

Queens College of the City University of New York

Department of Psychology

**New Program Proposal
For A**

Masters Program in Applied Behavior Analysis

Program Implementation Target Date: September 1, 2009

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PURPOSE AND GOALS

Purpose: The increased diagnosis and indeed prevalence of children and adults with developmental disabilities present a growing challenge to provide a proper education, vocational training and in the most severe cases, a hospitable and dignified environment for work and home life. The field of Applied Behavior Analysis using both Psychological and Special Educational perspectives has extensive empirical support as an approach to understanding and changing behavior in such areas as developmental disabilities, organizational settings, and education. It has emerged as a utilitarian means of providing such an environment in which the clients themselves attain levels of self-control through the use of Behavior Analytic treatments and techniques. Given that there has been an enormous increase in the diagnosis of these disorders and that behaviorally based interventions result in significant improvements, there is increasing demand for well trained professionals to meet the educational, vocational, and supported living needs of children and adults with developmental disabilities and their caregivers (teachers, parents, siblings). It is important for trained professionals at the local level (e.g., group housing, special local schools, and through home visits) to enable these clients to attain self-control. Many programs at the Doctoral level have adopted Applied Behavior Analysis training, but such professionals are often at the academic and higher administrative levels. It is therefore important to provide graduate training and coursework requirements in Applied Behavior Analysis at the Masters level to allow the successful applicant to attain professional certification in the field by the Behavior Analyst Certification Board [BACB].

Goals: The goals of the Masters Program in Applied Behavior Analysis are to provide students with training:

- to work in a variety of fields with a variety of populations in need of behaviorally based interventions;
- that meets the educational competence requirements necessary to pursue professional certification (through the Behavior Analyst Certification Board);
- that helps students contribute to and advance the field through conduct and participation in research as well as presentations; and
- that supports the possibility of continuing their education at the doctoral level.

Rationale: There is an ever-increasing and heretofore unmet need for Applied Behavior Analysts in a wide range of fields including developmental disabilities, education, business, geriatrics, animal care, sports, and rehabilitation after acquired brain damage among others. The Queens College Psychology Department is well-positioned to implement a graduate program that will produce certified professionals to fill this need. The department currently has two masters programs, the General Masters (GMA) and the Clinical Behavior Application (CBA) programs. Further, the Department has sponsored the long-standing campus-based Doctoral Sub-Program in Learning Processes-Behavior Analysis that has produced generations of doctoral-level Behavior Analysts and that is accredited by the Association of Behavior Analysts. A committed cadre of faculty dedicated to training in Behavior Analysis is in place. Moreover, the Psychology Department has sponsored a post-baccalaureate Advanced Certificate Program in Applied

Behavior Analysis (ACABA) over the past five years that has grown and become successful. Therefore, the proposed MA ABA Program is a logical step and link between the existing Certificate and Doctoral Programs specializing in Behavior Analysis. Further, if implemented, it will supplant the CBA MA Program. Such a program is thus an opportunity to focus some of the greatest strengths of our faculty (Behavior Analysis) and better serve the unfilled public need for certified Behavior Analysts.

The need for certified professionals in this field is not being met by the few programs in the New York City region that provide training in Applied Behavior Analysis. In New York City proper, Columbia University Teacher's College only provides didactic instruction in Applied Behavior Analysis. On Long Island, CW Post College of LIU, like Queens College, provides a graduate-level Advanced Certificate Program in Applied Behavior Analysis. The proposed MA Program in Applied Behavior Analysis would provide a full Masters-level program in the theoretical, practical and research aspects of the burgeoning field of Applied Behavior Analysis treating the increasing number of clients with mental retardation, developmental disabilities, autism and autism-spectrum-related disorders. This program would round out our offerings in this field at the certificate, masters, and doctoral levels.

- Nationwide, there are only 13 *accredited* Master's Degree Programs in Applied Behavior Analysis. Many are in the West (3), Midwest (4), Atlantic and South (3) and Northeast (Boston: 1). It is the intention of this single program in NYS to become accredited at the Masters level just as our Doctoral Program has received recent (2008) re-accreditation by the Association for Behavior Analysis International. For full information, please consult the Graduate Training under the Association for Behavior Analysis Website:
http://www.abainternational.org/BA/education/Accredited_programs.asp.
- A Master's Program in Applied Behavior Analysis will provide an opportunity for Queens College undergraduates who complete our specialized courses in Behavior Analysis (Psychology 251, 311, 317, 357, 358) to continue this training at a graduate level and to receive professional certification. It may also facilitate recruitment into the Learning Processes and Behavior Analysis Doctoral Subprogram, based at Queens College.

NEED

The market for the Masters in Applied Behavior Analysis includes:

- (a) people with Bachelor's Degrees in Psychology, Education, and Social Work who seek national certification in Applied Behavior Analysis through the Behavior Analysis Certification Board (BACB);
- (b) New York State Office of Mental Retardation and Developmental Disabilities or other Developmental Disabilities Service agencies hire people with Master's Degrees in Psychology, but they are especially looking for people with training in Applied Behavior Analysis;
- (c) Special Education Programs hire teacher aides, certified teachers, and consultants with applied behavior analysis training; and,
- (d) Graduates of our Advanced Certificate in Applied Behavior Analysis (ACABA; a post-baccalaureate 22-credit program) program who wish to gain a Master's degree.

People already working in schools and in the area of Developmental Disabilities are seeking further graduate training in Applied Behavior Analysis to make them more competitive and better prepared. This has been repeatedly brought up at the annual (now 17th) Developmental Disabilities Conference sponsored by the Queens College Learning Processes Doctoral Sub-Program held in the Spring of each academic year. Finally, institutions hiring people working in Developmental Disabilities in a school setting are asking for applicants with further training in Applied Behavior Analysis. A sampling of job listings for people with such training can be found in Appendices 1A and B.

STUDENTS

The Graduate Program in Psychology at Queens College currently has two approved MA degree programs and one approved certificate program: the General Masters (GMA), the Clinical Behavior Applications (CBA), and the Advanced Certificate in Applied Behavior Analysis (ACABA) programs. The GMA Program currently has 60 students in a 36-credit course of study, and not surprisingly, this program has been an effective conduit for the Learning Processes-Behavioral Analysis Doctoral Sub-Program in two distinctive ways: a) serving as a platform for matriculating potential students at Queens who are close, but not ready for acceptance to a Ph.D. Programs (so-called Masters Referred students), and b) attracting students who apply to the General Masters Psychology Program at Queens and then successfully matriculate to the campus-based Doctoral Program. Over the past five years, approximately 11 students who applied to the Learning Processes-Behavior Analysis Sub-Program were referred to the General Masters Psychology Program at Queens, and, of these, 10 students matriculated with the end result that 8 were eventually admitted to the LPBA respective Doctoral Program with credits accumulated in the MA Program going directly to the Ph.D. degree. Such “referred” students in the future would be admitted to the proposed MA ABA Program. This latter cadre of students, together with students who successfully graduate from the General Masters Psychology Program at Queens College, offer ample reason for continuing and strongly supporting this very important feature of our educational mission. We believe that the General MA Program will become somewhat smaller, but will retain its academic viability.

The CBA Masters Program is currently a 48-credit program that includes ABA courses and other clinically-related skills. However, the adoption of licensure-eligible MA programs, particularly in Mental Health Counseling in New York State has made this program obsolete, and therefore, this CBA MA Program would be discontinued and thereby supplanted following approval of this proposal. There are currently 33 students either admitted to (18) or matriculating for one year or more (15) in the CBA Program. The 18 new admittees represent the last class of admissions, and any future admissions would be into the proposed ABA Program. The Psychology Department has made every administrative effort to insure that this cadre of students will be able to complete all of the CBA Degree requirements.

The ACABA Certificate Program was designed to provide post-baccalaureate training (22 credits) in Applied Behavior Analysis primarily to educational professionals. This Certificate Program would still be offered, and indeed would be one source of students for the proposed MA ABA Program. Therefore, the proposed Masters in Applied Behavior Analysis Program would be a stand-alone graduate program whose courses are comprised of those offered in the ACABA Program as well as additional advanced

courses not offered in the ACABA Program to qualify it as a graduate-level program leading to the MA degree.

One question that might arise from this proposal is why a transcript of a MA ABA program might be more appealing to doctoral programs in Applied Behavior Analysis relative to courses in a General MA Program? In general, for those students who would enter into the Masters in Applied Behavior Analysis Program, regardless of which pool they enter from and who are interested in applying to doctoral programs in Applied Behavior Analysis (e.g., Learning Processes-Behavior Analysis at CUNY as well as other national programs), their chances for admission are greatly enhanced over other students applying from non-ABA programs. Such transcripts demonstrate successful completion of graduate-level ABA courses that are readily transferable into ABA Doctoral Programs. All graduate level course credits taken in the Masters Program that also constitute required or elective course credits in the Learning Processes-Behavior Analysis Doctoral Sub-program can be transferred to this program.

Finally, it is important to point out that because the vast majority of students to the Masters in Applied Behavior Analysis Program would be drawn from Queens College itself, an institution with a large student population from underrepresented groups, that this would significantly increase the number of underrepresented students in a graduate program.

Appendix 4 provides some letters of support about the creation of such a program.

ADMISSIONS REQUIREMENTS

Minimum requirements for applying to the Applied Behavior Analysis Program as of the 2009-2010 academic year are:

- (1) an undergraduate overall GPA greater than 3.00;
- (2) at least 15 credits of undergraduate psychology courses including Experimental Psychology and Statistics or their equivalents;
- (3) at least one undergraduate class broadly related to ABA, such as learning, behavior modification, developmental disabilities or behavior analysis.
- (4) Submission of scores on the General and Psychology Subject Graduate Record Examination. Although a minimum score is not stipulated, the score will be taken into consideration relative to the other three criteria especially in terms of underrepresented groups in ABA.

Comment [AMA1]: I'm not sure I agree that submission of Psych. Subject test scores should be a requirement. Our Ph.D. does not require the GRE subject test – why would it be required for the Master's?

Projected Number of Admissions

It is anticipated that there will be 10 - 15 admissions to the program each year. Some may be transfers from the Advanced Certificate in Applied Behavior Analysis Program. Thus, the projected numbers of students will increase from 15 to 30 in the first 2 years. Although we anticipate most full-time students will graduate within 18-24 months of admission to the program, some may take longer depending upon part-time status, personal circumstances and successful completion of practicum requirements. Therefore, we project a modest increase in the projected enrollment from 30 to 40 in years 3 to 5. Thereafter, we project a steady-state overall enrollment at 40 students. Transfer of credits will be only done with the approval of the MA ABA Advisor.

PROJECTED ENROLLMENT

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	15	30	35	38	40

Accreditation for the Program and Graduate Destination

Accreditation for the Masters in Applied Behavior Analysis will be sought from the Behavior Analysis Certification Board (BACB). This will enable students who meet the Board Certified Behavior Analysts (BCBA) criteria, including both classes and hours of supervision from an existing BCBA or any other criteria set by the BACB, to practice as Board Certified Behavior Analysts. This certification is increasingly sought by services in New York and is recognized in many states and internationally. Although ABA is not one of the newly-licensed areas of MA-level study in New York State, several agencies indicate that formalized training as indicated by BACB serves as an equivalent. Note that the track in ABA in the presently-constituted CBA Masters program does not have approval for BCBA, thereby making the shorter presently-proposed program a superior and improved program. Further, the Advanced Certificate in Applied Behavior Analysis Certification Board may permit the graduate to gain BCBA certification (see p. 6), if they already have an existing Masters degree. However, if ACABA graduates do not possess a Masters degree and, if they are eligible, they may thereby apply to transfer to the Masters in Applied Behavior Analysis. Students are responsible for interacting with New York State and prospective employers regarding implementation of the Scope of Practice for which they have been trained. Examples of jobs preferring or requiring BCBA accreditation are found in Appendix 1A and 1B.

CURRICULUM

The **37-credit Program** consists of **22** credits of required courses that provide critical and close focus on the field of Applied Behavior Analysis in both theory and practice, the relation to general theories of learning, the quantitative methods necessary for evaluating both single-case and group-based empirical studies, and information related to ethical concerns about treatment. The **15** credits of thesis or elective courses are designed to initiate subgroups of students into actual empirical research in the field and/or taking more elective didactic courses to understand the field more deeply. **It should be noted that** all of the courses in the proposed Masters Program in ABA are and have been taught at Queens College over the past 15 years. **Appendix 2** provides detailed course descriptions.

A) 22 credits of Required courses (705.00: Statistics (3); 730.00: Psychology of Learning (3); 730.01: Theory and Method in Applied Behavior Analysis I (3); 730.05: Practicum in Applied Behavior Analysis I (2); 730.02: Theory and Method in Applied Behavior Analysis II (4); 730.06: Practicum in Applied Behavior Analysis II (3); 795.00: Fieldwork in Applied Behavior Analysis (3); 771.00: Ethical Issues in Psychology (1)). Research Design is covered as an integral component in 730.01 and 730.02.

B) 15 credits of Thesis research and/or Elective courses. Students will be given three options for Group B: 1) 6 credits of independent thesis work with a faculty mentor and 9

credits of elective courses; 2) 3 credits of thesis work that is an elaboration of 730.05-730.06 practicum courses with a faculty advisor and 12 credits of elective courses; or 3) 15 credits of elective courses. The student in consultation with the MA Advisor will choose one of these options no later than the end of their first semester in residence. A Masters Thesis is a written document approved by the mentor/advisor and at least one other reader appointed by the MA Advisor. In the third non-thesis option, the student will have to pass a Comprehensive Exam produced by the faculty and administered by the MA Advisor.

Appendix 5 provides a detailed timeline for the proposed Masters in Applied Behavior Analysis curriculum. The timeline is laid out for the typical student to complete the Program in three semesters, and it also provides a timeline for four semesters of near full-time work. It should be noted however that a small group of students with previous and appropriate graduate credits could complete the Program in one year provided that they identify a research laboratory and mentor upon entrance. This cohort would be eligible for TAP.

Student Skills Taught

Students will acquire generic research and applied skills. They may also acquire specific ABA skills related to either developmental disabilities OR organizational behavior management (OBM), depending on the elective courses they take.

Generic ABA skills will include: identifying and specifying a socially significant problem; conducting a literature search related to that problem; analyzing and evaluating the published literature; identifying a research question that can be investigated in an applied site; writing an APA style research proposal; writing an APA style research paper; writing an operational definition and developing a measurement system for a target behavior(s); operationalizing a treatment; conducting and evaluating single-subject research; evaluating the social validity of the intervention; disseminating research findings.

Specific ABA developmental disabilities skills may include: teaching skills; conducting functional behavioral assessment and analyses and reducing maladaptive behavior; training staff and parents to conduct interventions.

Specific OBM skills may include how to diagnose an organizational problem and determine if the problem is a process or performance management problem; analyzing performance management problems to determine if the behavioral solution(s) should involve training (antecedents) and/or motivational variables (consequences); behavioral intervention techniques for developing effective and efficient behavioral solutions to organizational problems.

Timeline for Proposed Masters in Applied Behavior Analysis Curriculum

Fall Semester I (12 credits)

705.00 Statistics I (3)

730.00 Psychology of Learning (3)

730.01 Theory and Method in Applied Behavior Analysis I (3)

730.05 Practicum in Applied Behavior Analysis I (2)

771.00 Ethical Issues in Psychology (1)

Meet with MA Advisor to select one of the following three options: Thesis Research, Practicum Research, or Further Elective Courses

Spring Semester I

730.02 Theory and Method in Applied Behavior Analysis II (4)

730.06 Practicum in Applied Behavior Analysis II (3)

791.3 Thesis Research I (3)

Elective Course (3-4)

Fall Semester II

795.00 Fieldwork in Applied Behavior Analysis (3)

792.3 Thesis Research II (3) or Comprehensive Exam

Elective Courses (6-8)

List of Elective Classes (minimum of 9 credits)

Psych 700.00 History of Psychology (3 cr)

Psych 720.01 Developmental Disabilities I (3 cr)

Psych 720.02 Developmental Disabilities II (3 cr)

Psych 720.03 Behavioral Intervention in Developmental Disabilities (3 cr)

Psych 730.03 Behavioral Analysis of Child Development (3 cr)

Psych 730.04 Practicum in Applied Behavior Analysis

Psych 730.07 Theories of Association (3cr)

Psych 731.00 Stimulus Control of Behavior (4 cr)

Psych 732.00 Motivation and Reinforcement (4cr)

Psych 737.03 Categorization and Concept Formation (4 cr)

Psych 754.00 Organizational Behavior Management (3 cr)

Psych 757.00 Organizational Diagnosis and Intervention (3 cr)

Psych 791.03 Special Topics: Autism Treatment (3 cr)

Fulfillment of BCBA Requirements (see page 4):

730.05 Practicum in Applied Behavior Analysis I (2 cr)	90 hours
730.06 Practicum in Applied Behavior Analysis II (3 cr)	120 hours
795.00 Fieldwork in Applied Behavior Analysis (3 cr)	120 hours
Thesis Research, Practicum Research, or Elective Course options	270 hours
Total	600 hours

Comment [AMA2]: The BCBA coursework = 22 credits – not sure this heading is correct.

Comment [eh3]: These aren't the only courses that fulfill BCBA requirements are they?

Assessment Goals and Outcomes for Students and Future Employers: The student in consultation with the MA Advisor will choose one of three options no later than the end of their first semester in residence: a) a Masters Thesis option, b) a Practicum Elaboration option, or c) a non-thesis option. Both the Masters Thesis and the Practicum Elaboration result in a written document approved by the mentor/advisor and at least one other reader appointed by the MA Advisor. Specific components of the Thesis research requirement will provide information related to Assessment Goals and Outcomes relevant to the Program. The first stage of this process will be a written proposal by the student in which

they will provide a strong literature review, working hypotheses for the study, experimental designs and proposed statistical analyses. This proposal will integrate information gained in many of the above courses, and will be evaluated by the research mentor and the additional reader appointed by the MA Advisor. The second stage of the process will take place at the Masters Thesis defense which will consist of a public presentation and a written document approved by the mentor and at least one other reader appointed by the MA Advisor. The abilities of students to successfully integrate all of the gained coursework knowledge in the creation and implementation of a project will provide a portfolio system for outcome assessment. The third stage of the process will be submission of Masters Theses for peer-review, and the final fourth stage of the process will be the success of the student to either gain entry into a competitive and relevant doctoral program or secure employment in venues as described in Appendix 1. The Program will keep records concerning these four levels of success as part of an outcomes assessment tool.

In the third non-thesis option, the student will have to pass a Comprehensive Exam produced by the faculty and administered by the MA Advisor. This Comprehensive examination will serve as an integrator of knowledge from all of the coursework, and will be graded in two ways. The first is for the individual student, and whether they display requisite knowledge of the area. The second will go across all students, and independently provide information about the effectiveness of particular topics within and across courses, the effectiveness of the courses themselves, and an ability to gauge overall relevant knowledge related to either gaining entry into a competitive and relevant doctoral program or securing employment in venues as described in Appendix 1. The Program will again keep records concerning these four levels of success as part of an outcomes assessment tool.

FACULTY

Faculty Resources: Queens College houses the CUNY doctoral Subprogram in Learning Processes and Behavior Analysis (Psychology). Because of this combination, Queens College has an enriched presence of faculty members with interests and expertise within the field of Applied Behavior Analysis. In addition, because these faculty members are usually involved in graduate training, they have active research laboratories. Our collective strength in this field puts us in a unique position to develop a graduate program that will allow students to gain specialized training in the field of Applied Behavior Analysis. No additional faculty will be necessary to initiate this program. The faculty strengths lie in the following areas: diagnoses and treatment of developmental disabilities and staff training thereof (e.g., Drs. Sturme and Jones), experimental analysis of behavior (Drs. Brown, Hemmes, Fields and Lanson) and training and development of behavior safety (Dr. Alvero). **Appendix 3** contains the 4-page Biographical sketches and CV of each of the participating faculty.

Courses required of the Masters in ABA students are pre-existing and already listed on the schedule, and taught by faculty members. Therefore, we do not anticipate that the Program will interfere with current course offerings or faculty assignments.

Should the Program grow beyond our predictions, or attract large numbers of additional students to the college and Program, future investments in Applied Behavior Analysis Faculty lines might become necessary. Because admission to the Program is by application, we have the ability to maintain a fixed number of students, regardless of

number of applications, however it would be preferable to have the ability to expand the size of the Program should student interest exceed current expectations. This would be accomplished through implementation of faculty lines hired through the CUNY Graduate Investment Initiative. In summary, the cost to initiate the program in terms of additional faculty will be zero, and the cost assessment would be primarily for administrative time of our faculty and secretarial staff. The Department currently provides 6 h of workload release for the present MA Advisor (GMA and CBA Programs) and 3 h of workload release for the ACABA Advisor. If this program and a sister MA Program in Behavioral Neuroscience are approved, a revised and redistributed administrative structure would include 4.5 h of workload release for the Advisor of the MA in ABA and ACABA Programs, and 4.5 h of workload release for the Advisor of the GMA and Behavioral Neuroscience Programs.

COST ASSESSMENT

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty Lines	\$0	\$0	\$0	\$0	\$0
Administrative Time (faculty)	4.5/21 h workload				

Faculty Lines – It is anticipated that no additional lines will be necessary in the first 5 years of the Program. Success of the Program, however, might govern the decisions made by the department regarding the types of faculty hired in subsequent searches

Faculty Time – New time investments will be necessary for faculty, excluding research mentorship, as follows:

ADMINISTRATIVE COMPONENTS

Activity (This does not affect workload; it is faculty service)	Number of Faculty	Estimated h (faculty/sem)	Estimated h (total/sem)	Estimated h (total/year)
Admissions Committee	3	15	45	90
Advisement/Administration	1	45	45	135
Website Updates	1	10	10	20

APPENDIX 1. EXAMPLES OF JOBS REQUIRING OR PREFERRING BCBA ACCREDITATION

A. New York State Association for Behavior Analysis Inc.

(http://www.nysaba.org/mn_jobs/index.asp, downloaded 3/31/2008)

1. MANHATTAN CENTER FOR EARLY LEARNING

328 EAST 62 ND STREET

NEW YORK, NY 10021

PHONE: (212) 752-7575 / FAX (212) 752-7564

HOME-BASED ABA INSTRUCTORS: Manhattan Center for Early Intervention's Applied Behavior Analysis program employs a comprehensive and intensive behaviorally based approach incorporating opportunities for learning across all settings and environments. We are looking for experienced and talented special education teachers and licensed social workers to provide home-based ABA services as full time employees or independent contractors. Experience preferred but not required. **Requirements:** Experience working with young children, Interest and/or experience in implementing ABA programs, New York State Certification in Early Childhood Special Education or Social Work, Bilingual Spanish/English a plus. To apply please email your cover letter, specifying your interest in center-based or home-based work, and resume to: mceljobs@manhattancenter.org Or fax to: (212) 752-7564

2. **The Fay J. Linder Center for Autism & Developmental Disorders**, part of the North Shore-LIJ Health System is seeking a professional in the field of education/behavior analysis to participate as a member of their education consultation team. **Responsibilities include:** Collaborative development of educational, behavioral and social skill programs for students with autism who are enrolled in contracted school districts; Performance of comprehensive academic and behavioral assessment and functional behavioral analysis; Creation and implementation of innovative strategies and training to improve student, school district and parental skill acquisition; Consultative follow-up to assess the efficacy and consistent implementation of intervention strategies. **Requirements:** Master's degree in Special Education, Psychology, or related field and specialized training/experience in ABA techniques in the behavioral/educational assessment and treatment of children/adolescents with autism spectrum disorders (ASD) are required. BCBA (Board Certified Behavior Analyst) is preferred.

3. **Job Title:** Behavior Analyst

Organization: Allegro School

Training Level Preferred: Bachelors or Higher

Job Primary Area: Autism

Location: NJ USA

Geographical location: Any

Job Type: Full Time

Starting Date: immediately

Company Type: Educational Service Provider

Description: Allegro School has two (2) full-time openings for behavior analysts to provide ABA services to individuals with autism. The first is a school-based

position exclusively, servicing elementary and adolescent-aged students. The second is 1/2 school-based and 1/2 servicing our adult clients in our employment training center and residential homes. Applicants must possess work experience relevant to the position for which he/she is applying. Responsibilities include developing individualized instructional strategies, educational data analysis, conducting functional behavioral assessments, developing positive treatment strategies, staff training and periodic home visitation. **Requirements:** BCBA or BCaBA preferred, but will consider applicants actively pursuing either certification. Experience with applied verbal behavior programs highly desirable. Must be eligible for NJ substitute teacher certification. Please forward resume and salary requirements (if any) when applying.

Starting Salary Range: Not specified

Contact Person: Ron Petrucelli, MA, BCBA

Contact Address: 125 Ridgedale Avenue

Cedar Knolls NJ 07927

USA

Phone Number: 973-539-3988

Fax Number: 975-540-9378

E-mail Address: ronpetrucelli@yahoo.com

4. **ABA-Based School for Children with Autism**

Seeks Executive Director

Modeled on an internationally renowned school for children with autism, this newly established program in (put the town here) New York, uses teaching and intervention procedures based on applied behavior analysis. The school's founders seek a highly motivated, conscientious, and dedicated leader to serve as Executive Director. The position offers a rare opportunity to become involved in a program from its inception, and to participate in and contribute to its expansion. Qualified candidates should hold a masters or doctorate in special education, behavior analysis, or psychology, and should be either certified in behavior analysis or eligible to pursue certification. Applicants for the position must also possess demonstrated experience in the following areas: curriculum scope and sequence for children with autism, the application of behavior analysis in education and treatment design, training and supervision of teaching staff, and overall program operation. This position offers a competitive salary, a generous benefits package, and opportunities for applied research. Interested candidates should forward a cover letter and curriculum vitae to: **Nicole Dibra**, 100 Periwinkle rd, Levittown, NY 11756, Phone: 516 216 5270, Fax: 516 216 5272, Email: nicole@elija.org

5. **Job Type:** Full Time

Job Title: Behavior Analyst

Location of Job: CO USA

Geographical location: Any

Starting Date: now

Salary Range: \$45,000 - \$55,000

Level of Training Preferred: Masters

Primary Area: Autism

Secondary Area: Education

Job Description

Looking for more BCBAs and BCABAs to join us in Colorado immediately. Salary specs are for Masters with BCBA, with others beginning at a lower rate. Certification greatly increases your odds of being hired. Developmental Behavioral Health, Inc. provides applied behavior analysis services to kids in community, home, and school settings. This usually includes educational advocacy and consultation.

We provide treatment to children and adolescents with disabilities. The majority of our kids are diagnosed with autism. We continue to expand our services in the area. The demand is high in Colorado. YOU CAN MAKE A DIFFERENCE. We have less than 30 Board Certified folks in CO. We intend to change that.

Successful candidates will be Board Certified, and have extensive experience with verbal behavior. We also provide training/treatment on functional communication, PECs, functional assessment, social skills, ADLs, behavioral parent training, deceleration of maladaptive behaviors, community safety, and elimination training. BCBAs may supervise direct service personnel and individuals pursuing certification. Hourly and salaried positions are available, with excellent pay, health benefits, vacation and sick time, and professional development options. Colorado Springs, CO, population is around 500,000. Denver is about 50 miles north of the office. Our cost of living is great! It is about 10% cheaper than in Denver, and very affordable. We sit at the base of Pikes Peak with access to hiking, climbing, and skiing.

Contact Name: David Hatfield, Ph.D.

Contact Address: 1115 Elkton Drive, Ste. 403

Colorado Springs CO USA

Postal Code: 80907

Contact Phone: 719-527-2121

Contact Fax: 719-570-0386

Contact E-mail: doctorhatfield@mesanetworks.net

6. **CHALLENGE** Early Intervention Center: ABA Coordinators & Therapists for Expanding Home-Based Early Intervention Program, Brooklyn, Queens, & Staten Island Cases (NYS License & Experience Required, BCBA Supervision Available)

B. JOBS posted nationally with ABA International

<http://www.abainternational.org/start/Jobs.aspx?Mode=General>, downloaded 3/12/2008)

ABA International's Service to Apply, Recruit and Train

ABA International's job placement service, called START (Service to Apply, Recruit and Train), was developed to place behavior analysts in appropriate jobs, internships, and graduate programs.

Jobs by Area

Autism 78 job postings*

Brain Injury 3 job postings

Clinical 13 job postings

Developmental Disabilities 34 job postings*

Education 5 job postings

Faculty 4 job postings

Organizational Behavior Management 4 job postings*

Other 7 job postings

***These job postings are directly germane to the mission of the proposed MA Program in Applied Behavior Analysis.**

APPENDIX 2. Course Descriptions (Note: All of these courses have been and are already offered at Queens College)

Psych 70000 History of Psychology (Credits: 3): The historical development of modern psychology. Among topics to be considered are 1) psychological problems as they developed in philosophy; 2) psychological problems as they developed in natural science; 3) the early psychological systematists; 4) modern school of psychology.

Psych 705 Statistical Methods in Psychology I (Credits: 3): Prerequisites: An undergraduate course in statistical methods. Descriptive and inferential statistics, including t-tests, correlation, chi square, tests of normality, and distribution-free procedures. Other topics include independent groups, repeated measures and factorial ANOVA, multiple comparisons, multiple regression and ANCOVA.

Psych 72001 Developmental Disabilities I (Credits: 3): The course is an overview of the field of mental retardation and developmental disabilities. The content includes readings, literature, and discussions on the history of the field, the concepts of intelligence and adaptive behavior, classification systems, litigation on behalf of the developmentally disabled, etiology, service delivery systems, the special case of autism, a review of early intervention programs and research, language programming, and a review of attention, memory and cognition.

Psych 72002 Developmental Disabilities II (Credits: 3): Pre-Requisite: 72001 or Permission of Instructor. Detailed survey of research on treatment of individuals with developmental disabilities.

Psych 72003 Behavioral Interventions in Developmental Disabilities (Credits: 3): Pre-Requisite: 72001. An overview of behavioral intervention procedures in the field of mental retardation and developmental disabilities. The content includes readings, lecture, and discussion on the context of intervention, the concepts of behavioral assessment and intervention in the field of developmental disabilities, staff training issues, and an in depth review of many of the behavioral intervention procedures used to train appropriate repertoires in people with developmental disabilities.

Psych 72004 Behavior Analysis of Child Development (Credits: 3): Pre-Requisite: 72001. A critical review of basic concepts in child psychology from the point of view of the field of behavior analysis. Content includes readings, lecture, and discussion concerning a) the criteria for evaluating scientific theories, b) the concept of behavior in developmental psychology, and c) the behavior analytic view of development.

Psych 72005 Treatment of Autism Spectrum Disorders (Credits: 3): Pre-Requisite: 72001. This course provides a review of the characteristics of people with autism and their special needs, with emphasis on applied behavior analysis procedures for effective treatment.

Psych 73000 Psychology of Learning (Credits: 3): An examination of representative investigations and theories of learning with emphasis on current issues.

Psych 73001 Theory and Method in Applied Behavior Analysis I (Credits: 3): Corequisite: Students must be concurrently enrolled in 73005. Prerequisite: Undergraduate courses in statistics and research design (experimental psychology with laboratory). An introduction to basic theory and methodology in the field of applied behavior analysis, including: 1) the technical language, 2) operational definition, 3) assessment of reliability and generality, 4) data analysis, 5) research design. As part of the course, students will meet regularly with the instructor to discuss research design and

review progress in co-requisite practicum. This course can be applied to the laboratory course requirement.

Psych 73002 Theory and Method in Applied Behavior Analysis II_(Credits: 4):

Corequisite: Students must be concurrently enrolled in 73006. Prerequisites: Psychology 73001 and 73005. An advanced course in theory, methodology, and professional issues in the field of applied behavior analysis, focusing on contemporary issues in behavior assessment strategies, single-case research design, data evaluation, program development, and learning processes, and providing the student with the following skills: 1) competence in critically analyzing behavioral analytical research articles, 2) writing applied research proposals, 3) carrying out applied behavioral research in the field, 4) writing applied research/treatment reports for dissemination in professional journals and at professional conferences. As part of the course, students will meet regularly with the instructor to discuss research projects and review progress in co-requisite practicum. This course can be applied to the laboratory course requirement.

Psych 72004 Behavioral Intervention with Children (Credits: 3): Prerequisite:

73001, or Permission of Instructor. Description: Following a review of normal child development and childhood disorders, the course will consider behavior analysis in the context of home, institutional, and community settings. Problems typical to each setting will be discussed from the points of view of both research and treatment. Topics include: toilet training, feeding disorders, language training, fears and phobias, hyperactivity, and autistic behavior.

Psych 73004 Practicum in Applied Behavior Analysis_(Credits: 1-3): Prerequisite:

73002. Description: The student will gain applied behavior analytic research experience under the supervision of a member of the doctoral faculty in the Learning Processes and Behavior Analysis Subprogram in Psychology. The practicum site must be approved by the subprogram head and the supervising faculty member, and the student must submit to the faculty supervisor a written set of appropriate data collection, treatment, and experimental design procedures before, during, and following the behavioral analysis phase of the practicum experience.

Psych 73005 Practicum in Applied Behavior Analysis I (Credits: 2): Co-requisites:

Students must be concurrently enrolled in 73001. Introduction to field applications of basic theory and methodology of applied behavior analysis, including: 1) the technical language, 2) operational definition, 3) assessment of reliability and generality, 4) data analysis, 5) research design in natural settings. Students are required to attend a practicum setting for a minimum of 8 hours per week for 10 weeks. Group supervision will be provided in the weekly small group meetings of 73001.

Psych 73006 Practicum in Applied Behavior Analysis II_(Credits 3): Prerequisites:

Psychology 73001 and 73005. Co-requisites: Students must be concurrently enrolled in 73002. An advanced practicum in the application of theory, methodology, and professional issues in the field of applied behavior analysis, focusing on contemporary issues in behavior assessment strategies, single-case design, data evaluation, program development, and learning processes, and carrying out applied behavioral research in the field. Students are required to attend a practicum setting for a minimum of 8 hours per week for 15 weeks. Group supervision will be provided in the weekly small group meetings of 73002 on campus.

Psych 73007 Theories of Association (Credits 3): Prerequisite: 73000. Description: Examines the recent history of learning from an association perspective, including the major molar learning theorists (Thorndike, Pavlov, Hull, Tolman, Guthrie, Skinner) and extending to current theories of association as represented in competition and comparator models of conditioning.

Psych 73100 Stimulus Control of Behavior (Credits: 4): Prerequisite: 73000. Description: Emphasis is upon the acquisition and maintenance of discriminative behavior. Topics include discrimination training, generalization, perception, signal detection, and psychophysics. This course can be applied to the laboratory course requirement.

Psych 73200 Motivation and Reinforcement (Credits: 4): Prerequisites: 73000. Description: The functional relation between motivational and reinforcement manipulations and behavior. Topics may include: identification and definition of the response; specification of contingencies; reinforcer manipulations; motivational and incentive manipulations; establishing operations; simple and complex schedules of reinforcement; and conditioned reinforcement. This course can be applied to the laboratory course requirement.

Psych 73703 Categorization and Concept Formation: A Behavior Analytic Approach to Cognition (Credits: 4): Prerequisite: 73000. Description: This course examines how behavior is influenced by common-element, relational, and fuzzy categories, and equivalence classes. Topics to be considered include the structural properties of each category, procedures used to establish each type of category, methods used to assess degree of conceptual control exerted by members of a category, the interrelations between the above-mentioned classes, and the role of category formation in the development of meaning and language. This course can be applied to the laboratory course requirement.

Psych 77110 Ethical Issues in Psychology (1 credit): This course examines ethical and legal standards which apply to psychologists and others involved in the application of psychological principles. Emphasis here will be placed on ethical standards recognized by and for professionals in applied setting and on laws concerning professional practice.

Psych 79130 Thesis Research (3 credits): For those students given either a full 6-credit thesis option or a 3-credit thesis option for elaborations of work conducted in 73005 and 73006 by the MA Advisor, the student will work on an empirical research project with a Thesis Advisor. This research must be comprehensive enough to produce a Masters Thesis which is a written document approved by the mentor/advisor and at least one other reader appointed by the MA Advisor.

Psych 792.30 Thesis Research II (3credits): Prerequisite: 79130. For those students given a full 6-credit thesis option by the MA Advisor, the student will continue to work on an empirical research project with a Thesis Advisor. This research must be comprehensive enough to produce a Masters Thesis which is a written document approved by the mentor/advisor and at least one other reader appointed by the MA Advisor.

Psych 75400 Organizational Behavior Management (3 credits): Prerequisite: 73001. Description: This course will examine how the principles of Applied Behavior Analysis can be utilized to help resolve organizational problems. Literature regarding

organizational problems across various settings will be reviewed. Emphasis will be placed on discussing solutions to difficulties involving lack of employee motivation.

Psych 75700 Organizational Diagnosis and Intervention (3 credits): Prerequisite: 73001. Description: This course will teach students how to determine if an organizational problem is a systems-related issue or a consequence-based issue. Students will learn process-mapping techniques to resolve systems-related problems. Interventions to consequence-based problems will incorporate the use of contingency management.

Psych 79500 Fieldwork (ABA Externship) (3 credits): Prerequisites: Permission of the M.A. Committee. Full time students in the ABA Program normally start fieldwork in their third semester after completing the 730.01 and 730.02 courses.

Appendix 3. List of Participating Faculty

Dr. Alicia Alvero
Dr. Bruce Brown
Dr. Lanny Fields
Dr. Nancy Hemmes
Dr. Emily Jones
Dr. Robert Lanson
Dr. Peter Sturmev

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Alicia M. Alvero	POSITION TITLE Assistant Professor of Psychology
eRA COMMONS USER NAME ALVERO	

EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Western Michigan University	Ph.D.	2003	Applied Behavior Analysis
Western Michigan University	MA	2000	Industrial/Organizational Psychology
Florida International University	BA	1997	Psychology

Positions and Employment

1998 Kalamazoo, MI	Safety Intern, Mead School Supplies,
1998- 1999 Kalamazoo, MI	Training Consultant, Pharmacia & Upjohn, Inc.,
1999 Associates, Portage, MI	Training and Selection Consultant, Enge \$
1999- 2000 Rapids, MI	Independent Consultant, Applied Textiles, Grand
1998, 2004	Guest Reviewer, Journal of Applied Behavior Analysis
2002, 2003, 2004 Management	Guest Reviewer, Journal of Organizational Behavior
2000- 2001 2001- University, Kalamazoo, MI	Safety Consultant, Donnelly Corporation, Michigan Lead Safety Consultant, Western Michigan
2003- University of New York	Assistant Professor, Queens College, City
2007- 2006- Management	Editor, Journal of Safety Research Editor, Journal of Organizational Behavior

Other Experience and Professional Memberships

1997	Co-Organizer, Annual WMU Society for Performance Management Conference, Kalamazoo, MI
1998	Volunteer Conference Coordinator, Annual Behavioral Safety NOW Conference, Dallas, TX
1999	Volunteer Conference Coordinator, Annual Behavioral Safety NOW Conference, Las Vegas, NV
1999-2001	Vice President, Society for Performance Management
2001-2002	President, Society for Performance Management
2000-2003	Administrative Assistant, Organizational Behavior Management Network, MI

Applied Behavior Analysis Masters Program Proposal

2000	Volunteer Conference Coordinator, Annual Convention of the Association for Behavior Analysis International, Washington, DC
2001	Co-Manager and Conference Coordinator, Safety Conference, Kalamazoo, MI
2001	Volunteer Chairperson, Annual Behavioral Safety NOW Conference, Amelia Island, FL
2001-2003	Member, Injury Prevention Committee, Western Michigan University, MI
2002	Volunteer Session Coordinator, Annual Behavioral Safety NOW Conference, Houston, TX
2000-1996-	Member, Cambridge Center for Behavioral Studies
1996-	Member, Florida Association for Behavior Analysis
1996-	Member, Association for Behavior Analysis
1997-	Member, Association for Behavior Analysis International
2007-	Member, American Psychological Association
2007-	Member, Society for Industrial and Organizational Psychology
<u>Honors</u>	
1992-1996	Florida Undergraduate Scholarship, Florida International University, Miami, FL
2000	All University Graduate Research and Creative Scholar Award, Western Michigan University, MI
1999-2000 University, MI	WMU Dames Endowed Scholarship, Western Michigan University, MI
2000 University, MI	Thurgood Marshall Award & Assistantship, Western Michigan University, MI
2002	Dissertation Fellowship, Western Michigan University, MI
2002	Ford Foundation Dissertation Fellowship for Minorities, Fellowship Office of the National Research Council

B. Selected peer-reviewed publications (in chronological order).

1. Austin, J., Alvero, A. M., & Olson, R. (1998). Prompting patron safety belt use at a restaurant. *Journal of Applied Behavior Analysis*, 31(4), 655-657.
2. Bucklin, B. R., Alvero, A. M., Dickinson, A. M., Austin, J., & Jackson, A. (2000). Industrial-organizational psychology and organizational behavior management: An objective comparison. *Journal of Organizational Behavior Management*, 20(2), 27-75.
3. Alvero, A. M., Bucklin, B. R., & Austin, J. (2001). An objective review of the effectiveness and essential characteristics of performance feedback in organizational settings (1985-1998). *Journal of Organizational Behavior Management*, 21(1), 3-29.
4. Alvero, A. M. & Austin, J. (2004). The effects of conducting behavioral observations on the behavior of the observer. *Journal of Applied Behavior Analysis*, 37, 457-468.
5. Sasson, J. R., Alvero, A. M. & Austin, J. (2006). Comparative and Contributive Effects of Process and Human Performance Improvement Strategies. *Journal of Organizational Behavior Management*, 26, 43-78.
6. Alvero, A. M. & Austin, J. (2006). An Implementation of Protocol Analysis and the Silent Dog Method in the Area of Behavioral Safety. *Analysis of Verbal Behavior*, 22, 61-79.
7. Sasson, J. R, Austin, J. & Alvero, A. M. (2007) Behavioral Safety Phenomena: Insight into Observation. *Professional Safety*, 26, 26-32.
8. Tittelbach, D., DeAngelis, M., Sturmey, P., & Alvero, A. M. (2007). The Effects of Task Clarification, Feedback, and Goal-setting on Student Advisor's Office Behaviors and Customer Service. *Journal of Organizational Behavior Management*, 27, 27-40.

9. Alvero, A. M., Struss, K., & Rappaport, K. (2007). Measuring Safety Performance: A Comparison of Whole, Partial, and Momentary Time-Sampling Recording Methods. *Journal of Organizational Behavior Management*, 27, 1-28.
10. Tittelbach, D., Fields, L. & Alvero, A. M. (2007) Differential Effects of Verbal Supervisor and Peer Feedback on the Speed, Accuracy, and Combined Speed and Accuracy of Typing Performance. *Journal of Organizational Behavior Management*, 27, 29-52.
11. Alvero, A. M., Rost, K., & Austin, J. (submitted for publication). Behavioral Observations and the Safety Observer. Submitted to the *Journal of Safety Research*.

C. Research Support

Ongoing Research Support

Contract July 1, 2007- June 30, 2008.
National Institute of Occupational Safety and Health (NIOSH) and the Centers for Disease Control (CDC)
The Effects of Performance Feedback Specificity on MSD-related Safety Performance.
Role: PI

PSREG 38-848 July 2007-2008
PSC-CUNY (City University of New York) Grant
Development of a Valid Surveillance Tool for Behaviors Related to MSD
Role: PI

Completed Research Support

PSCREG 36-199 July 2005-2006
PSC-CUNY (City University of New York) Grant
Manipulation of observer accuracy and its effects on safety performance
This study will assess the effects of safety observer accuracy on the safety performance of the observer.
Role: PI

PSCREG 37-989 July 2006 – July 2007
Renewal of grant: Manipulation of observer accuracy and its effects on safety performance
This study will assess the effects of safety observer accuracy on the safety performance of the observer.
Role: PI

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Bruce L. Brown		POSITION TITLE Professor, Queens College, CUNY	
eRA COMMONS USER NAME Blbrown			
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Harpur College, SUNY-Binghamton	B.A.	1963	Psychology
Yale University	Ph.D.	1968	Psychology
Nencki Institute, Warsaw, Poland	Post-doc	1968-70	Psychology

Positions and Employment

1970-present: Professor (1995-present), Associate Professor (1984-1994), Assistant Professor (1970-1983), Department of Psychology, Queens College, CUNY.

1975-present: Program Head (1984-91, 1998-present.), Learning Processes and Behavior Analysis Doctoral Sub-Program (Psychology Program), CUNY; Member (1975-present).

Other Experience and Professional Memberships

Sigma Xi Scientific Honor Society, MEMBER, Queens College Chapter.

American Psychological Association. Divisions 3, 25. MEMBER; FELLOW, Division 3 as of 2007.

Eastern Psychological Association, MEMBER.

Association for Behavior Analysis. MEMBER

Experimental Analysis of Human Behavior SIG. MEMBER.

Comparative Cognition Society. MEMBER.

Eastern Psychological Association. MEMBER.

New York State Association for Behavior Analysis. MEMBER.

Psychonomic Society. MEMBER.

Board of Editors, *Journal of the Experimental Analysis of Behavior*, 1991-93.

Executive Committee, Center for Developmental Neuroscience, 1987-1991.

Visiting Scientist, Centre d'Investigation Clinique INSERM-CHU de Bordeaux, and NAMC, CNRS UMR8620, University of Paris-Sud, Orsay, France, Spring, 2004

Honors

Faculty-in-Residence Award, Queens College (1980)

Fellow, Division 3, APA

B. Selected peer-reviewed publications (reverse chronological order).

Brown, B.L., Richer, P., & Doyere, V. (2007). Postcue effects on peak interval timing in rats. *Behavioural Processes*, 74, 300-310.

Aum, S., Brown, B.L., & Hemmes, N.S. (2007). The effect of intruded events on peak time: the role of reinforcement history during the intruded event. *Behavioral Processes*, 74, 187-197.

[Invited article for the Special Issue in Honor of Russell Church.]

- Kladopoulos, C.N., Hemmes, N.S., & Brown, B.L. (2004). Prospective timing under dual-task paradigms: Attentional and contextual-change mechanisms. *Behavioural Processes*, 67,221-233.
- Vintere, P., Hemmes, N.S., Brown, B.L., & Poulson, C.L. (2004). Gross-motor acquisition by pre-school dance students under self-instruction procedures. *Journal of Applied Behavior Analysis*, 37, 305-322.
- Hemmes, N.S, Brown, B.L., & Kladopoulos, C.N. (2004). Time perception with and without a concurrent nontemporal task. *Perception & Psychophysics*, 66, 328-341.
- Jakubow, J.J, Brown, B.L., & Hemmes, N.S. (2004). The cover-stimulus effect: Role of similarity in durations of the CS and cover cues. *The Psychological Record*, 54, 293-317.
- Aum, S., Brown, B.L., & Hemmes, N.S. (2004). The effects of concurrent task and gap events on peak time in the peak procedure. *Behavioural Processes*, 65, 43-56.
- Ryan, C. S., Hemmes N. S. & Brown, B. L. (2003). The effect of chromaticity varies with object identification response: Speeded naming versus recognition. *The Psychological Record*, 53, 467-486.
- Kladopoulos, C.N., Brown, B.L., Hemmes, N.S., and Cabeza de Vaca, S. (1998). The start-stop procedure: Reproduction of temporal intervals by human subjects. *Perception & Psychophysics*, 60, 438-450.
- Hemmes, N.S., Brown, B.L., Jakubow, J.J., & Cabeza de Vaca, S. (1997). Determinants of response recovery in extinction following response elimination. *Learning and Motivation*, 28, 542-557.
- Brown, B.L., Hemmes, N.S., & Cabeza de Vaca, S. (1997). Timing of the CS-US interval by pigeons in trace and delay autoshaping. *Quarterly Journal of Experimental Psychology*, 50B, 40-53.
- Cabeza de Vaca, S., Brown, B.L., and Hemmes, N.S. (1994). Internal clock and memory processes in animal timing. *Journal of Experimental Psychology: Animal Behavior Processes*, 20, 184-198.
- [Dissertation, won 23rd Annual James McKeen Cattell Award in Psychology, Psychology Section, New York Academy of Sciences, 1992-93.]
- Brown, B.L., Hemmes, N.S., Cabeza de Vaca, S., and Pagano, C. (1993). Sign and goal tracking during delay and trace autoshaping in pigeons. *Animal Learning & Behavior*, 21, 360-368.
- Hassin-Herman, A.D., Hemmes, N.S., and Brown, B.L. (1992). Behavioral contrast: Pavlovian effects and anticipatory contrast. *Journal of the Experimental Analysis of Behavior*, 57, 159-175.
- Brown, B.L., Hemmes, N.S., and Cabeza de Vaca, S. (1992). Effects of intratrial stimulus change on fixed-interval performance: The roles of clock and memory processes. *Animal Learning & Behavior*, 20, 83-93.
- Hemmes, N.S., Brown, B.L., and Cabeza de Vaca, S. (1990). Effects of trial duration on overall and momentary rates of maintained autoshaped keypecking: Choice and single stimulus trials. *Animal Learning & Behavior*, 18, 171-178.

C. Research Support (Last Five Years: 2003-2008)

Ongoing Research Support

Brown, B.L. Task-induced peak shifts in the peak interval procedure with pigeons. PSC-CUNY Research Award Program. 7/1/2006-6/30/2007, extended ot 6/30/2008. #68370-00 37, \$3,000, Role: PI.

Doyere, V. Cellular Mechanisms and Neural Networks involved in Long-term Memory of Time: From Dysfunction towards Rehabilitation. Agence Nationale de la Recherche (ANR, France), December 12, 2007 – December 11, 2009. 450,000 Euros. Role: Collaborator.

Completed Research Support

Brown, B.L. Timing Behavior in the Assessment of Mood in Bipolar Disorder. PSC-CUNY Research Award Program, 7/1/2005-6/30/06 extended to 6/30/07. #67890-00 36. \$3,200, Role: PI.

Brown, B.L. Timing Behavior in the Assessment of Mood in Bipolar Disorder. PSC-CUNY Research Award Program, 7/1/2004-6/30/05. #66714-00 35. \$3,800, Role: PI.

Brown, B.L. Determinants of task-induced peak time shifts in the peak interval procedure. PSC-CUNY Research Award Program, 7/1/2003-6/30/04, \$3,000. #65623-00-34. Role: PI.

Brown, B.L. Between- versus within-subject manipulation of trial cues in time estimation. PSC/CUNY, 7/1/2002-12/31/03, \$4,064. (#64645-00-33), Role: PI

D. Doctoral Students (Last Five Years: 2003-2008)

SangWeon Aum (2005) The Effects of a Gap and Positive and Negative Concurrent Task Events on Peak Time in the Peak-Interval Procedure

Patricia D'Ateno (2007) Effects of Mixing Stimulus Durations on Time Judgments

Current students: Mr. E. Grommet, Mr. J. Jacobs, Ms. C Tsiris, Ms. G. Walters

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Lanny Fields		POSITION TITLE Professor of Psychology, Queens College, CUNY	
eRA COMMONS USER NAME <u>Lanny Fields</u>			
EDUCATION/TRAINING (<i>Begin with baccalaureate or other initial professional education, such as</i>)			
INSTITUTION AND LOCATION	DEGREE (<i>if applicable</i>)	YEAR(s)	FIELD OF STUDY
Columbia College, Columbia University Columbia University	B.A. Ph.D	1960 1960-1968	Psychology Psychology

Positions and Employment

1997-present: Professor (1997-present),

1968-1996: The College of Staten Island/CUNY: Professor (1981-1996), Associate Professor (1975-1980).

1968-1974: Richmond College/CUNY: Assistant Professor (1968-1974).

1968-present: (1985-present) Member of the Doctoral Sub-Program in Learning Processes and Behavior Analysis; (1988-present) Member of the Sub-Program in Neuropsychology; (1995-2004) Deputy Executive Officer of the Doctoral Program in Psychology/CUNY.

Other Experience and Professional Memberships

*American Psychological Association, MEMBER and FELLOW.

*Association for Behavior Analysis, MEMBER.

*Sigma Xi Scientific Honor Society, MEMBER,

*American Psychological Society, CHARTER MEMBER.

*Psychonomic Society, MEMBER.

*Eastern Psychological Association, MEMBER.

Editorial Advisory Boards: Journal of the Experimental Analysis of Behavior (2003-2005); The Psychological Record (1996-present); European Journal of Behavior Analysis (1999-present); Journal of Psychology and Therapy (2001--present).

Honors

American Psychological Association: Fellow in Division 2 (Experimental Psychology), 25 (Behavior Analysis).

B. Selected peer-reviewed publications (of 56 in reverse chronological order).

1. DeRosse, P, & **Fields, L.** (Submitted). The Contextually Controlled, Feature-Mediated Classification of Symbols. *Journal of the Experimental Analysis of Behavior*

2. **Fields, L.**, Travis, R., Yadlovker, D. E., Roy, D., Aguiar-Rocha, L., & Sturme, P. (In press). Equivalence class formation: A method for teaching statistical interactions.

Journal of Applied Behavior Analysis, xx, xx-xxx.

3. **Fields, L., & Garruto, M.** (In press). Linked perceptual classes: Tracking emergence and response transfer. *Journal of the Experimental Analysis of Behavior*, *xx*, xx-xxx.
4. **Fields, L., & Garruto, M.** (2008). Varieties of stimulus control in conditional discrimination learning: A kernel analysis. *The Psychological Record*, *xx*, xxx-xxx.
5. **Fields, L., & Moss, P.** (In press). The formation of partially elaborated and fully elaborated generalized equivalence classes. *Journal of the Experimental Analysis of Behavior*, *xx*, xx-xxx.
6. **Fields, L., & Watanabe, M.** (In press). Relatedness of stimuli in equivalence classes: Effects of contingencies and nodal structure. *Journal of the Experimental Analysis of Behavior*, *xx*, xxx-xxx.
- Tittelbach, D., Alvero, A., & **Fields, L.** (2008). Effect of performance feedback on typing speed and accuracy. *Journal of Organizational Behavior Management*.
7. Mackay, H., & **Fields, L.** (In press). Syntax, Grammatical Transformation, and Productivity: A Synthesis of Stimulus Sequences, Equivalence Classes, and Contextual Control. In *Derived Relational Responding: Applications for Learners with Autism and Other Developmental Disabilities*. R.A. Refeldt and Y. Barnes-Holmes (Eds.). New Harbinger: London. Pp. Xxx-xxx.
8. **Fields, L., & Moss, P.** (2008). Effects of contingency and nodal structure on stimulus relatedness in equivalence classes: History and Integration. *European Journal of Behavior Analysis*.
9. Lee, R., Sturmey, P., & **Fields, L.** (2007). Schedule induced and operant mechanisms that influence response variability: A review of implications for future investigations. *The Psychological Record*.
10. **Fields, L., Tittelbach, D., Shamoun, K., Fitzer, A., Watanabe, M., & Matneja, P.** (2007). The effect of training variables on the formation of linked perceptual classes. *Journal of the Experimental Analysis of Behavior*, *87*, 97-119.
11. **Fields, L., Fitzer, A., Tittelbach, D., & Shamoun, K.** (2005). The effect of testing variables on the formation of linked perceptual classes. *Journal of the Experimental Analysis of Behavior*, *84*, 243-269.
- Belanich, J. & **Fields, L.** (2003). Generalized equivalence classes as response transfer networks. *The Psychological Record*, *53*, 373-413.
12. **Fields, L., Matneja, P., Varelas, A., & Belanich, J.** (2003). Effect of variant-to-base and base-to-variant test formats on membership in generalized equivalence classes. *The Psychological Record*, *53*, 287-311.
13. **Fields, L., Matneja, P., Varelas, A., Belanich, J., Fitzer, A., & Shamoun, K.** (2002). The formation of linked perceptual classes. *Journal of the Experimental Analysis of Behavior*, *78*, 271-290.
14. **Fields, L., Reeve, K.F., Matneja, P., Varelas, A., Belanich, J., Fitzer, A., & Shamoun, K.** (2002). The formation of generalized categorization repertoires: Effect of multiple domain, sample, and comparison training. *Journal of the Experimental Analysis of Behavior*, *78*, 291-313.
15. **Fields, L.** (2001). Synergies between stimulus and functional equivalence. *European Journal of Behavior Analysis*, *2*, 62-66.
16. **Reeve, K. F., & Fields, L.** (2001). Effect of number of forced-choice primary generalization test trials on the establishment of perceptual classes along a single dimension. *Journal of the Experimental Analysis of Behavior*, *76*, 95-114.

17. Fields, L., & Reeve, K. F. (2001). A methodological integration of generalized equivalence classes, natural categories, and cross modal perception. *The Psychological Record, 51*, 67-88.

C. Research Support (Last Five Years: 2003-2008)

Ongoing Research Support

Co-Principal Investigator (with Dr J. Foxe), Neural Substrates of Equivalence Class Formation CUNY Collaborative Research Award, \$40,000, Dates: 8/6/06-6/30/08.

Principal Investigator, PSC-CUNY Faculty Research Award (2008-8), \$5,000

Completed Research Support

Principal Investigator, PSC-CUNY Faculty Research Awards (2003-4, 2004-5, 2005-6), \$15,000

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Nancy S. Hemmes		POSITION TITLE Professor	
EDUCATION/TRAINING (<i>Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.</i>)			
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Antioch College	BA	1968	Biology
University of North Carolina – Chapel Hill	PhD	1972	Experimental Psychology

A. Positions

Queens College, City University of New York, Department of Psychology
 Assistant Professor to Full Professor (1972 to present)
 Assistant Chair (1976-present)
 Chair, Queens College Academic Senate (1998-2002)
 Director, Queens College Summer Session (2004-present)
 Chair, Queens College IRB (2004-2007)

Graduate School and University Center of the City University of New York
 Member, Doctoral Faculty in Psychology (1976-present)
 Program Head--Learning Processes Sub-Program in Psychology (1987-1988; and 1992-1998)

B. Selected peer-reviewed publications (in chronological order).

1. Coleman, D.A., Hemmes, N.S., & Brown, B.L. (1986). Relative conditioned stimulus/intertrial interval durations in conditioned suppression: Operant baseline type and rate of shock presentation *Journal of the Experimental Analysis of Behavior*, 46, 51-66.
2. Hemmes, NS., Brown, BL. & Cabeza de Vaca, S. (1990). Effects of trial duration on overall and momentary rates of maintained autoshaped keypecking: Choice and single stimulus trials. *Animal Learning & Behavior*, 18, 171-178.
3. Brown, B.L., Hemmes, N.S., & Cabeza de Vaca, S. (1992). Effects of intratrial stimulus change on fixed-interval performance: The roles of clock and memory processes. *Animal Learning and Behavior*, 20, 83-93.
4. Hassin-Herman, A., Hemmes, N. S., & Brown, B. L. (1992). Determinants of behavioral contrast: Pavlovian effects and anticipatory contrast. *Journal of the Experimental Analysis of Behavior*, 57, 159-175.
5. Brown, B.L., Hemmes, N.S., & Cabeza de Vaca, S. (1993). Sign-and goal-tracking during delay and trace autoshaping in pigeons. *Animal Learning and Behavior*, 21, 360-368.

6. Newman, B., Hemmes, N.S., Buffington, D.M., & Andreopoulos, S. (1994). The effects of schedules of reinforcement on instruction following in human subjects with verbal and nonverbal stimuli. *Analysis of Verbal Behavior*, 12, 31-41.
7. Hemmes, N.S., Brown, B.L., & Cabeza de Vaca, S. (1994). Appetitive backward conditioning in pigeons. *The Psychological Record*, 44, 221-237.
8. Cabeza de Vaca, S., Brown, B.L., & Hemmes, N.S. (1994). Internal clock and memory processes in animal timing. *Journal of Experimental Psychology: Animal Behavior Processes*, 20, 184-198.
9. Kaplan, H., Hemmes, N.S., Motz, P., & Rodriguez, H. (1996). Self-reinforcement and persons with developmental disabilities. *The Psychological Record*, 46, 161-178.
10. Newman, B., Buffington, D.M., Hemmes, N.S. (1996). Self-reinforcement used to increase the appropriate conversation of autistic teenagers. *Education and Training in Mental Retardation and Developmental Disabilities*, 31, 304-309.
11. Reinecke, D.R., Newman, B., Kurtz, A.L., Ryan, C.S., & Hemmes, N.S. (1997). Teaching deception skills in a game-play context to three autistic adolescents. *Journal of Autism and Developmental Disorders*, 27, 127-137.
12. Brown, B.L., Hemmes, N.S., & Cabeza de Vaca, S. (1997). Timing of the CS-US interval by pigeons in trace and delay autoshaping. *The Quarterly Journal of Experimental Psychology*, 50B, 40-53.
13. Hemmes, N.S., Brown, B.L., Jakubow, J.J., & Cabeza de Vaca, S. (1997). Determinants of response recovery in extinction following response elimination. *Learning and Motivation*, 28, 542-557.
14. Kladopoulos, C.N., Brown, B.L., Hemmes, N.S., and Cabeza de Vaca, S. (1998). The start-stop procedure: Reproduction of temporal intervals by human subjects. *Perception & Psychophysics*, 60, 438-450.
15. Ryan, C. S., Hemmes, N. S., & Brown, B. L. (2003). The Effect of Chromaticity on Object Identification Using Renaming and Recognition. *Psychological Record*, 53, 467-486.
16. McDonald, M. E., & Hemmes, N. S. (2003). Increases in social initiation toward an adolescent with autism: Reciprocity effects. *Research in Developmental Disabilities*, 24, 453-465.
17. Hemmes, N.S, Brown, B.L., & Kladopoulos, C.N. (2004). The psychophysics of time perception with and without a concurrent nontemporal task. *Perception & Psychophysics*, 66, 328-341.
18. Jakubow, J. J., Brown, B. L., & Hemmes, N. S. (2004). Cover cue duration relative to CS duration determined the cover stimulus effect. *Psychological Record*, 54, 293-317.
19. Aum, S., Brown, B.B., & Hemmes, N. S. (2004). The effects of concurrent task and gap events on peak time in the peak procedure. *Behavioural Processes*, 65, 43-56.
20. Vintere, P., Hemmes, N.S., Brown, B.L., & Poulson, C.L. (2004). Self-instructions in gross-motor skill acquisition for preschool dance classes. *Journal of Applied Behavior Analysis*, 37, 305-322.
21. Kladopoulos, C. N., Hemmes, N. S. & Brown, B. L. (2004). Prospective Timing under Dual-Task Paradigms: Attentional and Contextual-Change Mechanisms. *Behavioural Processes*, 67, 221-233.

23. Ryan, C. S., & Hemmes, N. S. (2005). Post-training discrete-trial teaching performance by instructors of young children with autism in early intensive behavioral intervention. *The Behavior Analyst Today*, 6, 1-12.
24. Ryan, C. S., & Hemmes, N. S. (2005). Effects of the contingency for homework submission on the probability of homework submission and on quiz performance in a college course. *Journal of Applied Behavior Analysis*, 38, 79-88.
25. Aum, S., Brown, B. L., & Hemmes, N. S. (2007). The Effect of Intruded Events on Peak Time: The Role of Reinforcement History during the Intruded Event. *Behavioural Processes*, 74 (2007) 187–197.
26. Ryan, C. S., Hemmes, N. S., Sturme, P., Jacobs, J. D., & Grommet, E. K. (2008). Effects of a brief staff training procedure on instructors' use of incidental teaching and students' frequency of initiation toward instructors. *Research in Autism Spectrum Disorders*, 2, 28-45.
27. Ryan, C. S., Hemmes, N. S., & Brown, B. L. (submitted). Effects of conditioning history on selective stimulus control by elements of compound discriminative stimuli. Submitted to *Journal of the Experimental Analysis of Behavior*, December, 2007.
28. Shamoun, K. A., & Hemmes, N. S. The Effect of simultaneous presentation of preferred and non-preferred foods, and fading of preferred foods on acceptance of non-preferred foods by a child with autism. Submitted to *Journal of Applied Behavior Analysis*, February, 2008.
29. Brown, B.L., Hemmes, N.S., Demotes-Mainard, J., Daheron, L., & Henry, C. (submitted) Temporal Judgment as a Function of Clinical Mood State in Bipolar Disorder. Submitted to *Journal of Affective Disorders*, March, 2008.

C. Research Support (Last 5 Years)

1. Hemmes, N. S. (2003). Analysis of a Cost-Efficient Supervision Procedure for Home-Based Early Intervention Services. Funded by the PSC-CUNY Research Award Program, \$3,200.
2. Hemmes, N. S. (2004). Analysis of a Staff Training Procedure to Maintain Incidental Teaching for Children with Autism. Funded by the PSC-BHE Research Award Program. \$3,240.
3. Hemmes, N. S. (2005). Effects of a Contingency for In-Class Participation on Level of Participation and Quiz Performance. Funded by PSC-BHE Research Award Program. \$2,800.
4. Hemmes, N. S. (2005). Effects of Pre-Class Preparation and In-Class Participation on Academic Performance. PSC-BHE Research Awards Program. \$3,000.
5. Brown, B. L., & Hemmes, N. S. (Letter of Intent approved, 2007). Timing as an early diagnostic indicator of Huntington's Disease. Submitted to the HighQ Foundation. \$50,000.
6. Hemmes, N. S. & Brown, B. L. (submitted, October, 2007). Timing as a diagnostic indicator of Huntington's disease. PSC-BHE Research Awards Program.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.

Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Jones, Emily Abigail	POSITION TITLE		
eRA COMMONS USER NAME Emilyj	Assistant Professor of Psychology		
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral raining.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
University of Minnesota, Minneapolis, MN	B.A. Summa cum laude	1996	Child Psychology
State University of New York at Stony Brook	M.A.	1999	Clinical Psychology
State University of New York at Stony Brook	Ph. D.	2002	Clinical Psychology

Positions and Employment

<i>Research/Program Assistant, Early Intervention Autism Program & Horizons Program for Children with Down Syndrome, Developmental Disabilities Institute, Ronkonkoma, NY</i>	9/1998 – 8/2001
<i>Kathleen Feeley, Ph.D., Education & Clinical Supervisor Staff evaluation, program evaluation, ongoing instructional programming, and behavior intervention planning. Research projects included an outcome evaluation of the programs, comparisons of different instructional formats, development of new instructional programs, evaluation of tolerance programs for problem behaviors, and a family support project.</i>	
<i>Inclusion Consultant, Autism Inclusion Program, Developmental Disabilities Institute, Smithtown, NY</i>	5/2000- 8/2001
<i>Mike Darcy, Supervisor Behavior and education consultation for children with autism and a variety of other disabilities. Services provided within schools and to families.</i>	
<i>Instructor, Applied Behavior Analysis and Positive Behavior Supports, Queens College</i>	Fall 2001
<i>Clinical Psychology Intern, Clinical Psychology Internship Program, The Autism Help Center, Riverhead, NY</i>	9/2001- 8/2002
<i>Denise Berotti, Ph.D., Supervisor Behavior and education consultation for children with autism and a variety of other disabilities. Services provided within schools and to families.</i>	
<i>Consultant. South Country School District. Assessment of students with developmental disabilities.</i>	Fall 2003
<i>Consultant. Brentwood School District. Parent training for children with autism.</i>	Spring 2004
<i>Consultant. William Floyd School District. Assistance with development of services for students with developmental disabilities.</i>	2003-2005
<i>Consultant. Center Moriches School District. Behavior and education consultation for children with autism and a variety of other disabilities.</i>	Spring 2004 - present

Services provided within schools and to families.

Assistant Professor, Long Island University

2002 - present

Undergraduate courses: Introduction to Psychology, Child Psychology, Applied Behavior Analysis, Special topics: Autism, Special topics: Developmental Psychopathology, Developmental Disabilities

Graduate courses: Teaching students with emotional behavior disorders, Applied Behavior Analysis, Special topics: Inclusion, Special topics: Autism, Advanced Clinical Applications in Developmental Disabilities, Developmental Psychology

Other Experience and Professional Memberships

Board Certified Behavior Analyst (BCBA) 2004 - present

A. Selected peer-reviewed publications (in chronological order).

Jones, E. A., & Carr, E.G. (2004). Joint attention in children with autism: Theory and intervention. *Focus on Autism and Developmental Disabilities, 19*, 13-26.

Jones, E. A., Carr, E.G., & Feeley, K. M. (2006). Multiple effects of joint attention intervention for children with autism. *Behavior Modification, 30*, 782-834.

Feeley, K. M., & Jones, E. A. (2006). Addressing challenging behavior in children with Down syndrome: The use of applied behavior analysis for assessment and intervention. *Down Syndrome Research and Practice, 11*, 64-77.

Jones, E. A., & Feeley, K. M. (2007). Parent implemented joint attention intervention for preschoolers with autism. *Journal of Speech-Language Pathology and Applied Behavior Analysis, 2*, 252-268.

Jones, E. A., Feeley, K. M., & Takacs, J. (2007). Teaching spontaneous responses to young children with autism. *Journal of Applied Behavior Analysis, 40*, 565-570.

Feeley, K. M., & Jones, E. A. (2007). Strategies to address challenging behavior in children with Down syndrome. *Down Syndrome Research and Practice, Advance Online Publications*. Retrieved August 3, 2007, from <http://www.down-syndrome.org/case-studies/2008/>

Feeley, K. M., & Jones, E. A. (2007). Teaching spontaneous responses to a young child with Down syndrome. *Down Syndrome Research and Practice, Advance Online Publications*. Retrieved August 3, 2007, from <http://www.down-syndrome.org/case-studies/2007/?page=1>

B. Research Support.

Language acquisition during joint attention in children with autism. *Examination of language learning associated with joint attention interactions in children with autism who were systematically taught joint attention skills. Role: PI. Organization for Autism Research Grant. 2005-6.*

Joint attention intervention for children with autism. Examination of parents as interventionists teaching joint attention to children with autism within a structured teaching situation and routine interactions. Role: PI. Organization for Autism Research Grant. Project in progress. 2004-5.

ROBERT N. LANSON

Date of Birth: October 29, 1939

Place of Birth: Paterson, N.J.

Home Address: 9 Oak Ridge Road
White Plains, N.Y. 10607

Phone: 914-949-7139

Business Address: Queens College
Psychology Department
New Science Building E304
Flushing, N.Y. 11367

Phone: 718-997-3252

EDUCATION

PH.D. (1968) Columbia University; Major: Experimental Psychology

M.A. (1965) Columbia University; Major: Experimental Psychology

A.B. (1961) Hamilton College; Major: Psychology

EXPERIENCE - TEACHING

Queens College, CUNY: Associate Professor of Psychology (1977-present)
Assistant Professor (1968-1976)

Columbia University: Instructor (1967-1968)
Teaching Assistant (1961-1967)

Hamilton College: Teaching Assistant (1960-1961)

EXPERIENCE - ADMINISTRATIVE

DEPUTY CHAIRPERSON, Queens College Psychology Department (1992-present)

PROGRAM HEAD, Learning Processes (Conditioning) Sub-Program of the Psychology
Doctoral Program of the City University of New York (1981-1984: acting
1980-1981;2004;2005)

CHAIRPERSON, Academic Policy and Curriculum Committee (2001-present)

CHAIRPERSON, Psychology Department Committee on Undergraduate Student
Advisement, Preregistration, and Evaluation (1974-1976, 1977-present)

FELLOWSHIPS AND MEMBERSHIPS

Fellow, National Science Foundation Research Program for College Teachers University
of Michigan, Ann Arbor, Michigan, Summer, 1969.

Association for Behavior Analysis (1986-present)

Eastern Psychological Association (1968-present)

Optical Society of America (1968-present)

Member of Honor Societies: Sigma Xi (for scholarship in graduate science)
1968-present

Delta Sigma Rho (for professional activities in debating), 1960

Pi Delta Epsilon (for professional activities in journalism), 1960

GRANTS AWARDED

PSC-CUNY Research Award #63662 00 32 "Human contingency detection", 2000-2002,
\$5092

National Institutes of Health, General Research Support Branch, Biomedical
Sciences Support Committee-Queens College "An animal model for studying
temporal resolving power of the visual system." July 1, 1981 to June 30,
1982. \$2,000.

Research Foundation of the City University of New York, FRAP 1717.

"Behavior as stimulus." July 1, 1972 to June 30, 1973. \$8,714.

Research Foundation of the City University of New York, FRAP 1093.

"Spectral sensitivity of the owl monkey, Aotus trivirgatus, at high intensities as determined by a behavioral technique," July 1, 1970 to December 31, 1971. \$9,638.

National Institutes of Health, General Research Support Branch, Biomedical Sciences Support Committee-Queens College, #5-S05-FR-07064-05. "Sound localization in an infrahuman primate." June 1, 1970 to May 31, 1971. \$1,500.

National Science Foundation, Academic Year Extension, GY-7418. "Effect of tonal masking on reaction time of a monkey to auditory stimuli." November 1, 1969 to October 1, 1970. \$2,000.

City University of New York, Doctoral Faculty Research Grant. "Visual functions of the owl monkey." July 1, 1969 to June 30, 1970. \$1,000.

National Institutes of Health, General Research Support Branch, Biomedical Sciences Support Committee-Queens College, #5-S05-FR-07064-03. "Visual functions of the owl monkey," July 1, 1968 to June 30, 1969. \$2,000.

PUBLICATIONS

ARTICLES

1. Goldman, M., Lanson, R., & Rivera, G. (1991) Wavelength categorization by goldfish (Carassius auratus). International Journal of Comparative Psychology, 4, 195-209.
2. Lanson, R.N., Eckerman, D.A., and Berryman, R. (1979) Effects of sodium pentobarbital on matching behavior in the pigeon. Pharmacology, Biochemistry & Behavior, 11, 159-164.
3. Eckerman, D.A., Lanson, R.N., and Berryman, R. (1978) Effects of sodium pentobarbital on symbolic matching and symbolic oddity performance. Bulletin of the Psychonomic Society, 11, 171-174.
4. Mao-Cohen, D. & Lanson, R.N. (1976) Effects of the PSI experience beyond the PSI classroom. Journal of Personalized Instruction, 1, 76-79.
5. Weil, J. & Lanson, R.N. (1976) Choice responding by rats as a function of drive operation. Psychological Reports, 39, 559-567.
6. Benassi, V., Weil, J., & Lanson, R.N. (1976) Effects of temporal variations between contingent and probabilistic noncontingent reinforcement. Bulletin of the Psychonomic Society, 7, 345-348.
7. Benassi, V. & Lanson, R.N. (1972) A survey of the teaching of behavior modification in colleges and universities. American Psychologist, 27, 1063-1069.
8. Eckerman, D.A. & Lanson, R.N. (1969) Variability of response location for pigeons responding under continuous reinforcement, intermittent reinforcement, and extinction. Journal of the Experimental Analysis of Behavior, 12, 73-80.
9. Pokorny, J., Graham, C.H., & Lanson, R.N. (1968) Effect of wave length on foveal grating acuity. Journal of the Optical Society of America, 58, 1410-1414.
10. Eckerman, D.A., Cumming, W.W., & Lanson, R.N. (1968) Acquisition and maintenance of matching without a required observing response. Journal of the Experimental Analysis of Behavior, 11, 435-441.
11. Cumming, W.W., Berryman, R., Cohen, L.R., & Lanson, R.N. (1967) Some

observations of extinction of a complex discriminated operant. Psychological Reports, 20, 1328-1330.

12. Stebbins, W.C. & Lanson, R.N. (1962) Response latency as a function of reinforcement schedule. Journal of the Analysis of Behavior, 5, 299-304.
13. Stebbins, W.C. & Lanson, R.N. (1961) A technique for measuring the latency of a discriminative operant. Journal of the Experimental Analysis of Behavior, 4, 149-155.

RESEARCH PAPERS PRESENTED AT PROFESSIONAL MEETINGS

1. Human Contingency detection: two concurrent measures of uncertainty. (with Najjar, N.). Paper presented at Eastern Psychological Association Meeting, April 21, 2001, Washington, D.C.
2. Evaluation of temporal control by the feature stimulus in a Pavlovian feature positive discrimination. (With Aum, S., Brown, B.L., & Hemmes, N.H.). Paper presented at Society of the Quantitative Analysis of Behavior, May 27, 2000, Washington, D.C.
3. Effects of rule consistency on acquisition of human conditional discriminations.(with Danowitz, M.). Paper presented at Eastern Psychological Association, March 1985, Boston, Massachusetts.
4. Effect of response-reinforcer dependency and placement of a reinforcer intruded on a fixed interval schedule. (With Stern, B. & Benassi, V.) Paper presented at Eastern Psychological Association Meeting, April 7, 1983, Philadelphia, Pennsylvania.
5. The effects of selective reinforcement on matching to sample in pigeons (With Danowitz, M.) Paper presented at Eastern Psychological Association Meeting, April 7, 1983, Philadelphia, Pennsylvania.
6. Performance and verbal strategies in human problem solving. (With Danowitz, M. & Goldman, M.) Presented at American Psychological Association Meeting, August 23, 1982, Washington, D.C.
7. The effects of extinction on stimulus control in matching and oddity. (With Rivera, G. & Goldman, M.) Paper presented at Eastern Psychological Association Meeting, April 17, 1982, Baltimore, Maryland.
8. Steady state wavelength generalization gradients for goldfish. (With Goldman, M., Rivera, G., & Korber, E.) Paper presented at Eastern Psychological Association Meeting, April 16, 1982, Baltimore, Maryland.
9. Human conditional discrimination learning: what people say and do. (With Danowitz, M. & Goldman, M.) Paper presented at Eastern Psychological Association Meeting, April 15, 1982, Baltimore, Maryland.
10. The effects of intermittent reinforcement on oddity-from-sample acquisition. (With Goldman, M., Ramirez, E. & Korber, E.J.) Paper presented at American Psychological Association Meeting, September 4, 1980) Montreal, Canada.
11. The effects of selective reinforcement on oddity-from-sample in pigeons. (With Korber, E., Goldman, M., and Ramirez, E.) Paper presented at Eastern Psychological Association Meeting, April 11, 1980, Hartford, Connecticut.
12. Transfer tests for matching-to-sample in goldfish. (With Goldman, M. & Shapiro, S.) Paper presented at American Psychological Association Meeting, September 2, 1979, New York, N.Y.

13. The effects of prior probability of contingent and noncontingent trials on choice responding. (With Benassi, V., Shipley, C. & Wilder, D.) Presented at Western Psychological Association Meeting, April 9, 1976, Los Angeles, California.
14. Choice responding in the rat as a function of drive interactions. (With Weil, J.) Presented at Eastern Psychological Association Meeting, April 3, 1975,
15. A comparison of spectral sensitivity functions of the owl monkey at two stimulus sizes (With Schoenfeld, W.N.) Presented at Optical Society of America Meeting, October 16, 1974, Houston, Texas.
16. Temporal variations between contingent and probabilistic noncontingent reinforcement. (With Benassi, V. and Weil, J.) Presented at American Psychological Association Meeting, September 2, 1974, New Orleans, Louisiana.
17. A survey of the availability of professional training in behavior modification. (With Benassi, V.) Invited Symposium address at Eastern Psychological Association Meeting, May 4, 1973, Washington, D.C.
18. Behavioral technique for determining the sensitivity of the owl monkey eye at high intensities. (With Gilbert, R.M. & Schoenfeld, W.N.) Presented at Optical Society of America Meeting, March 15, 1973, Denver, Colorado.
19. Reaction time as a measure of suprathreshold masking (With Garrett, T. & Matsuo, V.) Presented at Acoustical Society of America Meeting, November 28, 1972, Miami Beach, Florida.
20. A personalized course in behavior analysis (With Benassi, V.) Presented at the West Coast Personalized Instruction Conference, November 18, 1972, Long Beach, California.
21. Some data on the availability of behavior modification training. (With Benassi, V.) Presented at Association for the Advancement of Behavior Therapy Meeting, October 7, 1972, New York, N.Y.
22. A behaviorally-determined spectral sensitivity function for the owl monkey. Presented at Eastern Psychological Association Meeting, April 11, 1969, Philadelphia, Pennsylvania.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Peter Sturmey	POSITION TITLE Professor and Chairman of Psychology, Queens College, CUNY
eRA COMMONS USER NAME	

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Liverpool, United Kingdom	B.Sc.	1980	Psychology
University of Liverpool, United Kingdom	Ph.D	1985	Psychology
University of Liverpool, United Kingdom	M. Clin.	1985	Clinical Psychology

Positions and Employment

2005 Professor, Queens College, CUNY.
 2000-2005 Associate Professor of Psychology, Queens College, City University of New York and member, graduate faculty in Learning Processes sub-program.
 2004 Visiting Senior Lecturer, Department of Community Dental Health, Guys & Thomas Hospital, Kings College London.
 1995-1996 Unit Director, Special Services Unit, San Antonio State School (admission unit for men with dual diagnosis).
 1994–2000 Chief Psychologist, San Antonio State School, Texas.
 1993-1994 Consultant to Abilene Regional Mental Health & Mental Retardation.
 1992-1994 Adjunct Professor, Department of Psychology, Abilene Christian University, Abilene, Texas.
 1991-1994 Chief Psychologist, Abilene State School, Texas Department of Mental Health and Mental Retardation, Texas, U.S.A.
 1991 Consultant to Texas Department of Mental Health and Mental Retardation.
 1991 Visiting Professor, Department of Psychology, Louisiana State University, Baton Rouge, Louisiana, U.S.A.
 1990 Acting Top Grade Clinical Psychologist, Walsall District Health Authority, United Kingdom.
 1990 Associate Fellow of the British Psychological Society
 1989-90 Part-time Principal Clinical Psychologist, South Birmingham District Health Authority, United Kingdom.
 1988-91 Lecturer in Clinical Psychology, University of Birmingham, United Kingdom.
 1987-8 Senior Clinical Psychologist/Senior Lecturer, Plymouth District Health Authority/Plymouth Polytechnic

Other Experience and Professional Memberships

Current Memberships (2008) include American Association on Mental Retardation; British Association on Behavioural Psychotherapy; national Association on Dual Diagnosis.
 2002 Member National Association for Dual Diagnosis Scientific Advisory Committee
 2002 Member Quality Services for the Autism Community Professional Advisory Board

2001 Member, New York State Task Force on Dual Diagnosis.
2000 – 2001 Member at large, Executive Committee, New York State Association for Applied Behavior Analysis.
1999 Member of Research Committee for the Texas Autism and Research Project
1999 Texas Association on Mental Retardation conference committee
1999 Member of the TXMHMR State Behavior Therapy Committee
1998 Texas Association on Mental Retardation Region Research Award
1998 American Association on Mental Retardation, Region V Award, 1998
1997 Finalist in the Preston E Harrison Award for the outstanding employee in TXMHMR
1997 Initiates Texas Community Behavioral Support to provide educational support for community services in Texas.
1997 Consultant / grant writer to Goodwill San Antonio.
1997 Consultant to Center for Health Services (Behar County MHMR)
1997 Consultant to Autistic Treatment Center, Dallas & San Antonio, Texas
1997 Consultant to Council Oaks Inc, San Antonio. TX
1996 Consultant to Independent Horizons Inc., San Antonio, TX.

Editorial Advisory Boards:

Behavior Analysis in Offender Treatment and Prevention (2006-); *Research in Developmental Disabilities* (1994 - ; Associate editor 2001; *Southwest Quarterly Review* (1994 – 1998; *Behavioral Interventions* (1995 – 1997; *Journal of Applied Research in Intellectual Disabilities* (2000 - ; *Journal of Positive Behavioral Interventions* (2004-); *Journal of Intellectual Disabilities Research* (2002-); *International Journal of Behavioral Consultation and Therapy (IJBCT)* (2004-); *Research In Autism Spectrum Disorders* (Associate Editor 2006-) *The Open Rehabilitation Journal* (2008-)

Honors

1998 American Association on Mental Retardation, Region V Award, 1998
1997 Finalist in the Preston E Harrison Award for the outstanding employee in TXMHMR

B. Selected peer-reviewed publications

- Didden, R., Korzilius, H., Kamphuis, A., Sturmey, P., & Curfs, L. M. G. (2006.) Preferences in individuals with Angelman syndrome assessed by a modified Choice Assessment Scale. *Journal of Intellectual Disabilities Research*, 50, 54-60.
- Sturmey, P. (2006.) Against psychotherapy with people who have mental retardation: in response to the responses. *Mental Retardation*, 44, 71-74.
- Lee, R. & Sturmey, P. (2006.) The effects of lag schedules and preferred materials on variable responding in students with autism. *Journal of Autism and Developmental Disorders*, 421-428.
- Reyer, H. S. & Sturmey, P. (2006). The Assessment of Basic Learning Abilities (ABLA) test predicts the relative efficacy of task preferences for persons with developmental disabilities. *Journal of Intellectual Disabilities Research*, 50, 404-409.
- Sturmey, P. (2006.) On some recent claims for the efficacy of cognitive therapy for people with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities*, 19, 109-118.
- Sturmey, P. (2006.) In response to Lindsay and Emerson. . *Journal of Applied Research in Intellectual Disabilities*, 19, 125-129.

- Sturmey, P. (2006.) Against psychotherapy with people who have mental retardation: In response to the responses. *Mental Retardation*, 44, 71-74.
- Diden, R., Korzilius, H., van Oorsouw, W. & Sturmey, P. (2006.) Behavioral treatment of problem behaviors in individuals with mild mental retardation: A meta-analysis of single-subject research. *American Journal on Mental Retardation*. 111, 290–298.
- Tsakanikos, E., Sturmey, P., Holt, G., & Bouras, N. (2006). Psychiatric co-morbidity and gender differences in intellectual disability. *Journal of Intellectual Disability Research*. 50, 582-587.
- Tsakanikos, E., Costello, H., Holt, G., Bouras, N., Sturmey, P. & Newton, T. (2006.) Psychopathology in adults with autism and intellectual disabilities. *Journal of Autism and Developmental Disabilities*.
- Gilmore, D., Sturmey, P. and Newton, J. T. (2006) A comparison of the impact of information from a clinician and research-based information on patient treatment choice in dentistry. *Journal of Public Health Dentistry*, 66, 242-247.
- Jerome, J., Frantino, E. P. & Sturmey, P. (2007.) The effects of errorless learning and backward chaining on the acquisition of Internet skills in adults with autism. *Journal of Applied Behavior Analysis*. 40, 185-189.
- Tsakanikos, E., Sturmey, P., Costello, H., Holt, G., & Bouras, N. (2007). Referral trends in mental health services for adults with autism and intellectual disability. *Autism*. 11, 9-17
- Tsakanikos, E., Costello, H., Holt, G., Sturmey, P., Bouras, N. (2007). Behaviour management problems as predictors of psychotropic medication and use of psychiatric services in adults with autism. *Journal of Autism and Developmental Disorders*, 37, 1080-1085.
- Brienes, N. E. & Sturmey, P. (2007.) Reducing student stereotypy by improving teachers' implementation of discrete-trial teaching. *Journal of Applied Behavior Analysis*, 40, 339-343.
- DeQuinzio, J. A., Townsend, D. B. Sturmey, P. & Poulson, C. L. (2007.) The effects of imitation training on imitation of other people's' facial expression in children with pervasive developmental disorders. *Journal of Applied Behavior Analysis*, 40,
- Sturmey, P., Lindsay, W. I. & Didden, R. (2007). Special Issue: Dual Diagnosis. (Editorial). *Journal of Applied Research*, 20, 379-383.
- Lee, R., Sturmey, P. & Fields, L. (2007.) Schedule-induced and operant mechanisms that influence response variability: A review and implications for future investigation. *The Psychological Record*.
- Watanabe, M. & Sturmey, P. (2007.) Behavior analytic approaches to recruiting individuals to community-based prevention programs. *Behavioral and Social Issues*
- Tittelbach, D., DeAngelis, M., Sturmey, P. & Alvero, A. M. (in press.) The effects of task clarification, feedback, and goal-setting on student advisor's office behaviors and customer service. *The Journal of Organization Behavioral Management*.
- Travis, R. & Sturmey, P. (2008). A review of behavioral interventions for psychotic verbal behavior in people with Intellectual Disabilities. *Journal of Mental Health Research in Developmental Disabilities*, 1, 33-47.
- Diden, R., Korzilius, H., Sturmey, P., Lancioni, G.E., & Curfs, L. (2008). Preference for water-related items in Angelman syndrome, Down syndrome and non-specific

- intellectual disability. *Journal of Intellectual & Developmental Disability*, 33, 59 - 64.
- Newton, J. T. & Sturmey, P. (in press). The effects of method of behavior management methods, client characteristics, and outcome on perceptions of intervention acceptability by dental students. *Pediatric Dentistry*.
- McDonald, A. & Sturmey, P. (in press.) Evaluation of a staff training course to manage violent and aggressive behaviour. *Journal of Applied Research in Intellectual Disabilities*.
- Ryan, C. S., Hemmes, N. S., Sturmey, P., Jacobs, J. D. & Grommet, E. K. (in press.) Effects of a Brief Staff Training Procedure on Instructors' Use of Incidental Teaching and Students' Frequency of Initiation toward Instructors. *Research in Autism Spectrum Disorders*, in press.
- Sarakoff, R. & Sturmey, P. (in press). The effects of instructions, rehearsal, modeling and feedback on acquisition and generalization of staff use of discrete trial teaching and student correct responses. *Research in Autism Spectrum Disorders*, in press.
- Lafasakis, M. & Sturmey, P. (in press) The effects of behavioral skills training on parent implementation and generalization of discrete-trial teaching and child correct responding. *Journal of Applied Behavior Analysis*.
- McDonnell, A., Sturmey, P., Oliver, C., Cunningham, J., Hayes, S., Galvin, M., Walshe, C. & Cunningham, C. (in press). The effects of staff training on staff confidence and challenging behavior in services for people with autism spectrum disorders. *Research in Autism Spectrum Disorders*.
- Bernstein, H. & Sturmey, P. (in press). Effects of fixed-ratio schedule values on concurrent mands in children with Autism. *Research in Autism Spectrum Disorders*.
- Argott, P., Buffington Townsend, D., Sturmey, P. Poulson, C. L. (in press). Increasing the Use of Empathic Statements in the Presence of a Non-Verbal Affective Stimulus in Adolescents with Autism. *Research in Autism Spectrum Disorders*.
- Sturmey, P. (in press). Children with autism can acquire intraverbals, but maintenance and generalization are poor. Peter Sturmey (Commentary Author). *Evidence-based Communication Assessment and Intervention*.
- Sturmey, P. (in press). Teaching intraverbal behavior to children has positive and negative effects. Peter Sturmey (Commentary Author). *Evidence-based Communication Assessment and Intervention*.
- A. Research Support (Last Five Years: 2003-2008)**
- Dual Diagnosis Dissemination Project (2003* with Institute for Basic Research, Staten Island: Al Pfadt, Principal Investigator, John Tsiouris, Co-Principal Investigator). New York Council on Developmental Disabilities. (\$74,998, 2003). Workforce development in community-based services for people with developmental disabilities/ transfer of behavioral technology. Workforce Development Initiative grant. (P. Sturmey & Nancy Hemmes, Co-Principal investigators) (\$12,000, 2003)
- Ongoing Research Support**
- The effects of instructions, modeling, rehearsal and feedback on staff acquisition of natural language paradigm skills and child behavior. PSCCUNY grant, \$3,000, 2007.
- Completed Research Support**
- Evaluation of staff training to manage people with learning difficulties with aggressive and violent behaviour* (with A. McDonnell): £44,000 [~ \$66,000 }

approximately] from West Midlands Regional Health Authority, United Kingdom. (3/90 - 3/92)

The effects of features of written and oral presentations during staff training.

£23,000 [\$45,000 approximately] from The Mental Health Foundation. (10/90 - 4/92)

Quality assurance system for South Birmingham District Health Authority mental handicap services. £9,800 [\$15,000 approximately] from South Birmingham District Health Authority. (10/1990-4/1992)

Identifying preferred and non-preferred staff. PS-CUNY grant. April, 2001 (P. Sturmey, Principal Investigator, \$1,500.)

Development, and delivery of undergraduate and in-service courses relating to the education of students with an Autism Spectrum Disorders (New York State Education Department grant, September 2001 (P. Sturmey & C. L. Poulson Co-Principal investigators, \$25,000, 2001)

Development, and delivery of undergraduate and in-service courses relating to the education of students with an Autism Spectrum Disorders [Second year](New York State Education Department grant, September 2001 (P. Sturmey & C. Poulson Co-Principal investigators, \$25,000, 2002).

B. Doctoral Students (Last Five Years: 2003-2008)

Graduated: Randi Rarakoff (2006); Ron Lee (2006); Mari Watanabe (2007)

Current: Howie Reyer; Haven Bernstein; Nancy Brienens; Ann Featherstone; Lori Finn; Jared Jerome; Darlene Nigro; John Ward-Horner; Tommy Gianoumis; Laura Sieverling.

Appendix 4: Letters of Support for the MA Program in Applied Behavior Analysis

Dr. Gregory S. MacDuff, Executive Director, Princeton Child Development Institute
Dr. Bridget A. Taylor, Executive Director, Alpine Learning Group
Debora Harris, The ELIJA Foundation, Founder
Kenia Nunez, Parent of Child with Asperger's Syndrome
Dr. Johnny Matson, Clinical Director, Louisiana State University
Dr. Dennis Mozingo and Dr. Tristram Smith, University of Rochester Medical Center
Dr. Mark O'Reilly, University of Texas Austin
Dr. Johannes Rojahn, Director of School Psychology Program, George Mason University
Dr. Jeff Sigaloos, Victoria University of Wellington
Dr. David Wacker, Professor of Pediatric Psychology, University of Iowa Children's Hospital
Dr. Robert Didden, Psychologist, Radboud Universiteit Nijmegen



Princeton Child Development Institute

300 Cold Soil Road Princeton, New Jersey 08540 609-924-6280 Fax 609-924-4119

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Health Care Services Consultant
Robert Titus
Verizon, Community Member
William S. Walsh, Jr.
Empor Capital
Peggy W. Pulleva
*Founder and Lifetime Trustee
1979-1996*
Pamela P. Machold
Founder
Advisory Board
Steven B. Gordon, Ph.D., ABPP
*Director,
Behavior Theraps Associates*
Gina Given, Ph.D., BCBA
*Consultant,
San Diego, CA*
Laura J. Hall, Ph.D.
*Professor,
San Diego State University*
R. Vance Hall, Ph.D.
*Professor Emeritus
University of Kansas*
Sandra L. Harris, Ph.D.
*Executive Director,
Douglass Developmental Disabilities Center*
Frd R. Volkmar, M.D.
*Director,
Yale Child Study Center*

April 3, 2008

Peter Sturme, Ph.D.
Department of Psychology
Queens College
City University of New York
65-30 Kissena Boulevard
Flushing, NY 11367

Dear Dr. Sturme,

As you are aware, applied behavior analysis is the only intervention for individuals with autism whose effectiveness is empirically supported. I was very pleased to hear of your proposed masters program in applied behavior analysis. Courses addressing the principles of learning, professional ethics, and developmental disabilities paired with practicum experiences will likely produce skilled clinicians.

Because well-trained behavior analysts are in great demand, I applaud and support your effort to provide course work and hands-on experience that will increase the availability of behavior analysts to programs like PCDI. If it would be of value, please consider PCDI as a practicum site.

Sincerely,

Gregory S. MacDuff, Ph.D.
Executive Director

A nonprofit program for research and treatment of autism

E-mail info@pcdi.org www.pcdi.org



Peter Sturmey, Ph.D.
Department of Psychology
Queens College
65-30 Kissena Blvd.
Flushing, NY 11367

March 10, 2008

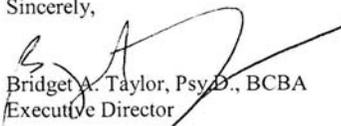
Dear Dr. Sturmey:

I am writing this letter in support for the proposed Masters degree in Applied Behavior Analysis in The Department of Psychology at Queens College, CUNY.

Learners with autism and related disorders of all ages have the right to effective education and treatment based on the best available scientific evidence. Research has clearly documented the effectiveness of applied behavior analysis (ABA) methods in the education and treatment of people with autism. Planning, directing, and monitoring effective ABA programs for learners with autism requires specific competencies. Professionals in applied behavior analysis who work in the field of autism engage in the specific and comprehensive use of principles of learning in order to address behavioral needs of learners with autism. Extensive training and supervision is required to ensure the development of robust, consistent skills in these professionals. There is a paucity of advanced educational programs in the NY area designed to develop Behavior Analysts. The proposed Masters in ABA program is designed to meet needs of families and services in the New York area for effective behavior analysts.

If you have any questions please feel free to contact me at (201) 612-7800 or btaylor@alpinelearninggroup.org.

Sincerely,



Bridget A. Taylor, Psy.D., BCBA
Executive Director



665 N. Newbridge Rd., Levittown, NY, 11756 www.elija.org

Monday, March 17, 2008

To Whom It May Concern:

As co-founder of The ELIJA Foundation, a parent run organization that has supported "Educating the Educators" on Long Island in Applied Behavior Analysis, I am writing this letter to support the proposed Masters degree in Applied Behavior Analysis in The Department of Psychology at Queens College, City University of New York. This is a program that will fill the desperate needs of families in New York who are seeking effective behavior analytical services and help remediate the Public Schools system lack of adequate and appropriate services. As the rates of autism continue to rise exponentially, now 1 in 150 births, access to appropriate educational services are scarce and this underserved population will continue to sit on waiting lists in the thousands if the system does not start to act in a progressive manner. School districts are forced to publicly educate the autism population and often have no option but to throw unskilled staff into classrooms. Often this is due to lack of qualified and trained individuals to fulfill the mandated and overwhelming need for intensive educational services.

Currently there are no local programs which offer a Masters in behavior analysis. The proposed 37-credit Masters program which will prepare students to be effective practitioners in applied behavior analysis (ABA) and prepare them for the national Board Certified Behavior Analysis exam. The program includes graduate classes in ABA Theory (7 credits) and ABA practicum (10 credits), Learning (3 credits), statistics (3 credits) and ethics (1 credit). 15 further credits may be take in elective classes that may combine thesis credit, various classes in developmental disabilities, organizational behavior management and learning theory. It is expected that full-time student should complete in three to four semesters. This is a very reasonable time frame for those who would like to begin practicing in the field of Autism.

As a parent and an educator I ask that you please take this program into consideration. Not only will it help the families who suffer on a day to day basis living with a disability but more importantly children with autism will have access to an appropriate education.

Sincerely,

Debora Harris B.C.A.B.A.

Founder

Tel. 516-433-4321 Fax. 516-433-4324

[https://mail.qc.cuny.edu/mail/campsturmey.nsf/\(\\$Inbox\)/7D1E767...](https://mail.qc.cuny.edu/mail/campsturmey.nsf/($Inbox)/7D1E767...)

From: kenia00@aol.com
To: peter.sturmey@qc.cuny.edu
Date: Thursday, April 10, 2008 03:20PM
Subject: Masters Level - ABA program

Dr. Sturmey,

My name is Kenia Nunez and I am writing to you because Mike Marroquin has advised me that a Masters level - ABA program is under consideration at Queens College. I would like to share with you that such an ABA program will make a difference and have a profound affect on so many individuals like myself.

My son who is 7 was diagnosed with Aspergers...and working with Mike and the expertise that he offers is invaluable information that allows my family to have a sense of control when there are so many things that are unpredictable when dealing with a child with a disability.

From my personal experience, there seems to be an understanding that kids that are more severely affected with autism benefit from ABA; the truth is that children who are very high functioning need it just the same. As teachers and faculty become more aware of this benefit....with more programs like yours, the supply will be able to meet the demand.

I fully support this program and please do not hesitate to contact me if you need more information from me.

Kenia Nunez
917-361-1324

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College of Arts & Sciences

Department of Psychology

Louisiana State University
236 Audubon Hall
Baton Rouge, LA 70803

O 225-578-7792
F 225-578-4125
psychology@lsu.edu

August 22, 2008

Peter Sturmey, Ph.D.
Professor
Department of Psychology
Queens College
The City University of New York
65-30 Kissena Blvd.
Flushing, NY 11367-1597

Dear Dr. Sturmey:

I am writing in support of the proposed masters program in applied behavior analysis (ABA). There is an urgent and rapidly growing need for behavior analysts at the masters level. My own personal opinion is that a bachelors degree is insufficient training for the application of this set of complex skills. While doctoral level training is optimal, it is not practical nor cost effective from a national or regional perspective to expect that sufficient numbers of doctoral level people could be trained. It is neither time nor cost effective. Therefore, a program such as the one you are proposing fills an urgent need.

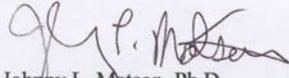
As noted above, the need for behavior analysts is developing rapidly. As an example, autism was once thought to be rare but the U.S. Center for Disease Control recently reported that the incidence of the disorder is 1 in 150 children. The established, effective intervention for these children is ABA. Additionally, it should begin at age 2-3 and should be from 20-40 hours per week. Thus, even with a large, active ABA masters program, you could not turn out enough graduates to meet the needs of the New York metro area.

I have been a professor for 31 years. One of my greatest frustrations in academia is the disconnect that often develops between the type of students faculty want to train versus societal needs. Your proposed program is a wonderful opportunity to advance science

Peter Sturmey, Ph.D.
Page 2
August 22, 2008

and scholarship at the university level while preparing graduates to meet an urgent community need. I endorse this proposed program in the strongest possible terms.

Sincerely,



Johnny L. Matson, Ph.D.
Professor and Distinguished Research Master
Director of Clinical Training

GOLISANO CHILDREN'S HOSPITAL
Strong Center for Developmental Disabilities



August 25, 2008

Peter Sturmey, Ph.D.
Queens College
The City University of New York
65-30 Kissena Blvd
Flushing NY 11367

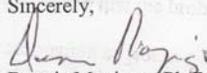
Dear Dr. Sturmey:

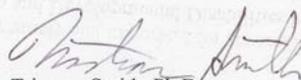
We are writing to express our enthusiastic support for your proposal to establish a master's program in applied behavior analysis (ABA) at Queens College. One of us (Mozingo) directs a sequence of courses on ABA here, while the other (Smith) is a faculty member in that sequence and has collaborated with you on projects such as the book you recently edited with Dr. Adrienne Fitzer on Autism Spectrum Disorders. We have reviewed the proposal and are quite impressed by it. We understand that the program would be designed to prepare students to seek certification as Board Certified Behavior Analysts.

We believe that the proposed program is very timely and important for several reasons: First, the New York State Office of Mental Retardation and Developmental Disabilities has undertaken a number of initiatives to improve services for individuals with autism in the state, including the formation of a statewide autism consortium and an Interagency Task Force on autism. The success of these initiatives will depend on the availability of qualified behavior analysts because ABA intervention is the primary evidence-based treatment for autism. Second, the New York State Education Department has been reviewing guidelines for managing problem behavior displayed by individuals with developmental disabilities and for increasing the capacity of agencies in the state to serve such individuals. These initiatives also will require qualified behavior analysts, as ABA intervention is necessary both to help address problem behavior and to teach adaptive skills that can improve individuals' quality of life. Third, the need for behavior analysts is not restricted to New York State, but rather is national in scope. Thus, the program may attract out-of-state students, in addition to New York State residents.

Queens College is ideally suited to develop an ABA program because it has a number of prominent behavior analysts on its faculty and already has many of the components of an ABA program in place. On a personal level, we anticipate that your program would provide opportunities to expand on our previous collaborations, which we welcome and value.

Sincerely,


Dennis Mozingo, Ph.D., BCBA
Assistant Professor


Tristram Smith, Ph.D.
Associate Professor

601 Elmwood Avenue · Box 671 · Rochester, NY 14642
585.275.0355 · 585.275.3366 fax



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THE UNIVERSITY OF TEXAS AT AUSTIN

*Department of Special Education • George I. Sanchez Building 306
1 University Station D5300 • Austin, Texas 78712-0371 • (512) 471-4161 • Fax: (512) 471-2471*

August 20, 2008

To Whom It May Concern:

I received a program proposal from Professor Peter Sturmey for review and comment. His Department is in the process of considering the adoption of a new Masters degree with an emphasis on applied behavior analysis. This proposed program will also apply for accreditation from the Behavior Analysis Certification Board. This program proposal is comprehensive and timely.

I developed and coordinate a similar accredited Masters program here at the University of Texas at Austin. This is now the most popular graduate program in our Department. We have recently hired new tenure-track faculty to accommodate this increased demand.

In sum, the proposed program is timely and comprehensive. I am sure that linking the program to an accreditation system will make it very attractive to students. I think this initiative would be a very smart move based on my experiences with a similar program here at UT.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark O'Reilly".

Mark O'Reilly, Ph.D., BCBA, C. Psychol.
Mollie Villeret Davis Professor in Learning Disabilities



Johannes Rojahn, Ph.D.
Professor of Psychology
10340 Democracy Lane, Suite 202, Fairfax, VA 22030
Phone: 703-993-4241

August 20, 2008

Queens College,
The City University of New York
65-30 Kissena Blvd,
Flushing NY 11367

Subject: Proposed Masters Program in Applied Behavior Analysis

To Whom It May Concern:

Prof. Peter Sturmey asked me to review the new program proposal for a Masters Program in Applied Behavior Analysis within the Department of Psychology of Queens College of the City University of New York. This is a very strong and meritorious proposal and I am lending my enthusiastic support. The curriculum is very well conceptualized and the program is at least comparable as other Masters programs in psychology in general and in Applied Behavior Analysis in particular that I am aware of (e.g., the ABA Program at George Mason University in which I have participated as an instructor) in terms of the proposed syllabus, content, and the quality of faculty teaching the classes. Through the proposed program students are assured to acquire useful knowledge and professional skills and it is no question that graduates will be highly competitive in the expanding ABA job market, especially once accredited through the national Behavior Analysis Certification Board (BACB). In summary, I strongly support this exciting new academic program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Johannes Rojahn".

Johannes Rojahn, Ph.D.
Professor of Psychology
George Mason University
Director, School Psychology Graduate Program
Editor-in-Chief, Journal of Mental Health Research in Intellectual Disabilities



17 August 2008

Peter Sturmey, Ph.D.
Department of Psychology
Queens College
The City University of New York
65-30 Kissena Blvd.
Flushing NY 11367
USA

Dear Dr. Sturmey,

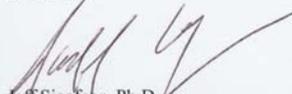
I am writing to provide my strong support for your proposed Masters program in Applied Behavior Analysis. There is a huge need for programs of this type, not only in the USA, but internationally. The need stems from the fact that there is a severe shortage of professionally qualified Behavior Analysts. This shortage stems from an increasing demand for Behavior Analysts — especially to work in the area of autism treatment — but very few graduate-level training programs. Your proposed program, which leads to a Masters degree and professional certification in the field, would help to address this shortage.

In 2002, I was involved in developing a similar type of program through the Department of Special Education at the University of Texas at Austin. The program was an instant success and remains the most subscribed program in the Department. My colleagues there routinely obtain 50-60 excellent and diverse applicants each year for the 20 available spaces. The program has been self-sustaining without dependence on federal personnel preparation grants. The graduates of this program have all become professionally certified behavior analysts and found gainful employment as Behavior Analysts. About 1/3 of the graduates have gone on to pursue doctoral studies in the field.

I fully anticipate that your program is likely to be even more successful than the one in Texas. My reason for this is that you and your Psychology Department at CUNY already have excellent reputations within the growing field of Applied Behavior Analysis. In addition, your list of course offerings are more extensive and more directly relevant to the fulfillment of the requirements to obtain professional certification as a Behavior Analyst. These features will make the program highly attractive to the best students.

Overall, I can offer my highest support for this excellent proposal.

Sincerely,



Jeff Sigafos, Ph.D.
Professor, School of Educational Psychology
Victoria University of Wellington
PO Box 17-310, Karori
Wellington, New Zealand



Center for Disabilities and Development

*David P. Wacker, Ph.D.
100 Hawkins Dr Rm 251
Iowa City IA 52242
319-353-6455*

August 20, 2008

Dr. Peter Sturmey
Queen's College
The City University of New York
65-30 Kissena Blvd
Flushing NY 11367

Re: Master's program in ABA

Dear Dr. Sturmey,

I was delighted to learn that you are proposing a new Master's program in ABA. As you know, the need for Master's-level trained professionals in ABA is increasing exponentially, and there is currently a severe shortage of personnel to address the many needs that are confronting schools, group homes, and community agencies. Your program is uniquely equipped to help to address this need, and I hope you are given every consideration for developing this program.

I was very impressed by the courses that are being proposed along with the faculty that will be available to teach those courses. Your department has a very strong and long history of providing this type of training, and I am sure that the program will be quite successful. I highly recommend the development of this program and wish you every success.

Sincerely,

A handwritten signature in cursive that reads 'David P. Wacker'.

David P. Wacker, Ph.D.
Professor, Pediatric Psychology

Nationally designated as Iowa's University Center for Excellence on Disabilities

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Faculty of Social Sciences

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24/462300

Our reference

Your reference

Telephone
+31 24 36 12822

Date
August 27, 2008

Subject Concerning: proposal masters program ABA in Queens
college

E-mail
r.didden@pwo.ru.nl

Dear Sir, Madam,

Applied behavior analysis has been shown to be a theoretically sound and clinically effective approach in education, rehabilitation and developmental disabilities. It is considered an evidence-based approach for psychopathology. Unfortunately, many professionals working in the above areas have never followed a formal ABA training program and I believe that many of those who do are unqualified to implement ABA, having insufficient knowledge on learning principles and treatment techniques. As a result, ABA is implemented less than optimally (ineffectively) in clinical practice. Thus there is a need for professionals who are qualified and experienced in ABA. At present, this need is still unmet. Also internationally, most university programs do not provide training in ABA that leads to a masters degree and professional certification. This is in contrast to developments in the clinical field in which only professionals who are certified will be allowed to work in the above areas.

To my opinion, the program proposed by prof.dr. Sturmey is excellent. It will fill an important gap in education and training of graduate students who are going to work in various fields. In general, it will lead to a better quality of treatment in the clinical field. I am also convinced that such a programme will attract foreign students who have insufficient opportunities for training in ABA in their home university.

Prof.dr. Sturmey is a leading researcher and clinician in the area of developmental disabilities and has since many years strongly advocated the use of ABA in this target group. No doubt he (and his colleagues) have the theoretical and clinical expert knowledge to make this program a success.

Yours sincerely,

Robert Didden, PhD

Associate professor, Psychologist

Radboud Universiteit Nijmegen



*Appendix 5
SED Program Scheduling for Proposed MA in Applied Behavior Analysis*

FALL		SPRING		FALL		SPRING	
COURSE TITLE	CREDITS	COURSE TITLE	CREDITS	COURSE TITLE	CREDITS	COURSE TITLE	CREDITS
Psych 705: Statistics (Req)	3	Psych 730.02: Theory & Method in Applied Behavior Analysis II (Req)	4	Psych 795: Fieldwork in Applied Behavior Anal (Req)	3	If 37 credits are completed, then no courses	
Psych 730: Psych of Learning (Req)	3	Psych 730.06: Practicum in Applied Behavior Analysis II (Req)	3	*Psych 792.3: Masters Thesis Res II (Option 1)	3	If not, then 1-2 electives	0-6
Psych 730.01: Theory & Method in Applied Behavior Analysis I (Req)	3	*Psych 791.3: Masters Thesis Res I (Option 1, 2)	3	Elective Courses (Option 1, 2, 3)	6 (Opt 1,2)-9 (Opt 3)		
Psych 730.05: Practicum in Applied Behavior Analysis I (Req)	2	Elective (Option 1, 2, 3)	0- 3 (Opt 1)- 6 (Opt 2,3)				
Psych 771.1: Ethical Issues in Psychology (Req)	1						
Meet with MA Advisor	0						
Total Credits	12 Min: 12 Max: 12	Total Credits	13 Min: 10 Max: 13	Total Credits	12 Min: 9 Max: 12	Total Credits	0-6 Min: 37 Max: 37

Appendix 6
Masters Program in Applied Behavior Analysis
FACULTY ASSIGNMENT SED FORM

List the name and qualifications of each faculty member, for each course in the major and for each new, required non-major course, using the tables on this and the following page. Identify the core faculty responsible for the program with an asterik. Graduate faculty must have an earned doctorate or otherwise demonstrate special competence. Faculty resumes should be available on request. These pages may be duplicated as needed.

Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to Each Course. (Use "D" to Specify Program Director) (c)	Highest Earned Degree & Discipline, College or University (d)
Psychology 730: Psychology of Learning	3	Dr. Lanny Fields*	Ph.D., Psychology, Columbia University
Psychology 730.01: Theory and Method in Applied Behavior Analysis I	3	Dr. Peter Sturmey* (D)	Ph.D., Clinical Psychology, University of Liverpool
Psychology 730.02: Theory and Method in Applied Behavior Analysis II	4	Dr. Peter Sturmey* (D)	Ph.D., Clinical Psychology, University of Liverpool
Psychology 730.05: Practicum in Applied Behavior Analysis I	2	Dr. Peter Sturmey* (D) Dr. Emily Jones*	Ph.D., Clinical Psychology, University of Liverpool Ph.D., Clinical Psychology, University of Stony Brook (SUNY)
Psychology 730.06: Practicum in Applied Behavior Analysis II	3	Dr. Peter Sturmey* (D) Dr. Emily Jones*	Ph.D., Clinical Psychology, University of Liverpool Ph.D., Clinical Psychology, University of Stony Brook (SUNY)
Psychology 795: Fieldwork in Applied Behavior Analysis	3	Dr. Emily Jones*	Ph.D., Clinical Psychology, University of Stony Brook (SUNY)

Table continued on next page

FACULTY (continued)

Relevant Occupational Experience (e)	Relevant other experience (such as certification/ licensure) (f)	Recent Scholarly Contributions (optional below baccalaureate level) (g)
n/a	n/a	See attached curriculum vitae
Lecturer, Clinical Psychology, Univ. of Birmingham, UK; Chief Psychologist, Abilene State School, Abilene TX; Chief Psychologist, San Antonio State School, San Antonio TX	National Association on Dual Diagnosis; NYS Association for Applied Behavior Analysis	See attached curriculum vitae
Lecturer, Clinical Psychology, Univ. of Birmingham, UK; Chief Psychologist, Abilene State School, Abilene TX; Chief Psychologist, San Antonio State School, San Antonio TX	National Association on Dual Diagnosis; NYS Association for Applied Behavior Analysis	See attached curriculum vitae
P.S.: Lecturer, Clinical Psychology, Univ. of Birmingham, UK; Chief Psychologist, Abilene State School, Abilene TX; Chief Psychologist, San Antonio State School, San Antonio TX EJ: Asst. Prof., Psychology, Long Island Univ.	P.S.: National Association on Dual Diagnosis; NYS Association for Applied Behavior Analysis E.J.: BCBA (2004-present)	P.S.: See attached curriculum vitae E.J.: See attached curriculum vitae
P.S.: Lecturer, Clinical Psychology, Univ. of Birmingham, UK; Chief Psychologist, Abilene State School, Abilene TX; Chief Psychologist, San Antonio State School, San Antonio TX EJ: Asst. Prof., Psychology, Long Island Univ.	P.S.: National Association on Dual Diagnosis; NYS Association for Applied Behavior Analysis E.J.: BCBA (2004-present)	P.S.: See attached curriculum vitae E.J.: See attached curriculum vitae
Asst. Prof., Psychology, Long Island Univ.	BCBA (2004-present)	See attached curriculum vitae

Applied Behavior Analysis Masters Program Proposal

Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to Each Course. (Use "D" to Specify Program Director) (c)	Highest Earned Degree & Discipline, College or University (d)
Psychology 720.01: Developmental Disabilities I	3	Dr. Peter Sturmey* (D)	Ph.D., Clinical Psychology, University of Liverpool
Psychology 720.02: Developmental Disabilities II	3	Dr. Emily Jones*	Ph.D., Clinical Psychology, University of University of Stony Brook (SUNY)
Psychology 720.03: Behavioral Interventions in Developmental Disabilities	3	Dr. Nancy Hemmes*	Ph.D., Psychology, University of North Carolina
Psychology 730.07: Theories of Association	3	Dr. Bruce Brown*	Ph.D., Psychology, Yale University
Psychology 731: Stimulus Control of Behavior	4	Dr. Robert Lanson*	Ph.D., Psychology, Columbia University
Psychology 732: Motivation and Reinforcement	4	Dr. Nancy Hemmes*	Ph.D., Psychology, University of North Carolina

Applied Behavior Analysis Masters Program Proposal

Relevant Occupational Experience (e)	Relevant other experience (such as certification/ licensure) (f)	Recent Scholarly Contributions (optional below baccalaureate level) (g)
Lecturer, Clinical Psychology, Univ. of Birmingham, UK; Chief Psychologist, Abilene State School, Abilene TX; Chief Psychologist, San Antonio State School, San Antonio TX	National Association on Dual Diagnosis; NYS Association for Applied Behavior Analysis	See attached curriculum vitae
Asst. Prof., Psychology, Long Island Univ.	BCBA (2004-present)	See attached curriculum vitae
n/a	BCBA	See attached curriculum vitae
Post-Doctoral Fellowship, Nencki Institute, Warsaw Poland	n/a	See attached curriculum vitae
n/a	n/a	See attached curriculum vitae
n/a	BCBA	See attached curriculum vitae

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Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to Each Course. (Use “D” to Specify Program Director) (c)	Highest Earned Degree & Discipline, College or University (d)
Psychology 737.03: Categorization and Concept Formation	4	Dr. Lanny Fields*	Ph.D., Psychology, Columbia University
Psychology 754: Organizational Behavior Management	3	Dr. Alicia Alvero*	Ph.D., Psychology, Western Michigan Univesrity
Psychology 757: Organizational Diagnosis and Intervention	3	Dr. Alicia Alvero*	Ph.D., Psychology, Western Michigan Univesrity
Psychology 700: History of Psychology	3	Dr. Robert Ranaldi	Ph.D., Psychology, Queen’s University (Canada)
Psychology 705: Statistics	3	Dr. Philip Ramsey	Ph.D., Psychology, Hofstra University
Psychology 771.1: Ethical Issues in Psychology	1	Dr. Doreen Berman	Ph.D., Psychology, City University of New York

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Relevant Occupational Experience (e)	Relevant other experience (such as certification/ licensure) (f)	Recent Scholarly Contributions (optional below baccalaureate level) (g)
n/a	n/a	See attached curriculum vitae
n/a	Safety Consultant	See attached curriculum vitae
n/a	Safety Consultant	See attached curriculum vitae
Ranaldi: Post-Doc. Fellow & Res. Assoc., Concordia Univ. & Asst. Prof., Univ. of Mississippi Med Ctr	n/a	See attached curriculum vitae
Professor of Psychology (Statistics), Queens College, CUNY	n/a	3 Peer-reviewed Publications and 6 Book Chapters in Statistics (2005-2007)
Associate Professor of Psychology, Queens College, CUNY	n/a	Taught Ethics at Queens College and CUNY Graduate Center for past 25 years

Faculty Assignment

For each faculty member listed on the previous pages provide the information requested below.

Faculty Member	Title of Position at Institution	Full-time (FT) or Adjunct (Adj.) at the Institution	Full-time (FT) or Part-time (PT) in the Program	If Part-time in the Program, Specify Other Course Responsibilities	
				Titles of Courses Taught Which Are Not Part of the Program	Related Credits
Dr. Peter Sturmey* (D)	Professor of Psychology	FT	FT	Doctoral Research Supervision	3
Dr. Lanny Fields*	Professor of Psychology	FT	FT	Advanced Experimental Psych: Learning	6
				Doctoral Research Supervision	3
Dr. Emily Jones*	Assistant Professor of Psychology	FT	FT	Contractual Release (Untenured)	9
				Departmental Release (Untenured)	3
Dr. Nancy Hemmes*	Professor of Psychology	FT	FT	Asst Chair (Evening), Psychology	3
				Summer Session Supervisor	6
				Outcomes Assessment Coordinator	3
				Doctoral Research Supervision	3
Dr. Bruce Brown*	Professor of Psychology	FT	FT	Statistics (Undergraduate)	4
				LPBA Doctoral Sub-Program Head	7
				Doctoral Research Supervision	3

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Faculty Member	Title of Position at Institution	Full-time (FT) or Adjunct (Adj.) at the Institution	Full-time (FT) or Part-time (PT) in the Program	If Part-time in the Program, Specify Other Course Responsibilities	
				Titles of Courses Taught Which Are Not Part of the Program	Related Credits
Dr. Robert Lanson*	Associate Professor of Psychology	FT	FT	Advanced Experimental Psych (Behav Mod)	12
				Deputy Chair of Psychology	6
Dr. Alicia Alvero*	Assistant Professor of Psychology	FT	FT	Undergrad Psych Bus & Ind	6
				Undergrad Organizational Psych	6
				Doctoral Research Supervision	3
Dr. Robert Ranaldi	Associate Professor of Psychology	FT	FT	History of Psychology (Undergrad)	3
				Neurobiol. Learning & Motivation (Undergrad)	3
				MA Advisor	6
Dr. Doreen Berman	Associate Professor of Psychology	FT	FT	Developmental Psychology (Aging) (Undergrad)	6
				Developmental Psychology (Graduate)	3
				Ethics and Professional Issues (Doctoral)	3
				Introduction to Psychology	8
Dr. Philip Ramsey	Professor of Psychology	FT	FT	Statistics (Undergraduate)	15
				Advanced Statistics II (Doctoral)	3

FACULTY TO BE HIRED

If faculty have not yet been retained, specify the number and title of new positions to be established and minimum qualifications:

Title of Position Applied Behavior Analyst	Number of New Positions 1	Minimum Qualifications Ph.D. with BCBA

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Appendix 7: MA ABA Program Content and Requirements		Please place an x in the appropriate column		
List each course required for the college core (if applicable)	Course Number and Course Title *	No. of Credits	<i>Is this a new course?</i>	<i>Is this a revised course?</i>
	n/a			
List each course required for the major (include any field experience, research, thesis, or capstone course)	Psych 705: Statistics (Grad)	3		
	Psych 730: Psych of Learning (Grad)	3		
	Psych 730.01: Theory & Method in Applied Behavior Analysis I (Grad)	3		
	Psych 730.05: Practicum in Applied Behavior Analysis I (Grad)	2		
	Psych 771.1: Ethical Issues in Psychology (Grad)	1		
	Psych 730.02: Theory & Method in Applied Behavior Analysis II (Grad)	4		
	Psych 730.06: Practicum in Applied Behavior Analysis II (Grad)	3		
	Psych 795: Fieldwork in Applied Behavior Anal (Grad)	3		
	<p>Note: 37 credits are required for the MA Degree in ABA; 15 credits come from either Thesis Research (up to 6 credits of Psych 791.3) or the following elective courses:</p> <p>Psych 700.00 History of Psychology (3 cr)</p> <p>Psych 720.01 Developmental Disabilities I (3 cr)</p> <p>Psych 720.02 Developmental Disabilities II (3 cr)</p> <p>Psych 720.03 Behavioral Intervention in Developmental Disabilities (3 cr)</p> <p>Psych 730.07 Theories of Association (3cr)</p> <p>Psych 731.00 Stimulus Control of Behavior (4 cr)</p> <p>Psych 732.00 Motivation and Reinforcement (4cr)</p> <p>Psych 737.03 Categorization and Concept Formation (4 cr)</p> <p>Psych 754.00 Organizational Behavior Management (3 cr)</p> <p>Psych 757.00 Organizational Diagnosis and Intervention (3 cr)</p>	15		

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** MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.*

Appendix 8: Projected Capital Expenditures for the Proposed Applied Behavior Analysis Masters Program

Note: This proposed MA program is a major revision of an existing MA Program in Clinical and Behavior Applications, and as such, will use the same existing departmental resources. No Capital Expenditures are requested.

Expenditures	1 st Year Academic Year ¹	2 nd Year Academic Year ¹	3 rd Year Academic Year ¹	4 th Year Academic Year ¹	5 th Year Academic Year ¹
1. Capital Facilities	0	0	0	0	0
2. Equipment (Capital Expenditures) ²	0	0	0	0	0
3. Total Capital Expenditures	0	0	0	0	0