



# Graduate Student Handbook

A GREAT PLACE TO BE A RESEARCHER



Version: Fall, 2017; v 1.0

## Table of contents

Personnel Directory	4
Introduction & Overview	5
History of the Department of Applied Behavioral Science	5
Information about the Graduate School	6
KU Orienting Information	7
Departmental Information	8
Departmental Expectations of Graduate Students	8
Student-Advisor Relationship	9
Conflict Resolution	9
Master's Degree Requirements	10
Doctoral Degree Requirements	13
Coursework and Enrollment Information	13
How to Transfer Credits and Your Thesis	13
Practica	14
Pro-Seminar I	14
Master's Thesis	15
Research Skills & Responsible Scholarship Requirement	17
Residency Requirement	17
Written and Oral Comprehensive Exam	17
Pro-Seminar II	19
Teaching Requirement	19
Editorial Critiques	20
Dissertation	21
Joint Ph.D./MPH Degree	22
General Departmental Policies and Procedures	23
Baer, Wolf, & Risley Award	25
Appendix A: Master's Degree Requirements	26
Appendix B: Doctoral Degree Requirements	27
Appendix C: Joint Ph.D./MPH Requirements	30
Appendix D: ABS Courses Fulfilling BACB Requirements	34
Appendix E: Grad. Learner Outcomes: Written Comps.	35

Appendix F: Grad Learner Outcomes: Dissertation Defense	36
Appendix G: Post-Comprehensive Exam Enrollment	37
Appendix H: Conflict Resolution Policies, Procedures, & Resources	39
Appendix I: Pro-Seminar Bibliography of Resources	42
Appendix J: Pro-Seminar Grading Rubric	43

## Personnel Directory

<b>Position</b>	<b>Name</b>	<b>Office</b>	<b>Telephone</b>
Department Chair	<a href="#">Florence DiGennaro Reed</a>	4020 Dole	864-0521
Director of Graduate Study	<a href="#">Edward K. Morris</a>	4017 Dole	864-0519
Administrative Department Manager and Graduate Advising Specialist	<a href="#">Angela Robb</a>	4007 Dole	864-0503
Assistant to the Chairperson and CDC Clerical Coordinator	<a href="#">Kira Edison Monet</a>	4001 Dole	864-0502

## Introduction and Overview

This Handbook provides important information for students pursuing Master's and Ph.D. degrees in the Department of Applied Behavioral Science (ABS). Although you might not read the entire handbook upon admission to the ABS department, you will want to refer back to it often as you complete the milestones toward earning your degree. It is written using a topic sequence that parallels the order in which you will most likely complete your degree requirements. Separate sections are provided for students entering the Master's degree program, Ph.D. program, and combined Ph.D/M.P.H (Master's of Public Health) program. Before these sections, the Handbook provides an overview of the department's history and information of relevance to all graduate students.

This handbook is updated periodically by the Graduate Studies Committee, sometimes with changes in the degree requirements. You are obliged to complete the requirements described in the Handbook at the time of your admission. If more restrictive requirements are adopted after your admission, you are not bound by them. Should less restrictive requirements be adopted, you may fulfill them instead of those in place at the time of your admission. The latest version of the Handbook is always available online on the ABS web site.

### Brief History of the Department of Applied Behavioral Science



In 1964, under the leadership of Frances Degan Horowitz and Richard Schiefelbusch, the University of Kansas approved the re-making of the Department of Home Economics into the Department of Family Life, later renamed the Department of Human Development and Family Life (HDFL). Horowitz was its founder and chairperson. One of the first members to join the new faculty was Donald Baer who, in turn, recruited Montrose Wolf, Barbara Etzel, Todd Risley, and James Sherman, among others. The faculty developed an undergraduate major that took an evidence-based functional approach to understanding and solving socially important problems. In 1967, a doctoral program was approved and students joined the department from all over the country and the world.



Because KU already had a well-established Department of Psychology, the HDFL department was free to specialize. It did so in four distinct areas: (a) research in human development and developmental disabilities, (b) research in intellectual development as discriminated behavior; (c) research in early childhood behavioral processes, and (d) research in the biological basis of behavior. Over the next 35 years, the first specialization evolved into a program of applied behavior analysis, the second and third into a line of developmental and cognitive research, and the fourth into behavioral pharmacology (see Baer [1993], "A Brief, Selective History of the Department of Human Development and Family Life at the University of Kansas: The Early Years" in the *Journal of Applied Behavior Analysis*, 26, 569-572).

By 2000, the department had awarded over 400 Ph.D. degrees, many of which were earned by individuals who would go on to be leaders in the field of behavior analysis. Recognizing this achievement, the Society for the Advancement of Behavior Analysis honored the Department with its award for "Enduring Programmatic Contributions to Behavior Analysis." The award was accepted on behalf of all faculty members by Don Baer who presented an acceptance speech titled "...and Only 25 Years After *The Behavior of Organisms*."

In 2004, the department revised its curricular and program requirements to focus primarily on the application of basic bio-behavioral science, predominantly behavior analysis, to problems of societal importance. To reflect this shift toward a natural science core, the department changed its name to the Department of Applied Behavioral Science. The department adopted the following mission statement: to promote individual, family, and community development through the integration of teaching, research, and public service.

# Welcome to the University of Kansas and the Department of Applied Behavioral Science

## The Graduate School

The KU Graduate School oversees all graduate programs on campus. In order to obtain a graduate degree you are required to fulfill its requirements, as well as those of the department. Although we attempt to cover all Graduate School requirements in this handbook, students should check the Graduate School website periodically for the latest information (<http://www.graduate.ku.edu/>).

## Admission to the Graduate School

Incoming graduate students must have a bachelor's degree from an accredited university and have earned an overall GPA of 3.0 or higher. Students with lower GPA's may be admitted as *probationary* (GPA > 2.75) or *provisional* graduate students. Probationary and provisional graduate students will be provided no financial support for as long as their status is unchanged. Probationary students are automatically admitted as regular degree-seeking graduate students if they earn a 3.0 GPA after having completed the equivalent of one semester of full-time graduate study (9 hrs in the Fall/Spring or 6 hrs in the Summer). Probationary students earning less than a 3.0 GPA after completing these credits will not be allowed to enroll in the Graduate School. Provisional students are admitted to the Graduate School only after the Department recommends they be admitted as regular degree-seeking students.

## Graduate School Guidelines on Research and Teaching Assistantships

The latest information about Graduate Teaching Assistants (GTAs) may be found at the website of the Provost's Office: <http://policy.ku.edu/alpha> where you will find eligibility requirements, information about tuition assistance, and general guidelines.

## Graduate School Scholarships, Fellowships, and Assistantships

The graduate school offers a number of different fellowships to attract particularly strong applicants. A Dissertation Fellowship may be applied for after students have successfully proposed their dissertation project. An ethnic minority GTA scholarship is also available. Application and eligibility information for all of these programs may be obtained at <http://graduate.ku.edu/funding>.

## Graduate School Travel Fund

Once during your graduate career, you may receive a \$500 award to cover expenses associated with attending and presenting a paper at a professional conference. Be sure to apply early in the year you hope to secure funding. The graduate school has a limited amount of funding; it is awarded on a first- come-first-served basis. More information may be obtained at <http://graduate.ku.edu/graduate-scholarly- presentation-travel-fund>.

## **KU Orienting Information**

<http://www.graduate.ku.edu/student-resources>

### **Student ID Cards and E-mail Accounts:**

Information on how to obtain a student ID card can be found at <http://policy.ku.edu/card-center/obtaining-KU-card>. Information on how to set up an e-mail account can be found at <http://technology.ku.edu/personal-accounts>. Once you have created an online ID and password, which will be the same as your e-mail account information, you will be able to access Kyou Portal. This is the website that allows you to register for classes (see “academics” tab; Angela Robb in the ABS front office can assist in providing permission numbers for ABS courses), view financial aid information (see “finances” tab), and access related information.

### **Course Requirements and Listings:**

Information about coursework may be found in this handbook, as well as in the Graduate Catalog (see <http://www.ku.edu/academics/catalogs/>).

Course offerings are on the web at <http://www.ku.edu/academics/courses/>.

### **Parking Permits:**

Information on obtaining a parking permit is located on the web at: <https://parking.drupal.ku.edu/student-permits>.

### **Health Insurance:**

Information on your eligibility for GTA/GRA health insurance is located on the web at <http://humanresources.ku.edu/graduate-student-health-insurance>.

## **Department Orienting Information**

### **Keys:**

Keys for the offices you need access to may be obtained from the Student Assistant Receptionist (front desk) in the department’s front office in 4001 Dole. A \$10 deposit is required for each key.

### **Mailboxes:**

Your mailbox is also located in the front office. You will be assigned a mailbox by name or share one with another student.

### **Copiers:**

Copiers are available in the Baer Library in the Roedel Room in the front office (4001A Dole) and in the room behind the mailboxes (4001C Dole). Any of the front office staff are happy to assist you in operating the copiers.

## Departmental Information

### Departmental Expectations of Graduate Students:

As an incoming graduate student, you may be unsure of what is expected of you when you enter the program. You may think of graduate school as an extension of your undergraduate coursework, but will be surprised to find that much more is expected of you. Here are some of the salient differences:

- As a full-time student, you will enroll in only 9 credit hours each fall/spring semester, and enroll in summer credits (see page 23). One of your courses is usually a research or applied practicum supervised by your advisor. This may sound like a light course load, but you will find that graduate courses are different from those you completed as an undergraduate.
  - Many graduate courses do not use textbooks. Instead, you will read peer-reviewed articles or book chapters every week. Reading over 100 pages per week is not unusual.
  - When readings are assigned, you must read them before the next class meeting because you may be tested on their content and will be expected to discuss them with the professor and your peers during class. Lectures are infrequent in graduate school.
- You are responsible for knowing and understanding your course and practicum training requirements. This ensures that you can avoid misunderstandings that might otherwise be construed as misconduct. In particular, you should obtain (a) course syllabi and written copies of all class assignments; (b) specific information on course deadlines, attendance policies, and grading practices; and (c) rules for how to complete class and practicum assignments and exercises, inside and outside of either setting. You should also assume that unauthorized collaboration on in-class quizzes, tests, examinations, and on out-of-class assignments is not permitted. You should retain all returned and graded materials until the final grade is reported. You should know your instructor's office hours and telephone number, and where the office is located.
- You are expected to earn As in all of your courses. Courses in which you earn a C- are considered failed courses and will not count toward completion of your degree. If your cumulative graduate GPA falls below a 3.0 you cannot graduate with a Master's or Ph.D. degree.
- The Ph.D. degree is a research degree. Therefore, you are expected to be conducting research during your entire tenure in the program.
- Given these expectations, your days start early and end late, and you will work on the weekends. If you are working on academic or research activities less than about 50 hours a week, you may not be meeting your advisor's expectations.
- Because you are expected to complete your degrees in a timely fashion and to publish the results of your research, you are expected to remain in Lawrence during the fall and spring, and to work with your advisor during the summer. Some advisors may even expect you to work during the spring and winter breaks. Talk to your advisor to get a sense of these expectations.

These are high expectations, but they are expected of any student who is admitted to and enrolls in a premier graduate program. You would not have been admitted to our program if we did not feel confident that you could meet these expectations.

*"If I am anything, which I highly doubt, I have made myself so by hard work"*

**Sir Isaac Newton (1642-1727) Scientist, mathematician**

*"Labor is the fabled magician's wand, the philosophers stone, and the cap of good fortune"*

**James W. Johnson (1871-1938), American Writer, Diplomat**

## The Student-Advisor Relationship:

The department follows a junior-colleague model. In it, you and your advisor share equal responsibility in planning for your academic success and ensuring that you make timely progress in meeting the degree requirements of the department, college, and university. Your advisor will assist you in selecting required and elective courses, developing research projects, and preparing for Ph.D. requirements (e.g., selecting the topic of your Written and Oral Comprehensive Exam). You and your advisor will also work collaboratively on your professional development. Specifically, your advisor will assist you in clarifying your professional goals and attaining substantive experience in teaching (e.g., identifying opportunities and mentoring), research (e.g., ensuring that students are presenting posters, making presentations, and publishing their research), and service (e.g., committee work at the local or national level, serving as a journal reviewer).

**Changing your advisor.** For a variety of reasons, you may complete your degree with someone other than your original advisor. The reasons include:

- Your or your advisor's interests may change such that the two are no longer compatible.
- After providing at least one full semester's warning, your advisor may terminate the advising relationship. This most often occurs when the student fails to make timely progress toward his/her degree.
- Your advisor leaves the department or KU.
- Your advisor retires or dies.

What happens next depends on your progress toward the Ph.D. degree. If you have completed all the Ph.D. requirements except the defense of your dissertation, the department will, after consulting with you, appoint a replacement advisor who will chair the dissertation committee. If, however, you have not completed *all* of the Ph.D. requirements, except the dissertation defense, the department is under *no obligation* to appoint a new advisor. It is your responsibility to secure a new advisor. However, if you are in good standing (e.g., not on probation), the Director of Graduate Studies and your current dissertation committee will work with you to (a) identify a new advisor in the department, (b) identify a new advisor in a different department at KU, or (c) identify a new advisor at another university. In the end, however, the department is under *no obligation* to identify a new advisor regardless of the reason for the break in the student-advisor relationship. Should a replacement advisor be found, the new advisor is not obliged to supervise research that is outside the advisor's area of expertise or interest. Thus, you may find that you must change your area of research to accommodate your new advisor. This may add time to earning your degree.

**Who can serve as your advisor?** Your advisor must be tenured or in a tenure-track position and must hold at least a 10% appointment in the department. Adjunct or courtesy faculty can co-advise students, but may not serve as their only advisor or, unless authorized, may not admit students.

## Conflict Resolution:

When engaged in teaching, research, service, and practice, you and your colleagues will sometimes disagree -- sometimes as individuals, sometimes as groups. This is natural. Disagreements, however, may become conflicts. Throughout your career, you will encounter conflicts and be expected to resolve them efficiently, fairly, and respectfully. As a form of problem-solving, resolving conflict is integral to your professional development. Guidance in resolving conflict is part of our junior colleague model of graduate training. For a full description of the department's conflict resolution policies, procedures, and resources, see Appendix H.

# Master's in Applied Behavioral Science: Degree Requirements

(If you are a doctoral student, please skip this section)

## Coursework:

Appendix A contains a Master's degree checklist for the courses you are required to take – and the sequence in which they should be taken – in order to earn your degree. You are required to be continuously enrolled from the time you are admitted until the time you earn your Master's degree. The Master's degree requires at least 30 credit hours generally numbered 700 and above taken while classified as a graduate student, including credit hours enrolled in thesis credit, ABSC 899. For more information on departmental policies concerning enrollment, see page 23. If you are interested in pursuing the BCBA credential, note that the minimum Master's degree coursework requirements will be insufficient. See Appendix D for more information.

## Practica:

In addition to your courses, Master's degree students are required to complete at least two semesters of a research or intervention practicum. Speak to your advisor each semester to determine the section (course number) in which you should enroll. Most students complete their practicum requirement with their advisor, but some will complete it under the supervision of other ABS regular, adjunct, and courtesy faculty members. You should talk to your advisor about what opportunities are available and who is available to supervise your activities. If you are interested in obtaining BCBA certification, you must ensure that your practicum courses meet the BCBA requirements (e.g., supervision by a BCBA, allocation of hours to a variety of professional activities, record keeping, etc.). Because the BACB standards change, we direct you to their website for the latest information: [www.bacb.com](http://www.bacb.com).

## Pro-Seminar Requirement:

The department holds weekly Pro-seminars that have expectations and requirements for students. Seminars are usually small classes held in conference rooms, not in large classrooms. They are led by faculty members who guide critical thinking and discussion, rather than give lengthy lectures (e.g., the sage on the stage). The department's graduate courses are taught in this manner. Seminars, however, may also be larger meetings in auditoriums where presentations are made on specialized topics. The department's Pro-seminar is a seminar of this sort. It is a pro-seminar because it includes graduate and undergraduate students. The department's Pro-seminar – or Prosem – comprises presentations by visiting researchers and scholars, faculty members across the university, faculty members in the department, and graduate students. It meets at 3:30 on Friday afternoons during the fall, spring, and summer semesters. One of Prosem's expectation is that you attend and participate in them.

The Prosem requirement is that you, too, make a presentation. In the terminal Master's program, you make one presentation, usually in the second year of the program. The presentation is usually based on your Master's research (e.g., basic, applied, translational), but may also be based on other research and scholarship (e.g., literature reviews, conceptual issues), as your advisor recommends. Prosem presentations are opportunities for faculty instruction and feedback for later talks at professional conferences, department colloquia, and job interviews. The presentations should meet the requirements for continuing education units (CEUs) in your field of research and scholarship (e.g., behavior analysis, public health, clinical child psychology). They must be 45-50 minutes long, yet allow time for questions during it or at the end, as your advisor recommends. The questions must not preclude your completing the presentation. For a bibliography of resources for making effective Pro-seminar (or any) presentations, see Appendix I.

The faculty members at Prosems will provide numerical and written feedback on the content and style of presentations, based on a Pro-seminar Rubric (see Appendix J). By the Tuesday following your Prosem, the faculty members will send their feedback to your advisor. Your advisor will review it with you and either credit your presentation for the requirement or have you revise and repeat it or make a different presentation.

Before the start of each semester, the department's Prosem coordinator asks students to submit their preferred dates for Prosem presentations. If you reply by the deadline, your Prosem will be scheduled before other Prosems are scheduled (e.g., by faculty members and visiting researchers and scholars). If you reply after the deadline, your Prosem may still be scheduled, but fewer dates will be available for meeting the requirement that semester or in the summer.

## Master's Thesis:

For your M.A. degree, you are required to propose, complete, write up, and orally defend an empirically-based Master's thesis. You may begin working on it as soon as you begin the program, but should have begun it by the end of your first year. The first step is to decide on a topic and develop the research project with your advisor. Next, you select members of your thesis committee, the guidelines for which are provided below. Data collection may begin once your advisor has approved the project and you have approval from the university's Human Subject's Committee. You may also want to obtain approval from the other members of your thesis committee. While working on your thesis, you will enroll in ABSC 899 Master's Thesis in Applied Behavioral Science with your advisor. When your data are collected and analyzed, the thesis needs to be written and defended. You will have successfully completed your Master's thesis when it is signed by two of three members of your thesis committee (see below) and you have completed 30 credit hours numbered 500 and higher while classified as a graduate student, including credit hours enrolled in ABSC 899 (see Appendix A).

**Application for Degree:** To graduate with the M.A. degree, you must complete an Application for Degree several months in advance of your anticipated graduation date. This form may be obtained from the ABS Graduate Secretary. You should be aware that the College has strict deadlines and they do not give extensions to students regardless of your circumstances. Before completing the application, you will need to meet with the graduate secretary to determine if you have completed all the requirements for the degree before scheduling your defense. Your committee members must be approved in writing by the college before you defend your Master's thesis.

**Thesis Committee:** Your thesis committee is composed of three members of the KU graduate faculty. Two of your members of the committee, including the chair, must have at least a 10% tenure-track appointment in the department. That is, a majority of the committee must be comprised of ABS faculty with "Regular" status, with at least a 10% appointment (see <http://www.absc.ku.edu/faculty/>). The third member may also be (a) a department member who is on the graduate faculty and has at least a 10% appointment or (b) may be an ad-hoc or special appointment to the graduate faculty. These members are typically ABS courtesy or adjunct faculty members, but they should be uniquely qualified by training or experience to serve on the thesis committee. Forming the thesis committee is your responsibility and should be done with the advice and consent of your advisor.

**Changing Committee Members:** To graduate with the M.A. degree, you must complete an Application for Degree several months in advance of your anticipated graduation date. This form may be obtained from the ABS Graduate Secretary. You should be aware that the College has strict deadlines and they do not give extensions to students regardless of your circumstances. Before completing the application, you will need to meet with the graduate secretary to determine if you have completed all the requirements for the degree before scheduling your defense. Your committee members must be approved in writing by the college before you defend your Master's thesis.

**The Document Itself:** The written thesis must conform to the guidelines outlined in the latest edition of the APA Style Manual. It must also conform to the physical specifications required by the College. You should review these before you start writing so that you do not spend time reformatting it later. This information may be found at <http://guides.lib.ku.edu/etd>.

**Thesis Defense:** When you have finished writing your thesis and have had it approved by your advisor, you should schedule a time to defend it that can be attended by your committee members. This is your responsibility. You are required to notify the graduate secretary two weeks in advance of your plan to schedule a thesis defense. Some paper work must be completed in order to have the defense.

Two weeks prior to your defense, you need to provide your committee members with the final draft of your thesis, including all figures and tables. Should a member of the thesis committee request further documentation of any aspect of the research process (e.g., completed data sheets or a contact person at the research site), this request will be honored.

The defense is passed if 2 of the 3 committee members vote to pass it. If you do not pass, you may not defend it again for a period of at least 90 days. If the oral defense is failed twice, you have 30 days to petition the department for a third attempt. Failure to petition or a rejected petition will result in your dismissal from the program.

**After a Successful Defense:** Provided that you pass your defense, you will have all committee members sign a title page that contains lines for their signature. Give these title/acceptance pages to the graduate secretary after the defense meeting.

Often a thesis committee will ask that you make some changes to the document before it is submitted to the College. You must be enrolled in at least 1 credit hour of thesis credit while making changes to your thesis. Should you take longer than 6 months to complete the changes to your thesis, you must enroll in 3 credit hours per semester until the revised thesis is completed.

Once changes are made and you have your advisor's approval, you will electronically submit your thesis to the College. This process is described at: <http://www.graduate.ku.edu/etd/submitting>. You must also have at least one copy of your thesis bound; however, most students have a second copy bound to place on their bookshelf for posterity. You are required to submit to the Department one bound and one unbound copy of your thesis (give these to the graduate secretary). Finally, you will need to pay your fees to the Graduate School (see the same website). See <http://www.graduate.ku.edu/graduation> for more information on completing your paperwork for graduation.

### **Timeline:**

Although the graduate school allows students seven years to complete the requirements for the Master's degree, the department expects students to have earned the Master's degree in three years or fewer (four years if in the joint-MPH program).

# Doctorate in Behavioral Psychology: Degree Requirements

## Department Requirements:

The doctoral training program operates according to a junior colleague model. You will work closely with your advisor(s), joining them in every aspect of professional development. This includes designing and conducting research, preparing manuscripts for presentation and publication, and presenting and publishing those manuscripts. You typically will work with one advisor, but may work with others or have co-advisors. Should your or your advisor's interests change over the course of graduate training, you are free to seek a new advisor.

## Coursework & Enrollment Information:

Appendix B contains a Doctoral degree checklist for the courses you are required to take -- and the sequence in which they should be taken -- in order to earn your degree. You are required to be continuously enrolled from the time you are admitted until the time you earn your degree. The number of hours in which you need to enroll depends on whether or not you have completed your Written and Oral Comprehensive Exam (described in detail below). After you have passed your Written and Oral Comprehensive Exam you are required to enroll in at least 6 credit hours each spring and fall semester and at least 3 hrs over the summer. After you have (a) completed your required coursework, (b) successfully defended your Written and Oral Comprehensive Exam, and (c) have completed 18 hrs of post-Comprehensive Exam credit, you can enroll in as few as 1 hour per semester of dissertation credit. The number of credit hours in which you are enrolled should accurately reflect your use of department resources and faculty time. If special circumstances require that you be exempted from the enrollment requirement, you must request an exemption. The reason for the request must be described in writing and approved by your advisor before submitting it to the Director of Graduate Studies. See Appendix G for more information.

## Students Admitted with a Master's Degree:

**Transferring credits and your Master's thesis.** If you were admitted to the program having taken graduate courses at another university, you are still required to complete all of the ABS coursework and other requirements for the Ph.D. that are outlined in Appendix B (including courses taken before the Master's degree). However, you may request that your prior graduate courses count as fulfilling a portion of the ABS coursework as long as you earned a grade of A or B (B- is not good enough). For example, you are required to take a research methods course (ABSC 735) in the ABS program, but may have already completed a comparable graduate course at another university. If this is the case, then you may petition to waive ABSC 735 by submitting a written request to the Director of Graduate Studies. Each request should be accompanied by (a) the course syllabus of the previously completed course (b) the syllabus from the course you are petitioning to waive, (c) documentation of the grade earned in it (e.g., copy of your transcript, which the ABS graduate secretary has on file), and (d) a letter of support from your advisor. Here are some important rules and regulations you should consider before submitting your request:

- You may not request to waive a course with one you took 6 or more years earlier.
- You may not substitute distance- or continuing-education courses for KU graduate coursework.
- **At the MA level:** You may transfer up to 3 courses (9 hours)
- **At the post-MA (PhD) level:** You may transfer as many courses as your advisor recommends; however, if you are requesting to transfer *more than 3* courses (9 credit hours), the Director of Graduate Studies will form a subcommittee comprised of the DGS, your advisor, and a rotating third member to review the petition and vote on which courses (if any) will be approved for transfer/waiver
- Although credits will transfer and fulfill some course requirements, students are still required to earn from KU the credit hours required for a graduate degree:
  - M.A.: 12 hours of content courses plus 3 hrs of practicum
  - Ph.D.: 24 hours of content courses plus 6 hrs of practicum
- All transfers are approved at the discretion of the Graduate Studies Committee.
- You may not submit a petition if you are beyond your first year *and* you have not submitted an annual progress evaluation in the preceding academic year.

An empirical Master's thesis orally defended in front of a committee at another university will be accepted at KU if (a) you successfully passed the oral defense, (b) your adviser reads the thesis and finds that it meets the standards of the ABS department, and (c) the Graduate Studies Committee votes with a simple majority to accept the recommendation of your advisor. Your advisor should document this in a letter addressed to the ABS Director of Graduate Studies.

**Pro-seminar requirements:** If you were admitted to the doctoral program with a Master's degree, you must still meet the Proseminar I requirement described below. In this case, your presentation is usually based on your Master's research and presented during your first year in the program. Your advisor, though, may require that you make a presentation on research and scholarship conducted in our program.

### **Practica:**

In addition to your classes, you are required to complete at least two semesters of research or intervention practicum. Speak to your advisor each semester to determine the section (course number) in which you should enroll. Most students complete their practicum requirement with their advisor, but you may complete it under the supervision of other ABS regular, adjunct, and courtesy faculty members. You should talk to your advisor about what opportunities are available and who is available to supervise your activities. If you are interested in obtaining Behavior Analyst Certification Board (BACB) certification after meeting your Master's requirements, you must ensure that your practicum courses meet the BACB requirements (e.g., supervision by a Board Certified Behavior Analyst, allocation of hours to a variety of professional activities, record keeping, etc.). Because the BACB standards change periodically, you should check their website for the latest information at [www.bacb.com](http://www.bacb.com).

### **Pro-seminar I Requirement:**

The department holds weekly Pro-seminars that have expectations and requirements for students. Seminars are usually small classes held in conference rooms, not in large classrooms. They are led by faculty members who guide critical thinking and discussion, rather than give lengthy lectures (e.g., the sage on the stage). The department's graduate courses are taught in this manner. Seminars, however, may also be larger meetings in auditoriums where presentations are made on specialized topics. The department's Pro-seminar is a seminar of this sort. It is a pro-seminar because it includes graduate and undergraduate students. The department's Pro-seminar – or Prosem – comprises presentations by visiting researchers and scholars, faculty members across the university, faculty members in the department, and graduate students. It meets at 3:30 on Friday afternoons during the fall and spring semesters and summer sessions. One of Prosem's expectation is that you attend and participate in them.

The Prosem requirement is that you, too, make presentations. If you are in the terminal Master's program, you make one presentation. If you are in the doctoral program, you make two presentations – one pre-Master's and one post-Master's – not both pre- or post-Master's. Prosem presentations are opportunities for faculty instruction and feedback for later talks at professional conferences, department colloquia, and job interviews. The presentations should meet the requirements for continuing education units (CEUs) in your field of research and scholarship (e.g., behavior analysis, public health, clinical child psychology). They must be 45-50 minutes long, yet allow time for questions during it or at the end, as your advisor recommends. The questions must not preclude your completing the presentation. For a bibliography of resources for making effective Pro-seminar (or any) presentations, see Appendix I.

The faculty members at your Prosems will provide numerical and written feedback on the content and style of your presentations, based on a Proseminar Rubric (see Appendix I). By the Tuesday following your Prosem, the faculty members will send their feedback to your advisor. Your advisor will review it with you and either credit your presentation for the requirement or have you revise and repeat it or make a different presentation.

Before the start of each semester, the department's Prosem coordinator asks students to submit their preferred dates for Prosem presentations. If you reply by the deadline, your Prosem will be scheduled before other Prosems are scheduled (e.g., by faculty members and visiting researchers and scholars). If you reply after the deadline, your Prosem may still be scheduled, but fewer dates will be available for meeting the requirement that semester or in the summer.

## Master's Thesis:

If you are pursuing the Ph.D. degree, you are required to propose, complete, write up, and orally defend an empirically-based Master's thesis. You may begin working on it as soon as you begin the program, but should have begun it by the end of your first year. The first step is to decide on a topic and develop the research project with your advisor. Next, you select members of your thesis committee, the guidelines for which are provided below. Data collection may begin once your advisor has approved the project and you have approval from the university's Human Subject's Committee. You may also want to obtain approval from the other members of your thesis committee. While working on your thesis, you will enroll in ABSC 899 Master's Thesis in Applied Behavioral Science with your advisor. When your data are collected and analyzed, the thesis needs to be written and defended. You will have successfully completed your Master's thesis when it is signed by two of three members of your thesis committee (see below) *and* you have completed 30 credit hours numbered 500 and higher while classified as a graduate student, including credit hours enrolled in ABSC 899 (see Appendix A).

**Application for Degree:** To graduate with the M.A. degree, you must complete an Application for Degree several months in advance of your anticipated graduation date. This form may be obtained from the ABS Graduate Secretary. You should be aware that the College has strict deadlines and they do not give extensions to students regardless of your circumstances. Before completing the application, you will need to meet with the graduate secretary to determine if you have completed all the requirements for the degree before scheduling your defense. Your committee members must be approved in writing by the college before you defend your Master's thesis.

**Thesis Committee:** Your thesis committee is composed of three members of the KU graduate faculty. Two of your members of the committee, including the chair, must have at least a 10% tenure-track appointment in the department. That is, a majority of the committee must be comprised of ABS faculty with "Regular" status, with at least a 10% appointment (see <http://www.absc.ku.edu/faculty/>). The third member may also be (a) a department member who is on the graduate faculty and has at least a 10% appointment or (b) may be an ad-hoc or special appointment to the graduate faculty. These members are typically ABS courtesy or adjunct faculty members, but they should be uniquely qualified by training or experience to serve on the thesis committee. Forming the thesis committee is your responsibility and should be done with the advice and consent of your advisor.

**Changing committee members:** You may choose to replace members of your thesis committee at your discretion. When a change occurs, for whatever reason, you are responsible for finding a replacement. The ABS department incurs no obligation to provide a replacement committee member.

**The document itself:** The written thesis must conform to the guidelines outlined in the latest edition of the APA Style Manual. It must also conform to the physical specifications required by the College. You should review these before you start writing so that you do not spend time reformatting it later. This information may be found at <http://guides.lib.ku.edu/etd>.

**Thesis defense.** When you have finished writing your thesis and have had it approved by your advisor, you should schedule a time to defend it that can be attended by your committee members. This is your responsibility. You are required to notify the graduate secretary *two weeks in advance* of your plan to schedule a thesis defense. Some paper work must be completed in order to have the defense.

Two weeks prior to your defense, you need to provide your committee members with the final draft of your thesis, including all figures and tables. Should a member of the thesis committee request further documentation of any aspect of the research process (e.g., completed data sheets or a contact person at the research site), this request will be honored.

The defense is passed if 2 of the 3 committee members vote to pass it. If you do not pass, you may not defend it again for a period of at least 90 days. If the oral defense is failed twice, you have 30 days to petition the department for a third attempt. Failure to petition or a rejected petition will result in your dismissal from the program.

**After a successful defense.** Provided that you pass your defense, you will have all committee members sign a title page that contains lines for their signature. Give these title/acceptance pages to the graduate secretary after the defense meeting.

Often a thesis committee will ask that you make some changes to the document before it is submitted to the College. You must be enrolled in at least 1 credit hour of thesis credit while making changes to your thesis. Should you take longer than 6 months to complete the changes to your thesis, you must enroll in 3 credit hours per semester until the revised thesis is completed.

Once changes are made and you have your advisor's approval, you will electronically submit your thesis to the College. This process is described at: <http://graduate.ku.edu/submitting>.

You must also have at least one copy of your thesis bound; however, most students have a second copy bound to place on their bookshelf for posterity. You are required to submit to the Department one bound and one unbound copy of your thesis (give these to the graduate secretary). Finally, you will need to pay your fees to the Graduate School (see the same website).

### **What's Next?**

Students are free to begin working on Ph.D. level coursework and other requirements even before they have defended their Master's thesis. However, students will not be allowed to continue working toward their Ph.D. if they have not passed their Written and Oral Comprehensive Exam within three years of the date they successfully defended their Master's thesis (see below; four years if in the joint-MPH program).

Obtaining the Ph.D. degree requires the successful completion of the following task (each of which is described in more detail below):

- Additional coursework (9 credit hours) and practica (at least 3 credit hours) are required (see Appendix B)
- Fulfill your Research Skills and Responsible Scholarship requirement
- Pass your written & oral comprehensive examination
- Second pro-seminar requirement
- Fulfill the department's teaching requirement
- Pass three editorial critiques
- Dissertation defense

### Research Skills and Responsible Scholarship Requirement:

The Office of Graduate Studies requires students to have training in responsible scholarship and research skills pertinent to the field of research. This will be met by:

- Satisfactory completion of ABSC 735 plus one graduate-level methods course (students in the joint PhD-MPH program must complete the “plus one” course through the MPH program)
- Satisfactory completion of ABSC 841
- One of the following:
  - At least one first-author publication in peer-reviewed journals, or
  - At least 2 first-author scholarly presentations at regional, state, or national professional meetings, no more than one of which may be a poster (the work presented must have been entirely completed while at KU)
- Successful passing of the Written and Oral Comprehensive Exam

### Residency Requirement:

You should consult the KU Graduate Catalog for the latest information on residency requirements at <http://www.registrar.ku.edu/residency>. The requirement is discussed in the General Information section of the Catalog. Please note that the ABS Department has its own residency requirement which is discussed in the next section.

### Written & Oral Comprehensive Examination:

In order to take the written and oral comprehensive examination, students must meet the requirements for

(a) the ABS master’s degree (e.g., coursework, practicum) and (b) the doctoral program’s responsible scholarship and research skills requirements (excluding this exam, which is part of the requirement).

Students must pass the examination within three years of defending their master’s thesis (four years if in the joint-MPH program) or within three years of being admitted to the doctoral program with an approved master’s degree from another program (four years if in the joint-MPH program). Failure to pass the examination within this time frame is grounds for dismissal from the graduate program. Committee members and the department must report a grade of *Satisfactory* or *Unsatisfactory*. If the student receives a grade of *Unsatisfactory* (i.e., fail) on the written or oral examination, it may be repeated on the recommendation of the degree program after 90 days, but it may not be taken more than 3 times (within the three year time limit, each time after the lapse of 90 days).

**Paperwork necessary to complete the exam:** About two months before the oral examination, students must complete an application to take the examination with the department’s Graduate Secretary and the College’s Office of Graduate Studies. Graduate Studies must approve the students’ applications and their committee members before the examination may be taken. Students are required to stay informed about the paperwork necessary to complete the exam (

**Written and oral comprehensive exam committee:** Your committee is composed of a minimum of five members of the KU graduate faculty. Three of the members of the committee must have at least a 10% tenure-track appointment in the department. That is, a majority of the committee must be comprised of ABS faculty with “Regular” status, with at least a 10% appointment (see <http://absc.ku.edu/faculty>). The fourth member may also be (a) a department member who is on the graduate faculty and has at least a 10% appointment or (b) an ad-hoc or special appointment to the graduate faculty. These members are typically ABS courtesy or adjunct faculty members, but they should be *uniquely qualified by training or experience* to serve on the committee. The fifth must be an outside member representing Graduate Studies, but cannot be an adjunct or courtesy ABS faculty member. Students may include additional voting members on their committees, but the majority of all the voting members must be regular ABS faculty members. Forming the committee is a student’s responsibility and should be done with the advice and consent of your faculty advisor.

**Changing committee members:** You may choose to replace members of your written and oral comprehensive exam committee at your discretion. When a change occurs, for whatever reason, you are responsible for finding a replacement. The ABS department incurs no obligation to provide a replacement committee member.

**Written examination:** In preparation for the oral comprehensive exam, the student will complete a written comprehensive examination paper that includes (a) a comprehensive review of the research literature relevant to the research question(s) being posed in the (b) research proposal. The research questions and area of investigation are chosen by the student with the guidance of his/her advisor. Students must review Appendix E for more details on departmental expectations, in addition to consulting with his/her advisor. What follows are the department's *minimum* standards for both the comprehensive review and research proposal.

### A. Comprehensive Review

Advisors will guide students on the structure/content of the comprehensive review, as many formats are possible. There is no upper or lower range of pages that may be required to complete this section – some literatures are vast and some are much smaller. The doctoral aspirant should ensure he/she has provided a comprehensive literature review of the topic he/she has chosen for the dissertation. Where the directly relevant literature is small, the aspirant should work with his/her advisor to identify related literatures that would inform the dissertation. Minimally, the department recognizes two distinct approaches:

1. Integrated Introduction

- Establishes the context, background and importance of the topic.
- Provides a synopsis of the relevant literature bases in a comprehensive, integrated summary (avoid a review that consists of an annotated bibliography).
- Indicates a problem, controversy or a gap in the field of study.
- Establishes the desirability of the research and its significance or value.
- Defines key terms.

OR

2. Review of the Literature

- Sums up the best available research on a specific question, problem, or gap in the field of study by using defined search procedures with clear inclusion/exclusion criteria, an explicit search strategy, and systematic coding and analysis of studies. Analytic results are reported in the review.
- In some cases, the review of the literature may include meta-analysis.
- Establishes the desirability of the research and its significance or value.
- Defines key terms.
- This review may lead to a brief introduction to the current study or be included as an appendix to the full document (aspirants should work with their advisors to determine which option is appropriate).

### B. Research Proposal

The written research proposal may take two forms: an APA formatted research proposal paper or a NIH formatted grant proposal. Regardless of the format chosen, the written document must include the following information:

1. Method: The proposed methods must demonstrate the student's knowledge of research methods appropriate to the purpose of the research (e.g., within-subjects or between groups designs). The student should propose research methods that exert as much experimental control as possible given the constraints of the setting. Behavioral measures should address issues of verification (e.g., inter-observer agreement or procedural fidelity) where appropriate.
2. Data Analysis: The proposal should include a detailed plan for data analysis (e.g., assessing for autocorrelation, baseline logic, statistical analysis of time-series data, quantitative models).

**Oral examination:** In preparation for the oral examination, students provide their committee members with a copy of their written examination (i.e., the literature review, dissertation proposal) at least two weeks before the scheduled date of the defense. Please be respectful of your committee members' time and allow sufficient opportunity for them to adequately prepare for the exam. If committee members request additional material related to the review or proposal, students will honor those requests (e.g., for copies of the articles reviewed).

For the oral examination, students ordinarily prepare and present a 20-minute overview of their literature review and dissertation proposal, during which time committee members ask questions concerning the review, the proposal, and the presentation. Given that the written examination and presentation are based on students' general knowledge of the field up to that point in their training (i.e., the requirements to take the examination), these questions naturally constitute a comprehensive oral examination of that knowledge in the context of the written examination and its presentation (e.g., about research methods, design, data analysis). That is, answers to questions about the reviews, proposals, and presentations require general knowledge that goes beyond the written examinations and presentations. Independent of the review and proposal, committee members may also ask questions relevant to that knowledge (e.g., based on the students' coursework and research requirements).

Committee members and the department must report a grade of *Satisfactory* or *Unsatisfactory*. The written and oral comprehensive examination is passed if the majority of the committee members vote to pass (i.e., grade of *Satisfactory*), separately, the students' (a) written examination (i.e., literature review, dissertation proposal) and (b) oral examination (i.e., presentation, defense). If either fails (i.e., grade of *Unsatisfactory*), then the written and oral comprehensive examination fails. **Note that the written and oral comprehensive exams are graded separately.** Passing both constitutes passing the department's written and oral comprehensive examination and the College's comprehensive oral examination requirement (see the University of Kansas online *Graduate Catalog* at <http://catalog.ku.edu/liberal-arts-sciences/applied-behavioral-science>). See Appendix G for information on enrollment in course credit post-comprehensive exam.

*Please remember that you should propose your dissertation at the earliest point so you can get feedback before you proceed too far with data collection.*

### **Pro-seminar II Requirement:**

The Doctorate in Behavioral Psychology requires a second Prosem presentation, generally during your fourth or fifth year in the program, but before the oral and written defense of your dissertation. This presentation is usually based on your doctoral research (e.g., basic, applied, translational), but may also be based on other research and scholarship (e.g., literature review, conceptual issues), as your advisor recommends. In addition, it may serve other functions, for instance, to review the research methods for your dissertation or to practice a talk for a job interview. The presentation should meet the requirements for continuing education units (CEUs) in your field of research and scholarship (e.g., behavior analysis, public health, clinical child psychology). Again, it must be 45-50 minutes long and allow time for questions during it or at the end, also as your advisor recommends. The questions must not preclude your completing the presentation. Faculty members in attendance will provide numerical and written feedback on the content and style of your presentation, based on a Pro-seminar Rubric (see Appendices I and J). By the Tuesday following your Prosem, the faculty members will send their feedback to your advisor. Your advisor will review it with you and either credit your presentation for the requirement or have you revise and repeat it or make a different presentation.

### **Teaching Requirement:**

To fulfill the department's teaching requirement, students must complete Option A or B before they can defend their dissertation. Students planning to apply for faculty positions after leaving KU are strongly encouraged to select Option A and to consider completing the additional requirements for Option B.

**Option A:** The student must...

- complete either one 0.5 (20 hrs/wk) or two 0.25 GTA positions, and...
- be the primary instructor for a minimum of two instructional sessions (e.g., lectures or the presentation of materials to practicum students) in the course for which they are serving as a GTA (the student is responsible for developing the materials presented in these instructional sessions), and...
- obtain numeric student evaluations of teaching efficacy (the graduate student's name must appear on the student evaluation questionnaire), and...
- write a statement of *philosophy of teaching* (often required when applying for faculty positions), and...
- submit these materials with a statement from the student's advisor indicating that all of the above requirements have been met.

**Option B:** The student must...

- earn a B or higher in either LA&S 792 (a 3 credit hour college teaching course taught by CTE) or 3 credit hour modified offering of ABSC 941 (Teaching & Conference), and...
- attend three teaching-relevant brown-bag sessions hosted by the Center for Teaching Excellence (CTE), and...
- complete one professional-seminar guest lecture (as if teaching an applied behavioral science course), and...
- obtain numeric evaluations of teaching efficacy (the graduate student's name must appear on the student evaluation questionnaire) for the aforementioned professional-seminar guest lecture and...
- write a statement of philosophy of teaching (often required when applying for faculty positions), and...
- submit these materials with a statement from the student's advisor indicating that all of the above requirements have been met.

### Three Editorial Critiques:

When you have completed your Ph.D., you may be called upon to serve as a reviewer on manuscripts submitted for publication to professional journals or for grants submitted to funding agencies. To give you formal training in this skill, you will write three journal critiques as part of your doctoral training.

- The targets of these critiques will be research articles/manuscripts, all of them empirical.
- The target articles must cover a range of topics and research methods/experimental designs.
- You may complete the first two editorial critiques as part of a course requirement with the final approval of your advisor. The Graduate Studies Committee does not need to approve these critiques. The burden of responsibility is on the student to approach the faculty advisor with permanent products and feedback of course assignment. The faculty advisor will approve the critique if meets the standards of the respective discipline.
- The third editorial critique must be completed independently outside of a course assignment.
- Your third critique is reviewed by a panel of three ABSC faculty members, including adjunct faculty, one of whom is your advisor. The reviews are arranged by the student and advisor.
- Before submitting your review for grading, you should work with your advisor to assure that it is likely to pass.
- The review is passed if it receives a passing grade from two faculty members, one of whom may be your advisor. These faculty members may ask that the review be revised and resubmitted before awarding it a passing grade. They may also award a failing grade.
- If your critique receives a failing grade, it cannot be revised and resubmitted, nor can it be submitted to another faculty member for a second opinion.
- If you fail your final critique, you should discuss how to complete the requirement on a new target article with your advisor.
- You are free to select whomever you like for your readers on your second attempt at the final editorial critique.

## Dissertation:

In addition to completing the foregoing requirements, you will write and defend an empirically-based dissertation. According to the graduate school, a period of at least 5 months must pass between the defense of your review paper and the defense of the dissertation. You may, however, petition to have this requirement waived. See the Graduate Secretary to complete a petition. While working on your dissertation, you will enroll in ABSC 999 Doctoral Dissertation in Applied Behavioral Science with your advisor.

**Dissertation committee:** Your dissertation committee is composed of 5 members of the KU graduate faculty. Three of your committee members, including the chair, must have at least a 10% appointment in the department. Your chair must be a graduate faculty member with “dissertation status.” Most tenured professors have this status, but check with your advisor to be sure. Your fourth member may also be (a) a department member who is on the graduate faculty and has at least a 10% appointment or (b) may be an ad-hoc or special appointment to the graduate faculty. These members are typically ABS courtesy or adjunct faculty members, but they should be *uniquely qualified by training or experience* to serve on the dissertation committee. Your fifth or “outside” member must be a tenured or tenure-track professor from a KU department other than ABS; courtesy and adjunct faculty members may not fill this role. Any member of the KU/KUMC graduate faculty may attend the defense. You will likely ask your Admissions Committee members (see above) to serve as your dissertation committee, but they are not required to do so. Forming the dissertation committee is your responsibility and should be done with the advice and consent of your advisor.

**Changing committee members:** You may choose to replace members of your dissertation committee at your discretion. When a change occurs, for whatever reason, you are responsible for finding a replacement. The ABS department incurs no obligation to provide a replacement committee member.

**The document itself:** The written dissertation must conform to the guidelines outlined in the latest edition of the APA Style Manual. It must also conform to the physical specifications required by the College. You should review these before you start writing so that you do not spend time reformatting it later. This information may be found at <http://www.graduate.ku.edu/formatting>. After you have completed all revisions of your dissertation, you should have it bound. Binding information may be found at <http://www.graduate.ku.edu/etd/submitting>. See Appendix F for more details on expectations.

**Dissertation defense:** Before defending your dissertation you must complete paperwork with the Graduate Secretary and the College. This must be completed months in advance of your defense date so that the College may approve your application and committee members before you defend your dissertation.

Two weeks prior to your defense, you need to provide your committee members with the final draft of your dissertation, including all figures and tables. If a member of the dissertation committee requests further documentation of any aspect of the research process (e.g., completed data sheets or a contact person at the research site), this request will be honored.

The defense is passed if 4 of 5 committee members vote to pass it. If you do not pass, you may not defend it again for a period of at least 90 days. If the oral defense is failed twice, you have 30 days to petition the department for a third attempt. Failure to petition or a rejected petition will result in your dismissal from the program.

**After a successful defense:** Provided that you pass your defense, you will have all committee members sign a title page that contains lines for their signatures. Give these title/acceptance pages to the Graduate Secretary after the defense meeting.

Often a dissertation committee will ask that you make some changes to the document before it is submitted to the College. You must be enrolled in at least 1 credit hour of dissertation credit while making these changes. Should you take longer than 6 months to complete the changes to your dissertation, you must enroll in 3 credit hours per semester until the revision is completed.

Once these changes are made and you have your advisor’s approval, you will electronically submit your dissertation to the College. This process is described at: <http://www.graduate.ku.edu/etd/submitting>.

You must also have at least one copy of your dissertation bound; however, most students have a second copy bound to place on their bookshelf for posterity. You are required to submit to the Department one bound and one unbound copy of your thesis (give these to the Graduate Secretary). Finally, you will need to pay your fees to the Graduate School (see the same website).

See <http://www.graduate.ku.edu/graduation> for more information on completing your paperwork for graduation.

## **Joint Ph.D. M.P.H. Degree** **Department of ABS and Department of Preventive Medicine**

Offered by the Department of Applied Behavioral Science (Lawrence) and the Department of Preventive Medicine and Public Health (KU Medical Center, Kansas City and Wichita). This joint program is the first in the nation to combine the strengths of advanced study in applied behavioral science with a Master of Public Health (M.P.H.) degree. It results from a unique collaboration between two units: the Department of Applied Behavioral Science, offering a Ph.D. in Behavioral Psychology; and the Department of Preventive Medicine and Public Health, with its M.P.H. program.

Information regarding the joint Ph.D. M.P.H. degree program requirements is provided in Appendix C.

## General Departmental Policies and Procedures

### Enrollment:

You are expected to enroll in a full-time credit load (9 credit hours in the fall and spring semesters; and 3 credit hours in the summer semesters if you are a GTA/GRA/GA or 6 credits if graduating that summer semester) until you have completed your written and oral comprehensive exam. After you have (a) completed your required coursework, (b) successfully defended your written and oral comprehensive exam, and (c) have completed 18 hrs of post-comprehensive exam credit, you can enroll in as few as 1 hour per semester of dissertation credit. You may apply the credit hours of the semester in which you pass your comprehensive exam toward the 18 hrs requirement. If you are employed as a GTA, you may not reduce the number of credit hours in which you enroll. The number of credit hours in which you are enrolled should accurately reflect your use of department resources and faculty time. If you are off-campus, not seeing an advisor, but submitting theses, dissertations, etc. for feedback and grading, you are using department resources and should be enrolled in the number of hours that reflects your use of them. The exact number is determined by consulting with your advisor. If special circumstances require that you be exempted from the enrollment requirement, you must request an exemption. The reason for the request must be described in writing and approved by your advisor before submitting it to the Director of Graduate Studies. However, during the summer, if you are a GTA or need financial assistance, you will need to enroll in at least 3 credit hours, regardless of any approved exemptions.

### Serving as a Graduate Teaching Assistant:

As a graduate teaching assistant, you are expected to be prepared for and attend every class, as well as to be involved in all outside-the-classroom duties such as preparing study guides or lectures, grading assignments, maintaining the grade-book, communicating with students, etc. You should plan to spend 10 (0.25 time GTA) or 20 (0.5 time GTA) hours per week engaged in these activities. Your faculty teaching supervisor should not assign tasks to you that will require more of your time than this. As a graduate teaching assistant, you are a senior colleague to your junior colleagues -- the undergraduate students. As such, you should treat them professionally in all facets and manner of classroom instruction and practicum training, both inside and outside these settings. In particular, the Rules and Regulations of the University Senate state that, at the beginning of each course and each practicum, faculty members, instructors, and graduate teaching assistants should inform students clearly about how to prepare class and practicum assignments, notebooks, outside work, and the like. Information on attendance and grading practices should also be included. This ensures that students will not be suspected of academic misconduct on the basis of any ignorance of course requirements.

### Making Timely Progress:

You are expected to complete your Master's degree within 3 years (four years if in the joint-MPH program) and complete your doctoral degree 3 years after that (four years if in the joint-MPH program). Students who are admitted with a Master's degree from another university are expected to complete their doctoral degree in four to five years (five to six years if in the joint-MPH program). According to the College, you have a maximum of 10 years to complete your doctoral degree after the date of your admission, but only 8 years if you were admitted with a Master's degree. If you are following these timelines, though, you are not meeting departmental expectations. Expiration of these 10 (8) years without having completed the degree is equivalent to a resignation from the program.

### Annual Performance Review:

A Student Performance Review Committee will formally review your progress each spring. In preparation for this review, you will complete a progress report, give it to your advisor for a signature, and submit it to the Committee by the date requested, usually in March-April. Failure to do so may result in you being placed on probation. Your advisor will summarize the Committee's comments and add further information to your report. Your advisor will meet with you to deliver individualized feedback regarding your progress and the Committee's comments. A copy of the annual review form is provided on the ABS website. If the Student Performance Review Committee judges that you are not making adequate progress, it will request that within a 30 day period you develop a timeline with your advisor for completing the remaining degree requirements. Failure to develop and adhere to the proposed timeline will result in appropriate consequences.

**Petitions:**

Under special circumstances, students may request to be exempted from any College or departmental policies and procedures. The petitions must be approved by the student's advisor and submitted in writing to Edward Morris (Director of Graduate Studies) at [ekm@ku.edu](mailto:ekm@ku.edu).

**Requesting a Leave of Absence:**

If you wish to pursue professional opportunities consistent with your long range professional goals or are confronted with unexpected illnesses or other emergencies, you may request a leave of absence. Requests must be made in writing and submitted to the ABS Director of Graduate Studies ([ekm@ku.edu](mailto:ekm@ku.edu)), along with completed forms and appropriate documentation (see the Graduate Secretary for the forms). If approved, the Director of Graduate Studies will submit a request for a leave of absence to the Graduate School. All requests must be granted by the Graduate School. If you leave the program for 5 years or more, you must apply for readmission. If you are readmitted, all time spent in graduate school at KU before your readmission will count toward the time limits imposed by the College (8 yrs to Master's and 10 yrs to Ph.D.).

**Grading Issues:**

**As, Bs, Cs, etc.** You are expected to earn As in all of your coursework. If your cumulative graduate GPA falls below 3.0, you will very likely be placed on probation by the Graduate School. While on probation, you may not hold GTA positions and must increase your cumulative GPA to 3.0 or above in the next semester or you will be dismissed from the program. You may not re-enroll unless the department petitions for an additional semester. If you are dismissed from the program, you may not be readmitted as a non-degree seeking student. Courses in which a grade of C- or lower is earned must be repeated if required for graduation. When the course is repeated, the new grade does not replace the previous grade on your KU transcript. Courses taught in the College of Liberal Arts and Sciences are not graded with pluses and minuses (e.g., A+).

**Incompletes.** Courses for which you earned an "incomplete" must be completed if they are required for graduation. The timeline for completing the course is negotiated between you and the course instructor. Incompletes may be converted to grades only by the instructor.

**Credit/no credit.** Graduate students cannot take courses on a credit/no-credit basis.

**Grading thesis/dissertation credit.** The final enrollment in thesis or dissertation credit must be given a letter grade by your advisor. All earlier credits may be graded on a "P" for progress basis.

**Academic Integrity and Misconduct:**

Academic integrity rests on two fundamental principles: (a) Academic work must be represented truthfully as to its source and its accuracy and (b) academic results must be obtained by fair and authorized means. Academic misconduct is defined as the violation of either of these principles. The Rules and Regulations of the University Senate define academic misconduct as follows, after which descriptions and examples are provided:

*Academic misconduct by a student shall include, but not be limited to, disruption of classes, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments, or knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing of another's work, violations of regulations or ethical codes for treatment of animal subjects, or otherwise acting dishonestly in research. (Article II, Section 6)*

**Cheating.** Giving, using, or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise, including unauthorized communication of information.

Examples: (a) copying from another student's paper during a quiz, test, or examination; (b) using "crib" sheets during a quiz, test, or examination; (c) using unauthorized books, notebooks, study guides, or other devices (e.g., calculators) during a quiz, test, or examination without authorization; (d) receiving unauthorized assistance during a quiz,

test, or examination; (e) procuring quizzes, tests, or examinations before the scheduled exercise without authorization; and (e) copying other student's reports, laboratory work, and computer programs or files.

**Fabrication and falsification.** Unauthorized alteration or invention of any information or citation in an academic exercise.

Examples of fabrication: inventing or counterfeiting data or research procedures to make it appear that the results of several processes are actually the results of a single process.

Examples of falsification: (a) false citation of the source of information; (b) altering the record of or reporting false information about practicum or clinical experiences; (c) altering grade reports or other academic records; (d) submitting a false excuse for absence or tardiness in a scheduled academic exercise; and (e) altering a returned examination paper and seeking re-grading.

**Plagiarism.** Knowingly presenting the work of someone else's as your own without proper acknowledgement of the source. The sole exception to this requirement is when the ideas or information are common knowledge.

Examples: (a) submitting, as your own work, the work of another student, research assistant, "ghost writer," or commercial writing service; (b) quoting directly from a source without quotation marks and citations; and (c) paraphrasing or summarizing someone else's work without acknowledgement of the source.

Plagiarism may occur orally and in writing. It may involve computer programs and files, research designs, distinctive figures of speech, ideas and images, or generally any information which belongs to someone else and that is not acknowledged as such.

**Facilitating academic misconduct.** Giving or attempting to help someone else commit an act of academic misconduct.

Examples: (a) allowing another student to copy from your paper during a quiz, test, or examination; (b) distributing test questions or substantive information about the material to be tested before the scheduled exercise; (c) collaborating on academic work with the knowledge that the collaboration will not be reported; and (d) taking an examination or test for another student or signing a false name on an academic exercise.

The Department of Applied Behavioral Science assumes that undergraduate and graduate students, and faculty members, instructors, and graduate teaching assistants are responsible for knowing and understanding these guidelines. Ignorance of them is not an adequate defense against charges of academic misconduct.

For further information see <http://college.ku.edu/sites/clas.ku.edu/files/docs/Policies/Faculty/clas-student-academic-misconduct-2009-04.pdf>.

## **HIPAA, FERPA, & Privacy Policy Guidelines:**

All graduate students are expected to follow the KU Privacy Office policies and procedures, regardless of their funding situation or assistantship placements. See <http://www.privacy.drupal.ku.edu/>.

## **Baer, Wolf, & Risley Award**

This award recognizes one graduate student per year for his/her outstanding academic performance; high quality and quantity of research output; and service to the department, profession, and our community. The award recipient receives a plaque and recognition at the May graduation ceremony.

## Appendix A

### Master's Degree Course Requirements

#### Course Requirements:

Students are required to take a total of 30 credit hours before graduating. At least 18 of these hours must be in content coursework and at least 3 hours of research or intervention practicum are required. Graduate students are expected to enroll in 9 credit hours per semester. The department Master's course requirements are offered in the following timeline:

Fall (Even Year)	Spring (Odd Year)	Fall (Odd Year)	Spring (Even Year)
<b>ABSC 735</b> Within-Subjects Research Methodology & Direct Observation  <b>ABSC 841</b> Ethical, Legal, and Professional Issues in Applied Behavioral Science	<b>ABSC 861</b> Principles of Behavior Analysis	<b>ABSC 746</b> Introduction to Applied Behavioral Science  <b>ABSC 799</b> Experimental Analysis of Behavior	<b>ABSC 800</b> Conceptual Foundations of Applied Behavioral Science

#### Checklist:

Course	Course Title	Credit Hours	Semester Completed
<b>ABSC 735</b>	Within-Subjects Research Methodology & Direct Observation	3	
<b>ABSC 746</b>	Introduction to Applied Behavioral Science	3	
<b>ABSC 799</b>	Experimental Analysis of Behavior	3	
<b>ABSC 800</b>	Conceptual Foundations of Behavioral Science	3	
<b>ABSC 841</b>	Ethical, Legal, and Professional Issues in Applied Behavioral Science	3	
<b>ABSC 861</b>	Principles of Behavior Analysis	3	
<b>Research Practicum</b>	<i>Consult with your advisor on the most appropriate class(es)</i>		
<b>Intervention Practicum</b>	<i>Consult with your advisor on the most appropriate class(es)</i>		
<b>Thesis Hours</b>	ABSC 899		
<b>Total credit hours:</b> <i>(Must total 30 or more to graduate with MA)</i>			

## Appendix B

### Doctoral Degree Course Requirements

#### Preliminary Requirements (after which you are awarded a Master's degree):

Students are required to take a total of 30 credit hours before earning their M.A. At least 18 of these hours must be in content coursework and at least 3 hours of research or intervention practicum are required. These courses may be taken in any order and may be taken before defending the Master's thesis. The department preliminary course requirements are offered in the following timeline:

Fall (Even Year)	Spring (Odd Year)	Fall (Odd Year)	Spring (Even Year)
<p><b>ABSC 735</b> Within-Subjects Research Methodology &amp; Direct Observation</p> <p><b>ABSC 841</b> Ethical, Legal, and Professional Issues in Applied Behavioral Science</p>	<p><b>ABSC 861</b> Principles of Behavior Analysis</p>	<p><b>ABSC 746</b> Introduction to Applied Behavioral Science</p> <p><b>ABSC 799</b> Experimental Analysis of Behavior</p>	<p><b>ABSC 800</b> Conceptual Foundations of Applied Behavioral Science</p>

#### Checklist:

Course	Course Title	Credit Hours	Semester Completed
<b>ABSC 735</b>	Within-Subjects Research Methodology & Direct Observation	3	
<b>ABSC 746</b>	Introduction to Applied Behavioral Science	3	
<b>ABSC 799</b>	Experimental Analysis of Behavior	3	
<b>ABSC 800</b>	Conceptual Foundations of Applied Behavioral Science	3	
<b>ABSC 841</b>	Ethical, Legal, and Professional Issues in Applied Behavioral Science	3	
<b>ABSC 861</b>	Principles of Behavior Analysis	3	
<b>Research and/or Intervention Practicum</b>	<i>Consult with your advisor on the most appropriate class(es). May be repeated.</i>	At least 3	
<b>Thesis Hours</b>	ABSC 899		
<b>Total credit hours:</b> <i>(Must total 30 or more to graduate with MA)</i>			

NOTE: ABSC 802 and ABSC 805 are also REQUIRED for students pursuing BACB certification.

## Post-Master's Requirements

### Course Requirements:

In addition to completing the requirements for the Master's degree (preceding page), students are required to take one course from each of the categories below. These courses may be taken in any order and may be taken before defending the dissertation.

Requirement	Eligible Courses Title	Credit Hours	Semester Completed
<b>Conceptual Foundations II</b>	ABSC 862, 901, 921, 931, 981	3	
<b>Research Methods II</b>	ABSC 710, 805*, 940	3	
<b>ABA II</b>	ABSC 788, 802*, 865, 890, 961	3	
<b>EAB II</b>	ABSC 936, PRVM 800, BIOS 704/714	3	
<b>Electives</b>	Any ABSC course	3	
<b>Research and/or Intervention Practicum</b>	<i>Consult with your advisor on the most appropriate class(es). May be repeated.</i>	At least 6; some could come from MA	
<b>Dissertation Hours</b>	ABSC 999	At least 3	
<b>Total credit hours:</b>			

\*ABSC 802 and ABSC 805 are also REQUIRED for students pursuing BACB certification.

See the University of Kansas Graduate Catalog for more complete descriptions of the requirements and courses.

<b>Graduate School Requirements:</b>	<b>Date Completed</b>
<b>Residency Requirement:</b> You must be enrolled and on campus for at least 2 semesters to fulfill this requirement.	_____
<b>RS&amp;RS Requirement:</b> The ABS graduate student handbook outlines all of the ways you can meet the Research Skills and Responsible Scholarship requirements. Also, see your advisor.	_____

**ABS Requirements:**

**Written & Oral Comprehensive Exam** \_\_\_\_\_

**Three Editorial Critiques:** Students are required to write three journal-style reviews of published or unpublished empirical manuscripts. See the ABS Graduate Student Handbook for a complete description of this requirement. Students should begin working on these as soon as they have defended their Master's thesis. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Pro-seminar Requirement:** \_\_\_\_\_

<b>Teaching Requirement:</b>	<b>Date Completed</b>
Option A	_____
OR	
Option B	_____
<b>Dissertation Oral Defense</b> See ABS Graduate Student Handbook and your advisor for details.	_____

---



---

## Appendix C

### Joint Ph.D.-M.P.H. Program Requirements

#### Course Requirements:

#### Preliminary Requirements (after which you are awarded a Master's degree in ABS):

This is appropriate for students enrolled in the Joint Ph.D.-Masters in Public Health (M.P.H.) Program. Please see your advisor in both the ABS and M.P.H. programs for guidance as to the timing of courses for the M.P.H. degree.

- Students are required to take a total of 30 credit hours before earning their M.A. At least 12 of these hours must be in content coursework and at least 3 hours of research or intervention practicum are required. These courses may be taken in any order and may be taken before defending the Master's thesis. The department preliminary course requirements are offered in the following timeline:

Fall (Even Year)	Spring (Odd Year)	Fall (Odd Year)	Spring (Even Year)
<p><b>ABSC 735</b> Within-Subjects Research Methodology &amp; Direct Observation</p> <p><b>ABSC 841</b> Ethical, Legal, and Professional Issues in Applied Behavioral Science</p>	<p><b>ABSC 861</b> Principles of Behavior Analysis</p>	<p><b>ABSC 746</b> Introduction to Applied Behavioral Science</p> <p><b>ABSC 799</b> Experimental Analysis of Behavior</p>	<p><b>ABSC 800</b> Conceptual Foundations of Applied Behavioral Science</p>

- Students in the joint MPH/PhD program are required to complete a total of 42 credit hours before earning their MPH. Some courses have been approved to fulfill requirements in both the MPH and PhD courses.

#### Course Requirements Checklist for Joint MPH/Ph.D. Program:

Course	Course Title (ABS Program Requirement)	Credit Hours	Type of Program Requirement	Semester Completed
<b>ABSC 735</b>	Within-Subjects Research Methodology & Direct Observation	3	M.A.; MPH/Ph.D.	
<b>ABSC 746</b>	Introduction to Applied Behavioral Science	3	M.A.	
<b>ABSC 799</b>	Experimental Analysis of Behavior	3	M.A.	
<b>ABSC 800</b>	Conceptual Foundations of Applied Behavioral Science ( <i>Conceptual Foundations I</i> )	3	M.A.	
<b>ABSC 841</b>	Ethical, Legal, and Professional Issues in Applied Behavioral Science	3	M.A.	

<b>ABSC 861</b>	Principles of Behavior Analysis (Principles)	3	M.A.; MPH/Ph.D.	
<b>ABSC 710</b>	Building Healthy Communities (Research Methods II)	3	MPH/Ph.D. (Grad Certificate)	
<b>ABSC 875</b>	Practicum in Community Health Promotion (After completion of ABSC 710)	3	M.A. (Grad Certificate)	
<b>ABSC 876</b>	Practicum in Community Development (After completion of ABSC 710)	3	M.A. (Grad Certificate)	
<b>ABSC 899</b>	Thesis Hours	At least 3	M.A.	
<b>M.A. Total Credit Hours: (Must total 30 or more to graduate with MA)</b>				
<b>PRVM 818</b>	Social & Behavioral Aspects of Public Health Practice	3	MPH	
<b>PRVM 827</b>	Public Health Administration	3	MPH	
<b>PRVM 830</b>	Environmental Health	3	MPH	
<b>PRVM 875 or BIOS 715</b>	Management of Public Health Data (OR Introduction to Data Management using RedCap and SAS)	3	MPH	
<b>PRVM 891</b>	Public Health Internship	3	MPH	
<b>PRVM 893</b>	MPH Capstone Courses: Public Health Project	3	MPH	
<b>BIOS 704 or 714</b>	BIOS 704 Principles of Statistics in Public Health (or BIOS 714 Fundamentals of Biostatistics I) (3) (EAB II Course Option)	3	MPH/Ph.D.	
<b>PRVM 800 &amp; PRVM 802</b>	PRVM 800 Principles of Epidemiology(3) PRVM 802 Epidemiology Laboratory (I) (EAB II Course Option)	4	MPH/Ph.D.	
<b>PRVM Elective Courses</b>	<i>Consult with your MPH advisor on the most appropriate class(es) to ensure all hours for the MPH program are fulfilled.</i>		MPH	
<b>MPH Total Credit Hours: (Must complete 42 or credit hours toward MPH)</b>				
<b>ABS 807</b>	Practicum: Design & Analysis of Community Health Promotion Methods	3	Ph.D.	

<b>ABSC 862</b>	Behavioral Community Psychology <i>(Conceptual Foundation II)</i>	3	Ph.D.	
<b>ABSC 961</b>	Application of Applied Behavior Analysis in Communities <i>(ABA II)</i>	3	Ph.D.	
<b>Research and/or Intervention Practicum</b>	<i>Consult with your advisor on the most appropriate class(es). May be repeated.</i>		Ph.D.	
<b>ABSC 999</b>	Dissertation Hours	At least 3	Ph.D.	
<b>Ph.D. Total Credit Hours:</b>				

**COURSE CURRICULUM NOTES:**

1. Students in the joint MPH/Ph.D. program are strongly encouraged to also complete the grant-writing course in ABSC.
2. ABSC 802 and ABSC 805 are also REQUIRED for students pursuing BACB certification.

**M.A. Requirements:**

**Date Completed**

**Thesis Oral Defense:**

\_\_\_\_\_

**Pro-seminar Requirement:**

\_\_\_\_\_

**MPH Requirements:**

**Date Completed**

**Capstone Oral Defense**

*NOTE: See your advisor in the M.P.H. Program for guidance as to additional requirements for the M.P.H. degree.*

**Graduate School Requirements:**

**Date Complete**

**Residency Requirement:** You must be enrolled and on campus for at least 2 semesters to fulfill this requirement.

\_\_\_\_\_

**RS&RS Requirement:** The ABS graduate student handbook outlines all of the ways you can meet the Research Skills and Responsible Scholarship requirements. Also, see your advisor.

\_\_\_\_\_

**ABS Ph.D. Requirements:**

**Written & Oral Comprehensive Exam**

\_\_\_\_\_

**Three Editorial Critiques:** Students are required to write three journal-style reviews of published or unpublished empirical manuscripts. See the ABS Graduate Student Handbook for a complete description of this requirement. Students should begin working on these as soon as they have defended their Master’s thesis.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Pro-seminar Requirement:**

\_\_\_\_\_

---

**Teaching Requirement:**

**Date Completed**

Option A

\_\_\_\_\_

OR

Option B

\_\_\_\_\_

**Dissertation Oral Defense**

See ABS Graduate Student Handbook and your advisor for details.

\_\_\_\_\_

---

**Appendix D: ABS Courses Fulfilling BACB Requirements (broken down by hour)**

<b>Proposed BACB Course Sequence</b>												
			Ethical & Professional Conduct	Concepts & Principles of Behavior Analysis	Measurement (including data analysis)	Experimental Design	Identification of the Problem & Assessment	Fundamental Elements of Beh Change & Specific Proc	Intervention & Beh Change Considerations	Behavior Change Systems	Implementation, Management, & Supervision	Discretionary
ABSC 841	Ethics	45										
ABSC 802	I/DD						35		10			
ABSC 735	Rsch Methods		5	20	20							
ABSC 861	Principles of BA		40					5				
ABSC 746	Intro. to ABS					10	10			10	15	
ABSC 805	Beh. Assess.			5		20		5			15	
Hours Required		45	45	25	20	30	45	10	10	10	30	

**Appendix E: Graduate Learner Outcomes: Written Comprehensive Examination****Appendix F: Graduate Learner Outcomes: Written Dissertation Document (Final Defense)**

Components	Outcome Quality			
	Outstanding – 4	Very Good – 3	Acceptable – 2	Unacceptable - 1
<b>Introduction/Statement of the Problem</b>	Compelling, clear research question; Socially important, significant, innovative question; Places question in context	Interesting, sufficient breadth, depth, & insight; Poses a good question; Convincing rationale of	Provides some rationale; Explains importance &/or significance of	Provides no rationale for the question; Question is poorly stated or omitted
<b>Grounding in the Literature</b>	Critical and comprehensive synthesis of relevant literature across disciplines	Provides a comprehensive critique and synthesis of behavior analytic literature	Comprehensive critique of behavior analytic literature	Incomplete or inadequate; Sources misinterpreted or poorly represented; Summary of the literature, but lacks critical analysis and
<b>Methodology</b>	Well-conceived; Methodologically sophisticated; Issues of verification (IOA & fidelity) addressed & quantified; Measures of social validity	Demonstrates technical competence with regards to design and methods; Issues of verification (IOA & fidelity) addressed	Demonstrates basic level of competence; Demonstrates ability to do research; Methodology informs the research question; Issues of verification (IOA) addressed to professional	Inappropriate or incorrect design or methods; Issues of verification (IOA) poorly addressed or omitted
<b>Proposed Analysis</b>	Exceeds the standard of thoroughness; Advanced use of visual or quantitative analysis	Exceeds the standard of thoroughness	Meets the standard of thoroughness; Analyses are linked to research question	Below the standard of thoroughness
<b>Presentation/Communication Skills</b>	Very well written; compelling & insightful; Sets up & articulates an interesting question/answer; Makes a persuasive, convincing case	Well written; Presents well-articulated, interesting, and important questions	Provides a general discussion of the question or issues, but is insufficiently specific; Shows understanding of the topic; Writing lacks originality or creativity	Shows a fundamental lack of understanding of the problem; Poorly written, incomplete, lacks structure; Spelling and grammatical errors throughout

Components	Outcome Quality			
	Outstanding – 4	Very Good – 3	Acceptable – 2	Unacceptable - 1
<b>Introduction/Statement of the Problem</b>	Compelling, clear research question; Socially important, significant, innovative question; Places question in context	Interesting, sufficient breadth, depth, & insight; Poses a good question; Convincing rationale of	Provides some rationale; Explains importance &/or significance of	Provides no rationale for the question; Question is poorly stated or omitted
<b>Grounding in the Literature</b>	Critical and comprehensive synthesis of relevant literature across disciplines	Provides a comprehensive critique and synthesis of behavior analytic literature	Comprehensive critique of behavior analytic literature	Incomplete or inadequate; Sources misinterpreted or poorly represented; Summary of the literature, but lacks critical analysis and
<b>Methodology</b>	Well-conceived; Methodologically sophisticated; Issues of verification (IOA & fidelity) addressed & quantified; Measures of social validity	Demonstrates technical competence with regards to design and methods; Issues of verification (IOA & fidelity) addressed	Demonstrates basic level of competence; Demonstrates ability to do research; Methodology informs the research question; Issues of verification (IOA) addressed to professional	Inappropriate or incorrect design or methods; Issues of verification (IOA) poorly addressed or omitted
<b>Results &amp; Analysis</b>	Exceeds the standard of thoroughness; Advanced use of visual or quantitative analysis; Provides supplemental analyses to better understand findings	Exceeds the standard of thoroughness	Meets the standard of thoroughness; Simple reporting of results; Evidence supports the argument; Analyses are linked to research question	Below the standard of thoroughness; Evidence does not support the argument; Results do not follow from the analysis and are interpreted incorrectly
<b>Discussion/Conclusion</b>	Identifies the significance and applications; Puts the study in larger context; Has implications for the subfield or behavioral science	Well synthesized; Conclusions are supported by the evidence; Addresses limitations; Conceptually systematic; Discusses issues of generalizability and external	Sufficient discussion of the results; Interpretation is simplistic	Insufficient discussion of the results; Misinterprets the findings; Shows lack of understanding and careful thought
<b>Presentation/Communication Skills</b>	Very well written; compelling & insightful; Sets up & articulates an interesting question/answer; Makes a persuasive, convincing case	Well written; Presents well-articulated, interesting, and important questions/answers	Provides a general discussion of the question or issues, but is insufficiently specific; Shows understanding of the topic; Writing lacks originality or creativity	Shows a fundamental lack of understanding of the problem; Poorly written, incomplete, lacks structure; Spelling and grammatical errors throughout

## Appendix G

### College Office of Graduate Affairs Policy on Post-Comprehensive Enrollment & Time Limits With permission from SPLH

#### Enrollment

Related policies: <http://policy.ku.edu/graduate-studies/doctoral-candidacy>

After completing the comp exam, doctoral students are required to be continuously enrolled each semester (including summers) until completion of the degree.

- He or she must enroll in a **minimum of 6 hours every Fall and Spring semester and 3 hours every Summer**.
- This post-comp enrollment must include (within the 6 or 3 hours) **at least one dissertation or dissertation- equivalent hour every term**.
- This post-comp enrollment requirement remains in effect as described until the student has **completed 18 post- comp hours**, or until he or she graduates, whichever comes first.
- Hours completed during the semester in which the student takes his or her post-comp exam count toward the required 18 hours, as long as enrollment during that semester follows the requirements described above (following the *minimum 6-6-3* formula, and including at least one hour of dissertation/dissertation-equivalent).
- Students may, under advisement of the department, enroll in more than 6 hours each semester to achieve the 18 hours more quickly (such as 9 hours in the Spring/Fall semesters) providing that the enrollment still accurately reflects use of faculty time and University facilities.
- During the semester in which the student is due to complete the 18 hours of post-comp enrollment, he or she may drop down to whatever number of hours is required to complete the 18 (e.g., if the student started the semester with 15 hours of post-comp enrollment completed, only three hours are required).
- **Once the 18-hour requirement has been fulfilled**, the student **may enroll in as little as 1 dissertation or dissertation-equivalent hour**. This enrollment must, however, accurately reflect demands on faculty time and University facilities.
- Please note that hours completed in semesters previous to taking the comprehensive exam, even dissertation hours, do not count toward the post-comprehensive enrollment requirement.
- The policies above also hold true for those students who hold GTA/GRA/GA appointments. These students, with the aide of their departments, do need to take the extra step of completing the Certification of Eligibility to Enroll in Fewer Than Six Hours form.

#### Time Limits

Related policies: <http://college.ku.edu/coga/department/policies/time-limit-regulations>

- Doctoral students who obtained a Master's degree through the University of Kansas have a total of 10 years to complete both degrees. Those who enter KU as a PhD student have 8 years to complete. **Please note that your Department may have stricter time limits and it is important to discuss your specific program with your advisor to determine your time constraints.**
- **At least 5 months must pass between the completion of your comp exam and your final exam.** No more than 5 years may pass between these exams.

As you move through your post-comp period, if you find that you still have questions in regards to the policies stated above or other University policies related to your degree requirements, or feel you have received contradictory information regarding these policies, please do not hesitate to call, e-mail or visit the COGA office in Room 102 Strong Hall to discuss them further. [coga@ku.edu](mailto:coga@ku.edu) Please note that questions relating to your specific program/department should always be directed to your department staff.

## **ADDITIONAL INFORMATION:**

### **Post-comp and the GRA/GTA/GA student**

In regards to GTA/GRA/GA students, the 18 hour post-comp policy is exactly the same as it is for any other student. The Certification to Enroll in Fewer Than Six is NOT a waiver of those post-comp requirements in any way. GTA/GRA/GA students still must meet the 18 hour post-comp requirement before they may drop to fewer hours. These students also have to take the extra step of the Certification due to the MOU between the University and the GTA Union.

### **Dissertation-equivalents**

Graduate Studies maintains a list of courses that are considered dissertation-equivalents. These are the only courses that would satisfy the “dissertation-equivalent hour.” This is not at the discretion of the departments. The majority of these pre- approved equivalent courses are in the natural sciences.

### **Enrollment in Dissertation Hours (or equivalent)**

In regards to the following section from the student e-mail, see below:

- This post-comp enrollment must include (within the 6 or 3 hours) at least one dissertation or dissertation-equivalent hour every term.

**The only exception to this statement is the semester in which the student takes the comp exam.** Although the hours earned in the semester in which the student takes the comp exam count toward the 18 hour post-comp requirements, they student is not required to have a dissertation hour in the 6 (or 3 in the case of summer) hours for that semester. Each department handles dissertation hours in slightly different ways- some have students taking dissertation hours before the semester of the exam, some, in fact, don't allow students to take the dissertation hours until after the exam. This exception allows departments to continue those practices as appropriate for their program.

*There is no University policy in regards to how many dissertation hours total a student must earn (again, each department handles that in different ways). The requirements are only that they be enrolled in at least one dissertation hour each post- comp semester and that what they are enrolled in after the 18 hours accurately reflects the demands on faculty resources and University facilities.*

## Appendix H

### Department of Applied Behavioral Science Conflict Resolution Policies, Procedures, and Resources©

When engaged in teaching, research, service, and practice, you and your colleagues will sometimes disagree -- sometimes as individuals, sometimes as groups. This is natural. Disagreements, however, may become conflicts. Throughout your career, you will encounter conflicts and be expected to resolve them efficiently, fairly, and respectfully. As a form of problem-solving, resolving conflict is integral to your professional development. Guidance in resolving conflict is part of our junior colleague model of graduate training.

Resolving conflict involves a variety of strategies and tactics, but foremost, conflict should be prevented in the first place. Preventing conflict involves its own strategies and tactics, including guidance about working with people (e.g., Carnegie, 1981), mentoring (e.g., Johnson, 2007), behavioral contracting (e.g., Hall & Hall, 1998), and professional rules and regulations (e.g., determining authorship order; see American Psychological Association, 2010). When conflict occurs, though, it needs resolution, which will vary across contexts. It will vary across teaching (e.g., in-person, on-line), research (e.g., research groups, on- and off-campus), and service (e.g., service learning, practicum sites), as well as across faculty members, advisors, supervisors, staff members, and administrators. Resolving conflict requires thought, flexibility, and nuance.

As for strategies, some are generic, others are more specific. In both cases, the process and product should complement a group's mission, for instance, its mission in teaching, research, service, and practice. This makes it socially valid. Among the missions of our graduate program is "understanding and solving problems of societal importance." Resolving conflict is a problem of societal importance. A more specific strategy for resolving conflict – the department's strongly recommended strategy -- is to resolve conflict with your colleagues directly. This is done privately and confidentially, not in public or through email or social media. The latter results in hearsay and gossip that can increase conflict. Not resolving conflict directly is ill-advised. It may be disrespectful, slighting your colleagues' knowledge and skills. It may be unwise, taking conflicts out of the context in which they are best understood. It may be partisan, seeking resolutions through closer and more partial colleagues at a higher level. This may exacerbate conflict.

Your colleagues may be other junior colleagues (e.g., undergraduate and graduate students). They may be senior colleagues (e.g., instructors, supervisors, faculty members, advisors, administrators). They may be staff members (e.g., student employees, administrative staff). In resolving conflict, you may seek advice from colleagues who are not directly involved. The more experienced of them may be especially helpful in resolving conflict among team members (e.g., in research groups). They are not, however, responsible for resolving your conflicts. You are.

As for tactics, again, some are generic (e.g., be respectful), while others are more specific (e.g., listen without interrupting). Among the tactics are these:

- When distraught by conflict, remove yourself from the situation until the distress abates. Take a time-out.
- Approach conflict resolution without blaming your colleagues. The organism is always right. Focus on the conflict, not on your view of the conflict. You are always right, too, except when you are not.
- Emphasize areas of agreement and common interests in teaching, research, service, and practice, not areas of disagreement and divergent interests.
- Respect differences in your colleagues' aims, interests, priorities, and goals.
- Make the process and product of resolving conflict cooperative, not competitive. Your win should not be a colleague's loss.
- Assess your colleagues' view of the conflict. Do not assume that you understand their view at the start. Assess your own view for the same reason.
- As a process, resolving conflicts may take more than a passing discussion. It may take several meetings.
- As a product, a resolution should have the same or functionally equivalent outcomes for you and your colleagues.
- If your conflict is resolved, but your colleague's is not, then the conflict is not resolved. The resolution is not socially valid. The conflict will continue.

The literature on the practice of behavior analysis offers strategies for resolving ethical and professional conflict (e.g., Bailey & Burch, 2010, 2016). The clinical behavior analysis literature provides tactics for resolving conflict between individuals (e.g., Fischer & Fink, 2014). The consultation literature includes strategies and tactics, especially for collaborations (e.g., Friend & Cook, 2017). The behavioral community psychology literature describes conflict resolution between groups (e.g., <https://www.helpguide.org/articles/relationships-communication/conflict-resolution-skills.htm>; <http://ctb.ku.edu/en/table-of-contents/implement/provide-information-enhance-skills/conflict-resolution/main>).

For on-line resources, see [https://en.wikipedia.org/wiki/Conflict\\_resolution](https://en.wikipedia.org/wiki/Conflict_resolution); <https://www.forbes.com/sites/mikemyatt/2012/02/22/5-keys-to-dealing-with-workplace-conflict/#78f0fbeat1182>; and <https://edis.ifas.ufl.edu/pdffiles/HR/HR02500.pdf>.

Returning to the strategies for resolving conflict, conflict that is not resolved with your colleagues directly -- which should be rare -- should be addressed with your next most senior colleague. If the conflict is with undergraduate students for whom you are a GTA, your next most senior colleague is the course instructor or supervisor. If the conflict is with undergraduate students for whom you are the instructor of record, the colleague is the course's regular instructor or supervisor. If the conflict is with another graduate student, the colleague may be a member of the Graduate Student Organization; the chair of the department's Diversity, Equity, and Inclusion Committee; or your instructor, supervisor, or advisor. If the conflict is with instructors, supervisors, faculty members, staff members, or administrators, the colleague is your advisor.

Conflict that is not resolved with your next most senior colleague -- which should be even rarer -- is addressed with the department's ombudsperson -- or Ombuds. This is the department's Director of Graduate Studies. Like the University Ombuds, the department's Ombuds addresses conflict privately and confidentially, not in public or through email or social media, while relieving concerns about personal judgments and reprisals. The Ombuds can also recommend changes in department policies and procedures to reduce conflict, for instance, by clarifying or changing rules, roles, and responsibilities.

Conflict that is not resolved with the department's Ombuds -- which should be rarer still -- is addressed with the department's chairperson. The chairperson is the department's final arbiter of conflict among colleagues. In the process of resolving it, the chairperson may consult with university resources, among them:

- The University's Ombuds Office (<http://ombuds.ku.edu>, ombuds@ku.edu, 785.864.7261, Carruth-O'Leary Hall, Room 36, 1246 West Campus Road).
- The University's Human Resource Management Conciliation Services. These services address employee-supervisor complaints (<http://humanresources.ku.edu/conciliation-services>, hrdept@ku.edu, 785.864.4946, Carruth-O'Leary Hall, Room 103, 1246 West Campus Road).
- The University's Office of Diversity and Equity (<http://diversity.ku.edu/>, diversity@ku.edu, 785.864.4909, Strong Hall, Room 250, 1450 Jayhawk Boulevard). This office examines discrimination, intolerance, and insensitivity and recommends measures for creating environments in which everyone feels valued and safe. It also provides training, services, and presentations on diversity, equity, and inclusion.
- The University's Office of Institutional Opportunity and Access. This office addresses discrimination and harassment complaints (<http://ioa.ku.edu/about-ioa>, ioa@ku.edu, 785.864.6414, Carruth-O'Leary Hall, Room 153A, 1246 West Campus Road).
- The Provost's Diversity, Equity, and Inclusion Advisory Group (<http://provost.ku.edu/dei>, provost@ku.edu, 785.864.4904, Strong Hall, Room 250, 1450 Jayhawk Boulevard). This group addresses discrimination, intolerance, and insensitivity in the university community and recommends measures for creating environments in which everyone is valued and safe.

Although the chairperson is the department's final arbiter in resolving conflict, the chairperson is not the university's final arbiter. Failing resolution in the department, you may seek resolution through the university's resources listed above.

In advancing the mission of the ABS graduate program, the department is committed to cultural, social, and intellectual diversity, equity, and inclusion. It values variations in experience, interests, and social and cultural points of view and their contributions to the program. Although the variations may sometimes be a source of conflict, they are also among the best resources for resolving them.

## Resources

American Psychological Association (2010). *Publication manual* (6<sup>th</sup> ed.). Washington, DC American Psychological Association.

Bailey, J., & Burch, M. (2010). *25 essential skills and strategies for the professional behavior analyst*. New York: Routledge.

Bailey, J., & Burch, M. (2016). *Ethics for behavior analysts* (3rd ed). New York: Routledge.

Carnegie, D. (1981). *How to win friends and influence people* (rev. ed.). New York: Simon and Schuster. Fischer, D. J., & Fink, B. D. (2014). Clinical processes in behavioral couples therapy. *Psychotherapy, 51*, 11-14.

Friend, M., & Cook, L (2017). *Interactions: Collaboration skills for school professionals* (8<sup>th</sup>ed.). Boston: Pearson.

Hall, R. V., & Hall, M.L. (1998). *How to: Negotiate a behavioral contract*. (2nd ed.). Austin, Texas: Pro-ed. Johnson, W. B. (2007). *On being a mentor: A guide for higher education faculty*. Mahwah, NJ: Lawrence Erlbaum.

Wolf, M. M. (1978). Social validity: A case for subjective measurement or how applied behavior analysis is discovering its heart. *Journal of Applied Behavior Analysis, 11*, 203-214.

# Appendix I

## Bibliography of Resources

- Duarte, N. (2008). *Slide:ology: The art and science of creating great presentations*. Sebastopol, CA: O'Reilly.
- Fawcett, S. B., & Miller, L. K. (1975). Training public-speaking behavior: An experimental analysis and social validation. *Journal of Applied Behavior Analysis, 8*, 125-135.
- Feldman, S. B., & Silva, P. (2012). *Public speaking for psychologists: A lighthearted guide to research presentation, job talks, and other opportunities to embarrass yourself*. Washington, DC: American Psychological Association.
- Foxx, R. M. (1996). Translating the covenant: The behavior analyst as ambassador and translator. *The Behavior Analyst, 19*, 147-161.
- Friman, P. C. (2014). Behavior analysts to the front! A 15-step tutorial on public speaking. *The Behavior Analyst, 37*, 109-118.
- Gallo, C. (2010). *The presentation secrets of Steve Jobs: How to be insanely great in front of any audience*. New York: McGraw Hill.
- Iversen, I. H. (1988). Tactics of graphic design: A review of Tufte's *The Visual Display of Quantitative Information*. *Journal of the Experimental Analysis of Behavior, 49*, 171-189.
- Mancuso, C., & Miltenberger, R. G. (2015). Using habit reversal to decrease filled pauses in public speaking. *Journal of Applied Behavior Analysis, 49*, 188-192.
- Reynolds, G. (2012). *Presentation zen: Simple ideas on presentation design and delivery* (2<sup>nd</sup> ed.). Berkeley, CA: New Riders.
- Reynolds, G. (2011). *The naked presenter: Delivering power presentation with or without slides*. Berkeley, CA: New Riders.
- Spieler, C., & Miltenberger, R. (2016). Using awareness training to decrease nervous habits during public speaking. *Journal of Applied Behavior Analysis, 50*, 38-47.

## Appendix J

**Pro-seminar Grading Rubric**

**Date of Presentation:** \_\_\_\_\_

**Name of Student Presenter:** \_\_\_\_\_

**Name of Rater:** \_\_\_\_\_

**Write Comments on Back of  
Rubric Page**

Scoring:

1- Poor, many requirements not met

2- Fair, some requirements met

3- Good, meets most or all expectations

4- Outstanding, exceeds expectations

CONTENT	SCORE
Presentation focused on clearly defined topic or issue	
Introduced purpose of presentation clearly	
Information presented in logical sequence/structure – well organized	
Provided accurate and complete explanation of key concepts/theories	
Provided evidence of extensive and valid research conceptually consistent with science of behavior; dept and breadth of sources were exemplary	
Smooth transitions between key points of presentation	
Strong conclusion statement, based upon presentation information	
DESIGN	
Slides displayed elements of effective design. Fonts, colors, backgrounds, etc. were effective and consistent	
Information on slides reflected understanding and effective summarization; information not copied and pasted from another source	
Presentation free of spelling and grammatical errors	
Slides contained a limited number of talking points as opposed to complete paragraphs or lengthy sentences	
Text was clear and sufficiently large for the audience to see	
PRESENTATION STYLE	
Presenter familiar with the material and did not read from slides or rely on notes. It was evident that the presentation was rehearsed; clearly comfortable with the material	
Communicated in a way appropriate for the audience and occasion	
Extended beyond the material	
Used language appropriate to the audience and the science of behavior	
Spoke clearly and slowly enough to be heard by the audience	
Showed enthusiasm for the subject and encouraged audience interest	
Made eye contact with audience; seldom referred to notes	
Voice, rate, pitch, and intensity appropriate during the presentation	
Inappropriate vocalisms ( <i>huh, like, etc.</i> ) kept to a minimum	
Physical responses (gesturing, pointing, etc.) were appropriate at the moments used, added to the presentation, and did not distract from the presentation	
Personal appearance was completely appropriate for occasion and audience	
Presentation was original; clever; creative approach that captured audience attention	
Responded to questions and comments confidently, precisely and directly	
Presented for the required amount of time	