



# TIBI News Time

The International Behaviorology Institute

Behaviorology

Conductologia

Xingwei Xue

Gedragologie

Behaviourology

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## TIBI TREASURER

Stephen F. Ledoux

## TIBI INSTRUCTIONAL DESIGN MANAGER

David R. Feeney

\*ALSO MEMBER: BOARD OF DIRECTORS

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## TNT-3 News: Editorial

Some might wonder why offering training in behaviorology is an important professional activity in which to engage. Here is one brief answer (and you can and should supply others, perhaps with even more detail; send them to this editor for inclusion in a future issue):

Many have made guesses about why people do what they do and—as we behaviorological scientists and practitioners emphasize—what can be done about it. Occasionally one or another of these guesses has turned out to be the same as the answers provided through the systematic, experimental research of our natural science of behavior. Such guesses, offered without the context of the science, leave the guessers ill-prepared for changes in the circumstances surrounding the application of their guess; they are left without foundations for figuring out what to do under changed circumstances which reduces their

effectiveness in working with those whom they want to help. In contrast, when answers to those fundamental questions come in the context of the systematic, experimental research of our natural science of behavior, that context prepares the user to take informed actions when circumstances change, actions that are thereby more likely to prove effective and thus helpful. For example, as with parents and teachers in general, those who have little behaviorological training yet work one-to-one with autistic children would find their skills in that situation much enhanced by appropriate behaviorological training, and the children would benefit. Such training, however, is not yet widely available either for parents or for teachers or for those who work with autistic children. One reason why TIBI offers training in behaviorology is to increase that availability. Furthermore, for those who study behaviorology, TIBI provides certificates acknowledging specific levels of behaviorological repertoire.

(Some TIBI faculty or other behaviorology professors may have already trained some of their students to repertoire levels that merit certificates; if so, this should be brought to the attention of the Institute so that these students might receive the certificates that they have earned.)

In addition to the question of training, several other concerns receive comment in this column. These include (a) where to find our by-laws, (b) how to get details about, and arrange presentations at, our upcoming meetings, (c) who our members are and how to reach them, and (d) what special items of interest are in this issue.

(a) Should any changes be made to the by-laws under which the organization operates, those by-laws will be printed again. Meanwhile, the current version of the by-laws can be found in the first issue of this newsletter.

(b) TIBI/TIBIA meetings occur during the conventions of other behaviorological science organizations with which there is a substantial membership overlap, such as ISB and ABA, and at which officers are present to conduct the meetings. While not likely to be on the official programs at these conventions, our meetings will be official for us. Members expecting to be present at those conventions should inform one of the organization's officers who will assure that any officers attending those conventions know who to contact with meeting place and time details. Also, any member who wishes to propose a presentation for our meeting at a particular convention should contact this editor who is currently organizing the upcoming 1999 meetings (at ISB in Sacramento in March, and at ABA in Chicago in May). Of course, members of those organizations who are not members of TIBIA will be welcome to sit in and contribute at our meetings. They may even find the contents interesting! For example, the TIBIA meetings at the ISB and ABA conventions will include a demonstration of the status of a computer program currently under development that turns a Macintosh into a human multiple operant manipulanda and cumulative record data collection/display station. This should be of interest to many ISB and ABA members.

(c) All our 1998 members have continued membership for 1999. They are:

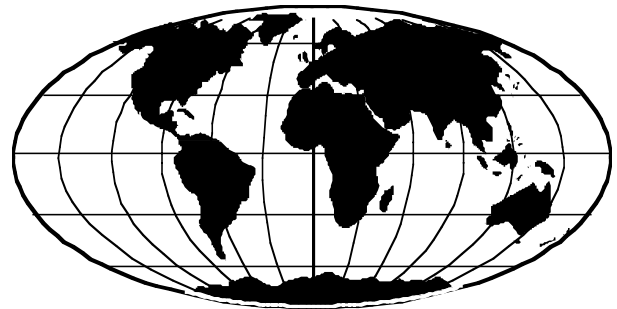
- ✧ Guy Bourque (La Pocatiere, Quebec, Canada),
- ✧ David Feeny (Philadelphia, PA, USA),
- ✧ Lawrence Fraley (Reedsville, WV, USA),
- ✧ Michael Hanley (Waddington, NY, USA),
- ✧ Glenn Latham (Logan, UT, USA),
- ✧ Stephen Ledoux (Canton, NY, USA),
- ✧ Li Fang jun (Xi'an, China),
- ✧ Liu Si (Tucson, AZ, USA/Hainan, China),
- ✧ Ma Wen (Canton, NY, USA/Yantai, China), and
- ✧ Norman Somach (San Diego, CA, USA).

Members should contact this editor for details on how to reach any other member (a procedure that will temporarily replace a membership directory).

(d) Three special items of interest are in this issue. These are:

- ✧ minutes of the meeting of the TIBI Board of Directors held on 29–30 December 1998;
- ✧ substantive excerpts from the information we provided to the Internal Revenue Service and New York State in our tax-code-related applications to them; and
- ✧ the Institute's *Policies and Procedures*.

Following those special items are the Treasurer's report and the usual informational materials: membership benefits (a new item), membership criteria and costs, application form, purposes, and information on TNT and TIBI, and how to make contact. ☺



## *Minutes of the 1998 Meeting of the TIBI Board of Directors*

Within the parameters of the organization's by-laws, the official 1998 annual meeting of the TIBI Board of Directors was held on 29–30 December 1998.

*Present:* Three of three active board members were present. Two, Lawrence Fraley and Stephen Ledoux, were physically present in Reedsville, WV where the meeting took place, and one, David Feeny, was present through availability for consultation by telephone. (As is Institute policy, all costs associated with meeting were born by the participants themselves, not by TIBI.) By the end of the meeting, after full consultation with the member available by phone, several actions had been taken. All actions were achieved through consensus and are considered unanimous.

In addition to revisiting and repassing past actions (taken at phone meetings) the present actions concerned increasing the size of the Board of Directors, the state of

TIBI's *Policies and Procedures* document, the plans for meetings in 1999 and beyond, the addition of various TIBIA member benefits, the Institute's web site, and the acceptance of the end-of-year Treasurer's report. Each action will be described in turn.

*Past actions.* Although those actions previously passed at phone meetings did not need to be passed again, some were revisited at this meeting. All of those that were revisited were repassed. These were:

- ✂ confirmation of previous elections;
- ✂ confirmation of previous appointments;
- ✂ approval of the by-laws;
- ✂ approval of the letterheads;
- ✂ approval of the curricula brochure;
- ✂ approval of the previous Treasurer's reports;
- ✂ approval of the status of "Emeritus Board of Directors member" for founding member Glenn Latham as he requested, as his time and energy have been generous and valuable but are currently needed elsewhere (and with the other board members looking forward to his return to active status when circumstances permit); and
- ✂ approval of the initial procedure for TIBIA elections, that as soon as we have a sufficient pool of advocate level members, we will hold the election. (In six months we grew from four members to ten members, with 40% from three other countries and 60% from the USA [representing a 150% growth rate]. However, while some new members are qualified for advocate-level membership, none have yet opted for that membership level. Meanwhile, the founding members reiterated their preference to leave TIBIA offices to newer advocate-level members.)

*Board size.* The Board approved the addition, in accordance with the procedures outlined in the by-laws, of two to four more Board of Directors members. These members would be elected when enough members have joined TIBIA at the advocate level to provide a pool of qualified potential Board members.

*Policies and Procedures.* Suggestions were made to the draft of the *Policies and Procedures* document and, with the incorporation of these suggestions, the Board approved the document as Institute policy and procedure. Furthermore, the Board approved the publication and distribution of the *Policies and Procedures* document.

*Meeting plans.* The Board recognized that TIBIA may arrange its own conventions in due course. Meanwhile, TIBIA members will try to hold meetings for business and presentations during the ISB and ABA conventions since so many TIBIA members are also, appropriately, members of these organizations. Meeting times and places will be arranged so as to minimize if not eliminate interference with already scheduled convention activities. Details will

be provided through the *TIBI News Times* newsletter. (Also, the Board approved the printing of additional copies of the first newsletter issue, if additional copies are needed, for distribution to interested people at the ISB and ABA conventions.)

*Member benefits.* The Board enabled several additions to the benefits of TIBIA membership. Beyond the intrinsic value that membership has by virtue of being a part of helping to extend and disseminate the findings and applications of the natural science of behavior (and beyond receiving the organization's publications), benefits include the following:

- ✂ Members will have opportunities to present papers, posters, and demonstrations, etc., at the organization's meetings;
- ✂ Members who first join TIBIA in the last third of the calendar year will be considered as members through the end of the following calendar year;
- ✂ Members who first join TIBIA in the middle third of the calendar year will be allowed to pay one-half the regular dues for the following calendar year;
- ✂ A TIBIA member may request the Institute to evaluate his or her credentials to ascertain which TIBI certificate level most accurately reflects the work (and so, by implication, the repertoire) behind those credentials. The Institute will then grant that certificate to the member; as part of this evaluation, the Institute will also describe what work needs to be accomplished to reach the next certificate level. The normal processing fee for this service (US\$20) will be waived for members. For the processing fee of US\$20, a non-member may also request this evaluation and, should she or he ever join TIBIA, the US\$20 already paid will be applied to the initial membership dues owed. (Faculty teaching behaviorology courses can encourage their students to request this evaluation.)

*Web site.* The Board approved policy regarding the Institute's web site. As soon as the organization's cash flow can support it, the "www.behaviorology.org" web site will be made active and available for TIBIA projects, TIBI courses, electronic versions of brochures and publications, etc.

*Treasurer's report.* The Board accepted the Treasurer's report. The IRS is currently considering our application for non-profit tax-exempt status under section 501(c)(3). Upon receiving a favorable determination letter, we will proceed with the next (and last?) step of registering with the New York State Charities Bureau so that we can legally solicit contributions.

The Treasurer's report summarized the financial data in the IRS application. These were TIBI's finances through 31 December 1998:

**INCOME:**

US\$ 2,030.00	DUES
US\$ 2,482.00	DONATIONS
US\$ 195.00	STUDENT BOOK USE
US\$ 200.00	TUITION
US\$ 14.98	INTEREST (on fee-free interest bearing checking account)
US\$ 4,921.98	TOTAL

**EXPENSES:**

US\$ 1,000.00	LEGAL COSTS (incorporation)
US\$ 100.00	DOMAIN NAME
US\$ 68.00	TRAINING BOOKS (copies of Holland & Skinner)
US\$ 194.13	SUPPLIES
US\$ 2,290.00	VISITING SCHOLAR SUPPORT COSTS
US\$ 150.00	IRS APPLICATION FEE
US\$ 582.42	NEWSLETTER PRINTING (2 issues)
US\$ 203.29	POSTAGE
US\$ 3.00	MISC. (fax to IRS)
US\$ 4,590.84	TOTAL

**ACCT. BAL. ON 31 DECEMBER 1998: \$331.14**

*Standard procedure for minutes of meetings of the Board of Directors.* The chair drafts the minutes and provides them to the other Board members who verify them, indicating additions and corrections. The chair then incorporates the changes and publishes the minutes in the corporate records and newsletter. These procedures have been followed with the current minutes. (*Added at the end of the corporate-records copy are the signature of the chair and the date of 1999 January 20.*)

## *What We Told the IRS & NYS*

### **TIBI Treasurer**

Here are substantive excerpts from the information we provided to the Internal Revenue Service and, especially, New York State in our tax-code-related applications to them (all of which are available for public inspection):

The purposes of TIBI reside in three areas. These are (a) the organizing of the members of the natural science discipline of behavior into a professional association (called TIBIA, the TIBI Association) whose members are involved—within as well as beyond TIBI—in both (b) the

development and dissemination of scientific research findings and applications regarding human behavior and (c) the education of future behaviorologists. Each area will be described.

*Professional Organization:* A purpose of TIBI is to enable behaviorologists, through the professional association, to suggest, decide upon, and take part in projects supportive of the dissemination and training purposes (e.g., design and write and make available educational materials—information pamphlets, classroom projects, popular books, radio programs, newspaper columns, etc.—that enable a greater understanding among the general population of why people do what they do and what can be done about it in, say, child care and education). Members engage in these activities during, and between, meetings, conferences, and conventions arranged and sponsored by the organization in order to develop, report, and disseminate such projects.

*Scientific Research:* Those professional meetings, conferences, and conventions are also the standard, widely accepted venues for reporting, discussing, and developing the experimental and applied research activities of members that takes place at their places of employment (which, for many senior members, is a university setting). It is the reported results of these research activities that forms the foundation for substantive and meaningful educational projects. The organization supports these scientific research activities not only by organizing meetings but also by providing venues for the publication and dissemination of the reported findings and applications. Such venues include the organization's newsletter (already in existence), a professional journal (currently under development), and the organization's web site (also currently under development as "www.behaviorology.org").

*Training:* To help prompt the expansion of behavioral training opportunities everywhere, TIBI makes multi-level training in the concepts, principles, methods, and applications of the behaviorology discipline available to anyone who wants to learn more about the discipline. This activity takes two forms: (a) For anyone who asks, TIBI makes free recommendations on materials that can be used for effective self-study of those disciplinary topics by any who wish to learn without earning any type of formal recognition for their successful efforts. (b) For anyone who desires to earn some official recognition for their successful efforts, TIBI provides an academically rigorous, multi-level set of certificate curricula, each with a prescribed sequence of standard academic courses in the behaviorology discipline, and supervised by accomplished faculty. When a student reaches a set level of accomplishment, TIBI provides a certificate officially acknowledging that they reached those levels.

Details of TIBI's purposes are attached [See the last page of this issue.—Editor].



# The International Behaviorology Institute

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*Temple University*  
Philadelphia, PA  
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Morgantown (Professor)

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*Utah State University*  
Logan (Professor)

Stephen F. Ledoux, Ph.D. (Chair)\*  
*State University of New York*  
Canton (Professor)

*TIBI Instructional Design Manager*  
David R. Feeney, M.A.

*TIBI Treasurer*  
Stephen F. Ledoux, Ph.D.

*TIBI News Time*  
*TNT Newsletter Editor*  
Stephen F. Ledoux, Ph.D.

*Behaviorology and Radical Behaviorism*  
*BARB (under development) Journal Editor*  
Lawrence E. Fraley, Ed.D.

\*Also Member: BOARD OF DIRECTORS

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(now) [ledoux@scanva.canton.edu](mailto:ledoux@scanva.canton.edu)

# *Policies*

# *and Procedures*

*(Effective Date: 1999 February 20)*

# The International Behaviorology Institute

## *Policies and Procedures*

### General

#### *Meetings*

In addition to scheduled meetings, whenever either TIBI personnel or TIBIA members find themselves in the same place at the same time (e.g., at the convention of another disciplinary organization) in numbers that meet the by-laws quorum requirements, they may organize a meeting. The activities of such meetings must be properly recorded, submitted to the TIBI office, and reported in the newsletter.

*TIBI.* The Institute will have at least one official corporate meeting each calendar year. Such meetings will be scheduled in conjunction with other relevant meetings such as those of the Board of Directors or faculty.

*TIBIA.* The Association will have at least one official membership/business/presentation meeting each calendar year. Such meetings will be scheduled in conjunction with other relevant meetings such as those of TIBI.

#### *Membership & Dues Concerns*

*Membership.* A complete and up-to-date vita will be requested from professionals who initially join as Associate or Advocate members. This will provide a record of the appropriateness of their membership level as well as the information upon which to base an invitation/appointment to TIBI faculty status.

*Dues.* Retired professionals who request a dues reduction will be granted a 50% reduction.

#### *Encouraged Activities*

TIBIA members are encouraged to participate in the activities of the behaviorology discipline in as many ways as possible. This will help to expand the discipline and its contributions to the culture.

*Training.* Members are encouraged to help organize and prepare (and, as appointed faculty, teach) behaviorology courses, especially the Institute's courses, either face to face or by mail (regular or electronic).

*Hosting.* Members are encouraged to host visiting scholars from countries where behaviorological training opportunities are scarce and/or where the scholars cannot afford the training otherwise. Hosts can help arrange the training, locally or through TIBI, or provide the training themselves if they are also TIBI faculty. (To avoid compro-

missing their status as potential hosts for official visiting scholars studying behaviorology through TIBI, members are advised not to write separate, personal financial support letters for foreign visitors.)

Since documenting the economic facts of hosting activity is helpful with respect to possible future grant applications to support this activity, some preferred procedures are involved. When several contributors have donated sufficient funds to cover the support needed for a particular visiting scholar, then TIBI will pay for the provision of that support. At other times, one or another member will offer to be a host and so support a visiting scholar. To document this circumstance, the host makes a tax-deductible contribution of US\$2,000 to TIBI expressly to cover the room and board for a particular visiting scholar for a ten-month academic year. TIBI then pays the host \$2,000 to host—provide room and board and local transportation for—that scholar. For support for a full calendar year, the amount should be US\$2,400; for a stay of six months, the amount should be US\$1,200. (Hosts should consult with their tax professional about incurred expenses deductible against that income, etc.) Note that in this document *all* dollar amounts are US dollars (US\$) even if the “us” is not stated.

*Inventing.* Members are encouraged to invent other ways to participate, and to improve upon the ways others have invented. (For example, members can organize outreach methods to bring behaviorology to the wider culture by [a] designing new, and disseminating old and new, programmed materials—alone or in whole-course collections for further course development and use—for teaching behaviorology at all educational levels, and/or [b] by working to bring behaviorological science to educators and so help reduce both academic child abuse and teacher abuse.)

#### *Certificates & Courses*

*Certificates.* The Institute provides training leading to six primary certificates. Some details about these certificates will be found on pages 176–180 of the book *Origins and Components of Behaviorology* (1997; Canton, NY: ABCs). Here are the six certificates:

- ✦ the *Behavior Literacy Certificate* (BLC)
- ✦ the *Associate of Behaviorology Certificate* (ABC),
- ✦ the *Baccalaureate Level Behaviorology Certificate* (BLBC)
- ✦ the *Professional Studies in Behaviorology Certificate* (PSBC)
- ✦ the *Masters Level Behaviorology Certificate* (MLBC)
- ✦ the *Doctoral Level Behaviorology Certificate* (DLBC)

The BLC, ABC, and BLBC are undergraduate level certificates. The PSBC, MLBC, and DLBC are graduate level certificates. The Institute may add other types of certificates in the future

Work for the BLC must include full coverage of all of the contents, especially the history, scope, and mission—

of-behaviorology topics, of *Origins and Components of Behaviorology* (1997; Canton, NY: ABCs). This can best be done by using that book itself, and supplementing the book when even more complete sources become available that cover those contents and topics.

The Institute is an *independent*, non-profit educational corporation. As such, the validity and significance of the Institute's training, and hence certificates, is to be evaluated on the basis of the success of the research and application skills of its graduates. These are initially implied by the certificate levels that the graduates have attained. Put another way, the credentials of a graduate should not be judged adversely just because no initials of "degrees" (such as the A.A., B.A., M.A., or Ph.D.) appear after the graduate's name. (Graduates may, if they so desire, put the initials of their certificate after their names.)

**Courses.** The behaviorology courses required for most of the Institute's certificates are listed in the Institute's curricula brochures. Descriptions of these courses are provided in the "Course Descriptions" supplement of these *Policies and Procedures*.

TIBI courses should be completed within a standard time frame of four months *or less*. Few courses will need that much time, unless several are being taken concurrently. If a particular course is the main activity occupying a student's time, that course could be completed in as little as three weeks (based on a standard university single-course, three-week summer session pattern involving nine hours per day—three "in class" and six "outside class"—for five days per week for the three weeks).

For students whose full-time activity is studying behaviorology courses with the Institute (e.g., professionals who have already graduated from college but who want to add behaviorological science and technology to their professional repertoires, such as visiting scholars) the standard time frame extrapolates to completing perhaps 15 courses in a year. (The actual number will depend on other factors such as effort, background, study skill, etc.). Starting from the beginning, this is sufficient time for such students to complete the PSBC in an academic year. If the student has already completed the BLC (e.g., a visiting scholar who completes the BLC before coming to the USA) then a full calendar year could be enough time to earn the MLBC.

Regarding course completion, the goal, expectation, and plan of TIBI, its faculty, and its students is that coursework be, if necessary, auto-remediated within a course to the "A" level. Under this goal a course is best completed when that level is attained. This can be done within TIBI's standard course time frame.

Note that the Institute provides *certificates* for completed training to recognize the expansion of any student's repertoire, visiting-scholar or not. The Institute does not grant "degrees" as it is not chartered to do so.

The formally organized behaviorology discipline is not yet a regular part of the academic scene; in 1998 only one chartered institution in the whole USA was granting a graduate degree *explicitly* in that discipline: the M.A. in Behavior Analysis—an older name for Behaviorology—from the Department of Behavior analysis at the University of North Texas. Even taking into account programs that only *implicitly* offer degrees in behaviorological science—by offering them from within the departments of other disciplines or fields—the opportunities to study behaviorology are currently rather sparse in the USA. One of the major reasons why *The International Behaviorology Institute* exists is precisely that scarcity of opportunities!

### ***How to Enroll in TIBI Courses***

To enroll in TIBI courses and work towards TIBI certificates, simply contact the Institute or any TIBI faculty member. Applicants will specify their goals and their prior contact, if any, with courses and degree programs having behaviorological content. (Transcripts, available course descriptions and/or syllabi, products completed during the coursework, and/or a complete and up-to-date vita may need to be supplied.)

Based on that information, applicants will consult with TIBI faculty regarding which certificate they should work toward, and which course should be their first course. Arrangements to collect tuition and begin that course will then be made.

Applicants will also be given a copy of the TIBI *Policies and Procedures*. After reading this document, they will be asked to sign a statement indicating that they have read that document and agree to abide by its contents as students of the Institute.

### ***Substitute Credit from Other Sources***

Before, or while, working to fulfill requirements for one of the Institute's certificates, a student may cover behaviorological content in one or more of the courses of other institutions or in self-study. Upon receiving a written request, the Institute may consider whether or not that work would be an adequate substitute for Institute work. (Remediation to "A" level may be required.)

If deemed adequate, the Institute may list that work as fulfilling the requirements of one or another, or part of one or another, of its own courses. The consideration will be made by two to three TIBI faculty members of whom at least one is a member of the Board of Directors, with at least two agreeing to the decision. (Appeals will be heard by a panel, appointed by the Board of Directors, of three TIBI faculty, two of whom are Board of Directors members; any decision to change a previous determination must be unanimous. The decision of this panel is final.)

The information usually contained in course descriptions and syllabi, along with the products completed dur-

ing the work, if available, will be among the materials that need to be submitted along with the request for substitute credit. Any further information needed for the consideration will be supplied by the student requesting the consideration.

In addition, a processing fee of 10% of the tuition value of the work to be replaced by the outside work will accompany the request. (This amount will be determined by consulting a TIBI faculty member—who will serve as one of the faculty members considering the matter, and who will organize the other faculty to consider the matter—prior to preparing the written request.) Half of this fee will be refunded if the request is denied. If an appeal is made and the original decision changed, then the refund must be resubmitted before the result of the appeal can be carried out.

TIBI faculty teaching at other institutions may request a free predetermination on the extent to which their regular behaviorological courses match TIBI course content or certificate requirements. Courses which do so will be considered as automatic substitutes for TIBI work. Students taking courses predetermined to be adequate substitutes will automatically receive tuition-free credit toward TIBI certificates. When students earn a certificate this way, the faculty member will receive certificates from TIBI for those students upon receipt of the students names and other pertinent information.

### ***Recognition of Previously Acquired Repertoires***

Students, or professionals who are behaviorological scientists and practitioners with official degrees in other disciplines or fields, may request an evaluation from TIBI to see at what Institute certificate level their previous training and experience would place them. The request will be in writing and will be accompanied by a complete and up-to-date vita and a non-refundable fee of \$20 (free to TIBIA members). Should other information be needed (e.g., course descriptions or syllabi) it will be supplied by the student or professional requesting the evaluation. Non-TIBIA members who request and pay for an evaluation, and later either (a) join TIBIA, or (b) enroll in an Institute course to further their behaviorological education, will have the \$20 credited toward either the cost of membership or the tuition cost. Those for whom this evaluation has been done will receive the TIBI certificate for which their prior training and experience qualifies them, and/or a description of what is necessary to complete the next certificate level.

The evaluation will be made by consensus among two to three TIBI faculty members of whom at least one is a member of the Board of Directors. (Appeals will be heard and decided by consensus among three TIBI faculty—two of whom are Board of Directors members—

appointed by the Board of Directors. The decision of this panel is final.)

### ***Web Site***

TIBI's web site is "www.behaviorology.org" and the contact for the site will be TIBI's "Instructional Design Manager." She or he will receive a stipend from TIBI (in an amount determined by the Board of Directors) for managing (a) the site, (b) the e-mail links at the site, (c) the printed materials on the site (e.g., the newsletter), (d) the quality and placement of TIBI's web courses, and (e) the connection of students with their distance-learning behaviorology courses and faculty.

### ***Tuition***

The Institute's courses are generally conceived as three-credit courses, each to be completed in the standard time frame of four months *or less* (although some courses can be taken concurrently). When certificates are completed in a timely manner, the Institute's tuition rates, which are applicable to everyone regardless of geographical home, become essentially equivalent to \$67 per credit hour for its undergraduate courses (i.e., \$200 per course) and \$100 per credit hour for its graduate courses (i.e., \$300 per course). (This [a] is about half of the typical 1998 "resident" [i.e., in-state] rate at a state university such as SUNY [using 1998 figures], and [b] is much less costly than the non-resident, out-of-state rate.) Here are details:

Where courses are offered *only at one level* (either undergraduate or graduate) the level of the course, not the level of the certificate for which the course is required, determines the tuition level and therefore amount. Where a course is offered *at both undergraduate and graduate levels*, the level of the certificate for which the course is required determines the level of the course, and *that* determines the tuition level and therefore amount.

*Undergraduate Level Courses.* The tuition for undergraduate courses is \$300 per course. However, successful course completion within the standard time frame generates a \$100 credit toward the \$300 tuition for the next course (essentially making undergraduate tuition become equivalent to \$67 per credit hour).

Upon completion of the requirements for a certificate, and if at least one full-tuition Institute undergraduate course has been completed for this certificate, the earned certificate will be delivered accompanied by a completion award in the form of a check for \$100 (which may, if so desired, be applied to the tuition for the first course of a further certificate).

*Graduate Level Courses.* The tuition for graduate courses is \$450 per course. However, successful course completion within the standard time frame generates a \$150 credit toward the \$450 tuition for the next course



(essentially making graduate tuition become equivalent to \$100 per credit hour).

Upon completion of the requirements for a certificate, and if at least one full-tuition Institute graduate course has been completed for this certificate, the earned certificate will be delivered accompanied by a completion award in the form of a check for \$150 (which may, if so desired, be applied to the tuition for another course).

### **Refunds**

If a student does not finish a course and requests a refund, a refund will be provided. If requested within the first week of the course, 100% of the tuition paid will be refunded. If requested in the second or third week of the course, 50% of the tuition paid will be refunded. If requested later than the third week of the course, 10% of the tuition paid will be refunded.

### **Faculty Stipend**

For the time and effort needed to move a student successfully through a course, and regardless of the mode of course delivery (face-to-face, regular mail, or online interaction), the faculty member will receive 50% of the tuition paid for the course (generally amounting to \$100 per student for an undergraduate course, and \$150 per student for a graduate course). Where two or more faculty share responsibility for a student's course (possible with online courses) the faculty will share the stipend.

### **Support for Visiting Scholars**

*General.* In some countries, behaviorological training opportunities are rare. Some professionals in those countries may seek to come to the USA to study behaviorology and so be able to bring its benefits back to their home countries, especially in the areas of education and child care. Some of these professionals may have support, perhaps from their home universities or governments. Others may have only limited funds of their own. Some may be able to cover (a) travel to the training site in the USA as well as their return home when their studies are completed, (b) tuition, and (c) living expenses (room and board) while studying. Others may only be able to cover some, or only one, of these costs.

Those visiting scholars with financial needs must document those needs. Then, the Institute may provide some support, for some of the costs for visiting scholars with needs, to study behaviorology in the USA.

The amount of funding available for the support of all visiting-scholar students is finite. So, to enable that support to help as many needy students as possible, those who need to use this support must commit to asking for and using only what they really need so that others can benefit also. (For example, if they come into additional funds while receiving Institute support, they need to ex-

pend some of those funds in ways that reduce the support they receive from the Institute, thereby helping the Institute support others.)

All visiting scholars will be responsible for certain costs. They will need to cover their travel to the training site in the USA as well as their return home when their studies are completed. They also need to be prepared to cover different kinds of expenses. These include "personal items" (e.g., toiletries), "resource materials" (e.g., books), and "non-local travel" (e.g., sight seeing, especially if self-undertaken, although hosts will often expect visiting scholars to join family trips where their presence costs little extra). Those who can afford to cover tuition and living expenses will need to cover these also.

Occasionally even those visiting scholars with university, government, or other grants will be unable to afford *both* tuition and living expenses. In this case, the Institute's first preference is for the visiting scholar to cover tuition while the Institute arranges some or all room and board. (In this document "room and board" always includes local travel expenses.) While that is the Institute's preference, circumstances may lead to other, better combinations of self-support (plus grant) funds, and Institute support funds.

Some visiting scholars, most likely those with a solid commitment to study behaviorology but without any grants, will be unable to afford either tuition or living expenses. In this case, the Institute may waive some or most of the tuition and arrange room and board.

*Restrictions.* Some restrictions apply to the Institute's support. Some restrictions concern the time frame for Institute support. Other restrictions concern the type and/or amount of Institute support. Regarding the time frame, Institute coverage of room and board is usually offered to individual visiting scholars for only one academic or calendar year. Regarding the type and/or amount of Institute support, each will receive detailed attention. (In order to respect some requests, or meet some needs, of some co-sponsoring institutions or organizations, some of these restrictions will not apply to some visiting scholars.)

The maximum amount of tuition waived is 90% of full tuition. (The minimum amount of tuition waiver is 50% of full tuition.) Whenever any tuition is waived, tuition credits and completion awards are not applicable.

However, a tuition waiver of any amount is only a temporary waiver, temporary while the visiting scholar is in the USA studying behaviorology. The waiver only becomes permanent when the visiting scholar returns home when finished studying behaviorology in the USA. If the visiting scholar does not then return, all waived tuition becomes immediately due and must be paid.

All "room and board" expenditures that the Institute incurs for a visiting scholar are treated similarly. Any expenditure is only a temporary form of support while the

visiting scholar is in the USA studying behaviorology. That support only becomes permanent when the visiting scholar returns home when finished studying behaviorology in the USA. If the visiting scholar does not then return, all support expenditures become immediately due and must be paid.

(If a supported visiting scholar fails to make progress on plans of study at a reasonable approximation of the agreed upon rate, then the Institute may withdraw its support. That scholar would then have to reimburse the Institute for previously provided support while also arranging for room and board until returning home. This policy would not apply to difficulties due to illness, etc.)

*Application & Acceptance.* To apply to the Institute to enroll in TIBI courses, work towards TIBI certificates, and receive TIBI support if needed, applicants are to write to the Institute. In their letter applicants will specify (a) the extent of the behaviorological education and training they hope to receive from the Institute (i.e., the certificate levels that are their initial and ultimate goals), and (b) how they hope to apply behaviorology after completing their formal behaviorological education (i.e., their application goals). Their letter should also describe, with separate documentation, any support needs they have as well as their prior contact, if any, with courses and degree programs having behaviorological content. (Documentation should include available transcripts, course descriptions and syllabi, products completed during the coursework, and a complete and up-to-date vita.)

Based on that information, the Institute will inform each applicant about the certificate she or he should initially work toward, which course should be his or her first course, how to begin that first course, what support is possible, and the time period during which support will be provided.

If the applicant agrees, the Institute will begin organizing arrangements for the support and the start of coursework. Applicants agree through a signed statement: Applicants will receive a copy of the TIBI *Policies and Procedures*, and will be asked to sign a statement, after reading this document, indicating that they have read that document and agree to abide by its contents as students of the Institute. By signing and returning this statement applicants also indicate acceptance of the Institute's curricular and support arrangements.

### ***Requirements & Recommendations for Visiting Scholars***

*Requirements.* Visiting scholars studying behaviorology, especially those receiving Institute support, are expected to abide by a few requirements. These concern necessary activities as well as activities they should avoid. (Again, in order to respect some requests, or meet some needs, of some co-sponsoring institutions or organiza-

tions, some of these requirements will not apply to some visiting scholars.)

Visiting scholars are in the USA to learn, and so they are expected to earn at least the PSBC during a stay of one academic year. (If they have already completed the BLC before coming to the USA, then an academic or calendar year should be enough time to earn not only the PSBC but also the MLBC as well.)

On the other hand, visiting scholars are not in the USA to engage in extensive activities that detract from their ability to study, learn, and earn the repertoire and certificates that will help fulfill their stated goals upon their return home. That is, they are not in the USA to engage in activities such as learning to drive, working to make money, or searching for and trying to arrange educational programs elsewhere. (However, the Institute will not interfere with, and indeed will encourage, those who wish—and who are permitted by their visa and their home university and government—to stay for longer than one year and study and earn degrees in behaviorology at another institution, after they have fulfilled their Institute commitments).

Should a TIBI-supported visiting scholar (i.e., one receiving any tuition waiver or being helped with room and board) earn money from work in the USA during the year with the Institute, the scholar is to apply 50% of the paycheck funds for that work to reimburse the Institute up to the total amount of provided support—first tuition, then room and board—so that those support funds will be available for others who are less fortunate. (This applies also to money earned for work done for co-sponsoring institutions, such as teaching done to earn the support funds provided by the university that writes the scholar's visa application so that the scholar will be a visiting scholar *at that university* also while studying behaviorology with the Institute. This is because co-sponsoring institutions sponsor visa applications with full knowledge of, and agreement with, the scholar's initial purpose in coming to the USA, which is to study behaviorology.) Actually, the Institute would prefer that, rather than working for money (with the exception of work required by other supporting institutions), visiting scholars concentrate on applying themselves to their studies and so make the best use of this opportunity so that they can be as effective as possible upon their return home.

*Why Requirements?* These requirements are made partly to help visiting scholars make the best of this training opportunity. These requirements are also made partly in exchange for the savings the Institute makes possible for a visiting scholar when compared with the costs the scholar would incur trying to get a "degree" at an existing university in the USA. (Remember that the Institute provides *certificates* for completed training to recognize the expansion of any student's repertoire, visiting-scholar or

not. The Institute does not grant “degrees,” as it is not chartered to do so. The formally organized behaviorology discipline is not yet a regular part the academic scene...the opportunities to study behaviorology are currently rather sparse in the USA. One of the major reasons why *The International Behaviorology Institute* exists is precisely that scarcity of opportunities.)

The savings the Institute provides for the visiting scholar can be considered this way: The typical cost of tuition for a non-resident to take a graduate class at a state university (like SUNY [using 1998 figures]) would be about \$1,000 (\$15,000 for 15 classes); meanwhile, 15 graduate courses at *full* tuition with the Institute costs about \$4,500. This is a savings of over \$10,000 (and more if the Institute covers some living expenses—which would likely exceed \$2,400 for a year—and even more if the Institute waives some tuition...). The Institutes operates this way because (a) it is fully committed to its purpose, and (b) it expects a full commitment—to-study on the part of its visiting-scholar students. The Institute’s purpose is to increase the contributions of behaviorology to human culture. This purpose is served, in part, by providing those financial savings as well as the intellectual rigor for visiting scholars to build their behaviorological repertoires so that they can help behaviorology contribute in their home countries.

*Recommendations.* While not required, experience suggests that the Institute make certain recommendations, some to hosts and some to visiting scholars. For example, many visiting scholars have family back at home. Quite understandably, everyone misses each other. (TIBI faculty hosts who have travelled abroad have also experienced this feeling—first hand.) Hosts will recommend different actions to be taken to help with these feelings. One action involves the visiting scholar calling home regularly and frequently, in addition to letter writing. Another involves the visiting scholar purchasing and sending small but special gifts back home *regularly* and by *airmail* (so that the gifts arrive in a timely manner). Through these calls and gifts, the family at home becomes a part of, has a stake in, and shares the benefits of the visiting scholar’s cross-cultural experience. Thus they will find it easier to live with the scholar’s extended absence from home, which makes studying easier... (For such benefits, the cost is *not* significant!)

Hosts may also wish to introduce visiting scholars to others locally who are from the same country, as their experience may help the visiting scholar adapt to local conditions. However, problems may be avoided if the local others have read at least this section (“Requirements & Recommendations for Visiting Scholars”) of these *Policies and Procedures*.

### ***Student Files***

TIBI faculty will regularly come into possession of materials that a student produces as part of her or his Institute training courses. Those materials are to be kept until one year after the course or certificate, for which those materials were produced, has been completed. Then those materials are to be returned to the student by shipment to the student’s last known address for disposition at his or her discretion. (The address *will* be current if the student has maintained TIBIA membership.)

### ***Revisions***

TIBI regularly reviews its *Policies and Procedures*, and makes improvements when possible. Revised versions carry a new “effective date” on the cover. The version with the latest effective date is the official current version.

### ***Appended Components:***

## **TIBI Policies and Procedures**

## **Course Description Supplement**

**&**

## **Application Form/Statement**

**&**

## **Curricula Brochures**

## TIBI Policies and Procedures Course Description Supplement

Initially, the descriptions of courses required for the Institute's certificates came from pages 181–185 of the book *Origins and Components of Behaviorology* (1997; Canton, NY: ABCs). Those descriptions included logical prerequisites as well as an asterisk (\*) after the numbers for courses that were explicitly specified for the BLBC (with the exception that either Beh. 495 or Beh. 496 fills the same explicit requirement). (Course offerings are subject to faculty availability.) Here are those descriptions, with any TIBI-adopted changes, and including a range of potential elective courses:

**Beh. 101\*: Introduction to Behaviorology I.** *Introduction to Behaviorology* is a two-course sequence, for both majors and non-majors, on the science of the variables controlling the behavior of humans and other animals. This first course of that sequence introduces the student to the range of components that comprise the discipline of behaviorology including (a) its philosophy of science and selection paradigm, and (b) its experimental methods, theory, and technology. The philosophy and paradigm include the criteria for natural science, the fallacy of inner causes, the significance of control and selection, the status of private events, and the behavior of the scientist. Methods include basic single-subject designs and measurement. Theory includes the fundamental natural laws describing the antecedent and postcedent relations between behavior and its controlling variables; these include such basic principles as added and subtracted reinforcement and punishment, extinction, simple schedules, stimulus control, and establishing operations. Technology includes the basic practices used to apply behaviorological principles to change accessible variables so as to change and especially to expand behavior repertoires through behavioral engineering. Basic techniques include differential reinforcement, shaping, fading, chaining, modeling and imitation, and time out. Other topics include superstitious behavior, emotion, escape and avoidance, and deprivation and satiation. The course includes a laboratory component on the basic principles and methods.

**Beh. 102\*: Introduction to Behaviorology II.** *Introduction to Behaviorology* is a two-course sequence for both majors and non-majors. This second course of that sequence begins by introducing the student to the basic application of behaviorological principles and techniques to the prevention and solution of mild to moderate (non-incapacitating) behavior problems in the most common settings (e.g., child rearing, education, business and industry and organization management). The course

includes a laboratory component on applied behaviorology research and methods, starting with the student changing his or her own behavior. The course also introduces analyses of complex behaviors and the variables of which they are a function, such as event-shaped and verbally-mediated behaviors, social behavior, verbal behavior, stimulus equivalence relations, multi-term contingencies, personal control, group control, cultural design, and various controlling agencies (such as in economics, education, government, law, religion). The course also includes analyses of (a) the preference for design rather than accident or chance in the control of both individual behavior and, especially, cultural practices, and (b) the relevance of science to ethics and morality. (Pre: Beh. 101.)

**Beh. 201\*: The Behaviorology of Child-Rearing Practices.** This course covers, in two parts, the science and technology of behaviorology applied to the child-care repertoires of parents. The first part covers some methods applicable throughout pre-adult years which encourage the *prevention* of the common behavior problems of these years. Some common problems that can be avoided are associated with bedtime, eating, dressing, shopping, and automobile travel. Some methods to prevent these problems include "catch 'em being good," let kids help, monitor kids, orderly routines, time out, and other forms of discipline. The second part covers some methods applicable to helping distraught parents change problem behaviors that have occurred (i.e., "cure" techniques, rather than prevention techniques). Other topics include toilet training, language, intelligence, creativity, achievement, reading, Aircribs, and morality. (Pre or Co: Beh 102.)

**Beh. 320\*: History and Philosophy of Behaviorology.** This course is an in-depth treatment both of the history of the emergence of behaviorology as a discipline and of the philosophy of science of this discipline, tracing the development of the philosophy since the early twentieth century, comparing and contrasting it with other philosophies of the times, examining its role in the emergence of the behaviorology discipline, and considering its implications for experimental and applied work at the individual and cultural levels. (Pre or co: Beh. 102.)

**Beh. 325\*: Behaviorology and Culture.** This course is a probe of the relevance of behaviorology to cultures and their survival and improvement (a) by examining such previously progressive concepts as freedom and dignity and the current effect of these on the development of more effective cultural practices, and (b) by examining a range of scientifically based and improved cultural practices working in concert and producing a better world as represented in the behavioral "utopian" literature. (Pre: Beh. 102.)

**Beh. 326\*:** *Readings in Behaviorology: Skinner's Later Writings.* This course (continuing the content of Beh. 325) includes coverage of the implications, relevant to the present and future of behavior science and its professionals, the culture, and the world at large, that are inherent in the later writings of B.F. Skinner (i.e., *Reflections on Behaviorism and Society* [1978] and later works). (Pre: Beh. 325.)

**Beh. 335:** *Survey of Behaviorology Applications.* This course surveys the application of behaviorological principles and techniques to therapy and clinical behaviorology with respect to the common and uncommon solutions for moderate to severe (incapacitating) abnormal behavior problems in common and uncommon settings. The course includes the measurement and classification of the behaviors it surveys. The course also includes lab/fieldwork in measurement and applied methods and research. (Pre: Beh. 201.)

**Beh. 340\*:** *Behaviorology in Education.* This course is an examination of the interaction between instructional design and human behavior in educational settings from two vantage points: (a) the theoretical, historical, and philosophical aspects of the facts of teaching and learning, including the reasons for effective and non-effective methods, the role of technology in teaching, and the teaching of thinking, motivation, creativity, and discipline, and (b) the practical aspects of the teaching effort, including teaching as the management of the learning environment, the measurement and evaluation of behavior change, the educational techniques of behavior change, and the expansion of the learner's behavior repertoire as a function of teaching. The course includes a laboratory component in which the student prepares and tests teaching materials, designs a course, and addresses the issues of systematic mastery, fluency, and cybernetics in instructional design. (Pre: ABC.)

**Beh. 345\*:** *Experimental Behaviorology: A Survey.* This course surveys complex behavior–environment relationships including stimulus equivalence classes and complex schedules of reinforcement, as well as other complex antecedent and postcedent factors of which behavior is a function. The course includes a laboratory component on the complex relationships surveyed. (Pre: ABC.)

**Beh. 350/450:** *Behaviorology Research Lab: General.* In this course the student will assist in the ongoing work of two to four current research experiments, in two or more different laboratories or under two or more different project researchers in the same laboratory. For each of the two or more projects, the student will become familiar with the background experiments and issues of the project, the current work of the project, and some of the potential directions of the project. (Pre: Beh. 345.)

**Beh. 355\*:** *Verbal Behavior I.* This course is an introduction to B.F. Skinner's scientific approach to consid-

ering language as verbal behavior (VB), including coverage of multiple control and the elementary relationships between the controlling environment and verbal behavior, plus investigation of the development and applications of this approach from its appearance, through evaluative and technological research reported in the literature, to the present. The course includes not only an introduction to the book *Verbal Behavior* (Skinner, 1957) but also reviews of the book (the book itself being more thoroughly covered in a more advanced course). The course includes a laboratory component on VB research. (Pre: ABC.)

**Beh. 360/460:** *Non-Humans and Verbal Behavior.* This course covers the research, controversy, and further developments in the non-human language field, emphasizing the work with sign language and primates as well as the implications of this research to understanding human verbal behavior. (Pre: Beh. 355.)

**Beh. 365\*:** *Advanced Behaviorology I.* This course is a theoretical analysis of phylogenetic and ontogenic contingencies. Topics related to this analysis include the design of cultures and the environments that produce the designs, the question of purpose in light of the experimental analysis of behavior, the concern with problem solving behavior and the related issues of event-shaped and verbally mediated behavior, the critique of theories alternative to this analysis, the question of whether or not "theories" of learning are necessary, and the problem of freedom and control as it relates to the control of human beings. (Pre: ABC.)

**Beh. 370/470:** *Advanced Behaviorology II.* In this course the student will learn to evaluate criticisms of behaviorological science. The course includes review of critical commentary, and response to that commentary, such as is available in the "Canonical Papers of B.F. Skinner" issue of *The Behavioral and Brain Sciences* (7, 4, 1984) and/or other similar sources. (Pre: Beh. 365.)

**Beh. 375/475:** *Verbal Behavior II.* This course provides comprehensive coverage of all aspects of verbal behavior (VB) as presented in the original work on this topic (i.e., the book, *Verbal Behavior*, by B.F. Skinner, 1957) and in more recent literature updates. The course includes a laboratory component on VB research. (Pre: Beh. 355.)

**Beh. 380/480:** *Human Development.* This course is an analysis of the phylogenetic and ontogenic contingencies operating in the subject matter of the field of human development. (Pre: Beh. 355.)

**Beh. 385\*:** *Behavior Technology: A Survey.* This course provides training in two major repertoires that are needed for effectiveness in the work of behavioral engineering: (a) training *about* the techniques stemming from the laws of behavior that are used to generate, maintain, increase, and decrease behavior in applied settings, and (b) training *in the actual use*, or application, of these

techniques as reported in the research literature. The course includes a lab/fieldwork component in course-related applied research. (Pre: 345.)

**Beh. 390/490: Behavior Technology Fieldwork: General Experience.** In this course the student will assist in ongoing behaviorological engineering work at two to four different field settings such as clinics, schools, and other institutions. Data gathering and paper presentation will be included. (Pre: Beh. 385.)

**Beh. 395\*: The Teaching of Behaviorology.** This course introduces the student to the application of scientific teaching methods (e.g., self-paced, systematic mastery and fluency designs, precision teaching, and instructional designs that are cybernetic) while the student practices these methods by assisting comprehensively in the teaching of another behaviorology course (such as Beh. 101 and Beh. 102). May be repeated for credit. (Pre: Beh. 340 plus the course in which the student is to assist.)

**Beh. 440: Seminar: A Survey of the Contributions of Behaviorology.** This course is a seminar on selected materials from relevant sources elaborating on the actual and potential contributions of behaviorology to a wide variety of applied behavioral fields and other disciplines. (Pre: ABC.)

**Beh. 465: Seminar: Current Issues in Behaviorology.** This course considers the major current issues in behaviorology as represented in current and recent issues of the discipline's journals, and in recent books in the discipline. (Pre: ABC.)

**Beh. 485: Directed Reading in Behaviorology.** This course provides directed reading on discipline-related topics or sources not comprehensively covered in other courses. (Pre: ABC.)

**Beh. 495\*: Personal Project or Paper.** This course is a project (with a report), or a paper (with the goal of publication), relating behaviorology to (and/or improving, with a behaviorological perspective) the popular cultural view of a topic selected by the student and the faculty member in consultation. (Pre: Beh. 355 plus others that are program specific.)

**Beh. 496\*: Professional Paper.** This course is a library and/or field research paper, with the goal of publication, relating behaviorology to the student's preferred applied behavioral field, including the importance, relevance, and contributions of behaviorology to the selected area. (Pre: Beh. 355 plus others that are program specific.)

### **A Selection of Additional Courses**

Several additional behaviorology courses are probably more valuable to the advanced student, according to his or her specific career focus. So these courses are more likely to be found in graduate programs. Here, however, course numbers reflect both undergraduate and graduate

status in order to show the relation of such courses to the courses already described. The amount of course credit earned will range from one to three, depending on variables inherent in the subjects actually covered. Here is a sample of such courses:

**Beh. 346/446, 347/447, 348/448, 349/449: The Experimental Analysis of [a Selected Topic].** This course is an examination of the background experiments and issues of [the topic], the current work on [the topic], and some of the potential directions of research on [the topic]. (Pre: Beh. 345.)

**Beh. 351/451, 352/452, 353/453, 354/454: Behaviorology Research Lab on [a Selected Topic].** In this course the student will assist in ongoing experimental research on [the topic], including the preparation of reports for publication. (Pre: Beh. 350/450 and the course on The Experimental Analysis of [the same Topic].)

**Beh. 386/486, 387/487, 388/488, 389/489: Behavior Technology in [a Selected Setting].** This course is an examination of the concerns and issues relevant to technological applications in [the selected setting] and of the prevalent techniques (and their supporting research) that are used in [the selected setting]. (Pre: Beh. 385.)

**Beh. 391/491, 392/492, 393/493, 394/494: Behavior Technology Fieldwork in [a Selected Setting].** In this course the student will assist in ongoing behaviorological engineering work in [the selected setting]. Data gathering and paper presentation will be included. (Pre: Beh. 390/490 and the course on Behavior Technology in [the same Setting].)

**Beh. 430, 431, 432, ..., 439: Seminar on Behaviorology and [a Selected Topic].** This course provides a seminar on [the selected topic] in behaviorology. (Pre: ABC.) [These would be topics not covered in depth in another course. Examples of potential topics include ethics or epistemology.]

**Beh. 441, 442, ..., 449: Seminar: The Contributions of Behaviorology in [a Selected Area].** This course provides a seminar on the contributions, both actual and potential, of behaviorology to [the selected area]. (Pre: Beh. 440.) [The selected area would be one that is not already covered in depth in another offered course. Such areas could involve the impact of behaviorology specifically in a particular human service, human development, or other applied behavioral field.]

**Note:** For the standard sequences of experimental and applied courses, see Appendix 3 of the book: Ledoux, S.F. (1997). *Origins and Components of Behaviorology*. Canton, NY: ABCs (ISBN: 1-882508-07-6).

**Visiting Scholar Application Process & Form:**

Since at this time the Institute only has available English speaking faculty in the USA, all training there is done in English. Therefore, (a) all applicants must be able to read, write, and speak English *fluently*, and (b) the instructions for applying to the Institute must be carried out *by the applicant herself or himself in fluent English*.

Use this form to apply to the Institute to enroll in TIBI courses, work towards TIBI certificates, and receive TIBI support if needed. Follow these four instructions:

(1) Read and fill out and sign and remove this form.

(2) Write and attach to this form a letter to the Institute. In the letter (a) describe any previous contact you have had with talks, lectures, courses, or programs having behaviorological content, (b) specify the extent of the behaviorological education and training you hope to receive from the Institute (i.e., the certificate levels that are your initial and ultimate goals), (c) state how you hope to apply behaviorology after completing your formal behaviorological education (i.e., your application goals), and (d) describe, with full documentation, what support *resources* you do have and what support *needs* you might have.

(3) To this form and the letter, attach documentation that includes copies of any and all of the following that are available: (a) for all of your previous higher education work: transcripts; (b) for any/all previous behaviorology-related coursework: course descriptions, syllabi, and products completed during those courses; (c) a complete and up-to-date vita that also contains all relevant personal information (including name, address, date of birth, place of birth, place of work, job description, passport number and expiration date, etc.); and (d) authorized statements about the amount of personal, grant, and other financial support available to you from your home country to use to study behaviorology in the USA.

(4) Send all application materials to the Institute.

*What Happens Next?* The Institute will evaluate each complete application that it receives. Each applicant will then be informed about (a) whether or not the Institute can accept the applicant as a student, (b) when the student's term of study in the USA can begin and end (taking into account when a host is available if one is needed), (c) what courses the student can do (and how she or he can do them) prior to coming to the USA, and (d) what type and amount of support, if needed, the institute and/or others can provide. When the Institute and the accepted applicant are in agreement about what, when, and where to study, and any support considerations, then the Institute will begin arranging for any needed support and the start of coursework. You will be kept informed and are expected to keep the Institute informed, especially of any changes in your status or circumstances that could affect any study or support plans.

**[To apply, first photocopy this page.]**

**Statement for Signature:**

As part of your application and this form, you are making and signing these statements:

“Having read the *Policies and Procedures* and this form myself, and having written and attached the necessary letter to this form myself, and having gathered all the available, helpful, and necessary documents and attached them to this form myself, I now complete my application by making this and the following statement and affixing my name and signature to this form and statements to attest (a) that the attached letter and documents represent the truth to the best of my knowledge, (b) that my English skills are fluent enough by the Institute's standards for me to succeed in studying behaviorology, and (c) that the words in the statements I now make and sign are also my own words:

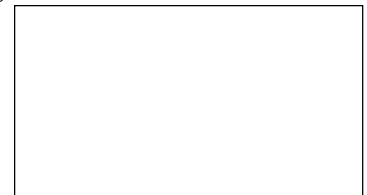
“My signature on this page indicates that I,

[print full name:] \_\_\_\_\_,  
(a) hereby make application to study behaviorology with *The International Behaviorology Institute*, (b) have received and thoroughly read a copy of the TIBI *Policies and Procedures*, (c) consent and agree to abide by the spirit and contents of those *Policies and Procedures* as a student of the Institute, and (d) am prepared to accept the Institute's decisions regarding curriculum and any support;”

Signed in English: \_\_\_\_\_

& in my native language: \_\_\_\_\_

& with my seal (if I have one) in this box:



on this date: \_\_\_\_\_.

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[This space, & other side, for Institute use only; do not use.]

*The outside page of the 2/99 iteration of the curriculum brochure was used in this issue of the newsletter (TNT-3) in place of this page*



*The inside page of the 2/99 iteration of the curriculum brochure was used in this issue of the newsletter (TNT-3) in place of this page*

## TNT-3 Treasurer's Report

This report covers all TIBI's finances through 31 December 1998. It includes summaries of the income and expenses reported to the IRS and NYS.

(Since details were included in the Minutes of the annual meeting, they will not be repeated here. See page 4 of this issue.)

Future reports will generally cover either 1 January through 31 June, or 1 July through 31 December. ☺

## TIBIA Membership Benefits

Beyond the intrinsic value that TIBIA membership bestows by virtue of making the member a contributing part of an organization helping to extend and disseminate the findings and applications of the natural science of behavior for the benefit of humanity, and beyond the benefit of receiving the organization's publications, TIBIA membership benefits include the following:

- ✧ Members will have opportunities to present papers, posters, and demonstrations, etc., at the organization's meetings;
- ✧ Members who first join TIBIA in the last third of the calendar year will be considered as members through the end of the following calendar year;
- ✧ Members who first join TIBIA in the middle third of the calendar year will be allowed to pay one-half the regular dues for the following calendar year;
- ✧ A TIBIA member may request the Institute to evaluate his or her credentials to ascertain which TIBI certificate level most accurately reflects the work (and so, by implication, the repertoire) behind those credentials. The Institute will then grant that certificate to the member; as part of this evaluation, the Institute will also describe what work needs to be accomplished to reach the next certificate level. The normal processing fee for this service (US\$20) will be waived for members. For the processing fee of US\$20, a non-member may also request this evaluation and, should she or he ever join TIBIA, the US\$20 already paid will be applied to the initial membership dues owed. (Faculty teaching behaviorology courses can encourage their students to request this evaluation.)

TIBIA continuously considers additional membership benefits. Future iterations of this column will report all new benefits upon their approval. ☺

## TIBIA Membership Criteria and Costs

TIBIA has four categories of membership, of which two are non-voting and two are voting. The two non-voting categories are Student and Affiliate. The two voting categories are Associate and Advocate. All new members are admitted provisionally to TIBIA at the appropriate membership level. Advocate members consider each provisional member and then vote on whether to elect each provisional member to the full status of her or his membership level or to accept the provisional member at a different membership level.

Admission to TIBIA in the Student membership category shall remain open to all persons who are undergraduate or graduate students who have not yet attained a doctoral level degree in behaviorology or in an acceptably appropriate area.

Admission to TIBIA in the Affiliate membership category shall remain open to all persons who wish to maintain contact with the organization, receive its publications, and go to its meetings, but who are not students and who have not attained any graduate degree in behaviorology or in an acceptably appropriate area. On the basis of having earned TIBI Certificates, Affiliate members may nominate themselves, or may be invited by the TIBI Board of Directors or Faculty, to apply for an Associate membership.

Admission to TIBIA in the Associate membership category shall remain open to all persons who are not students, who document a behaviorological repertoire at or above the masters level or who have attained at least a masters level degree in behaviorology or in an acceptably appropriate area, and who maintain the good record—typical of “early-career” professionals—of professional accomplishments of a behaviorological nature. On the basis either of documenting a behaviorological repertoire at the doctoral level or of completing a doctoral level degree in behaviorology or in an acceptably appropriate area, an Associate member may apply for membership as an Advocate.

Admission to TIBIA in the Advocate membership category shall remain open to all persons who are not students, who document a behaviorological repertoire at the doctoral level or who have attained a doctoral level degree in behaviorology or in an acceptably appropriate area, who maintain a good record of professional accomplishments of a behaviorological nature, and who demonstrate a significant history—typical of experienced professionals—of work supporting the integrity of the organized discipline of behaviorology including its organizational manifestations such as TIBI and TIBIA.

For all membership levels, prospective members need to complete the membership application form and pay the appropriate dues.

Establishing the annual dues structure for the different membership categories takes partially into account, by means of percentages of annual income, the differences in income levels and currency values among the world's various countries. Thus, the annual dues for each membership category are:

<b>Other Category</b>	<b>Dues (in US dollars —\$20 minimum)</b>
<b>Board of Directors member</b>	<b>The lesser of 0.6% of annual income, or \$120.00</b>
<b>Faculty member</b>	<b>The lesser of 0.5% of annual income, or \$100.00</b>

<b>Membership Category</b>	<b>Dues (in US dollars —\$10 minimum)</b>
<b>Advocate member</b>	<b>The lesser of 0.4% of annual income, or \$80.00</b>
<b>Associate member</b>	<b>The lesser of 0.3% of annual income, or \$60.00</b>
<b>Affiliate member</b>	<b>The lesser of 0.2% of annual income, or \$40.00</b>
<b>Student member</b>	<b>The lesser of 0.1% of annual income, or \$20.00</b>

## TIBIA MEMBERSHIP APPLICATION FORM

(SEE THE NEXT PAGE FOR THE TIBI / TIBIA PURPOSES.)

Copy and complete this form (please type or print) then send it with your check (made payable to TIBIA) to:

Dr. Stephen Ledoux  
TIBIA Treasurer  
SUNY-CTC  
Cornell Drive  
Canton NY 13617 USA

Name: \_\_\_\_\_

Office Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Office Phone #: \_\_\_\_\_

FAX #: \_\_\_\_\_

E-mail: \_\_\_\_\_

Degree/Institution\*: \_\_\_\_\_

Member Category: \_\_\_\_\_

Amount enclosed: us\$ \_\_\_\_\_

Home Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Home Phone #: \_\_\_\_\_

CHECK PREFERRED MAILING ADDRESS:  
Office:  Home:

Sign & Date: \_\_\_\_\_

\*I verify that the above person is enrolled as a student at: \_\_\_\_\_

Name & Signature of Advisor or Dept. Chair: \_\_\_\_\_

## TIBI / TIBIA Purposes\*

TIBI, as a non profit educational corporation, is dedicated to many concerns. TIBI is dedicated to teaching behaviorology, especially to those who do not have university behaviorology departments or programs available to them; TIBI is a professional organization also dedicated to expanding the behaviorological literature at least through the *TIBI News Time* newsletter and the *Behaviorology and Radical Behaviorism* journal;\*\* TIBI is a professional organization also dedicated to organizing behaviorological scientists and practitioners into an association (The International Behaviorology Institute Association—TIBIA) so they can engage in coordinated activities that carry out their shared purposes. These activities include (a) encouraging and assisting members to host visiting scholars who are studying behaviorology; (b) enabling TIBI faculty to arrange or provide training for behaviorology students; and (c) providing TIBI certificates to students who successfully complete specified behaviorology curriculum requirements; and TIBI is a professional organization dedicated to representing and developing the philosophical, conceptual, analytical, experimental, and technological components of the discipline of behaviorology, the comprehensive natural science discipline of the functional relations between behavior and independent variables including determinants from the environment, both socio-cultural and physical, as well as determinants from the biological history of the species. Therefore, recognizing that behaviorology's principles and contributions are generally relevant to all cultures and species, the purposes of TIBI are:

- A. to foster the philosophy of science known as radical behaviorism;
- B. to nurture experimental and applied research analyzing the effects of physical, biological, behavioral, and cultural variables on the behavior of organisms, with selection by consequences being an important causal mode relating these variables at the different levels of organization in the life sciences;
- C. to extend technological application of behaviorological research results to areas of human concern;
- D. to interpret, consistent with scientific foundations, complex behavioral relations;

- E. to support methodologies relevant to the scientific analysis, interpretation, and change of both behavior and its relations with other events;
- F. to sustain scientific study in diverse specialized areas of behaviorological phenomena;
- G. to integrate the concepts, data, and technologies of the discipline's various sub-fields;
- H. to develop a verbal community of behaviorologists;
- I. to assist programs and departments of behaviorology to teach the philosophical foundations, scientific analyses and methodologies, and technological extensions of the discipline;
- J. to promote a scientific "Behavior Literacy" graduation requirement of appropriate content and depth at all levels of educational institutions from kindergarten through university;
- K. to encourage the full use of behaviorology as the essential scientific foundation for behavior related work within all fields of human affairs;
- L. to cooperate on mutually important concerns with other humanistic and scientific disciplines and technological fields where their members pursue interests overlapping those of behaviorologists; and
- M. to communicate to the general public the importance of the behaviorological perspective for the development, well-being, and survival of humankind.☺

## TIBI / TNT Information

*TIBI News Time* (TNT), the newsletter of The International Behaviorology Institute, a non-profit educational corporation, is published in the spring and fall each year.

TIBI can be contacted at:

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The TNT newsletter editor is Stephen F. Ledoux.

To submit items for publication, contact the editor. Send items on a 3.5 inch Mac-formatted disk, in a program that can be placed in PageMaker 5.0, with a hard copy, to the editor at:  
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Authors' views need not coincide with official positions of TIBI. (Authors retain copyrights.)

\*This statement of the TIBI / TIBIA purposes has been quoted from the TIBI by-laws.

\*\*This journal (BARB) is under development at this time and will appear only when its implementation can be fully and properly supported.—Editor