



UNT[®]

UNIVERSITY
OF NORTH TEXAS[®]

EST. 1890

**Department of Behavior
Analysis**

**MS Degree Information
Packet**

College of Health & Public Service

Department Mission

The mission of the Department of Behavior Analysis (DBA) is to provide a program of learning opportunities for graduate and undergraduate students that is nationally recognized for excellence and that establishes knowledge and skills that allow graduates to compete successfully in the job market and make significant contributions to society; to contribute to the discipline of behavior analysis and to the community by conducting applied and basic research that furthers understanding of human behavior and results in demonstrable positive behavior change; to form lasting partnerships in the DFW metroplex, nationally, and internationally; and to develop behavioral solutions for social problems at local, national, and international levels.

General Purpose of the Handbook

The Behavior Analysis faculty has agreed on certain general policies regarding a variety of topics of importance to students. Faculty members are guided, individually and collectively, by these policies in their interactions with students, so it is important that students also understand these departmental policies. All policies of the DBA are designed to be consistent with the policies of the University of North Texas (UNT) and the College of Health and Public Service (HPS). Students with disabilities should contact the UNT Office of Disability Accommodations (<http://disability.unt.edu/>) to apply for services or to request reasonable accommodations.

Advising

Prior to orientation, the primary departmental contacts for master's students have been Dr. Karen Toussaint, Graduate Admissions Committee Chair, and Ms. Ruth Cross, DBA Administrative Coordinator. After admission, Dr. Traci Cihon serves as the Graduate Advisor for the master's students (traci.cihon@unt.edu) and is available to support DBA master's students throughout the duration of their enrollment in the master's program for advising questions. At various points throughout one's trajectory in the master's program, students typically choose a Thesis Advisor or Major Professor with whom s/he would like to work more closely with for the remainder of his/her graduate training. If this faculty member agrees to support the student in this role, then that faculty member takes lead in advising the student for the duration of the master's program; however, Dr. Cihon is always available to answer any program related questions.

The Curriculum

The faculty members have constructed a curriculum that is cumulative in terms of the knowledge base assumed during each succeeding semester. The curriculum is designed to produce master's level behavior analysts whose knowledge and competence equals or exceeds that which can be obtained anywhere else. In general, graduate students are expected to enroll in 9 credit hours per long semester but exceptions can be made based on individual student needs (please contact Dr. Traci Cihon, Graduate Student Advisor, prior to enrolling in courses if you believe you have extenuating circumstances that suggest fewer credit hours for long semesters could be advantageous to your successful completion of the master's program).

Prerequisite Courses

Prior to enrolling in the first semester of master's courses, incoming graduate students are expected to have successfully completed at least two undergraduate courses in behavior analysis; a UNT online course that provides an overview of the basic concepts, principles, and theoretical underpinnings of the science of behavior analysis, or at least two courses from another university with clear behavior analytic content (must be approved by the Graduate Student Advisor). If you have not met the required prerequisites, please make an appointment with the Graduate Student Advisor (traci.cihon@unt.edu) immediately.

Core Courses

Students will take a common set of core courses (see Table 1) that will establish fluency with basic principles, concepts, applied and experimental techniques, theoretical and philosophical underpinnings, and ethical and professional issues in behavior analysis. The core courses have been scheduled so as to build upon foundational repertoires; thus, it is very important that students take core courses in the order suggested on the Course Sequence Tracking Form (see Appendix A). Typically, students will take two to three core courses during each of the first four long semesters (excluding summers). Each student must file a Degree Plan (see Appendix B) with the Administrative Coordinator for the DBA, Ms. Ruth Cross (ruth.cross@unt.edu) and Graduate Student Advisor or Thesis Advisor/Major Professor.

Table 1

Core Courses, Course Numbers, Instructors, Terms Offered and Suggested Year of Enrollment

<u>Course Title</u>	<u>Number</u>	<u>Instructor</u>	<u>Offered</u>	<u>Year</u>
Intro to Behavior Analysis	5100.001	S. Bergmann	Fall	1 st
Observation & Measurement	5000.002	A. Becker	Fall	1 st
Experimental Analysis of Beh	5010.001	M. Vaidya	Spring	1 st
Techniques in Applied Beh Anal	5150.001	S. Ala'i	Spring	1 st
Research Methods	5140.001	J. Dracobly	Fall	2 nd
Theory & Philosophy	5020.001	M. Vaidya	Spring	2 nd
Staff Training & Supervision	5570.001	J. Dracobly	Spring	2 nd
Functional Assessment	5250.001	K. Toussaint	Fall	1 st
Behavior Intervention Programs	5560.001	J. Rosales-Ruiz	Spring	1 st
Stimulus Control	5250.005	J. Rosales-Ruiz	Fall	2 nd or 3 rd
Legal & Ethical Issues	5540.001	T. Cihon	Spring	2 nd or 3 rd
Practicum I (PORTL)	5810.715	M. Hunter	Fall	1 st

Practical Training Courses

Students will also take a series of practical training courses, including practica, internships, special problems, and thesis. All students will enroll in three Practica courses. In the fall of the first year, all students will take a 2-credit hour section of BEHV 5810.075 (Practicum I [PORTL]). During the course of the masters, all students will also enroll in two sections of BEHV 5815; see section entitled "Practica"), one Internship course (BEHV 5820; see section entitled Internship), and at least two Thesis courses (BEHV 5950; see section entitled Thesis). Practical training opportunities span an array of applied research and service contexts, as well as basic research training. Students will select practical training experiences based on their interests and career goals.

Table 2

Practical Training Courses, Numbers, Instructors, Terms, and Suggested Year of Enrollment

<u>Course Title</u>	<u>Number</u>	<u>Instructor</u>	<u>Offered</u>	<u>Year</u>
Practicum I (2 credits)*	5810.715	M. Hunter	Fall	1 st
Practicum II (1 credit)**	5815	Faculty-varied	All Semesters	1 st , 2 nd , 3 rd
Practicum II (1 credit)***	5815	Faculty-varied	All Semesters	1 st , 2 nd , 3 rd
Internship (3 credits)	5820	Faculty-varied	All Semesters	1 st , 2 nd , 3 rd
Thesis I (3 credits)	5950	Faculty-varied	All Semesters	1 st , 2 nd , 3 rd
Thesis II (3 credits)****	5950	Faculty-varied	All Semesters	1 st , 2 nd , 3 rd

Note. Practical Training Courses are to be taken in addition to the Core Courses noted in Table 1.

*Practicum I should be completed during the first semester, the first year of graduate school.

**Practicum II courses should not be completed until after completing Practicum I.

***All students must enroll in Practicum II at least twice and it is strongly advised that students complete each Practicum II course with a different faculty member or in a difference experience setting with the same faculty member.

****Students must enroll in a total of six credits of Thesis courses. The UNT Toulouse Graduate School (<http://tsgs.unt.edu/>) requires that students enrol in two consecutive semesters (excluding summer terms) of thesis credits the semesters prior to expected graduation.

Practica. The Practicum Courses are designed to ensure students have a wide range of technical skills needed to compete successfully in the national and international marketplace. Generally, students enroll in practicum courses during the fall and spring semesters. Students should not anticipate that faculty members are available to supervise practicum courses over the summer semesters. If you are thinking to take a practicum course during a summer semester, you must have permission from the individual faculty member in order to do so. We have two kinds of Practicum Courses.

Two credit hour practicum (BEHV 5810.715). Students must take this course in the fall semester of their first year. In this class, students will see basic behavior principles in action using a table-top shaping game called PORTL. During the exercises, students will practice skills that are essential for teaching and research, including developing and executing shaping plans, arranging an appropriate teaching environment (and building apparatuses), designing reinforcement systems, recording behavior, and adjusting criteria based on the learner's behavior. Students will also learn about the emotions that accompany behavior change. At the end of the semester, students will use the skills learned during the class to design and execute their own inquiry project into a behavior phenomenon or process of their choice. A selection of readings will help illustrate basic concepts, and short lectures will accompany some of the units to help further clarify important principles. However, the majority of each class period will involve hands-on activities.

One credit hour practicum (BEHV 5815). These courses are designed for students to carry out behavior analysis projects in applied or experimental settings under faculty supervision (meeting w/ faculty at least one hour weekly). In general, you can estimate at least 50 clock hours for this practicum course; however, the individual faculty member determines the actual number of clock hours for BEHV 5815 and many practicum projects require more than 50 clock hours. Students must complete two sections of BEHV 5815. It is strongly recommended that 4 students complete the two sections of BEHV 5815 in two different contexts (e.g., with two

different faculty members or with the same faculty member in two different experience settings). These practical training experiences are intended to provide both depth and *breadth* in experiential learning. Thus, students must enroll in two different sections of BEHV 5815 to ensure breadth in this training experience. The faculty offers a sufficiently diverse array of practicum experiences to ensure that all students will be able to select two practicum contexts that meet their professional development needs.

Thesis. Students may begin taking the Thesis courses as early as the fall semester of their second year. In order to graduate within the stipulated time limit designated by UNT's Toulouse Graduate School, students should have a thesis proposal approved after no more than 30 SCH (end of the 2nd year of 9-credit hour enrollment) and **before** they begin work on BEHV 5820 (Internship). Students are encouraged to have an approved thesis proposal after 24 semester credit hours are completed. *If you find that you have not registered for Thesis courses prior to the Fall semester of your third year, please consult with the Graduate Student Advisor or Thesis Advisor/Major Professor.*

One way to begin to develop an idea for a thesis is to begin to participate in laboratory and applied research as early as possible (i.e., first semester). This work may provide the basis on which they develop a thesis proposal and help students to develop advising relationships with particular faculty members. This is one reason why the faculty members strongly encourage students to become involved in laboratory and fieldwork from the beginning of their graduate studies. Ordinarily, the thesis committee will be composed of three members of the behavior analysis faculty.

Students should plan to graduate no sooner than one year after their thesis is proposed and approved. The process invariably takes longer than one predicts. Because student theses are often part of the faculty advisor's ongoing research program, the faculty member will have final say on when the thesis research is complete and ready for defense. Please discuss these issues with your potential Thesis Advisor/Major Professor before beginning thesis-related work.

Students must enroll in a total of six credits of Thesis courses. The UNT Toulouse Graduate School (<http://tsgs.unt.edu/>) requires that students enroll in *two consecutive semesters (excluding summer terms) of thesis credits* the semesters prior to expected graduation. *In addition, not all faculty members are available during summer months.* Therefore, students are advised to plan their thesis work accordingly. Additional information and tips regarding thesis work is included in Appendix C.

Internship. Internships (BEHV 5820) are arranged for individual students based on their particular interests. They are meant to provide students with intensive exposure to a research or service setting and should only be arranged after the student has completed all practica. They involve an extended period of intensive work—usually full time for six weeks or more (approximately 240 clock hours). Some internship programs are longer than six weeks or require more clock hours because the supervisor recognizes that more time will be required to accomplish the objectives. Highly trained behavior analysts must supervise internships and the work must be primarily behavior analytic in nature. Students will typically complete internships outside of the department; however, some internship programs (particularly focusing on basic research) can be completed within the department. A list of past internship sites and additional helpful tips and strategies for internships are provided in Appendix D.

Elective Courses

Students will select classroom-based electives from an array of departmental offerings as well as from other departments (students should consult with the Graduate Student Advisor or their Thesis Advisor/Major Professor before enrolling in coursework from other departments). Regularly scheduled Behavior Analysis electives are designed to provide students with learning opportunities across more focused areas of investigation or application (e.g., autism, behavioral neuroscience, instructional design), as well as advanced conceptual (e.g., verbal behavior) and methodological (e.g., quantitative analysis) issues. As with practical training, elective coursework should be selected based on students' interests and career goals. Special electives in areas of interest to the faculty and students will occasionally be available. Remember that students are encouraged to take courses in areas of interest, which may be chosen from departmental offerings as well as across campus (e.g., anthropology, business, biology, philosophy, etc.).

Table 3

Elective Courses, Numbers, Instructors, Terms Offered, and Suggested Year of Enrollment

<u>Course Title</u>	<u>Number</u>	<u>Instructor</u>	<u>Offered</u>	<u>Year</u>
Autism I: Concept & Method	5028.001	T. Cihon	Fall	2 nd , or 3 rd
Autism II: Research & Prac	5029.001	K. Toussaint	Spring	2 nd , or 3 rd
Verbal Behavior	5330.001	D. Ortu	Fall	2 nd or 3 rd

Table 4

Special Elective Courses, Numbers, Instructors, Terms, and Suggested Year of Enrollment

<u>Course Title</u>	<u>Number</u>	<u>Instructor</u>	<u>Offered</u>	<u>Year</u>
Instructional Design	5250.013	TBA	Summer	2 nd or 3 rd
Behavioral Parent Training	5250.007	S. Ala'i-Rosales	TBA	2 nd or 3 rd
Quantitative Methods in BA	5250.010	M. Vaidya	TBA	1 st , 2 nd , or 3 rd
Organizational Beh Management	5250.006	M. Vaidya	TBA	1 st , 2 nd , or 3 rd
Advanced OBM	5250.008	TBA	TBA	1 st , 2 nd , or 3 rd
Technical Writing for ABA	5900.784	M. Gilbert	All	1 st , 2 nd , or 3 rd
Special Problems	5900	Faculty-varied	All	1 st , 2 nd , or 3 rd

Note. These classes may be offered intermittently; please check the UNT Schedule of Classes and consult the Master's Student Advisor for up to date information.

Course Sequencing

You will find a Course Sequence Plan to arrange and track your progress in the master's program in Appendix A. *Please consult this plan and follow it as closely as possible! If you need an exception to the Course Sequence Plan during your tenure at UNT, please contact the Graduate Student Advisor or your Thesis Advisor/Major Professor prior to adjusting your course schedule.* You must take at least nine semester credit hours (SCH) during the first four long semesters of graduate study. Thereafter, you may take fewer SCHs as agreed on by the Graduate Student Advisor or your Thesis Advisor/Major Professor.

Attendance & Participation

Although individual faculty members determine specific class attendance policies, it is expected that graduate students will attend all classes unless precluded by illness or other unavoidable conditions, and that classroom behavior will conform to university and departmental policies regarding student conduct. In addition, much of the learning that occurs in graduate school occurs outside the classroom, such as completing work associated with courses taken and participating in research- and practice-based activities. It is expected that graduate students will become involved in activities such as serving as teaching assistants, student academic assistants, attending professional conferences, participating in lab meetings and research projects of other students and faculty, working with faculty on field projects, etc.

Participation in laboratory or applied research is required of all students. Students who want recommendations to doctoral training programs with strong research emphasis should take a minimum of two directed research (special problems) courses, registering in each case for the section of Special Problems (BEHV 5900) offered by the faculty member who has agreed to supervise them.

Provisions for Students

The faculty members are committed to providing maximum opportunity for apprenticing. We believe active participation in departmental activities is a critical part of a graduate program in behavior analysis. Outstanding professional repertoires are as much the result of continuous and close interaction with faculty as formal coursework. Thus, space is provided to allow students to participate in these activities. Chilton room 360D is designated for Teaching Fellows (TFs) and Student Academic Assistants (SAAs) and 360F is designated as space for research assistants. Chilton 393F is designated as a workspace for students (as available).

Departmental policy is to provide access to computers, research software, file cabinet space, and research equipment to all students who are actively participating in the department's research programs and/or who are serving as TFs and SAAs. University realities that govern departmental funding make some limitations necessary. The following policies have been established with regard to departmental supplies for students:

- Students must have *explicit permission* to enter a faculty member's locked office.
- Students will provide their own supplies for research done in connection with coursework (e.g., clips, pencils, scissors, Post-Its, pens, legal pads, manila folders, etc.).
- Any professional papers to be mailed from the department will be handled by the departmental administrative assistants. University policy allows no one (faculty or students) to use university mailroom for personal mail, even if postage is provided.
- Any supplies required for faculty research projects in which students are involved will be ordered by the departmental administrative assistants through the faculty member working with the student.
- The kitchen equipment in room 360C is available to everyone so long as the area is kept neat and clean. Do not leave unwashed dishes in the workroom or in offices.
- Department library books (shelved in 393F) are available at any time to everyone. To ensure that these books will be available to anyone who might need to refer to them, please do not take any department-owned books out of the department area (e.g., leave

- them in your office; in the research area; in a colleague's office).
- Some faculty allows students to check out materials from their offices; under no circumstances should these materials be taken out of the department.

UNT & Departmental Policies

Satisfactory Progress

Barring unusual circumstances, graduate students should complete at least nine credit hours of graduate work each long semester. Students on scholarship must complete a minimum of nine semester credit hours (SCH) each semester so long as the scholarship is in effect. Students will be considered to be making satisfactory progress as long as they:

- Complete at least 18 semester credit hours each academic year (fall/spring/summer)
- Have a cumulative grade point average of 3.0 or above.
- Have no more than one incomplete ('I') in any BEHV course on their transcript (excluding practica, internship, special problems, and thesis).
- Have no more than one grade of 'C' or lower in any BEHV course.
- Have no more than one grade of 'NP' in any BEHV course (i.e., thesis)

Student Conduct/Professionalism

Students are expected to exhibit professional conduct in all activities related to their graduate education. Professional conduct will be considered by faculty members when determining opportunities for participation in departmental projects and in recommendations to employers. Frequent or extreme unprofessional conduct may result in probation or termination from the program (see below). Although faculty members will develop specific policies for conduct in their classes/projects individually, the faculty members recognize the following as general guidelines:

- Students will come to classes/meetings on time and properly prepared.
- Class/meeting attendance is not optional. If you are ill or an emergency arises, notify the faculty member ahead of time, if possible, or immediately after the class meeting.
- Students will show proper respect to faculty, other students, and the community.
- Students will actively participate in classes and will not discourage others from participating.
- Students will refrain from disruptive activities (e.g., private discussions, online chatting, using Facebook, texting) during class.
- Students are expected to attend events of the department/discipline, such as colloquia, conferences, and other special events.

Incompletes

No more than one "Incomplete" ('I') may appear on a student's transcript for any course on the student's degree plan. Students must remove the 'I' within the time period specified by the instructor, not to exceed one year from the time it is given. This policy on incompletes excludes Special Problems/Research (BEHV 5900), Practica/Internship (BEHV 5810, 5815, 5820), and Thesis (BEHV 5950). These activities often last two or more semesters. The 'I' will be removed at the end of the semester during which the student completes the work requirements.

Program Probation and Termination

The Toulouse Graduate School's probation policy is to be found in the Graduate Catalog (<http://catalog.unt.edu/index.php>). Behavior Analysis faculty members stipulate (in addition to the Toulouse Graduate School policy) that students will be subject to termination from the program if they:

- Accumulate more than one incomplete in a course required by their degree plan.
- Have more than one grade of 'C' or lower in a Behavior Analysis graduate course.
- Have one grade of 'F' in any Behavior Analysis graduate course.
- Have more than one grade of 'NP' in thesis credits.
- Engage in unethical or frequent/extreme unprofessional conduct.

Residency Requirements

In order for out-of-state students to be reclassified to receive resident rather than non-resident tuition, you must establish Texas residency. The following list details the steps you need to complete this action prior to the end of your first year of graduate courses. The sooner you begin to complete one or more of these steps upon enrollment in your first semester of course, the better.

- *Make sure you are not claimed on your parent's (or anyone else's) last income tax submission.*
- Have a job in the state of Texas that provides income. Campus employments, such as SAA/TA/TF positions or paid research assistantships do not qualify. Income does not have to be steady; hours worked may vary from week to week or month to month, but some income for the year must be shown.
- Do the following to show residency in Texas:
 - Register your vehicle in TX
 - Have a bank account in TX (for 12 months)
 - Register to vote in TX
 - Have a TX driver's license
 - Provide a lease or leases that show you have lived continually in TX for at least 12 months.

For more information and to obtain the required residency forms needed to document residency go to <http://registrar.unt.edu/transcripts-and-records/residency-information>

Tuition and Fee Waivers

Several exemptions and waivers are available to qualifying students. Brief descriptions of these and additional information about exemptions and waivers can be found at <http://studentaccounting.unt.edu/waivers-and-exemptions>.

Waiver refunds must be requested during the semester the application is made. Such requests must be made prior to the 12th class day in long semesters and the 4th class day in summer terms. Requests for retroactive refunds cannot be honored.

Scholarship Opportunities

A number of competitive scholarships are available to students through the University of North Texas, the College of Health and Public Services, and the Department of Behavior Analysis. All students are encouraged to apply for these scholarships through the general scholarship application for the university available from you're my.unt.edu homepage (<https://unt.academicworks.com/>).

Departmental Scholarship Opportunities

A number of competitive scholarships are available to students through the Department of Behavior Analysis. These scholarship opportunities are also available through the general scholarship application for the university. The specific scholarships and requirements are described in the sections below. Please note that many scholarships also require additional documents in order to complete the application and these details can be found through the university scholarships portal noted above.

Donald L. Whaley Memorial Scholarship. This scholarship was established to honor the memory of Donald L. Whaley, Ph.D. (1934-1983). Dr. Whaley was the founder of the Center for Behavioral Studies and served as its Executive Director until his death in 1983.

The scholarship is available to behavior analysis majors, and is usually awarded to students at the time of admission to the graduate program. The scholarship is for \$1,000, distributed equally across Fall and Spring semesters. Recipients must be enrolled for a minimum of six SCH any semester they receive support through the Donald L. Whaley Memorial Scholarship.

Departmental contact: Dr. Jesus Rosales-Ruiz

Douglas P. Field Research Scholarship. The Department for Behavior Analysis offers Douglas P. Field Research Scholarships on an ongoing basis. The number of scholarships awarded depends on funds available. These funds are intended to support independent (supervised) student research, typically culminating in a thesis project. Please consult with your faculty advisor for assistance in developing your proposal.

Departmental contact: Dr. Manish Vaidya.

Grace of a Miracle Scholarship in Behavior Analysis. Through a generous donation by Tammy Cline-Soza, MS, BCBA, the Department of Behavior Analysis is pleased to offer a scholarship in the amount of \$1,000 to support research in applied behavior analysis that addresses the needs of families who have children with autism. Tammy created this scholarship to honor the memory of Karen Grace Mericle Buchanan, one of the parents who helped found the North Texas Autism Project at UNT. Karen passed away in 2002 and Tammy wished to pay tribute to her life and to encourage students in behavior analysis to pursue meaningful research that makes a difference in the lives of children and families.

Departmental contact: Dr. Shahla Ala'i

Guy Bedient Memorial Scholarship in Applied Behavior Analysis. Guy Michael Bedient (1956-2007) earned his BS in Psychology under the supervision of Dr. Stephen Graf and his MS in Behavior Analysis under the supervision of Dr. Sigrid Glenn. Mr. Bedient dedicated his career in behavior analysis to improving the lives of individuals with

autism and encouraging those he supervised to pursue advanced study in the science of behavior analysis. His clinical work was informed by basic research and he encouraged research that would advance the science of behavior analysis and disseminate behavior analytic contributions to other disciplines. Mr. Bedient emphasized reinforcement-based interventions, implemented in the learner's natural environment. His treatment plans or protocols pulled from the breadth of behavior analytic specializations (e.g., discrete trial training, natural environment training, Precision Teaching, Direct Instruction). Awards in the amount of \$1,000 each are awarded annually.

Departmental contact: Dr. Traci M. Cihon

West Coast Behavioral Scholarship. Donnie Staff, MS, BCBA, and Shane Isley, MS, BCBA, Department of Behavior Analysis Alumni and founders of West Coast Behavioral Consultants, Inc. in Seattle, WA, have established the West Coast Behavioral Scholarship Award to support students interested in obtaining leadership skills in multi-disciplinary service delivery. Awards in the amount of \$1,000 each are awarded annually. Students who receive West Coast Behavioral Scholarship Awards are eligible to apply for paid internships with their company.

Departmental contact: Dr. Richard Smith

Behavior Analysis Certification Board (BACB) Requirements

Although our course sequence has been approved by the BACB, completion does not, by itself, fulfill BACB requirements. In order to qualify to sit for BACB certification, you will need to:

- Take *ALL* core requirements as specified the Course Sequence Plan.
- Complete BACB supervised experience requirements through DBA and/or elsewhere. *Please note that the Practicum courses required for your master's degree in Behavior Analysis from the University of North Texas do not, by themselves, fulfill the experience requirements to qualify for the BACB exam. If you want to obtain supervised hours that count toward the BACB experience requirements you must work that out with the individual faculty member with whom you are working or your supervisor at your place of employment.*
- If you intend to become a BCBA following completion of your studies, please become familiar with all relevant policies and procedures of the BCBA, and check the BCBA website frequently for updates and changes in policy (<http://www.bacb.com/>).

Appendix A

Course Sequence Tracking Form

DBA Course Sequence, Master of Science

	Fall	Spring	Summer
Year One	BEHV 5100 Introduction to Behavior Analysis BEHV 5000 Observation & Measurement of Behavior BEHV 5250.001 Functional Analysis BEHV 5810.075 Practicum I	BEHV 5150 Techniques in Applied Behavior Analysis BEHV 5010 Experimental Analysis of Behavior BEHV 5560 Behavior Intervention Plans Suggested: BEHV 5815 Practicum II	practica, electives, special problems (contingent upon faculty availability)
Year Two	BEHV 5140 Research Methods BEHV 5250 Stimulus Control Suggested: BEHV 5900 Special Problems (thesis prep) or BEHV 5815 Practicum II Electives	BEHV 5020 Theory & Philosophy BEHV 5540 Legal, Ethical, & Professional Issues BEHV 5570 Staff Training Suggested: BEHV 5900 Special Problems (thesis prep) or BEHV 5815 Practicum II Electives	practica, electives, special problems (contingent upon faculty availability)
Year Three	BEHV 5950 Thesis I <i>must enroll in two consecutive semesters of thesis (excluding summers)</i> Electives	BEHV 5950 Thesis II Electives	
Electives <i>Enroll in at least three electives</i>	BEHV 5028 Autism I: Concepts (yr 2-3) BEHV 5330 Verbal Behavior (yr 2-3) BEHV 5900 Writing ABA (yr 1-3) <i>Courses across related disciplines (Anthropology, Neuroscience, Business, Rehabilitation, etc.)</i>	BEHV 5029 Autism II: Research (yr 2-3) BEHV 5900 Writing ABA (yr 1-3)	BEHV 5250.010 Quant Methods (yr 1-3) 5250.013 Instructional Design (yr 1-3)
Practical Training <i>Enroll in one of each, one time each</i>	BEHV 5810 Practicum I (yr 1) BEHV 5815 Practicum II (yr 1 or 2) BEHV 5820 Internship (yr 2 or 3)	BEHV 5815 Practicum II (yr 1 or 2) BEHV 5815 Practicum II (yr 1 or 2) BEHV 5820 Internship (yr 2 or 3)	

Total of at least 51 SCH in three years

Appendix B Sample Degree Plan

UNIVERSITY OF NORTH TEXAS GRADUATE SCHOOL Master's Degree Plan

Name: Rey N. Force

Student ID No: 1234567

Home address: 3 Term Contingency Way

Master's degree to be earned: **Masters of Science**

Major: **Behavior Analysis**

Minor: _____ Specialization Area: _____

Major Professor: _____ Minor Professor: _____

Any deficiencies in undergraduate Prerequisites: _____

Responsibility for reading catalog requirements and for knowing when program has been completed rest entirely upon the student. Application for graduation must be filed with the Graduate School office before the deadline date in force during your final semester. See Graduate School calendar for deadline date.

The number of UNT off-campus residence courses which may be applied to the master's degree is limited by state regulations. Consult the Office of the Graduate Dean for information concerning this restriction.

Identify transfer courses with school abbreviation and date completed. Official transcripts of transfer work must be filed before courses can be approved.

Courses to be completed for the master's degree

Course Prefix and # Year One	Date	Course Prefix and # Year Two	Date	Course Prefix and # Year Three	Date
BEHV 5000 Obs & Measurement	FL 2018	BEHV 5140 Research Methods	FL 2019	BEHV 5950 Thesis	FL 2020
BEHV 5100 Intro to Behavior Analysis	FL 2018	BEHV 5250 Stimulus Control	FL 2019	BEHV 5950 Thesis	SP 2021
BEHV 5250.001 Functional Analysis	FL 2018	BEHV 5020 Theory & Philosophy	SP 2020		
BEHV 5150 Techniques in ABA	SP 2019	BEHV 5540 Legal & Ethical	SP 2020		
BEHV 5010 Experimental Analysis of Beh	SP 2019	BEHV 5570 Staff Training	SP 2020		
BEHV 5560 Behavior Intervention Plans	SP 2019				
Required Practical Training		Required Practical Training		Required Practical Training	
BEHV 5810.715 2 Hour Practicum	FL 2018	BEHV 5815a 1 Hour Practicum	FL 2019	BEHV 5820 Internship	SU 2021
		BEHV 5815b 1 Hour Practicum	SP 2020		
Electives		Electives		Electives	
BEHV 5250.784 Tech Writing for ABA		BEHV 5330 Verbal Behavior			
BEHV 5028 Autism I		BEHV 5250.013 Instructional Design			
BEHV 5029 Autism II		BEHV 5250.010 Quant			

Admission to candidacy is recommended:

Total Semester hours required: 51

Major Professor

Department Chairman

Date

To Be Completed by Graduate Dean

This student is admitted to candidacy:

Date

Dean of the Graduate School

Appendix C

General Thesis Guidelines

After students have some ideas regarding the research they want to conduct and have been involved in research practica/projects, they may seek guidance from one or more faculty members regarding possible thesis research. When the student is prepared to commit to a particular thesis topic, the student may request a faculty member to serve as the thesis advisor.

Once an acceptable topic has been identified, the student prepares a short presentation outlining methodology with guidance from the thesis advisor. Should a project be unusual enough to engender concern regarding its acceptability to the faculty, the advisor and student should discuss the proposed research with other faculty members regarding its acceptability as a thesis before the proposal is prepared.

Thesis committees must include no fewer than three faculty members in total (including the Thesis Advisor/Major Professor). Students are encouraged to discuss their committee members with their Thesis Advisor/Major Professor prior to requesting committee membership. In general, it is expected that students, when approaching faculty members for potential committee membership, send an email to that faculty member or schedule an appointment to meet with that faculty member. In the email or during the meeting, the student should be prepared to describe their thesis project briefly, provide their rationale for requesting the faculty member is being asked to be a member of the student's thesis committee, and *ask* the faculty member to serve on his/her thesis committee.

In development of a committee, students will obtain and complete the Thesis Tracking Form (see Appendix H). Different faculty may want to be involved at different levels during the thesis process. You should discuss involvement with your potential committee members prior to their participation on your committee. The Thesis Tracking Form is a contract, a way to make explicit the roles each person will play in the committee, and to ensure expectations regarding the thesis process are clear.

Before beginning to write the thesis, students need to obtain information from the Toulouse Graduate School on format, deadline dates, filing for graduation, etc. Please note that all committee members as well as the Dean of the College of Public Affairs and Community Service must sign the Thesis Filing Form before the student submits it to the Toulouse Graduate School.

When the thesis has been written, the student provides a draft copy to the thesis advisor. Usually a number of revisions are required and some faculty members prefer to see individual sections of the thesis during the writing process or even prior to data collection. When a thesis draft is acceptable to the advisor, the student distributes a copy to each member of the committee and schedules a location and time for the defense through the administrative assistant. *The thesis document must be delivered to committee members at least one full week prior to the scheduled defense.* The faculty members' acceptance of the student's completed thesis admits them to candidacy for the master's degree, assuming all coursework has been satisfactorily completed. All students must provide the department with a copy of the thesis accepted by the committee and the Toulouse Graduate School.

The thesis must be research based. Each thesis must demonstrate the student's ability to:

- Locate and review relevant literature, write cogently about key conceptual issues, and critically evaluate previously published work;

- Design and conduct original research (note: original research may be a direct or systematic replication of a previous study);
- Conduct appropriate graphical or statistical analysis of relevant data;
- Communicate the introduction, research question, methods, analyses, results and discussion of the research project in written as well as oral format.

Thesis projects should be *experimental* in nature and should reflect sound methodological design (e.g., strong measures, single subject designs, appropriate subjects, and so forth). It is the responsibility of the thesis student to obtain approval (from his or her Thesis Advisor/Major Professor) for the research question(s) and methodological design of the proposed project.

The final thesis manuscript submitted to the thesis should make a contribution to the field of Behavior Analysis. Students should also plan to submit their work in the form of a poster or paper presentation to professional conferences. Students will be encouraged to submit their projects to professional conferences (such as ABAI and TxABA) or to journals for publication.

The final step to the thesis process is the oral defense. Students will create a presentation about their completed thesis and present their project to their thesis committee.

Six Basic Steps to a Thesis

- 1) Select a Thesis Advisor/Major Professor.
- 2) Obtain permission from your Thesis Advisor/Major Professor to move forward with your research question(s).
- 3) Submit a formal written Institutional Review Board (IRB) proposal with the support of your Thesis Advisor/Major Professor and/or talk to your Thesis Advisor/Major Professor to find out if your research fits under an existing IRB proposal. Data collection cannot begin until the student has received IRB approval.
- 4) The second part of the thesis sequence requires the student to conduct original research on the chosen topic, to apply appropriate analyses to the data, to defend the project to the satisfaction of the thesis committee, and to communicate the research project in written format. The manuscript must adhere first to the UNT Toulouse Graduate School formatting requirements and default to the *Publication Manual of the American Psychological Association* (6th edition) if the Toulouse Graduate School does not offer a specific formatting requirement. The final project should be of publishable quality and should make a substantial contribution to the research literature.
- 5) Select your thesis committee. It is important to select committee members who are knowledgeable of the thesis subject matter.
- 6) Finally, the student will make an oral defense of the thesis research to his or her committee.

Tips for Choosing a Thesis Topic

Choosing a topic and developing a research question is often the most difficult part of the process. Try to:

- Develop a topic that has interested you throughout your graduate or undergraduate career.
- Think about the top three issues you want to study, review the research in that area, and then turn them into research questions.

- Look for questions that need answering at your field placement sites.
- Review papers you have written for classes, looking for a pattern of interest.
- Look at class notes; professors may have pointed out potential research topics or commented on unanswered questions in the field.
- Study the Discussion sections of journal articles for their suggestions regarding future research needs and questions.
- Talk with your professors or advisor about possible topics.
- Consider how you will access subjects/participants in the project (determine if the site you wish to conduct your research in has its own IRB).
- Once you have a general idea of the topic you wish to pursue you should locate and read any review articles that have been published in journals. More recent reviews will be better because they will provide an overview of recent issues and trends on the topic.
- Review the existing literature in an area of research; as you become more familiar with an area of research it is possible to identify research questions that have not yet been addressed.
- Both direct and systematic replications of earlier work make useful theses.
- Focus your research question such that a clear answer can emerge.
- Keep the following cautions in mind:
 - Get feedback on a potential topic from your Thesis Advisor/Major Professor; your topic may not interest others in the field as much as it interests you.
 - Do research to discover why your topic has not been studied before.
 - Be aware of the possibility of null results: When you find a good research question that no one else has tested it is always possible that others HAVE conducted the research and failed to get interpretable results.
 - A “good” thesis is a doable thesis; a smaller, well-controlled study is better than a larger study with less control.

Thesis Committees

Requirements for your Thesis Committee

The thesis committee will consist of at least three and generally no more than four members. One core committee member, the Thesis Advisor/Major Professor will serve as the chair of the thesis committee and will be responsible for supervision of the thesis, including approval of the research methodology. The Thesis Advisor/Major Professor should be the faculty member with whom the student has enrolled in Thesis course credits. Students must obtain permission from the faculty member they prefer to serve as Thesis Advisor/Major Professor prior to enrollment in Thesis course credits.

Tips for Choosing Your Thesis Committee

- Choose committee members who know your work well and whose feedback has benefited you in the past.
- Consider whether potential committee members will have strong methodological and/or theoretical conflicts with each other.
- Talk to other students who have worked with your potential committee members.
- Establish what kind of role each person on the committee will play. Some committee members may want to see every chapter, while others only want to see a completed draft

and others will want to respond informally to your work-in-progress.

- Take special care when choosing your Thesis Advisor/Major Professor. Some faculty members will set regular deadlines for you while others will encourage you to work independently.
- Analyze your committee's comments before revising your work. Consider whether the comments take your research in a valid direction.
- Keep all your committee members up to date on the status of your thesis and any changes you make in your research methodology. Frequently students will only meet on a regular basis with their Thesis Advisor/Major Professor; other committee members should be kept up to date on important changes in the research plan.
- Your thesis defense may be your last opportunity to have a peer review of your independent research. Choose your committee members based on who you want to have your “last” conversation about behavior analysis with in graduate school.

Appendix D

General Internship Guidelines

Internships are meant to provide students with intensive exposure to behavior analytic setting. They are arranged for individual students based on interests and skills generally after the student has completed all practica. Interns should be viewed as an asset to the placement settings and an ambassador for our program and are an opportunity to do advanced and more independent work as a behavior analyst. They involve an extended period of intensive work - usually full time for six weeks or more (at least 240 hours). Highly trained behavior analysts must supervise internships and the work must be primarily behavior analytic in nature.

Some internships are completed within DBA. Internships completed with the DBA must have a different focus from DBA graduate curriculum. They might include advanced research, systems analysis, or staff training and supervision. They must have agreement with chosen faculty member. Past settings in which students have completed internships within the DBA have included:

- Little Learner lab
- BARC lab
- ORCA lab
- Teaching Sciences lab
- Global Studies lab
- Constructional Mentoring lab
- Bea Barrett lab
- CAL Lab
- START Lab

Some internships are completed outside DBA. Internships that are completed outside of the DBA provide students with an opportunity to network for employment. They can include a wide range of activities and settings. However, students must have agreement between site supervisor and internship coordinator. Past settings in which students have completed internships within the DBA have included:

- Autism Partnerships, Seal Beach, CA
- Behavioral Innovations, Dallas, TX
- Behavior Exchange, Plano, TX
- Century School, Lawrence, KS
- Child Study Center, Ft. Worth, TX
- Connecticut Center for Child Development, Milford, CT
- Denton State Supported Living Center, Denton, TX
- DFW Center for Autism, Grapevine, TX
- Easter Seals North Texas, Fort Worth and Dallas, TX
- Kennedy Krieger Institute at Johns Hopkins University, Baltimore, MD
- Munroe-Meyer Institute, Omaha, NE
- Morningside Academy, Seattle, WA

- New England Center for Autism – Boston, MA
- North Texas Regional Child Protective Services, TX
- Northwest Independent School Districts, TX
- Parsons Research Center – Parsons, KS
- Partners in Behavioral Milestones, Kansas City, MO
- Project Safecare - Atlanta, CA
- San Diego Zoo – San Diego, CA
- Walden at Emory – Atlanta, GA
- West Coast Behavior – Seattle, WA

Internship Process

The internship process begins with your Thesis Advisor/Major Professor; the main reason for this is that internship typically comes close to the time one begins his/her thesis. You will want to involve your Thesis Advisor/Major Professor to coordinate those activities and ensure that there are no conflicts or interferences that will impact your progress toward your degree.

To begin the process, you should first arrange a meeting with your Thesis Advisor. You might want to discuss things like your professional goals; the types of positions that interest you; further study and development interests; and location preferences, family considerations, etc. After that first meeting, you and your Thesis Advisor may want to gather input from other faculty and the Graduate Advisor to further expand your options and potential opportunities.

The goal at this point is to identify a faculty sponsor who will help you identify an internship site and guide you through the internship. The sponsor need not be your Thesis Advisor. It is possible to do your internship with a faculty member who is not your Advisor, either in a site within the department and outside the department. Once a sponsor has been identified, you will work directly with sponsor to complete your internship.

Once a potential list of sites has been compiled, you may begin contacting sites to discuss your availability and interest in completing an internship with the site. The internship selection process depends in part on the site, their availability to host interns, and resources.

The process of determining a site location will emerge given your interests, your conversations with your Thesis Advisor (or faculty advisor if applicable), and ability and availability of the site. As you consider sites that coincide with your interests and training, you should be aware that each site is different and the process will take varying lengths of time. Some sites may accommodate a six-week internship, some may require longer periods of time for internal reasons.

When you have worked out the location, objectives, and timeline for your internship, you will formalize the goals, measurable outcomes, and logistics. The details of the internship will allow you to complete the Internship Preliminary Document (Appendix I), and upon approval by your supervising faculty member you can then register for BEHV 5820. When you return from internship, you must submit your completed Internship Evaluation obtained from your internship site (Appendix J) and your completed Internship Portfolio (Appendix K) to your supervising faculty.

In Summary:

1. Arrange initial consultation with your Thesis Advisor/Major Professor
2. Identify a faculty sponsor for the internship

3. Compile a list of potential internship sites and begin contacting those sites
4. Once a site has been identified, develop a plan, goals, and timeline (see Appendix I)
5. Enroll with your sponsor for BEHV 5820 during the term the internship is to be completed
6. Once you finish the internship, submit the appropriate documents (Appendices J & K) to your sponsor

Appendix E

Faculty Research Labs

All faculty members maintain one or more research laboratories. Students are encouraged to become involved in one more of these research labs at the onset of their graduate program. Each faculty member has different requirements for student involvement in their research labs. Students should contact the individual faculty member who supervises the research lab if they have an interest in joining a particular lab. Some roles in faculty-supervised research labs offer monetary compensation while others offer practicum or research credits for participation. Students wishing to receive practicum credit or research credit for one or more of these projects should speak with the faculty supervisor about what is required to obtain course credit. Students are strongly advised to participate for one or more semesters.

Teaching Sciences Lab. Members of the Teaching Sciences lab are interested in the development and delivery of effective instruction at the college level. Students who participate can obtain teaching and tutoring experience working with undergraduate students who are learning about basic principles of behavior analysis; participate in course redesign and evaluation; and lead or assist studies designed to improve our teaching efficiency and effectiveness, explore new or unfounded teaching strategies, and contribute to the existing scholarship of teaching and learning literature. Faculty Supervisor: Dr. Traci Cihon.

Behavior Analysis Resource Center. A research and treatment team systematically assesses and develops treatment for behavior disorders exhibited by persons with developmental disabilities. This project has offices on the campus of the Denton State Supported Living Center and provides services to residents of the living center. The project also provides training in behavior-analytic approaches to intervention for personnel at the center and employees of the Department of Aging and Developmental Services. Paid positions available for students who have demonstrated commitment. Faculty Supervisor: Drs. Richard Smith and Joe Dracobly.

Easter Seals North Texas Autism Programs. The mission of this lab is to provide service-learning experiences for students in the Department of Behavior Analysis, to offer the community evidence-based resources and expertise, and to produce pragmatic and humane research. Current service research opportunities include but are not limited to: systemic supports and measures; parent training and support; social behavior; reducing disparities and increasing access to behavior analytic services, and cultural responsiveness in behavior analytic interventions. All research takes place in the ESATP clinical sites in Carrollton and Ft Worth. The clinical sites have an emphasis on community inclusion and serving underserved populations. There are four part time UNT graduate assistantships. available every year. These positions provide experience and training in program development and systems wide behavioral interventions. There are also 4-6 entry level and 2-6 mid-level clinical positions every year. Faculty supervisors: Dr. Shahla Alai, Dr. Jesus Rosales-Ruiz, & Christine Gibson. *Students must be enrolled in thesis hours, 5815, or be employed or volunteering at Easter Seals to attend this lab.*

Little Learner Lab. The Little Learner Lab is dedicated to conducting applied research and providing professional practice opportunities related to behavioral interventions for children with autism spectrum disorder and related disorders. Research and practice opportunities are

primarily supported by the UNT Kristin Farmer Autism Center (KFAC). Current research topics include: evaluating instructional arrangements that facilitate skill acquisition (e.g. matrix training), conditioned reinforcement procedures, observational learning, and stimulus control procedures during the treatment of behavior disorders. In addition to applied research opportunities, the Little Learner Lab also provides practicum and internship experiences related to the evidence-based practice of Applied Behavior Analysis. Lab meetings occur at the UNT KFAC. Faculty supervisor: Dr. Karen Toussaint.

Conversations on meaning and action: Exploring social justice through the lens of applied disciplines (SJ Lab). The mission of this lab is to create a voluntary and safe space for students and faculty who are specifically interested in exploring how applied behavior analysis and applied anthropology might intersect and contribute *together* in the realm of social justice. Conversation topics cover a wide range and include current events in our home community, societal systems, theoretical/ methodological perspectives, the relationships between science and meaningful social change, activism, and specific action projects. Conversations are designed to be fluid and generative; especially if they are directed towards understanding multiple perspectives and voices and advancing commitments to social justice. Current action projects focus on the prevention of human trafficking, increasing partner respect and equity, and decreasing vulnerability and increasing resilience of youth living in poverty. The overarching goal is to be together, to hear each other, to learn, and to practice and serve to the best of our capacities. Faculty advisors: Drs. Shahla Alai & Alicia Re Cruz. *Students must be enrolled in thesis hours, 5815, or be employed or volunteering at MLK to attend this lab.*

Organization for Reinforcement Contingencies with Animals (ORCA). ORCA is a lab within the Behavior Analysis Department and also a registered UNT student organization. ORCA's mission is to enhance the lives of animals and their guardians through behavior analytic research and to inform the public about these discoveries. Students learn about animal behavior and training, conduct research projects related to animal training, and volunteer with local community organizations. Current project sites include working with exotic animals at The Heard Museum and volunteering with a local service dog organization. Students conduct research related to applied animal training, human-animal interactions, and basic learning processes. These research projects are often conducted with students' own pets or using the game PORTL. Faculty Supervisor: Dr. Jesus Rosales-Ruiz.

Constructional Life Design. This research laboratory group focuses on teaching individuals how to analyze and program their own lives. Our philosophy is based on the work of Dr. Israel Goldiamond and his Constructional Approach, which was used initially to treat individuals with severe behavior problems. Our research has helped streamline the constructional approach and has investigated how to apply it to a wide range of populations, including juvenile delinquents, failing college students, and parents of children with autism. Our goal is always to help people find greater satisfaction and success in their lives. Our current research focuses on applying the constructional approach to new populations and analyzing the components that make up the constructional approach. As well, we are working on developing methods to best teach others practitioners how to use this approach with clients. Faculty Supervisor: Dr. Jesus Rosales-Ruiz

Neuroplasticity and Repertoire Restoration Laboratory. This laboratory will work to

elucidate the role of the central nervous system in the support of lawful behavioral principles, to develop better behavioral tools for use in translational neuroscience, and to develop novel approaches to augmenting behavioral recovery from brain injury and disease. This laboratory will also work toward applying behavioral approaches to post-stroke and TBI therapy. Faculty Supervisor: Dr. April Becker.

Neurobehavioral Laboratory. The primary focuses of the Neurobehavioral Laboratory are real time measures of behavior and brain activity, specifically Event Related Potentials, and how they relate to a Skinnerian perspective. Conceptually, the laboratory is involved in understanding how brain responses can help providing some missing pieces of the puzzle when it comes to comprehending complex human behavior. From an applied perspective the laboratory focuses on creating training procedures to help paralyzed patients gain operant control of their brain responses to move external devices and facilitate their overall independence. Faculty Supervisor: Dr. Daniele Ortu.

Strategies and Tactics in Application, Research, and Treatment – START Lab. The primary goal of this laboratory is on the application of behavioral principles to solve socially-relevant human problems. A substantive focus is on the use of digital and analog technologies to increase the precision as well as the scope of applied behavior analysis. Can we improve compliance with medical regimens? Motivate people to lose weight or exercise more? What role might technology play in allowing us to program and implement the relevant contingencies of reinforcement? Students in this lab will generate ideas, develop or adapt technologies, and use them to implement protocols to produce behavior change. All participants will be expected to acquire basic programming, data analytic, presentation, and writing skills through participation in local, regional, national, and international conferences, publications, and grant applications. We meet Thursdays at 2:00 PM in Chilton Hall – Room 360. Please direct any questions to Dr. Vaidya (vaidya@unt.edu).

Behavior Analysis and Cognition – STIMULUS CONTROL Lab. The primary goal of this laboratory is the pursuit of fundamental knowledge in the area of stimulus control. Sidman has suggested that a thorough-going behavioral analysis of stimulus control may allow us to displace the language of “cognition” and “intelligence” just as a thorough-going analysis of contingencies allows to displace the language of “purpose” and “intentionality”. The focus in this laboratory is on the experimental analysis of phenomena often abandoned to other psychological approaches – concept formation, abstraction, short-term remembering, and attention. Each of these, and other interesting topics, are approached from a radical behaviorist perspective. All participants will be expected to acquire basic programming, data analytic, presentation, and writing skills through participation in local, regional, national, and international conferences, publications, and grant applications. We meet Thursdays at 2:00 PM in Chilton Hall – Room 360. Please direct any questions to Dr. Vaidya (vaidya@unt.edu).

Cultural Selection Lab. The mission of the Cultural Selection Lab is to consume and conduct research that contributes to our understanding of how cultural phenomena (e.g., metacontingencies) develop within a selectionist perspective. Lab members will engage in critical analyses of the existing behavior analytic literature on cultural analysis and design, will conduct experiments that extend this literature base, and will apply cultural level analyses to problems of social importance. Faculty supervisors: Drs. Traci Cihon, Daniele Ortu, and April Becker.

Skill-Acquisition Interventions Laboratory (SAIL). This laboratory will focus on research and practice related to the efficacy and efficiency of skill-acquisition interventions. These aims will be addressed by conducting applied and translational research on topics like conducting component analyses of instructional procedures (e.g., error correction, prompts), developing and validating assessments to identify learner-specific instructional components, and evaluating the effects of decrements to treatment integrity (i.e., implementation errors or failures). An emphasis will be placed on assessing and teaching auditory discrimination which is behavior that comes under the control of sounds and words in one's environment. This lab will also seek to teach case conceptualization and a problem-solving approach for students interested in providing and supervising early-intensive behavioral intervention with children diagnosed with autism spectrum disorder and developmental disabilities. Faculty Supervisor: Dr. Sam Bergmann

Appendix F

Department of Behavior Analysis Thesis Tracking Form

Student _____

Semester _____

Tentative Thesis Title: _____

I agree to serve on this committee given the following requirements:

Advisor:

_____ Written proposal

_____ Oral proposal

_____ Individual meetings w/
student and advisor

_____ Individual meetings w/
student

_____ Attendance at research
meetings

2nd Member:

_____ Written proposal

_____ Oral proposal

_____ Individual meetings w/
student and advisor

_____ Individual meetings w/
student

_____ Attendance at research
meetings

Signature/Date

3rd Member:

_____ Written proposal

_____ Oral proposal

_____ Individual meetings w/
student and advisor

_____ Individual meetings w/
student

Signature/Date

4th Member:

_____ Written proposal

_____ Oral proposal

_____ Individual meetings w/
student and advisor

_____ Individual meetings w/
student

_____ Attendance at research
meetings

Signature/Date

Signature/Date

Completion Dates:

_____ Committee Members Selected

_____ Proposal Approved

_____ IRB/IACUC approved

_____ Defended

_____ Initial

Appendix G

Internship Preliminary Document

University of North Texas
Department of Behavior Analysis
Internship Preliminary Document

Name of student: _____

Internship setting: _____

Internship supervisor: _____

Dates of internship: _____ to _____

General activities and responsibilities will include (supervisor, student and internship coordinator must agree on these before onset of internship):

- 1)
- 2)
- 3)
- 4)

Specific performance outcome objectives (measurable):

- 1)
- 2)
- 3)
- 4)
- 5)

Appendix H

Internship Evaluation

University of North Texas
Department of Behavior Analysis
Internship Evaluation
To be completed by Internship Supervisor

Name of student: _____

Place of internship: _____

Internship supervisor: _____

Dates of internship: _____ to _____

Evaluation of Student Performance (attach additional pages if necessary)

Performance on Specific Outcome Objectives:

1)

2)

3)

4)

5)

Please place an X in the box that best corresponds to your impressions about this intern:

	1	2	3	4	5
	AGREE	AGREE	NO	DISAGREE	DISAGREE
	STRONGLY		OPINION		STRONGLY
This intern demonstrated the ability to recognize, describe, and design procedures for producing behavior change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This intern demonstrated the ability to appropriately implement behavior change techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This intern demonstrated a foundational understanding of issues relating to the ethical and effective application of behavioral procedures and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing this evaluation of this intern. If you have additional comments about this intern's professionalism, technical/conceptual skills, or other aspects of her/his performance, please provide feedback on additional pages as necessary.

Signature of Supervisor/Date

Thank you for providing a learning opportunity for this student and for our faculty. You may return this form to Srosales@unt.edu or to **Shahla Alai-Rosales, Department of Behavior Analysis, P.O. Box 310919, University of North Texas, Denton, TX 76203**.

Appendix I Internship

Portfolio

University of North Texas
Department of Behavior Analysis
*Internship Portfolio Information To
be completed by Student Intern*

Portfolio Content

1. A description of the internship site (mission, services, location, etc.)
2. A summary of your general activities and responsibilities.
3. A log (date, time, description) of how you spent your time during the internship period (activities, assignments, supervision).
4. A brief report that summarizes and reflects on the internship experience.
5. Documentation of performance outcome measures (this can include performance checklists, materials developed, programs written, observations, apparatus specs, documentation of behavior change produced, etc.)

Portfolio Format

1. One PDF file
2. Well organized
3. Professional language and appearance