

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

University of South Florida
 University Submitting Proposal

2013
 Proposed Implementation Term

College of Behavioral and Community Sciences
 Name of College(s) or School(s)

Child and Family Studies
 Name of Department(s)/ Division(s)

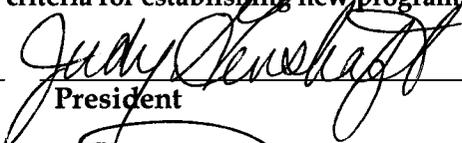
Applied Behavior Analysis
 Academic Specialty or Field

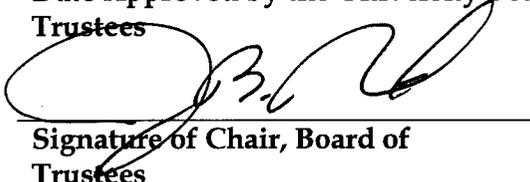
Ph.D. in Applied Behavior Analysis
 Complete Name of Degree

42.2814
 Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

December 8, 2011
 Date Approved by the University Board of Trustees


 President 3/28/12
Date


 Signature of Chair, Board of Trustees

Date


 Vice President for Academic Affairs 3/27/2012
Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	5	4.7
Year 2	10	7.05
Year 3	15	8.45
Year 4	15	8.45
Year 5	15	8.45

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$28,085	\$132,000	\$30,000	0	\$162,000
\$23,905	\$202,000	\$135,000	0	\$337,000

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A

and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

(a) The proposed program is a Ph.D. in Applied Behavior Analysis (ABA) located within the Department of Child and Family Studies (CFS) in the College of Behavioral and Community Sciences at the University of South Florida Tampa campus.

(b) The emphasis of the ABA doctoral program will be on the development of behavior analysts who are scientist-practitioners. The ABA doctoral program will have a strong focus on community engagement as doctoral students will engage in research and practice activities in a wide variety of community settings (such as schools, child welfare settings, clinics, residential settings, and individual family homes). The ABA doctoral program will offer a lifespan perspective with the opportunity to pursue research in a wide variety of topic areas including early childhood (autism, social emotional development, behavior problems), sports and fitness (exercise promotion, sports performance enhancement, obesity), organizational behavior management (staff training and management; productivity, worker satisfaction), developmental disabilities (skill acquisition and problem behavior reduction), safety (abduction prevention, firearm injury prevention, water safety) and aging (promoting independence, family and caregiver training, health related behaviors).

(c) The doctoral program will require 54 credit hours (7 didactic courses – 21 credits; dissertation – 18 credits; independent research – 15 credits). The program will only accept students with a master’s degree in applied behavior analysis.

(d) The purpose of the Ph.D. program is to prepare students to be expert practitioners, community leaders, and accomplished researchers in the field of ABA. It is expected that graduates of the program will become leaders in school settings and community-based human service settings in such positions as program directors, training directors, research directors, or CEOs of companies that provide services and research in a variety of areas (e.g., autism, developmental disabilities, child welfare, aging). In addition, with their scientist-practitioner training, they will be able to obtain academic positions where they can train others to become experts in the practice of behavior analysis.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)**

The proposed ABA doctoral program directly supports the three State University System (SUS) Strategic Planning Goals; Teaching and Learning, Research Scholarship and Innovation, and Community and Business Engagement

Teaching and Learning: Excellence.

The ABA doctoral program will “strengthen the quality and reputation of academic programs and universities” by providing a high quality curriculum with highly regarded teachers who are experts in the field providing instruction and mentoring to doctoral students.

Teaching and Learning: Productivity

The ABA Doctoral Program will “increase degree productivity and program efficiency” by offering a new doctoral degree that builds on the successful ABA master’s degree. This program will increase access to a doctoral degree for students and promote completion by accepting students with master’s degrees who are already on their way to a successful graduate career.

Teaching and Learning: Strategic Priorities for a Knowledge Economy.

The ABA Doctoral Program will not address this goal as the program is not in STEM or another area of strategic emphasis. However, ABA is a growing field with high demand for graduates.

Scholarship, Research, and Innovation: Excellence.

The ABA Doctoral Program will “strengthen the quality and reputation of scholarship, research, and innovation” through the research activities of its current and new faculty members. ABA faculty members are accomplished researchers with national reputations who publish their research in highly visible journals and present their research in numerous venues across the country.

Scholarship, Research, and Innovation: Productivity.

The ABA Doctoral Program will “increase research and commercialization activity” through the efforts of its productive faculty members and new doctoral students who will make research productivity a training priority. The research activities of the faculty and doctoral students also will serve as a vehicle for increasing research activity of undergraduates and master’s students.

Research, Scholarship, and Innovation: Strategic Priorities for a Knowledge Economy.

The ABA Doctoral Program will “increase collaboration and external support for research activity” as current and new faculty and new doctoral students seek and obtain external funding for their high quality research programs and do so in collaboration private and public agencies in the community.

Community and Business Engagement: Excellence

The ABA Doctoral Program will “strengthen the quality and recognition of commitment to community and business engagement” by continuing to work with a wide variety of community partners who provide training opportunities for our student and in return receive quality services and a highly trained workforce.

Community and Business Engagement: Productivity.

The ABA Doctoral Program will “increase levels of community and business engagement” by having new doctoral students conducting training and research activities with community partners resulting in better services for the businesses and consumers they serve.

Community and Business Engagement: Strategic Priorities for a Knowledge Economy.

The ABA Doctoral Program will “increase community and business workforce” by training doctoral students to be competent practitioners and leaders in the types of positions that will be available to them in community agencies and businesses locally and nationally.

- C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:

- Education
 - Health Professions
 - Security and Emergency Services
2. Economic Development:
 - Globalization
 - Regional Workforce Demand
 3. Science, Technology, Engineering, and Math (STEM)

The ABA doctoral program is not in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The ABA doctoral program will be offered at the USF main campus in Tampa.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

Applied behavior analysis is a profession that serves individuals with autism and developmental disabilities in private and public agencies in the state of Florida. The need for services for these individuals continues to grow. Fortunately, Florida has an established mechanism for providing reimbursement for behavior analysis services in the field of developmental disabilities and has mandated insurance coverage for behavior analysis services for children with autism. As a result of the well established presence of applied behavior analysis and the multiple funding sources, there is substantial demand for applied behavior analysts, including those with doctoral level training to serve in leadership roles. Thus, there is a need for more doctoral level behavior analysts to fill these leadership positions.

Based on correspondence from representatives of doctoral programs in behavior analysis around the country, doctoral level behavior analysts are needed to fill numerous clinical, academic, and research positions.

According to Dr. Greg Madden at the University of Kansas, referring to graduates of their doctoral program in behavior analysis, "All of our graduates, even the ones that are not at the top of their class, are employed upon graduation. About half of these are going to work for hospitals and community agencies that provide services to individuals with autism, intellectual disabilities, etc. The other half gets academic positions either right out of graduate school, or soon after having completed some post-doctoral training." (e-mail correspondence from 9-17-09).

Dr. Wayne Fuqua, chair of the Psychology Department at Western Michigan University, indicated that 40% of their behavior analysis graduates obtain academic positions, 40-50% obtain positions as program directors in facilities serving individuals with autism and developmental disabilities, and 10-20% obtain positions in industrial and organizational consulting (e-mail correspondence from 9-17-09).

Dr. Edward Morris, Dr. Wayne Fuqua, Dr. Linda Hayes, and Dr. Sheila Alber-Morgan, representatives of four established behavior analysis doctoral programs, identify the need for a doctoral program in ABA and support the establishment of a program at USF. In his letter of support for the program, Dr. Fuqua stated, "the demand for ABA-trained graduates, at the master's and doctoral level, greatly exceeds the ability of the existing graduate training programs to produce these individuals." In referring to the proposed ABA doctoral program at USF, Dr. Hayes writes, "Your initiative in this regard is enormously important to the field – and to the growing numbers of our citizens in need of the services behavior analysts can deliver." (See letters of support)

In a letter of support, Dr. Jerry Shook, CEO of the Behavior Analyst Certification Board, indicates the need for doctoral level behavior analysts is good and likely to increase in coming years as more bachelor's and master's programs in ABA are established to meet the need for Board Certified Behavior Analysts. Dr. Shook writes, "I have observed a continuing, and increasing need for doctoral level behavior analysts both to serve as faculty members who prepare students for certification, and to fill senior clinical and administrative positions in the public and private sectors. I believe a doctoral program in ABA at USF is needed and that there would be a high demand for its graduates." (See letter of support)

Dr. Tracy Schatzberg, the supervisor of psychological services of the Hillsborough County Public Schools indicates that the Hillsborough School District will support the new ABA doctoral program as a training site and be a potential place of employment for graduates. (See letter of support)

Dr. Maria Malott, CEO of the Association for Behavior Analysis International, states that there is a need for more doctoral level behavior analysts and there will likely be great demand for our graduates now and in the future. She voices strong support for the proposed ABA doctoral program at USF. According to Dr. Malott, "The current job market for doctoral level behavior analysts is strong. A recent search on several major search engines for behavior analyst job openings in the U.S. revealed approximately 170 open positions for doctoral level candidates." (See letter of support)

Dr. William Heward, the external reviewer for the proposal, is a past president of the Association for Behavior Analysis International, a prolific author, and leader in the field of ABA. In his positive review of the proposed program, he emphasized the need for the ABA doctoral program, stating it would have clear benefits for the university, the community, and the field (see external review letter).

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

There are six established behavior analysis doctoral programs across the country (Western Michigan University, University of Florida, University of Kansas, University of Nevada Reno, Ohio State University, West Virginia University) along with six recently developed programs (Florida Institute of Technology, Western New England College, Simmons College, The Chicago School of Professional Psychology, University of Nebraska Omaha, and Queens College of New York). The program directors at each University were contacted and asked to provide information on the number of individuals who apply each year to their respective behavior analysis doctoral program and the number that are enrolled each year. The following table represents their answers to those two questions:

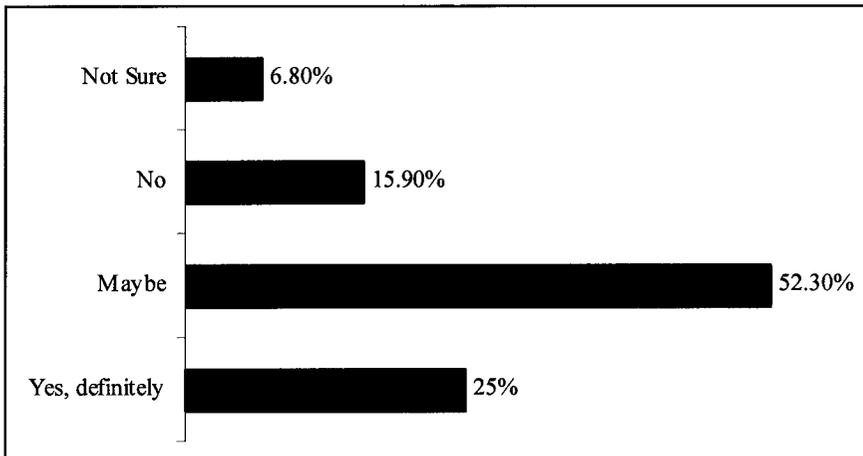
	University	# of applicants per year	# enrolled per year	% enrolled
1	University of Florida	40-50	4 to 5	10%
2	Western Michigan University	60	8	13%
3	University of Nevada Reno	28	5	18%
4	University of Kansas	60 to 80	6 to 10	10-13%
5	Ohio State University	16-18	7	39-44%
6	West Virginia University	25-60	4-6	10-16%
7	The Chicago School of Professional Psychology	30	25	83%
8	Queens College of New York	22	12	54%
9	Florida Institute of Technology	10	3	30%
10	Simmons College	20	6	30%
11	University of Nebraska Omaha	8	4	50%
12	Western New England College	21	8	39%

There is high unmet demand for these programs and the ABA doctoral program at USF would help address this demand. Also, the data suggest that demand would be high for another ABA doctoral program in Florida. Five of the six established doctoral programs admit less than 20% of the students who apply. The only established program in Florida (University of Florida) receives a high number of applications and admits only 10% of students who apply. Florida Institute of Technology, which started its behavior analysis doctoral program in 2009, is the only other behavior analysis doctoral program in the state. It accepted only three students in 2009 and three students in 2010. Therefore, approximately 50-60 students applied to the two Florida behavior analysis doctoral programs in 2009 and 2010 with only 8 accepted into a program each year.

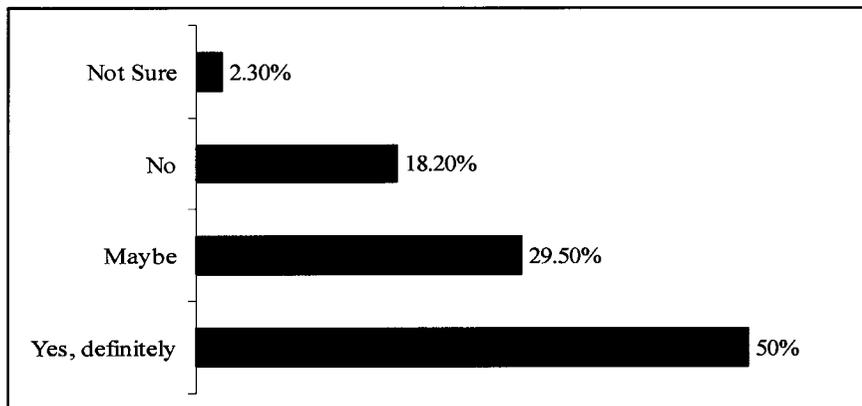
Commenting on the demand for new PhDs in behavior analysis, Dr. Greg Hanley, director of the behavior analysis doctoral program at Western New England College said, "... the demand for doc programs is strong, probably because of the growth of masters programs over the last 5 or so years (which, in turn, was probably stimulated by the embrace of ABA for autism and BCBA credentialing." (e-mail correspondence from 9-17-09).

Current and former students from years 2006-2009 (n=64) from the ABA master's program at USF were surveyed to assess demand for and interest in a doctoral program in ABA at USF. A total of 44 students responded to the survey (61% current students, 39% graduates). The questions asked, along with answers provided, were as follows:

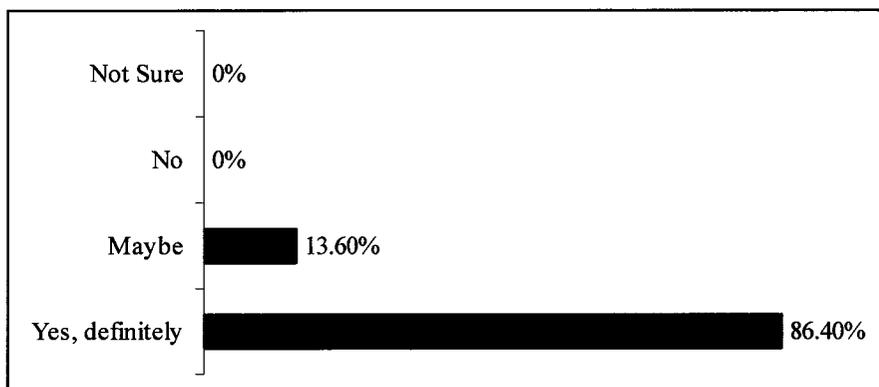
Do you plan on continuing your education to seek a Ph.D. in applied behavior analysis?



If a doctoral program in ABA were offered at USF would you apply for the program?



Do you believe that there is a need for a doctoral level program at USF?



Results from the survey indicate that slightly more than 77% of master's students are tentatively or definitely planning on continuing their education and seeking a Ph.D. in ABA. Half of the students replied that they would definitely apply and an additional 30% indicated they might apply to USF if an ABA doctoral program were offered. Over 85% of students surveyed indicated a definite need for a doctoral level program in ABA at USF. All other students said that there might be a need for a program. Thus the survey results suggest strong demand within Florida, and in particular the Tampa Bay area, for an ABA doctoral

program.

- C. **If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

No university in Florida offers a Ph.D. in applied behavior analysis as we are proposing. The University of Florida (UF) offers a PhD in psychology with a concentration in behavior analysis and the Florida Institute of Technology (FIT) offers a Ph.D. in behavior analysis. Behavior analysis is the broader field that encompasses both the experimental analysis of behavior and applied behavior analysis. USF will be the only program in Florida with a degree specifically in applied behavior analysis and an emphasis on community engaged research and practice. Representatives of UF and FIT were contacted regarding the average number of students applying per year and the number of students accepted into each program. UF receives approximately 40-50 applications per year and only admits 4-5 students per year. The new behavior analysis program at FIT received 10 applications and admitted 3 students in 2009. Three more students were admitted in 2010. In 2009 and 2010, approximately 50-60 students applied to the two Florida behavior analysis doctoral programs each year with only 7-8 accepted into a program. Although some of the individuals who were not accepted into these two programs undoubtedly were accepted into other doctoral programs in the country, these numbers would suggest that demand is high for another behavior analysis program in Florida. Most importantly, the number of applicants at the existing programs in Florida suggests that there will be no impact on doctoral enrollment at other Florida institutions.

In addition to the doctoral programs in behavior analysis at UF and FIT, there are several other programs that offer ABA content including doctoral programs at Florida Atlantic University (FAU), Florida International University (FIU) and Nova Southeastern University (NSU). At FAU the Department of Exceptional Student Education offers a 5 course sequence in ABA. Students can enroll in these courses as non-degree seeking students or as part of their degree requirements. The department of psychology at FIU offers a master's degree but not a doctoral degree in applied behavior analysis. At NSU, doctoral degrees are offered in clinical and school psychology. Although students can focus on ABA research with some behavior analysis faculty members at NSU, NSU does not offer a doctoral degree in behavior analysis or ABA.

Although the only other behavior analysis doctoral program in the Florida University System is the program at UF, it is not a Ph.D. in applied behavior analysis but is a Ph.D. in psychology/behavior analysis. In e-mail correspondence with Dr. Brian Iwata, senior behavior analysis faculty member at UF, Dr. Iwata indicated that 87% of behavior analysis graduates at UF take academic/research positions (e-mail correspondence from 9-14-09). The emphasis in the UF program clearly is on the training of behavioral scientists for academic and research positions. In contrast, the proposed ABA doctoral program at USF will train students to be scientist-practitioners with a focus on application in community settings. The program at USF will provide educational opportunities that are unique in the following ways:

1. **Focus on developing scientist practitioners.** The USF ABA doctoral program will focus on training scientist practitioners who will be highly qualified for leadership roles

in community agencies. This focus is distinct from the University of Florida whose focus is on training doctoral students in behavior analysis for academic positions.

2. Applied research opportunities. The ABA doctoral program at USF will be in the Department of Child and Family Studies (CFS) which provides outstanding opportunities for applied research activities and collaboration with faculty members directing a range of important projects. Researchers in CFS run major grant funded projects such as the Florida Positive Behavior Support Project, the Technical Assistance Center on Social Emotional Intervention for Young Children, the Florida Center for Inclusive Communities (a University Center for Excellence in Developmental Disabilities), the Center on the Social Emotional Foundations for Early Learning and the Center for Autism and Related Disabilities. These and other projects will offer doctoral students the opportunity for research and training activities on a wide range of topics, with a range of populations, with a number of accomplished researchers as mentors.

3. Opportunities for interdisciplinary collaborations. In addition to the opportunities with projects and faculty in CFS, there are excellent opportunities for interdisciplinary research and training activities with diverse disciplines at USF. Examples of recent interdisciplinary research by ABA faculty and graduate students include work with the Center for Urban Transportation Research in the College of Engineering evaluating a GPS enabled device for promoting independence for individuals with disabilities, work with the Physical Education Department in the College of Education on exercise promotion with elementary school students in an exergaming lab, and work with faculty from the Department of Aging and Mental Health Disparities and the VA on evaluation of rehabilitation procedures for veterans with traumatic brain injury. In the model we are proposing for the ABA doctoral program, doctoral students might have co-chairs of their dissertation committees across two departments or colleges reflecting the interdisciplinary nature of the students' research and training activities.

4. Network of community partners. Faculty members and students in the ABA doctoral program will carry out research and training opportunities within a network of community partners that have been collaborating with the current master's program. These community partners include the Hillsborough County School District and other agencies representing a variety of fields and populations receiving ABA services. One particularly exciting new partnership is with the Children's Home Society of Florida, which serves over 100,000 children and families in Florida. This partnership will provide vast opportunities for ABA students to conduct interdisciplinary research and practice across the state to improve services for youth and families within child welfare and/or transitional living programs. The community partners serve as training and research sites for students and value their relationship with the ABA program at USF. The USF ABA program participates in a university-wide network consisting of professionals from a variety of disciplines in the field of autism spectrum disorders. The Autism Spectrum Disorders Network (ASDnet), composed of faculty members from CFS, Communication Sciences and Disorders, Pediatrics, Public Health, and Engineering and directors of community agencies such as First Steps and FDLRS, meets regularly to develop training activities and other initiatives to better the lives of individuals with ASD.

5. Diversity of faculty research. Faculty members and students in the USF ABA program pursue diverse research topics beyond the typical focus on disabilities. These projects include work in promoting exercise in children and adults, improving athletic performance in children and adults, decreasing binge eating associated with bulimia in young women, promoting safety skills for injury prevention among children, decreasing runaway behavior of children in foster care, combining trauma informed principles with behavior analysis, and evaluating technologies for promoting behavior change. Such diversity in the research and applications of ABA will be promoted in the doctoral

program as well.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

Five students per year will be enrolled in the proposed ABA doctoral program with a maximum of 15 total students enrolled by the end of 3 years. Each student will be accepted into the program by a specific faculty mentor who will then serve as the student's dissertation advisor. As students will be accepted with a master's degree, it is expected that students will graduate in 3 years. It is expected that there will be five full time faculty members in the ABA program, and that each faculty member will work with one or two new doctoral students per year. Due to the small number of students that will be enrolled in the program, a shift in enrollment away from other programs at the university is not expected. As ABA is a specialized area of expertise, it is expected that students who enroll in the program would not have returned to USF for a doctoral degree in another discipline. Rather it is expected that students who have graduated from the USF ABA master's program (or other ABA master's programs in Florida) will be likely to enroll in the ABA doctoral program. It is also expected that students from Florida and other areas of the country may apply to the proposed ABA doctoral program considering the demand, the limited number of openings available in existing behavior analysis doctoral programs, and the scholarly reputation of the faculty and current ABA master's program.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

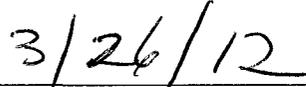
The ABA program at the University of South Florida has an obligation to fully utilize and develop all of the creative talent available pertaining to faculty, staff, and students. The ABA doctoral program fully supports the University of South Florida's mission, goals, values, and vision as they relate to diversity. Student policies, practices, recruitment, and retention will reflect the goal of cultural competence and diversity. Students from diverse backgrounds will be actively recruited. Within the current ABA master's program, 13% of students are Hispanic and 8% are African-American. The ABA steering committee will review annually the goals related to student policies, practice, and recruitment to determine whether the goals were met. Historically Black Colleges and Universities and Hispanic Serving Institutions will be targeted during recruitment of doctoral students to generate an applicant pool that is as diverse as possible. We will advertise the doctoral program in journals and websites that provide maximum access to a diverse group of students.

The proposed ABA doctoral program will be operated out of the Department of CFS. Among the faculty and staff in the Department, 11% are Hispanic, and 12% are African American, with 1 Native American, 1 Pacific Islander, and 2 Asian individuals. In addition, the department employs several individuals with disabilities and family members of persons with disabilities. These data provide an indication of the department's commitment to

diversity and its potential in providing a supportive environment for diverse students.



Signature of Equal Opportunity Officer



Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

Table 2 indicates that the projected costs of the ABA doctoral program will amount to \$162,000 in the first year and \$337,000 in the fifth year. In year 1, \$82,000 will be devoted to faculty salaries and benefits. This amount includes 10-25% of time for three existing faculty members (Miltenberger, Crosland, and Weil), 25% of time for an associate professor to be hired into a vacant faculty line, and 10% of time for a support staff person (Nancy Burrus). \$75,000 will be allocated to 5 graduate fellowships for the 5 new doctoral students (3 from E&G and 2 from contracts and grants). The fellowships will be awarded to beginning doctoral students to facilitate the successful completion of their first year in the program. After they complete their first year, it is expected that they will be funded by faculty grants and serve as research assistants. In year 5 the new expenses include an increased amount of funding for graduate fellowships as there will be 15 doctoral students at that time. It is anticipated that 9 graduate research assistantships will be funded through grants and contracts with 6 graduate fellowships funded through E&G funds (6 fellowships for 5 new students and 1 other student not funded by research grants). Table 2 shows that faculty salaries for the doctoral program will amount to \$107,000 in year 5 as a new assistant professor will be hired into a vacant faculty line in year 2.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

The ABA doctoral program should not have any negative impacts on the current ABA master's program or the ABA undergraduate courses currently offered by ABA faculty. Most of the existing master's courses will be required as pre-requisite courses for admission into the doctoral program. As these courses are already being taught, no negative impact should be felt. Because we are seeking to hire two new faculty members to teach and mentor students in the doctoral program, the new faculty members will be able to teach new courses offered in the doctoral program. We will be seeking faculty who will add diversity in the fields and populations already served. In addition, because doctoral students may teach the ABA undergraduate courses, assist in teaching the ABA master's courses, and assist in

mentoring master's students, existing faculty time will be freed up to teach new doctoral courses and mentor doctoral students as well. We believe that the ABA doctoral program will allow us to offer more undergraduate ABA courses and attract more undergraduate students to the field. In addition, because of the addition of two new tenure track faculty members who will be conducting research with graduate and undergraduate students, we believe the opportunities for involvement in scholarly research will increase for students at USF.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

The ABA doctoral program will accept only students with a master's degree in ABA and will require specific master's courses for accepted applicants. Therefore the ABA doctoral program will increase demand for the USF ABA master's program and will increase demand for the ABA courses currently being taught in the master's program. In addition, the ABA doctoral program will list statistics as a course that can be taken to fulfill a research methods requirement. Statistics will need to be taken in another USF department as will some elective courses a doctoral student might include in a plan of study.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Research grants of CFS faculty. A number of faculty members in CFS have funded research projects that include activities that are relevant for ABA students (e. g., Kim Crosland, Don Kincaid, Lise Fox). It is anticipated that a number of students could be funded through these grants or future grants acquired by these and other researchers.

Teaching opportunities in Sponsored Credit Institutes. The ABA Master's Program contracts with local agencies in which it provides ABA courses for the agency's employees. Additional contracts are being developed through the ABA Master's Program to provide courses to local agencies. Doctoral students could receive funding for teaching these courses.

Employment of doctoral students in community agencies. The ABA program at USF has very good partnerships with a number of community agencies where our students receive training and conduct applied research. We anticipate that ABA doctoral students will benefit from these partnerships as well. Community agencies will likely offer employment for doctoral students. It is expected that some doctoral students will be hired by schools and community agencies in leadership roles as they will have their board certification (BCBA) and will function as supervisors for USF ABA master's students and other agency employees.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

As indicated in Table 1, there will be 15 doctoral students in the ABA program by year 3. These individuals will benefit the university by conducting socially important, community based research and teaching and mentoring master's and undergraduate students. The university will also benefit from increased external funding arising from new ABA faculty members. Finally the university will benefit as a new doctoral program will contribute to its drive to achieve one of the

benchmarks important to achieving AAU status (i.e., number of doctoral degrees awarded). The benefit to the local community will arise from strengthening our community partnerships and increasing the services to consumers (children, families, individuals with disabilities) that will arise from practice and research training in community agencies. The state will reap similar benefits as well trained doctoral level behavior analysts continue working in the state, increasing the quality and quantity of services to populations in need and teaching new generations of university students. Finally, the local community and state will reap economic benefits from the employment of doctoral level behavior analysts in community settings.

V. Access and Articulation - Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**

Not applicable.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not applicable.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

Not applicable.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Not applicable.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

USF Strategic Plan Mission Statement

The University of South Florida System, ... catalyzes and coordinates initiatives ...

- *that develop graduates for 21st century careers;*
- *advance research, scholarship, and creative endeavors to improve the quality of life; and*
- *engage its communities for mutual benefit.*

The ABA doctoral program will address the mission statement from the USF Strategic Plan in a number of ways. a) The program will graduate individuals with doctoral degrees who will be well trained for careers in ABA that are available both in Florida and nationally. b) The program will train researchers who will advance scholarship through independent research and dissertation research in ABA. ABA research is specifically focused on socially significant behavior with the goal of improving individuals' quality of life. c) Doctoral students in the program will engage in research and practice in community agencies to the mutual benefit of the consumers served by the agency and the doctoral students acquiring research and practice skills.

SUS Strategic Plan – USF Mission Statement

The University of South Florida is a multi-campus national research university that supports the development of the metropolitan Tampa Bay Region, Florida, the United States and the world. Building upon unique strengths inherent in Florida's population, location, and natural resources, the university is dedicated to excellence in:

- *teaching and lifelong learning in a student-centered environment;*
- *research to advance knowledge and promote social, cultural, economic, educational, health, and technological development;*
- *service based on academic excellence and the ethic of community responsibility; and*
- *community engagement to build university-community partnerships and collaborations.*

The ABA doctoral program will address the USF mission statement from the SUS Strategic Plan in a number of ways. a) The program will have a mentorship model with close faculty-student interaction. In this student-centered environment for learning, doctoral students will be junior colleagues collaborating with faculty members in all aspects of the learning process. b) ABA research conducted by doctoral students will focus on advancing knowledge related to socially significant problems of individuals. This research will focus on promoting social, educational, and health-related development in individuals in the community. c) While carrying out research and practice with community partners, ABA doctoral students will provide service to the community involving research-based best-practices implemented in a manner that upholds the highest ethical standards of the profession. d) The success of the ABA doctoral program will be based community engagement and building university-community partnerships and collaborations. All research and practice will occur in community settings with established community partners. The relationship the doctoral program will nurture with community partners will be a major strength of the program.

B. Describe how the proposed program specifically relates to existing institutional

strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The program will be housed within the Department of Child and Family Studies in the College of Behavioral and Community Sciences where faculty are from multiple disciplines including psychology, social work, nursing, anthropology, school psychology, criminology, and special education. The department is well managed and organized as evidenced by the CFS Impact Document located in the appendix. The mission of the department is to generate solutions for complex issues confronting individuals, children, families, and communities through leadership in research and evaluation, theory, policy, and practice innovation. Faculty members who currently teach in the ABA Master's program also represent multiple disciplines including: psychology, special education, school psychology, and applied behavior analysis. The technology of applied behavior analysis has application within almost all human service fields. Students within the doctoral program will be encouraged to take advantage of opportunities for collaboration with faculty in special education, physical education, communication disorders, physical therapy, social work, psychiatry, public health, school psychology, engineering, and education. Currently, ABA students and faculty are working on projects with colleagues in engineering, physical education, aging studies, communications, rehabilitation, and public health. Many of these opportunities have been fostered by the Florida Center for Inclusive Communities (FCIC - a University Center for Excellence in Developmental Disabilities) through its explicit mission to provide opportunities for interdisciplinary education. The FCIC has facilitated the development of an Autism Spectrum Disorders Network that includes faculty from pediatrics, psychology, psychiatry, communication disorders, physical therapy, public health, and special education who are involved in autism service and research. This network will offer some ideal opportunities for interdisciplinary collaboration for doctoral students interested in autism. Another opportunity for collaboration facilitated by the FCIC is the interdisciplinary research innovations seminar series in developmental disabilities that enrolls students from public health, communication disorders, applied behavior analysis, and special education to learn more about research and innovations in services.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Insert response here.

Planning Process

Date	Participants	Planning Activity
9/14/02	Email correspondence with Dr. Brian Iwata, UF	Discussed enrollment, jobs, demand and need for another doctoral program in ABA
9/17/09	e-mail correspondence with Greg Madden (UK), Wayne Fuqua (WMU), Greg Hanley (WNEC)	Discussed enrollment, jobs, demand and need for another doctoral program in ABA
9/28/09	Mario Hernandez (Department Chair for Child & Family Studies (CFS), Ray Miltenberger (Director ABA program), Rusty Clark (Professor CFS), Don Kincaid (Professor CFS), Tim Weil (Faculty ABA program), Kwang-Sun Blair (Associate Professor CFS, Adjunct ABA program), Kimberly Crosland (Assistant Professor ABA	Steering Committee Meeting: discussed plans for an ABA doctoral program within the Department of Child & Family Studies

	program), Lise Fox (Professor CFS), & Larry Schonfeld (Professor Aging and Mental Health Disparities)	
Sept-Oct, 2009	Ray Miltenberger, Lise Fox, Mario Hernandez	Development of pre-proposal
Nov, 2009	Mario Hernandez, Ray Miltenberger	Pre-proposal approved by the GECC
5/5/10	Rusty Clark, Don Kincaid, Tim Weil, Kwang-Sun Blair, Kimberly Crosland, Mark Durand (Professor USF St. Pete Campus), & Larry Schonfeld	Steering Committee Meeting: continued discussing plans for ABA doctoral program application and the focus of the proposed program
5/7/10	Ray Miltenberger, Kimberly Crosland	Discuss and outline plans for Ph.D. program
5/17/10	Ray Miltenberger, Kimberly Crosland	Continue planning process
6/3/10	Ray Miltenberger, Kimberly Crosland	Continue planning process
6/11/10	Ray Miltenberger, Kimberly Crosland, Tim Weil	Discuss current practicum sites for application
6/14/10, 6/24/10	Ray Miltenberger, Kimberly Crosland	Continue discussing proposal
6/30/10	Ray Miltenberger, Mario Hernandez	Discuss proposal and budget
7/1/10, 7/16/10	Ray Miltenberger, Kimberly Crosland	Continue discussing proposal
9/2/10	Email from Brian Iwata (UF)	Discussion of UF support for a doctoral program at USF
9/23/10	Mario Hernandez, Lise Fox, Ray Miltenberger, Rusty Clark, Don Kincaid, Tim Weil, Kwang-Sun Blair, Kimberly Crosland, Mark Durand, Kevin Murdock (school psychologist, Hillsborough County Schools), & Larry Schonfeld	Steering Committee meeting to review and discuss a draft of the doctoral program proposal
9/29/10, 10/13/10	Ray Miltenberger, Kimberly Crosland, Tim Weil	Meeting to discuss proposal
11/10/10	Mario Hernandez, Ray Miltenberger, Kim Crosland, Tim Weil	Meeting to discuss proposal and agree on final edits
September - December, 2010	E-mail correspondences with Catherine Batsche, associate dean College of Behavioral and Community Sciences	Dr. Batsche provided input on the budget, and provided suggestions for editing in the proposal at various times across the fall semester, 2010
January 2011	Mario Hernandez	Dr. Hernandez provided editing of the proposal in January, 2011
January 2011	Catherine Batsche	Dr. Batsche provided editing on the proposal
2/10/11	FMHI Curriculum Committee	The FMHI Curriculum Committee reviewed and approved the proposal
2/15/11	CBCS Curriculum Committee	The CBCS Curriculum Committee reviewed and approved the proposal
May, 2011	Catherine Batsche	Dr. Batsche provided editing
6/6/11	Sondra Fogel, Mario Hernandez, Ray Miltenberger	Meeting to review proposal
6/8/11	Carol Hines-Cobb, Sondra Fogel, Mario Hernandez, Ray Miltenberger	Meeting to discuss proposal
9/4/11	Dean Karen Liller	Feedback in track changes on the proposal and e-mail with comments
9-12-11	Graduate Council Curriculum Committee	Feedback from the GCCC

Events Leading to Implementation

Date	Implementation Activity
September – December 2011	Proposal review by Graduate Council, AECAC, ACE workgroup, and BOT
February 2012	Begin the process to hire new faculty members
June 2012	Review by Board of Governors
August 2012	New faculty hired
September-December 2012	Advertise the program and solicit applicants for the 2013 academic year. Engage in recruiting activities to generate a quality and diverse applicant pool
January – August 2013	Develop new courses and curriculum materials
January – March 2013	Evaluate and accept 5 students as the initial cohort for the doctoral program
August 2013	New cohort of doctoral students begins the program

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The ABA master's degree is the only program at USF related to the proposed doctoral program. The Master's program was reviewed in 2007 and approved by the Behavior Analyst Certification Board (BACB) which is the only body that grants certification for applied behavior analysts. The BACB's Board Certified Behavior Analyst credentialing program is accredited by the National Council for Certifying Agencies in Washington, DC. The BACB's mission is to develop, promote, and implement an international certification program for behavior analyst practitioners. In addition, the ABA Master's Program applied for accreditation from the Association for Behavior Analysis International (ABAI) in the fall of 2010. ABAI accredits graduate programs to support the highest-quality education of behavior analysts. The ABAI Accreditation Board oversees this process and conducts regular reviews of accredited programs. The ABA Master's Program received a site visit in April of 2011 from two representatives of the Accreditation Board, Dr. Richard Smith, Chair of the Department of Behavior Analysis at the University of North Texas and Dr. Dorothea Lerman, Director of the Behavior Analysis Master's Program at the University of Houston, Clear Lake. In the exit interview with Dr. Miltenberger, Dr. Hernandez, Dr. Batsche, and a representative from the Provost's office, Dr. Sondra Fogel, Drs. Smith and Lerman provided a positive evaluation of the master's program, praising the quality and productivity of the faculty and students, the strong leadership of the program director, and the strong relationship between the Master's Program and its community partners who provide practicum and research opportunities for the graduate students. The accreditation report reiterated these positive evaluations and recommended that the USF ABA Master's Program be granted accreditation. The report was sent to the ABAI Executive Council who granted accreditation to the ABA Master's Program at its annual meeting in May, 2011 (See ABAI accreditation report). In their exit interview Drs. Lerman and Smith also said the ABA Master's Program had the foundation in place to build a successful, high quality doctoral program. Furthermore it was their opinion that there would be strong demand for an ABA doctoral program at USF. The proposed curriculum for the doctoral ABA program is based on the criteria and requirements set by the ABAI Accreditation Board. The ABA doctoral program will seek accreditation from ABAI as soon as it is eligible (after 5 years of operation).

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

By undertaking this program, the student will be able to:

1. Demonstrate knowledge of the conceptual, experimental, and applied aspects of behavior analysis by successfully passing the Behavior Analyst Certification Board Examination.
2. Conduct ABA research in community settings as demonstrated through their mentored research activities.
3. Prepare research for submission to peer reviewed journals as demonstrated through submission of manuscripts based on their research.
4. Critique research submitted for publication as demonstrated through reviews of journal articles in class and reviews of journal submissions.
5. Engage in the practice of ABA within a number of different settings and with a number of different populations or behaviors as demonstrated through their supervised practice activities.
6. Provide leadership and supervision in community agencies.
7. Interact successfully with consumers, community agencies, and other professionals as demonstrated in their practice and research activities and at professional meetings.
8. Provide leadership in the field as demonstrated by their mentoring of master's and bachelor's students and supervisory activities in community agencies.

- B. Describe the admission standards and graduation requirements for the program.**

The requirements for admission to the Ph.D. program in Applied Behavior Analysis will be:

- A master's degree in behavior analysis or related field with strong behavior analysis content
- Minimum of 3.5 GPA in a master's program
- A score above the 40th percentile on the quantitative, verbal, and analytic subtests of GRE
- Research experiences and expertise
- Three strong letters of recommendation
- Personal statement describing experiences and accomplishments in ABA, future goals and reasons for applying to the USF ABA doctoral program
- Curriculum Vitae
- Campus visit and interview with ABA faculty members

The requirements for graduation with the Ph.D. in Applied Behavior Analysis will be:

- Students will complete 21 hours of didactic coursework in the areas listed in VIII C below.
- Students will complete 15 hours of independent research with one or more faculty mentors.
- In lieu of qualifying exams, students will be admitted to candidacy after passing the Behavior Analyst Certification Board™ certification exam and writing literature reviews in two different areas of research. The literature reviews will be approved by the student's advisor and the program director. Students who do not pass the certification exam may take the exam a second time.
- Students will complete 18 hours of dissertation research. The dissertation will consist of original research designed and conducted by the student under the supervision of a faculty adviser. The student will assemble a dissertation committee consisting of the

adviser and three other faculty members. The student will write a dissertation proposal, defend it before the committee, and conduct the dissertation research study once approved by the committee. The student will then write the dissertation document and defend the study before the committee.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

The doctoral program curriculum will require 54 post master's credit hours and consist of:

- 21 credit hours of didactic courses in the following areas
 - Core courses (15 credits)
 - 7xxx Research methods,
 - 7xxx Conceptual foundations,
 - 7xxx Experimental analysis of behavior (x2),
 - 7xxx College teaching seminar, and
 - Electives (6 credits)
 - 7xxx Applied behavior analysis,
 - unrestricted content
- 18 hours of 7980 dissertation, and
- 15 hours of 7xxx independent research

The curriculum is based on the accreditation standards of the Association for Behavior Analysis International.

Students entering the doctoral program with their master's degree are expected to have completed:

- 18 credit hours of didactic coursework in behavior analysis in the following areas - basic behavioral principles (3 credits), research methods (3 credits), conceptual foundations (3 credits), applied behavior analysis (6 credits), and ethics (3 credits) -
- an accepted master's thesis, and
- 10 hours of practicum seminar.

Students lacking in any of these prerequisites will be required to take classes in the doctoral program to cover the missing prerequisites.

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

The grid below shows a sequence of classes that would be required in the ABA doctoral program.

	Fall		Spring		Summer	
Year 1	Research Methods II	3	Elective*	3	Elective	3
	Independent Research	3	Independent Research	3	Independent Research	3
	Experimental Analysis of Behavior (EAB) I	3	EAB II Conceptual Foundations	3 3	College Teaching Seminar	3
Year 2	**Accepted to candidacy Dissertation	3	Dissertation	3	Dissertation	3

	Independent Research	3	Independent Research	3		
Year 3	Dissertation	3	Dissertation	3	Dissertation	3

* A wide range of electives within the ABA program and from other departments on campus is available to students. Students can choose electives that complement their course work and provide knowledge and skills they might find useful upon graduation such as further ABA courses, business administration, policy development, management, supervision, and educational leadership.

** Once accepted to candidacy, a student can begin work on the dissertation

E. Provide a one- or two-sentence description of each required or elective course.

Required Courses

7xxx - Research Methods II: This course will provide students with the knowledge to conduct research utilizing single subject design and single case study design with emphasis on causal inference. This advanced seminar will provide students with an understanding of the salient features as well as the advantages and disadvantages of these research methodologies.

7xxx - Experimental Analysis of Behavior I: This course surveys seminal and current research in the experimental analysis of behavior and relates this work to research and practice in applied behavior analysis.

7xxx - Experimental Analysis of Behavior II: This is an advanced course in the experimental analysis of behavior and presents information relating to human and nonhuman learning with a focus on the experimental analysis of behavior.

7xxx - College Teaching Seminar: The course emphasizes evidence-based strategies and tactics in the design and delivery of instruction.

Conceptual Foundations (chose A B, C, or D)

A. 6xxx- Behavior Theory: This course will train students to understand the role and importance of theory in the development of scientific systems. Radical behaviorism and functional contextualism are the two primary philosophical positions discussed.

B. 7xxx - Verbal Behavior: This course introduces two behavioral approaches to language and cognition: The first is Skinner's concepts for classifying and analyzing verbal behavior and the second is a focus on derived stimulus relations (relational framing).

C. 7xxx - Seminar on Skinner's Writings: This course focuses on the philosophies of methodological, radical, and cognitive behaviorism. The primary focus is on B.F. Skinner, his conceptual works, and his major critics.

D. 7xxx - Relational Frame Theory: This course is a general seminar on a comprehensive approach to language and cognition. The course will cover the historical context in which the approach emerged, and its assumptions, methods, concepts, and data.

Possible Elective Courses

7xxx - ABA and Autism: The intent of this course is to broadly survey the issues and applications of applied behavior analysis as they pertain to individuals with autism.

7xxx - Positive Behavior Support: This seminar will provide an overview of the three tiered positive behavior support process at the universal, secondary, and tertiary levels. The course will focus on using an interdisciplinary, problem-solving approach to assist schools in implementation of the full continuum of the PBS process.

7xxx - Organizational Behavior Management: This course examines human behavior in organizations from a behavioral perspective. The course teaches students to analyze organizational behavior and develop and implement performance improvement techniques.

7xxx - ABA and Developmental Disabilities: This course covers a range of topics in behavior analysis related to developmental disabilities (DD) including motivating operations, preference assessment, staff training and management, skills training, functional assessment and functional interventions.

6xxx - ABA Applications: This focuses on behavioral principles and procedures used in educational settings and in performance management across a variety of disciplines.

7xxx - Statistics: The primary purpose of this course is to introduce students to the concepts, methods, and applications of descriptive and inferential statistics. The emphasis will be on methods and applications most frequently encountered in social science research, especially in the field of education.

7xxx - Research Critique Seminar: This course will teach students how to critique published behavior analysis research (including interdisciplinary approaches and specialty populations) in terms of its research questions, relation to previous research, independent variables, definition and measurement of the dependent variable(s), experimental design elements, special control techniques, graphic presentation of the data, and authors' conclusions.

7xxx - Grant-writing Seminar: This seminar will discuss funding sources and the grant writing process. Students will prepare a federal research grant proposal.

SPS 6101 - Child and Adolescent Behavior Disorders: Theoretical and empirical identification and understanding of children and adolescents with behavior disorders. Treatment issues as they relate to school psychological services.

SPS 6701 - Advanced Psychoeducational Intervention: Advanced topics and techniques in psychoeducational interventions for children and adolescents referred for school psychological services.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

Not applicable.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The proposed doctoral program will seek accreditation from the Accreditation Board of the Association for Behavior Analysis International (ABAI) at the five year mark as ABAI requires a program to be operating for at least five years prior to applying for accreditation.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

The ABA Master's program was reviewed in 2007 and approved by the Behavior Analyst Certification Board (BACB). In addition, The Master's program applied for and received accreditation by the Association for Behavior Analysis International (ABAI) in 2011.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The proposed ABA doctoral program will utilize a traditional delivery system on the main USF campus in Tampa. There has been no faculty discussion or comments from potential students that a distributive education format is needed. It is the strongly held belief of faculty in the program that a doctoral program in ABA should have a mentorship model for training in research and application in which students are on campus taking courses and meeting with faculty to discuss research, teaching, and practice activities. This is the model for our successful ABA master's program that we plan to continue for our doctoral program.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Table 4 shows the existing and anticipated faculty who will participate in the ABA doctoral program. Three existing faculty members, Miltenberger, Crosland and Weil, and a new associate professor in an existing faculty line will participate in the first year (2013). A new assistant professor will be hired in an open faculty line in the second year of the program (2014).

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

Table 2 shows the costs associated with the doctoral program. Current faculty members, Miltenberger, Crosland, and Weil will devote a percentage of their time (25%, 25%, and 10% respectively) to the doctoral program, teaching courses and mentoring doctoral students. Funding for these positions currently exists in CFS. The new associate professor will devote

25% of time as well to the doctoral program. Funding for this position is already in the budget of CFS as an existing vacant faculty line will be used for the position. Nancy Burrus will devote 10% of her time in administrative duties for the doctoral program. In year 1, 5 doctoral students will receive funding, 3 from E&G funded fellowships and 2 from contracts and grants to work as research assistants on Kim Crosland's funded research. The E&G funded positions will come from CFS resources. In year 5, there will be another faculty line devoted to the ABA program (from a vacant faculty line in CFS) and 15 students will be funded with a combination of E&G funds and C&G funds.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**
- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

Since its inception in 2006, ABA master's program faculty have taught 6 core courses each year (24 credit hours, mean number of students in each class = 20), 2 elective courses each year (6 credits, mean number of students in each course = 10), 5 practicum seminars each year (10 credit hours, mean number of students in each class = 20), and supervised 20 theses each year (10 credit hours for each student). In addition, ABA faculty teach 5 undergraduate classes (15 credit hours, mean number of students in each class = 10).

The ABA master's program granted degrees to 12 students in 2008, 15 students in 2009, 12 students in 2010 and 13 students in 2011.

In terms of faculty research productivity, ABA faculty members have substantial numbers of peer reviewed publications and chapters (see IX-C above). In addition faculty members in CFS (the home department for the ABA program) are productive researchers and have an excellent track record of securing external funding (more than \$14 million in FY 2009 and \$11 million in FY 2010). Faculty members in the ABA program and in CFS are also active in service to the university, community and to the profession with numerous appointments to departmental and college committees, appointments to editorial boards of scholarly journals, and elections to leadership positions in professional associations. Finally faculty members in the ABA program and in the Department of CFS have received numerous honors and awards.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.**

The University of South Florida Library System has significant resources to support a doctoral program in applied behavior analysis. ABA is widely regarded as the most research-based intervention addressing the social, verbal, and behavioral deficits in individuals who have autism spectrum disorder. In addition, ABA is an applied science that develops new methods of changing behavior as well as a profession that provides services to meet the diverse needs of individuals with behavior problems in schools, in the home, and in the workplace.

Classification Review

Within an academic research library, applied behavior analysis falls within a number of discipline-specific classification areas. Disciplines include Psychology, Psychiatry, Social Sciences, Education, Communication Sciences, Neuroscience, and Medicine.

The following table does not represent every item owned by the USF Libraries in all relevant class areas; it lists the number of materials owned by USF in these class areas mapped to the subject headings in the section of this report.

BF176.5	Behavioral assessment	70
BF199	Behaviorism (Psychology)	143
BF319.5	Operant behavior	160
BF636-637	Applied psychology. Behavior modification	2426
BF712-724.85	Developmental psychology. Including infant psychology, child psychology, adolescence, adulthood.	3773
HQ755.7-759.92	Parents. Parenthood. Including parent and child, husbands, fathers, wives, mothers.	1378
HQ767.8-792.2	Child development. Problem children.	3087
HV888-907	Children with disabilities.	381
HV1551-3024	People with disabilities	2747
LB1025.3	Effective teaching	443
LB1050.9-1091	Educational psychology. Behavior modification in education.	2869
LB1124	Behavioral assessment of children (Education)	28
LB1705-2286	Teachers--Training of	3536
LB2805	School management and organization	1025
LB3012-3013	Classroom management and discipline	1066
LC3950-4806.5	Exceptional children and youth. Special Education. Children and youth with disabilities. Learning disabled children and youth.	5406
RC489.C63	Cognitive therapy	1097
RC530-552	Neurosis.	1499
RC554-569.5	Personality disorders. Behavior problems including sexual problems, drug abuse, suicide, child abuse.	334
RC569.7-571	Mental retardation. Developmental disabilities.	321
RJ499-507	Mental disorders. Child psychiatry.	3051
RM930.8	People with disabilities--Functional assessment	5
	TOTAL	34845

However, while a book may be classed in only one area, it may have numerous subject headings. Further, these subject headings are found across disciplines. The following list is not an exhaustive compilation of subject headings. It was created by a general review of subject headings pertinent to the study of applied behavior analysis. It does provide a snapshot of the number of materials based on subject headings owned by the USF Libraries relevant to the ABA graduate program.

The USF libraries contain this number of books/items in the following subject areas:

- 851 books on behavior modification
- 193 books on behavior analysis/applied behavior analysis
- 835 books on behavior disorders
- 309 books on behavior disorders in children

- 314 books on behavioral assessment
- 154 books on the behavioral assessment of children specifically, with another 53 books on functional assessment of persons with disabilities
- 266 books on behaviorism of which 258 focus on behaviorism in psychology

- 1149 books on educational psychology
- 3144 books on education of children with disabilities
- 1004 books on classroom management

- 373 books on cognitive therapy
- 758 books on developmental psychology
- 288 books on developmental disabilities
- 706 books on autism & autism spectrum disorders
- 128 books on social behavior disorders
- 222 books on child development disorders (including pervasive developmental disabilities)

- 391 books on effective teaching
- 896 books on learning disabilities
- 3132 books on school management
- 1004 books on school discipline and classroom discipline
- 763 books on working with problem children, including diagnosis, behavior modification, teaching, etc.
- 3033 books on the training of teachers, including early childhood teachers
- 111 books on operant behavior and operant conditioning
- 983 books on behavior therapy
- 21,060 books in relevant subject areas

There are also numerous books in related subject areas of organizational sociology (217 books), organizational change (1900), leadership (4296), neuropsychology (766), neurolinguistics (59), and general works in psychology, teaching, and education (2140).

There are 70 journals relevant to behavior analysis to which the USF library has a current subscription. They are:

Advances in Environment, Behavior, and Design, Advances in Special Education, American Behavioral Scientist, American Journal on Mental Retardation, Analysis of Verbal Behavior, Applied & Preventive Psychology, Applied Psychological Measurement, Assessment for Effective Intervention, Behavior Analyst, Behavior and Philosophy, Behavior Modification, Behavior Therapy, Behavioral and Brain Sciences, Behavioral Disorders, Behavioral Ecology, Behavioral Science, Behaviour Research and Therapy, Behaviour: An international Journal of Behavioural Biology, Behavioural Processes, Child and Family Behavior Therapy, Cognitive and Behavioral Practice, Cognitive Therapy and Research, Communication Disorders Quarterly, Computers in Human Behavior, Disability and Society, Education and Treatment of Children, European Journal of Work and Organizational Psychology, Evolution and Human Behavior, Exceptionality, Genes, Brain, and Behavior, Human Communication and its Disorders, Industrial and Organizational Psychology, International Journal of Disability, Development and Education, International journal of Organisational Behaviour, Intervention in School and Clinic, Journal for Special Educators, Journal of Autism and Developmental Disorders, Journal of Applied Behavior Analysis, Journal of Applied Behavioral Science, Journal of Applied Developmental Psychology, Journal of Applied School Psychology, Journal of Behavior Therapy and Experimental Psychiatry, Journal of Behavioral Decision-Making, Journal of Behavioral Education, Journal of Children's Communication Development: JCCD, Journal of Cognitive Neuroscience, Journal of Early and Intensive Behavior Intervention, Journal of Early Intervention, Journal of Emotional and Behavior Disorders, Journal of Experimental Psychology: Learning, Memory, and Cognition, Journal of Managerial Psychology, Journal of Occupational and Organizational

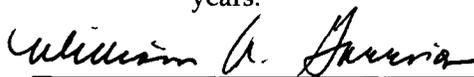
Psychology, Journal of Organizational Behavior, Journal of Organizational Behavior Management, Journal of Positive Behavior Interventions, Journal of Psychopathology and Behavioral Assessment, Journal of Rational Emotive and Cognitive Behavior Therapy, Journal of Special Education, Journal of Speech and Language Pathology, Applied Behavior Analysis; Journal of the Experimental Analysis of Behavior, Journal of the History of the Behavioral Sciences, Journal of Verbal Learning and Verbal Behavior; Multivariate Behavioral Research; Organizational Behavior and Human Decision Processes; Research and Practice for Persons with Severe Disabilities, Research in Developmental Disabilities; Research in Organizational Behavior; Social Behavior and Personality; Special Services to the Schools; Topics in Early Childhood Special Education.

In addition to the information on monographs and journals held by the USF libraries, the libraries also have numerous online databases to find and locate books and journal articles owned by the USF libraries and those items that are available via interlibrary loan. These databases have particular relevance for the ABA program (alphabetical order): *Annual Reviews* (Clinical Psychology, Psychology, Neuroscience, Genetics), *Cochrane Database of Systematic Reviews*, *Cumulative Index to Nursing and Allied Health Literature (CINAHL)*, *Communication Sciences*, *CSA Neurosciences Abstracts*, *Current Contents Connect*, *EBM- Database of Abstracts of Reviews of Effects*, *Education Full Text*, *Education (SAGE)*, *Emerald (Management and Business)*, *ERIC*, *Family Studies Database*, *Linguistics & Language Behavior Abstracts (LLBA)*, *MEDLINE*, *Mental Measurements Yearbook*, *PsycINFO*, *Sociological Abstracts*, *Wilson Omnifile*, *Worldcat*, *Web of Knowledge (Science Citation Index, Social Science Citation Index, Arts & Humanities Citation Index).*

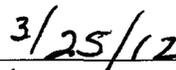
Finally, the Louis de la Parte Florida Mental Health Institute Research Library is available to assist doctoral students in the ABA program with a variety of specialized services. These services include one-on-one training on the use of databases and in-house applications, how to prepare literature and/or research reviews, and manuscript reviews, in addition how to use other library services and resources. In 2009-2010, the Library created a series of 15 specialized training modules designed to enhance ABA students' research and information skills.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

As of September 2011, the collections of the USF Tampa Library and affiliates are sufficient to support the Doctor of Philosophy in Applied Behavioral Analysis. Sustained annual investments to maintain the recurring elements of this collection and to purchase newly published materials are required to preserve sufficiency. With escalating costs, typical annual increases of 3-6% are likely. Strategic investments are required as new faculty are hired and areas of emphasis evolve. The acquisition of additional resources would have to be balanced against the research needs of other academic disciplines on campus within the confines of any budgetary restraints that the university could face during the next five years.



Signature of Library Director



Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The ABA doctoral program will need office and meeting space for two new faculty members and 15 new doctoral students. These spaces will be provided by CFS (The Interim Dean and Department Chair have made a commitment to identify work space for doctoral students

once the program is approved.). Office and meeting space is adequate for current faculty members. As ABA research primarily occurs in community settings, substantial new laboratory space is not likely to be needed. However, faculty members may have a need for research rooms with capacity for one way observation windows to conduct behavioral observations of research participants. Two rooms with observation windows are available in CFS. The classroom space in the FMHI complex should be adequate for the new doctoral classes to be offered.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.**

None anticipated at this time.

- E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

None.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

None.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

None anticipated at this time.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

Five doctoral students will be admitted each year. It is anticipated that by year 3, the program will have 15 active doctoral students. In order to be competitive with other behavior analysis doctoral programs, graduate assistantship funding is needed for all of the students. We are proposing new E&G funding of \$45,000 for the first year to fund fellowships for 3 doctoral students. Two of the first 5 students should be funded with contracts and grants. By year 5 we anticipate funding 6 graduate fellowships through E&G funds (\$90,000) and 9 graduate assistantships through contracts and grants (\$135,000).

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

There are 11 established practicum sites with 25 different BACB supervisors affiliated with the ABA Master's program. These sites are well suited for training doctoral students. With the populations served in these sites, doctoral students will engage in research and practice as part of their training. The following is a list of all current sites along with a short description of each site:

Interdisciplinary Center for Evaluation and Intervention

Supervisor(s): Rose Iovannone, PhD, BCBA; Nasrin Erfanian, PhD, BCBA; Amanda Keating, PhD, BCBA; Danielle Sutton, PhD, BCBA

Site Description: This site provides interdisciplinary services for children with autism and severe behavior problems in the school system. Students gain experience conducting functional assessments of severe problem behaviors, conducting school observations and consultations, developing, implementing, and training teachers to conduct behavioral interventions, and conducting and interpreting diagnostic assessments

ABA Solutions, Inc.

Supervisor(s): Dave Engelman, M.A., BCBA and Jason Wallace, M.A., BCBA

Site Description: This site provides services for individuals receiving the State of Florida's Medical Waiver. In addition, it offers behavioral consultation for various school districts as well as within the private sector. Services include functional assessment, in-home and community based consultations, workshops, and individual services provided by a behavior assistant with oversight from a Board Certified Behavior Analyst.

Advanced Behavioral Systems

Supervisor(s): Jennifer Rava-Wooten, M.S., BCBA

Site Description: This site provides services for children, adolescents, and adults with autism spectrum disorders and related disabilities. Applied Behavior Analysis and Applied Verbal Behavior services are provided in family homes.

Behavioral Consulting of Tampa Bay (BCoTB)

Supervisor(s): Kelley Gardner-Prince, M.A., BCBA and Jamie Garnatino, M.A., BCBA

Site Description: This site provides services for children. Services include Verbal Behavior programs in a 1:1 setting; behavior reduction programs in the home, school, or community setting to address a wide variety of disruptive behaviors; 1:1 Tutoring for children with Specific Learning Disorders or ADHD/ADD; 36-hour home-based intensive toilet training program; Intensive feeding program; and Development of IEP goals and support at meeting goals.

Butterfly Effects

Supervisor(s): Heather Burris, M.A., BCBA

Site Description: This site provides services for provides individuals of all ages addressing challenges in the areas of academics, behavior, communication, daily living, social and life skills. Services include functional assessment, behavior programs, individual training and consultation.

Hillsborough County Public Schools

Supervisor(s): Kevin Murdock, Ph.D., BCBA

Site Description: *Multiple PreK-12 general education schools and special education centers provide services for more than 193,000 students. 5,800 of these students are in special education programs and have a wide variety of disabilities, learning, communication, and behavior challenges. Services include functional assessments and analyses, intensive instructional programs (i.e., verbal behavior, social and daily living skills), individualized behavior reduction programs, schoolwide and classwide problem solving and intervention, data recording and analysis, staff training and consultation.*

NeuroRestorative, Inc

Supervisor(s): Jonathan K. Jaberg, MDiv, BCBA and Deb Westerlund, M.A., BCBA

Site Description: This site provides services for persons with acquired brain injury and neurological problems in a community-based assisted living facility/home with 24 hour staff supervision. Services include teaching social skills, functional assessment/analysis; individualized behavioral protocols/plans, monitoring of behavioral data/progress; individualized graphical display of progress; coordination with Medical Director regarding medication needs/reduction of pharmacological intervention; treatment team meetings to discuss progress; 1:1/group therapy sessions; and family training.

The Human Development Center (HDC)

Supervisor(s): Stephani Fauerbach, MSW, BCBA

Site Description: This site provides services for adults with developmental disabilities and/or behavioral disorders through an Adult Day Training (ADT) program. Services include teaching skills for obtaining employment such as learning appropriate work behaviors, work ethics, problem solving skills, and employee-supervisor relationships through the use of positive reinforcement, contingency management, peer group counseling, and token economy systems.

Manatee Palms Youth Services

Supervisor(s): Martin McClelland, MA, BCBA

Site Description: This site provides services for at-risk children and adolescents ages 5-17 in a psychiatric residential facility. Students engage in observation and assessment and behavior plan training.

SunCoast Behavioral Services

Supervisor(s): Mary M. Fuller, Ph.D., BCBA

Site Description: This site provides services for children, adults, seniors, and family members. Programs are designed to develop and support resources, and to resolve emotional and behavioral problems arising from mental health, substance abuse, child abuse and neglect and domestic violence.

Sydney's School for Autism

Supervisor(s): Jennifer Rava-Wooten, M.S., BCBA

Site Description: This site provides services to children diagnosed with Autism Spectrum Disorders in a school setting. The training model utilizes a Verbal Behavior approach inclusive of naturalistic and discrete trial work. Ratios fade from 1:1 to more school classroom types of ratios.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

None

Tables 1-4

TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	1	0.94	2	1.41	3	1.69	3	1.69	3	1.69
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	2	1.88	4	2.82	5	2.44	4	1.97	4	2.63
Individuals who graduated from preceding degree programs at other Florida public universities	1	0.94	2	1.41	3	1.69	3	1.69	3	1.69
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	1	0.94	2	1.41	3	1.69	3	1.69	3	1.69
Additional out-of-state residents***	0	0	0	0	1	0.94	2	1.41	2	0.75
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	5	4.7	10	7.05	15	8.45	15	8.45	15	8.45

* List projected yearly cumulative ENROLLMENTS instead of admissions

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR category in a given COLUMN.

**TABLE 2
PROJECTED COSTS AND FUNDING SOURCES**

Instruction & Research Costs (non-cumulative)	Year 1						Year 5				
	Funding Source					Subtotal E&G and C&G	Funding Source				Subtotal E&G and C&G
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	
Faculty Salaries and Benefits	82,000	0	0	0	0	\$82,000	107,000	0	0	0	\$107,000
A & P Salaries and Benefits	0	0	0	0	0	\$0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	5,000 ^a	0	0	\$5,000		0	5,000	0	\$5,000
Other Personnel Services	0	0	0	0	0	\$0	0	0	0	0	\$0
Assistantships & Fellowships	0	0	45,000 ^b	0	30,000	\$75,000	90,000	0	0	135,000	\$225,000
Library	0	0	0	0	0	\$0	0	0	0	0	\$0
Expenses	0	0	0	0	0	\$0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	\$0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	\$0	0	0	0	0	\$0
Total Costs	\$82,000	\$0	\$50,000	\$0	\$30,000	\$162,000	\$197,000	\$0	\$5,000	\$135,000	\$337,000

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions (person-years)	Year 1	Year 5
Faculty	0.85	1.1
A & P	0	0
USPS	0.1	0.1

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$132,000	\$202,000
Annual Student FTE	4.7	8.45
E&G Cost per FTE	\$28,085	\$23,905

- a 10% of Nancy Burrus salary plus fringe
- b stipends for 3 doctoral students; 2 will be funded through grants

**TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS**

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
ABA Program Faculty	345,000	82,000	\$263,000
Totals	\$345,000	\$82,000	\$263,000

**TABLE 4
ANTICIPATED FACULTY PARTICIPATION**

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Raymond Miltenberger, PhD CFS	Professor	tenured	Fall 2013	12	1.00	0.25	0.25	12	1.00	0.25	0.25
A	Kim Crosland, Ph.D CFS	Ass't Prof	tenure	Fall 2013	12	1.00	0.25	0.25	12	1.00	0.25	0.25
A	Timothy Weil, Ph.D. CFS	Non-ranked		Fall 2013	12	1.00	0.10	0.10	12	1.00	0.10	0.10
B	New hire, PhD To fill a vacant line in CFS	Assoc. Prof	tenure	Fall 2013	12	1.00	0.25	0.25	12	1.00	0.25	0.25
B	New hire, Ph.D. To fill a vacant line in CFS	Ass't Prof	tenure	Fall 2014	0	0.00	0.00	0.00	12	1.00	0.25	0.25
					0	0.00	0.00	0.00	0	0.00	0.00	0.00
					0	0.00	0.00	0.00	0	0.00	0.00	0.00
					0	0.00	0.00	0.00	0	0.00	0.00	0.00
Total Person-Years (PY)								0.85				1.10

Faculty Code	Source of Funding	PY Workload by Budget Classification				
		Year 1	Year 5			
A	Existing faculty on a regular line	Current Education & General Revenue	0.60	0.60		
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.25	0.50		
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00		
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00		
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00		
Overall Totals for			Year 1	0.85	Year 5	1.10

Appendix A

Faculty Curriculum Vitae

Brief Curriculum Vitae

Raymond G. Miltenberger Ph.D., BCBA
September, 2011

Education

1985	Ph.D. in Clinical Psychology, Western Michigan University
1984 - 1985	<u>Predoctoral Intern</u> - The John F. Kennedy Institute, Division of Behavioral Psychology, The Johns Hopkins University School of Medicine
1981	M.A. in Clinical Psychology, Western Michigan University
1978	B.A. in Psychology, Wabash College

Certification

Board certified Behavior Analyst - Certificant # 1-06-2740

Current Academic Appointments

2006-	<u>Professor and Director</u> , Applied Behavior Analysis Master's program, University of South Florida
1998-2006	<u>Professor</u> of Psychology, North Dakota State University
1991-2006	<u>Clinical Associate Professor</u> , Department of Neuroscience, University of North Dakota School of Medicine

Teaching

- *Undergraduate Courses:* Behavior Modification, Seminar in Applied Behavior analysis, Behavior Analysis in Developmental Disabilities, Child Psychopathology and Therapy, Abnormal Psychology, Field Experience, Research Supervision
- *Graduate Courses:* Applied Behavior Analysis Basic Principles, Ethics in ABA, Behavior Therapy, Behavior Therapy and Assessment I, Introduction to Clinical Issues and Practice, Clinical Practicum, Child Psychopathology and Therapy, Behavior Analysis in Developmental Disabilities, Research Supervision
- I have supervised 60 master's thesis. All of them are published or in press (50), submitted for publication (3), or being prepared for submission (7).
- I have written a behavior modification textbook (now in its 4th edition) that is currently used nationwide and internationally. It has recently been translated into Japanese.

Research

My current research interests are in three areas:

- Self protection skills: Teaching safety skills to children to prevent gun play; Teaching sexual abuse and abduction prevention skills.
- Analysis and treatment of habit disorders.
- Developmental disabilities: Functional assessment, treatment, and training approaches.
- Behavior analysis in sports and fitness

Publication record:

- 153 papers published or in press in peer reviewed journals (38 in JABA)
- 32 chapters published or in press in edited texts
- 1 textbook (sole author - Behavior Modification: Principles and Procedures 5th edition)

- 1 edited text (with Doug Woods – Tic Disorders, Trichotillomania, and Other Repetitive Behavior Disorders: Behavioral Approaches to Analysis and Treatment)
- 72 invited addresses
- 170 papers presented at national conferences
- Recent publications
 - Miltenberger, R.G., (2012). *Behavior modification: Principles and procedures* (5th Ed.). Pacific Grove, CA: Cengage/Wadsworth.
 - Miltenberger, R.G., (2012). *Instructor's manual with test bank for Miltenberger's Behavior modification: Principles and procedures* (5th Ed.) Pacific Grove, CA: Cengage/Wadsworth.
 - Miltenberger, R., & Weil, T. (in press). Observation and measurement in behavior analysis. In G. Madden (Ed.), *APA handbook of behavior analysis*. New York: APA Books
 - Toelken, S., & Miltenberger, R. (in press). Increasing independence among children diagnosed with autism using a brief embedded teaching procedure. *Behavioral Interventions*.
 - Shayne, R., Fogel, V., Miltenberger, R., & Koehler, S. (in press). The effects of exergaming on physical activity in a third grade physical education class. *Journal of Applied Behavior Analysis*.
 - Miltenberger, R. G., & Gross, A. (2011). Teaching safety skills to children. In W. Fisher, C. Piazza, & H. Roane (Eds.), *Handbook of applied behavior analysis* (pp. 417-432). New York: Guilford.
 - Miltenberger, R. G., & Shayne, R. (2011). Community living skills. In J. K. Luiselli (Ed.). *Teaching and behavior support for children and adults with autism spectrum disorders: A practitioner's guide* (pp. 117-123). New York: Oxford University Press.
 - Fogel, V., Miltenberger, R., Graves, R., Koehler, S. (2010). Evaluating the effects of exergaming on physical activity among inactive children in a physical education classroom. *Journal of Applied Behavior Analysis*, 43, 591-600.
 - Tarasenko, M. A., Miltenberger, R. G., Brower-Breitwieser, C., & Bosch, A. (2010). Evaluation of peer training for teaching abduction prevention skills. *Child & Family Behavior Therapy*, 32, 219-230.
 - Giddings, T. C., & Miltenberger, R. G. (2010). Evaluation of a functional treatment for binge eating associated with bulimia nervosa. *Eating and Weight Disorders*, 15, e100-e107.
 - Mowery, J., Miltenberger, R., & Weil, T. (2010). Evaluating the effects of reactivity to supervisor presence on staff response to tactile prompts and self-monitoring in a group home setting. *Behavioral Interventions*, 25, 21-35.
 - Boyer, E., Miltenberger, R., Batsche, C., & Fogel, V. (2009). Expert video modeling with video feedback to enhance gymnastics skills. *Journal of Applied Behavior Analysis*, 42, 855-860.
 - Beck, K., & Miltenberger, R. (2009). Evaluation of a commercially-available abduction prevention program and in situ training by parents to teach abduction prevention skills to children, *Journal of Applied Behavior Analysis*, 42, 761-772.
 - Knudson, P., Miltenberger, R., Bosch, A., Gross, A., Brower-Breitwieser, C., & Tarasenko, M. (2009). Fire safety skills training for individuals with severe and profound mental retardation. *Journal of Developmental and Physical Disabilities*, 21, 523-535.
 - Kopp, B., & Miltenberger, R. (2009). Evaluating the acceptability of four versions of a child sexual abuse prevention program. *Child & Family Behavior Therapy*, 31, 192-202.
 - Adams, A.N., Adams, M.A., & Miltenberger, R.G. (2009). Habit reversal training. In W.T. O'Donohue, J.E. Fisher, & S.C. Hayes (Eds.), *Cognitive behavior therapy: Applying empirically supported techniques in your practice* (2nd ed.) (pp. 245-252.). New York: John Wiley.
 - Miltenberger, R., Gross, A., Knudson, P., Jostad, C., Bosch, A., & Brower Breitwieser, C. (2009). Evaluating behavioral skills training with and without simulated in situ training for teaching safety skills to children. *Education and Treatment of Children*, 32, 63-75.
 - Horn, J., Miltenberger, R., Weil, T., Mowery, J., Conn, M., & Sams, L. (2008). Teaching laundry skills to individuals with developmental disabilities using video prompting. *International Journal of Behavioral Consultation and Therapy*, 4, 279-286.
 - Brower-Breitwieser, C., Miltenberger, R., Gross, A., Orizondo-Korotko, K., Fuqua, R. W., & Breitwieser, J. (2008). The use of concurrent operants preference assessment to evaluate

- choice of interventions for children with autism. *International Journal of Behavioral Consultation and Therapy*, 4, 270-278.
- Phelps, K., Miltenberger, R., Jens, T., & Wadson, H. (2008). An investigation of the effects of dog visits on depression, mood, and social interaction in elderly individuals living in a nursing home. *Behavioral Interventions*, 23, 181-200.
- Bosch, A., Miltenberger, R., Gross, A., Knudson, P., & Brower-Breitwieser, C. (2008). Evaluation of extinction as a functional treatment for binge eating. *Behavior Modification*, 32, 556-576.
- Woods, D., Himle, M., Miltenberger, R., Carr, J., Osmon, D., Karsten, A., Jostad, C., & Bosch, A. (2008). Durability, negative impact, and neuropsychological predictors of tic suppression in children with chronic tic disorder. *Journal of Abnormal Child Psychology*, 36, 237-245.
- Miltenberger, R. (2008). Teaching safety skills to children: Prevention of firearm injury as an exemplar of best practice in assessment, training, and generalization of safety skills. *Behavior Analysis in Practice*, 1, 30-36.
- Miltenberger, R. G. (2008). Teaching safety skills to children: Issues in training and generalization. In L. L' Abate (Ed.), *Toward a science of clinical psychology: Laboratory evaluations and interventions* (pp 101-116). Hauppauge, NY: Nova Science Publishers.
- Jostad, C., Miltenberger, R., Kelso, P., & Knudson, P. (2008). Peer tutoring to prevent gun play: Acquisition, generalization, and maintenance of safety skills. *Journal of Applied Behavior Analysis*, 41, 117-123.
- Kopp, B., & Miltenberger, R. (2008). Evaluating the validity and social acceptability of child sexual abuse prevention skills measures. *Child & Family Behavior Therapy*, 30, 1-11.

Grants and Contracts Received

2009-2010	PI. Contract for a Sponsored Credit Institute with AMIkids to provide training in applied behavior analysis. \$49,500.
2003-2006	Co-investigator. Tourette's Syndrome Association Research Award Program. "An evaluation of tic suppression and its predictors." \$20,228. Doug Woods (PI).
2003-2004	PI. North Dakota State University Development Foundation. Teaching safety skills to young children to prevent firearm injuries, \$10,000.
1992-2002	PI. North Dakota Department of Human Services. Training grant in developmental disabilities, \$622,318
2000	Investigator. National Institute of Mental Health. "Eating disorders and impulsivity: A longitudinal study." \$612,408. Stephen Wonderlich (PI).
2000	PI. North Dakota State University NIH Idea Center. "Treatment of thumb sucking with an awareness device." \$5000
1998	PI. North Dakota Experimental Program to Stimulate Competitive Research / NIH Idea Center. "Evaluation of an awareness enhancement device to treat trichotillomania and thumb sucking." \$6000
1998	PI. Neuropsychiatric Research Institute Small Grant Program. "An examination of remote and proximal factors contributing to compulsive buying." \$5000
1998	PI. North Dakota NIH Idea Center. "Evaluation of procedures for the functional assessment of binge eating." \$3500
1987	PI. North Dakota State University Grant-in-aid. "Evaluation of a parent-mediated program for training personal safety skills in children." \$1000

Awards

2009	Fellow, Association for Behavior Analysis International
2009	Outstanding Mentorship Award, Association for Behavior Analysis International Student Committee
2008	Distinguished Contributions to Applied Behavior Analysis Award, American Psychological Association, Division 25
2005	Jordan A. Engberg Endowed Professorship Award, North Dakota State University
2001	Chamber of Commerce NDSU Distinguished Professor Award.

- 2000 College of Science and Mathematics Award for Excellence in Research.
 2000 Distinguished Alumnus Award, Western Michigan University Psychology Department.
 1995 College of Science and Mathematics Award for Excellence in Teaching.
 1993 Developmental Disabilities Service Managers, 1993 Award for Outstanding Research in Staff Management.
 1991 Burlington Northern Foundation Faculty Achievement Award, North Dakota State University.
 1990 Mortar Board Award for Outstanding Advisor from the College of Science and Mathematics, North Dakota State University.

Selected Professional Service

- 2010-2011 President – Society for the Advancement of Behavior Analysis
 2010-2011 Past President - Association for Behavior Analysis International Executive Council
 2009-2010 President – Association for Behavior Analysis International Executive Council
 2008-2009 President Elect - Association for Behavior Analysis International Executive Council
 2007-2010 Executive Council, FABA
 2006-2008 Applied Representative, Association for Behavior Analysis Executive Council
 2006-2010 Executive Board Member, Society for Advancement of Behavior Analysis
 2010- Literature Review Editor - *Education and Treatment of Children*
 1997-2010 Associate Editor - *Education and Treatment of Children*
 1995-2009 Guest Associate Editor - *Journal of Applied Behavior Analysis*
 1987-present Editorial Board Appointments: 4 current appointments (*Journal of Applied Behavior Analysis, Journal of behavioral education, Journal of Positive Behavioral Interventions, Behavioral Interventions*), 4 previous appointments
 1985-present Ad hoc Reviewer for 18 journals:
 2003-present Professional Advisory Board, The May Institute
 1998-2006 North Dakota State Board of Psychologist Examiners (Vice President, 2002 – present)
 2000 Panel Member - Expert Consensus Guidelines on the Treatment of Psychiatric and Behavioral Problems in Mental Retardation.
 1999-2002 Institutional Review Board - Neuropsychiatric Research Institute, Fargo, ND
 1989-1999 Executive Committee, Midwest Association for Behavior Analysis and Therapy (formerly- Minnesota Association for Behavior Analysis)
President (1991), Treasurer (1992-1993)
 1991 -1996 Interdisciplinary Advisory Council, The North Dakota Center on Disabilities (University Affiliated Program), Minot, ND
 1988-1995 Board of Directors, Rape and Abuse Crisis Center, Fargo, ND
Board Secretary (1990), Vice President (1991), President (1992-1993)

Brief Curriculum Vitae
Timothy M. Weil
tweil@usf.edu

Educational History

Daytona Beach Community College, Daytona Beach, Florida	1990-1992
Florida State University, Tallahassee, Florida	1992-1994
University of Nevada, Reno—Reno, Nevada	1999-2006
Major: Psychology-Behavior Analysis	
Degree: Masters of Arts	2003
Degree: Doctor of Philosophy	2006

Certifications:

Board Certified Behavior Analyst-Doctoral Certification # 1-04-1653	2004
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Academic Positions

University of South Florida, Tampa Florida	July 2007 to Present
ABA Masters Program Faculty, Practicum Coordinator Florida State University, Panama City Faculty, Assistant In-Psychology	January 2006- July 2007

Classes Taught

Undergraduate

Conditioning & Learning
Child Development
Research Methods in Psychology
Psychology of Language
Directed Individual Study in Autism Treatment

Graduate

Applications of Behavior Analysis in Education & Organizational Behavior Management
Principles of Behavior
Behavioral Observation & Assessment
Single-Case Methodology
Radical Behaviorism & Functional Contextualism
Verbal Behavior
Practicum Experience in Applied Behavior Analysis

Published

Chapters (total 1/2)

Stewart, I., Barnes-Holmes, D., & Weil, T. M. (2009). Training analogical reasoning as relational responding. In Ruth Anne Rehfeldt & Yvonne Barnes-Holmes (Eds.), *Derived relational responding: Applications for learners with autism and other developmental disabilities*. Oakland, CA: Context Press/New Harbinger Publications Inc.

In Press

Miltenberger, R., & Weil, T. Observation and measurement. In G. Madden (Ed.), *APA handbook of behavior analysis*. New York: APA Books

Articles (total 7)

- Carr, J. E., Bailey, J. S., Ecott, C. L., Lucker, K. D., & Weil, T. M. (1998). On the effects of noncontingent delivery of differing magnitudes of reinforcement. *Journal of Applied Behavior Analysis, 31*, 313-321.
- Britton, L., Carr, J. E., Kellum, K. K., Dozier, C. L., & Weil, T. M. (2000). A variation of noncontingent reinforcement in the treatment of aberrant behavior. *Research in Developmental Disabilities, 21*, 425-435.

Brief Vita 5/11

- Wallace, M. & Weil, T. M. (2006). Noncontingent reinforcement: Behavioral mechanisms involved in response suppression and treatment efficacy. Invited paper: *European Journal of Behavior Analysis*, 6, 71-82.
- Horn, J. A., Miltenberger, R. G., Weil, T. M., Mowery, J., Conn, M., & Sams, L. (2009). Teaching Laundry Skills to Individuals with Developmental Disabilities Using Video Prompting. *International Journal of Cognitive and Behavioral Therapy*, 4, 279-286.
- Mowery, J.A., Miltenberger, R.G., & Weil, T.M. (2010). Effects of supervisor presence on staff response to tactile prompts and self-monitoring in a group home setting. *Behavioral Interventions*, 25, 21-35.
- Fogel, V., Weil, T. M., & Burris, H. Evaluating the Efficacy of TAGteach for Teaching a Golf Swing. *Journal of Behavior Analysis in Health, Sports, Fitness and Medicine*, 1(1), 25-42.
- Weil, T. M. & Hayes, S. C. (2011). Impact of training deictic frames on Theory of Mind in Children. *Psychological Record*, 61.

Manuscripts in Preparation

- Gilliam, A., Weil, T., & Miltenberger, R. Emergence of untrained mands as a function of preference after tact training. To be submitted to *Journal of Applied Behavior Analysis*.
- Williams, W. L., Weil, T. M., & Porter, J. C. K. An Evaluation of the Effects of Guided Notes in an Undergraduate Psychology Course. To be submitted to *Behavioral Education*, Summer 2011
- Weil, T. M., Daar, J., & Florentino, S. Educational Applications of Derived Stimulus Relations: Research to Practice. To be submitted to *Behavior Analyst*, Summer 2011
- Gaunt, B., & Weil, T. M. Educational Technologies Reap the Benefits of a Behavior Analytic Scientific System. To be submitted to *Behavior Analyst*, Spring 2011
- Burris, H., & Weil, T.M., Sutton, D., & Fogel, V. An Assessment of a Naturalistic In-home Training Protocol to Establish Joint Attention Responding With Children Diagnosed With Autism Spectrum Disorders. To be submitted to *Journal of Applied Behavior Analysis*, Fall, 2011
- Weil, T. M., & Chan, P. The use of exposure, values identification, and commitment to action involving a child with a severe dog phobia in a multiple baseline across dogs treatment design. *Applications of Behavior Analysis*.

Presentations**Poster Presentation (total 4)**

- Williams, W. L. & Weil, T. M. (2001). An analysis of the effects of guided notes as compared to traditional lectures in an undergraduate psychology class. Poster presented at the annual meeting of the California Association for Behavior Analysis. Redondo, Beach, California.
- Weil, T. M., Fronopfel, B., Ghezzi, P. M., Sutich, D., & Hayes, S. C. (2004). An Investigation of Derived Relational Responding in Children With Autism: A Relational Frame Approach. Poster presented at the first annual meeting of the Nevada Association for Behavior Analysis. Reno, Nevada.

Paper Presentations (total 27)

- Weil, T. M., Hayes, S. C., & Capurro, P. (November 2007). The impact of training deictic frames on perspective taking in young children. Paper presented at the meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- Weil, T. M., Toelken, S., & Rava-Wooten, J. (2008). Assessment of derived relational responding with children of varying language ability. Paper presented at the annual meeting of the Association for Behavior Analysis Conference. Chicago, Illinois.
- Fogel, V., Weil, T. M., & Burris, H. (2008). Teaching a golf swing through behavioral procedures: Evaluating the efficacy of TAGteach. Paper presented at the annual meeting of the Florida Association for Behavior Analysis Conference. Bonita Springs, FL.

Brief Vita 5/11

- Horn, J. A., Miltenberger, R. G., Weil, T. M., Mowery, J., Conn, M., & Sams, L. (2008). Teaching laundry skills to individuals with developmental disabilities using video prompting. Paper presented at the annual meeting of the Florida Association for Behavior Analysis Conference. Bonita Springs, Fl.
- Mowery, J.A., Miltenberger, R.G., & Weil, T.M. (2008). Effects of supervisor presence on staff response to tactile prompts and self-monitoring in a group home setting. Paper presented at the annual meeting of the Florida Association for Behavior Analysis Conference. Bonita Springs, Fl.
- Weil, T. M., Toelken, S., & Rava-Wooten, J. (2008). An assessment of derived relations between arbitrary stimuli with children of varying language ability. Paper presented at the annual meeting of the Florida Association for Behavior Analysis Conference. Bonita Springs, Fl.
- Fogel, V., Weil, T. M., & Burris, H. (2009). Teaching a golf swing through behavioral procedures: Evaluating the efficacy of TAGteach. Paper presented at the annual meeting of the Association for Behavior Analysis International Conference. Phoenix, Az.
- Horn, J. A., Miltenberger, R. G., Weil, T. M., Mowery, J., Conn, M., & Sams, L. (2009). Teaching laundry skills to individuals with developmental disabilities using video prompting. Paper presented at the annual meeting of the Association for Behavior Analysis International Conference. Phoenix, Az.
- Mowery, J.A., Miltenberger, R.G., & Weil, T.M. (2009). Effects of supervisor presence on staff response to tactile prompts and self-monitoring in a group home setting. Paper presented at the annual meeting of the Association for Behavior Analysis International Conference. Phoenix, Az.
- Gilliam, A., Weil, T. M., & Miltenberger, R. (2009). Emergence of untrained mands as a function of preference after tact training. Paper presented at the annual meeting of the Florida Association for Behavior Analysis Conference. Daytona Beach, Florida.
- Chan, P., Weil, T., Zandecki, Z., Lozano, G., & McFee, K. (2010). Values identification and commitment to action for a dog phobia intervention. Paper presented at the annual meeting of the Association for Behavior Analysis, International conference. San Antonio, Tx.
- Burris, H., Weil, T., & Fogel, V. (2010). An Assessment of a Naturalistic In-Home Training Protocol to Establish Joint Attention Responding With Children Diagnosed With Autism Spectrum Disorders. Paper presented at the annual meeting of the Association for Behavior Analysis, International conference. San Antonio, Tx.
- Gilliam, A., Weil, T. M., & Miltenberger, R. (2010). Emergence of untrained mands as a function of preference after tact training. Paper presented at the annual meeting of the Association for Behavior Analysis, International conference. San Antonio, Tx.
- Burris, H., Weil, T., & Fogel, V. (2010). An Assessment of a Naturalistic In-Home Training Protocol to Establish Joint Attention Responding With Children Diagnosed With Autism Spectrum Disorders. Paper presented at the annual meeting of the Florida Association for Behavior Analysis, Lake Buena Vista, Florida.
- Weil, T., Chan, P., Zandecki, Z., & McFee, K. (2010). Values identification and commitment to action for a dog phobia intervention. Paper presented at the annual meeting of the Florida Association for Behavior Analysis. Lake Buena Vista, Florida.

Invited Papers (total 4)

- Weil, T. M. (2010). Advancements in social ability through inclusion of relational operants in curriculum design: Expanding our options and opportunities with relational framing. Paper presented at the annual Florida Institute of Technology "Behavioral Interventions Across the Lifetime" Conference. Melbourne, Florida.
- Weil, T.M. (2010). Applied Behavior Analysis 101: An Introduction. Paper presented at the annual CARD conference "Autism Health & Wellness Symposium". Tampa, Florida.
- Weil, T.M. (2010). Empirically validated treatments must include empirically validated teaching techniques: Who would have guess? Paper presented at the first annual Autism Spectrum Disorders-Network (ASDnet), Tampa, Florida.

Brief Vita 5/11

Weil, T.M. (2010). Programming for derived relational responding in curriculum for individuals diagnosed with autism spectrum disorder. Annual Training Conference for Butterfly Effects Autism Services. Fort Lauderdale, Florida.

Workshops (total 2)

Berens, N.M., Weil, T.M., Luciano, C., Ruiz-Jimenez, F.J., & Palaez, M. A. (2009). A practitioner's field guide to developing effective language training programs using Relation Frame Theory: Part I—The basics of RFT. Presented at the World Conference for the Association for Contextual and Behavioral Sciences, Enschede, NL.

Berens, N.M., Weil, T.M., Luciano, C., Ruiz-Jimenez, F.J., & Palaez, M. A. (2009). A practitioner's field guide to developing effective language training programs using Relation Frame Theory: Part II—From research to practice. Presented at the World Conference for the Association for Contextual and Behavioral Sciences, Enschede, NL.

Editorial Activity**Ad hoc**

Journal of Applied Behavior Analysis	2008-present
Education and Treatment of Children	2008-2009
Behavior Analysis & Practice	2008
Psychological Record	2010-present

Grants & Contracts

Sidney and Janet Bijou Fellowship for the Study of Child Development. Study involved the training of relational operants and testing of derived responding involving arbitrary stimuli with children diagnosed with autism. Funded Summer 2003 for \$3300.00.

Charitable gift to Above All Autism Program to fund treatment delivery for area families in need, from the George Butchikas Foundation. \$60,000 over two years.

Membership in Professional Associations

Florida Association for Behavior Analysis	1994-1999 2004-present
Florida Association for Behavior Analysis-OBM	1996-1998 2006-2008
California-Association for Behavior Analysis	1998-2006
Nevada Association for Behavior Analysis	2004-2008
Association for Behavior Analysis--International <i>Full Member</i>	1997-present
Cambridge Center for Behavioral Studies	2001-present
Association for Contextual Behavioral Sciences <i>Charter Member</i>	2005-present

University Committee Participation

Merit Committee, Chair, Florida State University	2005-2006
FMHI-Faculty Council, At-large Member, USF	2008-2010
BCS Greivance Committee (2 as member; 1 as chair)	2009-2010
Dept. of Child & Family Studies Governance Council	2008-present
CFS Division Council, DARES	2008-present
USF Human Subjects Internal Review Board—Social/Behavioral	2011-present

Kimberly A. Crosland, Ph.D.
University of South Florida
College of Behavioral and Community Sciences
Department of Child and Family Studies: MCH 2113A
13301 North Bruce B. Downs Blvd.
Tampa, FL 33612
Work: (813) 974-5023 E-Mail: crosland@usf.edu

EDUCATION:

- 2002, Ph.D.** University of Kansas, Lawrence, Kansas
Major: Developmental and Child Psychology
Board Certified Behavior Analyst, 2004
- 2000, M.A.** University of Kansas, Lawrence, Kansas
Major: Human Development/Behavior Analysis
- 1995, B.A.** Millersville University of Pennsylvania, Millersville, Pennsylvania
Major: Psychology

EMPLOYMENT:

- 2010-Present: **Assistant Professor**, ABA Master's Program, University of South Florida, College of Behavioral and Community Sciences, Child and Family Studies, Florida
- 2005– 2009: **Assistant Research Professor**, University of South Florida, College of Behavioral and Community Sciences, Child and Family Studies, Florida
- 2005-2008: **Research Director**, Behavior Analysis Services Program, University of South Florida, Florida Mental Health Institute, Child and Family Studies, Florida
- 2003-2005: **Behavioral Psychologist**, Pediatric Developmental Disorders Outpatient Clinic, Kennedy Krieger Institute, Johns Hopkins University School of Medicine, Baltimore, Maryland
- 2001-2002: **Faculty/Behavior Analyst**, Behavior Analysis Services Program, University of South Florida, Florida Mental Health Institute, Tampa, Florida
- 1995-1997: **Behavior Data Specialist and Clinical Specialist I & II**, Kennedy Krieger Institute, Johns Hopkins University School of Medicine, Baltimore, Maryland.

COURSES TAUGHT (Selected):

- Spring 1999: HDFL 558 - Praticum: Infant-Toddler Care and Early Intervention I (teaching assistant), Department of Human Development and Family Life, University of Kansas
- 2001-2002: Parenting Tools for Positive Behavior Change, Department of Children and Families, Contracted through the University of South Florida's Positive Behavior Change Program

Spring 2007-2011: MHS 6201 – Applied Behavior Analysis in Complex Community Environments, Applied Behavior Analysis Master’s Program, University of South Florida

Summer 2007: MHS 6900 - Special Topics: ABA Theoretical Integration and Clinical Applications, Applied Behavior Analysis Master’s Program, University of South Florida

Fall 2010: PSY 6217 – Single Case Experimental Design, Applied Behavior Analysis Master’s Program, University of South Florida

PROFESSIONAL MEMBERSHIPS:

1995-present: Association for Behavior Analysis

2001-present: Florida Association for Behavior Analysis

2002: American Association on Mental Retardation

2004-present: Board Certified Behavior Analyst (BCBA); Certification #1-04-1906.

2005-present: Member, Consortium for Child Welfare Studies-Florida Mental Health Institute.

EDITORIAL EXPERIENCE:

Guest Reviewer: *Journal of Applied Behavior Analysis, Research in Developmental Disabilities, Behavior Analysis in Practice, Research on Social Work Practice, Topics in Early Childhood Special Education*

FUNDED GRANTS:

Title: Secondary Data Analyses of Youth in Foster Care: Chronic Runners versus Youth in Stable Placements

Principal Investigator: Kimberly Crosland, Ph.D.

Funding Agency: Department of Behavioral and Community Sciences Internal Grant Program

Amount of Funding: \$7,500 (FY 2009-2010)

Title: Development of an Intervention Model to Improve Educational Outcomes of Youth in Foster Care by Decreasing Runaway Behavior

Principal Investigator: Kimberly Crosland, Ph.D.

Funding Agency: Institute of Educational Sciences

Amount of Funding: \$1,338,956 (FYs 2011-2014)

PUBLICATIONS:

Fisher, W.W., Thompson, R.H., Piazza, C.C., **Crosland, K.**, & Gotjen, D. (1997). On the relative reinforcing effects of choice and differential responding. *Journal of Applied Behavior Analysis, 30*, 423-438.

Lerman, D.C., Iwata, B.A., Rainville, B., Adelinas, J.D., **Crosland, K.**, & Kogan, J. (1997). Effects of reinforcement choice on task responding in individuals with developmental disabilities. *Journal of Applied Behavior Analysis, 30*, 411-422.

Zarccone, J.R., **Crosland, K.**, Fisher, W.W., & Worsdell, A.S. (1999). A brief method for

conducting a negative reinforcement assessment. *Research in Developmental Disabilities, 20*, 107-124.

DeLeon, I.G., Fisher, W.W., Herman, K.M., & **Crosland, K.A.** (2000). Assessment of a response bias for aggression over functionally equivalent appropriate behavior. *Journal of Applied Behavior Analysis, 33*, 73-77.

O'Reilly, M. F., Richman, D. M., Lancioni, G., Hillery, J., Lindauer, S., **Crosland, K.**, & Lacey, C. (2000). Using brief assessments to identify specific contexts for problem behavior maintained by positive and negative reinforcement. *European Journal of Behavior Analysis, 1*, 135-142.

Richman, D.M., Lindauer, S.E., **Crosland, K.A.**, McKerchar, T., & Morse, P. (2001). Functional analysis and treatment of breathholding mediated by nonsocial reinforcement. *Journal of Applied Behavior Analysis, 34*, 531-534.

Richman, D., Wacker, D., Cooper-Brown, L., Kayser, K., **Crosland, K.**, Stephens, T., & Asmus, J. (2001). Stimulus characteristics within directives: Effects on accuracy of task completion. *Journal of Applied Behavior Analysis, 34*, 289-312.

Hagopian, L.P., Rush, K.S., Richman, D.M., Kurtz, P.F., Contrucci, S.A., & **Crosland, K.A.** (2002). The development and application of individualized levels systems for treatment of severe problem behavior. *Behavior Therapy, 33*, 65-86.

Crosland, K. A., Zarcone, J. R., Lindauer, S. E., Valdovinos, M. G., Zarcone, T. J., Hellings, J. A., & Schroeder, S. R. (2003). Use of functional analysis methodology in the evaluation of medication effects. *Journal of Autism and Developmental Disorders, 33*, 271-279.

Zarcone, J. R., Lindauer, S. E., Morse, P. S., **Crosland, K. A.**, Valdovinos, M. G., McKerchar, T. L., Reese, R. M., Hellings, J. A., & Schroeder, S. R. (2004). Effects of risperidone on destructive behavior of persons with developmental disabilities: IV. Functional analysis. *American Journal on Mental Retardation, 109*, 310-321.

Crosland, K.A., Zarcone, J.R., Schroeder, S.R., Zarcone, T., & Fowler, S. (2005). Use of an antecedent analysis and a force sensitive platform to compare children with stereotypic behaviors and motor tics. *American Journal on Mental Retardatio, 110*, 181-192.

Crosland, K., Neff, B., & Clark, H.B., Clark, H.B. (2007). Using behavior analysis services to improve outcomes. FOCUS: Newsletter of the Foster Family-based Treatment Association, 13 (4), 15-17.

Crosland, K.A., Cigales, M., Dunlap, G., Neff, B., Clark, H.B., Giddings, T., & Blanco, A. (2008). Using Staff Training to Decrease the Use of Restrictive Procedures at Two Facilities for Foster Care Children. *Research on Social Work Practic, 18*, 401-409.

- Crosland, K.A.**, Dunlap, G., Sager, W., Wilcox, C., Blanco, A., & Giddings, T. (2008). The Effects of Staff Training on the Types of Interactions Observed at Two Group Homes for Foster Care Children. *Research on Social Work Practice, 18*, 410-420.
- Clark, H.B., **Crosland, K.A.**, Geller, D., Cripe, M., Kenney, T., Neff, B., & Dunlap, G. (2008). A functional approach to reducing runaways and stabilizing placements for adolescents in foster care. *Research on Social Work Practice, 18*, 429-441.
- Crosland, K.**, Dunlap, G., Clark, H.B., & Neff, B. (2008). Delivering behavior support in the foster care system. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.). *Handbook of clinical child psychology: Positive Behavior Support*. New York: Springer.
- Clark, H.B., & **Crosland, K.A.** (2009). Social and life skill development: Preparing and facilitating youth for transition to young adult roles. In B. Kerman, A. Maluccio, & M. Freundlich (Eds.). *Achieving permanence for older children and youth in foster care*. New York: Columbia University Press.

SELECTED PAPERS PRESENTED AT PROFESSIONAL MEETINGS:

- Crosland, K.A.**, Zarcone, J.R., Zarcone, T., Fowler, S., & Schroeder, S.R. (May, 2002). Use of an antecedent analysis and a force sensitive platform to compare children with stereotypic behaviors and motor tics. Symposium presented at the Association for Behavior Analysis Meeting, Toronto, Canada.
- Crosland, K.A.**, Geller, D., Neff, B., Cripe, M., & Kenney, T. (May, 2006). *Longitudinal evaluation of placement disruptions within individual foster homes*. Symposium presented at the Association for Behavior Analysis Meeting, Atlanta, GA.
- Neff, B., **Crosland, K.**, Clark, H., Dunlap, G., Pickle, R., Geller, D., Cripe, M., & Kenney, T. (September, 2007). *A functional approach to reducing runaways and stabilizing placements for adolescents in foster care*. Symposium presented at the Florida Association for Behavior Analysis, Jacksonville, FL.
- Crosland, K.**, Keating, A., Thompson, J., Boyer, E.S., Weiss, K.V., Zamora, B.M., & Webb, K. (2008). Parent training with the tools for positive behavior change: The effects of group training and in-home coaching. Symposium presented at the Association for Behavior Analysis Meeting, Chicago, IL
- Simmons, D.M., **Crosland, K.A.**, & Parejo, V. (2010). Comparing the effectiveness of behavioral contracts that use function-based reinforcers versus highly preferred items. Symposium presented at the Association for Behavior Analysis International Meeting, San Antonio, TX.

Appendix B

Dean's Letter of Support



UNIVERSITY OF
SOUTH FLORIDA

September 1, 2011

To: Members of the Review Committees
for the Ph.D. in Applied Behavior Analysis

From: Catherine Batsche, Ph.D. *Catherine Batsche*
Interim Dean
College of Behavioral & Community Sciences

RE: Resources for the Ph.D. in Applied Behavior Analysis program

I am writing to support the proposal to establish a Ph.D. in Applied Behavior Analysis and to provide documentation that the Department of Child & Family Studies (CFS) has developed a financial plan to support program implementation. The resources for the doctoral program will come from the reallocation of funds that will be generated from three upcoming faculty retirements. Two faculty members who are partially funded by E&G will retire on March 1, 2012. A third faculty member who is fully funded by E&G will retire in 2013-14. Based on the departmental calculations (produced by Chairperson Mario Hernandez and Associate Director Glenda Kilpatrick), the three retirements will produce the funds to support the two new faculty positions needed for the ABA program. Given the anticipated timing of program approval and the two-year hiring plan of the faculty, the Department will have the resources needed to ensure timely implementation of the program. The stipend for the Program Director, graduate student stipends, and operating dollars will be funded through other sources of departmental funds (salary savings from CFS faculty who are bought out on grants and auxiliary funds generated by the ABA program). The department will need graduate tuition waivers from the University Graduate School for first year students and possibly some second year students. It is anticipated that most second-year students will be at least partially funded by contracts and grants. The department generates approximately \$10 million in contracts and grants annually and will begin to include doctoral student waivers/stipends in grant proposals as soon as the Ph.D. program is approved.

The reallocation of valuable faculty positions within the department demonstrates the high level of commitment that CFS has made to the ABA program. Given the high priority placed on doctoral programs by the University, the college, and the department, I have made a commitment to the Department of Child and Family Studies that the department may keep the funds generated by the three faculty retirements to support the program and that these funds will not be reallocated for other purposes within the college. This commitment was originally made by Dean Junius Gonzales when the ABA proposal was in its early stages of development. The funding plan and College commitment was shared with Provost Ralph Wilcox by both Dean Gonzales and me. As an interim Dean, I have made very few financial commitments that would obligate our next Dean. However, the funding for the ABA Ph.D. program is an ongoing commitment from the previous Dean; I fully support this decision and will include it on the commitment list that I will give to the new Dean.

Please do not hesitate to contact me if you need additional information.

cc: Provost Wilcox
Dr. Mario Hernandez
Glenda Kilpatrick
Ray Miltenberger

Appendix C

External Reviewer's Report

Proposed Doctoral Program in Applied Behavior Analysis at the University of South Florida

External Evaluation Report

August 22, 2011

“The purpose of the Ph.D. program is to prepare students to be expert practitioners, community leaders, and accomplished researchers in the field of ABA.”

What Is ABA?

Applied behavior analysis is the science in which tactics derived from the principles of behavior are applied systematically to improve socially significant behavior and experimentation is used to identify the variables responsible for behavior change. (Cooper, Heron, & Heward (2007, p. 20)

Much of society has recently become aware of something called “ABA” as a treatment for children with autism. While misconceptions about what ABA-based treatment for children with autism is and is not are widespread, professionals and families are increasingly obtaining accurate information. Numerous well-controlled studies over the past 20 years have found that many children with autism make remarkable progress when their education and treatment is informed by ABA. The improvements in social, communicative and adaptive behavior by some children who have participated in several years of early intensive behavioral intervention have enabled them to transition into public school classrooms and success in the general education curriculum (see recent reviews: Eikeseth, 2009; Eldevik et al., 2010). Such outcomes are in stark contrast to the formerly dismal prognosis that 90% of children diagnosed with autistic disorder would remain severely disabled into adulthood and require custodial care. Recent reports by respected science and medical organizations have declared ABA as an evidence-based practice for autism (e.g., National Research Council, 2001; American Academy of Pediatrics [Myers et al., 2007]).

But ABA is much more than a treatment for individuals with autism. ABA is an applied science with relevance to any profession that entails understanding how behavior works and knowing how to change it for the better (Dardig, 1995; Friman, 2010).

Central to the definition of and purpose of ABA is the phrase, *to improve socially significant behavior*. The *applied* in applied behavior analysis is behavior change that makes a difference in the quality of people’s lives. Appropriate applications of the knowledge produced by ABA, be they in education, healthcare, safety, the environment, gerontology, employee productivity, empowering people with disabilities by increasing their independence, primary medical care, helping people overcome debilitating habits, improving the performance of competitive athletes—or teaching a child with autism—all focus on increasing people’s quality of life.

Graduates of a successful doctoral program in ABA at the University of South Florida would conduct valuable research and lead effective practices in a science dedicated to improving people’s quality of lives.

This report is organized as follows:

I. Need and Demand for the Program

- USF Needs the Program
- Society Needs the Program
- ABA, the Discipline, Needs the Program

II. Quality of the Program

- Program Structure
- Curriculum
- Recommendations

III. Qualifications of Faculty

- Existing Faculty Expertise
- Additional Faculty Needed
- Recommendations

IV. Resources and Costs

- Existing resources
- Costs
- Projected revenue

V. Summary

I. Need and Demand for the Program

The proposal effectively describes and verifies the need for the program. I am familiar with each source cited as justification of need and can attest to the accuracy of most of the information provided. The university programs and organizations (ABAI and BACB) that provided statements of need and letters of support are the most important and prominent doctoral programs and professional organizations in the field.

USF Needs the Program

From a simple, close-to-home perspective, the University of South Florida needs the proposed program. If the program's only source of applicants was the annual pool of graduates of its master's program in ABA, the new doctoral program would almost certainly receive more qualified applicants than the 7 planned slots per year. I predict with great confidence that USF would receive highly qualified applicants from throughout Florida, but nationally and internationally.

In addition to serving the expressed needs of graduates of USF's ABA master's program who seek doctoral training, the proposed program would contribute directly to several key goals and objectives in USF's strategic plan for 2007-2012 (<http://www.ods.usf.edu/Plans/Strategic/goals-strategies.htm>). The very purpose of ABA makes it a natural tool for helping USF meet its commitment "to strengthen and sustain healthy communities and to improve the quality of life" (Goal 3). The cross-disciplinary nature of ABA, and the fast growing worldwide interest in and demand for professionals trained in ABA (ABAI, 2011; BACB, 2011), in combination with the proposed program's collaborative approach, make the program a driver for "expanding world-class interdisciplinary research, creative, and scholarly endeavors" (Goal 1).

The ABA doctoral program would also help USF attain its goal of 250+ research doctorates awarded per year (USF Performance Dashboard at <http://www.ods.usf.edu/Plans/PPA/dashboard.htm>)

None of these benefits to USF would occur to the detriment of other Florida IHEs that currently offer ABA courses or degree programs. The University of Florida's long-standing and highly regarded doctoral program in behavior analysis admits only 10% of its applicants each year, one-half of whom pursue basic behavioral research. Florida Institute of Technology's new doctoral program in ABA admitted 3 students in each of its two years of existence.

Society Needs the Program

The Centers for Disease Control (2011) now estimates that about 1 in 100 children will be diagnosed with autism (CDC, 2011). ABA is an evidence-based treatment for autism and there is high and growing demand for professional practitioners skilled in ABA. If the proposed program were designed to only prepare scientist-practitioners with expertise and interest in working in the autism field, society's need for such people would be sufficient reason for it.

Society also needs doctoral programs in ABA like the one proposed here because graduates of such programs can help design, implement, and evaluate science-based solutions for a wide range of societal problems that affect quality of life. Many of those problems are the very fields of interest encompassed by the proposed program: child welfare, parent training, pediatric well-baby care, health and exercise, education, athletic performance in children and adults, eating disorders, safety skills and injury prevention, to name just a few.

ABA, the Discipline, Needs the Program

Society's current demand for skilled behavior analysis practitioners is outpacing the field's current capacity for training them—especially doctoral level professionals who are needed to teach and supervise master's level practitioners. The Behavior Analyst Certification Board (www.BACB.org), the discipline's only a nationally and internationally recognized professional credentialing organization, certified the first Board Certified Behavior Analyst (BCBA) in 2000. Today, there are more than 10,000 BACB-credentialed practitioners at the bachelor's, master's and doctoral level. The vast majority of BCBAs hold a master's degree and received their formal training in ABA at one of more than 170 colleges and universities that offer a BACB approved course sequence.

The steep growth in the number of IHEs offering undergraduate and graduate course sequences in ABA has created a demand and shortage of qualified doctoral-level faculty in ABA, which is compounded by the small number of doctoral programs in ABA. In voicing their strong support for the proposed program, several directors of existing doctoral programs in behavior analysis noted that the field is heavy with terminal master's programs and hampered by lack of growth of doctoral programs (see letters from Linda Hayes, University of Nevada, Reno, and Ed Morris, University of Kansas).

While behavior analysis continues to mature in terms of its basic knowledge about how behavior works and expand its reach in terms of empirically demonstrated practices across an ever widening range of applications, it is still a very young science. Broadly trained scientist-practitioners in ABA are needed not only to teach and supervise the next generation of ABA practitioners, but to create new knowledge needed to take full advantage of the great potential of ABA to help society solve many of its (our) problems.

II. Quality of Proposed Program

Neither society nor the field need just another doctoral program in ABA. Each needs (and surely USF is only interested in) an ABA doctoral program of the highest quality. The proposal describes the rationale and outlines the structure and curriculum of a high-quality doctoral program in ABA. The program is designed to meet the doctoral program accreditation standards of the Association for Behavior Analysis International (ABAI). ABAI's accreditation standards are rigorous, and programs seeking ABAI accreditation are scrutinized carefully. (The fact that an ABAI site visit team has recommended accreditation for USF's master's program in ABA bodes well for the future accreditation of a doctoral program.)

I will comment on several aspects of the proposed program that I find especially important or strong and offer a few recommendations that may make the program even stronger.

Curriculum

- An expert practitioner, community leader, and accomplished researcher in ABA must have a solid understanding of the three major domains of behavior analysis (conceptual/theoretical, basic research, and applied research), how those domains are interrelated, and how each relates to and supports professional practice in a given profession (e.g., education, clinical treatment of behavior disorders). Most master's level graduates in ABA have good knowledge and skills in applying and evaluating the effects of behavior change strategies and tactics, but their understanding of the discipline's theoretical and basic research foundations is often weak. The inclusion of advanced coursework in conceptual and basic research is a major strength of the proposed program.
- Another strength of the program is requiring students to pass the BCBA examination as part of qualifying for advancement to the dissertation stage. Holding the BCBA provides a certain degree of confidence regarding students' knowledge. It will increase graduates' employment opportunities as the BCBA has become a nearly universal requirement for leadership

positions in public and private agencies that provide ABA-based human services, and the BCBA is increasingly included in the list of qualifications for university faculty positions.

- Students in the proposed program would enjoy unsurpassed opportunities to engage in research and practice in an incredible range of areas, with participants “across the lifespan” in every type of public and private setting conceivable. The opportunities for applied research and practice would be the envy of any doctoral program in ABA.
- An expert practitioner, community leader, and accomplished researcher in ABA must know how to work effectively with children, families, and professionals from diverse backgrounds. Doctoral students will have continuous opportunity to learn to do so through their participation in research and services activities in agencies and programs within the USF campus community, the greater Tampa Bay area, and the state of Florida.

Program Structure

A degree-granting program at any level (undergraduate, master’s or doctoral) should, first and foremost, ensure that students are provided with the structure and supports to be successful. Many aspects of the proposed program are designed to create an environment that encourages and supports student success.

- *Clearly articulated sequence of courses and other requirements to enable students to graduate in 3 years.*
- *Clear assignment to a faculty mentor, and a small student-faculty ratio.*
- *Full-time, on-campus program of study.* Doctoral students should be immersed in a full-time rigorous curriculum. Part-time study does not require the same level of commitment from the student or the faculty, and it does not afford students the same number or quality of learning opportunities. While Internet-based instruction can be effective for some types of learning, at the doctoral level, you have to be there. As Prehm (1984) noted many years ago when talking about doctoral programs in special education, “For leadership preparation to be effective, future leaders must rub shoulders with their mentors on an intensive, daily basis” (p. 61). Full-time students are more likely than part-time students to engage in informal and effective learning activities. Important learning occurs and good ideas are born when students talk with one another in the halls, hold impromptu debates in their offices, and interact daily with faculty.
- *Fellowships for first-year students.* Being a true, full-time student requires more than completing enough credit hours to meet the university’s residency requirements. Full-time students do not have another job. They are on everyday; they share office space with fellow graduate students; they interact with faculty and one another before, between, and after classes and field experiences. Providing fellowships to first-years students so that they can concentrate fully on their program of studies is a tremendous strength of the program. Fellowships will also help attract the most highly-qualified applicants nationally.

- *Each doctoral student is a member of a cohort.* Doctoral study is an intense and, at times, exhausting and emotionally trying experience. Having a cohort of fellow students who are facing the same challenges can be a major source of personal and professional support.

Recommendations

Please Note: The recommendations in this report are offered with the full understanding that the authors of a program proposal are not expected (nor able) to provide the level of curriculum detail addressed by most of the recommendations.

- *Research skills* – As it should, the proposed program places major emphasis on teaching doctoral students how to conceptualize, plan, conduct, and disseminate applied research. The following recommendations might strengthen further enhance students’ research skills.
 - *Clarify opportunities and expectations for students to participate in a given number of research studies prior to the dissertation.* A glaring weakness in the training of many doctoral students is that their dissertations marked the first time that they independently designed and carried out an experiment. The proposal and USF’s existing ABA faculty’s track record suggests that is unlikely to happen to a student in the proposed program. Nevertheless, formalizing such expectations (e.g., each doctoral student must participate in at least three original experimental studies prior to beginning the dissertation) ensures every student will multiple opportunities to practice, develop, and refine his or her research skills. Other advantages of requiring student to participate in multiple research projects prior to the dissertation are higher quality dissertations and program graduates entering the job market with more research publications and presentations on their vitae.
 - *Clarify expectations for independent study.* The mentor-apprentice model has a long and successful history in the sciences, including doctoral-level training in behavior analysis. At some universities, however, the expectations and opportunities for doctoral students to develop research skills vary tremendously by faculty advisor. The lucky ones receive world-class, rigorous training in an environment that is at once demanding and supportive, while other students in the same program have a much diluted research training experience. One sign of a true “program” is all students receive the same high level of expectation, opportunity, and support to develop competence as researchers.

As they do in most doctoral programs, independent studies comprise a large portion of the proposed curriculum. To ensure that all students get the most from these experiences, the program planners could determine some basic but universal requirements for all independent studies, specifying products and performance criteria for students and faculty. To ensure that every doctoral student has the opportunity to work with and learn from the impressively diverse and talented USF faculty, the program might require each student to do an independent study with a minimum of 3 different faculty members in the Department or College.

- *Co-advisement of master’s theses by doctoral students.* Consider having each first and second year doctoral student co-advise with his or her faculty mentor an M.A. student’s

- thesis. Thesis co-advising provides meaningful opportunities for doctoral students to develop integrated research, teaching, and collaboration competencies. In addition to serving as a general support person for the master's student, the doctoral student co-advisor offers suggestions regarding the purpose, design, and conduct of the thesis; assists with the collection, display, and analysis of data; edits drafts of the proposal and final document; and helps the master's student develop and follow a work schedule. Benefits of thesis co-advisement for the doctoral student include: (a) a supervised practicum in advising graduate student research; (b) additional opportunities to help conceptualize, design, and conduct applied research; (c) valuable practice in editing, writing, and providing advice and feedback to a university student; (d) participation as a "guest examiner" in the student's oral defense of the thesis; and (e) co-authorship of any conference presentations and/or journal articles derived from the thesis (Heward, Heron, & Cooper, 1990).
- *Teaching behavior analysis* – Whether they work as university faculty or in leadership positions in clinics, research centers, or direct service agencies, graduates of the ABA doctoral program will be expected to teach/train students/practitioners in behavior analysis.
 - *Connect activities/products from college teaching course to required teaching opportunities.* Students could be given clear expectations and opportunities to use materials and instructional methods they develop in the college teaching course in one of the undergraduate or master's level courses in ABA. (A research study designed and carried out by the student to evaluate the effects of the instructional material or method could be one of his/her required experiments prior to the dissertation.)
 - *Require in-service training workshop.* Requiring each doctoral student to plan and give an in-service training workshop should be relatively easy given the faculty's many connections and working agreements with community based agencies. Doing so would not only give students another opportunity to practice and hone their teaching skills, it would provide a valuable service to the community.
 - *Co-advisement of master's theses.* Additional opportunities to develop ABA teaching skills would accrue by having first- and second-year doctoral students co-advise master's theses as described above.
 - *Clarify competencies versus requirements.* The list of expected student learning outcomes (see section VIII. Curriculum [A]) describes a fine scientist-practitioner in ABA. However, some of the items in the list specify knowledge and skills a graduate will acquire (e.g., 1. Demonstrate knowledge of ...), while others identify expected activities of students (e.g., 4. Critique research submitted for publication ..., 5. Interact successfully with consumers ..). Consider creating a list of competencies detailing the knowledge and skills program graduates are expected to demonstrate and link each competency to the curriculum component(s) (i.e., courses, seminars, independent studies, non-credit activities) through which students can attain it. Then take it one step further and specify corresponding products and performance indicators/benchmarks to be accepted as evidence that the student has acquired each competencies. (For an example of how that was accomplished in a Ph.D. program in special education, see Heward, Cooper, Heron, Gardner III, & Sainato [1995]).

- *Develop a list of non-credit-earning program requirements that must be fulfilled during each year in the program.* The complete complement of knowledge and skills expected of an “expert practitioner, community leader, and accomplished researcher in the field of ABA” cannot be acquired in classes, seminars, independent studies and other credit-earning activities that appear on a student’s transcript. One way to ensure that every doctoral student demonstrates many of these critical skills is to specify them in a formalized list of non-credit-earning requirements. Such a list might include activities and products such as thesis co-advicing, giving lectures and training workshops in schools and community agencies, presenting posters and papers at professional meetings, serving as student/guest reviewer for journal articles, preparing and submitting manuscripts to journals, preparing an electronic portfolio of teaching and research accomplishments for use in job hunting, etc.
- *Miscellaneous.* Resist the urge to grow program by accepting part-time students. Build in contingencies to minimize students leaving ABD for paid employment. Limit assistantships to 50% FTE so students can maintain full-time status.

III. Faculty Qualifications

Existing Faculty Expertise

Dr. Raymond Miltenberger has been a major contributor to the knowledge base and practice of applied behavior analysis for many years. His research in the clinical treatment of habit disorders and teaching safety skills to children is recognized internationally as state of the art. His textbook, *Behavior Modification: Principles and Procedures*, soon to be published in its fifth edition, is a widely adopted text for undergraduate and graduate courses in ABA at colleges and universities in the U.S. and abroad.

In addition to his productivity as a scholar, Dr. Miltenberger’s commitment to his students’ welfare and academic success is well known. He received the Association for Behavior Analysis International’s distinguished faculty mentor award at the organization’s 2008 annual convention.

Dr. Miltenberger’s experience establishing and directing USF’s highly successfully master’s program in ABA makes him the ideal person to lead the development and implementation of a doctoral program at USF.

USF’s two junior ABA faculty, Dr. Kimberly Crosland and Dr. Timothy Weil, received their doctorates at two of the nation’s premiere programs in behavior analysis (the University of Kansas and the University of Nevada, Reno, respectively). Their curriculum vitae suggest that both are well on their way to careers of productive scholarship.

For me, the strongest evidence of Professors Miltenberger’s, Crosland’s, and Weil’s ability to guide doctoral students through their dissertations is that they have successfully mentored and advised 87 master’s theses to completion.

Additional Faculty Needed

A doctoral program of the scope and quality described in the proposal (and one of less scope and quality should not be pursued) would require two additional tenure-line faculty to assume the additional teaching and advising the program will entail.

Recommendation

- *Use new hires to extend ABA faculty's range of expertise.* Ideally, the new faculty openings will be filled by people who bring expertise, experience and interest in applications of behavior analysis that are different from and complement those of existing faculty.

IV. Resources and Costs

Existing Resources

USF possesses the financial resources and infrastructure to support a doctoral program in ABA. Those are the easy resources to provide and quantify. Harder to quantify is the most important factor to the success of any educational endeavor: human resources. The old saw, "The work gets done by the people who show up," is as true in the academy as it is elsewhere. The USF faculty's impressive record of truly collaborative, interdisciplinary research and teaching make it clear that people show up and work effectively.

I have twice visited the USF campus, and each time I came away thoroughly impressed by the vibrancy and positive affect of the faculty, students, and administrators I met.

Costs

The proposal identifies three significant annual costs: salaries and benefits for two new tenure-line faculty, fellowships for 7 first-year doctoral students, and research/teaching assistantships for up to 14 students in year 3 and thereafter. These costs seem both necessary and appropriate.

Revenue Sources

Sources of revenue include:

- Tuition from increased enrollment in the master's program made possible by doctoral student teaching assistants.
- Faculty research grants to fund research assistantships for doctoral students.
- Making an elective, introductory course on ABA at undergraduate or graduate more widely available across the university may generate sufficient enrollment to support a teaching assistantship for a doctoral student.

- Contractual agreements with community agencies for 50% FTE stipend plus tuition could support a number of doctoral students. This model has been used successfully by other doctoral programs in ABA (e.g., Ohio State and Nevada, Reno).

Proven ability of the USF faculty in the Department of CFS and the College of CBS to obtain outside research funding and collaborate within the USF campus and local community, suggests they will have little trouble securing financial support for doctoral students.

V. Summary

The proposal thoroughly convinced me of the need for the program and of the Department of Child and Family Studies capacity to implement it successfully. I encourage the University and Board of Governors to approve the program and provide the resources needed to initiate and sustain it.

If USF does begin a doctoral program in ABA such as the one described here, I am certain its graduates will someday make important contributions to society and to the field.

Thanks you for the opportunity to review and comment on this propose program.

Respectfully submitted by:

William L. Heward, Ed.D., BCBA-D
Professor Emeritus
The Ohio State University
heward.1@osu.edu

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Appendix D

Letters of Support

September 13, 2010

Raymond G. Miltenberger, Ph.D., BCBA
Director, Applied Behavior Analysis Master's Program
University of South Florida
MHC2113A
13301 Bruce B. Downs Blvd.
Tampa, FL 33612

Dear Ray:

I am writing to you in support of your proposal for a doctoral program in Applied Behavior Analysis (ABA) at the University of South Florida (USF).

The need for a USF doctoral program in ABA is supported by myriad factors. Among them: ongoing growth in the field of ABA, unmet demand in the job market, insufficient existing ABA doctoral programs, and the growing need for qualified ABA faculty.

The field of applied behavior analysis continues to grow, as is evidenced by the increases in master's level students in the largest ABA membership organization. In the past five years, the number of members within the Association for Behavior Analysis International (ABAI) with master's degrees has grown by 124%. The number of board certified behavior analysts with master's degrees has increased by 194% in that same time frame.

The current job market for doctoral level behavior analysts in teaching, research and other leadership positions is strong. A recent search on several major job search engines for behavior analyst job openings in the U.S. revealed approximately 170 open positions for doctoral level candidates as part of the 1,138 open positions for behavior analysts requiring a lesser degree.

All indications are that this trend in a strong ABA job market will continue. According to a recent survey by the American Psychological Association, 77% of new psychology doctorate recipients were employed (68% full-time, 9% part-time), 20% were working on post-doctorates, while only 3% were unemployed. Thirty-seven percent found employment prior to completing their degree, and 5% had their position when they started their doctoral program.

Still, our educational system is not generating enough qualified candidates to meet the current need. The ABAI database includes 114 graduate programs in ABA, of which 14 master's level and 6 doctoral level programs are accredited by ABAI. In 2009, there was an average of 29 students enrolled in each program (range: 16-45 students per doctoral program). On average, six new students were admitted to each of these programs in 2009. The total number of doctoral-level graduates within this group averaged four per program in 2009-10. While these numbers are impressive for individual programs, this is not enough to support the demand for behavior analysts now or in coming years.

The demand for educational programs in Applied Behavior Analysis follows the demand for practitioners in the field. For example, since 2005, the educational events offered at the ABAI annual convention (e.g., poster sessions, papers, invited presentations, and panel sessions) in applied behavior analysis fields (e.g., autism, developmental disabilities, teaching behavior analysis, verbal behavior) have experienced surging growth rates: from 15% to 43% growth in each!

We need more doctoral programs to meet not only the demand for quality educational programs, but also to provide the market with faculty that are needed for the doctoral programs. The relatively small number of existing ABA doctoral programs are led by visionaries and are anticipating a market trend. Graduate enrollment overall continues to rise, especially doctoral-level students. The University of South Florida alone saw an increase of more than 13 percent of new student graduate enrollments from 2009-2010. The impressive 76% growth that USF has seen in headcount in doctoral students from 1999-2009 also demonstrates this trend. Considering that just within the ABAI membership, there are currently more than 3,600 individuals with master's or bachelor's degrees in applied behavior analysis who will potentially go on for doctorates, it is clear that the need for doctoral programs within ABA is strong.

This is why we are so excited that there is interest in creating a doctoral program at the University of South Florida. First, because we know of the quality of the current master's program that you direct. The growth of the master's program is strong, with 2009 alone seeing 20 new student admissions, 16 graduates, 16 student presentations at conferences, and 3 paper publications. In addition, 2009 students in the USF Applied Behavior Analysis Master's program provided over 37,000 hours of community service as part of their practicum training. We also know your impeccable record and professional standing: A recipient of the American Psychological Association's 2008 "Distinguished Contributions to Applied Behavior Analysis" award, you also served as the President of the Association for Behavior Analysis International from 2009-2010. After being nominated in 2009 by your students, you received ABAI's "Outstanding Mentorship" award, an honor bestowed annually to only three individuals within the nearly 6,000-member organization. Without question, you have the vision, experience, and research expertise needed to successfully lead USF's doctoral program in applied behavior analysis. We fully support your efforts and are happy to provide any additional information you may require.

Sincerely,

A handwritten signature in black ink that reads "Maria E. Malott". The signature is written in a cursive, flowing style.

Maria E. Malott, Ph.D.
Chief Executive Officer

Behavior Analyst Certification Board Inc.

2888 Remington Green Lane, Suite C, Tallahassee, Florida 32308

September 9, 2010

Raymond G. Miltenberger, Ph.D., BCBA
Director, Applied Behavior Analysis Master's Program
University of South Florida
13301 Bruce B. Downs Boulevard
Tampa, Florida

Dear Dr. Miltenberger:

I am pleased to write a letter supporting the establishment of a doctoral program in applied behavior analysis at the University of South Florida.

As the CEO of the Behavior Analyst Certification Board (BACB), I understand the need for well-trained behavior analysts and the graduate programs that produce them. The BACB is an international credentialing body that has established the criteria for the university training and supervised experience needed by behavior analyst practitioners. The BACB certifies behavior analysts who have the required degree, training, and experience and who pass a rigorous professionally developed examination. Currently, the BACB has approved academic course sequences in 168 universities worldwide, and this number is increasing substantively annually. I have observed a continuing, and increasing, need for doctoral level behavior analysts both to serve as faculty members who prepare students for certification, and to fill senior clinical and administrative positions in the public and private sectors.

I believe a doctoral program in ABA at USF is needed and that there would be a high demand for its graduates. The current ABA program provides excellent training at the master's level and I am confident that training would be excellent at the doctoral level as well.

Please feel free to contact me at 530 878 8757 or Shook@BACB.com if you have any questions or if I may be of service.

Regards,



Gerald L. Shook, PhD, BCBA-D
Chief Executive Officer
Auburn, California

WESTERN MICHIGAN UNIVERSITY



Department of Psychology
College of Arts and Sciences

September 9, 2010

Dr. Ray Miltenberger
Director, Applied Behavior Analysis Master's Program
University of South Florida
MHC2113A
13301 Bruce B. Downs Blvd.
Tampa, FL 33612

Dear Ray:

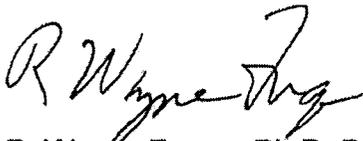
Western Michigan University (WMU) is home to the largest, most enduring Applied Behavior Analysis (ABA) graduate training program in the United States. As the Chair of the WMU Psychology Department, I am both well positioned and more than happy to comment on the proposal to establish a new ABA doctoral training program at the University of South Florida.

There is a growing demand for masters and doctoral level graduates in ABA. Much of this demand has emanated from settings that serve populations diagnosed with autism and developmental disabilities but at WMU we have also experienced significant demand for our ABA graduates in business, mental health, health, school and rehabilitation settings. We expect the market for ABA graduates to expand as the demand increases for evidence-based treatments to resolve behavior problems and thereby improve quality of life.

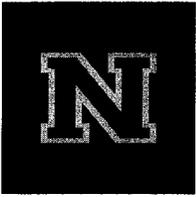
As you know, the profession of Applied Behavior Analysis has emerged as a distinct discipline from traditional clinical psychology and thus merits specialized training programs such as the doctoral program being proposed at USF. Furthermore, we have seen major advances in the professional recognition of the ABA discipline over the past decade as evinced by the growth of professional certification, the passage of a number of State licensing acts and the growth in professional organizations serving the behavior analysis discipline. At this stage, the demand for ABA-trained graduates at both the

masters and doctoral level, greatly exceeds the ability of the existing graduate training programs to produce those individuals. Thus, I am pleased to see that USF is proposing an ABA doctoral training program. I predict with some certainty that the program will attract a steady flow of highly qualified applicants and it will, in the near future, be producing well-trained doctoral graduates to provide clinical, research and academic services in this growing discipline.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Wayne Fuqua". The signature is written in a cursive style with a large, prominent initial "R".

R. Wayne Fuqua, Ph.D, BCBA
Professor and Chair
Department of Psychology
Western Michigan University
Kalamazoo, MI 49008
wayne.fuqua@wmich.edu



College of Liberal Arts
University of Nevada, Reno

September 16, 2010

Dear Ray,

I read with great interest your proposal to develop a top notch doctoral program in behavior analysis. As you are aware, the increased incidence of autism in this country and around the world, and the unmatched efficacy of behavior analytic approaches in the treatment of autism and other developmental disabilities, has produced an enormous demand for persons trained in behavior analysis. Despite the growth of master's level programs in behavior analysis in recent years, the demand for trained behavior analysts far exceeds their supply.

More importantly, there has been almost no growth in doctoral level programs in behavior analysis for decades. As retirements and other circumstances continue to deplete the numbers of qualified faculty available to train undergraduate and graduate practitioners, as well as invigorate the critically important basic science of behavior, the need for new doctoral programs in behavior analysis grows ever greater. Your initiative in this regard is enormously important to the field – and to the growing numbers of our citizens in need of the services behavior analysts can deliver.

I very much hope you are successful in launching a new doctoral program in behavior analysis. The program of study you are proposing for the doctoral degree meets the highest recognized standards for this level of training in our field. You will no doubt be flooded with applicants for this program.

If I may be of any further assistance in providing support for your initiative, please do not hesitate to contact me.

Sincerely,

Linda J. Hayes, Ph. D.
Professor, Psychology Department
Director, Satellite Programs in Behavior Analysis
Coordinator, Education Board, Association for Behavior Analysis International

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September 7, 2010

Raymond G. Miltenberger, Ph.D., BCBA
Director, Applied Behavior Analysis Master's Program
University of South Florida
MHC2113A
13301 Bruce B. Downs Blvd.
Tampa, FL 33612

Dear Ray,

I am happy to write a letter in support of your proposal for a doctoral program in applied behavior analysis at the University of South Florida. I believe the demand and the need for such a program is present and that you will get good numbers of qualified applicants from across the country. There is strong demand for our doctoral program at Ohio State University and I do not believe the demand will diminish. As more master's level practitioners are needed nationwide and more master's programs emerge to train these students, more doctoral level faculty members and practicing professionals will be needed as well. In my view, another quality doctoral program in ABA will not have a negative impact on the number of qualified applicants to existing doctoral programs. Giving students interested in a PhD in behavior analysis more choices in terms of program content and geographical location will benefit the field. Your curriculum looks solid and should work to produce well-trained researchers and practitioners. I believe that basing the curriculum on the ABAI guidelines is a good move so your program can get accredited and garner the status that comes with ABAI accreditation. I wish you luck in your efforts to establish a doctoral program in applied behavior analysis at USF. Please let me know if I can be of any assistance.

Best regards,

A handwritten signature in cursive script that reads 'Sheila R. Alber-Morgan'.

Sheila R. Alber-Morgan, Ph.D., BCBA
Associate Professor, Special Education

September 6, 2010

Raymond G. Miltenberger, Ph.D., BCBA
Director, Applied Behavior Analysis Master's Program
University of South Florida
MHC2113A
13301 Bruce B. Downs Blvd.
Tampa, FL 33612

Dear Ray,

I am pleased to hear that you are planning to submit a proposal for a doctoral program in applied behavior analysis at the University of South Florida. The demand and the need for such a program are obvious. The field is tilted too strongly toward terminal master's programs. Students are demanding doctoral programs, too, at least they are of our program at the University of Kansas. In addition, the field needs doctoral programs in order to generate new knowledge through applied research. To this end, you are wise to base your curriculum on the new accreditation guidelines of the Association for Behavior Analysis International (ABAI). We based ours on ABAI's curriculum, too. It has served us well in turning out broadly trained doctoral students who can teach and train the next generation of applied behavior analysts and can create new knowledge through applied research. If I can be of any assistance – technical or moral – just let me know.

Best regards,



Edward K. Morris, Ph.D., BCBA
Professor and Chairperson

School Board

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**Assistant Superintendent for
Student Services and Federal
Programs**
Gwendolyn L. Luney

**Supervisor
Psychological Services**
Tracy C. Schatzberg, Ed.D.

October 1, 2010

Raymond G. Miltenberger, PhD, BCBA
Director, ABA Master's Program
University of South Florida
13301 Bruce B. Downs Blvd.
MHC 2113A
Tampa, FL 33612

Dear Ray,

We are excited to hear about the proposed ABA doctoral program at USF!

Hillsborough County Public Schools (HCPS) has a strong commitment to ABA. Since 2002, numerous Masters and undergraduate ABA practicum students have been placed in HCPS schools. Several students have also conducted research for theses and professional conference presentations.

HCPS currently employs 20 behavior analysts. Four are Board Certified Behavior Analysts who can provide supervision for USF students. Sixteen are Board Certified Assistant Behavior Analysts who can work with USF students.

USF ABA doctoral candidates would be welcome to apply their skills and conduct related research. We have 243 PreK-12 general education schools and special education centers that provide services for more than 193,000 students. 5,800 of these students are in special education programs and have a wide variety of disabilities, learning, communication, and behavior challenges. Necessary behavioral services include functional assessments and analyses, intensive instructional programs (i.e., verbal behavior, social and daily living skills), individualized behavior reduction programs, schoolwide and classwide problem solving and intervention, data recording and analysis, staff training and consultation.

Our Psychological Services department has a well-established intern/extern program and it is possible that doctoral candidates could be integrated. Since HCPS is the eighth largest school district in the US and has over 25,000 employees, there are likely to be job opportunities for doctoral students to work in the district after graduation.

Sincerely,

Tracy C. Schatzberg, Ed.D.
Supervisor, Psychological Services
Hillsborough County Public Schools
tracy.schatzberg@sdhc.k12.fl.us

Appendix E

Association for Behavior Analysis International Accreditation Letter

June 23, 2011

Dr. Raymond Miltenberger
Professor and Director
Applied Behavior Analysis Master's Program
Department of Child and Family Studies
13301 Bruce B. Downs Blvd.
MHC 2113A
Tampa, FL 33612

Dear Ray:

It is my pleasure to inform you that the Graduate Accreditation Committee of the Association for Behavior Analysis International (ABAI) recommended the accreditation of the Applied Behavior Analysis Master's Program in the Department of Child and Family Studies at the University of South Florida. The committee based its recommendation on the site visit report submitted by Drs. Dorothea Lerman and Richard Smith, who studied your program in great detail.

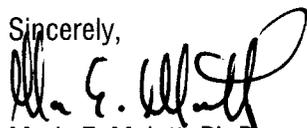
The ABAI Executive Council reviewed the site visit report and the recommendation of the Graduate Accreditation Committee and unanimously approved the recommendation. Congratulations! Accreditation will extend from 2011 to 2016. At that time, your program should be reviewed again in order to maintain accreditation.

Accredited programs are distinguished by the quality of their education, and tend to attract the best students of behavior analysis. On our part, we will communicate to our members your accreditation status, and your program will be highlighted in our publications.

We are delighted by the accomplishments of your program and encourage you to continue providing excellent educational opportunities in behavior analysis. On behalf of the Executive Council, I want to thank you and the members of the Applied Behavior Analysis Master's Program for your dedication to promoting quality graduate education in our field.

I have attached a copy of your site visit report. If you have any questions please do not hesitate to contact me.

Sincerely,



Maria E. Malott, Ph.D.
Chief Executive Officer

cc: Mario Hernandez
Chair, Department of Child and Family Studies, University of South Florida

Judy Genshaft, Ph.D.
President, University of South Florida

Richard Malott, Ph.D.
President, Association for Behavior Analysis International

Patrick Ghezzi, Ph.D.
Chair, Graduate Accreditation Committee, Association for Behavior Analysis International

Linda J. Hayes, Ph.D.
Coordinator, Education Board; Association for Behavior Analysis International

**Association for Behavior Analysis International
Accreditation Committee**

Site Visit Report

May 2011

Program Name: Masters in Applied Behavior Analysis
University of South Florida
College Name: College of Behavioral and Community Sciences
Site Visitors: Dorothea Lerman, Ph.D., BCBA-D, University of Houston-Clear Lake
Richard Smith, Ph.D., BCBA-D, University of North Texas
Dates of Site Visit: April 21-22, 2011
Date of Report: May 5, 2011

INTRODUCTION

To prepare this report, the site visitors read the program's self-study, including course syllabi and faculty vitae; reviewed the 10 most recent research papers; and spoke with current students in the program, core program faculty, practicum supervisors, and university administrators.

PROGRAM STRUCTURE AND REQUIREMENTS

The University of South Florida offers an interdisciplinary Masters degree in Applied Behavior Analysis, housed within the College of Behavioral and Community Sciences. It incorporates coursework from three colleges (College of Behavioral and Community Sciences, College of Arts and Sciences, College of Education). The curriculum is highly structured and sequenced so that each student completes all requirements within four traditional semesters and one summer semester. Students complete 44 semester credit hours of coursework, consisting of 38 SCH in the Applied Behavior Analysis core and 6 SCH of electives. Electives may or may not include courses in Applied Behavior Analysis. The mission of the program was submitted as part of the self-study:

Mission: *The mission of our program is to (a) prepare graduates in applied behavior analysis to work in a variety of fields including autism, education, developmental disabilities, child protective services, mental health, and rehabilitation; (b) to provide graduates with knowledge and skills needed to become Board Certified Behavior Analysts (BCBAs); and (c) to contribute to the field of applied behavior analysis by producing quality research and increasing the number of practicing behavior analysts.*

The program was designed to train students to become practitioners and researchers and to prepare students to meet the standards to be Board Certified Behavior Analysts. Courses in Applied Behavior Analysis are listed below:

REQUIRED COURSES

Course #	Course Title	Accreditation Course Area
EDF 6215	Applied Behavior Analysis Basic Principles	Principles
PSY 6217	Single Case Experimental Design	Within-Subjects Research Methodology
EDF 6217	Behavior Theory	Conceptual Issues
EDG 6931	Observational Methods and Functional Assessment	Behavioral Assessment and Interventions
MHS 6201	ABA in Complex Community Environments	Behavioral Assessment and Interventions
EDG 6931	Ethics in ABA	Ethics
MHS 6940	ABA Practicum	Practicum
MHS 6971	Thesis	Thesis

ELECTIVES IN APPLIED BEHAVIOR ANALYSIS

Course Number	Course Title	Accreditation Course Area
MHS 6900	Special Topic: BA and Developmental Disabilities	Behavioral Assessment and Interventions
MHS 6900	Special Topic: ABA Applications	Behavioral Assessment and Interventions

Practicum. Each student enrolls in five semesters of practicum seminar. The seminar incorporates classroom-based meetings in which topics such as professional development, ethics, and applications of ABA are discussed, as well as field experience within an array of community-based placements. Practicum students are supervised at least bi-weekly by Board Certified Behavior Analysts employed by the placement agencies; the Practicum Coordinator or Assistant Practicum Coordinator visits each placement site once per semester to observe each practicum student. Students must distribute their practicum experiences across at least two settings or populations. Practicum sites represent a relatively broad array of applications, including working with individuals with disabilities in residential, community, and work environments; family services; intervention in brain injury; mental health services; and others. In addition to direct experience working with service consumers, students receive practice in choosing and implementing research designs, assessment procedures, and intervention strategies; preparing a poster presentation; and writing a manuscript through conducting a case presentation every semester.

FACULTY

The self-study document lists 7 faculty members. Faculty background and interests are described below:

Raymond G. Miltenberger, Ph.D., BCBA, Professor and Director. Dr. Miltenberger received his Ph.D. in clinical psychology from Western Michigan University in 1985. Among his many contributions to the field of Behavior Analysis, Dr. Miltenberger recently completed a term as President and is currently a member of the Executive Council of the Association for Behavior Analysis International. He has served on an array of editorial boards, including the *Journal of Applied Behavior Analysis*, *Behavioral Interventions*, and *Journal of Positive Behavioral Interventions*, and is an associate editor for *Education and Treatment of Children* and *Behavior Analysis in Practice*. Dr. Miltenberger has published over 125 journal articles and 25 chapters in areas including safety skills in children and individuals with mental retardation, repetitive behavior disorders, and functional assessment and treatment of problem behaviors. He has co-edited a text on analysis and treatment of tics and repetitive behavior disorders, and has written a behavior modification textbook.

Timothy Weil, Ph.D., BCBA, Faculty/Practicum Coordinator. Dr. Weil received his PhD in psychology from University of Nevada, Reno in 2006. He was an Assistant In-Psychology at Florida State University from 2006-2007. He has co-authored several articles and one chapter, and has presented at regional and national conferences of the discipline. Dr. Weil's research and clinical interests include intensive behavioral treatment in autism, childhood behavior problems, learning disabilities, and the development of language.

Kimberly Crosland, Ph.D., BCBA-D, Assistant Professor. Dr. Crosland received her PhD in Developmental and Child Psychology from the University of Kansas in 2002. Dr. Crosland served as a clinician at the Kennedy Krieger Institute/Johns Hopkins Hospital where she worked with children with developmental disabilities and challenging behaviors. Dr. Crosland has published in the *Journal of Applied Behavior Analysis*, *Research in Developmental Disabilities*, *Journal of Autism and Developmental Disorders*, and the *American Journal on Mental Retardation*. She has served as a guest reviewer for both the *Journal of Applied Behavior Analysis* and *Research in Developmental Disabilities*.

Hewitt B. "Rusty" Clark, Ph.D., BCBA, Professor Emeritus. Dr. Clark received his Ph.D. in Human Development and Psychology from the University of Kansas, in 1972. Dr. Clark has published 5 books and over 125 chapters and articles in journals including the *Journal of Applied Behavior Analysis*, *Journal of the Experimental Analysis of Behavior*, *Journal of Positive Behavioral Interventions*, and *Research in Developmental Disabilities*. His research

interests focus on individualized planning and interventions for children and youth with emotional/behavioral difficulties and their biological/adoptive/foster families; and transitioning of youth and young adults into employment/career, educational opportunities, and independent living. He has served on a wide array of review panels and editorial boards, and has held administrative appointments of the discipline including a term as President of the Florida Association for Behavior Analysis.

Kwang-Sun Blair, Ph.D., BCBA, Associate Professor. Dr. Blair earned her doctorate in emotional and behavioral disorders from the University of Arizona in 1996, where she also conducted post-doctoral research in 1997 with a specialty in functional assessment and intervention for young children with challenging behaviors in community settings. She was an associate professor in the Department of Special Education at the Kongju National University, South Korea, and served as the director of the graduate school of special education and as clinical director for the Center for Children with Developmental Disabilities prior to her appointment at the University of South Florida. Dr. Blair serves on the editorial boards of several major journals in special education in Korea and has published research on effective instruction, challenging behavior, and translating research to practice for young children with disabilities. She recently served as the editor for Korean Journal of Early Childhood Special Education, Vice President of the Korean Association of Early Childhood Special Education, and on the Korea Ministry of Education Advisory Committee.

Lise Fox, Ph.D., Professor. Dr. Fox earned her Ph.D. in Special Education/Early Childhood Special Education from Florida State University in 1989. Dr. Fox was a faculty member in the Department of Special Education of the University of Florida prior to her appointment at the University of South Florida. She has conducted research in the areas of naturalistic teaching approaches, positive behavior support, and family support. Dr. Fox is the author of many chapters and articles in journals including the *Journal of Positive Behavioral Interventions*, *The Journal of the Association for Persons with Severe Handicaps*, and *Behavior Disorders*.

Victoria Fogel, MA, BCBA, Instructor. Ms. Fogel received her Master's Degree in Applied Behavior Analysis from the University of South Florida in 2009. She worked with individuals diagnosed with autism, children and caregivers in the Florida welfare system, and staff and students in the ABA Master's Program and recreational center setting at the University of South Florida. Ms. Fogel has published research on the application of behavior analysis in sports and fitness, has presented at several regional and national conferences of the discipline, and has served as a guest reviewer for the *Journal of Applied Behavior Analysis*.

STUDENTS

The program admitted 97 students between Fall 2006 and Fall 2010. To date, 39 students have graduated, 5 have left the program, and 53 are currently enrolled. The median time to earn the master's degree is 2 years, which is consistent with the program's self-identification as a 2-year program. However, only 65% of students enrolled in Fall 2007 had graduated within 3 years. Interviews with faculty and students indicated that lack of progress on the thesis project is responsible for the extended time to complete the degree program. To remedy this problem, the ABA program instituted a time limit starting with students who entered the program in Fall 2008. Students must complete the requirements in 3 years plus 1 semester or they will be terminated from the program. However, students may petition for a leave of absence or an extension based on a legitimate medical or family situation that interferes with their ability work on their thesis project. This new policy seems reasonable. We applaud the program faculty for identifying this problem early and instituting a formal policy for remediating it. Furthermore, review of the program material and interviews with students indicated that the requirements for progressing through the thesis process are clearly delineated and designed to keep students on track to graduate. For example, all students must select their thesis topic and advisor by the end of their second semester.

The program has received 80 to 90 applications for graduate study each year for the last two years and accepts 20 students each year. Applicants are selected based on GPA (minimum of 3.0), GRE score, prior ABA coursework or experience (clinical or research), letters of recommendation, personal statement, and a brief phone interview. The faculty members appear to be very pleased with the quality of the applicants and with the yield from offers made.

We interviewed 11 current graduate students (across both 1st-year and 2nd-year cohorts) about their experiences in the program. Overall, the students appeared to be extremely positive about the program. The students indicated that the coursework was rigorous and well sequenced. Furthermore, faculty are highly enthusiastic about their teaching and “want you to do well.” Students appreciated the diversity and number of available practicum sites and research opportunities. The graduates appear to have no problems gaining employment as behavior analysts upon graduation. The practicum supervisors indicated that many of those placed as interns at their sites receive employment as BCBA’s at those sites upon graduation. Of the program’s 39 graduates, 38 are employed professionally as behavior analysts and 1 is employed in a human services position.

THESIS PROJECTS

All students are required to complete and defend an experimental thesis. Most theses are completed in community settings, and it is the students’ responsibility to identify thesis topics and recruit advisors. Students are expected to declare a thesis advisor and topic by the end of their first year of study, and each of the students interviewed indicated that they had met this expectation. The ten most recently completed theses were provided for review by the site visit team. The diversity of the core and affiliated faculty were reflected in the thesis topics, and each was behavior-analytic in nature. Theses were well-written, scholarly, and sufficiently rigorous that a substantial number of them appear to be of publication-quality.

ADMINISTRATIVE SUPPORT AND RESOURCES

Administrative Support

We interviewed Dr. Mario Hernandez, Chair of the Department of Child and Family Studies, and Dr. Catherine Batsche, Dean of the College of Behavioral and Community Sciences. Both administrators were extremely supportive of the program. Dr. Batsche indicated the program was the “star” of the college. A proposal for a Ph.D. program in ABA has been approved by the department and college curriculum committees. Next, the proposal will go before the graduate council. Drs. Hernandez and Batsche have identified and committed the resources needed to establish a high-quality Ph.D. program. Both administrators commented favorably on the quality of the program’s students, the productivity of the faculty members, and the impact of the program on the local community. Dr. Hernandez noted that ABA fits well within the interdisciplinary nature of the college because faculty and students reach out to other disciplines to help solve their problems.

Space

We toured a sample of the program’s facilities, which appear to be adequate for its needs. The program has access to sufficient classroom space for seminars and lecture courses and faculty offices are reasonably sized. The program has a dedicated conference room, a conference table located outside the faculty offices for student use, and access to additional shared conference rooms. The program previously had three small offices for student use. However, students underutilized them, as they spend a substantial portion of their time off campus. The Florida Diagnostic and Learning Resources System (FDLRS) will occupy this space starting in July 2011. Faculty noted that the FDLRS program could potentially serve as an on-campus clinic for faculty and students in ABA, which would complement the off-campus practicum sites affiliated with the program.

Library

The library contains numerous behavior-analytic texts and journals (either electronic or hard copy), including *Journal of Applied Behavior Analysis*, *The Behavior Analyst*, *Behavior Modification*, and *Behavior Therapy*, among others. Resources not held by the university library can be readily obtained via interlibrary loan. It is our opinion that USF library resources relevant to behavior analysis are adequate for graduate training purposes.

Graduate Student Funding

One graduate student is currently funded on a graduate assistantship assigned to Dr. Miltenberger. This assistantship provides a stipend and tuition waiver. The majority of the students receive paid positions through the

practicum sites. Although the students indicated satisfaction with the pay rate offered by the community providers, not all of the practicum sites offer paid positions and the students indicated a heavy reliance on student loans. Out-of-state tuition is about twice that of the in-state tuition, but USF's tuition is quite reasonable compared to similar programs

QUALITY AND CONSISTENCY WITH ACCREDITATION STANDARDS

It is our opinion that the Master of Arts program in Applied Behavior Analysis at the University of South Florida meets the requirements for accreditation by the Association for Behavior Analysis International. The program appears to effectively accomplish its stated mission.

COMMENDATIONS

Strong Leadership

Dr. Miltenberger has been particularly effective in assembling the faculty, university, and community resources necessary to provide a quality educational experience for the students of the USF Masters Program in ABA. He is an extremely productive and prolific scholar whose work has achieved international acclaim; in fact, several students remarked that Dr. Miltenberger's presence was a strong factor in their decision to pursue graduate training at USF. He provides excellent leadership and mentoring for junior faculty and has established strong positive relationships with the USF administration and affiliated faculty from other departments and colleges.

Practicum Experience

The program offers a very broad array of options for students to obtain practical experience under the supervision of Board Certified Behavior Analysts. Each student enrolls in a minimum of five semesters of practicum coursework, which includes bi-weekly class meetings in which they receive instruction focusing on presentations skills, professional/ethical behavior, and case management, as well as field experience in community-based placements. Systems have been established to insure that students receive high-quality supervision in their community placements, which include practical experience in autism intervention, adult developmental disabilities, staff and parent training, acquired brain injury, mental illness, and school-based applications. Each student is required to obtain experience in at least two qualitatively different sites, with a total of 12 options currently available. All practicum students receive frequent instruction and feedback from the faculty practicum coordinator as well as community partners, and each presents the outcomes of a case study in application at the end of each semester. Dr. Weil enjoys very positive working relationships with each of the community partners interviewed as part of this accreditation process. USF's practicum system serves as a model for its rigorous structure and excellent oversight.

Productive Faculty and Students

The faculty and students engage in high-quality scholarly activity, community outreach, and service delivery. Scholarly output with students as co-authors includes eight published, 2 in-press, and 11 submitted manuscripts, as well as frequent presentations at regional and national conferences. Community outreach and service delivery are highlights of the program, as described previously (see Practicum Experience). For example, the program sponsors a Community Applications of Behavior Analysis Poster Expo annually, at which faculty, students, and agency partners highlight the outcomes of the large array of community-based applications (this year's event, scheduled for April 25, 2011, features 35 poster presentations).

RECOMMENDATIONS

The site visitors offer the following recommendations to assist the faculty and administration at USF in their ongoing efforts to further improve their program.

ABA Electives. We recommend that the faculty increase the required number and diversity of behavior analysis electives to ensure that students gain more in-depth knowledge of the field. For example, the program might require students to complete at least one of the two ABA electives that are currently offered.

Funding for Students. Currently, institutional support is available for only one student. No departmental mechanisms are present to support student travel, resources for research, or living expenses. Although many practicum sites offer paid positions, support through the university would be of benefit to the students. Establishment of forms of support that include tuition waivers would be particularly helpful to out-of-state and international students.

LIST OF INTERVIEWEES

Faculty

Dr. Raymond Miltenberger, BCBA
Dr. Kimberly Crosland, BCBA-D
Dr. Timothy Weil, BCBA
Dr. Hewitt “Rusty” Clark, BCBA
Dr. Kwang-Sun Blair, BCBA

Administrators

Dr. Catherine Batsche – Interim Dean, College of Behavioral and Community Sciences
Dr. Mario Hernandez – Chair, Department of Child and Family Studies

Practicum Supervisors

Dave Engelman, M.A., BCBA, ABA Solutions, Inc.
Jason Wallace M.A., BCBA, ABA Solutions, Inc.
Kelley Gardner-Prince, M.A., BCBA, Behavioral Consulting of Tampa Bay
Kevin Murdock, Ph.D., BCBA, Caminiti Exceptional Center
Jonathan Jaberg, MDiv, BCBA, Communicare, Inc.
Stephanie Fauerbach, MSW, BCBA, The Human Development Center
Martin McClelland, M.A., BCBA, Manatee Palms Youth Services
Jennifer Rava-Wooten, M.S., BCBA, Advanced Behavioral Systems

Graduate Students

Six 1st-year students (Jonathan, Amy, Emily, Samantha, Kelsey, Scott)
Four 2nd-year students (Laura, Samantha, Jenny, Ashley)
One 3rd-year student (Tamika)

Appendix F
Provost Letter

Office of the Provost
and Senior Vice President

235 Tigert Hall
PO Box 113175
Gainesville FL 32611-3175
352-392-2404 Tel
352-392-8735 Fax

October 12, 2011

Dr. Ralph Wilcox
Provost
University of South Florida
4202 E. Fowler Avenue
Tampa, Florida 33620

Dear Ralph,

I am writing in response to your letter of the 5th instant, in which you ask for comment on a proposed Ph.D. program in Applied Behavior Analysis. I have consulted with the relevant deans at UF and all are supportive of this program. College of Liberal Arts and Sciences Dean Paul D'Anieri noted that one of our Psychology professors, Brian Iwata, assisted USF with the formulation of the proposal.

Consequently, UF endorses your proposal to establish this degree before the BOG.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Joe', with a large loop at the end.

Joseph Glover
Provost

JG/cdm



UNIVERSITY OF
SOUTH FLORIDA

October 5, 2011

Dr. Joseph Glover
Provost and Senior Vice President for Academic Affairs
University of Florida
235 Tigert Hall
Box 113175
Gainesville, FL 32611-3175

Dear Dr. Glover,

The University of South Florida is seeking approval of a new Ph.D. program in Applied Behavior Analysis (CIP Code: 42.2814). In accordance with the Florida Board of Governors' (BOG) regulation 8.011 *Authorization of New Academic Degree programs and Other Curricular offerings*, I am requesting that the attached proposal be reviewed and a letter of support be provided for inclusion in submission to the BOG. Should you have any questions or concerns regarding the proposal, please let me know at your earliest convenience.

The proposed Ph.D. in Applied Behavior Analysis is distinctive from other programs in that:

- The single focus of the program is on Applied Behavior Analysis rather than behavior analysis more broadly or as a concentration within a Ph.D. in another discipline such as psychology or education;
- It focuses on training scientist practitioners who will be highly qualified for leadership roles in community agencies;
- It provides doctoral students with the opportunity to pursue a wide range of research topics with faculty members with diverse research interests across a number of disciplines within the Department of Child and Family Studies and the College of Behavioral and Community Sciences;
- It provides students the opportunity to conduct research and receive training within an established network of community partners providing state-of-the-art ABA services to their clients in the Tampa Bay region.

It would be very much appreciated if you could forward your letter by October 28, 2011. I thank you for your time and attention to this important issue and look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read "Ralph Wilcox", with a long horizontal flourish extending to the right.

Ralph Wilcox, Ph.D.
Provost and Executive Vice President