

Florida Tech School of Psychology

Behavior Analysis Degree Programs

2009-2010

***BEHAVIOR ANALYSIS
STUDENT HANDBOOK***

The information in this student handbook supersedes any information in the 2009-2010 FL Tech catalogue. The Graduate Programs Office approved two minor changes in our graduation requirements for the M.S. in ABA and the M.S. in ABA+OBM degree programs last November, but not in time to appear in the current catalogue. Also, the Ph.D. program has yet to be listed in our catalogue as it was not fully approved until this year. The information contained here regarding requirements and curricula is binding for students starting any of the degree programs in Behavior Analysis during the 2009-2010 academic year.

Florida Tech College of Psychology and Liberal Arts

Behavior Analysis Graduate Degree Programs

Chair and Department Head

Jose A. Martinez-Diaz, Ph.D., BCBA

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 our science, even though we recognize 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 graduate degrees in behavior analysis, each incorporating core elements from the different branches of behavior analysis: We offer three Master's 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.

ABAI Accreditation and BACB Approval

Our three M.S. programs at the main campus and our M.S. in ABA program are fully accredited by the Association for Behavior Analysis International (ABAI). Our Ph.D. program in Behavior Analysis has been designed to meet the ABAI accreditation standards and is scheduled to be reviewed for accreditation in five years (Note: A program has to be in operation for at least five years to qualify for accreditation; this is the first year of our Ph.D. program). 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 ABA course toward the Intensive Practicum experience requirement for taking the Board Certified Behavior Analyst® (BCBA®) Examination.

Missions

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 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. However, students in OBM and ABA+OBM programs may do their first year at the Orlando site and apply for transfer to the main campus site for their second year.

Note

Our four Behavior Analysis degree programs at the main campus and the ABA degree program at our Orlando site are part of the College of Psychology and Liberal Arts. They are separate from the Department of Behavioral Science and Technology, which is part of the Office of Strategic Initiatives. The latter offers only courses and workshops for professional development in ABA and does not offer any degree programs.

APPLIED BEHAVIOR ANALYSIS (ABA) – Major Code: 8147

Master of Science in ABA Degree Requirements

A minimum of 48 semester credit hours is required. Requirements include completing the behavior analysis core curriculum (16 credit hours) with a grade of B or better in each core course, additional course work related to clinical and educational applications of ABA, intensive practical training (12 credit hours), either a capstone project or a thesis, and a final program examination. 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 (BABA[®]) level. Typically, the final program examination will be administered toward the end of the student's final semester of residency.

Behavior Analysis Core Curriculum (16 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

Applied Behavior Analysis Curriculum (26 credits)

BEH 5400 Introduction to Organizational Behavior Management	3
BEH 5201 Ethical and Professional Standards in ABA	1
BEH 5250 Intensive Practical Training in Applied Behavior Analysis	12
BEH 5290 Capstone Project in Applied Behavior Analysis	3
and Approved Electives	7
<i>or</i>	
BEH 5900 Thesis Preparation	1
BEH 5999 Thesis	6
and Approved Electives	3

Foundations of Bio-Psychology (6 credits)

PSY 5105 Biological Foundations of Behavior	3
PSY 5511 Clinical Psychopharmacology	<u>3</u>
TOTAL CREDITS REQUIRED	48

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

BEH 5301 Applications of Behavior Analysis to Education and Training	
BEH 5401 Advanced Organizational Behavior Management	
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 5506 Basic to Applied Continuum in Behavior Analysis	
BEH 5507 Behavior Analysis in Autism and Other Developmental Disabilities	
BEH 5508 Advanced Applied Behavior Analysis Treatment Planning	
PSY 5106 Lifespan Development	
PSY 5561 Children's Behavior Disorders	
PSY 5591 Seminar in Professional Standards and Ethical Principles in Psychology	

**Applied Behavior Analysis
Capstone Project Option
Typical Program Plan**

Year 1 – ABA – Capstone Project Option

Fall (11 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5100 Concepts, Principles, and Characteristics of Behavior Analysis	3
BEH 5101 Behavioral and Functional Assessment	3
BEH 5102 Experimental Evaluation of Interventions	3
Electives*	2

Spring (11 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5103 Behavior Change Procedures and Systems Support	3
BEH 5104 Ethical and Legal Considerations for Behavior Analysts	1
BEH 5400 Introduction to Organizational Behavior Management	3
PSY 5105 Biological Foundations of Behavior	3
Elective*	1

Summer (4 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5250 Intensive Practical Training in ABA	4

Year 2 – ABA – Capstone Project Option

Fall (11 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5201 Ethical and Professional Standards in ABA	1
BEH 5250 Intensive Practical Training in ABA	4
PSY 5511 Clinical Psychopharmacology	3
Elective*	3

Spring (11 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5105 Radical Behaviorism	3
BEH 5250 Intensive Practical Training in ABA	4
BEH 5290 Capstone Project in Applied Behavior Analysis	3
Elective*	1

Total Credits Required = 48

**Electives may be chosen with adviser and chair (department head) approval.*

**Applied Behavior Analysis
Thesis Option
Typical Program Plan**

Year 1 – ABA – Thesis Option

Fall (11 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5100 Concepts, Principles, and Characteristics of Behavior Analysis	3
BEH 5101 Behavioral and Functional Assessment	3
BEH 5102 Experimental Evaluation of Interventions	3
Electives*	2

Spring (11 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5103 Behavior Change Procedures and Systems Support	3
BEH 5104 Ethical and Legal Considerations for Behavior Analysts	1
BEH 5400 Introduction to Organizational Behavior Management	3
PSY 5105 Biological Foundations of Behavior	3
Elective*	1

Summer (5 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5250 Intensive Practical Training in ABA	4
Thesis Preparation	1

Year 2 – ABA – Thesis Option

Fall (11 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5201 Ethical and Professional Standards in ABA	1
BEH 5250 Intensive Practical Training in ABA	4
PSY 5511 Clinical Psychopharmacology	3
BEH 5999 Thesis	3

Spring (11 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5105 Radical Behaviorism	3
BEH 5250 Intensive Practical Training in ABA	4
BEH 5999 Thesis Behavior Analysis	3

Total Credits Required = 48

**Electives may be chosen with adviser and chair (department head) approval.*

**APPLIED BEHAVIOR ANALYSIS + ORGANIZATIONAL BEHAVIOR MANAGEMENT
(ABA+OBM) – Major Code: 8148
Master of Science**

Degree Requirements

A minimum of 60 credit hours is required for this program. Requirements include completing the behavior analysis core curriculum (16 credit hours) with a grade of B or better in each core course; additional course work related to clinical and education applications of applied behavior analysis; additional course work related to organizational behavior management; intensive practical training in both areas (16 credit hours); a capstone project in each of the areas; and a final program examination. 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 (BABA[®]) level. Typically, the final program examination will be administered toward the end of the student's final semester or residency.

Curriculum

Behavior Analysis Core Curriculum (16 credit hours)

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

Applied Behavior Analysis Clinical Curriculum (19 credit hours)

BEH	5201	Ethical and Professional Standards in ABA	1
BEH	5250	Intensive Practical Training in Applied Behavior Analysis (three terms)	12
BEH	5290	Capstone Project in Applied Behavior Analysis	3

Organizational Behavior Management (OBM) Core Curriculum (13 credit hours)

BEH	5400	Introduction to Organizational Behavior Management	3
BEH	5401	Advanced Organizational Behavior Management	3
BEH	5450	Intensive Practical Training in Organizational Behavior Management	4
BEH	5490	Capstone Project in Organizational Behavior Management	3

Business Management (3 credit hours)

BUS	5430	Financial Accounting	3
		<i>or</i>	
BUS	5450	Organizational Behavior	3

Foundations of Bio-Psychology (6 credit hours)

PSY	5105	Biological Foundations of Behavior	3
PSY	5511	Clinical Psychopharmacology	3

Industrial/Organizational Psychology (3 credit hours)

PSY	5401	Introduction to Industrial/Organizational Psychology	3
		<i>or</i>	
PSY	5412	Performance Appraisal	3
		<i>or</i>	
PSY	5421	Industrial Training	<u>3</u>

TOTAL CREDITS REQUIRED 57

Note: With adviser and chair (department head) approval, six credit hours of thesis may be substituted for BEH 5290 and BEH 5490.

**Applied Behavior Analysis Plus Organizational Behavior Management
Capstone Project Option
Typical Program Plan**

Year 1 – ABA + OBM – Capstone Project Option

Fall (12 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5100 Concepts, Principles, and Characteristics of Behavior Analysis	3
BEH 5101 Behavioral and Functional Assessment	3
BEH 5102 Experimental Evaluation of Interventions	3
BUS 5450 Organizational Behavior <i>or</i>	
PSY 5401 Introduction to I/O <i>or</i>	3
PSY 5421 Industrial Training	

Spring (10 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5103 Behavior Change Procedures and Systems Support	3
BEH 5104 Ethical and Legal Considerations for Behavior Analysts	1
BEH 5400 Introduction to Organizational Behavior Management	3
PSY 5105 Biological Foundations of Behavior	3

Summer 1 (4 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5250 Intensive Practical Training in ABA	4

Year 2 – ABA + OBM – Capstone Project Option

Fall (11 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5201 Ethical and Professional Standards in ABA	1
BEH 5250 Intensive Practical Training in ABA	4
BEH 5401 Advanced Organizational Behavior Management	3
PSY 5511 Clinical Psychopharmacology	3

Spring (13 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5105 Radical Behaviorism	3
BEH 5250 Intensive Practical Training in ABA	4
BEH 5290 Capstone Project in Applied Behavior Analysis	3
BUS 5430 Financial Accounting <i>or</i>	3
PSY 5412 Performance Appraisal	

Summer 2 (7 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5250 Intensive Practical Training in ABA	4
BEH 5490 Capstone Project in Organizational Behavior Management	3

Total Credits Required = 57

**Applied Behavior Analysis Plus Organizational Behavior Management
Thesis Option
Typical Program Plan**

Year 1 – ABA + OBM – Thesis Option

Fall (12 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5100 Concepts, Principles, and Characteristics of Behavior Analysis	3
BEH 5101 Behavioral and Functional Assessment	3
BEH 5102 Experimental Evaluation of Interventions	3
BUS 5450 Organizational Behavior <i>or</i>	3
PSY 5401 Introduction to I/O <i>or</i>	
PSY 5421 Industrial Training	

Spring (10 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5103 Behavior Change Procedures and Systems Support	3
BEH 5104 Ethical and Legal Considerations for Behavior Analysts	1
BEH 5400 Introduction to Organizational Behavior Management	3
PSY 5105 Biological Foundations of Behavior	3

Summer 1 (4 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5250 Intensive Practical Training in ABA	4

Year 2 – ABA + OBM – Thesis Option

Fall (11 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5201 Ethical and Professional Standards in ABA	1
BEH 5250 Intensive Practical Training in ABA	4
BEH 5401 Advanced Organizational Behavior Management	3
PSY 5511 Clinical Psychopharmacology	3

Spring (13 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5105 Radical Behaviorism	3
BEH 5250 Intensive Practical Training in ABA	4
BEH 5999 Thesis	3
BUS 5430 Financial Accounting <i>or</i>	3
PSY 5412 Performance Appraisal	

Summer 2 (7 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5250 Intensive Practical Training in OBM 4	4
BEH 5999 Thesis 3	3

Total Credits Required = 57

ORGANIZATIONAL BEHAVIOR MANAGEMENT (OBM) – Major Code: 8149
Master of Science

Degree Requirements

A minimum of 42 semester credit hours is required. Requirements include completing (1) the Behavior Analysis core curriculum (16 credits) *with a grade of B or better in each core course*, (2) additional coursework related to OBM, (3) either a thesis or an intensive practical training and a capstone project, and (4) a final program examination typically administered toward the end of the student’s final semester of residency. 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 (BABA®) level. Typically, the final program examination will be administered toward the end of the student’s final semester or residency.

Behavior Analysis Core Curriculum (16 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

Organizational Behavior Management Core (6 credits)

BEH 5400 Intro to Organizational Behavior Management	3
BEH 5401 Advanced Organizational Behavior Management	3

Practical Training/Capstone or Thesis (7 credits)

BEH 5450 Intensive Practical Training in Organizational Behavior Management and	4
BEH 5490 Capstone Project in Organizational Behavior Management or	3
BEH 5900 Thesis Preparation and	1
BEH 5999 Thesis	6

Business Management (3 credits)

BUS 5430 Financial Accounting or	3
BUS 5450 Organizational Behavior	3

Industrial/Organizational Psychology (3 credits)

PSY 5401 Introduction to I/O or	3
PSY 5412 Performance Appraisal or	3
PSY 5421 Industrial Training	3

Electives*	7
-------------------	----------

Total Credits Required	42
-------------------------------	-----------

**Organizational Behavior Management
Capstone Project Option
Typical Program Plan**

Year 1 – OBM – Capstone Project Option

Fall (10 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5100 Concepts, Principles, and Characteristics of Behavior Analysis	3
BEH 5101 Behavioral and Functional Assessment	3
BEH 5102 Experimental Evaluation of Interventions	3
Elective*	1

Spring (10 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5103 Behavior Change Procedures and Systems Support	3
BEH 5104 Ethical and Legal Considerations for Behavior Analysts	1
BEH 5400 Introduction to Organizational Behavior Management	3
Electives*	3

Summer 1 (4 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5450 Intensive Practical Training in OBM	4

Year 2 – OBM – Capstone Project Option

Fall (9 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5401 Advanced Organizational Behavior Management	3
BEH 5490 Capstone Project in Organizational Behavior Management	3

BUS 5450 Organizational Behavior or PSY 5401 Introduction to I/O or PSY 5421 Industrial Training	3

Spring (9 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5105 Radical Behaviorism	3
Electives* -----	3
BUS 5430 Financial Accounting Or PSY 5412 Performance Appraisal	3

Total Credits Required = 42

**Electives may be chosen with adviser and chair (department head) approval.*

**Organizational Behavior Management
Thesis Option
Typical Program Plan**

Year 1 – OBM – Thesis Option

Fall (10 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5100 Concepts, Principles, and Characteristics of Behavior Analysis	3
BEH 5101 Behavioral and Functional Assessment	3
BEH 5102 Experimental Evaluation of Interventions	3
Elective*	1

Spring (10 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5103 Behavior Change Procedures and Systems Support	3
BEH 5104 Ethical and Legal Considerations for Behavior Analysts	1
BEH 5400 Introduction to Organizational Behavior Management	3
Electives*	3

Summer 1 (1 Credit)	
<i>Course</i>	<i>Credits</i>
BEH 5900 Thesis Preparation	1

Year 2 – OBM – Thesis Option

Fall (10 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5401 Advanced Organizational Behavior Management	3
BEH 5999 Thesis	3
BEH 5490 Capstone Project in Organizational Behavior Management	3
Elective*	1
BUS 5450 Organizational Behavior <i>or</i> PSY 5401 Introduction to I/O <i>or</i> PSY 5421 Industrial Training	3

Spring (11 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5105 Radical Behaviorism	3
BEH 5999 Thesis	3
Electives*	3
BUS 5430 Financial Accounting <i>or</i> PSY 5412 Performance Appraisal	2
	3

Total Credits Required = 42

**Electives may be chosen with adviser and chair (department head) approval.*

APPLIED BEHAVIOR ANALYSIS (ABA) – Major Code: 9147

Doctor of Philosophy

Degree Requirements

A minimum of 83 semester credit hours is required. 42 credit hours must be completed at Florida Tech. If a doctoral student who has completed a Master's degree is not a Board Certified Behavior Analyst (BCBA) and does not meet the supervision requirements to sit for the BCBA exam, he or she may be required to take up to 12 credits of BEH 5250 Intensive Practical Training in Applied Behavior Analysis. Requirements also include completing (1) at least 15 semester hours of graded credit in additional program courses, (2) 6 credits of supervised research, and (3) at least 18 credits of dissertation. All course work must be completed with a grade of B or better. Doctoral students must also demonstrate competency in research, teaching, supervision and consultation, pass a comprehensive examination, present a completed dissertation manuscript, and successfully defend the results of their dissertation.

Behavior Analysis Core Curriculum (16 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

Applied Behavior Analysis Clinical Curriculum (25 credits)

BEH 5201 Ethical and Professional Standards in ABA	1
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 5250 Intensive Practical Training in Applied Behavior Analysis	12
<i>or</i>	
(Certification as a Board Certified Behavior Analyst if approved)	
and	
Approved Electives	3

Psychology Courses (12 credits)

PSY 5101 Statistical Research Methods 1	3
PSY 5102 Statistical Research Methods 2	3
PSY 5105 Biological Foundations of Behavior	3
PSY 5511 Clinical Psychopharmacology	3

Research (30 credits)

BEH 5999 Thesis	6
BEH 6800 Supervised Research	6
BEH 6999 Dissertation	18
TOTAL CREDITS REQUIRED	83

**Ph.D
Typical Program Plan
(Post M.S. in ABA)**

Year 1 – Ph.D – (Post M.S. in ABA)

Fall (9 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5401 Advanced Organizational Behavior Management	3
BEH 6800 Supervised Research	3
PSY 5101 Statistical Research Methods 1	3

Spring (9 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6800 Supervised Research	3
PSY 5102 Statistical Research Methods 2	3
*Electives	3

Summer (3 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6999 Dissertation	3

Year 2 – Ph.D – (Post M.S. in ABA)

Fall (9 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6301 Applications of Behavior Analysis to College Instruction	3
BEH 6999 Dissertation	6

Spring (6 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6999 Dissertation	6

Summer (3 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6999 Dissertation	3

Total Credits Required = 83

**Electives may be chosen with adviser and chair (department head) approval.*

**Ph.D
Typical Program Plan
(Post M.S. in ABA+OBM)**

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

Fall (6 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6800 Supervised Research	3
PSY 5101 Statistical Research Methods 1	3
Approved Elective	3

Spring (9 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6800 Supervised Research	3
PSY 5102 Statistical Research Methods 2	3
*Electives	3

Summer (3 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6999 Dissertation	3

Year 2 – Ph.D – (Post M.S. in ABA+OBM)

Fall (9 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6301 Applications of Behavior Analysis to College Instruction	3
BEH 6999 Dissertation	6

Spring (6 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6999 Dissertation	6

Summer (3 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6999 Dissertation	3

Total Credits Required = 83

**Electives may be chosen with adviser and chair (department head) approval.*

**Ph.D
Typical Program Plan
(Post M.S. in OBM if requires 12 credits of BEH 5250)**

Year 1 – Ph.D – (Post M.S. in OBM if requires 12 credits of BEH 5250)

Summer (4 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5250 Intensive Practical Training in Applied Behavior Analysis	4

Fall (11 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5201 Ethical and Professional Standards in ABA	3
BEH 5250 Intensive Practical Training in Applied Behavior Analysis	4
BEH 6800 Supervised Research	3
PSY 5101 Statistical Research Methods 1	3

<i>Course</i>	<i>Credits</i>
BEH 5250 Intensive Practical Training in Applied Behavior Analysis	4
BEH 6800 Supervised Research	3
PSY 5105 Biological Foundations of Behavior	3

Summer (6 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6999 Dissertation	6

Year 2 – Ph.D – (Post M.S. in OBM if requires 12 credits of BEH 5250)

Fall (9 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6301 Applications of Behavior Analysis to College Instruction	3
PSY 5511 Clinical Psychopharmacology	3
BEH 6999 Dissertation	3

Spring (9 Credits)	
<i>Course</i>	<i>Credits</i>
PSY 5102 Statistical Research Methods 2	3
BEH 6999 Dissertation	3
*Elective	3

Summer (6 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6999 Dissertation	6

Total Credits Required = 55

**Electives may be chosen with adviser and chair (department head) approval.*

**Ph.D
Typical Program Plan
(Post M.S. in OBM if requires 0 credits of BEH 5250)**

Year 1 – Ph.D – (Post M.S. in OBM if requires 0 credits of BEH 5250)

Fall (7 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 5201 Ethical and Professional Standards in ABA	1
BEH 6800 Supervised Research	3
PSY 5101 Statistical Research Methods 1	3

Spring (9 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6800 Supervised Research	3
PSY 5102 Statistical Research Methods 2	3
PSY 5105 Biological Foundations of Behavior	3

Summer (6 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6999 Dissertation	6

Year 2 – Ph.D – (Post M.S. in OBM if requires 0 credits of BEH 5250)

Fall (9 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6301 Applications of Behavior Analysis to College Instruction	3
PSY 5511 Clinical Psychopharmacology	3
BEH 6999 Dissertation	3

Spring (9 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6999 Dissertation	6
*Elective	3

Summer (3 Credits)	
<i>Course</i>	<i>Credits</i>
BEH 6999 Dissertation	3

Total Credits Required = 43

COURSE DESCRIPTIONS

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 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 5250 INTENSIVE PRACTICAL TRAINING IN ABA (4 credits). Provides biweekly 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 12 credits; full-load course). (*Prerequisite: BEH 5101, BEH 5103, BEH 5104.*)

BEH 5290 CAPSTONE PROJECT IN APPLIED 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.

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 5450 INTENSIVE PRACTICAL TRAINING IN OBM (4 credits). Provides training, supervision and evaluation of OBM competencies within the context of an organization. Includes performance assessments, pinpointing, developing systems of measurement, implementing a performance improvement plan, plan monitoring and conducting a cost/benefit analysis. Supervision includes direct observation of student performance. Considered a full-load course. (*Prerequisites: BEH 5104 and BEH 5400*)

BEH 5490 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 behavior-based 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 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 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 5900 THESIS PREPARATION (1 credit). Includes guided review of research literature and/or pilot work relevant to the thesis topic.

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 EDUCATION (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 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).

FOUNDATIONS OF BIO-PSYCHOLOGY 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.

PSY 5105 BIOLOGICAL FOUNDATIONS OF BEHAVIOR (3 credits). Emphasizes physiology and pharmacology of the synapse, neuroanatomy, sensory system and complexly motivated behavior. Views normal and abnormal behavior within the biological context and also addresses ethnic, racial, gender and sex-role diversity. (*Prerequisite: Undergraduate class in Physiological Psychology or equivalent.*)

PSY 5511 CLINICAL PSYCHOPHARMACOLOGY (3 credits). The role of drugs in the modification of behavior. Sites of drug action, the systems affected and the rationale for drug therapy are examined.

I/O PSYCHOLOGY COURSE DESCRIPTIONS

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 5430 FINANCIAL ACCOUNTING (3 credits). Studies accounting concepts, the accounting model, measurement processes, financial statements, financial analysis, the accounting cycle, monetary and fixed assets, inventory, current and long-term liabilities and equity structures of partnerships, proprietorships and corporations. (Not for MBA credit).

BUS 5450 ORGANIZATIONAL BEHAVIOR (3 credits). Presents existing research, theories and models explaining how individual and group behavior and processes shape the internal dynamics of organizations. Provides the foundation to understand contemporary debates concerning alternative organizational designs and management practices.

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 4 credits, constitute a “full-load.” That is, if you enroll in 3 or 4 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 5250 (Intensive Practical Training in ABA) if taken for 4 credits
2. BEH 5290 Capstone Project in Applied Behavior Analysis if taken for 3 credits
3. BEH 5450 (Intensive Practical Training in OBM) if taken for at least 4 credits.
4. BEH 5490 Capstone Project in OBM if taken for 3 credits
5. BEH 5999 Thesis if taken for 3 credits
6. BEH 6899 Final Semester Dissertation if taken for _ credits
7. BEH 6999 Dissertation if taken for _ credits

BEHAVIOR ANALYSIS DEGREE PROGRAMS FACULTY BIOS

José Martinez-Diaz, Ph.D., BCBA-D, Associate Professor & Chair

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.

Guy Bruce, Ed.D., BCBA-D, Assistant Professor

Ed.D. Educational Psychology- Behavior Analysis, West Virginia University, 1991
M.S., Interdisciplinary Studies- Behavior Analysis, University of North Texas, 1988
B.A., Social Science, University of North Texas, 1981

Dr. Bruce's research and consulting has focused on the design and testing of behavior analytic tools and strategies to help organizations and individuals achieve desired results. His goal is to help individuals and organizations achieve their goals, through the use of positive methods to improve their performance. Dr. Bruce has consulted with agencies that care for people with intellectual disabilities to help them achieve desired outcomes such as successful transitions to less restrictive environments, functional independence, and employment. He is the author of "Instructional Design Made Easy," a workbook for designing more efficient learning programs and is currently developing a web-based tool that would allow teachers and schools to evaluate how efficiently their students are acquiring the knowledge and skills they need to achieve academic and vocational goals. He is also developing and testing web-based tools to help people of all ability levels improve their health by changing their eating and activity choices. Dr. Bruce is an experienced teacher, having served on the faculties of Monmouth College and Saint Cloud University, where he taught both undergraduate and graduate courses in behavior analysis. In these courses, he applies instructional design procedures and tools to help his students increase their learning efficiencies.

His current research interests include the study of variables that affect learning efficiency, which has implications for the design of more efficient learning activities or teaching procedures and the study of variables that affect how individuals allocate their behavior, which has implications for improving management procedures.

Dr. Bruce has been married to the same woman for 17 years, raised one step son and granddaughter, is the servant of one cat, and spends his free time practicing kick-boxing and yoga, reading novels, listening to classical and jazz music, and watching movies.

A. Celeste (Roberts) Harvey, Ph.D., BCBA-D, Assistant Professor

Ph.D. Special Education, Vanderbilt University, 2007
M.Ed., Special Education, Vanderbilt University, 2000
B.S., Psychology, University of Florida, 1992

Dr. Harvey completed her doctorate dissertation in Special Education at the College of Education and Human Development at Vanderbilt University. She has focused her research on severe disabilities, behavioral pharmacology, and gene-brain-behavior relations, and applied behavior analysis strategies in community settings. Her past work included examining the temporal relations between seizures and problem behaviors in people with mental retardation. Her work in behavioral pharmacology has looked at the effects of psychotropic medications on the behavior of people with developmental disabilities. As a Board Certified Behavior Analyst (BCBA), she also has focused research on methods for treating problem behaviors of those with developmental disabilities in community settings. From 2004 to 2007, Dr. Harvey served as the Behavior Analyst Director in Nashville Tennessee, directing the behavioral needs assessments for persons with disabilities in a 40-county region and supervising 50 behavior analysts and specialists practicing

in the region. She provided on-site consultation and training for agency personnel and collaborated with families, agency support persons, teachers, physicians, and other stakeholders to ensure progress for clients.

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

Mark T. Harvey, Ph.D., BCBA-D, Associate Professor

Ph.D., Special Education, University of Oregon, 2000

M.A., Special Education, University of Oregon, 1997

B.A., Psychology, West Virginia University, 1992

Dr. Harvey's program of research has focused on people with severe disabilities, psychopathology, and applied behavior analysis in educational and community settings. Dr. Harvey's recent work examined the sleep architecture of individuals with developmental disabilities, i.e. how sleep quality relates to cognitive and behavioral differences. As a Research Assistant Professor at Vanderbilt University, Dr. Harvey was involved in grant-supported research on sleep deprivation, pain sensation, behavioral psychopharmacology, and self-injurious behavior among those with disabilities. As a Board Certified Behavior Analyst (BCBA), Dr. Harvey has served as a behavior intervention specialist with a Tennessee school district providing behavioral services to general education and special education students and their teachers. Dr. Harvey has taught undergraduate and graduate courses on behavioral methodology, behavior management, research design, and disabilities at Middle Tennessee State University and Vanderbilt University. In a summer institute for special education teachers, he taught ways to include students with autism into the general classroom.

Dr. Harvey's interests include: self injury (e.g., cranio-facial SIB), bio-behavioral indices of behavior, functional behavior assessment, and ABA in educational settings

Frank Webbe, Ph.D., Professor

Ph.D., Experimental Analysis of Behavior, University of Florida, 1974

M.S., Experimental Analysis of Behavior, University of Florida

B.A., Psychology, University of Florida

After earning his Ph.D. in Psychology, with a specialty in the experimental analysis of behavior, at the University of Florida, Dr. Webbe spent three years conducting research in behavioral pharmacology at the University of Mississippi. He moved to Florida Institute of Technology in 1978 as an assistant professor, served as chair of the undergraduate psychology program, and was promoted to associate professor in 1980 before being appointed dean of the School of Psychology in 1985. Promoted to professor in 1986, Dr. Webbe guided the School of Psychology for eight years before accepting the chairmanship of the University's re-accreditation self-study, which led to a successful reaffirmation of accreditation from the Southern Association of Colleges and Schools in 1995. In 1996, Dr. Webbe resumed a research program aimed at investigating the neuro-cognitive correlates and implications of concussion in sports, and specializes in the study of mild traumatic brain injury in soccer. In 1991, he helped found the East Central Florida Memory Disorder Clinic, a State-funded center that offers screening and more comprehensive medical

and neuro-cognitive assessments for older adults. Dr. Webbe continues at the Clinic as Director of Research and Training. He also maintains a project, with computer scientist Dr. S. Ann Becker, funded by the Alzheimer's Association for the development of assistive technology for Alzheimer's disease caregivers.

He teaches courses in the areas of learning and motivation, neuropsychology, sport and exercise psychology, and physiological psychology. He is listed in various editions of *Who's Who in America*, including *Frontier Science and Technology*, *Human Services Professionals*, *Emerging Leaders of America*, *Medicine and Health Care*, and *America's Teachers*. He is a Fellow of the American Psychological Association and of the National Academy of Neuropsychology. He is past-president of the Exercise and Sport Psychology Division (47) of the American Psychological Association, and of the national group, Running Psychologists.

In addition to these professional interests, his personal avocations include running and backpacking.

David Wilder, Ph.D., BCBA-D, Professor

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 associate 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 *Journal of Applied Behavior Analysis*, *Education and Treatment of Children*, and *Behavior Analysis in Practice*. He is also an associate editor for the *Journal of Organizational Behavior Management* (JOBM). He has published over 50 articles in peer-reviewed journals.

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.

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

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, behavioral pharmacology.

Patrick McGreevy, Ph.D., BCBA-D, Part-time Assistant Professor, Orlando Site

Ph.D., Education, Kansas University, 1978
M.A., Special Education, University of Iowa, 1968
B.S., Psychology, University of Iowa, 1967

Dr. Patrick (“Pat”) McGreevy is joined our faculty in the Fall of 2006 as part-time Assistant Professor, after a long tenure with us as Adjunct Instructor. He is based at our Orlando Graduate Center. Dr. McGreevy received B.S. and M.A. degrees from the University of Iowa and the Ph.D. degree in Education from Kansas University, where he was a student of Ogden R. Lindsley, who, in turn, was a student of B.F. Skinner. He was a special education teacher for eight years and served on the faculties of the University of Missouri-Kansas City, Louisiana State University, and the University of Central Florida. He is currently an adjunct professor in the Applied Behavior Analysis Program at the Florida Institute of Technology. He is the author of Teaching and Learning in Plain English and eight journal articles, and is the founder of the Journal of Precision Teaching. For the past 25 years, he has served as a consultant to school districts, residential programs, and private schools in North America and Western Europe. In 2000, he was part of the first group of board certified behavior analysts.

Dr. McGreevy’s interests include: verbal behavior, developmental disabilities, teaching language to persons with developmental disabilities, treatment of severe problem behavior, educational applications of ABA, standard measurement and charting.

Ivy Chong Ph.D., BCBA-D, Program Director, Scott Center for Autism Treatment

Ph.D., Behavior Analysis, Western Michigan University, 2004
M.A., Applied Behavior Analysis, Western Michigan University, 2003
B.A., University of Manitoba, Canada, 1997

Dr. Chong has worked in the area of developmental disabilities and autism for the past 12 years. Her research interests focus on early intervention, language acquisition, skill acquisition, and the assessment and treatment of problem behavior. Dr. Chong is a Board Certified Behavior Analyst and is a Licensed Psychologist in the state of Michigan, where she spent the last 4 years supervising an outpatient treatment program for preschoolers diagnosed with ASDs in metro-Detroit. Dr. Chong has substantial clinical experience in supervising intensive treatment programs for children diagnosed with autism and related disabilities, and training students at the graduate and undergraduate level. Dr. Chong has taught courses in Applied Behavior Analysis.

Frances Warkomski, Ed.D., BCBA-D, Executive Director, Scott Center for Autism Treatment

Ed.D., Educational Leadership and Policy Studies, Temple University, 1997

M.S., Audiology, Bloomsburg University, 1975

B.S., Speech Pathology, East Stroudsburg University, 1972

Dr. Warkomski is the Executive Director of the Scott Center for Autism Treatment. She has been working in the field of special education for over 30 years as a speech and language clinician and supervisor at the district, regional and state level. Formerly, Dr. Warkomski was the state director of special education with the Pennsylvania Department of Education as well as the Director of the PA Training and Technical Assistance Network (PaTTAN), the statewide professional development network of the Department of Education. In that capacity, she was instrumental in developing several programs in autism to serve the needs of families in the Commonwealth; including a distance learning program in Applied Behavior Analysis with Penn State University, a national autism conference, an autism credential program for teachers, and demonstration and model classrooms implementing Verbal Behavior and the Competent Learner Model. Dr. Warkomski also implemented several other statewide programs including the Governor's Institute for Reading Partnerships, a week long training for building teams of general and special educators and administrators to review data and implement instruction interventions for student success, Response to Intervention, school wide effective behavior support, auditory verbal certification for teachers of the hearing impaired, short term loan/lending library in assistive technology, and an alternate dispute resolution program.

VISITING BEHAVIOR ANALYSIS FACULTY

W. Abernathy, Ph.D.

J. Austin, Ph.D.

C. Binder, Ph.D.

V. Carbone, Ed.D.

E. Cipani, Ph.D.

I. DeLeon, Ph.D.

T. Evans, Ph.D.

D. Hursh, Ph.D.

B. Iwata, Ph.D.

J. Jacobson, M.D.

N.L. Keefer, PhD.

D. Lee, Ph.D.

F.C. Mace, Ph.D.

T. Mawhinney, Ph.D.

J. Michael, Ph.D.

K. Murdock, Ph.D.

T. Rodgers, Ph.D.

H. Schlinger, Ph.D.

M. Stoutimore, Ph.D.

E. A. Vargas, Ph.D.

J. S. Vargas, Ph.D.

T. Vollmer, Ph.D.