Behavior Analysis Graduate Student Handbook
Department of Psychology
University of Florida
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Behavior Analysis Program Mission Statement

The Behavior Analysis Program at the University of Florida is dedicated to doctoral training that will contribute to societal well-being through research and educational endeavors that promote the understanding, scientific advancement, and practice of the science of behavior analysis. Program objectives include: (1) train students in basic research, theory, and applications of behavior principles through a combination of coursework, research, and applied experiences, (2) support students to develop research skills in experimental, translational, and applied settings, (3) provide training and experiences that allow students to qualify for certification administered by the Behavior Analysis Certification Board (BACB), and (4) train future leaders of the field who will contribute meaningfully to societal behavioral challenges, advance the field of behavior analysis, and train future generations of behavior analysis scholars and practitioners.

Some measurable features of performance include the Ph.D. students being able to:
1. Design, implement, write, and disseminate at least one study;
2. Design, implement, and teach an undergraduate course;
3. Achieve competency in the required courses in the Ph.D. curriculum, as defined by a "B" grade or better.

Behavior Analysis Area Description

The behavior analysis program at UF combines all aspects of behavior analysis—basic, applied, conceptual, and ethical/professional. All students enroll in seminars in each of these areas and individualize their programs primarily based on their research. The faculty view research competence and teaching as the primary emphases of training, although most students acquire related skills during their training through research apprenticeships and liaison work with off-campus research sites. Students, if they achieve the required supervised hours, also qualify for taking the national certification exam in behavior analysis administered by the Behavior Analyst Certification Board (BACB).

Diversity Statement

The Behavior Analysis area believes that excellence in graduate education requires a diverse and inclusive graduate student community that reflects a wide range of differences of culture and circumstance. Such differences may include race, ethnicity, religion, gender, age, abilities/disabilities, gender identity, sexual orientation, socioeconomic status, and other dimensions of diversity. A behavioral perspective entails respect and appreciation for the unique life histories and circumstances underlying an individual's behavior, and as such it embraces diversity as a central part of the human experience, our approach to studying it, and as a source of strength and excellence in graduate training.

Student Funding in Behavior Analysis

There are (typically) three sources of financial support: University and college fellowships, department teaching assistantships, and research assistantships. Consideration for the first two is automatic if requested on the application for admission. Teaching assistantships are contingent upon funding from the college and department and are awarded based on applicant ranking. Research assistantships are awarded by individual faculty members, usually through grants, contracts, or research accounts designated to the faculty member. Every student admitted to our program receives support through one of these (or a related) mechanisms.

Generally, we admit only the number of students we can support. University fellowships are typically offered to the most competitive applicants in an application cycle. Financial support is provided to each student for up to 5 years. Funding beyond a fifth year may be available at the discretion of the department but is contingent upon the department's budgetary status. Summer funding is sometimes available through the department (as a teaching assistant or instructor), through a research grant or contract, or through awards. It is a priority of the department and BA area to increase access to summer funding for graduate students.

Individualized Development Plan

Per Graduate School Policy (http://graduateschool.ufl.edu/faculty--staff/resources/individual-development-plan-idp-policy/), each student is expected to complete an Individual Development Plan (IDP) with their advisor upon entering the program. The IDP is designed to guide student development in accordance with their strengths, needs, and career aspirations. The IDP should be reviewed and updated each year during the student's time at UF. IDPs can be tailored for each individual lab. A sample IDP is provided in Appendix A.

Behavior Analysis Curriculum

Seminar in Psychological Science (SPS). All first-year students, in every area of the Department of Psychology, are required to participate in a weekly *Seminar on Psychological Science* organized by the Psychology Department's Graduate Coordinator. The Seminar is not a graded course and is not offered for formal course credit. All first-year graduate students will be responsible for attending these sessions (ordinarily 14 sessions per semester) during their first year in the program (fall and spring). Missing more than 2 sessions would require the student to attend the Seminar again for a full semester in the following year. Deficiencies in attendance can be remediated through the second year of the student's program of study (i.e., the conclusion of the spring term of the student's second year), after which the student would no longer be in good standing and would be subject to termination of his or her degree program. Consistent with Departmental Guidelines, any petition for waiver of this requirement can be made to the Graduate Studies Committee.

EAB 6937C ("622"). Students can register in any semester for the area's weekly research seminar, known informally as "622". Whether they register or not, all students (and faculty) in Behavior Analysis are expected to attend; historically this has been viewed as a crucial seminar for learning, discussion, and getting to know one another. Students are expected to present at least once each year. Exceptions are made for first-year students, although first-year students are welcome to (and often opt to) present during their first year. Appropriate presentation topics include, but are not limited to:
- Previously completed research
- Ongoing research
- Proposals for new research
- Topics of general interest to the field, preferably with data
- Review and discussion of articles of general interest (articles should be distributed in advance)

Required Behavior Analysis Courses. The first seven courses listed below are considered "core courses" insofar as all students must have taken them before graduation (exceptions are allowed if students have taken similar graduate courses at prior institution; see *Waiver of a Required Course* section below).Those seven courses, in addition to the quantitative methods

courses and Master's-level research credits, must be taken to fulfill the requirements of the University of Florida's ABAI-approved Verified Course Sequence for students interested in BACB certification (see below for more information about certification).

- **Core Courses**
  1. EAB 6099 – Survey of Behavior Analysis
  2. EAB 6118 – Theoretical Foundations of Behavior Analysis
  3. EAB 6707 – Applied Behavior Analysis
  4. EAB 6719 – Strategies and Tactics of Human Behavioral Research
  5. EAB 6780 – Ethical and Professional Issues
  6. EAB 6712 – Experimental Psychopathology
  7. EAB 6939 – Organizational Behavior Management

- **Quantitative Methods -** All psychology students must complete 6 hours of graduate coursework in quantitative methods of data analysis as approved by the area of study. Students may petition the appropriate instructor for a waiver of this requirement if they have already taken courses in this area. Although some BA students have taken different paths (with advisor approval), this requirement is most often fulfilled by taking:
  1. STA 6126 or equivalent
  2. EAB 6750 – Quantitative Methods

  - **Research –** All psychology students must enroll in research credits during their time in the program. Refer to the Psychology Graduate Handbook for details in which courses correspond to Master's and doctoral level courses, and requirements for semesters during which students propose and defend theses/dissertations or defend oral qualifying exam. Research courses include:
- Pre-master's students:
  PSY 6910 Supervised Research, PSY 6971 Master's Research:
- Doctoral candidates: PSY 7979 Advanced Research, PSY 7980 Research for Doctoral Dissertation

- **Additional Elective Behavior Analysis Seminars**
  1. EAB 6939 Special Topics
  2. EAB 7090 Verbal Behavior
  3. EAB 6716 Behavior Analysis in Developmental Disabilities
  4. EAB 7089 Advanced Seminar: Experimental Analysis of Behavior

Electives. Students have several elective course options outside of Behavior Analysis. If the student has met the breadth of training requirement (see below), there is no need to take electives outside of their area. Prior students in Behavior Analysis have been able to leverage their elective options towards gaining formal certificates in related areas of inquiry. For example, recent graduates have received University of Florida certificates in Public Health Foundations, Sustainable Development Practice, Instructional Design, and Entrepreneurship.
Some elective courses that may be of interest to BA students include:
  ENC 5319 Scholarly Writing for Publication
  PSY 6930 Qualitative Research

Breadth of Training Requirement. All psychology students must demonstrate breadth of training in Psychology coursework. If a student has an undergraduate degree in Psychology from an accredited university, they have met the coursework requirement. If a student does not have an undergraduate degree in Psychology, they can fulfill the breadth of coursework requirement by electing one of the following two options:

- Option A: documenting they have completed 9 credit hours of Psychology courses outside of the Behavior Analysis specialization at their prior institution (for either undergraduate or graduate degree) or successfully completing 9 credit hours of Psychology courses outside of the Behavior Analysis specialization during their training in our Graduate program.
- Option B: Teach PSY 2012 as a graduate instructor (GI), after earning M.S.

Teaching Requirements

Every student, independent of area, must teach at least one undergraduate course in psychology as the primary instructor (GI). As indicated in the [Psychology Graduate Handbook](), the course can be either General Psychology (PSY2012) or, for BA students, an undergraduate course in Behavior Analysis. In Behavior Analysis, the undergraduate courses typically include either EAB 3002 (Principles of Behavior Analysis) or EAB 3764 (Applied Behavior Analysis), although in recent years we have permitted advanced students to teach EAB 4184 (Behaviorism in Contemporary Society), EAB 4741 (Organizational Behavior Management), or 4000-level special topics courses. Before instructing a class for the first time, all graduate instructors must participate in a seminar on the Teaching of Psychology. In addition, departmental requirements dictate that a student must have served as a teaching assistant for a course before they teach it. For example, it is common for a student to serve as TA for EAB 3764 in one semester, then serve as Graduate Instructor for EAB 3764 in the next semester. There are some exceptions to the typical TA→instructor sequence (i.e., we interpret the word "must" in the above context a bit loosely), such as if the student's advisor or another faculty member agrees to closely supervise and mentor the student through course development and implementation. Students must also be supervised by faculty the first time they teach a course. Please refer to the Psychology Graduate Handbook for supervision requirements and additional information surrounding teaching.

Master's of Science Degree

All students intending to pursue a PhD degree must first show they have attained a level of research competency equivalent to that of a Master's degree in Psychology. Students may choose whether or not they wish to complete a Master's Degree as part of their preparation for the doctorate, but in any case, they must submit a written report of original empirical research to their supervisory committee for examination.

Master's Degree Supervisory Committee. A supervisory committee must be formed no later than the end of the second semester in residence, or before completing 12 credits, to maintain good standing with the Graduate School. The committee should consist of at least two members of the Graduate Faculty in Psychology, and either a faculty member from another department or a third member of the psychology faculty whose area of research specialization is different from that of the student. In Behavior Analysis, the committee often consists of two members of the BA faculty, and another member from within psychology or from outside of the department.

Research Proposal. The department requires students to submit a formal research proposal to their Supervisory Committee for approval. The Psychology Graduate Handbook specific

guidelines state: "This proposal should be submitted to the Supervisory Committee before completing 18-27 credits. Every student is expected to meet with their Committee to present and discuss the research proposal with them, in order to maintain good standing."

Course Requirements. Students must successfully complete at least 6 credits of PSY 6971 Master's Research and at least 6 hours of coursework in psychology (not including research credits or independent study). The program of study also requires 6 hours of graduate coursework in quantitative methods of data analysis, as approved by the area of study (see specific requirements in Behavior Analysis above). If completing in Fall or Spring, students need to be registered for a minimum of three credits of PSY 6971 in their semester of graduation. If completing in the Summer, a minimum of two credits are required.

Master's Thesis. All students must submit a thesis, which must be an original, scholarly contribution to the student's area of Psychology. Most will entail empirical studies, and all should be of a publishable quality as determined by the student's supervisory committee. An oral examination (usually 1.5-2 hours, but please schedule for two hours) will be conducted by the Supervisory Committee on the thesis and other aspects of the student's program. The thesis must be formatted for submission to a peer-reviewed scholarly journal. After the thesis has been passed as acceptable by the Supervisory Committee at an oral examination, the student must format the final version according to the formatting requirements of the graduate school for Master's theses and submit that final version to the graduate school.

Master's Equivalency. Students who do not wish to acquire a Master's degree in our department, and who do not already have a Master's degree with a research report component that has been recognized by the student's supervisory committee as equivalent to a Master's degree with thesis in our department, need to follow the regulations for Master's degrees outlined above, with the following departures.
1. The student's work for Master's equivalency must be considered by a Ph.D. committee (see below)
2. Students must submit to their supervisory committee a research report following the regulations for a Master's thesis except that the thesis does not need reformatting after examination in line with the requirements of the graduate school and is not submitted to that body.
3. Students submit to the same oral examination as for a Master's degree.

Students with a Prior Master's Degree. Students entering the Behavior Analysis program with a Master's degree from a prior university can opt to have their thesis or other capstone projects approved by UF faculty as their first demonstration of research competency. Below is a general description of departmental processes and how it generally works in the Behavior Analysis area.

A. **Departmental Processes.** For students entering our program with a Master's Degree, a Ph.D. Committee must be appointed before the end of the student's second year in the program. Students entering with a Master's Degree from an accredited institution continue their graduate studies in the Department of Psychology under one of the two scenarios described below. Within one year of entering the graduate program, all students with a Master's Degree must be given the opportunity to submit materials, including their Master's thesis, to their supervisory committee to find out their status. Either:
    1. The Master's Degree is fully accepted by the Supervisory Committee and the student proceeds directly to the Ph.D., completing any remaining required coursework, the qualifying examination, and the dissertation.

2. The Master's Degree is not accepted by the Supervisory Committee. In this case, the student will be required to complete a Master's Degree in our program or meet the Research Requirement as explained above. This latter outcome is rare for students coming from accredited Behavior Analysis programs, especially if their thesis had been previously approved by that prior institution.

B. **Behavior Analysis Processes.** Acceptance of a Master's degree from another university varies somewhat from area to area in the Department of Psychology. Below is a description of how this generally works in the Behavior Analysis area.
   1. The student will circulate the research document to their advisor and the area director. If their advisor is the area director, they will send it to another BA faculty member as determined with their advisor. The two-person review will result in a decision to accept or decline the thesis (the latter is extremely rare is coming from a BA Master's program with thesis). Alternatively, the student may deliver a short presentation to the advisor and area director (could be in a larger audience, such as a seminar), closer akin to a conference presentation than a full thesis defense. The two-person review as described above shall then commence.
   2. The student will circulate the newly developed departmental form for thesis transfer.

Transfer of Credits from Prior Institution. Regardless of status, all students entering with graduate-credit hours from other accredited colleges or comparable international universities, may apply to have up to 30 credit hours of graduate coursework (all with grades of A or B) transferred to the University of Florida as a block.

Waiver of a Required Course. Students may request a waiver for a specific course required by the Behavior Analysis area if they have successfully completed a comparable course at another recognized institution with a grade of A or B (note that this process is separate from the block-credit transfer). This latter process requires the student to present a detailed course syllabus for the credit that was completed to a faculty member who teaches a comparable course at UF. If that faculty member agrees that the course material is comparable, the faculty membermust send a written acceptance of the completed coursework to the Graduate Coordinator. The written acceptance must include a statement that the student has completed coursework acceptable in lieu of a required course at UF.

Doctor of Philosophy (PhD) Degree

The PhD Committee. The Ph.D. Committee consists of at least four members, the Committee Chair from Behavior Analysis; a second member of the Behavior Analysis faculty; a third member from within the Department of Psychology but outside of the area of study; and a fourth member who serves as the external member. This committee must be appointed in the spring or fall semester following completion of the Master's Degree. Together, the student and advisor should identify the other potential committee members, ask if they agree to serve, and present this proposed committee to the Area Director for approval. Appropriate forms are available on the Psychology Department's website.

Program of Study. The program of study is constructed by the student, with guidance from their advisor. The student submits the POS to the advisor for final agreement and then to the PhD supervisory committee prior to the qualifying exam. The POS will usually have 4-6 sections with about 5-10 key references in each section. Examples of sections could be: Applied behavior analysis (general), behavioral assessment, preference assessments, functional analysis, translational research, delay discounting, substance use disorder, organizational behavior management, feedback, contingency management, cultural responsiveness, relapse,

resurgence, reinforcement schedules, differential reinforcement, matching law, and many other possibilities, with the point being they are individualized. The POS also provides an overview of the student's background and career aims. The student's curriculum vitae also should be included. In summary, the POS should contain:

    a. Narrative
- Summary of undergraduate and/or pre-UF experience (one page max, but a paragraph may be adequate)
- Course work: List courses taken and organize as: (a) behavior analysis pre-UF grad, (b) behavior analysis UF grad, and (c) other
- Research experience: Summarize UF assignments and studies conducted
- Teaching: Summarize teaching experience, formal and informal
- Applied or clinical experience: Summarize UF activity and responsibilities

    b. Roughly 4-6 sections with individualized key references, including the core BA POS developed by the faculty
    c. A current curriculum vita

Qualifying Exam. A qualifying exam or "Quals" is an examination that must be passed to advance to PhD candidacy. The following description lays out a schedule for students to complete the qualifying exam. The written portion of the exam (either the written exam or the review paper) will be evaluated first by the Behavior Analysis faculty on the student's committee.

Scheduling the Written Exam
1. Students should complete the written qualifying exam within one year of defending their Master's thesis.Students entering with a Master's degree should take it by the end of their second year at the latest, but usually earlier. Exception: A student may take the exam later than the aforementioned schedule with permission of the faculty, such as in a case of extenuating circumstances. Note that departmental and college regulations state that the written exam MUST be taken before the student has accrued 80 credits.
2. Students should confer with their advisor at least one semester in advance to (a) confirm when they will take the written exam, or (b) request postponement of the exam.
3. Students must complete the Master's degree or Master's equivalency prior to scheduling the written or oral qualifying exam.

Written Qualifying Exam Options
A. **Written Exam.** Most students in Behavior Analysis choose to fulfill the written exam portion of the qualifying exam by completing a series of questions during a one-day examination. In past years, the written exam was considered to be a comprehensive examination covering the required BA coursework. However, we have found that this approach unnecessarily delays students' ability to propose their dissertation. As a result, now the examination is truly a qualifying exam, covering core principles that should be known by a student with a Master's degree in Behavior Analysis. The format of the written exam can be found here. Further examination of knowledge and skills will occur in the context of the graduate seminars.

1. The written exam will be scheduled for one full day, based on agreement between the student and their committee and/or advisor.
2. The exam content will be drawn from common principles and applications of Behavior Analysis, methods, and ethical/professional issues, and will be based primarily on the student's individualized program of study.

B. **Review Paper**
   1. Students may complete a review paper (an "area paper") instead of taking the written exam. The student may initiate work on the review paper after receiving approval from the PhD committee. The topic for this paper (i.e., a working abstract and a brief outline) should be developed with the student's advisor, then sent to the student's full PhD committee for commentary and approval.
   2. The review paper will critically evaluate literature in an area relevant to the student's program of study and be written in a format suitable for submission to a peer-reviewed journal in behavior analysis (about 50 pages plus references).
   3. Students may consult with their advisors during the planning stage; however, only a single editorial review, by the advisor or another person, is permitted before submitting the paper to the exam committee.
   4. If a student does not submit the review paper by the agreed-upon date, they must then schedule a written exam. One common problem is that the review papers often take longer than one might think, so the contingency to fall back to the exam is in the students' best interest in avoiding delay of progress.

   Evaluation of Written Exam
The BA members of the committee will serve as primary graders of the written exam and will either recommend a "pass," "fail," or will specify remedial procedures to the student's PhD committee. Other committee members will then have an opportunity to view comments of the primary graders, add any comments or elaborations to adjust the grade recommendation, and to otherwise provide the student with feedback. Remediation is typically handled between the student and their advisor but must be approved ultimately by the full exam committee.
The student will receive a summary of the feedback from all members of the committee within 2-3 weeks after completing the written portion of the exam.

C. **Oral Exam**
   1. The oral portion of the exam will include the full PhD supervisory committee.
   2. The oral exam consists of a review/discussion of the student's Program of Study (POS), with an emphasis on clarifying or strengthening answers from the written exam.
   3. The oral exam should be completed no later than the end of the next full semester (Fall or Spring) following completion of the written portion or area paper.
   4. The oral exam should be scheduled for about one hour. Although this should be a separate meeting from the dissertation proposal, it may be scheduled during an immediately preceding time block (e.g., the hour before the dissertation proposal). .
   5. If the oral exam is scheduled on a date prior to the dissertation proposal, it may also include a discussion of general (or specific) plans for dissertation research. According to the Psychology Graduate Student Handbook, students should be meeting with their committee at least once per year, so it is fine to discuss general lines of interest, specific research plans, etc. during any one of those meetings.

D. **Qualifying Exam Checklist**

- ☐ The student and advisor create the Program of Study (POS).
- ☐ The student sends the POS for approval to the other BA member first, then to other committee members. The advisor should include brief instructions to outside members.
- ☐ If the student has chosen the written exam option, he advisor writes the qualifying exam.
- ☐ The advisor sends the exam to other BA member for approval.
- ☐ The advisor sends questions to the committee to invite input, but with an emphasis that the POS is designed to focus on BA knowledge.
- ☐ The student and advisor schedule the exam.
- ☐ The student takes the exam.
- ☐ The advisor and the BA member grade the exam.
- ☐ The advisor sends the graded exam to the full committee, the committee is welcome to send queries to the advisor or other input. The advisor communicates exam results/any remediation requirements to the student ([feedback form for written exam](#)).
- ☐ If the student selects the Area Paper option, the student and advisor must agree upon the topic and inform the committee of the option and the topic.
- ☐ For the Area Paper option, the student may request one round of editorial feedback from the advisor and other committee members before submitting a final draft.
- ☐ For the Area Paper option, the final draft is then submitted to the committee for review.
- ☐ In the case of either written exam or Area Paper option, the student completes any remediation requirements. Depending on extent of remediation required, BA committee members may need to review the written exam/area paper again.
- ☐ The student completes the oral exam.
- ☐ All committee members sign the qualifying exam document.

Dissertation Proposal.

A. **Written Document.** Traditionally in BA, the written proposal is rather brief. It can be roughly 2-4 pages of introduction, a methods section, hypothetical results, and 2-4 pages of discussion. The written document is completed with feedback and collaboration with the advisor. It is distributed to the committee at least two weeks in advance of the oral proposal meeting. The advisor should notify the committee of the proposal tradition and requirements in BA, as some areas and departments focus more on the written document.
B. **Oral Proposal.** This takes place in a formal meeting with the Ph.D. committee. The student should schedule a two-hour block, but the presentation should be about 30-45 minutes, as input from and discussion with the committee is the central objective of this meeting. We have found that 30-45 minutes of presented material ends up filling most of a two-hour block.

Doctoral Dissertation and Defense. The Doctoral dissertation must be an original, scholarly contribution to the discipline of Behavior Analysis. Most will entail empirical studies (to date, all have). As with the thesis, the writing and analysis of the dissertation is expected to be conducted by the student. Students need to be registered for a minimum of three credits of PSY 7980 in the semester of the oral defense of the dissertation and the semester of graduation as per Graduate School requirements. Ideally, the oral defense, submission to and clearance of the dissertation document by the Editorial Office of the Graduate School, and graduation would occur in the same semester – students should closely attend to graduate college deadlines during the semester of their defense. In general, doctoral defenses are scheduled for 2 hours and students are expected to send their final document to their committee at least 2 weeks in advance of the defense date.

Additional Department/College/University Requirements. Students should consult the general doctoral student handbook for additional department requirements regarding qualifying exams. For example, the Graduate School requires that students be registered for a minimum number of credits of PSY 7979 (i.e., 3 credits in Fall or Spring, or 2 credits in Summer) at the time the oral examination is conducted. As already noted, students must schedule the examination before accumulating 80 graduate credit hours per Department requirements and at least two semesters prior to the date of graduation per Graduate School requirements. Students who do not schedule the exam before accumulating 80 credits will be placed on probation and must complete the exam in the following semester. Students who do not complete the qualifying exam during the probationary period will be terminated from the program.

Sample Sequences

Year 1 (without masters degree)

- Take 3-4 BA graduate seminars, supplement with electives, and research credits for a total of 9 credits per semester
- Attend weekly research colloquium (622)
- Participate in Seminar on Psychological Science (SPS) in both full semesters
- For students without a Master's degree:
    – Establish a Master's committeeBegin developing a Master's thesis proposal
- For students entering with a Master's degree, form committee for thesis equivalency approval

Year 2

- Take 3-4 BA graduate seminars, supplement with electives, and research credits for a total of 9 credits per semester
- Attend and present in weekly research colloquium (622)
- For students without a Master's degree:
    – Complete a Master's thesis proposal, submit to the committee, and defend the proposal
    – Complete thesis data collection
    – Make sure you have completed 6 credits of PSY 6971 prior to defense
- For students entering with a Master's degree, create POS and form PhD committee

Year 3 (or Year 1 for students with Master's degree)

- Defend (or get approved) thesis (could be end of year 2 or early year 3).
- Develop a PhD committee and create POS
- Complete written qualifying exam
- Complete oral qualifying exam
- Develop a dissertation proposal and defend (could be late year 3 or early year 4)
- Take remaining BA graduate seminars and finish electives
- Attend and present in weekly research colloquium (622)

Year 4

- Teach one course
- Finish all remaining required coursework
- Defend dissertation proposal if not completed in year 3
- Continue dissertation research
- Attend and present in weekly research colloquium (622)

Year 5

- Complete dissertation research
- Schedule defense and defend dissertation
    – Must register for 3 credits of PSY 7980 in semester of defense

- Attend and present in weekly research colloquium (622)
- Teach one course if not completed in prior year
- Conduct job search (usually begins in fall of Year 5, and can go on through April or May).

Annual Evaluations

Behavior Analysis faculty review each students' progress annually. This evaluation is conducted at the end of each Spring semester and includes assessment of the student's research progress, class performance, teaching performance (when relevant), and overall professional development. Following this review, each student's faculty advisor will complete a written evaluation to provide constructive feedback to each student regarding progress and schedule an individual meeting with the student to discuss progress.

Policy on Changing Advisors

Student-advisor changes occur occasionally during graduate training for a variety of reasons (e.g., changes in the interests, goals, or needs of the student; divergence in style or organization; faculty member moves, retires, or changes roles). When the desire or need for student-advisor transition arises, the Program will make every effort to assist the student in finding a new advisor. The proceeding steps are used to facilitate student-advisor transitions:

1. Identifying a new student-advisor match
   a. If the student already has a collaborative relationship with a faculty member who has agreed to serve as the student's new advisor, the student can move to step 2.
   b. If a student prefers assistance with identifying a new advisor, the student can inform the area director (or designee if the area director is the former advisor) of this request in writing. At this stage, it is also helpful to inform the area director of the new advisor possibilities the student is interested in exploring, and any preparatory steps the student has taken to explore new advisor matches. The area director will then contact the area faculty to identify one or more options for a new advisor and subsequently will present the option(s) to the student. The student then pursues discussions with potential advisors about professional interests, goals, and styles to identify an optimal match among the possible options.
   c. In the event the need for an advisor transition arises from a faculty member moving or changing roles, that faculty member and the area director will work together to initiate the aforementioned process; the student may also initiate this process in such circumstances.

2. Facilitating and implementing the transition with the current advisor
   a. Once a new student-advisor match is identified and agreed upon by the student and new advisor, the student and new advisor inform the area director. The area director then arranges a "transition facilitation meeting" that will include the current advisor, new advisor, and area director. The student may also choose to attend this meeting.
   b. The purposes of this meeting are to (a) asses the student's needs in implementing the transition, (b) develop a plan for the completion of projects and responsibilities between the current advisor and student, and (c) transfer any relevant information and resources to the new advisor. In the event the student does not attend this meeting, the area director and new advisor will follow-up with the student regarding these points.
   c. The area director will notify the area faculty of this meeting. The student will submit the appropriate forms for establishing or changing the supervisory committee.

3. Unsuccessful student-advisor match
   a. The student-advisor relationship serves as the basis for admission to the Behavior Analysis graduate program and for continued success throughout the student's tenure in the program. Individual faculty members select individual students (applicants) based on

mutual research and professional interests, the specific skills of the student, and the ability of the faculty to devote the resources needed to serve as mentor to the student over an extended period of time.
   b. Given the numerous factors that enter into an advisor's decision to accept a student, it is possible that no faculty member is able to serve as new advisor for the student. If the area director, after consulting with each faculty member in the area, is unable to identify one who is willing to serve as new advisor, the student will not be able to continue in the program.

Department and College Travel Awards

Competitive travel awards are funded by both the department and the College of Liberal Arts and Sciences to support student travel for presentation of research at national and regional conferences. Students in Behavior Analysis regularly apply for travel awards to attend national conferences (Association for Behavior Analysis International) as well as regional conferences (e.g., Florida Association for Behavior Analysis). Calls for travel-award applications are generally issued each semester by the department's Graduate Training Director, including summer semesters. Students must be presenting at the conference (talk, poster, panel, etc.) to be considered for a travel award.

Behavior Analysis Certification

University of Florida graduate students in Education and Psychology are eligible to enroll in the ABAI-approved Verified Course Sequence (VCS) towards certification as a Board Certified Behavior Analyst® (BCBA) as issued by the Behavior Analyst Certification Board® (BACB). Students who successfully complete this VCS will automatically meet the coursework requirements to qualify for the BCBA exam. Please consult the BACB website (https://www.bacb.com/) for additional information about eligibility and requirements. The VCS of University of Florida includes the following seven courses:

- EAB 6099 – Survey of Behavior Analysis
- EAB 6118 – Theoretical Foundations of Behavior Analysis
- EAB 6707 – Applied Behavior Analysis
- EAB 6712 – Experimental Psychopathology
- EAB 6719 – Strategies and Tactics of Human Behavior Research
- EAB 6780 – Ethics and Professional Issues
- EAB 6939 – Organizational Behavior Management

It is important to note this sequence fulfills only the coursework requirements. The Behavior Analysis program has no formal means of helping students fulfill the BACB's experience requirements. That is, because our mission is primarily related to research, the Behavior Analysis area does not offer practica or other formal experimental clinical coursework. However, graduates of our program have been able to fulfill the supervised experience requirements for exam eligibility through supervised clinical research and related fieldwork experiences arranged while in the program. Students interested in securing BACB certification should consult with their advisor about how to best fulfill the experiential components of qualification towards certification.

Behavior Analysis Area Awards

- [Gerber Behavior Analysis Psychology Research Award](#) – This award is conferred annually upon a doctoral student in recognition of outstanding merit in contributing to the area of Behavior Analysis. $1000
- [The Christopher Rubow Memorial Graduate Student Award](#) – To recognize outstanding graduate students studying Applied Behavior Analysis with research interests in classroom management, parent training, or autism intervention. The Rubow family frequently makes a monetary award, which may vary depending on the designated fund.
- Students in Behavior Analysis can also be nominated for a variety of other departmental awards. A full listing can be found on the department website at: https://psych.ufl.edu/graduate/current-grads/awards-and-scholarships/

Appendix A:
Sample Individual Development Plan

Professional Goals

Aspirations
1. What type of work would you like to pursue?
2. How well do your current skills match up with competencies required for your chosen career?

Personal & Professional Goals: What are your professional goals?
1. Long-term:
2. Short-term:

What help can your advisor or faculty provide for professional development and training?

Self-Evaluation

This self-assessment survey allows you to evaluate your current strengths and weaknesses. Please check the boxes according to your ability (1 being low; 3 being high). Use these scores to guide your discussions with your advisor. You may identify targeted goals for this year by using the Goal checkboxes in the relevant skill categories.

Research Skills & Knowledge

	1	2	3	Goal
Broad-based knowledge of field	☐	☐	☐	☐
Critical reading of literature in field	☐	☐	☐	☐
Experimental/research design	☐	☐	☐	☐
Careful recordkeeping practices	☐	☐	☐	☐
Understanding data ownership	☐	☐	☐	☐
Demonstrating responsible conduct in (human/animal) research	☐	☐	☐	☐
Identifying research misconduct	☐	☐	☐	☐

Effectiveness/Purpose

	1	2	3	Goal
Maintaining openness and curiosity	☐	☐	☐	☐
Being healthy (physically, emotionally, financially)	☐	☐	☐	☐
Effective time management	☐	☐	☐	☐
Maintaining personal motivation	☐	☐	☐	☐
Fostering diversity of academic/ personal perspectives	☐	☐	☐	☐
Promoting inclusive workplaces/ classrooms	☐	☐	☐	☐

Communication

	1	2	3	Goal
Writing for experts in my field	☐	☐	☐	☐
Writing for a lay audience	☐	☐	☐	☐
Grant-writing skills	☐	☐	☐	☐
Speaking clearly and effectively	☐	☐	☐	☐
Teaching in a classroom	☐	☐	☐	☐
Editing your own work	☐	☐	☐	☐
Collaborating on work/peer review	☐	☐	☐	☐

Management & Leadership Skills

	1	2	3	Goal
Providing instruction and guidance	☐	☐	☐	☐
Providing constructive feedback	☐	☐	☐	☐
Dealing with conflict	☐	☐	☐	☐
Planning and organizing projects	☐	☐	☐	☐
Serving as a role model	☐	☐	☐	☐
Delegating responsibilities in research setting	☐	☐	☐	☐
Leading and motivating others	☐	☐	☐	☐

Professionalism

	1	2	3	Goal
Identifying and seeking advice	☐	☐	☐	☐
Upholding commitments and deadlines	☐	☐	☐	☐
Maintaining positive relationships	☐	☐	☐	☐
Contributing to community/institution	☐	☐	☐	☐
Contributing to a team in office/lab	☐	☐	☐	☐
Maintaining network of peers	☐	☐	☐	☐

Career Advancement

	1	2	3	Goal
Building transferable skills	☐	☐	☐	☐
Identifying career options	☐	☐	☐	☐
Preparing application materials	☐	☐	☐	☐
Interviewing skills	☐	☐	☐	☐
Negotiating skills	☐	☐	☐	☐
Participating in professional service	☐	☐	☐	☐
Taking long-term approach to career	☐	☐	☐	☐

Long-Term Development Goals for Graduate School (Based on Self-Evaluation)

1. State at least three development goals for your time remaining at UF:
   A.
   B.
   C.

2. Action plan for achieving these goals (to be developed with advisor):
   A.
   B.
   C.

Progress Towards Graduation

In each cell below, mark the cell with an "X" if the requirement has been met. If it has not been met, indicate either the progress met thus far or your anticipated date of completion.

	Goal	**SPS**	**Quant. Methods**	**PSY 6971**	**Formed Committee**	**Master's**	
Working towards an M.S.		2 courses	6 hours	6 hours	2 in BA & 1 out of BA	Written Thesis	Oral Defense

	Goal	**EAB Courses**	**Electives**	**Teaching**	**Quals**	
Working towards a PhD		Survey, Theory, ABA, Strategies & Ethics	9 hours	1 course	Written	Oral
	Goal	**Formed Committee**	**PSY 7980**	**Total Credits**	**PhD.**	
		Chair, 1 BA, 1 PSY non-BA & 1 non-PSY	During sem. Of oral defense	90 Needed	Written Diss.	Oral Defense

Accomplishments this Year (Beginning August of last year)

1. Research (papers published, submitted, manuscripts in preparation, studies in progress)
2. Total # Publications (all years)
3. Presentations, including symposia chaired
4. Total # Presentations (all years)
5. Grants, Awards, and Recognition (include grants submitted even if not funded)
6. GI Teaching and Applied Work:
7. Graduation Milestones Achieved this year"

Annual Goals

1. Date of degree program start (mm/yyyy): _____.
2. Date of most recent evaluation meeting (mm/yyyy): _____.
3. Semester under evaluation (semester/year): _____Spring 2019_____.
4. Goals for the year:
   A.
   B.
   C.
5. Action Plan for Achieving These Goals
   A.
   B.
   C.

Student's comments:
Advisor's comments:

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____