

The International Behaviorology Institute Updated Certificate Programs

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Abstract: The International Behaviorology Institute (TIBI) has sponsored six primary certificates since it was founded in 1997 (see Board of Directors, 1999). Subsequently, additional certificates were added. With the updating of TIBI’s original 13 courses, and the addition of four new courses, the associated updating of its certificates is in order. Topics relating to these certificates, and covered herein, include TIBI education, courses, enrollment, and some frequently asked questions (FAQs).

The International Behaviorology Institute (TIBI) has provided certificate programs, covering various components and levels of behaviorological repertoire, since its early days (see Board of Directors, 1999). To ensure that behaviorology makes its full contributions to humanity, society needs many more behaviorologists with appropriate and preferably complete training. Part of TIBI’s purposes involves helping achieve this goal.

TIBI Education

As a TIBI Board member, Stephen Ledoux made the suggestion (personal communication)—and this author agrees—that, in this certificate–program update, this author retain much of the phrasing of Ledoux’s original, and accepted, drafting of TIBI’s certificate programs, because this phrasing still applies as TIBI Policy (see Board of Directors, 2002). TIBI, which here we sometimes simply call “the Institute,” operates within the framework of North American higher education. This system has the four basic degree levels, or their equivalents, of Associate, Baccalaureate, Masters, and Doctorate. Within this overall structure, the Institute offers a range of certificate programs. The organization of these programs stresses the importance of using the instructional design and technology derived from behaviorological science, and the administrative contingency arrangements supported by this science, in the teaching of the comprehensive behaviorology discipline.

The Institute’s programs are designed to deliver comprehensive educational training in both the foundations of behaviorology and the practices of behaviorologists. The programs serve a number of audiences including (a) those who wish only to fulfill

a Behavior Literacy graduation requirement, (b) those who are majoring in behaviorology at the AA, BA, or graduate level, and (c) those professionals who are working or studying in one or another human service, human development, or nonhuman behavior field where behaviorology is the most effective natural science informing their work.

By design the certificate programs incorporate scientifically sound instructional design components including (a) requiring students to meet established criteria, (b) allowing students to complete courses at their own pace, and (c) encouraging students to begin their next course immediately, without reference to calendar terms. The courses, and the contents of courses, required for each of these certificates will evolve as behaviorology itself evolves (hence these program descriptions are subject to change).

TIBI Primary Certificates

While earlier descriptions of the certificates described herein contain additional pertinent information (e.g., see Ledoux, 1990/2015; also see Board of Directors, 2002), TIBI provides six primary certificate programs of study in behaviorology corresponding to the typical academic progression through college or university programs from a basic “literacy” certificate through to the doctoral level. TIBI also provides four further certificate programs of study in specialized topics for professionals in applied behavior fields.

The Institute operates as an independent, non–profit educational corporation; it is not chartered to grant “degrees” and so does not attempt to do so. As such, the validity and significance of the Institute’s educational

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efforts, and hence certificates, are to be evaluated on the basis of (a) the correspondence between the Institute's courses and the equivalent courses at more formally accredited colleges and universities (see Ledoux, 2015), and (b) the success of the research and application skills of its graduates. These are initially implied by the certificate levels that the graduates have attained.

The Institute provides educational coursework leading to these six primary behaviorology 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 has also added educational coursework leading to these four more specialized behaviorology certificates, and may add more in the future:

- ✧ Animal Training Certificate (ATC)
- ✧ Animal Behavior Technology Certificate (ABTC)
- ✧ Effective Autism Intervention Certificate (EAIC)
- ✧ Verbal Behavior Certificate (VBC)

Several certificates share various courses. Here are some details for each certificate:

BLC (Behavior Literacy Certificate)

The Behavior Literacy Certificate (BLC) introduces basic terminology, principles, methods, and concepts of behaviorology, and includes a foundational course that applies the basics to an area that affects most people. The BLC is suited to anyone who seeks a basic but solid foundational appreciation of the natural science of behavior. This certificate includes these requirements:

- Prerequisite: High school diploma or equivalent
 BEHG 100 Child Rearing Principles and Practices
 BEHG 210 Introduction to Behaviorology I
 BEHG 211 Introduction to Behaviorology II

ABC (Associate of Behaviorology Certificate)

The Associate of Behaviorology Certificate (ABC, or simply "Associate Certificate") features course-load requirements that parallel the course-load requirements of a major in a typical college AA (Associate of Arts) degree program. This certificate includes these requirements:

- Prerequisite: BLC or equivalent
 BEHG 110 Introduction to Behaviorology Terminology
 BEHG 330 Companion Animal Training
 BEHG 350 Behaviorology Philosophy and History
 BEHG 405 Basic Autism Intervention Methods

BLBC (Baccalaureate Level Behaviorology Certificate)

The Baccalaureate Level Behaviorology Certificate (BLBC, or simply "Baccalaureate Certificate") lays a strong foundation both for entry-level employment, in fields where behaviorology is the appropriate foundation science, and for further, graduate-level studies in behaviorology. The course-load requirements of this certificate parallel the course-load requirements of a strong major in a typical college or university BA (Bachelor of Arts) or BS (Bachelor of Science) degree program in a natural science. This certificate includes these requirements:

- Prerequisite: ABC or equivalent
 BEHG 340 Introduction to Verbal Behavior
 BEHG 425 Classroom Management and Preventing School Violence
 BEHG 455 Behavioral Thanatology and Dignified Dying
 BEHG 480 Green Contingency Engineering
 BEHG Elective
 BEHG Elective
 BEHG Elective
 BEHG 541 Advanced Verbal Behavior [As is commonly accepted, a graduate-level course or two is allowed at the end of a Bachelor-level program sequence.]

PSBC (Professional Studies in Behaviorology Certificate)

The PSBC (or simply the "Professional Certificate") contains the training with which non-behaviorological professionals, who already hold bachelor-level education in another discipline or field, may enhance their professional contributions by adding to their repertoires a solid foundation in behaviorological science and its relevance to their own area. This certificate includes these requirements:

- BEHG 100 Child Rearing Principles and Practices
 BEHG 110 Introduction to Behaviorology Terminology
 BEHG 210 Introduction to Behaviorology I
 BEHG 211 Introduction to Behaviorology II
 BEHG 350 Behaviorology Philosophy and History
 BEHG Elective
 BEHG Elective
 BEHG 512 Advanced Behaviorology I
 BEHG 513 Advanced Behaviorology II

MLBC (Masters Level Behaviorology Certificate)

The Masters Level Behaviorology Certificate (MLBC, or simply “Masters Certificate”) is the minimal foundation for professional-level activity as a behaviorologist while also providing the foundation for further graduate-level studies in behaviorology. The course-load requirements of this certificate parallel the course-load requirements of a typical, one-year, 30-credit, thesis-based, university MA (Master of Arts) or MS (Master of Science) degree program (with the thesis or project worth six credits, bringing the program total to 30). This certificate includes these requirements:

Prerequisite: BLBC or equivalent, or BLC plus BEHG 340 Introduction to Verbal Behavior, BEHG 350 Behaviorology Philosophy and History, and BEHG 455 Behaviorological Thanatology and Dignified Dying
BEHG 512 Advanced Behaviorology I
BEHG 513 Advanced Behaviorology II
BEHG 541 Advanced Verbal Behavior
BEHG Elective
BEHG Elective
BEHG Elective
BEHG Elective
BEHG Elective
Master’s level thesis or project

DLBC (Doctoral Level Behaviorology Certificate)

The Doctoral Level Behaviorology Certificate (DLBC, or simply the “Doctoral Certificate”) is another program of more advanced behaviorology training. This program is the full foundation for professional-level activity as a behaviorologist. The course-load requirements of this certificate parallel the course-load requirements of a typical university doctoral degree program.

The components of doctoral-level programs are individually tailored to each professional’s background and circumstances, but must include a doctoral level dissertation project contracted through a committee of three TIBI faculty professors. Ultimately the resulting report must be published as a substantive article in a peer reviewed journal, such as *Journal of Behaviorology*, or as a professional-level book.

TIBI Specialty Certificates

TIBI provides some specialty certificate programs of study in specialized topics for professionals in behavior applicable fields. Additional specialty certificates may be developed in the future. Here are TIBI’s four current specialty certificates:

ATC (Animal Training Certificate)

The Animal Training Certificate (ATC) lays a strong foundation of coursework in behaviorological terminology, principles of behavior, and applications of the principles to the field of training animals, including dogs, cats, horses, and parrots, and covers both academic and hands-on skills. This certificate includes these requirements:

BEHG 110 Introduction to Behaviorology Terminology
BEHG 210 Introduction to Behaviorology I
BEHG 211 Introduction to Behaviorology II
BEHG 330 Companion Animal Training

ABTC (Animal Behavior Technology Certificate)

The Animal Behavior Technology Certificate (ABTC) lays a strong foundation of coursework in behaviorological terminology and principles of behavior, applications of the principles to training companion animals and working with animals and clients to resolve problematic animal behaviors. This certificate includes these requirements:

BEHG 110 Introduction to Behaviorology Terminology
BEHG 210 Introduction to Behaviorology I
BEHG 211 Introduction to Behaviorology II
BEHG 330 Companion Animal Training
BEHG 350 Behaviorology Philosophy and History
BEHG 430 Resolving Problem Animal Behavior
BEHG 435 Performance Management and Preventing Workplace Violence

EAIC (Effective Autism Intervention Certificate)

The Effective Autism Intervention Certificate (EAIC, or simply the “Autism Certificate”) provides some minimal coverage of the behaviorological knowledge and skills that are relevant to working with autistic children. It is designed for all who work with autistic children or other developmentally disabled persons, especially those who are hired to work with these children but who bring little training or experience to the job. The knowledge and skills from this certificate are minimal for work with autistic children; additional coursework and practical work must be sought. This certificate includes these requirements:

BEHG 100 Child Rearing Principles and Practices
BEHG 110 Introduction to Behaviorology Terminology
BEHG 210 Introduction to Behaviorology I
BEHG 211 Introduction to Behaviorology II
BEHG 405 Basic Autism Intervention Methods
BEHG 425 Classroom Management and Preventing School Violence

VBC (Verbal Behavior Certificate)

The Verbal Behavior Certificate (VBC) provides extensive coverage of this complex area of behaviorological knowledge. This area is relevant to anyone teaching foreign languages or ESL, or working with language-deficient children (perhaps due to developmental disabilities). This certificate includes these requirements:

BEHG 110 Introduction to Behaviorology Terminology
 BEHG 210 Introduction to Behaviorology I
 BEHG 211 Introduction to Behaviorology II
 BEHG 340 Introduction to Verbal Behavior
 BEHG 512 Advanced Behaviorology I
 BEHG 513 Advanced Behaviorology II
 BEHG 541 Advanced Verbal Behavior

Current Courses in TIBI Certificates

The components of TIBI's certificates come from TIBI's 17 current courses. All of the Institute's courses follow the standard university pattern as earning three semester credits (except a master's thesis or project, which involves six credits, and a dissertation, which involves 12 credits). Each semester credit represent about 150 hours of contact with the course material. This figure derives from the general expectation that each traditional "three-credit" course features three in-classroom, face-to-face contact hours each week of a 15 week semester (i.e., a total of 45 contact hours) with two hours of study "outside class" for each hour "inside class." This means 90 further study hours, for a total of 135 hours per course per semester. The additional 15 hours of study in TIBI's courses compensate for its courses occurring asynchronously (i.e., no in-classroom, face-to-face contact).

Courses by Number and Title

Regarding explicitly numbered and titled courses, TIBI currently offers these 17 courses:

BEHG 100 Child Rearing Principles and Practices
 BEHG 110 Introduction to Behaviorology Terminology
 BEHG 210 Introduction to Behaviorology I
 BEHG 211 Introduction to Behaviorology II
 BEHG 330 Companion Animal Training
 BEHG 340 Introduction to Verbal Behavior
 BEHG 350 Behaviorology Philosophy and History
 BEHG 405 Basic Autism Intervention Methods
 BEHG 425 Classroom Management and Preventing School Violence
 BEHG 430 Resolving Problem Animal Behavior
 BEHG 435 Performance Management and Preventing Workplace Violence

BEHG 455 Behaviorological Thanatology and Dignified Dying
 BEHG 465 Behaviorological Rehabilitation
 BEHG 480 Green Contingency Engineering
 BEHG 512 Advanced Behaviorology I
 BEHG 513 Advanced Behaviorology II
 BEHG 541 Advanced Verbal Behavior

Brief Course Descriptions

These course descriptions derive from Ledoux, 2015. Except for the "possible additional courses," they are repeated directly from the syllabus of each course published in two sequential issues of *Journal of Behaviorology*: Volume 19, Number 2 (Fall, 2016) and Volume 20, Number 1 (Spring, 2017). All these syllabi work in conjunction with O'Heare, 2015, and share the patterns of course characteristics specified therein.

BEHG 100 Child Rearing Principles and Practices

BEHG 100 Child Rearing Principles and Practices provides students of any age and interest (such as child care or parenting) with the scientific contributions of behaviorology that can instill or enhance the knowledge and skills for caring for (i.e., conditioning) children in effective, pro-active, non-coercive, positive, and loving ways. Behavior management related skills for application in everyday public and personal situations involving children are included. (Prereq: None.)

BEHG 110 Introduction to Behaviorology Terminology

BEHG 110 Introduction to Behaviorology Terminology provides the student with the basic technical vocabulary of the discipline of behaviorology by mainly conditioning terminology responses, emphasizing its laboratory research methods and its experimentally derived principles, concepts, and practices. (Prereq: None.)

BEHG 210 Introduction to Behaviorology I

BEHG 210 Introduction to Behaviorology I is the first of a two-course sequence (BEHG 210 & BEHG 211) which begins to provide both majors and non-major students with an initial introduction to various interrelated components of the natural science of behavior, behaviorology. Going beyond basic terminology, these components involve the interrelations between and among the antecedent and postcedent variables controlling behavior, the range of processes involved in environment-behavior relationships, and the various components of interventions that change and expand behavior repertoires through contingency engineering. These interrelated components include relations with physiology, elaboration of basic research methods, fundamental principles and concepts,

and elementary practices, as well as historical and philosophical perspectives and trends. (Prereq: None.BEHG-110: Introduction to Behaviorology Terminology *recommended...*)

BEHG 211 Introduction to Behaviorology II

BEHG 211 Introduction to Behaviorology II is the second of a two-course sequence (BEHG 210 & BEHG 211) that provides both majors and non-major students with a continuing introduction to various interrelated components of the natural science of behavior, behaviorology, and represents a minimum prerequisite for all higher level behaviorology courses. The content covered, some through the repetitious expansion typical of natural-science education, includes general applications of the principles and practices of behaviorology focusing on a range of problem prevention and intervention techniques and considerations (e.g., differential reinforcement, shaping, chaining, fading, schedules of reinforcement, and problems with aversive controls) in a range of settings, along with an introduction to advanced topics such as equivalence relations, the value/rights/ethics/morals continuum, verbal behavior, consciousness, personhood, life, death, and reality. (Prereq: BEHG-210: Introduction to Behaviorology I.)

BEHG 330 Companion Animal Training

BEHG 330 Companion Animal Training applies behaviorology in the field of companion animal training. BEHG 330 addresses (a) successful, non-coercive animal training practices, derived from basic principles, that are used by professional animal trainers, and (b) how to teach companion animal owners how to train their companion animal. After reviewing basic principles of behavior within the context of working with non-human animals, relevant practices are differentially applied to the effective training of commonly required behaviors for four representative species: dogs; cats; birds; and horses. The application of these principles, strategies, and practices may be applied to other species of companion animal and indeed non-companion animals with minor variations. (Prereq: BEHG-210: Introduction to Behaviorology I.)

BEHG 340 Introduction to Verbal Behavior

BEHG 340 Introduction to Verbal Behavior builds, using a programmed instruction format, on the basic coverage of verbal behavior that was presented in BEHG 211. The course introduces students to the behaviorological analysis of language as verbal behavior. Covered topics include such fundamental concepts as (a) differentiating verbal and non-verbal behavior, (b) the verbal community, (c) mediated reinforcement, (d) the basic verbal behavior relations called mands, tacts, intraverbals, and codics and duplcs (and the subtypes of these last

two), (e) various extensions of these elementary verbal operants, (f) the most common variables of which verbal operants are a function, (g) some of the ways these variables combine in the multiple control of complex verbal behaviors, (h) response products, (i) point-to-point correspondence, (j) formal similarity, (k) thematic and formal controls over verbal behavior, and (l) the ways the verbal community conditions verbal responding under the control of covert stimuli. (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG 350 Behaviorology Philosophy and History

BEHG 350 Behaviorology Philosophy and History starts with an in-depth treatment of the philosophy of science, not only of the natural sciences in general (i.e., naturalism), but also of the behaviorology discipline in particular (i.e., radical behaviorism). The course traces the development of this philosophy since the early 1900s, 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. Then, the course covers an in-depth treatment of the history of the emergence of behaviorology as a discipline. (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG 405 Basic Autism Intervention Methods

BEHG 405 Basic Autism Intervention Methods provides students with basic contingency engineering practices and skills needed for successful interventions with autistic and other developmentally disabled individuals. Topics include (a) the evaluation of different approaches for effectiveness, (b) effective training curricula and programs, (c) home-based and center-based settings, (d) the different roles of professionals, para-professionals, and school systems involved in autism intervention efforts, (e) the organizational and legal supports available to autistic children and their families, (f) the roles of different autism treatment team members, (g) the organizational and legal interactions between families with autistic children and their local schools, and (h) some answers to the most common questions asked by parents of autistic children. Examination of actual autism training curricula, programs, practices, data sheets, settings, and case histories are integral parts of the course. (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG 425 Classroom Management and Preventing School Violence

BEHG 425 Classroom Management and Preventing School Violence covers the application of behaviorology to non-coercive classroom management skills and their

relation to preventing school violence. After reviewing the role that punishment and coercion play in prompting violence of all types through all levels of society, the course focuses on the use of effective, non-coercive behaviorological skills for classroom management that school teachers and staff can personally implement—especially in the classroom, but also in the cafeteria and gym, and on the bus and playground—to reduce and prevent the occurrence of all kinds and levels of school violence while also enhancing the effectiveness of instruction. These skills replace the unscientific emphasis on coercive “discipline” practices, thereby *preventing* the violence that such practices may themselves induce. Then, the course focuses on the various recommended school-wide policies and procedures for *detering* the actual occurrence of school violence in situations where violence has become likely. (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG 430 Resolving Problem Animal Behavior

BEHG 430 Resolving Problem Animal Behavior applies behaviorology in the field of working with companion animals at an advanced level. BEHG 430 addresses (a) functional behavioral assessment of problematic behavior exhibited by companion animals, including but not limited to, dogs, cats, birds, and horses, and (b) the construction and implementation of non-coercive contingency management plans to resolve problematic behaviors. After reviewing basic principles of behavior, within the context of working with non-human animals, functional behavioral assessment is covered in detail, including a functional diagnostic system. Forms are provided for student use. Next, the basic strategy for constructing a non-coercive contingency management plan based on the behavior replacement model is addressed, followed by coverage of behaviorological procedures applied to resolving problematic animal behavior. Teaching human clients to participate in intervention protocols is also covered. The material in this course is applicable to resolving problematic behavior of any non-language exhibiting, or minimal-language-exhibiting, species (including wild animals and humans who exhibit few or no language skills). In the last two weeks of the course, the student will require access to a companion animal (and basic training supplies) for the final, hands-on, assignment. (Prereq: BEHG-330: Companion Animal Training.)

BEHG 435 Performance Management and Preventing Workplace Violence

BEHG 435 Performance Management and Preventing Workplace Violence covers the application of behaviorology to non-coercive workplace management skills and their relation to preventing workplace violence.

After reviewing the role that punishment and coercion play in prompting violence of all types throughout society, the course focuses on the effectiveness of the non-coercive skills that performance management applies in the full range of workplace settings to replace the unscientific emphasis on coercive management practices thereby *preventing* the violence such practices may themselves induce. The course also compares, applies, and evaluates various recommended policies and procedures for *detering* the actual occurrence of workplace violence in various workplaces (e.g., industrial, manufacturing, organizational, marketing, financial, institutional, or retail business settings). (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG 455 Behaviorological Thanatology and Dignified Dying

After reviewing the role that punishment and coercion play in prompting violence of all types throughout society, BEHG 455 Behaviorological Thanatology and Dignified Dying focuses on the scientific knowledge and skills needed to replace some subtle, residual violence, visited on society members suffering terminal illness, with scientifically informed practices that allow retention of human dignity for all parties in these circumstances, but especially for the dying individual, during the social death, person death, and body death of the terminal-illness process. Answering the question of how we can improve end-of-life interactions between the dying and society, between the increasing numbers of the terminally ill and their survivors, between ourselves and our loved ones in these difficult times, is an integral course component, as is a range of scientifically grounded alternative, proactive, dignity maintaining practices. Which professional group (e.g., medical doctors or nurses, hospice personnel, funeral directors, and/or behaviorologists) might best organize these improvements and new practices is explored, along with some problematic medical ethics. The historical context, and social contingencies affecting new practices, are included in the consideration of how to move from old to new practices. (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG 465 Behaviorological Rehabilitation

BEHG 465 Behaviorological Rehabilitation provides students with the application of behaviorological considerations to help improve human interactions and success rates in institutional rehabilitation settings such as prisons. After reviewing the problems generated by the sometimes unnecessary coercion that too often informs many practices in such settings, the course examines the value of replacing the unscientific emphasis on coercive practices with effective, comprehensive, and systematic science-based practices for more successful

rehabilitation of both adult and youth offenders. The course takes a data-based orientation to the general design and management of correctional institutions, and the training and professionalism of staff in those settings, as an integral course component. (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG 480 Green Contingency Engineering

BEHG 480 Green Contingency Engineering addresses global problems in a format that allows the student to carry out considerable self-guided analyses and explorations into topics of particular interest to them within the context of an appropriate foundational science. After covering the role of coercion in prompting many levels of violence throughout society, from interpersonal and family interactions, through educational and workplace situations, to international and cultural relations—violence that interferes with problem solutions (see Sidman, 2001)—and while emphasizing non-coercive policies across all levels of society in solving problems, this course probes the range of actual and potential behaviorological applications to the behavior components of a wide range of global problems and solutions, starting with solutions reported in the natural science of behavior literature, and proceeding to design, and if possible test, not only extensions to such solutions but also new solutions to accessible aspects of as yet unaddressed planetary or cultural problems. The focus is on improving cultures and the potential for human and planetary survival. (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG 512 Advanced Behaviorology I

BEHG 512 Advanced Behaviorology I is the first course of a two-course sequence (BEHG 512 & BEHG 513) covering, in detail, the variables of which the behavior of humans and other animals is a function, as discovered from the natural-science perspective and with emphasis on increasingly complex human behavior. Included is not only a range of pertinent and accessible environment-behavior functional relations, but also the naturalistic philosophical foundations of the behaviorology discipline (the natural science and technology of environment-behavior relations) as well as the research methodology involved in discovering the independent variables in these relations and engineering them into sophisticated applications and interventions beneficial to humanity and other animals. (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG 513 Advanced Behaviorology II

BEHG 513 Advanced Behaviorology II is the second course of a two-course sequence (BEHG 512 & BEHG 513) covering in detail more of the variables of which

the behavior of humans and other animals is a function, as discovered from the natural-science perspective and with emphasis on increasingly complex human behavior. Included is not only more of the range of pertinent and accessible environment-behavior functional relations, but also more of the naturalistic philosophical foundations of the behaviorology discipline as well as the research methodology involved in discovering the independent variables in these relations and engineering them into sophisticated applications and interventions beneficial to humanity and other animals. (Prereq: BEHG-512: Advanced Behaviorology I.)

BEHG 541 Advanced Verbal Behavior

BEHG 541 Advanced Verbal Behavior, based on the principles and practices of the natural science of behavior, takes students through the full range and depth of verbal behavior analysis especially as presented by B. F. Skinner in his original book on the topic. It also takes the student through the most notable critique of Skinner's work on verbal behavior and through the most notable response to that critique, providing the student with a comprehensive exposure to the topic of verbal behavior, studied from a natural-science perspective. The textbook features extensive examples, applications to literature concerns, and detailed explanations of exceptions, ambiguities, controversies, and implications (all with further comprehensive sets of examples). (Prereq: BEHG-340: Introduction to Verbal Behaviorology.)

Possible Additional Courses

TIBI may add more courses in the future. Ledoux (1990/2015, and 2015) posed various possibilities including these (which here use the original course numbers from these sources, except for one that duplicated the number for a current course and so was changed):

BEHG (360) Behaviorology and Culture

BEHG 360 Behaviorology and Culture 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. (Prereq: BEHG-350: Behaviorology Philosophy and History.)

BEHG (470) Behaviorology in Education

BEHG-470 Behaviorology in Education 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 student'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. (Prereq: BEHG-425: Classroom Management and Preventing School Violence.)

BEHG (335) Survey of Behaviorology Applications.

BEHG-335 Survey of Behaviorology Applications reviews 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 can also include lab/fieldwork in measurement and applied methods and research. (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG (345) Experimental Behaviorology.

BEHG-335 Experimental Behaviorology 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. (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG (445) Behavioral Medicine and PNET.

This course is an example of how TIBI's courses continue to be a work in progress: BEHG-445 Behavioral Medicine and PNET (Progressive Neural Emotional Therapy) is a course on these substantive and important topics. While current behaviorologists can supply the part of this description that would discuss PNET (e.g., see: Ferreira & Duncan, 2002; Ferreira, 2012; Johnson, 2012) the larger part, on behavioral medicine in general, will be supplied in due course by a behaviorologist with this expertise. (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG (460) Functional Behavior Assessment and Ethics.

[This course description was originally authored by Christopher Cryer, BCBA, NYSLBA.] BEHG 460 Functional Behavior Assessment and Ethics covers professional ethics and the component parts of, procedures for, and completion and implementation of comprehensive Functional Behavior Assessments (FBAs), one of the principle practices developed by behaviorological practitioners and used as well by many others in related applied fields. Course coverage includes the variety of techniques and strategies, from the natural science of behavior, behaviorology, that this kind of assessment incorporates both (a) to discover the accessible causes of specified behaviors of concern that occur to particular clients or consumers in particular settings, and (b) to identify likely interventions to improve these behaviors. The course also covers (c) the many ways in which FBA takes into account biological and environmental—including social—factors that evoke, sustain, or alter the behavior of concern, which leads to, and organizes, the most directly related intervention components, and (d) the effective use of this type of assessment with several different populations (e.g., autistic and developmentally disabled, mental health and aging clients and consumers, and school-based children) along with (e) the federal and state legal requirements for the use of FBAs. (Prereq: BEHG-211: Introduction to Behaviorology II.)

BEHG (475) Behaviorology Intervention Seminar and Practicum.

In BEHG-475 Behaviorology Intervention Seminar and Practicum, in addition to time spent studying the equivalent of a two-hour seminar each week of the semester, the student assists with ongoing contingency engineering work, for a six-hour practicum each week of the semester, in a field settings such as a clinic, school, or other institution or agency. The course considers the applications of behaviorological principles and techniques occurring at the locations of the students' practicums, and includes the measurement and classification of the behaviors of concern at these locations, while providing training in two major repertoires that are needed for effectiveness in the work of contingency 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 and as experienced and practiced on site. May repeat once for credit. (Prereq: [a] Enrollment requires the proximity of an appropriate practicum agency/location willing to work with the student, [b] BEHG-211: Introduction to Behaviorology II, and [c] BEHG-405: Basic Autism Intervention Methods.)

BEHG (485) Behaviorology Teaching seminar and Practicum

In BEHG-485 Behaviorology Teaching Seminar and Practicum, in addition to time spent studying the equivalent of a two-hour seminar each week of the semester, the student assists with ongoing educational contingency engineering, for a six-hour practicum each week of the semester, by helping teach a regular behaviorology course offering. Integral course components include the interaction between instructional design and human behavior from the vantage points of (a) the theoretical, historical, and philosophical aspects of the facts of teaching, including the reasons for effective and ineffective methods, the role of technology in teaching, and the teaching of thinking, emotions, creativity, and discipline, and (b) the practical aspects of teaching, including the management of the student's environment, the measurement and evaluation of techniques of educational contingency engineering, and the expansion of the student's behavior repertoire as a function of teaching. The student participates in the preparation and testing of teaching materials, designs a course, and experiences lecturing, tutoring, and PSI—*Personalized System of Instruction*—sessions, while addressing self pacing, precision teaching, and systematic mastery and fluency, in instructional design. (Prereq: [a] Enrollment requires the proximity of an appropriate seminar/practicum institution/location willing to work with the student, [b] BEHG-[340]: Behaviorology in Education, [c] the course which the student will help teach, and [d] at least one other upper level behaviorology course.) Relevant Textual Resources: Appropriate articles from the natural science of behavior literature.

BEHG (495) Personal Project or Paper.

BEHG-495 Personal Project or Paper 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. 340 Introduction to Verbal Behavior, plus other courses that are program specific.)

BEHG (496) Professional Paper.

BEHG-496 Professional Paper 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. 340 Introduction to Verbal Behavior, plus other courses that are program specific.)

Some FAQs

This section covers answers for some “frequently asked questions.” However, it takes the form mostly of just the answers, from which readers can infer the questions.

If the requirements of one certificate include the courses required for another certificate, then each certificate is earned and received as soon as its own requirements are met. For example, if your goal is the PSBC, or the BLBC, you will earn the BLC and the ABC as you work toward your goal. Also, substitution of other behaviorology courses, for those listed for a certificate, can be approved if requested, and might be necessary since some of the courses listed under various certificates may still be under development. (For already-developed courses, see the Syllabus Directory near the back of the latest issue of *Journal of Behaviorology*, easily accessed at www.behaviorology.org.)

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 hours “in class” and six hours “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 rapidly to their professional repertoires) 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.

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.

Awarding of TIBI certificates occurs automatically upon completing the course requirements. An article by O’Heare (2015) contains information on how to enroll along with other pertinent parameters and procedures.

Answers to other questions may interest the reader. Answers are available on pages 42–43 of the TIBI Policies and Procedures published in 2002 (Board of Directors, 2002) for questions regarding (a) substitution of credit from other sources, (b) recognition of, and credit for,

previously acquired, relevant repertoires, and (c) fees, refunds, student files, and much more.

Note that the Institute provides certificates for well completed training to recognize not only the completion of coursework but also the resulting expansion of a student's repertoire. While several university departments around the world offer courses and degrees in behaviorological science, the names of few programs or departments are explicitly labeled as "Behaviorology" in accordance with their behaviorological science content. (One of the closest, named with an older name for the natural science of behavior—before "behaviorology" was in use—is the "Department of Behavior Analysis" at the University of North Texas in Denton.) This leaves formal and appropriate recognition of behaviorology repertoires ambiguous and inadequate. One of the major reasons why The International Behaviorology Institute exists is precisely this scarcity of acknowledged educational outcomes! ♣

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