

Graduate Student Handbook



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Personnel Directory

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Director of Graduate Study	Michael Amlung	4011 Dole	864-0334
Office Manager & Assistant to the Chairperson	Kira Edison Monet	4007 Dole	864-0502
Communications & Events Coordinator & CDC Clerical Administrator	Kelly Spavin-Silvermintz	4009 Dole	864-0503
Graduate Program Coordinator, COGA	Brittney Tyler-Milholland	3015 Dole	864-3625
Academic Success Coach, Online Master's Program	Liz Barton	KU Edwards	913-897-8521
Ombudsperson	Edward K. Morris	4017 Dole	864-0519

Introduction and Overview

This *Handbook* provides important information for students pursuing Master's, Ph.D., and joint Ph.D/M.P.H (Master's of Public Health degrees) in the Department of Applied Behavioral Science (ABS) graduate program. Although you might not read the entire *Handbook* upon admission to the department, you will refer back to it often as you complete the milestones toward earning your graduate degree(s). It is written using a topic sequence that parallels the order in which you will most likely complete your requirements. Separate sections are provided for students enrolled for the Master's degree, Ph.D. degree, and joint Ph.D/M.P.H degree. 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 available from the Director(s) of Graduate Study or Graduate Program Coordinator.

Brief History of the Department of Applied Behavioral Science

In 1964, under the leadership of Frances Degen 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 around the world.

Because KU already had a well-established Department of Psychology, HDFL department was free to specialize. It did so in four 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 become 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 behavioral science, predominantly behavior analysis, to problems of societal importance. To reflect this change, 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. Further, the department's graduate programs educate and train scientist-practitioners and researchers in the discovery and production, translation and application, and communication of knowledge in the behavioral sciences for understanding and solving problems of societal importance. In 2017, the department adopted the following vision statement: we aspire to be an internationally recognized department that conducts cutting-edge research and offers rigorous and relevant education in behavioral science.

Welcome to the University of Kansas

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

Beginning with Spring 2022 admission, Incoming graduate students must have a bachelor's degree (and any post-bachelor's coursework or degrees) from a regionally accredited institution, or a foreign university with substantially equivalent bachelor's degree requirements and proof of English proficiency for non-native English speakers.

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>. There, 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>.

Orienting Information

Student ID cards and e-mail accounts. Information on how to obtain a student ID card can be found <https://kucard.ku.edu/>. 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 those for your e-mail account, you will be able to access the myKU Portal. This is the website that allows you to register for classes (see "academics" tab; Brittney Tyler-Milholland 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 the *Handbook*, as well as in Graduate Catalog (see <https://catalog.ku.edu/>). Course offerings are on the web at <https://my.ku.edu/Classes/ExternalDisplay.action>.

Parking permits. Information on obtaining a parking permit is located on the web at: <https://parking.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>.

The Department

Orienting Information

Keys. Keys for the offices you need access to may be obtained from the Student Assistant Receptionist at the front desk in the department's main office -- 4001 Dole.

Mailboxes. The department will provide a mailbox for on-campus students. Your mailbox is also located in the main office. You will be assigned a mailbox by name.

Copiers. A copier is available in the room behind the mailboxes (4001C Dole). Any of the front office staff are happy to assist you in operating it. The copier is reserved for professional business only.

Departmental Degree 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. Here are some of the main differences:

- As a full-time student, you will typically enroll in only 9 credit hours each fall/spring semester, and enroll in summer credits (see p. 21), one of which is usually a research or applied practicum supervised by your advisor. Graduate students in the online program typically enroll in at least 6 credits each fall/spring semester, and at least 6 credits in the summer semester. 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 in 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 or online 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 are no longer in good academic standing, cannot hold a GRA/GTA appointment, and cannot schedule a milestone or final exam. The program may elect to place you on academic probation and/or dismiss you from the program."
- The Ph.D. degree is a research degree. Therefore, you are expected to conduct significant 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 the greater Lawrence/KC area 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. Graduate students in the online program will likely not be located in Lawrence, but the commitment to quality work remains.

These expectations apply to 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 which faculty members admit their students. In it, you and your faculty 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 the degree requirements (e.g., selecting the topic of your thesis/dissertation). 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 faculty advisor. For a variety of reasons, you may complete your degree with someone other than the advisor who admitted you. The reasons include:

1. Your or your advisor's interests may change such that the two are no longer compatible.
2. After providing at least one full semester's warning, your advisor may terminate the advising relationship. This most often occurs when students fail to make timely progress toward their degrees.
3. Your advisor leaves the department or KU, or Your advisor retires or dies.

In each instance, the faculty advisor should notify the Graduate Program Coordinator of the need for a change in advisor. What happens next depends upon your progression toward the Ph.D. degree and the reason for the change in advisor.

- 1) If you and your advisor's relationship dissolves due to a change in research/academic interests/goals and you are in good academic standing and pre-comprehensive exam, the department is under no obligation to appoint a new advisor. It is the student's responsibility to secure a new advisor; however, the student may request guidance from the Director(s) of Graduate Study and/or their current advisor. The current advisor will continue to mentor the student until a new faculty advisor can be secured. It is highly recommended that the student secure a new advisor within 1 full term. At the time, the program can review the student's attempts to locate a new advisor and, if the program finds the attempts unsatisfactory, can elect to place the student on academic probation and/or dismiss the student from the program. If the student is post-comprehensive exam, the Director(s) of Graduate Study and the student's current dissertation committee will work with the student to identify a new advisor within the department. A new advisor should be secured within 1 term. Faculty members will not be required to supervise research that is outside of their area of expertise or interest.
- 2) If a faculty advisor no longer wishes to mentor a student due to a change in compatibility (including ongoing unsatisfactory performance in academic and/or GTA responsibilities), the advisor must notify the Graduate Program Coordinator of the dissolution of their advisor relationship and responsibilities. The Graduate Program Coordinator will send notice to the student and also notify the Director(s) of Graduate Study.

The advisor must provide the student with 1 full term/semester of notice (for example, a faculty advisor should notify a student within the first few weeks at the beginning of a term that they will discontinue being an advisor by the end of that term; should this occur in the middle of a term, the student will have 1 full semester in the following term to find a replacement advisor).

The student must locate a new advisor by the end of their full term of notice to remain in good academic standing. If the student fails to secure a new advisor within this timeframe, they will be considered out of good academic standing and the department can elect to place the student on academic probation and/or dismiss the student from the program.

In all of these cases, the new advisor is not obliged to supervise research that is outside the advisor's area of expertise or interest. Thus, students may find that they must change their area of research to accommodate their new advisor. This may add time to earning their degree. In all cases, the program encourages students to meet with their new faculty advisors to outline outstanding degree requirements or research and to establish a mentoring agreement. In each case of an advisor change, the student is responsible for completing a Record of Change in Advisor form (available Graduate Program Coordinator) and submitting the completed document to the Graduate Program Coordinator for filing. The form will be kept in the student's electronic file.

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 description of the department's conflict resolution policies, procedures, and resources, see Appendix G.

Master's in Applied Behavioral Science Degree Requirements

Coursework

If you are enrolled in the Lawrence-based (i.e., on-the-ground) Master's degree program, Appendix A contains a Master's degree checklist for the courses you are required to take – and the sequence in which you should take them -- in order to earn your degree. If you are enrolled in the online master's degree program, please see Appendix B. 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 Appendices A and B.

Waiving requirements. There are two scenarios in which students may waive requirements for the Master's program. Please pay special attention to the disclaimers below regarding additional course work and oral comprehensive examination requirements. Please speak with the Director(s) of Graduate Study if you have questions.

First: If you entered the graduate program as a doctoral student and previously completed a Master's degree from a ABAI Tier-I Accredited Master's Program, then all requirements of our Master's program are automatically waived. You should contact the Director(s) of Graduate Study upon starting the program to ensure that written documentation of this waiver is added to your file/degree progress report.

Second: If you were admitted for the Master's degree having taken graduate courses at another university, you are still required to complete all of the ABS coursework and other requirements for the Master's degree outlined in Appendices A or B. However, you may request that your prior graduate courses count as fulfilling a portion of the ABS Master's degree 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; ABSC 772 equivalent class in the online program) for the ABS master's degree, but may have already completed a comparable graduate course at another university. If this is the case, then you may petition to waive ABSC 735/772 by submitting a written request to the Director(s) of Graduate Study. 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 Academic Advisor has on file), and (d) a letter of support from your advisor. Here are some important rules 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 waive up to 3 courses (9 hours).
- Students are required to earn from KU the credit hours required for the master's degree: 18 hours of content courses plus 3 hrs (minimum) of practicum, 3 hrs (minimum) of thesis credits, and 6 hrs of elective coursework – a total of at least 30 credit hours for the MA.
- All waivers 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.

Two important disclaimers related to waiving requirements:

1. Individual faculty advisors can determine if additional coursework is needed based on the student's individual program of study.
2. Students remain responsible for the material taught in our graduate courses for the purposes of their oral comprehensive exams, regardless of courses/requirements waived.

Practica

In addition to your courses, Master's degree students based in Lawrence 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 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). Because the BACB standards change, we direct you to their website for the latest information: www.bacb.com.

If you are enrolled in the online master's degree program, you are required to complete at least two semesters of a research or intervention practicum. Usually, most students take a research practicum, in addition to at least 3 credits of thesis practicum. You may be required to take 6 hours of intervention practicum to meet BACB requirements for supervision. This option is not available to all students, and you are encouraged to speak to your advisor about this.

Master's Thesis

Students who are admitted with a master's degree from another institution that does not meet the departmental master's thesis requirements must complete an empirical research project, write a manuscript, and defend the project in front of a three-person committee. They are NOT required to earn a second master's degree and, thus, do not need to complete a formal thesis project.

For all other students: 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 it should begin 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. The thesis process may begin once your advisor has approved the project and you have approval from the university's Human Research Protection Program. 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 passed and signed by two of three members of your thesis committee (see below) and you have completed 30 credit hours numbered 700 and higher while classified as a graduate student, including credit hours enrolled in ABSC 899 (see Appendices A/B).

Application for graduation. To graduate with the M.A. degree, you must complete an Application for Graduation several months in advance of your anticipated graduation date. This form is available through Enroll & Pay and the Degree Progress/Graduation menu. 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 Program Coordinator to determine if you have completed all the requirements for the degree before scheduling your defense. Your committee members must be approved in the graduate faculty database by the college before you defend your Master's thesis. Please contact the Graduate Program Coordinator with your committee as soon as possible to verify exam privileges of your committee.

Thesis committee. Your thesis committee is typically composed of three members of the KU graduate faculty. The majority of the committee must be comprised of ABS faculty with the privilege to serve on a Master's Thesis exam. The third member can be an ABS courtesy or adjunct faculty member, or a faculty member in another department, but they should be uniquely qualified by training or experience to serve on the committee. They must also have the ability to serve on a Master's Thesis exam. As long as the conditions above are met, the committee may include more than three members. Forming the thesis committee is your responsibility, but should be done with the advice and consent of your advisor. Please contact the Graduate Program Coordinator to verify the privileges of your committee members.

Changing committee members. You may choose to replace members of your master's 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 proposal. Your thesis project idea must be proposed to and approved by your advisor and at least one other committee member. The proposal must include a review of relevant literature and the method used to address the problem being analyzed. Your thesis proposal can be a paper or an oral presentation with presentation slides, and the format of your proposal meeting can be synchronous or asynchronous, as approved by your advisor and at least one other committee member. If the initial proposed project is not approved by both your advisor and at least one other committee member, the project must be revised (per the suggestions of the committee members) until approval from your advisor and at least one other committee member is obtained. Following approval, your advisor will email the Graduate Program Coordinator with the approval decision, and you can proceed with completing your thesis. Attached to the approval email will be the approved proposal document and a document (prepared by you and your advisor) outlining any requested changes your committee requires you to complete and integrate into your final defense document. Both documents will be saved in your student file.

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 <https://coga.ku.edu/masters-degree-checklist>.

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. You are required to notify the Graduate Program Coordinator at least 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 signatures. Give these title/acceptance pages to the Graduate Program Coordinator 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 the changes. Should you take longer than 6 months to complete the changes, 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>. Finally, you will need to pay your fees to the Graduate School (see the same website). See <https://coga.ku.edu/masters-degree-checklist> for more information on completing your paperwork for graduation.

Substituting a Master's thesis. An empirical Master's thesis that was defended orally in front of a committee at another university will be accepted at KU if (a) you successfully passed the oral defense, (b) your advisor 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(s) of Graduate Study.

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 or in four years for the joint PhD/MPH degree.

Doctorate in Behavioral Psychology Degree Requirements

Coursework and Enrollment Information

Appendix C 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 of admission to the time you earn your degree. The number of hours in which you enroll depends upon your progress in the program. ABS requires 9 hours of enrollment each Fall/Spring term (see pg. 20). In the semester of the oral comprehensive exam and subsequent terms, students must also adhere to the Post-Comprehensive Enrollment policy until they have satisfied 18 hours post-comp enrollment. Students are encouraged to discuss enrollment requirements with the Graduate Program Coordinator throughout their progress in the degree. Enrollment must adhere to college, departmental, and GTA/GRA policies. The Graduate Program Coordinator can guide students through these policies in relation to their specific progress. After you have (a) completed your required coursework, (b) successfully defended your 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(s) of Graduate Study.

Waiving requirements. If you were admitted for the doctoral degree 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 C. 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 II course (e.g., ABSC 805) 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 805 by submitting a written request to the Director(s) of Graduate Study. 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 Program Coordinator has on file), and (d) a letter of support from your advisor. Here are, again, 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.
- At the PhD level: You may waive as many courses as your advisor recommends; however, if you are requesting to waive *more than 3* courses (9 credit hours), the Director(s) of Graduate Study 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 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: Ph.D.: 24 hours of content courses plus 6 hrs of practicum.
- All waivers 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.

The Doctoral Degree

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 Comprehensive Exam within one year of the date they successfully defended their Master's thesis (see below; two years if in the joint-MPH program), or by the end of their third year if entering the doctoral program with a completed Master's obtained at another university. Obtaining the Ph.D. degree requires the successful completion of the following tasks (each of which is described in more detail below):

- Additional coursework (15 credit hours), practica (at least 3 credit hours), and dissertation hours (at least 6 credit hours) are required (see Appendix C)
- Fulfill your Research Skills and Responsible Scholarship requirement
- Complete program of study written document and pass an oral comprehensive examination
- Propose a dissertation
- Po-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 either ABSC 735 OR ABSC 770
- Satisfactory completion of either ABSC 841 OR ABSC 851

And one of the following:

- At least one submission of a first-author manuscript for publication in a peer-reviewed journal, OR
- At least two scholarly presentations at regional, state, or national professional meetings.

For either of the above publication/presentations:

- The work must have been entirely completed at KU;
- No more than one may be a poster;
- At least one must have been presented by the time of the comprehensive examination; if the other has not yet been presented by the time of the comprehensive examination, it must be accepted for presentation at an upcoming meeting; and
- At least one must list the student as either first or presenting author.

Comprehensive Examination

In order to take the comprehensive examination, you must meet the requirements for the ABS master's degree (e.g., coursework, practicum). Students must complete the comprehensive examination by the end of the third year if entering the PhD program with a completed Master's degree obtained at another university, or within a year of successfully defending their Master's in the Applied Behavioral Science MA program at KU. Failure to pass the examination within this timeframe means that the student is out of good academic standing and is grounds for probation or dismissal from the graduate program.

Prior to the semester in which the comprehensive exam is held, all doctoral students must complete a minimum program engagement equivalent to two full-time semesters. This may be accomplished through either of the following:

- Two semesters (fall and/or spring) of full-time enrollment in KU coursework, as defined by University policy OR
- At least 18 hours of enrollment in KU coursework spread out over several part-time semesters

Note: Summer enrollment is not required to maintain registration; summer enrollments, as well as any enrollment as part of the ABS MA program, may be counted toward the 18 part-time pre-comprehensive hours.

Paperwork necessary to complete the exam. At least two months before your intended oral examination date, you must notify the graduate program coordinator of your intention to schedule the exam, the intended timeframe of the exam, and your graduate studies representative. Your comprehensive exam will be administered by a committee of KU graduate faculty, as outlined in the Office of Graduate Studies Policy (see here: <https://policy.ku.edu/graduate-studies/doctoral-student-oral-exam-committee-composition>). The requirements for composition of the committee—including the minimum number of required committee members—are subject to change according to changes to the Office of Graduate Studies Policy linked above.

Office of Graduate Studies Policy stipulates that your comprehensive exam committee is composed of a minimum of four members of the KU graduate faculty. The first member of the committee should be your graduate advisor (who should have a tenure-track or tenured appointment in the department with the privilege to serve on doctoral exams). You and your mentor should identify the second member, who must be a tenure-track or tenured faculty member who does not have an appointment in the ABS program. This second member, or Graduate Studies Representative, must have the privilege to serve in this role. The Graduate Program Coordinator will identify the remaining two members using a random rotation list of ABS faculty who have a tenure-track or tenured appointment in the department with the privilege to serve on doctoral exams. Please check with the Graduate Program Coordinator to confirm faculty privileges and to ensure the committee meets university requirements. Graduate Studies must approve the students' exam committee members before the examination may be taken. Students are required to stay informed about the paperwork necessary to complete the exam. The Graduate Program Coordinator will inform the randomly selected committee members that they will serve on your committee. Once all committee members are informed, you should proceed with providing the committee with your Program of Study Written Document.

Program of Study Written Document. You will generate a program of study document, developed in concert with your advisor, that includes:

- A list of all graduate lecture/discussion courses completed in behavioral science and how the coursework fulfills ABAI accreditation standards;
- Up to 10 representative readings from each completed graduate lecture/discussion course;
- Research interest statement (2-3 single-spaced pages);
- Career plans statement (2-3 single-spaced pages); and
- Up-to-date CV.

The examination committee will have the right to request additions/modifications to the reading list. Upon approval of your Program of Study Written Document, you will work with the Graduate Program Coordinator to schedule the oral examination, at least 2 weeks from the date that the last committee member approved the program of study. You will thereby have a minimum of 2 weeks to prepare for the oral examination upon finalization of the program of study with the examination committee.

Oral Examination. The program of study will be used by the comprehensive examination committee to generate relevant and individualized questions to ask during the oral examination. Questions will span all coursework and student-indicated research domains (those of personal interest to the student and relevant to their career trajectory). These questions will be posed during the oral examination. The oral examination will last two hours and is not open to the public. The meeting consists solely of questions from the 4 committee members. The defense is successful if a majority of the committee members vote to pass it (as Satisfactory). If you receive a grade of Unsatisfactory (i.e., fail) an 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). Upon successful (Satisfactory) passing of the examination, you will be considered a doctoral candidate and can proceed with developing a dissertation proposal. See <https://policy.ku.edu/graduate-studies/doctoral-candidacy> for information on enrollment in course credit post-comprehensive exam.

Review of Comprehensive Examination Process

1. Work with your advisor to identify your outside committee member who will serve as the Graduate Studies Representative; obtain consent from the potential Graduate Studies Representative to serve on the committee.
2. Email the Graduate Program Coordinator prior to the start of the semester in which you intend to complete the Comprehensive Examination to indicate your plans; also indicate your potential Graduate Studies Representative's name.
3. The Graduate Program Coordinator will identify the two random committee members' names from within ABS tenure/tenure-track faculty and will email the committee to notify you and your advisor of the committee names.
4. Upon receipt of the committee members' names and finalization of your written portfolio, your advisor will email the portfolio to your entire committee.
5. The committee members will individually engage your advisor with any requested edits.
6. Once all edits are complete, the committee members will email your advisor to indicate approval to proceed with schedule the examination.
7. Upon receipt of approval from each committee member, you and your advisor will email the Graduate Program Coordinator to initiate scheduling. The date of the examination will be at least 2 weeks after the final approval is obtained.
8. After the examination, your advisor will email the Graduate Program Coordinator with the result of the Examination and cc the Graduate Studies Representative.

Proseminar Requirement

The department holds weekly Proseminars that have expectations and requirements for students. Seminars – not the Proseminar – 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 Proseminar is a seminar of this sort. It is a proseminar because it includes graduate and undergraduate students. The department's Proseminar – 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 make a presentation. For a Doctoral degree, you make one presentation, The presentation is usually based on your Dissertation 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 at least 45-50 minutes long and allow time for questions during it or afterward, as your advisor recommends. The questions must not preclude your completing the presentation. For a list of resources for making effective Proseminar (or any) presentations, see Appendix H.

The faculty members at Prosems will provide numerical and written feedback on the content and style of presentations, based on a Proseminar Rubric (see Appendix I). By the Tuesday following your Prosem, they 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 after the deadline, your Prosem may still be scheduled, but fewer dates will be available for meeting the requirement that semester or summer.

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...

- petition a plan of study for formal credits/coursework (assuming satisfactory grading) on college instruction 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 it meets the standards of the respective discipline.
- The third editorial critique must be completed independently outside of a course assignment. Your

advisor is responsible for approving the third critique. The review is passed if it receives a passing grade from your advisor. Your advisor 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.

Dissertation

In addition to completing the foregoing requirements, you will propose, write, and defend an empirically based dissertation. A period of at least 1 month must pass between the defense of your oral comprehensive exam and the defense of the dissertation. 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 KU graduate faculty, as outlined in the Office of Graduate Studies Policy (see here: <https://policy.ku.edu/graduate-studies/doctoral-student-oral-exam-committee-composition>). The requirements for composition of the committee—including the minimum number of required committee members—are subject to change according to changes to the Office of Graduate Studies Policy linked above. Committee members should be uniquely qualified by training or experience and must have approved privileges to serve on a doctoral committee. Students may include additional voting members on their committees, but the majority of all the voting members must be regular ABS tenure/tenure track faculty members (i.e., at least 2 for a 4-member committee; at least 3 for a 5-member committee). Forming the committee is a student's responsibility and should be done with the advice and consent of your faculty advisor. However, graduate units have the final determination on questions of committee membership. Please check with the Graduate Program Coordinator to confirm faculty privileges and to ensure the committee meets university requirements.

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.

Dissertation proposal. In preparation for the dissertation proposal, you will provide your committee members with a copy of your written dissertation proposal at least two weeks before the scheduled date of the proposal. The written dissertation should conform to the guidelines outlined in the latest edition of the APA Style Manual. The introduction of the proposal should include a thorough literature review, but should be written as a peer-reviewed publication submission (i.e., the introduction should be between 7 and 10 pages). Your proposal document must also include Method and Data Analysis sections. See Appendix E for a rubric of expectations.

- **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 integrity) where appropriate.
- **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).

Please be respectful of your committee members' time and allow sufficient opportunity for them to adequately prepare for the proposal meeting. 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).

The proposal meeting is 1 hour in duration. The Graduate Studies Representative is not required to attend the proposal meeting or vote on the proposal. During this time, the committee may ask you to defend decisions related to your proposed research question, methods, and/or data analysis plans. Committee members must report a decision to either pass, pass with revisions, or fail. The proposal is passed if the majority of the committee members vote to pass or pass with revisions—revisions may be requested to be reviewed by the committee before proceeding with the project. If you fail the proposal, it may be repeated on the recommendation of the degree program after 90 days, but it may not be taken more than 3 times (each time after the lapse of 90 days). Upon successful passing of the proposal, the advisor emails the Graduate Program Coordinator with the decision to pass and you can proceed with completing your dissertation.

Review of Dissertation Proposal Process

1. Work with your advisor to identify your committee members (note that these individuals need not be the same as your Comprehensive Examination committee); obtain consent from all potential committee members to serve on the committee.

2. Email the Graduate Program Coordinator prior to the start of the semester in which you intend to complete the dissertation proposal to indicate your plans; also indicate your potential committee members' names.
3. Work with the Graduate Program Coordinator to schedule the proposal meeting.
4. Once the proposal meeting is scheduled, your proposal document should be shared with your committee at least two weeks prior to the proposal date.
5. After the proposal, your advisor will email the Graduate Program Coordinator with the result of the Examination and attach the passed proposal document to this message.
 - It is likely that changes to the proposal will be required by your committee; you and your advisor will prepare a document outlining the requested changes that the committee requires to have completed and integrated into the final defense document. This document will be shared with the Graduate Program Coordinator to save in your student file.

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.

Dissertation defense (final oral examination). Before defending your dissertation, you must complete paperwork with the Graduate Program Coordinator 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. At least 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. The written dissertation defense document should generally conform to the guidelines outlined in the latest edition of the APA Style Manual—note that the College may have specific formatting requirements that trump APA style. It must also conform to the physical specifications required by the College. The formatting requirements may be accessed via <http://www.graduate.ku.edu/formatting>. 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. To pass the exam, the student must receive a majority of assenting votes (e.g., 3 of 4 committee members vote to pass). 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. See Appendix F for a rubric of expectations.

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 a copy of the title/acceptance pages to the Graduate Program Coordinator after the defense meeting for saving in your student file. You will also be responsible for uploading the signed copies to the my graduation checklist on canvas. 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 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 electronic copy of your thesis (give these to the Graduate Program Coordinator). Finally, you will need to pay your fees to the Graduate School (see the same website). See <https://coga.ku.edu/doctoral-degree-checklist> 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 D.

General Departmental Policies and Procedures

Enrollment

For doctoral students, you are expected to enroll in a full-time credit load (9 credit hours in the fall and spring semesters). Note that GTAs/GRAs are not required to enroll in the summer term, unless graduating that summer, but there may be financial or other reasons why you may need to prefer to enroll in the summer. Students are encouraged to discuss these requirements with their advisor or the Graduate Program Coordinator. After you have passed your oral comprehensive exam, at least 1 of your credit hours of enrollment (see above for full-time status requirements) must be in the form of dissertation hours (or equivalent) every Fall and Spring, with the exception of the semester in which you defend. After you have (a) completed your required coursework, (b) successfully defended your 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 (or equivalent) if your advisor agrees this is reflected in your coursework and workload. You may apply the credit hours of the semester in which you pass your comprehensive exam toward the 18 hrs requirement, provided you are enrolled in at least 6 credit hours that semester. If you are employed as a GTA, you may reduce the number of credit hours in which you enroll, provided you have met the minimum 18 hours post-comprehensive exam and the have the proper paperwork submitted by your Graduate Program Coordinator—you may then enroll in as little as 1 credit hour and retain both your full-time status and GTA/GRA appointment. 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 petition an exemption (note: petitioning does not guarantee exemption, and only departmental requirements may be petitioned). The reason for the petition must be described in writing and approved by your advisor before submitting it to the Director(s) of Graduate Study.

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 8 years to complete your doctoral degree after the date of your admission, but up to 10 years if you are working towards both the Master's and doctoral degree in the ABS department. If you are following these timelines, though, you are not meeting departmental expectations. Expiration of these 8 (10) years without having completed the degree is equivalent to a resignation from the program.

Annual Performance Review

The faculty will complete annual performance reviews for each student 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. 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 the Director(s) of Graduate Study.

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(s) of Graduate Study with completed forms and appropriate documentation (see the Graduate Program Coordinator for the forms). If approved, the Graduate Program Coordinator will submit a request for a leave of absence to the Graduate School. <https://coga.ku.edu/leave-absence> for more information. 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.

Grading

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 be placed on probation by the College. 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.

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. This grading scale is established in USRR 2.2.5. It evaluates a student's work as demonstrating satisfactory progress (SP), limited progress (LP), or no progress (NP). A grade of SP must be assigned for a student's final semester of enrollment in thesis, dissertation, or approved thesis- or dissertation-equivalent course work. The SP indicates that the final product was of satisfactory quality to earn the degree.

The following table describes what each grade represents, and what action is taken by the program (if any).

Grade	Description of Grade	Action by Program
Satisfactory Progress-SP	The student has met the goals of the semester as agreed upon with the faculty advisor. The progress made in the semester supports timely completion of the thesis or dissertation.	The student is making satisfactory progress toward their degree. No action is needed.
Limited Progress-LP	The student completed less than what was agreed upon with the faculty advisor. The semester's progress may cause delays in the timely completion of the thesis or dissertation	The COGA Advisor will track grades of LP in the program. If two consecutive grades of LP, or a third LP are reported, for a student, the graduate studies committee faculty will review the grade and student's record and may recommend academic probation and/or a mentoring agreement. If additional LPs are reported after the mentoring agreement and/or probation, the student is no longer making satisfactory progress toward their degree and is out of good academic standing. As a result, the graduate studies committee may recommend dismissal of the student from the program.

<p>No Progress-NP</p>	<p>The student has shown no evidence of completed work, or did not make progress toward the thesis or dissertation.</p>	<p>The COGA advisor will track any NP grades in the program. If a student receives a NP, the student is not making satisfactory progress toward their degree and is considered out of good academic standing. As a result, the graduate studies committee will review the grade and student record and may place the student on academic probation, complete a mentoring agreement with the student, or recommend dismissal of the student from the program.</p>
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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; (a) 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 <https://collegeadvising.ku.edu/academic-misconduct-policies-and-procedures>.

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 <https://policy.ku.edu/provost/privacy-policy>

Appendix A: Master’s Degree Course Requirements For Lawrence-Based Graduate Students

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

Checklist:

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

Appendix B: Master's Degree Course Requirements For Graduate Students in the Online Program

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 6 credit hours per semester. The department Master's course requirements are offered in the following timeline:

Fall Cohort

Fall (1 st Year)	Spring (1 st Year)	Summer (1 st Year)	Fall (2 nd Year)	Spring (2 nd Year)
<p>ABSC 850 Principles of Behavior Analysis</p> <p>ABSC 771 Introduction to Applied Behavioral Science</p>	<p>ABSC 770 Within-Subjects Research Methodology & Direct Observation</p> <p>ABSC 854 Experimental Analysis of Behavior</p>	<p>ABSC 773 Introduction to Applied Behavioral Science</p> <p>ABSC 851 Ethical, Legal, and Professional Issues in Applied Behavioral Science</p>	<p>ABSC 772 Conceptual Foundations of Applied Behavioral Science</p> <p>ABSC 852 Behavior Analysis in Intellectual and Developmental Disabilities</p>	<p>ABSC 853 Behavioral Assessment</p>

Spring Cohort

Spring (1 st Year)	Summer (1 st Year)	Fall (1 st Year)	Spring (2 nd Year)	Summer (2 nd Year)
<p>ABSC 850 Principles of Behavior Analysis</p> <p>ABSC 771 Introduction to Applied Behavioral Science</p>	<p>ABSC 773 Introduction to Applied Behavioral Science</p> <p>ABSC 851 Ethical, Legal, and Professional Issues in Applied Behavioral Science</p>	<p>ABSC 770 Within-Subjects Research Methodology & Direct Observation</p> <p>ABSC 772 Conceptual Foundations of Applied Behavioral Science</p>	<p>ABSC 853 Behavioral Assessment</p> <p>ABSC 854 Experimental Analysis of Behavior</p>	<p>ABSC 852 Behavior Analysis in Intellectual and Developmental Disabilities</p>

Checklist:

Course	Course Title	Credit Hours	Semester Completed
ABSC 850	Principles of Behavior Analysis	3	
ABSC 851	Ethical, Legal, and Professional Issues in Applied Behavioral Science	3	
ABSC 852	Behavior Analysis in Intellectual and Developmental Disabilities	3	
ABSC 853	Behavioral Assessment	3	
ABSC 854	Experimental Analysis of Behavior	3	
ABSC 770	Within-Subjects Research Methodology & Direct Observation	3	
ABSC 771	Introduction to Applied Behavioral Science	3	
ABSC 772	Conceptual Foundations of Behavioral Science	3	
ABSC 773	Applied Behavior Analysis in Complex Organizations	3	
ABSC 871	Research Practicum Consult with your advisor on the most appropriate class(es)		
ABSC 872	BHH Intervention Practicum Consult with your advisor on the most appropriate class(es)		
ABSC 899	Thesis		
Total credit hours: (Must total 30 or more to graduate with MA)			

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

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

Graduate School Requirements:

Date Completed

Engagement Requirement: You must be enrolled and on campus _____
 for at least two semesters (fall and/or spring) of full-time enrollment in KU coursework, as defined by
 University policy, OR at least 18 hours of enrollment in KU coursework spread out over several part-time
 semesters.

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 Requirements:

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 Proposal

See ABS Graduate Student Handbook and your advisor for details. _____

Dissertation Oral Defense

See ABS Graduate Student Handbook and your advisor for details. _____

Appendix D: 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>ABSC 735 Within-Subjects Research Methodology & Direct Observation</p> <p>ABSC 841 Ethical, Legal, and Professional Issues in Applied Behavioral Science</p>	<p>ABSC 861 Principles of Behavior Analysis</p>	<p>ABSC 746 Introduction to Applied Behavioral Science</p> <p>ABSC 799 Experimental Analysis of Behavior</p>	<p>ABSC 800 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
ABSC 735	Within-Subjects Research Methodology & Direct Observation	3	M.A.; MPH/Ph.D.	
ABSC 746	Introduction to Applied Behavioral Science	3	M.A.	
ABSC 799	Experimental Analysis of Behavior	3	M.A.	
ABSC 800	Conceptual Foundations of Applied Behavioral Science (<i>Conceptual Foundations I</i>)	3	M.A.	
ABSC 841	Ethical, Legal, and Professional Issues in Applied Behavioral Science	3	M.A.	

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

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

COURSE CURRICULUM NOTES:

1. Students in the joint MPH/Ph.D. program are strongly encouraged to also complete the grant-writing course in ABSC.

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** _____

Engagement Requirement: You must be enrolled and on campus _____
for at least two semesters (fall and/or spring) of full-time enrollment in KU coursework, as defined by
University policy, OR at least 18 hours of enrollment in KU courwork spread out over several part-time
semesters.

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: _____

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 Proposal

See ABS Graduate Student Handbook and your advisor for details.

Dissertation Oral Defense

See ABS Graduate Student Handbook and your advisor for details.

Appendix E: Graduate Learner Outcomes: Dissertation Proposal (Oral & Written)

Components	Outcome Quality			
	Outstanding – 4	Very Good – 3	Acceptable – 2	Unacceptable - 1
Introduction/Statement of the Problem	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
Grounding in the Literature	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
Methodology	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
Proposed Analysis	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
Presentation/Communication Skills	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

Appendix F: Graduate Learner Outcomes: Dissertation Defense (Oral & Written)

Components	Outcome Quality			
	Outstanding – 4	Very Good – 3	Acceptable – 2	Unacceptable - 1
Introduction/Statement of the Problem	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
Grounding in the Literature	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
Methodology	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
Results & Analysis	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
Discussion/Conclusion	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
Presentation/Communication Skills	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: 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>).

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(s) of Graduate Study. 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 (<https://ombuds.ku.edu/>; ombuds@ku.edu, 785.864.7261, Dole HDC Suite 3079, 1000 Sunnyside Ave).
- 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, 785.864.6705, Strong Hall, Room 151, 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, Dole Human Development Center, room 1082, 1000 Sunnyside Ave).
- The Provost's Diversity, Equity, and Inclusion Advisory Group (<https://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* (6th 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* (8thed.). 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: 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 H: 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* (2nd 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 I: Pro-seminar Grading Rubric

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
- 3- Good, meets most or all expectations

- 2- Fair, some requirements met
- 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	