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The Behavior Analysis faculty has agreed on certain general policies regarding a variety of topics of importance to students. Faculty will be guided, individually and collectively, by these policies in their interactions with students, so it is important that you understand these departmental policies. All policies of the Department of Behavior Analysis (DBA) are designed to be consistent with the policies of the University of North Texas (UNT) and the College of Public Affairs and Community Service (PACS). Students with disabilities should contact the graduate advisor, Dr. Janet Ellis to discuss accommodations.

## Department Mission

The mission of the Department of Behavior Analysis is to graduate students who are recognized nationally and internationally as “the best,” to provide meaningful service in community partnerships, and to contribute to the advancement of the science and practice of behavior analysis.

## The Curriculum

The faculty has 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. There are two tracks. The general/research track is designed to prepare students to enter a research-oriented doctoral program. The applied track is designed to prepare students to enter the job market upon graduation or to pursue a doctorate focusing on applied work. Students who want to be prepared for professional work at completion of the master's degree *should complete all coursework in the applied track*. There is some flexibility in the courses students in the applied track will take, depending on their individual career goals.

The courses required for the MS degree depend on whether a student selects the research track or the applied track. The core curriculum is the same in either case and core courses should be taken in the order advised by the graduate advisor. *By the end of the student's second year in the program, each student needs to contact the administrative assistant to begin preparation of a degree plan. By this time it is anticipated that each student will have decided on either the applied or research track.* A student may change tracks at any time and any student may take any course, whether the course is required on the specified track or not. However, all courses required by the faculty for one track or the other *must* be taken before a degree will be awarded. On the following page is a listing of the requirements for both applied and research tracks.

Although specific class attendance policies are determined by individual faculty members, 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. It is expected that graduate students will become involved in activities such as serving as teaching assistants, attending professional conferences, participating in lab meetings and research projects of other students and faculty, working with faculty on field projects, etc.

## Requirements for MS in Behavior Analysis

### Pre-requisites: 2 courses in behavior analysis

1. Two undergraduate UNT courses in behavior analysis
  - OR A UNT graduate internet course that covers the material in one class
  - OR Two courses from another university with clear behavior analytic content (courses from other universities must be approved by the Graduate Advisor)

### Core Courses: (Required for all students)

Core Courses	#	Instructor	Offered	Year
Intro. To Behavior Analysis	5100.001	R. Smith	Every Fall	1 <sup>st</sup>
Observation & Measurement	5000.002	J. Rosales-Ruiz	Every Fall	1 <sup>st</sup>
Experimental Analysis of Behv.	5010.001	M. Vaidya	Every Spring	1 <sup>st</sup>
Techniques in Applied B.A.	5150.001	J. Ellis	Every Spring	1 <sup>st</sup>
Practicum 1 (two hour)	5810	Faculty - varied	All Semesters	1 <sup>st</sup> or 2 <sup>nd</sup>
Research Methodology	5140.001	C. Hyten	Every Fall	2 <sup>nd</sup>
Quantitative Methods In B.A.	5250.010	M. Vaidya	Every Fall	2 <sup>nd</sup> or 3 <sup>rd</sup>
Theory and Philosophy	5020.001	S. Glenn	Every Spring	2 <sup>nd</sup> or 3 <sup>rd</sup>

### Designated Courses by Track (In addition to the above courses)

General/Research Track (42 hours total including core)	Course #	Instructor	Offered	Year
Verbal Behavior	5330.001	S. Glenn	Fall	2 <sup>nd</sup> or 3 <sup>rd</sup>
Directed Research (3-4 hours )	5900	Faculty - varied	All Semesters	
Electives (6 hours) B.A. or not		Faculty - varied	All Semesters	
Thesis (6 hours)	5950	Faculty -varied	All Semesters	

Applied Track (48 hours total including core)	Course #	Instructor	Offered	Year
Behavior Interventions Programs	5560.001	J. Rosales-Ruiz	Spring Even Years	2 <sup>nd</sup> or 3 <sup>rd</sup>
Legal and Ethical Issues	5540.001	S. Rosales	Spring Even Years	2 <sup>nd</sup> or 3 <sup>rd</sup>
Staff Training and Supervision	5570.001	M. Fabrizio	Summer Even Yrs	2 <sup>nd</sup> or 3 <sup>rd</sup>
Practicum 2 (take two 1-hr.) To be taken only after 5810.	5815	Faculty -varied	All Semesters	
Internship (3 hours) To be taken only after at least 2 practica & 24 hours of coursework	5820	Faculty-varied	All Semesters	
Electives (5 hours) B.A. or not		Faculty - varied	All Semesters	
Thesis (6 hours)	5950	Faculty - varied	All Semesters	

B.A. Electives	Course #	Instructor	Offered	Year
Autism 1: ABA Concept. & Method. Issues	5028.001	S. Rosales	Every Fall	1 <sup>st</sup> - 3 <sup>rd</sup>
Autism 2: ABA Early Interv.	5029.001	S. Rosales	Spring Odd Years	1 <sup>st</sup> - 3 <sup>rd</sup>
Stimulus Control	5250.005	J. Rosales	Spring Odd Years	2 <sup>nd</sup> or 3 <sup>rd</sup>
Organizational Behavior Management (OBM-1)	5250.006	C. Hyten	Every Fall	1 <sup>st</sup> - 3 <sup>rd</sup>
Advanced OBM (OBM -2)	5250.008	C. Hyten	Spring Even Years	1 <sup>st</sup> - 3 <sup>rd</sup>
Advanced Topics: Interventions in Autism	5250.013	M. Fabrizio	Summer Odd	2 <sup>nd</sup> - 3 <sup>rd</sup>
Behavioral Approaches to Parent Training	5250.017	S. Rosales	Every Fall	2 <sup>nd</sup> or 3 <sup>rd</sup>
Verbal Behavior (elective for applied track students)	5330.001	S. Glenn	Fall Even Years	2 <sup>nd</sup> or 3 <sup>rd</sup>
Special Organized Classes (When available)		Faculty-varied	All Semesters	1 <sup>st</sup> - 3 <sup>rd</sup>
Additional 1-hour Practica	5815	Faculty-varied	All Semesters	1 <sup>st</sup> - 3 <sup>rd</sup>
Directed Research	5900	Faculty-varied	All Semesters	1 <sup>st</sup> - 3 <sup>rd</sup>

**Non-B.A. Electives:** Talk to faculty for suggestions given your interests.

## Practica/Internships/Research Problems

Practica are courses designed to ensure students have a wide range of technical skills needed to compete successfully in the national and international marketplace. Practica are of two kinds.

2-Hour Practica (BEHV 5810) *must be taken by every student.* This course earns two hours credit and involves application of behavioral principles in an applied or experimental setting. This course insures that every behavior analysis student has demonstrated the ability to systematically employ behavioral principles to bring about behavior change. All students should take this course within one year of entering the program. Students need to plan with the graduate advisor which semester they will take the course and must make arrangements with a faculty member to supervise their activities.

1-Hour Practica (BEHV 5815) is designed for students to carry out behavior analysis projects in applied settings under faculty supervision (meeting w/ faculty at least one hour weekly). Students in the applied track must take BEHV 5815 under *two different section numbers* (that is, work on two different projects), signing up for *one* (1) semester credit hour each time they register for BEHV 5815. Students in the general/research track may also participate in these applied projects and may receive credit for this work by registering in the section taught by the faculty member with whom they have arranged to be supervised.

Internships (BEHV 5820) are arranged for individual students based on their particular interests. They are meant to provide students with intensive exposure to a work setting and should only be arranged after the student has completed all practica (applied track) or directed research projects (research track). They involve an extended period of intensive work--usually full time for six weeks or more (approximately 240 hours). Some internships are longer because the supervisor recognizes that more time will be required to accomplish the objectives. Internships must be supervised by highly trained behavior analysts and the work must be primarily behavior analytic in nature. Locations where students have interned include:

- Behavioral Innovations, Dallas, TX
- Timber Ridge Ranch Neurorehabilitation Center, Little Rock, AK
- Century School, Lawrence, KS
- Child Study Center, Ft. Worth, TX
- Connecticut Center for Child Development, Milford, CT
- Denton State School, Denton, TX (BACB Approved)
- DFW Center for Autism, Grapevine, TX
- Lena Pope Home, Ft. Worth, TX
- Marcus Institute, Atlanta, GA
- Morningside Academy, Seattle, WA
- New England Center for Autism - Boston, MA
- North Texas Regional Child Protective Services
- Parsons Research Center - Parsons, KS
- San Diego Zoo - San Diego, CA
- Somerset Hills Learning Institute
- Travis, Wolff & Company, L.L.P.
- The University of Chicago - Chicago, IL
- Several Metroplex Independent School Districts

## Participation in Research

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 BEHV 5900 (Special Problems) offered by the faculty member who has agreed to supervise them.

## Provisions for Students

The faculty is 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 is classroom attendance. Thus, space is provided to allow students to participate in these activities. Chilton room 360D is designated for TFs & TAs and 360F is designated as space for research assistants.

Departmental policy is to provide access to computers, research software, typewriters, 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 TAs. 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 360F) 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; etc.).
- Some faculty allow students to check out materials from their offices; under no circumstances should these materials be taken out of the department.

## Satisfactory Progress

Barring unusual circumstances, graduate students are expected to register and complete at least six hours of graduate work each long semester. Students on scholarship must complete a minimum of six semester credit hours (SCH) each semester so long as the scholarship is in effect. Students working more than 20 hours/week are strongly advised to take only six semester credit hours per semester. Students will be considered to be making satisfactory progress as long as they:

- Complete at least 12 semester credit hours each academic year (fall/spring/summer)
- Have a cumulative grade point average of 3.0 or above
- Have no more than 1 grade of 'C' or lower in any BEHV course
- Have no more than 1 incomplete ("I") in any BEHV course on their transcript (excluding practica, internship, special problems, and thesis)

## Policy on 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 when determining opportunities for participation in departmental projects and in recommendations to employers. Chronic or extreme unprofessional conduct may result in probation or termination from the program (see below).

Although professors will develop specific policies for conduct in their classes/projects individually, the faculty 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 participate actively in class. Do not discourage others from participating.
- Students will refrain from disruptive activities (e.g., private or off-topic discussions, etc.) during classes/meetings.

## Policy on "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 BEHV 5900 (Research), BEHV 5810, 5815, 5820 (Practicum/Internship), and BEHV 5950 (Thesis).** 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 Graduate School's probation policy is to be found in the Graduate Catalog (or on the web). Behavior Analysis faculty stipulate the following, which are in addition to Graduate School policy: 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
- Engage in unethical or chronic/extreme unprofessional conduct

## Thesis

In order to graduate within the stipulated time limit designated by UNT's Graduate School, students should have a thesis proposal approved after no more than 30 SCH 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.

*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 advisor before beginning thesis related work.*

Not all faculty members are available during summer months. Therefore, students are advised to plan their thesis work accordingly.

Students will have opportunities to participate in laboratory and applied research throughout their graduate work. This work may provide the basis on which they develop a thesis proposal and is one reason why the faculty strongly encourages students to become involved in laboratory and field work from the beginning of their graduate studies. Ordinarily, the thesis committee will be composed of three members of the behavior analysis faculty.

## General Procedure

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.

When 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 regarding its acceptability as a thesis before the proposal is prepared. Students obtain a *Thesis Tracking Form* from the administrative assistant and meet with prospective committee members. When the thesis committee accepts a proposal, the student may begin research. Data collected before the thesis committee accepts the proposal runs the risk of being unusable.

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

## Teaching Fellowships

Generally there are 4-5 sections of BEHV 2300 and BEHV 2700 each semester for behavior analysis graduate students to teach. Funding is available for teaching these courses. Students ordinarily team-teach a section of the introductory course.

Students who wish to apply for teaching fellowships are scheduled to participate as teaching assistants/tutors for BEHV 2300 during their first 18 hours of study. Students may receive 5815 practicum credit for serving either as teaching assistant or teaching fellow. After 2 semesters as TA, students may apply for a teaching fellowship. TFs (usually in pairs) will have full responsibility for managing and teaching one or more sections of BEHV 2300 or 2700. TFs may reapply for additional terms.

## Responsibilities

Teaching fellows will have full responsibility for all aspects of any section they teach. It is important that all students taking BEHV 2300 and 2700 be prepared similarly for later BEHV courses, so the following will remain "constants" in all sections of BEHV 2300 and 2700:

- Textbook: Principles of Everyday Behavior Analysis (Miller)
- Computer testing
- Mastery criterion (90% of possible points = grade of A)
- Test grades to count for at least 60% of possible points

In addition, the following are required:

- Weekly TF/TA meetings
- Weekly meetings with supervisor
- Teaching evaluations for each section
- Copy of the syllabus provided to departmental administrative assistant before first class (departmental files)
- Manila folder marked with course number and semester to departmental administrative assistant at end of semester, with following contents:
  - instructor's class roll
  - copy of each student's test record
  - if any student receives an "I", that student's record should clearly specify what needs to be done to complete the course

Comments of the TF are requested regarding:

- changes made in the course from previous semesters,
- what aspects of the course appeared to "work" and what aspects did not
- feedback on TA's performance

## Selection of Teaching Fellows

Introducing undergraduate students to behavior analysis is important to both the department and the field. For this reason, the following criteria will be used in selecting teaching fellows:

- Evidence of commitment to good teaching (works with supervisor to improve materials/skills)
- Evidence of dependability (attends all meetings and classes, is prepared, etc.)
- Applicant must have served two semesters as teaching assistant (occasional exceptions)
- Applicant must have passed all chapter tests, mid-term and final exams in 2300 textbook by the end of the spring semester of the year they apply to teach in the fall.
- Applicant must have completed at least 18 hours of graduate work in behavior analysis.

The faculty member coordinating these courses will select teaching fellows on the advice of the faculty and graduate students who have supervised applicants during their work as TAs. TFs may seek information from any faculty member regarding ideas for teaching their section.

**A copy of the application form may be found in the appendix.**

Deadline for all TA/TF applications is end of April each Spring semester.

## **Donald L. Whaley Memorial Scholarship**

The Department for Behavior Analysis offers Donald L. Whaley Memorial Scholarships each year. The number of scholarships awarded depends on funds available. The deadline for submission of your completed application is the last school day in April. The awards are announced the last day of dead week each Spring semester.

Eligibility/Academic Requirements: Any in-state or out-of-state applicant for the MS in Behavior Analysis is eligible. Applicants must have a minimum of six credit hours in Behavior Analysis courses with a GPA of at least 3.5 reflected on their transcript.

Recipients of the scholarship must be enrolled for six or more hours during each semester they receive scholarship money. This scholarship entitles its holders to waive of out-of-state tuition fees at the university for the entire academic year (Fall, Spring, and Summer semesters) if payment of the scholarship monies is divided equally between Fall and Spring semesters.

In addition to supplying demographic information (name, address, phone, degree(s) held, degree sought, GPA) the scholarship application form asks you explain why you are interested in Behavior Analysis and how Behavior Analysis relates to your career objectives.

**A scholarship application form may be found in the Appendix.**

## Residency Requirements

In order to be reclassified to receive resident rather than non-resident tuition, you must:

- (Most important) Make sure you are **not** claimed on your parent's (or anyone else's) last income tax.
- Have a job in Texas that provides some income. It can be a campus job such as TA/TF or graduate research assistant. They don't really care how much or how steady the hours are, but it should show an income.
- Do the following to show residency in Texas:
  - Register your auto 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 the last 12 months.

All of this information is available on the web at <http://essc.unt.edu/registrar/residenc.htm>

## Tuition and Fee Waivers (taken directly from the website mentioned above)

Several exemptions and waivers are available to qualifying students. Brief descriptions of these are listed below. Waiver refunds must be requested during the semester the application is made. Such requests must be made prior to the 12<sup>th</sup> class day in long semesters and the 4<sup>th</sup> class day in summer terms. Requests for retroactive refunds cannot be honored. Additional information and applications are available in Student Accounting & University Cashiering Services, located on the first floor of the Eagle Student Services Center.

### Exemptions and Waivers:

- Certain Texas veterans and dependants of deceased Texas veterans of the Armed Forces of the United States are exempted from payment of tuition.
- Certain orphans of members of the Armed forces, Texas Nat'l Guard and Air Nat'l Guard are exempted from payment of tuition.
- Certain students from other nations of the American hemisphere are exempted from payment of tuition.
- Deaf or blind Texas residents are exempted from payment of tuition.
- Certain disabled peace officers are exempted from payment of tuition and fees.
- Children of disabled firemen, peace officers, employees of the Texas Department of Corrections, and game wardens are exempted from the payment of tuition.
- Children of U.S. prisoners of war or persons missing in action are granted exemption of tuition.
- Resident rather than non-resident tuition is applied to out-of-state students enrolled through the Academic Common Market.
- Resident rather than non-resident tuition is applied to U.S. military personnel, their spouses and dependents if they meet designated criteria. (Certificate must be approved by the Registrar prior to registration.)
- Resident rather than non-resident tuition is applied to teachers and professors of Texas state institutions of higher education, their spouses, and children.
- Resident rather than non-resident tuition is applied to a teaching or research assistant provided the student is employed at least one-half time by UNT in a position that relates to the degree sought.

- Resident rather than non-resident tuition is applied to a non-resident holding a UNT competitive scholarship of at least \$1,000.00 for the academic year or summer for which the student is enrolled.
- Certain university fees are waived for students enrolled only in courses designated as off-campus or internships.
- Highest ranking graduates (valedictorians) of accredited Texas high schools are exempted from payment of tuition for the first two long semesters after graduation from high school. Student must pay mandatory fees and course fees.
- Certain Texas residents who are or have been in foster care or other residential care are exempted from the payment of tuition and mandatory fees.
- Certain Texas residents who have received financial assistance under Ch. 31 of the Human Resource Code (AFDC) qualify for a tuition and fees waiver for 1 year.
- Resident rather than non-resident tuition is applied to individuals and dependents relocating to Texas as part of the program of state economic development and diversification.

# Appendix

Application for Teaching Assistantship/Fellowship

Application for Donald L. Whaley Scholarship

Thesis Tracking Form

Department Project Sheet

**Application for Teaching Fellowship/Apprenticeship**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Semester(s) applying for: \_\_\_\_\_

**List of Behavior Analysis courses completed and currently taking:****Prior Teaching Experiences** (TFs with whom you have worked, your activities in the classes, training you have done in any setting, any prior relevant experience, etc.)**Why do you want to work as a Teaching Fellow/Assistant?**



## Donald L. Whaley Memorial Scholarship Information

<b>Amount of Scholarship:</b>	\$1000 and out-of-state tuition waiver
<b>Deadline for Completed Application:</b>	Last school day in April
<b>Number of Annual Awards:</b>	Up to 20 (Depends on funding)
<b>Eligibility/Academic Requirements:</b>	<ol style="list-style-type: none"> <li>(1) Any full-time in-state/out-of-state UNT student</li> <li>(2) Undergraduate GPA of at least 3.0 or Graduate GPA of at least 3.5</li> <li>(3) Enrolled for six graduate hours or 15 undergraduate hours</li> <li>(4) Minimum of six credit hours in Behavior Analysis (BEHV) courses with GPA of at least 3.5</li> <li>(5) Demonstrated interest in pursuing a career in Behavior Analysis</li> <li>(6) Criteria (4) and (5) may be waived if no students meeting these requirements apply</li> <li>(7) If not enrolled at UNT for two years attach copy of previous transcripts</li> </ol>
<b>Direct Inquiries and Send Application To:</b>	Donald L. Whaley Memorial Scholarship Department for Behavior Analysis University of North Texas P. O. Box 310919 Denton, TX 76203-0919
<b>Award Announced:</b>	May 15 <sup>th</sup>

*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

\_\_\_\_\_  
Signature/Date2<sup>nd</sup> Member:

- written proposal  
 oral proposal  
 individual meetings w/student  
 and advisor  
 individual meetings w/student  
 attendance at research meetings

\_\_\_\_\_  
Signature/Date3<sup>rd</sup> Member:

- written proposal  
 oral proposal  
 individual meetings w/student  
 and advisor  
 individual meetings w/student  
 attendance at research meetings

\_\_\_\_\_  
Signature/Date4<sup>th</sup> Member (optional):

- written proposal  
 oral proposal  
 individual meetings w/student  
 and advisor  
 individual meetings w/student  
 attendance at research meetings

\_\_\_\_\_  
Signature/Date

Completion Dates:

\_\_\_\_\_ Committee members selected

\_\_\_\_\_ Proposal approved

\_\_\_\_\_ IRB selected

\_\_\_\_\_ Defended

Initial: \_\_\_\_\_

## **Paid & Unpaid Opportunities to Practice Behavior Analysis**

Students wishing to receive practicum credit or research credit for one or more of these projects, should speak with the instructor about what is required to obtain course credit. Students are strongly advised to participate for one or more semesters.

## **Teaching/Instructional Design Opportunities**

Teaching Assistant/Teaching Fellow – Hone your own understanding of behavioral principles by teaching others. Develop teaching skills, presentation skills, organizational skills, group and information management skills. Paid positions possible, contingent on university budget and performance. Faculty Supervisor: Dr. Richard Smith (rsmith@pacs.unt.edu)

Instructional Technology Lab – Instructional technology team is developing multimedia courses for internet delivery. Activities of the team include making videotapes depicting behavioral procedures, designing and testing instructional materials, developing computer-based training and testing programs, designing data collection systems and analyzing performance of learners. Dr. Sigrid Glenn (sglenn@unt.edu) and Dr. Leslie Burkett (burkett@pacs.unt.edu)

## **Applied Service/Research Opportunities**

Behavior Analysis Resource Center -Behavior Management and Parenting Services (BMAPS) – A research and treatment team systematically assesses and develops treatment for behavior disorders exhibited by persons with mental retardation. This project is located on the campus of the Denton State School and is staffed by personnel from the Department of Behavior Analysis. Paid positions available for students who have demonstrated commitment. Faculty Supervisor: Dr. Richard Smith (rsmith@pacs.unt.edu)

Behavior Analysis Resource Center - Texas Children's Welfare Project (BARC-TCWP) – This project provides parent training and other services to parents, foster parents, caregivers, and children who are at-risk for abuse or have previous histories of abuse. Faculty Supervisor: Dr. Richard Smith (rsmith@pacs.unt.edu)

Repertoire Enhancement and Development with Youth (READY) –The purpose of this project is to increase the contacts of youngsters, at-risk for social maladjustment, with communities that could potentially support and further develop their pro-social and personal behavior. Faculty Supervisor: Dr. Jesus Rosales-Ruiz (rosales@pacs.unt.edu)

Behavioral Assessment & Technology Support System (BATSS) – Work on a team of graduate and undergraduate students who are designing and implementing behavior programs to help school children with severe behavior problems. BATSS works throughout the Dallas-Ft. Worth metroplex and beyond. After you have gained experience, paid positions are available. Faculty Supervisor: Dr. Janet Ellis (ellis@pacs.unt.edu)

North Texas Autism Project–NTAP provides multiple service learning opportunities for students interested in behavioral approaches to the treatment of autism. Interested students should begin the autism course sequence during their first year and attend Friday morning lab meetings. Training opportunities are available in the Family Connections Project (FCP), Teaching Partners in Early and Intensive Behavioral Interventions (EIBI), Distance Education Program, and through the Global Learning Community Project (GLC). Contact Shahla (Srosales@pacs.unt.edu).

Eagle Performance Improvement Consultants (EPIC) – Organizational performance consulting provided by graduate students. EPIC has worked with several area companies to do performance analysis, process re-engineering, coaching, etc. OBM course is a prerequisite. Faculty Supervisor: Dr. Cloyd Hyten (hyten@pacs.unt.edu)

Organization for Reinforcement Contingencies with Animals (ORCA) – ORCA is a group based out of the behavior analysis department for graduate and undergraduate students interested in gaining experience in animal training. Faculty Supervisor: Dr. Jesus Rosales (rosales@pacs.unt.edu)

## Basic Research Opportunities

Human Operant Lab – Some of the most perplexing and interesting questions about human behavior involve the processes of stimulus control. The development of abstractions, concepts, and other open-ended classes of behavior likely underlie the capacities that we identify as being uniquely human. These basic skills may well form the foundation on which much of our linguistic and social structure is built. The research in this laboratory attempts to understand basic stimulus control processes by conducting research with typically developing as well as developmentally delayed children and adults. The long term goals are to understand how basic skills such as abstraction, remembering, and concept formation are brought to bear in the development of complex behavioral repertoires. This laboratory runs all year. Students meet weekly to present data, make decision, and to discuss experimental strategies. In addition, students are encouraged to present their work in departmental colloquia as well as at regional and national conferences. Exceptional students will have an opportunity to have some of their work funded and write up their research for publication. Contact Dr. Manish Vaidya (vaidya@pacs.unt.edu).

Behavior Research Laboratory – Studies on the relationship between environmental events, physiological events, and verbal behavior. Use biofeedback equipment to monitor physiological responses. If research credit is desired (BEHV 5900) arrange course objectives with supervisor, Dr. Jesus Rosales (rosales@pacs.unt.edu). Also for students interested in learning to run experiments designed to study basic behavioral processes. Meet at least once a week with faculty and/or graduate students and run experiments at times arranged between you and individual subjects.

Pigeon Lab – There is an essential tension between the recognition that human and nonhuman behavior is obviously different and the knowledge that there is continuity of behavioral processes across the animal kingdom. Research in this laboratory seeks to understand the limits of human – nonhuman similarities and differences by studying the development of complex performances in pigeons. Recent topics have included concept learning and short term remembering. The results of this research could inform the development of technologies that do not rely on word-based procedures. This laboratory runs all year. Students meet weekly to present data, make decision, and to discuss experimental strategies. In addition, students are encouraged to present their work in departmental colloquia as well as at regional and national conferences. Exceptional students will have an opportunity to have some of their work funded and write up their research for publication. Contact Dr. Manish Vaidya (vaidya@pacs.unt.edu).

Behavior and Culture Lab (BaC Lab) – Experimental Analysis of microsocieties and cultural transmission of individual behavior. Four studies are currently underway. Contact Dr. Sigrid Glenn (sglenn@unt.edu) for more information.

Beatrice Barrett Neuro-Operant Lab – This lab employs a small number of students to run experiments in Dallas using fMRI to measure neural events as learning occurs. Current experiments are being supervised by Dr. Michael Schlund (DBA Research Scientist). Future experiments are planned by Dr. Schlund (schlund@pitt.edu) and by Dr. Manish Vaidya (vaidya@pacs.unt.edu)