



Handbook for the Ph.D. in Behavior Analysis

**Department of Psychology
Salve Regina University
2023- 2024**

This handbook supplements the general student handbook issued by Salve Regina University. Behavior Analysis students should familiarize themselves with both resources. The general student handbook is available at (<https://salve.edu/dean-of-students>).

All policies outlined in this handbook are subject to change.

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Mission and Program Goals

Program Mission and Goals

Every student completing a Doctor of Philosophy in Behavior Analysis at Salve will leave connected to the university's mission, will demonstrate mastery of the science of behavior analysis, and will have the leadership, research, and advanced conceptual/clinical skills needed to use behavior analysis to address diverse societal needs and flourish as a leader in their occupation.

To accomplish this mission, the following goals are prioritized.

- Train students to utilize advanced behavior analytic research design and methodology to evaluate and address meaningful societal issues.
- Provide students with a strong conceptual framework of the basic science (experimental roots) and philosophical underpinnings of behavior analysis.
- Guide students through the process of learning to teach and translate behavior analytic material to diverse audiences.
- Teach students to supervise behavior-analytic research and clinical services in diverse settings.

Salve's Mission and Goals

As a community that welcomes people of all beliefs, Salve Regina University, a Catholic institution founded by the Sisters of Mercy, seeks wisdom and promotes universal justice. The university, through teaching and research, prepares men and women for responsible lives by imparting and expanding knowledge, developing skills and cultivating enduring values. Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment, and prepare for the challenge of learning throughout their lives. In keeping with the traditions of the Sisters of Mercy, and recognizing that all people are stewards of God's creation, the university encourages students to work for a world that is harmonious, just, and merciful.

Admission Information

Application Process

Individuals that will have a master's degree in behavior analysis by the time they start the program are eligible to apply. Individuals who are interested in the Ph.D. in Behavior Analysis program who do not have a master's degree in behavior analysis should apply to Salve's MS in Behavior Analysis program. If they are admitted and enrolled in the MS in Behavior Analysis program, they will be eligible to complete an internal application to join the Ph.D. in Behavior Analysis toward the end of their master's program.

How to Apply

Submit the following materials to the Office of Graduate and Professional Studies.

- Online Graduate Application
- Official Transcripts (from each college or university previously attended)
- Current Résumé or CV
- Personal Statement (describing interest and experience in behavior analysis)
- Research Proposal Form (available upon request or within the application portal)
- Two Letters of Recommendation (preferably from faculty or clinical supervisors who can speak to the applicant's technical knowledge of behavior analytic research and practice)

Applicants who are potentially eligible for the program based on their applications will be asked to complete an interview process for further evaluation.

Admissions Criteria

Salve Regina University's Behavior Analysis Graduate Program evaluates the total application package. Each application for the Ph.D. in Behavior Analysis will be reviewed and scored across six domains: GPA of previous studies, completion of related coursework, history of clinically relevant experiences, research acumen, writing ability, and style & organization of material.

Each application is evaluated holistically, so applications do not need to score perfectly in each category to be admitted.

Students who do not already have a BCBA credential are eligible to join the program, but they must obtain a BCBA credential within their first calendar year of joining the program.

Non-Discrimination Policy

In accordance with the University's Mission, as well as state and federal regulations under Title IX, Salve Regina University does not unlawfully discriminate on the basis of age, sex, race, religion, color, national or ethnic origin, veteran status, sexual orientation, disability, or any other basis protected

under applicable federal or state law, in the administration of its employment policies, educational policies, or financial aid programs.

Salve Regina University neither condones nor tolerates discriminatory conduct and expects all faculty, staff, and students to promote an environment that is free of discrimination and supportive of this policy. Inquiries with regard to the application of this policy may be referred to the Title IX Coordinator or the Office of Civil Rights. Contact information for both is in the Policies and Procedures section of this handbook.

Admission Categories

Admit

Applications that meet all acceptance criteria are admitted into the program.

Waitlist

If an application meets all acceptance criteria and the program is already at capacity, the applicant will be notified that they are on a waitlist. If space opens, applicants on the waitlist will be notified and asked if they would like to enroll. Otherwise, waitlisted applicants will be offered a delayed start in the program to begin one year after their desired start time.

Deny

Applications that do not meet the criteria described above.

Transfer Credits & Waiving Prerequisites

Transfer Credits

Course transfers for doctoral courses will only be accepted from ABAI-accredited institutions. Any potential transfer must clearly align with any course it is substituting as demonstrated by the course syllabus and learning objectives. All transfers must be approved by the Program Director.

Waiving Prerequisites

The degree requirements for the Ph.D. in Behavior Analysis are built upon the requirements of Salve's MS in Behavior Analysis. Meaning, all of the degree requirements (i.e., coursework, research, etc.) for Salve's MS in Behavior Analysis must be met as a prerequisite to the Ph.D. in Behavior Analysis. Doctoral students who complete a master's degree in behavior analysis at another institution before enrolling in Salve's Ph.D. program can apply to have some of the master's prerequisites waived. Prerequisite waivers will only be accepted from ABAI-accredited institutions. Any potential transfer must clearly align with the Salve requirement it is substituting as demonstrated by the relevant syllabi, learning objectives, evaluative rubrics, etc. Students may also be required to demonstrate competency in the degree requirements they are

applying to waive. Examples of competency evaluations include performance on the relevant areas of the comprehensive exam, the presentation of research, etc. All requirement waivers must be approved by the Program Director.

Yearly Outcome Data for the Ph.D. in Behavior Analysis

Because the program is new, outcome data is not yet available.

This outcome data is updated annually.

Student Conduct Expectations

Basic Expectations

Behavior Analysis graduate students are expected to adhere to all policies outlined in Salve's student handbook and other official publications. These policies include the requirement that every Salve maintain high standard of academic integrity and respect for all persons with whom they interact.

In addition to Salve's general requirements for students, it is expected that every Behavior Analysis graduate student adhere to the Behavior Analyst Certification Board (BACB)'s Ethics Code for Behavior Analysts AND all state laws applicable to the practice of behavior analysis.

Ongoing Student Progress Evaluation

To help students advance through the program, ongoing evaluation of their progress is conducted by Behavior Analysis faculty. Students are required to complete a Degree Progress Check-In once per semester during each semester they are enrolled in courses. Students scheduled to graduate at the end of the given semester are also asked to complete the Graduating Student Report.

The Degree Progress Check-In assessment collects information about each students' progress within the program (e.g., what courses they've taken, when they are planning to graduate, what courses they are planning to take next) and professional development (e.g., what conferences or professional talks they've attended, what professional associations they have been involved with, what research they are involved with). The Graduating Student Report collects similar information about each students' professional development and also collects information about the students' future plans and contact information.

These assessments are reviewed by the behavior analysis faculty each semester. Each individual student assessment is rated as exceeds expectations, meets expectations, or does not meet expectations. Students who do not meet expectations meet with the Graduate Program Director to create a remediation plan.

Grounds for Dismissal

Students who engage in any professional or ethical violation and/or who make inadequate academic may be dismissed from the program. Examples of inadequate academic progress include:

- Receiving anything lower than a B- in two different courses or the same course twice.
- Being dismissed from a practicum site.
- Failing to complete/satisfy all key research requirements.
- Failing to complete the steps outlined in a remediation plan.
- Taking an unexcused leave of absence from the program longer than a single semester.

Please see Salve's dismissal policies for more information.

Core Program Faculty

Program Director and Assistant Professor: Cody Morris, Ph.D., BCBA-D, LBA
Email: cody.morris@salve.edu

Assistant Professor: Emma Grauerholz-Fisher, Ph.D., BCBA-D, LBA
Email: e.grauerholzfisher@salve.edu

Assistant Professor: Stephanie Jones, Ph.D., BCBA-D
Email: stephanie.jones2@salve.edu

Credentialing Information

The primary professional credential associated with doctoral degrees in Behavior Analysis is the Board Certified Behavior Analysts- Doctoral (BCBA-D) designation. Similar to the BCBA credential, there are multiple pathways to obtaining a BCBA-D credential. Salve's Ph.D. in Behavior Analysis Program is designed to meet Option B of the BACB's pathways. This pathway requires the following:

- Active BCBA certification
- Doctoral Degree with Behavior Analytic Dissertation
- Doctoral Coursework, Mentorship, or Publications

To ensure all students meet the requirements to obtain the BCBA-D credential, the program requires the following:

- All Ph.D. students must have an active BCBA certification by the end of their first year in the program.
- All dissertation topics must be behavior analytic.
- The doctoral coursework is designed to target important behavior analytic content.
- Faculty are qualified to supervise/mentor behavior analytic experiential learning activities.
- Students will be given opportunities to publish behavior analytic research.

Coursework Requirements/Advising Guide

Program Modality/Location

Primary (core) courses are offered at our Newport campus while student research, practicum, and other experiential learning activity options are scheduled flexibly in terms of time and location.

Program Description

Salve Regina University's Ph.D. in Behavior Analysis provides students the coursework, research mentorship, and supervised clinical work necessary to help them establish a well-rounded behavior analytic repertoire. Students who complete the program will meet the qualifications to become a Board Certified Behavior Analyst- Doctoral (BCBA-D), the highest credential in behavior analysis. Individuals with a BCBA-D credential will be competitive for advanced clinical, research, and teaching positions.

Program Requirements

Salve's Ph.D. in Behavior Analysis consists of 12 courses (36 credits).

Program Prerequisites

All students in this program must also meet all the requirements for Salve's M.S. in Behavior Analysis prior to completing their Ph.D. in Behavior Analysis. Individuals who are interested in the Ph.D. in Behavior Analysis program who do not have a master's degree in behavior analysis should apply to Salve's MS in Behavior Analysis program. If they are admitted and enrolled in the MS in Behavior Analysis program, they will be eligible to complete an internal application to join the Ph.D. in Behavior Analysis toward the end of their master's program.

The 12 courses (36 credits) required to complete the Ph.D. in Behavior Analysis consist of five core courses, two electives, three experiential courses, and two semesters of dissertation research. In addition to the 12 courses (36 credits), students will be required to meet thesis research requirements and complete a preliminary examination before conducting proposing their dissertation.

The anticipated time to complete the Ph.D. program is two to three years if all pre-requisite master's program requirements are met.

Study/Curriculum Plan

Course Requirements

- 5 Core Courses
 - PSY630: Research Methods II
 - PSY636: Experimental Analysis of Behavior II
 - PSY623: Autism Spectrum and Other Developmental Disabilities
 - PSY631: ABA Consultation
 - PSY642: Behavior Analysis & Societal Issues
- 2 Electives Courses

- PSY613: Educational Psychology
- PSY621: Health Psychology
- PSY625: Abnormal Psychology
- PSY633: Organizational Behavior Management
- PSY651: Critical Thinking and Decision Making in Psychology
- PSY680: Individual Research
- PSY699: Special Topics
- 3 Experiential Learning Courses
 - PSY672: Practicum III
 - PSY673: Practicum IV
 - PSY675: Behavior Analysis: College Teaching
- 2 Semesters of Dissertation
 - PSY690: Dissertation Research and Writing I
 - PSY691: Dissertation Research and Writing II

Tentative Course Offerings

Fall	Spring	Summer	
		Summer I	Summer II
623 (ASD)	636 (EAB II)	672/673 (Practicum)	
642 (Societal Issues)	631 (Consultation)		
625 (Abnormal)- Every Other Year	630 (RM II)		
699 (VB)- Every Other Year	672/673 (Practicum)		
699 (Current Issues)	675 (College Teaching)		
672/673 (Practicum)			
675 (College Teaching)			

First Cohort Sequence

Traditional Track	Fall	Spring	Summer
1 st Year	635 (Abnormal) 699 (Current Issues)	631 (Consultation) 636 (EAB II) 672 (Practicum)	673 (Practicum)
2 nd Year	642 (Societal Issues) 699 (VB)	630 (RM II) 675 (Teaching)	<i>Prelims (no credit)</i>
3 rd Year	Dissertation	Dissertation	

Recommended Course Sequence

Traditional Track	Fall	Spring	Summer
1 st Year	623 (ASD) 699 (Current Issues) 642 (Societal Issues)	636 (EAB II) 631 (Consultation)	672 (Practicum)
2 nd Year	699 (VB) or 625 (Abnormal) 673 (Practicum)	630 (RM II) 675 (Teaching)	<i>Prelims (no credit)</i>
3 rd Year	Dissertation	Dissertation	

Practica Information

The Behavior Analysis Graduate Program is proud to offer our students multiple options for completing their required practicum hours. This form outlines each of our established practicum sites, the process for becoming involved with each site, and the process of enrolling in practicum credit.

In addition to these pre-established practicum sites, Ph.D. students can apply to start a new practicum site contingent on faculty support and program director approval.

OVERALL PROCESS

Step 1: Review You Options

- Shown Below

Step 2: Contact the Site to Apply

- Email the designated contact and express interest in the practicum.

Step 3: Confirm Site Acceptance

- Following an application and/or interview process, the site will notify you if you are eligible to enroll.

Step 4: Enroll in Practicum Credit (PSY 570 or PSY571)

- The site will notify the Graduate Program Director of your acceptance. The GPD will inform the registrar that you have permission to enroll. The registrar may require additional forms.

	Pathways Strategic Teaching Center	Autism Care Partners	Bradley Hospital	Strides Behavioral Services
Practicum Coordinator	Jesse Perrin, BCBA	Elizabeth Bland, BCBA	Olga Resendes, BCBA	Rachael Rudloff, BCBA
Setting and Population	School Setting; Individuals with autism and other related developmental disabilities ages 3-22 and grades PK-12.	Private, year-round, center-based ABA service provider for children ages 2-13 with primary ASD diagnosis.	PHP in freestanding private non-profit children's psychiatric hospital. Unit serves children ages 5 to 18 with autism/developmental delay and co-occurring behavioral, emotional, psychiatric disturbance.	Clinic and home-based ABA services are provided to children with autism and other related disabilities ages 2-13.

Research Requirements

Every student in the Ph.D. in Behavior Analysis Program at Salve must complete/satisfy four key research requirements to complete the program. In addition to the key research requirements, students will be encouraged to engage in other research activities throughout their enrollment in the program. The key research requirements consist of the following:

1. Ongoing Professional/Research Development
2. Thesis Research/Thesis Substitution
3. Preliminary Examination
4. Dissertation Research

The first key research requirement is an ongoing process that begins when students enter the program and continues throughout their time in the program. The next three key research requirements occur sequentially. To start working toward the last three key research requirements, students must match with one of the program faculty who will serve as a primary research mentor/advisor. This research mentor will help guide the students through each of the requirements that are described in detail below.

Ongoing Professional/Research Development

To help students establish the behaviors necessary to cultivate ongoing professional/research development, they are required to complete the following:

- Attend at least 50% of the colloquium talks offered by the program per year.
- Present research at a professional conference at least one time per year.
 - Poster presentations count, but at least one of the presentations across all of the years must be a symposium or paper discussion.
- Contribute to a manuscript submitted for publication as a recognized author (if not first author).

Thesis Research/Thesis Substitution

Each doctoral student must satisfy the program's thesis research requirements before sitting for their preliminary examination and completing their dissertation. Ph.D. program's thesis research requirements match the requirements of Salve's MS in Behavior Analysis Master's Thesis requirements. Thus, any student who completed a master's thesis while completing Salve's MS in Behavior Analysis will automatically meet this requirement. Students who completed a master's thesis while completing a master's degree in behavior analysis at another institution will be given the option to present and defend their thesis research to their research committee who will evaluate that research according to Salve's MS in Behavior Analysis Master's Thesis requirements. Theses completed at other institutions that meet Salve's standards will meet this requirement. Students who completed a master's project/thesis equivalent that does not meet the thesis requirements at Salve or another institution, can request that a first author behavior analytic publication substitute the thesis requirements. All first author publications must be

reviewed by the student's research committee who will evaluate the publication's suitability as a thesis substitution.

Preliminary Examination

Each doctoral student must complete a preliminary examination before proposing their dissertation research. The preliminary examination consists of the student writing and presenting an experimental research proposal without the aid of anyone else. The topic and amount of time to complete the research proposal must be pre-approved by the student's research committee. The written proposal must include the following components:

- Introduction
 - Detailed Review of Relevant Research
 - Clearly Articulated Purpose
- Methods
 - Independent and Dependent Variables
 - Experimental Design
 - Procedures
 - Plan for Believability Data
- Results
 - Description of Anticipated Outcomes
 - Mock Graph of Results

The student's research committee will evaluate the written document and presentation along the following domains:

- Editorial quality of the written document (e.g., free of typos, references complete)
- Scholarly/Scientific quality of the written document
- Quality of the presentation (including both the slides and oral communication)
- Ability to understand and respond to questions/comments in a professional/scholarly fashion

Each written document and presentation will be rated in the following categories:

- Satisfactory
 - Acceptable as publication quality research proposal.
- Satisfactory Contingent on Minor Revisions
 - Requires minor/insignificant revisions before it is acceptable as publication quality research proposal.
- Unsatisfactory with an Opportunity to Make Major Revisions
 - Shows promise as a potential publication quality research proposal but will require significant changes before it is ready.
- Unsatisfactory
 - The proposal is not acceptable as a publication quality research proposal and would not be made so even with major revisions.

Projects rated as satisfactory will meet the requirements for the preliminary examination. Projects rated satisfactory contingent on minor revisions will meet requirements for the preliminary examination after the minor revisions are completed. Projects rated as unsatisfactory with an opportunity to make major revisions may meet requirements for the preliminary examination after the major revisions are completed and the presentation component of the proposal is redone. Projects rated as unsatisfactory will not meet the requirements for the thesis and will receive a failing grade. Unsatisfactory dissertations must be restarted.

If revisions or restarting is required, failure to improve the project by at least one rating level will produce an unsatisfactory rating. As previously stated, unsatisfactory ratings require the project be restarted. Students will not be permitted to try again after two unsatisfactory ratings.

Dissertation Research

The final requirement of the doctoral program is satisfactory completion of dissertation research. The process and requirements for the dissertation are described below:

- **Select Dissertation Topic with Research Advisor**
 - Dissertation research can take considerable time to complete. It is advisable to begin this process at least one year before the student intends to graduate.
- **Contact the Graduate Program Director to Declare Interest**
 - If approved, students will enroll in dissertation credits.
- **Select a Research Committee and Chair**
 - Committees must consist of three members with applicable expertise. At least two of the members must be a faculty member in Salve's Psychology/ Behavior Analysis Graduate Program. The third member can be from Salve or an outside organization.
 - The research mentor will serve as the Chair of the Committee.
 - A *Research Committee Appointment Form* (see **Appendix A**) must be completed when the final committee is confirmed.
- **Write a Dissertation Proposal**
 - Dissertation proposals must meet the requirements described below and be **submitted according to the timeline arranged with the research advisor**. The oral proposal will be scheduled 2-4 weeks after the proposal is submitted.
- **Orally Propose the Dissertation**
 - Students must present their dissertation proposal to their committee and obtain permission to continue their research plan based on the written and oral proposal.
 - A *Research Topic Approval Form* (see **Appendix B**) must be completed when the committee agrees to allow the proposal topic.
- **Complete the Research**
 - Once approved, the research must be carried out with consultation from the committee.

- Significant deviations from the research plan require that the committee be notified and approve any changes before continuation.
- All research utilizing human participants must obtain Salve IRB approval before implementation. Approval documentation will be required with the final draft of the thesis document.
- **Write the Dissertation Report**
 - Dissertation reports must meet the requirements described below and be submitted to the thesis committee at least four weeks before the end of the final semester that the student is enrolled in thesis credit. The oral defense will be scheduled 1-2 weeks after the report is submitted.
- **Orally Defend the Dissertation**
 - Students must present the final dissertation report to their committee and obtain approval of their project based on the written report and oral defense. Dissertation defenses should be done in-person (virtual livestreaming can be arranged for audience members who cannot attend in-person). Each defense should include a presentation that involves a slide deck and other visual aids that should last 30-40 minutes (unless otherwise directed by the dissertation Chair) followed by questions and answers from the committee and audience.

Requirements for Dissertation Proposals and Reports

All documents completed throughout the thesis process must follow APA's 7th edition requirements.

Dissertation Proposal Requirements

The purpose of a thesis proposal is to describe the research plan to the committee members. This proposal should follow the same requirements described in the Preliminary Examination section.

Dissertation Report Requirements

The purpose of a dissertation report is to summarize the project in manuscript form. The report should be written as if it were being submitted to a journal to be reviewed for publication. Report documents must include all required components of a research manuscript with an emphasis on the following components:

- Title Page
 - Each committee member should be included.
- Abstract
- Introduction
 - Detailed Review of Relevant Research
 - Clearly Articulated Purpose
- Methods
 - Independent and Dependent Variables
 - Experimental Design
 - Procedures
 - Plan for Believability Data

- Results
 - Description of Anticipated Outcomes
 - Mock Graph of Results
- Discussion/Conclusion
 - Limitations/Future Directions
- References
- Appendix
 - IRB Approval Documentation (if applicable)

Dissertation Approval Requirement

Dissertation credits are pass/fail. Upon review of the written dissertation report and oral defense, the committee will confer using applicable rubrics and issue a decision. A ***Research Decision Form*** (see **Appendix C**) will be completed at that time. Each written document and presentation will be rated in the following categories:

- Satisfactory
 - Acceptable as publication quality manuscript.
- Satisfactory Contingent on Minor Revisions
 - Requires minor/insignificant revisions before it is acceptable as publication quality manuscript.
- Unsatisfactory with an Opportunity to Make Major Revisions
 - Shows promise as a potential publication quality manuscript but will require significant changes before it is ready.
- Unsatisfactory
 - The manuscript/study is not acceptable as a publication quality manuscript proposal and would not be made so even with major revisions.

Projects rated as satisfactory will meet the requirements for the dissertation. Projects rated satisfactory contingent on minor revisions will meet requirements for the dissertation after the minor revisions are completed. Projects rated as unsatisfactory with an opportunity to make major revisions may meet requirements for the dissertation after the major revisions are completed and the presentation component of the proposal is redone. Projects rated as unsatisfactory will not meet the requirements for the dissertation and will receive a failing grade. Unsatisfactory dissertations must be restarted.

If revisions or restarting is required, failure to improve the project by at least one rating level will produce an unsatisfactory rating. As previously stated, unsatisfactory rating require the project be restarted. Students will not be permitted to try again after two unsatisfactory ratings.

Graduate Application Instructions

Prior to applying to graduate, please review the program requirements listed in this handbook to ensure you've completed all requirements.

Students who plan to graduate must complete a file for degree form six months prior to their graduation date. Salve Regina has one Commencement ceremony in May and two additional completion dates: Aug. 31 and Dec. 31. Students who complete their requirements in August and December are invited to the May ceremony.

To apply to graduate, follow the steps listed below.

1. Log into My Salve
2. Scroll down and click *graduation overview*
3. Select graduation application & complete the form

Student Resources

In addition to the general university resources found in the general student handbook (<https://salve.edu/dean-of-students>) or through Salve's website, Behavior Analysis graduate students should be aware of the following resources.

Downloading Microsoft Package

Faculty, staff, and students will have the ability to download the full version of Microsoft Office for up to 5 personal machines. Simply follow the directions below: https://salve.edu/sites/default/files/filesfield/documents/how_to_download_microsoft_office_to_your_personal_computer.pdf.

Library Resources

Journals, databases, and other useful resources can be found at the McKillop Library website (<https://library.salve.edu>) and physical location.

Troubleshooting a Grievances

Below is the recommended sequence for addressing a problem.

1. If the grievance is related to an issue in a class or with an instructor, contact the instructor to explain the situation professionally and suggest a remedy. If the grievance is not related to a course or instructor, or you attempted step 1 unsuccessfully, follow step 2.
2. Contact the Program Director, Cody Morris (cody.morris@salve.edu), to explain the situation. If the results of the conversation with the director are not agreeable, follow step 3.
3. Contact the Chair of Psychology, Paula Martasian (martasip@salve.edu), to explain the situation. If the results of the conversation with the chair are not agreeable, follow step 4.
4. Contact the Graduate College (graduate_studies@salve.edu) to explain the situation.

Note: *For complaints about discrimination or sexual harassment, go directly to Title IX coordinators (<https://salve.edu/title-ix>).*

Professional and Ethical Concerns

If you experience a professional or ethical concern related to the Behavior Analysis Graduate Program, you should seek appropriate resolution of the issue. When appropriate, a faculty member, Program Director, or Department Chair should be consulted when seeking resolution. Formal reporting resources and parameters can be found on the BACB's website (<https://www.bacb.com/ethics-information/reporting-to-ethics-department/>).

Tips for Graduate School Success

The Behavior Analysis Graduate Program at Salve Regina University is designed to provide students with the knowledge necessary to be a successful clinician and meet the course requirements needed to sit for the BCBA exam. If students elect to complete practica through Salve in addition to core courses, students will be guided through all necessary criteria to sit for the BCBA exam. While meeting the required standards to sit and pass the BCBA exam is the highest priority, students are encouraged to seek additional enriching activities that will help make them a better behavior analysts and member of the community.

The following activities are highly recommended.

- Buy and keep your textbooks. You will be referencing them your entire career.
- All students should seek opportunities to attend local (and maybe national) conferences in behavior analysis and related fields. See a list of conferences under Professional Resources.
- All students should consider joining local (and maybe national) professional associations. See a list of associations under Professional Resources.
- All students should talk and collaborate with fellow Behavior Analysis students. One of the founders of behavior analysis, Fred Keller, once said, “the most important thing I learned in graduate school was from another student” (Keller, 1982, p 7). Collaboration will help students expand their knowledge and challenge them to think from other’s perspectives. Suggested activities include study groups, book clubs, and research.
- If opportunities are available, collaborate on research projects. Helping with research, not only benefits students interested in continuing in academia, but it also helps students interested in clinical roles by providing further opportunities to practice analytic skills.

In addition to the activities recommended above, students should consider the following rules for success proposed by Steve Hayes (1998). Hayes, a very prominent behavior analyst, provided thirteen rules he believed would help every student of behavior analysis find success. For more information about these rules, see the article included in the packet.

- Care about the Process, Not Just the Outcome
- Talk and Write – A Lot
- Say “Yes” Easily and Mean It
- Work with Others and Share Easily
- Keep Your Commitments
- Even Dogs Never Urinate in Their Own Beds
- Acknowledge Your Own Power and Behave Accordingly
- Acknowledge Your Own Finitude and Behave Accordingly
- Network with Your Betters
- Guard Your Integrity
- Follow Your Bliss
- Say “No” Easily and Mean It
- Open Your Mail, Return Your Phone Calls, and Keep Your Desk Clean

Professional Resources

Behavior Analyst Certification Board (BACB)

The BACB is the professional credentialing organization for behavior analysts. Students of behavior analysis need to familiarize themselves with the information found in various tabs on the BACB's website. A list of high-priority items is included below with an explanation, but students are encouraged to explore the website and resources further.

- Main Page (<https://www.bacb.com>)
 - All information can be found using the main website page.
- Log In (<https://gateway.bacb.com/Account/Login.aspx>)
 - Every student should create a BACB account at the beginning of their involvement with the Behavior Analysis Graduate Program. This account will permit further access to information related to obtaining the BCBA credential.
- Ethics Code (<https://www.bacb.com/ethics/ethics-code/>)
 - Any student beginning supervision hours must familiarize themselves with the BACB Professional and Ethical Compliance Code. **Anyone with a BCBA (or related credential) or working to obtain the credential is required to adhere to this ethics code.** For convenience, the BACB's ethics code is included in this packet.
- Experience Standards (<https://www.bacb.com/experience-standards-monthly-system/>)
 - Any student receiving or soon to be receiving supervision hours should familiarize themselves with the experience standards outlined by the BACB. These standards provide the guideline for adequate supervision and experience.
- Verify Certification (<https://www.bacb.com/verify-certification/>)
 - Students obtaining supervision beyond the affiliated practica sites should take care to verify the credentials of their supervisor. By following this link, students can search the name of anyone with a BCBA credential. Note that when viewing a BCBA's credential, there is a section that specifies whether they have met the supervision requirements necessary to supervise students or not.
- Newsletter (<https://www.bacb.com/newsletter/>)
 - When the BACB issues a decree that one of their standards is soon to be changing, they announce it in a newsletter. Anyone with or working toward a credential should follow these changes.

Professional Associations

Participation in professional associations gives students opportunities for continued education, collaborations, and networking. Students of behavior analysis are strongly encouraged to join and participate in their local professional organizations and to consider joining the national/international organizations. A list of local associations is provided here as well as the major national/international groups. Students interested in more specific groups should reach out to a faculty member at Salve.

- Local/Regional
 - Rhode Island Association for Applied Behavior Analysis (<https://www.rhodeislandaba.com>)

- RI ABA is the local professional association for Rhode Islanders.
- Berkshire Association for Behavior Analysis and Therapy (<https://babat.org>)
 - BABAT is the premier association for New England behavior analysts and is based out of Massachusetts.
- Massachusetts Association for Applied Behavior Analysis (<https://www.massaba.net>)
 - MassABA is another association centered in Massachusetts.
- Connecticut Association for Behavior Analysis
 - CT ABA is an association based out of Connecticut.
- International/National
 - Association for Behavior Analysis International (<https://www.abainternational.org/welcome.aspx>)
 - ABAI is the primary association for behavior analysts and hosts the leading conference for the field.
 - Association of Professional Behavior Analysts (<https://www.apbahome.net/default.aspx>)
 - APBA is an association aimed at working behavior analysts.

Conferences

Attending conferences is one of the most beneficial practices an aspiring behavior analyst can begin. Students with the opportunity to attend a conference should see the list below of local and international/national conferences. In addition to the list provided, there are numerous conferences on a range of topics hosted every year. Students attending other conferences should speak to Salve faculty.

- Local/Regional
 - BABAT (<https://babat.org>)
 - BABAT hosts one of the most highly regarded conferences for behavior analysts every year in Worcester, MA.
 - MassABA (<https://www.massaba.net>)
 - MassABA has recently started a conference that is hosted in Marlborough, MA.
- International/National
 - ABAI (<https://www.abainternational.org/welcome.aspx>)
 - Every year ABAI hosts a conference at a new location. The ABAI annual conference is the largest and most respected conference for behavior analysts.
 - APBA (<https://www.apbahome.net/default.aspx>)
 - Similar to ABAI, APBA hosts a conference annually in different locations.

Journals

Students new to behavior analysis should use these journals as a starting point to familiarize themselves with behavior analytic research.

- Journal of Applied Behavior Analysis (<https://onlinelibrary.wiley.com/journal/19383703>)
 - JABA is the flagship journal for applied behavior analysts.

- Behavior Analysis in Practice (<https://link.springer.com/journal/40617>)
 - BAP is one of the most respected journals aimed at practitioners.
- Behavior Analysis: Research and Practice (<https://www.apa.org/pubs/journals/bar/>)
 - BARP is similar to BAP in scope and popularity.
- ABAI's Journal Collection (<https://www.abainternational.org/journals.aspx>)
 - ABAI publishes a collection of journals with various aims.
- Education and Treatment of Children (<http://www.educationandtreatmentofchildren.net>)
 - ETC is a prominent journal aimed at behavior analytic practices in school settings.
- Journal of Behavioral Education (<https://link.springer.com/journal/10864>)
 - JOBE is a journal aimed at behavior analytic practices in schools and educational settings.

Appendices

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Appendix A
Research Committee Appointment Form

Student Name:

Topic of Research:

Type of Research Project (thesis/dissertation):

Expected Semester of Completion:

Research Committee Chair:

Research Committee Member:

Research Committee Member:

Signature of Student: _____

Date:

Signature of Research Committee Chair: _____

Date:

Appendix B**Research Topic Approval Form****Student Name:****Topic of Research:****Type of Research Project (thesis/dissertation):**

By signing this form, each committee member is confirming the following:

- The topic of interest is behavior analytic in nature and appropriate in scope
- The research question is well formed
- The student has an appropriate plan to address the research question
- The proposed research will contribute to the scientific endeavors of the field

Research Committee Chair:**Research Chair Signature:** _____**Date:** _____**Research Committee Member:****Research Committee Member Signature:** _____**Date:** _____**Research Committee Member:****Research Committee Member Signature:** _____**Date:** _____**Graduate Program Director:****Graduate Program Director Signature:** _____**Date:** _____

Appendix C

Research Decision Form

Student Name:

Research Title:

Topic of Research:

Type of Research Project (thesis/dissertation):

Committee Decision

Approve	Reject
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory with an Opportunity to Make Major Revisions
<input type="checkbox"/> Satisfactory with Minor Revisions	<input type="checkbox"/> Unsatisfactory
Required Minor Revisions: 	Required Major Revisions:

By signing this form, each committee member is confirming the following:

- The project was appropriately conducted
- The research question was adequately addressed
- The written document and oral presentation effectively communicated the project

Research Committee Chair:

Research Committee Chair Signature: _____

Date: _____

Research Committee Member:

Research Committee Member Signature: _____
Date: _____

Research Committee Member:

Research Member Committee Signature: _____
Date: _____

Graduate Program Director:

Graduate Program Director Signature: _____
Date: _____