleged misconduct is not sufficiently serious to warrant referral for a formal hearing, the Academic Affairs Committee will resolve the matter with the person(s) involved in the allegation. Written notification of the committee’s decision will be forwarded to the dean for final approval. A copy of the memo will be provided to the person(s) involved in the allegation.

Emergency Suspension

The Program Chair may impose an emergency suspension when a student's behavior constitutes a grave breach of professional ethics, when such behavior places other people's welfare in jeopardy, or threatens to disrupt the educational process of the School. Students placed on emergency suspension will not be permitted to participate in some or all of the School's activities, nor will they be allowed to take examinations or submit papers or other course work without written permission from the program chairs.

Emergency suspensions will remain in effect until the academic affairs committee and the dean renders a decision. Continued suspension beyond 7 calendar days must be approved by the academic affairs committee.

Consequences of Unprofessional or Unethical Conduct

The maximum penalty that can be imposed independently by a faculty member is assigning a grade of F for a course. Additional penalties recommended by the Academic Affairs Committee and imposed by the Dean may include, but are not limited to: placing the student on leave from the program, requiring specific remedial actions on the part of the student, or termination of the student from the program.

Student Impairment Policy and Procedure

Policy Rationale: Accountability to the public and the maintenance of professional standards are responsibilities of professional behavior Analysts. These two duties are invoked when behavior analysts become aware of colleagues whose performance has been impaired by or in association
with psychiatric/psychological disorders, distressful personal conflicts, severe situational issues, emotional problems, alcoholism, or drug abuse. Similar to practicing behavior analysts, students of graduate/professional behavior analysis have a responsibility to address personal issues which may impair their performance in academic and/or clinical training, or may jeopardize the well-being of clients. Students who come to the attention of the administration as experiencing impairment issues will be treated with compassion, support, dignity, and respect for privacy. It is the primary goal of SOBA to help all students successfully complete program requirements. While it is clearly preferable for impairment to be dealt with through prevention or voluntary intervention, at times, the School is called upon to intervene and assist in a student's remediation of impairment issues. Thus, in recognition of its commitment to professional standards, to society, and to its students, SOBA has developed the following policy and procedure for handling student impairment.

Definitions

Student

- The term "student" will be used in this policy to refer to any graduate student or practicum participating in any program administered by SOBA.

Impairment

- While there is no single seminal definition of impairment at either the independent level of practice or at the student/trainee level, for the purposes of the School of Behavior Analysis, student impairment will be defined as significant interference in functioning at the academic or professional training level due to or associated with a health or mental health/behavioral condition.

More specifically, such health or mental health/behavioral conditions often include, but are not limited to, the following:

- alcohol/chemical abuse and/or dependency
- stress, burnout, and workaholism
- extreme personal/relationship difficulties
- emotional and mental disorders

Finally, it is important to point out that impairment is not equivalent to incompetence or problematic behavior. Although individuals experiencing impairment may display problematic or incompetent behavior, such actions are closely linked with a health or mental health condition. Further, a person may experience health or mental health difficulties without being considered impaired. Thus, a definition of the term impairment must include both a deterioration in functioning and an associated health or mental health/behavioral condition.

Examples

The following examples serve to illustrate some, but not all, possible forms of student impairment:

1. A student is witnessed by his peers to be drinking alcohol during class breaks. He is falling behind in his academic work, and often falls asleep in class. Both faculty and students have noticed a drastic change in his behavior over the past few months.

2. A student who is typically known to be quite competent and organized gradually begins to fall behind academically. At first, she works with her instructors to make up the work. Then, after several weeks of sporadic attendance, she no longer attempts to get caught up. Other students notice that she is tearful and withdrawn whenever they see her. When they express their concern, she tells them she thinks she has become severely depressed.
A clinical supervisor begins to notice that a student has been arriving on site later and later over the past several weeks. When she asks the student about this behavior, he makes an excuse and promises to improve. Not only does he continue to arrive late, he also begins to make significant mistakes on paperwork and to miss appointments. Meanwhile, he tells several classmates that he is considering divorcing his wife of 10 years. He appears visibly distraught and distracted to his peers.

Procedure

Deciding on a Course of Action

Students may elect to deal with impairment concerns regarding themselves or other students by talking with the Program Chair, advisor, or with another faculty member. Often, it is possible for questionable situations to be handled discreetly and informally by the Program Chair. Please remember that faculty who are called on for support or advising in instances of possible impairment cannot assure strict confidentiality of information shared with them; however, they will exercise discretion and professional judgment in the handling of sensitive information of this sort.

Reporting Impairment Regarding Self

Students are welcome to come forward on their own to discuss any difficulties they believe may impair their ability to function in academic and/or clinical settings. Students who wish to discuss such difficulties can contact the Program Chair, advisor, or another faculty member.

Reporting Impairment Regarding Others

Faculty, clinical supervisors, students, or staff who are concerned about possible impairment of a SOBA student should proceed according to the following guidelines:

1. First, if possible, talk directly with the student to express your concern about possible impairment and to encourage the student to remediate the problem. Provide the student with specific behavioral examples that support your concerns.
2. Encourage the student to approach the Program Chair, advisor, or another faculty member directly to discuss the issues involved.
3. If the student is unwilling to do so or you are unable to talk to the student, you may report your concerns by speaking with the Program Chair. Be prepared to provide specific behavioral examples that indicate a change in previous functioning.

Academic Affairs Committee

If the issue cannot be resolved at the program chair’s level; it will be forwarded to the Academic Affairs Committee to examine the information in order to determine if there are reasonable grounds to suspect student impairment. If the committee members find grounds to suspect impairment, they may recommend any of a number of steps to ensure that an appropriate assessment and/or remedial plan is developed.

Steps taken by the Academic Affairs Committee might include, but are not limited to, the following:

1. Obtain an independent evaluation of the student in which
   a. SOBA pays for the evaluation,
   b. The evaluator is mutually agreed upon by the student and the School,
   c. An evaluation report is sent to the student and the School.
2. Propose that the student take reparative leave or, if relevant, continue in coursework or clinical placement on a modified plan;
3. Propose that the student participate in relevant treatment by a licensed health or mental health provider who is mutually agreed upon by the student and the School (payment for treatment is the responsibility of the student);
4. Communicate their recommendations to the COPLA Dean.

Student Follow-Through

If a student chooses to comply with the recommendations made by the Academic Affairs Committee, the student will continue to be enrolled in SOBA during the restoration period even if a leave of absence is taken. Continued contact with the administration of the School will ensure that the student returns to active student status in a timely manner. However, the committee may revise its recommendations if a student fails to:

a. Comply with the original remediation recommendations;
b. Successfully complete remediation;
c. Regain and maintain fitness after remediation. It is typical in cases of noncompliance that the committee recommends dismissal from the School of Behavior Analysis. A similar sanction will be expected if the student drops out of the recommended remediation plan or fails to maintain fitness after remediation.

Emergency Suspension

The Program Chair may impose an emergency suspension when a student's behavior constitutes a grave breach of professional ethics, when such behavior places other people's welfare in jeopardy or threatens to disrupt the educational process of the School. Students placed on emergency suspension will not be permitted to participate in some or all of the School's activities, nor will they be allowed to take examinations or submit papers or other course work without written permission from the Program Chair. Emergency suspensions will remain in effect until the Academic Affairs Committee and the Dean renders a decision. Continued suspension beyond 7 calendar days must be approved by the Academic Affairs Committee.

Appeals Process

Students may make an appeal directly to the Dean of the College of Psychology and Liberal Arts (COPLA) at any point in this process. Students wishing to appeal the Academic Affairs Committee’s recommendations, including recommendation of termination from the program, must submit a written appeal to the Dean within fourteen working days of receipt of the recommendation(s). Failure to appeal within the above time frame renders the Academic Affairs Committee’s recommendations final. The written appeal must state the reason(s) why the Academic Affairs Committee’s recommendations are inappropriate. The Dean will review all information regarding the student's appeal and will inform the student of the final decision. The Dean's decision will be final in the matter.

Policy on Academic Integrity

Florida Tech and the School of Behavior Analysis are committed to academic excellence and to the highest standards of academic integrity. All students and faculty have the responsibility to foster an atmosphere conducive to academic excellence and academic integrity. Academic dishonesty undermines the accurate evaluation of students’ knowledge and performance. In addition, it undermines the bonds of trust and honesty among members of the academic community, constitutes taking unfair advantage of other students, and defrauds those who may eventually depend
upon the student's knowledge and integrity, most notably future clients. Moreover, academic dishonesty in the context of professional Behavior Analysis education constitutes a serious violation of the Ethical Standards governing Behavior Analysts. It is the responsibility of both students and faculty to intervene immediately in any situation in which academic dishonesty is suspected.

**Definition of Academic Dishonesty**

The following is a list of behaviors that constitute academic dishonesty. While not exhaustive, this list represents the more common types of academic dishonesty. All instances of academic dishonesty will be vigorously pursued and may result in academic dismissal.

**A. Examination Behavior**

Any use of external assistance during an examination, including a take-home examination, will be considered academically dishonest unless expressly permitted by the instructor. The following are considered unacceptable examination behaviors:

- Communicating with another student during an examination.
- Copying material from another student's examination.
- Allowing another student to copy from your exam.
- Using notes, tables, diagrams or other resources during an examination unless expressly approved by the instructor.
- Making unauthorized copies of testing materials or projects

**B. Fabrication**

Any intentional falsification or invention of data, assessment results or citations in an academic or clinical assignment will be considered a violation of academic integrity. The following are examples of academic dishonesty involving fabrication:

- Inventing or altering data or client information collected as part of a research or evaluation project, coursework, or practicum or internship work experience.
- Inventing or falsifying reference citations in an academic, clinical or scholarly report or paper.

**C. Plagiarism**

Plagiarism is the appropriating and subsequent passing off of another person's work as one's own. If the work of another is used, acknowledgement of the original source must be made using a recognized referencing practice. If another's words are borrowed in whole or in part and merely recast in the student's own words, proper acknowledgement must, nonetheless, be made.

**D. Other types of Academic Dishonesty**

- Submitting materials, a paper, or report written by or obtained from another as one's own.
- Using a paper, report or other assignment in more than one class without the instructor's expressed permission.
- Obtaining a copy of an examination in advance or an examination from a previous year without the knowledge and consent of the instructor.
- Using another person to complete assignments or take-home exams without the knowledge and consent of the instructor.
- Falsifying or altering official academic or clinical records.
• In classes in which attendance is required or monitored, signing an absent student's signature on an attendance sheet as if he or she were present.
• Recording any information or meeting without the permission of all parties involved.

Advice to Students to Avoid Academic Dishonesty

1. If you are tempted to engage in a dishonest academic practice, remember that discovery and the subsequent judgment that you have done so will be much more damaging to your academic career at SOBA than a low grade in a course or academic or practicum assignment.
2. If you are in doubt about what the course instructor or field work supervisor considers appropriate for completion of an assignment or examination, immediately clarify this with the instructor. If there is disagreement amongst members of your class as to what is or is not appropriate seek clarification from the instructor, not your classmates.

Procedures for Confronting Academic Dishonesty

It is the responsibility of each student and faculty member to uphold the highest standards of academic integrity and to confront and question instances when academic dishonesty is suspected. To have knowledge of academic dishonesty and not confront it places one in violation of the Professional and Ethical Compliance Code of the BACB which explicitly assigns behavior analysts the responsibility to monitor peer conduct and confront inappropriate behavior. If the violation is of a minor nature and seems to have resulted from lack of sensitivity, knowledge or experience, the faculty or students may elect to deal with the situation informally by discussing the behavior in question with the offending student. The goal in this kind of intervention is to educate and heighten sensitivity to the dishonest nature of the behavior. Alternatively, the student or faculty may choose to bring the incident to the attention to the course instructor or the Program Chair.

Generally speaking, allegations of academic dishonesty associated with academic courses should be directed to the Program Chair. Making a formal charge of academic dishonesty with the Program Chair is an appropriate initial action when the dishonesty does not seem amenable to an informal corrective action or if the dishonesty is of a more serious nature. It is also possible for the students or a faculty member to employ both informal and formal approaches. For example, a faculty member or student who intervenes informally in an instance of suspected academic dishonesty and is not satisfied with the results of that intervention may decide to proceed to formal action. On the other hand, some dishonest behaviors are better dealt with through immediate formal action. For example, a student who observes another engaging in cheating during an examination is encouraged to report this immediately to the course instructor or examination proctor. Faculty or students who are unsure whether to intervene informally or formally (or whether they are obligated to take action at all) are urged to seek counsel and advice from a faculty member, or Program Chair.

Procedures for Dealing with Formal Charges of Academic Dishonesty

Formal allegations of academic dishonesty will be dealt with by the Program Chair as follows:

1. The student accused of dishonest behavior will be notified in writing of the person(s) making allegations and the behavior(s) under question.
2. The Program Chair will engage in a fact-finding, review and assessment of all evidence supporting the alleged academic dishonesty.
3. Based on the information above and, if necessary, consultation with some or all core faculty, the Program Chair determines whether there is sufficient cause or the alleged dishonesty is
sufficiently serious to refer to the Academic Affairs Committee for a formal hearing and possible disciplinary action.

4. If there is not sufficient cause or the alleged dishonesty is not sufficiently serious to warrant referral or a formal hearing the Program Chair will resolve the matter with the person(s) involved in the allegation.

Emergency Suspension

The Program Chair may impose an emergency suspension when a student's behavior constitutes a grave breach of professional ethics, when such behavior places other people's welfare in jeopardy or threatens to disrupt the educational process of the School. Students placed on emergency suspension will not be permitted to participate in some or all of the School's activities, nor will they be allowed to take examinations or submit papers or other course work without written permission from the program chairs. Emergency suspensions will remain in effect until the Academic Affairs Committee and the Dean renders a decision. Continued suspension beyond 7 calendar days must be approved by the academic affairs committee.

Consequences of Academic Dishonesty

The maximum penalty that can be imposed independently by a faculty member is assigning a grade of F for a course. Additional penalties recommended by the Academic Affairs Committee and imposed by the dean may include, but are not limited to: placing the student on leave from the program, requiring specific remedial actions on the part of the student, or termination of the student from the program.

Academic Affairs Committee: Policy and Procedures

In most instances, problems between students or between students and faculty members should be resolved without the involvement of the Academic Affairs Committee. Allegations of serious misconduct are those for which, in the judgment of the Program Chair, sanctions might include, for example:

- requiring a leave of absence from the program
- requiring significant modification to the students' program of matriculation
- terminating the student from the program

Responsibilities of the Academic Affairs Committee

Under the direction of its chair, the Academic Affairs Committee is responsible for conducting a fair and impartial hearing into matters of alleged serious misconduct on the part of a student. The hearing will provide an opportunity for the Committee to hear and review all evidence for misconduct and will provide the student an opportunity for rebuttal. Based on the information presented at the hearing, the Committee is responsible for determining what, if any, sanctions should be imposed or disciplinary actions taken.

Composition of the Committee

The committee will be composed of three members of the core faculty who are not directly involved in the misconduct issue. One member of the committee will be designated as Chair. The COPLA Dean will appoint members of the core faculty. The Head of the School of Behavior Analysis, who also serves as Chair of the faculty, will absent him/herself from all discussion of the case because he/she serves as one level of appeal of the Academic Affairs Committee’s (see below).

Procedures for the Academic Affairs Committee
The following procedures will apply to the Academic Affairs Committee:

1. In the interests of both the student and the school, the hearing should be scheduled in a timely manner. At least five working days in advance of the hearing, the Chair will inform the student, in writing, of the scheduled hearing, the names of the Academic Affairs Committee members and the specific allegations.

2. The student shall be permitted to have an advisor present. The advisor may also assist the student in preparing an appeal.

3. Prior to the hearing, the accused student may challenge the committee membership by specifying his or her concerns to the Dean. Following discussion between the Dean and the challenged member(s), the Dean will determine whether the challenged member(s) should be disqualified and replaced. Even if not challenged, a committee member may disqualify himself or herself if the member feels that his or her objectivity may be compromised.

4. The hearing will not be open to the public. An audio or video taped recording of the presentation of evidence and rebuttal may be made. The hearing committee's deliberations will be private and not recorded.

5. The Chair of the committee may request the appearance of witnesses on behalf of the committee or the accused student. Faculty, staff and students are expected to comply with these requests. Should the accused student fail to appear for the hearing, it will be conducted as scheduled.

6. The accused student will have the opportunity to hear witnesses and to present evidence and witnesses in rebuttal.

7. After all information has been presented the committee will deliberate privately and may recommend one of several actions. They may recommend no corrective action if there is insufficient evidence to warrant action, or they may recommend corrective action which could include, among other things, termination of the student from the program.

8. The recommendations of by the committee will be communicated by the Chair to the Dean. The Dean will inform the student, in writing, of his/her decision.

**Appeal Process**

The student may appeal the recommendation of the Academic Affairs Committee to the Dean of COPLA within seven working days of receipt of the committee's decision. Failure to appeal within the above time frame renders the Committee's decision final. The appeal must be made in writing and must state the reason(s) why the committee's decision is believed to be inappropriate. Appeals can be based on, but are not restricted to, the following: procedural irregularity on the part of the committee, insufficient evidence to warrant the actions taken, and lack of due process or discrimination including racism, sexism or sexual harassment. The Dean will review all information regarding the student's appeal and will inform the student in writing of the final decision. In instances in which the Academic Affairs Committee's decision is that the student be terminated from the School, and the Dean finds no reason to overturn or amend this decision, the student may appeal the Dean's decision to Graduate Council, according to the Council's written policies and procedures. Students have an opportunity to appeal any dismissal decision, and should consult with their faculty advisor and program chair so as to understand this opportunity and the procedures for appeal. These procedures are described in the University Catalog and the Graduate School Policy and Procedures Manual.

**Other Areas of Importance**

Areas that involve administration, such as how to obtain official transcripts, financial aid, diplomas, and graduation fees are covered in the Florida Tech Catalog. Students should consult the
catalog for information on these topics and on the mission and purpose of the university, program, academic calendar, and course requirements. It is the student’s responsibility to be aware of deadlines, dates, programs, etc. that relate to their academic progress. We suggest that students retain good records of their studies at Florida Tech, including course syllabi, instructor information, and practicum reports. It is also important to retain a copy of the Florida Tech catalog that describes course requirements for the year in which the student began his/her studies. These items will be very useful in filling out various applications later in the student's academic career and after graduation.

Professional Conduct of Students

As stated in the catalog, The School of Behavior Analysis of Florida Tech subscribes to the Behavior Analyst Certification Board™’s Professional and Ethical Compliance Code and the American Psychological Association Code of Ethics and all students are bound by the principles enumerated in those codes. Deviation from those codes may result in disciplinary action including dismissal from the School.

Professional Values

It is expected that all students in the School of Behavior Analysis will aspire to the highest ideals associated with the field of behavior analysis. All meetings regarding violation of professional conduct between students and faculty will be documented and documentation will be placed in the student’s file.

Dismissal for Misconduct, Graduate Programs

Misconduct refers to student conduct that violates the legal or ethical standards of the university and/or has the potential to adversely affect the university's reputation. Misconduct may result in mandatory withdrawal from all classes and denial of permission to register in future terms, for either a definite or indefinite period of time. Two types of misconduct are described here: “Academic Misconduct” and “Research Misconduct.” Both could result in the above sanctions. Behavioral misconduct such as forging, altering or misusing university documents or academic credentials, shall be treated according to the stipulations indicated in the Student Handbook.

As a guide to determining whether misconduct should be classified as “academic misconduct” or “research misconduct,” the following examples may be considered:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Academic Misconduct</th>
<th>Research Misconduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty involvement</td>
<td>student's independent work</td>
<td>part of faculty research</td>
</tr>
<tr>
<td>Dissemination potential</td>
<td>presented to a class</td>
<td>has the possibility of being published in some manner</td>
</tr>
<tr>
<td>Nature of inappropriate action</td>
<td>crib sheets during an examination</td>
<td>passing someone's research off as one's own</td>
</tr>
<tr>
<td>Use of results outside the university</td>
<td>none</td>
<td>applied by an enterprise outside the university</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>unattributed quotation in any work submitted to anyone in the university community</td>
<td>unauthorized quotation in a document posted to the Web or in a thesis that has been signed by all committee members</td>
</tr>
</tbody>
</table>

Academic Misconduct (Rev. 1/19/17)

(Graduate Policy 4.12.1)

Examples of academic misconduct include, but are not limited to, plagiarism, cheating or knowingly furnishing false information to the university. According to “Academic Dishonesty, Cheating and Plagiarism” (www.fit.edu/current/documents/plagiarism.pdf), plagiarism “is the theft of intellectual property belonging to another. This includes both the theft of unwritten ideas and concepts as well as the theft of written texts, notes, computer programs, designs and/or visual materials.” Cheating includes but is not limited to:

- Giving or receiving information during an examination (‘examination’ includes tests and quizzes)
- Using unauthorized material (such as notes) during an examination; unauthorized dissemination or receipt of examinations, examination materials, contents or answer keys
- Taking an examination or writing a paper for another student or asking someone to take an examination or write a paper. (includes shared work and/or group-produced answers on take-home examinations)
- Submitting the same paper—or different versions of what is substantially the same paper—for more than one course
- Misrepresenting or fabricating written work, sources, research results as well as helping another student commit an act of academic dishonesty or lying to protect a student who has committed such an act

In a case of academic misconduct, the decision to dismiss will be made by the dean of college in which the student is enrolled. A letter from the dean will inform the student, the student’s academic unit head(s), dean of students, registrar, director of graduate programs and dean of the graduate school of the dismissal and the student’s right to
appeal. In the case of an international student, the letter will also inform the director of international student and scholar services. The letter must include a statement of misconduct, evidence supporting the misconduct, disciplinary actions, options to either accept the actions or to appeal, as well as a deadline for notification of the choice to appeal.

**Appeal Procedure for Academic Misconduct Dismissals (Rev. 1/19/17)**

(Graduate Policy 4.12.1.1)

 Appeals of actions taken in accordance with graduate policy “Academic Misconduct” shall be subject to the following regulations and procedures:

The person on whose behalf the appeal is filed (the “Appellant”) shall prepare or have prepared on his/her behalf, a written statement outlining the basis of the appeal, setting forth such factual and argumentative materials as the Appellant may deem necessary to explain the action complained of, the reason for the appeal and any alleged erroneous or incorrect actions or decisions made or taken in the case. The Appellant may include supporting materials as called for by the nature of the matter.

The statement shall be submitted to the dean of the graduate school, who shall convene a meeting of the dismissal appeals committee of the Graduate Council. The committee shall act as hearing examiner in the matter. The Appellant shall be notified of the right to appear in person before the committee to present a statement and offer any additional information he/she deems relevant. Such hearings will be closed. The committee shall carefully review the written statement and supporting materials and shall carefully consider the oral arguments presented by the Appellant. The committee may also conduct such independent investigations as it deems proper. Procedural rules for the hearing shall be prescribed by the committee.

If the Appellant so desires, he or she may be accompanied by an advisor who must be a member of the Florida Tech faculty, staff or student body, but such advisor shall not have the right to make a statement, examine witnesses or present evidence.

Following the determination of the committee, the Appellant shall be notified by means of a letter from the dean of the graduate school regarding the decision, with copies to the academic unit(s), registrar, dean of students, the student’s academic dean, the graduate programs office, and the international student and scholar services office, if appropriate.

The decision of the dismissal appeals committee is final and is binding of all parties involved. In the case of a tie vote, the dean of the graduate school will cast the deciding vote. All information will be retained on file in the Office of Graduate Programs.

**Research Misconduct**

(Graduate Policy 4.12.2)

1. “Research refers to those efforts which, while under university auspices, have been or could be widely disseminated or that has the potential of increasing human knowledge or that is applicable in the professional or public domain.” Examples of research misconduct include, but are not limited to,
fabrication, falsification, plagiarism, misappropriation of ideas of others and failure to comply with legal requirements governing research.

2. Determinations of research misconduct, appeals from such determinations and recommendations for sanctions to be applied in such cases will be governed by the processes set forth in the Florida Tech administrative policies and procedures for review, investigation and reporting allegations of research misconduct and fraud (www.fit.edu/research/policies/miscon_pol.php).

3. If it is determined by a committee on scientific misconduct that the student has committed research misconduct in any form, the dean of the appropriate college and the dean of graduate school will be guided by the recommendations of the committee as to the sanctions to be applied. If dismissal is recommended and the deans of the college and the graduate school concur, the student and director of graduate programs shall be notified in writing by the vice president for research, chief operating officer and dean of students regarding the determination of the committee and the concurrence of the dean and vice president for research.

### Appeal Procedure for Research Misconduct Dismissals

(Graduate Policy 4.12.2.1)

The student shall have the right of appeal as specified in the policies and procedures. If the dismissal is upheld, the dean of the graduate school shall notify in writing the student, the director of graduate programs and the registrar.

### Annotation of the Transcripts for Misconduct Dismissals (Rev. 9/18/03)

(Graduate Policy 4.12.3)

Transcripts of students dismissed for misconduct reasons are annotated as follows:

The statement, “dismissed for academic misconduct” shall appear on the transcript following the semester in which the dismissal occurred.

If a student is reinstated following a dismissal for misconduct, the statement of the cause for the dismissal will remain on the transcript, unless the determination of misconduct is reversed.

### SOBA Policies

Referral of a graduate student where academic, research, professional, or personal misconduct has been identified or suspected may be made by faculty, staff, or students. Regardless of who refers and to whom, all referrals for misconduct will be routed to the chair of the SOBA disciplinary committee.

### Classification of Academic and research Misconduct

Instances of misconduct will be characterized as best as possible by the intention of the offender and the magnitude of the offense.

1. Intention will be judged as deliberate, that is, carried out with an adequate understanding of rules and policies, or inadvertent, that is carried out in ignorance of such rules and policies.

2. Magnitude of offenses will be judged as minor or major based upon the extensiveness of the offense, and the impact it has on other students, academic integrity, and reputation of the University and School.
Inadvertent offenses will rarely result in dismissal in the initial instance. Documentation of a second offense may result in dismissal. Similarly, documentation of a minor offense, particularly when inadvertent, will rarely result in dismissal. Confirmation of a major offense typically will result in dismissal.

**Academic Integrity Seminar**

Orientation into SOBA for all new students will include mandatory participation in an Academic Integrity Seminar. The objective of this seminar is to instill in all students the knowledge of academic rules, policies, procedures, and ethics. Cheating, plagiarism, maintenance of decorum in group academic settings all will be discussed. Also discussed will be appropriate methodologies for avoiding plagiarism in the age of internet media and copying and pasting. Once students have completed this Seminar it is presumed that instance of inadvertent academic misconduct will be rare.

**SOBA Discipline Committee**

The SOBA Discipline Committee will be made up of three faculty who have appointments in SOBA. One of these three will be designated as chair by the Head of the School. The Committee is empowered to request the presence of students who are accused of academic misconduct, and any witnesses to reporters of this alleged misconduct. It is expected that any meetings or hearing regarding academic misconduct will be addressed as quickly as possible following an accusation. The chair of the committee will communicate the outcome of meetings and hearings to the Head of the School such that findings of a violation, and recommended consequences for the violation are documented. Similarly, findings of minor or no violations will be communication.

**Appeals**

Appeals of SOBA decisions by students regarding academic misconduct will be handles by the Dismissal Appeals Committee of the Graduate Council (Graduate Policy 4.12.1.1).

**SOBA Remediation Process**

If a student has been found to be at fault for violating Graduate or SOBA Policies but dismissal has not been recommended, or, if a student has been dismissed but has had an appeal upheld by the Dismissal Appeals Committee of the Graduate Council, then a remediation process will ensue. The SOBA Discipline Committee will make recommendation concerning the nature and extent of remediation. Remediation could include repeat of a class where a student was found to have cheated or plagiarized, repeat of the Academic Integrity Seminar at the earliest instance, completion of a paper or presentation regarding academic integrity to include the specific topics that encompass the student’s violation, completion of a new capstone or thesis if the violation related to plagiarism or falsification of data.

**Dismissal for Violation of Professional and/or Ethical Principles**

Students in SOBA are expected to abide by the Professional and Ethical Compliance Code for Behavior Analysts as espoused by the Behavior Analysis Certification Board. Links to the documents that explain the Code are provided to all students at orientation, in Ethics classes, and here. In addition to the professionalism issues discussed in the Code, students in SOBA also must apply these principles within and among their peer, faculty, and staff colleagues in SOBA and the University. Thus, referral to the SOBA Disciplinary Committee may be for professional or ethical issues in addition to academic and research ones. As described in Florida
Tech Graduate Policy 2.9, students are expected to conform to codes of ethics and conduct established by professionals in their fields; breaches of such codes may result in dismissal.
General Guidelines for Conducting a Thesis at Florida Tech

**Thesis Proposal**
Your thesis proposal should be written IN THE FUTURE TENSE and adhere to the 6th edition of the APA style manual (American Psychological Association, 2010). All thesis students should purchase the APA Publication Manual, Sixth Edition. You may choose to write your thesis proposal as part of the Research Methods class that you will take during your first semester in the program, or write a new proposal once you begin working with your thesis advisor in the summer semester between your two years in the program. You advisor will work with you to revise your proposal; you should expect at least a one-week turn-around time from your faculty advisor per revision.

**Apply for IRB Approval**
All thesis research projects must be submitted to the FIT Institutional Review Board (IRB) for approval. See the Florida Tech IRB website (http://www.fit.edu/research/committees/irb/) for the application and instructions about submission. You must include your methods section with the application and an informed consent form. Also, if your participants are part of, or receive services from, an agency or group, you must get written permission from the director of the agency or group to recruit participants (this includes the Scott Center). You should allow two weeks AT THE VERY LEAST to hear back from the IRB as to the status of your application. You may submit your IRB proposal prior to your thesis proposal meeting (discuss with your advisor - s/he may want you to submit AFTER your thesis proposal meeting), but if major changes are requested by your thesis committee, you may be required to submit an addendum to your IRB proposal to the IRB.

**Registering for Thesis Credit**
Register for 1 thesis prep credit during the summer between your first and second year, and thesis credits for all remaining semesters (e.g., Fall and Spring of 2nd year) (except for ABA + OBM students, who register for thesis credits in the spring of their second year and summer of their second year). Contact the office of Graduate Programs to find out the current requirements regarding (i) posting your defense announcement (ii) necessary forms and their due dates, and (iii) due date of your final thesis materials for on-time graduation, as these vary by semester.

**Requirements for Earning a Passing Grade each Semester**
For thesis prep, which is taken in the summer between the first and second year of the program, students must submit a first draft of their proposal to their faculty thesis advisor by the last day of the summer semester in order to receive a passing grade. For the fall semester, students must have proposed to their committee by the last day of the fall semester to receive a passing grade (note that ABA + OBM students do not generally take thesis credits in the fall, so their deadline for this is spring break of their second year). The requirements for the spring semester are less rigid due to data collection and the delays that can arise during this process. However, students are expected to finish their thesis by the end of the spring semester. If a student does not finish by the end of the spring semester, s/he may still receive a passing grade for the spring semester, as long as adequate progress on the thesis has been made. Determination of adequate progress is made by the faculty thesis advisor. ABA + OBM students are expected to finish their thesis by the end of their second summer semester.
**Select Thesis Committee**
A thesis committee consists of (at least): 1 Committee Chair (your faculty advisor)
1 School of Behavior Analysis Member
1 Florida Tech (non-BeAn) member

For your non-BeAn committee member, you should visit the Office of Graduate Programs office to view a list of approved graduate faculty members (http://www.fit.edu/grad-programs/faclist.htm). Psychology faculty are considered non-BeAn faculty. You should contact your potential committee member by phone or email and briefly explain who you are and what you are doing in order to determine if they might be interested. If they are interested, it might be good to set up a face-to-face meeting during which you can explain a bit more about your project and learn more about their background.

**Set Proposal Date**
Set date, time, and room (contact Jennifer Fredenburg jfredenburg@fit.edu) in the COPLA Main Office [321-674-8104]) for your thesis proposal meeting. An administrative assistant will have you complete an Establishment of Master's Committee form (https://www.fit.edu/media/site-specific/wwwfitedu/registrar/documents/registrar-forms/OGP_Est_MS_EdS_Committee.pdf) indicating your thesis title and committee members. Be sure to allow at least 2 weeks for each committee member to read your proposal before attending your proposal meeting.

At your proposal meeting, you do not need to bring a snack (cookies, water, coffee, etc. depending on the time of day) for the committee members (some programs encourage this but we do not). Plan on a one-hour meeting. You will present each section of your proposal (e.g., PowerPoint presentation), for about 30 minutes. Each committee member will then provide feedback, ask questions, and make suggestions for improving the proposal. At the conclusion of this meeting, have all the committee members sign the Establishment of Master’s Committee Form and then turn the form and a copy of your thesis proposal to Melissa in the main office of the School of Behavior Analysis (SOBA) (this form can be signed before the proposal meeting as well, but should be signed no later than at the proposal meeting). This will be filed in your student file in the main office after the dean signs the form. The possible outcomes of this meeting are as follows: a) asks for minor revisions to the thesis proposal; or b) the committee requests major changes to your thesis proposal. Although there is no formal exam report form to sign for the thesis proposal meeting, approval to proceed must be given orally by committee members at this meeting.

**Proposal Revision**
After you have modified your proposal according to the comments of your committee members, let your committee chair review the changes. After getting the “go ahead,” (i.e., paperwork is filed, and IRB approval obtained) start collecting your data!

**Data Collection**
During data collection, you should meet with your committee chair AT LEAST once per week to discuss your progress. **DO NOT MAKE ANY MODIFICATIONS OR PHASE CHANGES WITHOUT FIRST CONSULTING WITH YOUR COMMITTEE CHAIR!** Also, during the course of data collection, if you make any major changes to the project, these changes must be approved by your entire thesis committee.

**Reporting Your Results**
Write up your results and discussion section and modify your documents to reflect that data collection has now occurred in the past (i.e., use past tense). Submit your revised document to your Committee Chair for feedback. Once approved, set your final thesis defense meeting.

**Thesis Defense Meeting**
Set date, time, and room (contact admin assistant in the Main Psychology Office or Behavior Analysis office) for your thesis defense meeting. Be sure to allow at least 2 weeks for each committee member to read proposal before attending your defense meeting.

**Prior to your thesis defense, please fill out the Announcement form**
(https://www.fit.edu/media/site-specific/wwwfitedu/registrar/documents/registrar-forms/Oral_Def_Ann_11-14.pdf - see example Appendix A) 14 days prior to your scheduled defense. Plan on a 1-1.5 hour meeting. BE SURE TO DRESS PROFESSIONALLY! You will present each section of your thesis, with PowerPoint, for about 30 minutes. For this presentation, you should focus on your results and discussion. Each committee member will then provide feedback, ask questions, and make suggestions for improving the manuscript. At the conclusion of the defense, your ADVISOR will have all the committee members sign the Exam Report Form and the ADVISOR will turn this form in to Jennifer Fredenburg. The possible outcomes of this meeting are as follows: a) the committee signs your exam report form and asks for minor revisions to the thesis; b) the committee signs your exam report form, but requests major changes to your thesis; or c) the committee asks to see changes to your thesis before signing your exam report form. A grade of “fail” may be given if you did not do what you proposed in the thesis proposal.

**Final Review and Submission**
Once you have made the necessary Changes to your thesis, submit it to your Committee Chair for (hopefully!) final rounds of edits. Once given the “go ahead,” turn the final thesis in to the Office of Graduate Programs according to their guidelines. At this time, you should also discuss with your Committee Chair whether the document should be readied for submission for possible publication.

**References**
Job Aid / Flowchart for FL Tech Thesis Students

1. Process: Lit Review (S) (6)  
   Product: Rough draft of prospectus (S)  
   Completion Date: July between academic years in program

2. Process: Feedback on rough draft (F) (1)  
   Completion Date: July between academic years in program

3. Process: Revised prospectus (S) (2)  
   Product: Revised Prospectus (S)  
   Completion Date: August between academic years in program

4. Process: Feedback on revised draft (F) (2)  
   Completion Date: August between academic years in program

5. Process: Apply for IRB Approval (S) (4)  
   Product: IRB App (S)  
   Completion Date: August between academic years in program (NOTE that some advisors may prefer that you do this step AFTER your thesis proposal meeting – ask your advisor)  
   September of Second Year

6. Process: Select Committee (S+F)  
   Committee = 3 members (1 chair, 1 committee member in BehAn, 1 outside of BehAn but at Florida Tech). For outside member visit http://www.fit.edu/grad-programs/faclist.htm  
   Completion Date: September of Second Year

7. Process: Revise prospectus (S) (2)  
   Product: Final Draft of Prospectus (S)  
   Completion Date: September of Second Year

8. At this point, you are ready to schedule your thesis proposal!

KEY: (F) Faculty; (S) Student; (#) Average number of weeks to complete
Thirty Common Writing Errors

1. Using “data” as a singular noun.
2. Using ambiguous terms (e.g., this, that) without a clear referent.
3. Using sexist language.
4. Confusing “i.e.” (id est, that is) and “e.g.” (example gratia, for example)
5. Failing to indicate page numbers for quotes.
6. Failing to use parallel form.
7. Changing verb tense without reason.
8. Confusing the meaning of “affect” and “effect”
10. Failing to ensure the accuracy of references.
11. Beginning a sentence with a number that is not written out, a lowercase abbreviation, or a symbol.
12. Failing to hyphenate compound modifiers.
13. Using “which” when “that” is appropriate.
14. Confusing the appropriate use of colons and semicolons.
15. Using “since” as a synonym for “because,” which it is not.
16. Failing to ensure agreement of subject and verb.
17. Failing to use active voice.
18. Using the pronoun “who” to refer to non-humans.
19. Using “consequate,” which is not a word.
21. Using “is comprised of” when “is composed of” is appropriate (the whole comprises the parts and is “composed of” them)
22. Confusing the meaning of “can” and “may.”
23. Using double negatives.
24. Referring to other species as “infrahumans,” “subhumans,” or “animals,” instead of “nonhumans” or “other animals,” when they are compared with us.
25. Using ampersands when referring to text to references with two or more authors.
26. Ending a sentence with a preposition.
27. Formatting references incorrectly (See APA Publication Manual).
28. Using “between” (instead of “among”) when three or more items are under consideration.
29. Confusing “continual” with “continuous.”
30. Using “less” and “fewer” as synonyms, which they are not.

Oral Presentation Helpful Hints

Structure your presentation with a beginning, middle and end. At the beginning of your presentation: gain audience attention (e.g., greet your audience), and signal beginning of the presentation. During the presentation present: the findings of previous research, the objectives / aims of your thesis proposal, highlight the methods that you will use to achieve stated goals / aims / objectives. Sequence your ideas / slides (e.g., chronological or from general to specific) so they build up to your proposed project (e.g., previous research supports the method you propose to use and your proposal is a systematic replication). After presentation of method section, thank your committee for attending behavior and open the floor to questions from your committee members.

Pronunciation (proper names, concepts and principles) and presentation is important, practice at least twice beforehand.

Use proper body language (e.g., stand up, eye contact with audience, smile). Minimize time with back to audience, swaying back and forth, and hands in pockets.
Check to see that your presentation is compatible with the equipment in the presentation room PRIOR to the presentation. Secure any adaptors that may be needed (e.g., when using a Mac).

When presenting a graphic element, vocally label the axes and then highlight important aspects of the graph.

Use visuals and keywords to minimize the number of words on slides.

Use large fonts (> 18 point).

Use a pointer or pen to draw attention to specific points or visual aspects.

Use a spell check!

When presented with difficult questions, make sure you understand the question: ask a question to see if you understand or repeat the question in your own words.

**General Characteristics of each Section of a Thesis**

**Literature Review:** general description of applied behavior analysis and the population you are using in your thesis, general description of the specific topic and why it is important, review of 10-30 relevant studies, purpose statement/research questions

**Method:** Participants and setting, materials, dependent variables and data collection, design, experimental conditions/procedures, interobserver agreement, treatment integrity

**Results:** for proposal - hypothetical data that show how the design chosen will be sufficient to demonstrate experimental control and a one paragraph description of hypothetical data per participant; for final thesis – a detailed description of means, a measure of variability (e.g., range, standard deviation) and data trends for each phase per participant, graphs depicting the results of all portions of your study for each participant

**Discussion** – for proposal – A 2-3 paragraph description of what the hypothetical results will signify; for final thesis – A1-2 paragraph review of the results, a detailed description and discussion of the implications of the results, a discussion of the possible behavioral mechanisms responsible for the results, a detailed description of limitations of the study, and a detailed description of suggestions for future research

**Detailed Characteristics of each section of a Thesis**

**Literature Review (Introduction Section)**

Locate relevant literature
Identify key authors and journals
Use bibliographic reference sources
Use computerized literature searches
Obtain reprints and preprints
Look at literature from other relevant disciplines
Scan tables of contents of key journals
Use reference lists from articles, chapters, and books
Use primary sources
Avoid popular press and websites
Critically read the literature
Identify themes
Identify strengths and weaknesses of individual articles
Identify strengths and weaknesses of field as a whole
Collect photocopies or notes
Prepare to write
Investigate length and format parameters
Make a preliminary outline
Include page allocations
Limit the scope of your review
Organize the literature you will cover
Write your review
Write the introduction
Write subsections
Use transition and integrative phrasing
Synthesize and critically analyze the literature
Introduce your study and hypotheses
Be careful not to plagiarize

Method Section

Use Subsections
Subjects
How many (or a range)
Criteria for inclusion
Criteria for exclusion (if any)
Other characteristics of subjects (e.g., demographics)
Sampling and recruitment procedures
How informed consent will be obtained
Design
Name of design
Independent variables
Dependent variables
Method of assigning subjects to group
Setting and apparatus Setting
Where study will be conducted
Important features of setting
Equipment described
Make and model (if any)
Construction details for apparatus unique to study
Independent variables
How operationalized
Potential confounds and how they will be avoided and/or assessed
Who serves as experimenter (e.g., self or others)?
How experimenter will be kept blind to hypotheses
Training experimenter will receive
How integrity of independent variables will be assessed
Fidelity checks
Instrumentation and methods
Measures (dependent variables)
Description
Scoring
What scores will you use?

Procedure
Sequence and timing of tasks

IOA

Results Section

Present data related to purposes of the study
Present results in an orderly, logical way
Order and sequence the results
Include relevant information
Name of statistic (if any)
Relevant details of analyses
Means (with range or standard deviation)
Word your results clearly
Follow APA conventions regarding presentation of tables, graphs, and/or statistics
Create well-crafted, clear tables
Prepare well-crafted clear figures

Discussion Section

Summarize your findings / Discussion

Avoid technical detail
Use clear language
Interpret your findings
Place your findings in context
Consider how your findings converge with, clarify, or contradict past findings
Consider the implications of your findings
Theoretical implications
Methodological implications
Applied implications
Include a humility subsection
Consider internal validity issues
Consider external validity issues
Consider measurement issues
Consider statistical issues (if any)
Include comments about future directions
Appendix A

This form must be submitted to Jennifer Fredenburg (who will then send to the Graduate School) at least two weeks before your scheduled thesis defense (no exceptions). Defenses are not permitted during final exam week.
Master’s Program Checklist (Thesis)

Student ____________________________  Student Number ____________________________  Program ____________________________

1.____________ Admitted to Master’s Degree Study (Policy 1.1)

2.____________ Master’s Degree Program Plan filed one month before 9 semester hours completed (Policy 1.3.1)
   - Separate Program Plan approved for each additional degree (Policy 1.3.2)
   - Submit “Permission for Graduate Student to Take Undergraduate Course” prior to registering for each 3000- or 4000-level (not deficiency) course included in Program Plan (Policy 1.9)

3.____________ Master’s Committee established & approved IN WRITING by Major Advisor, Academic Unit Head, and Office of Graduate Programs (OGP) (Policy 1.5)
   Name ____________________________  Dept ____________________________
   Outside Member ____________________________

4.____________ Thesis Registration (at least 3 hours every semester except the last semester per deadlines in Policy 4.10):
   - Required minimum GPA of 3.0 to initially register for Thesis (XXX 5999)
   - Required every semester thereafter (including summer) until Thesis is accepted by OGP (Policy 1.4.1)
   Sem Credits Sem Credits

5.____________ Print and bring to OGP several sample pages from each section of Thesis for initial format/layout check.
   - Sample Title Page, Signature Page, Table of Contents, pages with tables, figures, photos etc. References, Appendices

6.____________ Petition to Graduate submitted to Registrar (at least 21 weeks prior to graduation date.) Confirm submission deadline in "Academic Calendar". Late fee if petition is submitted past the deadline.
   - Recommend paying binding fee at the time the Petition to Graduate is submitted to the Registrar.

7.____________ Thesis distributed to Committee for review at least 2 weeks prior to defense (Policy 1.6.1.2). Visit OGP for full format check.

8.____________ Thesis Seminar (if any — department requirement, not graduate policy)

9.____________ Oral Examination/Defense Announcement submitted to OGP at least 2 weeks prior to defense date.
   (Unannounced defenses are illegal and must be held against) (Policies 1.6.2 and 1.6.3)

10.____________ Go to http://www.fit.edu/grad-programs/forms.php to access and complete ETD Access Form. For information about the Scholarship Repository go to http://libraries.fit.edu/etd specific questions, contact Ashley Huser at ahuser@fit.edu.

11.____________ Thesis Defense (Policy 1.6.3)

12.____________ Payment of Binding fee ($20 each). Check with OGP for minimum number of printed copies required by your academic unit.

13.____________ Bring entire Thesis to OGP to check compliance with requirements PRIOR to making copies or uploading to ETD submission site.
   - Make certain that title on Title page matches title on Signature page.

14.____________ Submit archival copy of Thesis to Evans Library for inclusion in Scholarship Repository of Florida Tech (Required):
   - Prepare pdf/A file of FINAL Thesis with unsigned Signature Page.
   - File name must include your last name and graduation year (Example: JONES-THESIS-2018)
   - Submit pdf/A to ETD submission site at http://etd.lib.fit.edu/ (see item 10 above).

15.____________ Submit to Office of Graduate Programs (per announced OGP deadline):
   - Minimum required number of printed copies of Thesis in individual unsealed envelopes (Policies 1.4.2 and 4.10)
   - Signed Signature Page
   - ETD Access Form (see item 10 above).

16.____________ Both the overall GPA and the applicable program GPA must be 3.0 or greater for a master’s degree to be awarded (Policy 1.12)

OGP: CGSS: WordForms/MS Thesis_Program Checklist_31May18
A final program examination is required for all graduate degrees earned at Florida Institute of Technology. This examination is required for both master's degree programs in which a thesis is completed and for master's degree programs that have no thesis requirement. The examination must be taken no earlier than the last full semester (not including Summer Terms) in which the student is registered for courses. The content of the exam is similar to the material presented on the certification exam graduates take to become Board Certified Behavior Analysts, but also includes material on OBM and Radical Behaviorism. The information on OBM and Radical Behaviorism is drawn from these two courses. A score of at least 80% on the exam is required to pass the final program exam. Students who do not pass the first time they take the exam are given a second opportunity to pass the exam in the following semester (not including summer terms). A student is permitted only three attempts to pass the master's final program examination.

You will have 5 hours to complete the exam. Approximately 170 questions will be included on the exam. You can take bathroom breaks, but must tell the proctor when you go. You can use a calculator that is not on your cell phone (cannot use cell phone at all during test) if you wish. You can also use paper with no writing on it. If you want to number your paper ahead of time, that is okay, but a proctor will review the paper to be sure nothing other than numbers are on the paper. When taking the exam, you are not permitted to have any other applications open on your computer (a proctor will walk around and check). You will see your scores after you take each test, but these scores may not be accurate, as we may omit some questions. If scores are adjusted, they will be adjusted upward (not down).

The comprehensive exam is computer-based and will be very similar to the pre-test you took upon entering the M.S. program. Questions will be presented one at a time and cover the content areas of the BACB's Fifth Edition Task List: [https://www.bacb.com/wp-content/uploads/2020/05/170113-BCBA-BCaBA-task-list-5th-ed-.pdf](https://www.bacb.com/wp-content/uploads/2020/05/170113-BCBA-BCaBA-task-list-5th-ed-.pdf)

Section 1: Foundations
Philosophical Underpinnings, Concepts and Principles, Measurement, Data Display, and Interpretation, Experimental Design

Section 2: Applications
Ethics (Professional and Ethical Compliance Code for Behavior Analysts), Behavior Assessment, Behavior-Change Procedures, Selecting and Implementing Interventions, Personnel Supervision and Management

The number of questions per task list will be roughly modeled after the distribution of the BCBA exam: [http://bacb.com/bcba-exam/](http://bacb.com/bcba-exam/)

Questions will be drawn mainly from your coursework and the textbook below, so you should prepare by reviewing your course material (e.g., books, class notes, etc.). You should also review the following textbook:


In addition to the sections above, the exam will include questions from organizational behavior management and radical behaviorism drawn from BEH 5400 (Intro to OBM) and BEH 5105 (Radical
Behaviorism). Each of these two areas will include about 10 multiple choice questions. Review your course material (i.e., books, course notes) for these sections. The questions should not be difficult; if you attended and passed these two classes, you should have no problem answering the questions. Since BEH 5105 (Radical Behaviorism) will be in progress when you take the comprehensive exam, only questions on material covered through Mar 15 will be included on the Radical Behaviorism section of the exam.
Behavior Analysis Ph.D. Program
Timeline and Requirements

Before first semester:
Student, Advisor, and Program Chair should create an individualized program plan for the student, including transferring in any coursework from other institutions. Student should take supervised research credits and finish thesis (if needed).

Second semester:
Student should begin preparing for comprehensive exam. A committee (4 faculty – 1 advisor, 2 from Behavior Analysis, 1 from outside but at FI Tech) should be established. Student should notify committee what comprehensive exam (must write a grant) topic is and then write grant and lit review paper (if this option is selected). Student should take supervised research credits.

Third semester (summer):
Student should take dissertation credits, if faculty advisor believes the student can defend the comprehensive exam by the end of the student’s fourth semester in the program. If the faculty advisor does not believe that the student can successfully defend the comprehensive exam by the end of the student’s fourth semester, the student should not begin taking dissertation credits. Student should work towards defending comprehensive exam (in front of committee) and be admitted to candidacy (occurs once successfully defend comprehensive exam). In order for dissertation credits taken this semester to count towards 18 needed, student must successfully defend comprehensive exam in the semester following the first semester in which s/he registers for dissertation credits (e.g., must defend comp exam by end of fall semester if begins taking diss credits in summer).

Fourth semester:
Student registers for more dissertation credits. Student should work towards defending comprehensive exam (in front of committee) and be admitted to candidacy (occurs once successfully defend comprehensive exam). Student should propose dissertation to committee (requires a committee meeting) informally at end of comprehensive exam to be admitted to candidacy.

Fifth semester:
Student should register for dissertation credits. Student should formally propose full dissertation to committee in a meeting by end of semester.

Sixth semester (second summer):
Student should register for dissertation credits and work on diss.

Seventh semester (third fall):
If student defended comp. by end of fourth semester, s/he can graduate at end of this semester or any thereafter. Students must continuously register for dissertation credits until they graduate.

Ph.D. comprehensive exams, which will consist of a federal grant application or a private agency grant application plus a minimum 30 page literature review, must be successfully defended at least 1 year before graduation. For example, if a Ph.D. student plans to graduate at the end of the fall semester of their third year, comprehensive exams must be taken and passed by the end of the fall semester of their second year.
Ph.D. Comprehensive Exam Process and Procedures

Students, in concert with their advisor, must select option A (large grant – see below) or option B (small grant plus a minimum 30-page literature review). After selecting an option, the student should choose a granting agency and topic, as well as a literature review topic with input from their advisor. Once the advisor has approved, the student should send a message to his or her committee, informing them of the grant agency and grant topic (option A and B) and literature review topic (option B). The purpose of this is to keep the committee informed. If the student selects option B, the student may have to add some material to the grant (e.g., a budget, detailed main section or background section of grant) if the submission required by the granting agency does not require a budget and/or is short. This more detailed version of the grant should be submitted to the committee (not the granting agency) when the student is ready to defend his or her comp exam. The student should write the grant (option A) or grant and literature review (option B) and submit to his or her advisor. Once the advisor approves of the submission (see below for details), the student should submit to his or her committee, allowing at least 3 weeks for the committee to review.

Process and procedures for preparation of a grant proposal in partial fulfillment of the Comprehensive Examination requirement of the School of Behavior Analysis

Doctor of Philosophy (Ph.D.) students in the School of Behavior Analysis have two options to satisfy the requirements of the comprehensive examination. The first option is to write a federal grant, similar in length to an RO1 proposal. The second option is to write a smaller grant, usually sponsored by a private foundation, and to write a comprehensive literature review on a topic selected by the student and his or her advisor. For both options (even the smaller, private foundation grant proposal option), students should prepare the grant proposal using the U.S. Department of Health and Human Services’ PHS-398 format, unless the granting agency specifies otherwise. Although there are many potential grant sponsors at other agencies and private foundations, the PHS-398 format will insure that every Ph.D. student is exposed to all aspects of proposal preparation, many of which will apply across all possible sponsors, and some of which will not. Especially relevant is the longer and structured format for the background review, methodology, and significance – areas that may be truncated in some foundation proposal formats. Moreover, the PHS-398 procedural descriptions, links, and templates provide the most comprehensive set of writer support of any proposal form by a huge margin. Students will certainly want to describe in a preamble the specific agency to which they will direct their proposal, and students may comment on any peculiarities that characterize the proposal preparation and submission process for the target agency. For example, some agencies want only five pages of text, whereas the PHS-398 format prompts you to do more than that. Using the PHS-398 format allows students to make the background and method as long as necessary for good scholarship and good science, which is what your committee wants to see. Later, when you actually may submit a variant of this proposal, you will have sufficient knowledge to reduce the page count while maintaining critical core elements.

There also is an option for electronic submission of the PHS-398 proposal form but it is a different template from the paper version. In the future most applications will be done electronically. But, for the purpose of this examination, use only the paper forms and formats.

The Biosketch form is required for actual grant proposals from many agencies but is not required of students for the comprehensive examination. It would not hurt to be familiar with its existence for the future. You will be required to complete the budget pages since any grant you propose will require some level of budget specification and justification.

To save some time, the DUNS number for Florida Tech is 053396669 and the EIN is 59-6046500. You also should know that when you apply for a federal grant you will need an eRA Commons name
(electronic research administration). This is obtained through your sponsored research office of your university or organization, and is not something students need to worry about right now. Students would need the eRA Commons registration also as a grad student or post-doc if he or she were listed as a contributor to the grant of another PI.

The primary reference for students to begin the proposal can be found at the following URL:
http://grants.nih.gov/grants/funding/phs398/phs398.html

Although students will certainly search this site thoroughly, a short cut that includes the instructional sections for completing the proposal can be found here:
(http://grants.nih.gov/grants/funding/phs398/phs398.pdf). Be aware also that although it seems that there are endless forms, there actually is no specific form for the body of the proposal (i.e., the background literature review and the method section). Simply use the “Continuation” pages for these as described in the instructional section.

Procedure and Process

In terms of process, since this exercise is the STUDENT’S comprehensive examination, it is assumed and required that all work is the student’s work. It is appropriate to submit a draft of the proposal to the committee chair for her/his overall comment on the approach as well as the adequacy of grammar and style. Students may also expect some guidance on the adequacy of the background review (for example) or method. The committee will not do a line-by-line or paragraph-by-paragraph commentary with corrections and rewriting. They have passed their comps already and are not being evaluated! The student should work with the chairperson to arrive at the proper style and usage, and only send drafts to the committee after the chairperson has given her or his approval. At that time, the committee will augment the suggestions made by the chair and provide feedback. Generally, their feedback will be exemplary in nature, requiring that the student apply their broad comments to the entire document as appropriate.

When it comes time for the student to distribute the proposal to the full committee, they will review according to the rubric and also provide a rating, which will be similar to the feedback that will be provided by an actual grant review panel. This feedback will assist the student in revising the proposal in advance of an actual agency submission. Students should plan to deliver a defense copy of the proposal to the committee at least three weeks before the time of the oral examination. Once the comprehensive examination process has been completed (and the student has passed), students may seek any additional feedback and assistance from the committee that they are willing and able to provide.

Evaluation Rubric

The rubric that the committee will use to evaluate the proposal is attached to this document as Appendix A. Please note that proper grammar, style, organization, and structure will be evaluated along with the substantial content. Proper referencing and all other elements of successful proposals will also be evaluated.
### Rubric for Comprehensive Examination in ABA: Grant Submission

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<th>Agg Score</th>
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<tr>
<td><strong>Significance and Contribution to Field</strong></td>
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<td>Significance</td>
<td>Significance of problem is well articulated.</td>
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<td>Potential Contribution</td>
<td>Project / grant has potential to increase knowledge, solve issues, or develop effective strategies.</td>
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<td>Advancement of Theory, Knowledge, and/or Practice</td>
<td>Project will advance the theory, knowledge, and/or practice in the field of study.</td>
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<td>Dissemination</td>
<td>Outlined dissemination procedures will enable others to use the information.</td>
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<td>Granting Agency</td>
<td>Identified granting agency appropriate to subject matter and scope of project. Application is sufficient as a comprehensive examination.</td>
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<td><strong>Quality of Project Design</strong></td>
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<td>Conceptual Framework</td>
<td>Extent to which there is a conceptual framework underlying proposed research or demonstration activities and the quality of the framework.</td>
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<td>Literature Review</td>
<td>The extent to which the proposed design includes a thorough, high-quality review of relevant literature.</td>
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<td>Quality of Project Personnel</td>
<td>Outlines quality of project personnel and how personnel will collaboratively advance project.</td>
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<td>Category</td>
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<tr>
<td><strong>Quality of Management Plan</strong></td>
<td><strong>Management Plan</strong> Adequacy of management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timeliness, and milestones for accomplishing project tasks.</td>
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<td><strong>Adequacy of Commitments to Meet Objectives</strong> The extent to which the time commitments of the project director, principal investigator and key personnel are appropriate and adequate to meet the objectives of the proposed project.</td>
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<td><strong>Adequacy of Resources</strong> The adequacy of support, including facilities, equipment, supplies, and other resources are documented.</td>
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<td><strong>Budget</strong> The extent to which the budget is documented and adequate to support proposed project. Budget justifications included as appropriate.</td>
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<td><strong>Presentation</strong></td>
<td><strong>Permanent Product</strong> Provides a comprehensive grant application to committee members in a timely manner prior to meeting. Grant is organized by grantor topics / categories.</td>
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<td><strong>Organization</strong> Content is organized in a logical sequence. Presentation has an introduction or outline. Paces presentation appropriately (uses most of the time allotted and does not go significantly over time.)</td>
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<td><strong>Figures and/or graphics (if applicable)</strong> Graphics explain and reinforce information. Font and color enhance legibility. No more than six bullets per slide &amp; six words per bullet.</td>
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<td><strong>Spelling and Grammar</strong> Presentation is free of misspellings &amp; grammatical errors.</td>
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<td><strong>Paces Oral Presentation Appropriately</strong> Speaks at a conversational pace (110-150 wpm).</td>
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<tr>
<td>Delivery</td>
<td>Uses a clear voice and correct, precise pronunciation of terms</td>
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<td>Minimal disfluencies (e.g., fewer than 2 ums/ahs per min). Maintains appropriate eye contact during delivery.</td>
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<td>Demonstrates Mastery of Topic</td>
<td>Communicates concepts clearly. Elaborates on bulleted points with ease. Uses terminology correctly. Emphasizes relevance to students’ clinical work. References reliable sources.</td>
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<tr>
<td>Questions</td>
<td>Allows adequate time for comments / questions. Responds to questions thoughtfully, but without significant delay (i.e., latencies less than 30 sec). Answers correctly or leads committee members to the correct answer. Admits when the answer is unknown and identifies a solution to retrieving the answer.</td>
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Comments:
FL Tech Behavior Analysis Ph.D. Program Guidelines / Deadlines

It is the advisor’s responsibility to be sure that his or her students are aware and knowledgeable of these deadlines. The Graduate School will NOT be granting waivers for missing deadlines.

1. Establishment of Doctoral Committee form – get from admin assistant – must be filled out, completed and turned in to graduate school (Admin assistant will turn in) a minimum of 60 days BEFORE the comprehensive exam.
   Recommended time to do this: no later than Mar 30 of first year in program

2. Comprehensive Exam – must be a federal grant or a private grant + a literature review; at least 2 weeks before comprehensive exam, student must complete “yellow” form (get from admin assistant) and submit to graduate school so graduate school can announce the exam.
   Recommended time frame to do this: July of first year in program - NOTE THAT THIS MUST BE DONE AT LEAST ONE CALENDAR YEAR BEFORE GRADUATION – so if a student passes comprehensive exam in December, s/he will not be able to graduate until DECEMBER OF THE FOLLOWING YEAR. If s/he passes comprehensive exam in January, s/he will not be eligible to graduate until MAY OF THE FOLLOWING YEAR.

3. Advisor must submit comprehensive examination report form to graduate school indicating pass / fail of comp. exam within two weeks after comp. exam. Once student passes comprehensive exam, s/he can be admitted to candidacy (must complete #4 below to be admitted).

4. Dissertation proposal (graduate school calls it dissertation proposal conference) - Can only be done AFTER passing comprehensive exam and dissertation proposal conference – many students do it immediately after comp exam, in the same meeting); there is a separate examination form to complete after this and it is called the Doctoral Diss Proposal Conf Rep – App to Doc Cand Form (get from admin assistant).
   Recommended time frame to do this: Immediately after comprehensive exam

5. Registering for Dissertation credits: students need a total of 18 diss credits. Fifteen of these 18 must be taken from the semester in which the student defends the comprehensive exam and has the dissertation proposal AND AFTER this semester. ONLY 3 DISSERTATION CREDITS CAN BE TAKEN IN THE SEMESTER BEFORE THE COMPREHENSIVE EXAM AND DISSERTATION PROPOSAL.
   Recommended time frame to do this: Students should generally begin taking dissertation credits in the summer of their first year in the program, but if they do, this means that they MUST PASS THEIR COMPREHENSIVE EXAM AND HAVE THEIR DISSERTATION PROPOSAL BY THE END OF THE FALL SEMESTER OF THEIR SECOND YEAR; OTHERWISE, THEY WILL BE REQUIRED TO TAKE AND PAY FOR ADDITIONAL DISSERTATION CREDITS.

6. File a Petition to Graduate (get form in PAWS) – must be done at least 28 weeks before graduation date. If student does not graduate in the semester in which s/he planned to graduate, s/he must refile the petition for a new semester
   Recommended time to do this: September of second year in program

7. Once a student begins taking dissertation credits, s/he MUST enroll in a minimum of 3 diss credits EVERY SEMESTER until graduation, EXCEPT for the semester of graduation, in which s/he can enroll in fewer than 3.

8. Dissertation must be given to committee AT LEAST ONE MONTH PRIOR to DEFENSE.

9. Recommended time to give completed diss document to committee: March 15 if graduating in spring of second year, June 15 if graduating in summer of second year, Oct 15 if graduating in fall of third year

10. Announce Dissertation Defense: must be done at least 14 days before defense (get form from admin assistant, schedule a room for defense, submit form to graduate school)
11. Once completed, the dissertation document must be converted to graduate school style – see graduate school for current style.

Addendum to Ph.D. Program Process (added January 2016)

Ph.D. students can defend their comprehensive exam and propose their dissertation at the same time (i.e., they can informally propose immediately after defending their comp exam) by creating and giving a brief PowerPoint presentation describing their dissertation topic. If the committee approves their topic, the committee can then sign both the comprehensive exam report form (get from admin assistant) and the doctoral dissertation proposal conf report form / app to doc cand form, which enables the student to be admitted to candidacy. The student is still required to write and send a formal dissertation proposal to his or her committee, and the student must defend this formal dissertation proposal in front of their committee, but this can be done in a separate meeting well after the comprehensive exam / dissertation proposal meeting.

All second year and beyond Ph.D. students should be focusing on finishing their Final Program Exam (FPE) (also referred to as the Comprehensive Exam) requirements or working on their dissertation. If you are involved in any research projects other than those directly related your FPE or dissertation, please inform your advisor of this.
General Dissertation Guidelines

Number of Participants

For single subject designs, students are generally required to use at least 6 participants in a dissertation. This number is based on a brief survey of existing Behavior Analysis program requirements at other universities. However, this is a general guideline, and depending on the individual thesis project, 4-5 participants might be permitted in some circumstances. For example, if a dissertation involves a detailed assessment procedure and a detailed treatment evaluation, or if it involves a sequence of detailed treatment evaluations, fewer than 6 participants might be acceptable. If a group design is used, generally a minimum of 20 participants per group should be used, but before starting data collection, the student should conduct a power estimate / analysis to identify the number of participants needed to obtain statistically significant differences between groups. Each student’s dissertation committee ultimately decides on an individual basis the number of participants they require of the student. This is the case with all dissertations across all units on campus - the committee is the final judge, but the committee uses guidelines from the school or department to inform the student and make a determination as to whether the student has passed.

Length of Document

Although there is no minimum page number required of a dissertation, it is expected that the student will have adequately reviewed all reasonable information on the topic in the Introduction section / literature review and tied the findings of the dissertation to this previous literature in the Discussion section. SoBA dissertations have ranged from 60 to 150 pages, although the longer dissertations generally include appendices.