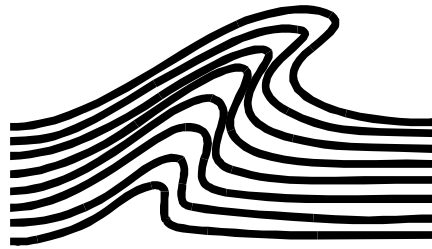


The University of Nevada, Reno
Department of Psychology



Behavior Analysis Doctoral Program

Student Handbook

2009-2010

- This hand book determines student performance requirements for students admitted fall 2009 (and if chosen by students admitted in prior years) unless otherwise specified

DEPARTMENT OF PSYCHOLOGY

The University of Nevada, Reno is a fully accredited, doctoral degree granting institution, serving approximately 14,000 students in 30 graduate and 70 undergraduate degree programs. The Department of Psychology is made up of three doctoral degree programs, including an APA accredited Clinical Program and an Experimental Program, in addition the ABA accredited Behavior Analysis Program. The Experimental and Behavior Analysis Programs also offer Master's degrees. There are 20 faculty members in the Department, and approximately 400 undergraduate majors and 120 graduate students in the various programs. . An additional number of students are enrolled in off-campus Master's degree programs in Behavior Analysis in the United States and currently in Jordan The Master's degree programs in Behavior Analysis are also accredited by the ABA.

BEHAVIOR ANALYSIS PROGRAM

Behavior Analysis is a sub-division of the discipline of Psychology, distinguished by a unique philosophical, theoretical, and methodological orientation. The philosophical orientation is one of naturalistic monism. Historical and contextually-situated behavior-environment relations constitute its subject matter. Its method is experimental, with aims of description, prediction, and control of its subject matter. It has also a distinctive, widely applicable, and effective technology.

Mission Statement

The mission of the Behavior Analysis Program at the University of Nevada, Reno, is to strengthen Behavior Analysis as a scientific discipline and as a professional occupation.

Program Goals

The Behavior Analysis Program operates on a self-capitalization model, wherein faculty members have revenue-generating responsibilities in addition to regular academic duties. The survival of the program depends on the success of this model, and its transformation over time into a more stable system. A necessary condition for the accomplishment of the program's mission is the survival of the program. Hence, one overarching goal of the Behavior Analysis Program is:

Goal 1: To assure the survival of the Behavior Analysis Program.

Some of the means by which this goal may be accomplished include: Engendering conceptual support for the program from the discipline; securing support from UNR for transition to a stable program model; and providing service to the Department of Psychology and the University.

The survival of the program is not a sufficient condition for the accomplishment of its mission, however. Strengthening the discipline and profession of Behavior Analysis entails operating in such a manner as to demonstrate continuous improvement in the program's effectiveness in achieving this outcome. Hence, the second overarching goal is:

Goal 2: To demonstrate continuous improvement in program outcomes indicative of the accomplishment of its mission.

The means by which we may accomplish this goal is to articulate, implement, monitor, evaluate and modify our practices based on continuously collected data. The program operates in accordance with a Total Performance System (TPS) for this purpose.

To accomplish these first two goals, it is necessary to enlist the participation of all program members, and to do so in such a way as to foster enthusiasm and collegiality. Hence, a third overarching goal of the program is:

Goal 3: To engage all program participants in a genuine partnership, dedicated to the achievement of the program's mission.

Some of the means by which this goal may be accomplished include involving all program members in program governance, operating in accordance with open-book financial management practices, and working toward TPS awards for the achievement of program outcomes.

Program Objectives

The aim of the program is to provide comprehensive training in behavior analysis out of which more specialized basic, applied and theoretical interests in behavior analysis may be developed on the parts of students. A balance of empirical, conceptual, and applied training is sought. More specifically, the objectives of the Behavior Analysis Program are:

- 1. To preserve the accumulated knowledge of behavior science by imparting it to others.***
- 2. To develop the science of behavior through the production of new knowledge.***
- 3. To contribute to the betterment of society by the application of this knowledge.***
- 4. To assure the viability of the profession through participation in its governance.***

ADMINISTRATION AND MANAGEMENT

Program Director

The Behavior Analysis Program is administered by a Program Director, who reports to the Chair of the Psychology Department and serves as a member of the Department's Leadership Committee. The Program Director provides leadership to the Program in the accomplishment of its mission.

Behavior Analysis Training Committee

The Behavior Analysis Training Committee (BATC) is the policy and decision-making body for the Behavior Analysis Program. The BATC is chaired by the Program Director, and is composed of all behavior analysis faculty plus two elected student representatives, one from each degree program. The Financial Officer is an ex-officio member of the BATC. The operations of the Behavior Analysis Program are managed by way of a number of standing and ad hoc committees, including Admissions, Marketing, and Visiting Scholars Committee, among others, as needed.

Financial Officer

The financial operations of the Program are managed by the Accountant Technician, who reports to the Program Director. The Accountant Technician also manages the BA Office and staff, and acts in an advisory capacity to the BATC.

FACULTY

The Behavior Analysis faculty presently consists of five core members, including: Mark Alavosius, Pat Ghezzi, Linda Hayes, Ramona Houmanfar, and Larry Williams (Program Director). Additional faculty in the department (notably Steve Hayes) contribute to the intellectual life of the program, and several others from outside of the department participate as adjunct or affiliated faculty.

To serve as appropriate models for students, the faculty must engage in scholarly and research activities on an ongoing basis, which involve students. The faculty members have mentorship relations with particular students, serving to guide those students in their scholarly and professional activities.

STUDENTS

We seek students who are committed to a behavioral orientation in psychology, who show research and scholarly potential as teachers, scientists and practitioners. We value both ability and accomplishment in our selection process and in our continuing support for our students. We work closely together, and it is thereby important to us that students fit in well with the group, both intellectually and personally.

Students are expected to function independently, to take the initiative in developing research plans, and to assume appropriate responsibility for the direction and specific goals of their learning experiences. Students are expected to schedule and manage their time effectively. The first two years of the program are much more structured than the later ones, as students are expected to complete most of the required courses during these years. It is important that classes and exams be completed on schedule, making it necessary for students to take required classes when they are offered. Students are expected to devote themselves to their studies full time,

including summers.

We also believe students learn a great deal from each other. Consequently, we seek a heterogeneous student population of younger and older students, both male and female, with racial and cultural diversity.

DOCTORAL CURRICULUM

Preparation for Graduate Study

It is expected that graduate students enrolling in the program will have solid backgrounds in psychology. If a deficiency is noted, however, students are required to meet the deficiency, either by taking courses or through other suitable means. The entrance requirements include at least *18 hours* of undergraduate psychology, including the following courses (or their equivalents): Learning or Behavior Analysis, Statistics, and Experimental Design.

In order to overcome a deficiency, students should indicate in a written proposal to the Behavior Analysis Training Committee (BATC) how they plan to meet that particular deficiency. The program consists of course work, comprehensive examinations, research, and practical training. These activities are described in detail below.

Didactic Courses

Course work in the program consists of 94 required credits in behavior analysis representing the basic, theoretical, and applied sub-divisions of the field, nine required credits in Methods, three required credits in History of Psychology, and six elective credits, as shown below.

Behavior Analysis Courses

General

Ethics in Psychology

Basic

Principles of Behavior
Experimental Analysis of Behavior

Theory

Radical Behaviorism
Behavior Analysis of Language & Cognition
Seminar on Philosophical Psychology

Applied

Behavioral Assessment
Behavioral Interventions
Behavior Management & Consultation
Behavioral Systems Analysis

Methods

Research in Applied Behavior Analysis
Applied Research Methodology I
Intermediate Statistics I

History of Psychology**Electives**

Behavior Analysis Seminars
Graduate courses in Psychology or other Departments

Transfer of Credits

Students may wish to substitute graduate courses taken at another institution for courses required by the program. (This *includes* courses taken as a Behavior Analysis Master's student or Graduate Special at UNR.) The BATC approves courses on a course-by-course basis, wherein transfer approval depends on the substitutability of the course to be transferred for a specific course required in the doctoral curriculum. The substitution must then be approved by the Graduate School to be final. A transfer of credits proposal must include the UNR course to be substituted, the transfer course syllabus including reading lists/textbooks, and a description of the level of the course and its prerequisites (copies of relevant pages from the catalog of the school involved are helpful on this point). *Practical training credits are not approved for transfer, regardless of where they were accumulated.* The student must have earned a grade of "B" or better to transfer the course (a grade of 'B-' does not satisfy this requirement.)

A thesis conducted at another university is also subject to approval by the BATC. A thesis begun at another university but not completed by the time of admission to the program must be completed before the second semester of study at the University of Nevada, Reno, or a new thesis or pre-doctoral research project will be required to complete the program at UNR.

Students wishing to propose credit transfers, including theses, must submit a proposal with relevant documentation to the BATC by October 15th of the first year of study. The maximum number of transfer credits allowed by the Graduate School is 24 semester credit hours. Once approved by the BATC, a transfer of credit form must be filed by the student with the Graduate School at UNR.

Practical Training

Aim and Purpose

The purpose of the Practica is to provide supervised applied training to graduate students. These experiences are of different sorts and are arranged in part to support students' career interests, and in part to broaden their interests.

Placements and Procedures

Practicum experiences may involve clinical, educational, or organizational work, program development, entrepreneurial activity, research, and/or teaching. Placements are arranged and assigned by the BATC after consultation with each BATC faculty member. Practica are supervised and monitored by the Behavior Analysis faculty. Students may not apply for nor accept an offer from a practicum site without the approval of the BATC.

One semester of practicum is equivalent to 150 hours, or 10 hour per week for 15 weeks. Students are required to log their time and activities and to make these data available to their practicum supervisors on a weekly basis. Practicum supervisors are responsible for specifying student's responsibilities, signing their logs, and for guiding, monitoring and evaluating students' performance. Students are responsible for evaluating faculty members' supervision of their practica. If the student does not log 150 hours by the end of the practicum semester, they will receive a grade of "Incomplete" for the semester and will be required to finish the hours during the subsequent semester.

Comprehensive Examinations

Aim and Purpose

The comprehensive examinations are designed to enable students to become competent in the three major sub-divisions of the field of behavior analysis, namely theory/philosophy, basic research and applications. As such, they are intended to broaden students' knowledge of the field. For this reason, the topic areas selected should be significantly different from the each other and, in general, should not reflect the specific focus of the student's thesis. One comprehensive may overlap with the student's dissertation topic.

While it is assumed that students will collaborate to some extent with faculty members in the preparation of their comprehensives, students are not permitted to collaborate with other students in the preparation of their comps.

Topical Considerations

The comprehensive exam in each sub-division of the field should reflect the relevant curriculum in that sub-division. This is to say, the comprehensive exam in the theory/philosophy area should reflect materials covered in such courses as *Radical Behaviorism*, *Behavior Analysis of Language and Cognition*, *History of Psychology* and *Seminar in Psychological Philosophy*. Similarly, the basic comprehensive should reflect materials covered in such courses as *Principles or Behavior*, *Research Methods* and the *Experimental Analysis of Behavior*; while those in the applied area should pertain to materials covered in such courses as *Behavior Assessment*, *Behavioral Interventions*, *Behavior Management & Consultation* and *Behavioral Systems Analysis*.

These curricular specifications should be viewed as general guidelines however as it is possible that materials covered in the theory/philosophy area may give rise to applied questions while basic questions may arise from the materials covered in the applied curriculum, and so on. In

such cases, it is the student's responsibility, in consultation with his/her advisor, to defend the selected topic as representative of comprehensive knowledge in the relevant sub-division of the field. This is normally achieved by articulating the aim of the comprehensive in keeping with those characteristic of the relevant sub-division, and including a bibliography reflective of materials pertinent to that sub-division.

Demonstration of Competence and Timeline

Comprehensive knowledge in the three sub-divisions of the field is demonstrated by outcomes of three sorts, namely, an oral presentation, a doctoral paper, and a grant proposal. Students may not submit proposals for comps prior to the completion of their master's degrees. Students may not schedule prospectus meetings for their dissertation until two of their comps have been completed successfully and the third has been proposed and approved. Students may not schedule dissertation defenses until all of their comps have been completed successfully. Students may complete their comprehensive exams in any order. However, given the possible funding of a grant proposal, it is in students' interest to complete this comp early enough to benefit from this funding. Likewise, given that the doctoral paper must be published and this process may involve delays, students are advised to complete this comp early in the sequence.

Oral Presentation Comprehensive

Competence in one sub-division of the field must be demonstrated through the process of self-study, culminating in an oral presentation to the BATC. The aim of this comprehensive exam is to assure that graduates of the doctoral program are capable of making a professional presentation worthy of their status as doctoral level graduates.

The doctoral paper must be the product of work completed under the supervision of a member of the BA faculty during the student's tenure at UNR. This presentation should not pertain to a topic specifically and adequately covered by another student in the past few years.

To complete this comp, the student works with a faculty member to develop a topic and bibliography about which the presentation will be made. Upon having done so, the student prepares a proposal for oral delivery to the BA faculty at a regular meeting of the BATC during the fall or spring semester. It is the student's responsibility to ask the Program Director to include his/her proposal on the BATC agenda. The proposal includes a cover sheet (see Appendix C-1). The following information must be included on this form: student's name, mentor's name, submission date, titles of the student's previously approved comprehensives and the sub-divisions of the field to which they pertained, title of the present project, the sub-division of the field to which it pertains, and an abstract pertaining to its aim and scope. A bibliography must be attached to the cover sheet. The bibliography should include those materials for which the student may be held responsible at the time of evaluation.

The proposal may be approved by the BATC as is or revisions may be required. If the required revisions are relatively minor, they may be appended to the original proposal. If the required revisions are extensive, the student may be asked to reappear before the BATC with a revised proposal. Given a proposal approved as is or with minor specified revisions, no less than three members of the BA faculty will be selected to serve as examiners and a date and time for the oral presentation will be established. The exam will consist of a 30-minute presentation to the examiners, followed by a question and answer period of approximately 15 minutes in length.

Upon completion, the examiners will confer in the student's absence and deliver one of three outcomes: pass, pass with revisions, or fail. A "pass" means that no further work to complete the oral comp is required. In the case of a "pass with revision", the required revisions will be specified by the BATC following their conference, and a date will be set for a second presentation on the same topic. "Fail" means that the student must begin again by developing a new proposal for the oral comp (on the same or a different topic), and proceeding through the remaining steps to completion as described above.

Doctoral Paper Comprehensive

Comprehensive knowledge in a second sub-division of the field is to be demonstrated by way of a doctoral paper. A doctoral paper may constitute a literature review/critique with a conceptual/historical focus, or it may be an empirical study. The doctoral paper must be the product of work completed under the supervision of a member of the BA faculty during the student's tenure at UNR.

To complete this comp, the student works with a faculty member to develop a plan for the doctoral paper. Students are not required to submit a proposal for the doctoral paper to the BATC for approval as the evaluation of the doctoral paper is made by the editorial board of a recognized, peer-reviewed, behavioral journal (a representative list of acceptable journals is shown below), or in the case of a chapter, by the editor of a peer reviewed, behaviorally oriented book. The student must be the first author on a manuscript accepted for publication in one or the other of these outlets as a condition for passing this comprehensive requirement. A manuscript "accepted with revision" will not meet this requirement until the revisions are made and the manuscript is in press.

Upon achieving this outcome, its achievement is made known to the BATC by the submission of a cover sheet (see Appendix C-2) on which the following information must be provided: student's name, mentor's name, submission date, the sub-division of the field to which the present comp pertains, titles of the student's previously approved comprehensives and the sub-divisions of the field to which they pertained, the title and authorship of the article/chapter, and publication outlet. The article/chapter must be attached to the cover sheet. If the manuscript is in press at the time of submission, a letter of acceptance from the editor of the publication outlet must be attached.

The faculty reserves the right to deny passage of this comprehensive in the event that the manuscript shows inadequate topical differentiation from other comprehensives, is of insufficient scholarship, is unacceptably brief, and/or is published in an outlet of insufficient quality or inadequate peer review. For this reason, it is in a student's interest to consult with the BATC as to their plans for this comprehensive prior to its completion.

The following journals are *among* the outlets suitable for the publication of doctoral papers:

The Behavior Analyst

Behavior and Philosophy

The Psychological Record

Behavioral Interventions

Journal of Applied Behavior Analysis

Journal of the Experimental Analysis of Behavior

Journal of Organizational Behavior Management

Behavior and Social Issues

Grant Proposal Comprehensive

Comprehensive knowledge in a third sub-division of the field is completed by the preparation of a grant proposal. The aim of this comprehensive is to assure that doctoral level graduates of the program are capable of preparing a proposal for a competitive grant. The grant proposal must be the product of work completed under the supervision of a member of the BA faculty during the student's tenure at UNR.

To complete this comp, the student works with a member of the BA faculty to identify a suitable call for research and/or training proposals on a topic of interest from a reputable funding source. Proposals to this source must be subject to peer review. Examples of appropriate sources include federal or state institutes/divisions and private foundations.

Upon having elected an appropriate *Request for Proposals* (RFP), the student prepares a comp proposal for review by the BA faculty at a regular meeting of the BATC during the fall or spring semester. It is the student's responsibility to ask the Program Director to include his/her comp proposal on the BATC agenda.

The grant comp proposal includes a cover sheet (see Appendix **Z**). The following information must be included on this cover sheet: student's name, mentor's name, submission date, sub-division of the field to which the present comp pertains, titles of the student's previously approved comprehensives and the sub-divisions of the field to which they pertained, title of the present project, an abstract pertaining to its aim and scope, the funding source and the amount of the request. A copy of the *Request for Proposals* (RFP) must be attached to the cover sheet.

The comp proposal may be approved by the BATC as is or revisions may be required. If the required revisions are relatively minor, they may be appended to the original proposal. If the required revisions are extensive, the student may be asked to submit a revised proposal. Once the comp proposal has been approved, two readers will be named by the BATC to evaluate the final product. The student may then begin work with his/her mentor to prepare the grant proposal for submission to the funding source, as specified in the RFP and as required by the University's Office of Sponsored Projects.

Upon achieving this outcome, the completed grant proposal is submitted to the readers for evaluation. The readers may take up to one month to complete their evaluations. Upon completing their evaluations, a meeting of the student, mentor and readers will be arranged by the student to discuss the comp. At this meeting the readers will deliver one of three evaluations: "pass", "pass with revisions", or "fail". A "pass" means that no further work to complete the grant comp is required. In the case of a "pass with revisions", the required revisions will be specified by the readers, and these revisions must be made before the comp requirement may be fulfilled. "Fail" means that the student must begin again by developing a new proposal for the grant comp (on the same or a different topic, to the same or a different funding source), and proceed through the remaining steps to completion, as described above.

A grant proposal completed as a comp may or may not be submitted to the funding source at the discretion of the mentor.

It is also possible that a student may meet this requirement for the degree in the absence of a proposal to the BATC. In the event that a student's independent grant proposal is funded, the BATC may accept this accomplishment as fulfilling the grant comp requirement. Accepting a funded grant in the absence of prior approval by the BATC is subject to the decision of the BATC as to their evaluation of the scholarly adequacy of the proposal, the assurance of peer review, and other criteria as deemed relevant to the aim of the grant comp requirement.

Consequences of Multiple Failures

A student may fail and thereby have to repeat one comprehensive exam without consequences relevant to their status in the degree program. Any student who fails more than one comp will be dismissed from the doctoral program.

Research

Didactic Training

The didactic research sequence consists of three courses: Research Methods in Applied Behavior Analysis, Applied Research Methodology I, and Intermediate Statistics. This sequence typically begins in the students' first year.

Lab Participation

Research experience is accomplished through participation in the student's advisor faculty research lab. All faculty members hold weekly lab meetings and students are expected to participate in laboratory experiences in connection with these labs throughout their entire training. Regular attendance at primary (and secondary, if applicable) lab meetings is mandatory.

Students participate in an individual faculty member's lab as their primary lab placement.

Students may also request to participate in a secondary lab under certain conditions. These conditions include the following: (1) the student has begun their second year in the program; (2) the student is progressing in a satisfactory manner; (3) the student's interests are diverse enough that they cannot be accommodated or fostered by participation in one lab; d) the student is a productive member of their primary lab; and, (f) the student agrees to, and shows evidence of, maintaining at least one project in their secondary lab. Written approval of the student's advisor and the secondary lab supervisor is required for participation in a secondary lab

Students completing practica as Research Assistants for particular faculty members are expected to participate in that faculty member's lab, in either a primary or secondary capacity, as part of their practicum duties. Students working under the supervision of a faculty member in their stipend may be required to attend their supervising faculty's labs.

Master's Thesis

Students who have not completed a Master's Degree with a Thesis approved by the BATC by the beginning of their second semester, will need to complete a Master's degree with a thesis at UNR

A Masters Thesis is supervised by a faculty member in the Behavior Analysis Program, and is evaluated by a second faculty reader in the Behavior Analysis Program and one faculty outside of the Department of Psychology. Thesis research must be approved by the Institutional Review Board at the University of Nevada, Reno, prior to data collection, and this approval is contingent upon a committee-approved thesis prospectus.

Theses are usually completed during the second year of the student's program and must be completed before a student begins comprehensive exams. While desirable, a Master's thesis need not make an original contribution to the science of behavior or its applications. It is the responsibility of the student and the thesis advisor to conduct the study as approved by the Thesis Committee at the time of the proposal meeting, however. Thesis proposal meetings and defenses may not be scheduled in the anticipated absence of a member of the Thesis Committee.

Students are encouraged to present their theses in at a professional meeting or conference, and to submit their work for publication.

Students successfully completing a Master's thesis and the prescribed coursework earn a Master's degree on the way to the doctorate. Students do not automatically receive a Master's degree upon completing coursework and thesis, however. They must apply for graduation and submit the necessary documents to the Graduate School.

Doctoral Dissertation

The doctoral dissertation is supervised by a faculty member in the Behavior Analysis Program. Four additional faculty members, including two members from outside the Department of Psychology, constitute the dissertation committee. Students are encouraged to seek faculty from other universities to participate in their committees.

Doctoral dissertations must be approved by the Institutional Review Board at the University of Nevada, Reno prior to the collection of data of any kind. This approval is contingent upon the approval of the student's dissertation prospectus.

Dissertations are typically proposed, completed, and defended during the student's final year in the program. *A significant, original contribution to the science of behavior or its applications is required in the dissertation.* The dissertation defense is open to the public, and it is the student's obligation to post a department-wide notice of the defense two weeks prior to its occurrence. After the public presentation the student and the committee will retire for the question period and the evaluation. Dissertation proposal meetings and defenses may not be conducted in the absence of a member of the dissertation committee unless in special circumstances the missing member has approved of the proposal or defense document and that approval is received in writing by the committee chair prior to the meeting.

Students are encouraged to present their dissertations at a professional meeting or conference and to submit their dissertation for publication.

ACADEMIC ADVISING

Each student has an advisor whose primary responsibilities are to assist the student in completing their degree requirements, including their research, to promote their professional development, and to facilitate their placement upon graduation. The advisor also serves as the liaison between the student and the BATC. If, at any time, a student needs counseling, tutoring, or

other assistance, the advisor is the person to help him/ her make the appropriate arrangements. The advisor is also responsible for initiating disciplinary procedures in the case of a student's ethical or academic misconduct. Students are responsible for completing a consumer satisfaction survey at the end of each semester as part of the ongoing program evaluation.

Students accepted into the Behavior Analysis Program to the Doctoral program, are accepted as students under the mentorship of the faculty they are accepted under. As such, all academic advising that any student receives is the responsibility of their advisor / mentor. It is the responsibility of all Behavior Analysis Faculty to provide appropriate guidance and oversight with respect to each of their students' course and other credit registration completions each semester, including approval of grant-in-aid or other program tuition payment agreements. Such payment arrangements must be completed within the time-lines specified by the graduate school each semester.

PROFESSIONAL DEVELOPMENT

Board Certification for Behavior Analysts (BCBA and BCABA)

The Program's curriculum is approved by the Behavior Analyst Certification Board as meeting the training requirements necessary to sit for the examinations for certification at the Behavior Analyst or Associate Behavior Analyst levels. Students for whom this professional credential has immediate or longer-term professional significance are expected to have completed the course and training requirements necessary to sit for the BCBA or BCABA exams within three years of their admission to the program. These requirements include completion of all necessary courses, a thesis, and those hours of supervised practice that are possible to arrange during the student's tenure in the program. Bear in mind that it is the student's responsibility to make the necessary forms available to the faculty member(s) supervising their applied experience(s). Students are referred to the Behavior Analysis Certification Board web site for all necessary information regarding Board Certification. Those faculty who are BCBA and who opt to supervise students in their lab do so according to the guidelines of the BACB. It is the responsibility however of the student to arrange for and receive proper supervision and if their advisor cannot provide this supervision they must get it elsewhere.

Behavior Analyst Certification Board [Behavior_Analyst_Certification_B@mail.vresp.com]

Intellectual Development

Students are expected to take advantage of opportunities for intellectual development available to them. Opportunities of this sort include departmental colloquia, conferences, and receptions for visiting scholars. Students are also expected to present their research and scholarly work at professional meetings or conferences, and to take advantage of these opportunities to become acquainted with the professional community. Travel funds are available through the Graduate Student Association and the Psychology Department.

Professional Service

Professional development also occurs by way of participation in service activities for relevant professional societies, such as volunteering to serve on committees, task forces, conference organizing committees, newsletter staff, etc. Numerous opportunities of these sorts are available to students by way of faculty involvement in professional societies, special interest groups and committees. Service to the Psychology Department and the Behavior Analysis Program, especially in roles as student representatives, is also especially valuable. Students are expected to take advantage of these opportunities.

Teaching

Students may gain teaching experience in the form of undergraduate field experience supervision, summer and occasional regular semester teaching of undergraduate courses, and by participating in workshop series and certificate programs offered by the Behavior Analysis faculty. Teaching undergraduate courses is normally restricted to students who have completed a Master's degree or its equivalent. These opportunities are competitive and are afforded on the basis of student's interests, qualifications, and scholarly productivity. Applications for summer teaching are solicited during the spring semester of each year.

Financial Literacy

Students are expected to develop financial literacy with respect to the Behavior Analysis Program and its various projects, and to demonstrate this competence in their professional placement activities and in Behavior Analysis Program meetings.

PERFORMANCE EVALUATION

Students' academic and professional performances are evaluated at the end of each semester by way of the ongoing Program Evaluation System. Students are evaluated in the following five areas: (1) academic performance, (2) scholarly productivity, (3) practical knowledge, skills and ethical conduct, (4) professional development, and (5) program participation. These evaluations are done face-to-face with students, producing a permanent product that is signed by both the student and faculty member(s).

Doctoral students are also reviewed annually by their faculty advisor to ensure that they are making satisfactory progress toward their degree. Students must bring to that meeting their current vita, a current academic transcript, and a current Plan of Study.

Satisfactory Progress

Maintaining a full course of study, achieving at least a "B" grade in all behavior analysis core courses, satisfactory performance in program-sponsored employment, and a sterling record of ethical conduct constitute satisfactory progress. Continuation in the program in cases where these requirements are not met is at the discretion of the Behavior Analysis Training Committee.

If a student has demonstrated misconduct of an academic or ethical sort, continuation in the program may be denied, or graduation delayed, until the BATC is satisfied that the student will be able to function in the future in a responsible and ethical manner.

The doctoral degree is ordinarily achieved in six years, although particular types of research and unforeseen difficulties may result in a longer time to completion. Doctoral students entering the program with a Bachelor's degree will be notified at the beginning of their sixth year of study that they have one additional year to complete their degree requirements. Failure to complete their degree requirements may result in their first semester classes being eliminated from their transcript, per Graduate School policy (see *Time limitations* under *Program of Study* in the Graduate Student Association's *2006-07 Graduate Student Survival Handbook*, available at www.unr.edu/grad/forms). This contingency may remain in effect, semester by semester, until the requirements for graduation are completed. Doctoral students entering the program with a Master's degree will be notified at the beginning of their fifth year that they will have one year to complete their degree requirements. Failure to complete their degree requirements may result in their first semester being eliminated from their transcript, per Graduate School policy. This contingency may remain in effect, semester by semester, until the requirements for graduation are completed.

Please refer to the Policy regarding course time limits (attached) for information regarding the Behavior Analysis Program's methods of dealing with courses that have aged past these deadlines

FINANCIAL OPERATIONS

Program Funding

Self-Capitalization

The Behavior Analysis Program operates primarily on a self-capitalization plan. This means that the program is mostly funded through the entrepreneurial efforts of the Behavior Analysis faculty and graduate students. Most of the resources for the program, including faculty salaries, student support, staff support, equipment, and operations expenses are generated through these efforts. Hence, the well-being of the program depends on the effectiveness of these efforts

by all participants.

Open Book Management

To enable faculty and graduate students to participate fully in these efforts, the Behavior Analysis Program operates on an open book financial management plan. This means that all faculty and students are fully informed as to the financial status of the program on a regular basis. Graduate students have responsibilities with respect to accounting for program and project finances, and are encouraged to participate in financial analysis, planning and intervention. These are important skills to develop as a graduate student, as financial literacy is becoming increasingly important for professionals in our field.

Program Evaluation

In order for the Behavior Analysis Program to show continuous improvement in the accomplishment of its mission, we need to know how well we are doing on critical outcome measures. For this purpose, over the years we have brought total performance logic to bear on our operations. All students and faculty in the Behavior Analysis Program participate in this program evaluation system, which is described in greater detail in another document.

Student Funding

Students admitted to the doctoral program receive guarantees of support from individual faculty members for a certain number of years, as indicated in their letters of acceptance to the program. This funding is available to students employed by the Behavior Analysis Program or to those assigned by the BATC to positions managed by the Program, according to conditions specified by the BATC. These conditions, or Terms of Employment, must be signed by the student in order to secure this funding. Funding is contingent upon satisfactory performance in the Program. Financial support beyond this period is not guaranteed.

Domestic students are required to establish residency in Nevada. One full year of residency is required by the University, and thus it is imperative that the process of establishing residency begin once the student arrives in Reno. The consequences of failing to establish Nevada residency by the end of the 14th month of living in the State are severe: Funding guarantees offered by the Behavior Analysis Faculty *do not* include paying tuition and fees at the out-of-state rate. It will be the responsibility of the student to pay the difference between the in-state and out-of-state tuition and fees.

Students may be paid graduate stipends or student wages. In both cases, students *must complete time/activity logs* and will be paid on the basis of the hours submitted and approved by their supervisors.

Financially supported students must first give written notice to the BATC, and then receive permission from the BATC before taking a paid position in the community, as this circumstance

may have implications for further funding and tuition and fee waivers from the Behavior Analysis Program. If a student performs work in the mental health field, for example, they need to be aware that there are restrictions on their activities and the manner in which they represent themselves to the community. Bear in mind that one cannot be recognized or presented as a Psychologist or as a Board Certified Behavior Analyst without the proper credentials. Also, students supported financially by the program may not compete directly or indirectly with actual or potential revenue-generating activities of the Behavior Analysis Program.

Tuition and Fees

Students admitted to the Doctoral Program-may be given tuition and fee waivers for up to 19 credits of required course work per academic year, for a given number of years, depending on their advisors capacity to support them. Tuition and fee waivers are applicable only to courses required for the doctoral degree.

BEHAVIOR ANALYSIS DOCTORAL CURRICULUM

<u>Credits</u>	<u>Course</u>	<u>Title</u>
3	PSY 609	Principles of Behavior
3	PSY 711	Experimental Analysis of Behavior
3	PSY 673	Radical Behaviorism
3	PSY 783	Behavioral Interventions
3	PSY 713	Behavioral & Systems Assessment
3	PSY 747	Behavior Analysis of Language & Cognition
3	PSY 708	Seminar on Philosophical Psychology
3	PSY 767	Behavior Management & Consultation
3	PSY 760	Behavior Analysis Seminar
3	PSY 769	Behavioral Systems Analysis
/30		
1	PSY 695	Ethics in Psychology
3	PSY 699	Research Methods in Applied Behavior Analysis
3	PSY 723	Applied Research Methodology I
3	PSY 706	Intermediate Statistics I
/40		
6	PSY 766	Behavior Analysis Practicum I
6	PSY 768	Behavior Analysis Practicum II
3	PSY 608	History of Psychology
/ 55		
6		Electives in Psychology or Other Discipline
3	PSY 795	Comprehensive Exams
6	PSY 797	Thesis
/ 70		
<u>24</u>	PSY 799	Dissertation
94		

APPENIX A

Policy Regarding Course Time Limits

Department of Psychology
Behavior Analysis Program
University of Nevada, Reno

The Graduate School requirements regarding graduation time limits specify that course work for doctoral degrees must be completed within eight years preceding the granting of the degree. Course work for a master's degree must be completed within six years preceding the granting of the degree.

Time limits ordinarily start once a student begins taking courses relevant to their graduate degree. This is not the only point at which the time limit begins, however. It also applies to courses completed as a graduate special, to courses completed in a previous graduate program, and to courses transferred from another institution. (Credits from a previously completed master's degree approved to apply to the doctoral degree are exempt from time limits.)

The consequences for exceeding the time limit are that the course(s) in question is dropped from the student's transcript and thus may not be included in the materials required for awarding the degree. In short, the student will not graduate due to aging coursework.

The Behavior Analysis Program (the Program) must abide by the Graduate School policy. The policy gives the Program some latitude, however, in recommending to the Graduate School a temporary exception to course time limits on a case-by-case basis. Since the vast majority of students complete their degree requirements well before the course time limit takes effect, exercising this latitude should rarely occur. In other words, timely progress toward graduation is the rule, and students are strongly advised to follow it without exception.

What follows are the ways that a student may be granted an exception to course time limits.

Re-registering for the Course(s)

A student may elect to re-register for the course(s) that exceeds the time limit. The affect of this is that the old course(s) will be replaced by the new course(s). A grade of "B" or better must be earned in the new course(s). The preference is to have the student take the course(s) at UNR. Other arrangements may be acceptable, including re-registering through UNR's off-campus program or registering at another institution that offers the same course(s).

Examination

A student may elect to take an exam that covers the material relevant to the course(s) that exceeds the time limit. The test will include 50 multiple-choice questions. A grade of 80% correct or higher is required.

Teaching

A student may elect to submit documentation showing that he or she has taught (or is teaching) at a college or university in the area(s) that relates to the course(s) subject to the time

limit. A course syllabus (or syllabi) is required along with a letter from the student's department chairperson confirming that he or she has taught (or is teaching) the course(s) to which the time limit applies. This activity must have occurred within the course time limit period.

Research

A student may elect to submit documentation showing that he or she has published research as the first author in a peer-reviewed journal in the area(s) that pertains to the course(s) subject to the time limit period. A book or book chapter on which the student is first author may be acceptable, and papers presented at regional or national conferences may also be acceptable, provided that (1) the student is the first author on the presentations, and (2) the student has a record of sustained involvement in conference presentations within the course time limit period.

Comprehensive exams

A successfully completed comprehensive exam may be used to show that the student is sufficiently proficient in the material to which the course time limit applies. A letter from the faculty person who supervised the student's exam is required, stating that the student's comprehensive exam is an acceptable demonstration of the knowledge required in the course(s) subject to the time limit. This activity must have been completed within the course time limit period.

Board Certification

A Board Certified Behavior Analyst (BCBA) credential may be used to show that the student is proficient in the area(s) that pertains to the course time limit. The student must submit his or her certificant number in consideration for this exception to the course(s) time limit. This credential must have been granted within the course time limit period; if it was earlier, then the student's credential must be current.

Employment

A student may show that his or her employment qualifies as an exception to the course(s) that are subject to the time limit. A job description must be included along with a letter from the student's supervisor stating that he or she is involved in the duties described in their job and is performing those duties in a satisfactory manner. Self-employed students must supply a letter describing the nature of their work as it relates to the courses subject to the time limit. Whether self-employed or not, the work must have been conducted within the course time limit period.

Requesting an Exception

The student requesting an exception to the course time limit must first meet with their advisor to set a course of action and then submit a written request to the Behavior Analysis Training Committee (BATC) for an exception according to one or more of the ways this may be achieved. Included in this request should be a timeline for completing the student's remaining

degree requirements. If BATC approves the request, it will go forward to the Graduate Dean as a recommendation to make an exception to the course time limit policy. Exceptions will only be approved by the Graduate Dean for a fixed period of time (e.g., one year) and on a one-time only basis. If this period expires before the student's degree requirements are met, the Graduate School policy will take effect without further exception.

If BATC does not approve the request, it will go back to the student with a written explanation as to why it was denied. The student may appeal this decision by submitting a written request to BATC for reconsideration. If this second request is denied, or if the student elects not to appeal the initial decision, the Graduate School's policy will take effect without exception.

APPENDIX B
Student representative roles and responsibilities

Rev. 8/03

Student Representative to the BATC

Eligibility

Doctoral representative. The student must be entering his or her 2nd-5th year in the program, and be in good academic standing.

Masters' representative. The student must be entering his or her 2nd or 3rd year in the program, and be in good academic standing.

Term

The term is one year, beginning in the fall semester and continuing through the summer. Students may not serve more than two consecutive terms.

Conditions

As a rule, students are excluded from discussions and decisions concerning personnel matters. Exceptions to the rule will be approved by the BATC on a case-by-case basis.

Evaluation

Students will be evaluated by the BA Program Director at the end of their term.

Duties

1. Attend weekly BATC meetings and convey relevant information to students
2. Canvas student opinion and raise student issues at BATC
3. Chair student meeting prior to BAP, and raise student issues during BAP
4. Record student attendance at BAP and submit to BA office
5. Prepare and distribute monthly BA calendar of events, including colloquia, dissertation defenses, BARS presentations, meetings, deadlines, etc.
6. Prepare and disseminate BA Club and GSA information
7. Conduct nominations and elections for new student representatives
8. Collect "good news" items from students for BAP
9. Organize and chair pre-faculty-student retreat, and assist faculty and staff with faculty-student retreat
10. Organize student social events for visiting scholars
11. Other duties as assigned by BATC to foster the continuous improvement of the BA Program

Student Representative to the BA Graduate Admissions Committee

Eligibility

Doctoral representative. The student must be entering his or her 2nd-5th year in the program, and be in good academic standing.

Masters' representative. The student must be entering his or her 2nd or 3rd year in the program, and be in good academic standing.

Term

The term is one year, beginning in the fall semester and continuing through the summer. Students may not serve more than two consecutive terms.

Conditions

The Masters' representative will participate only in the admissions process for the masters' applicants. The Doctoral representative will participate only in the admissions process for the doctoral applicants.

Evaluation

Students will be evaluated by the Chair of the BA Program Graduate Admissions Committee at the end of their term.

Duties

1. Prepare applicants' packets for student review
2. Participate in telephone interviews for applicants not attending interview weekend
3. Coordinate housing and local travel for out-of-town interview weekend applicants
4. Notify interview weekend applicants of who to contact for housing and travel
4. Send community and program information packet to applicants
5. Coordinate student social events, including the pre-interview evening gathering.
6. Schedule student interviews for interview weekend applicants
7. Prepare name tags for all faculty, students, and applicants
8. Organize breakfast and lunch for interview weekend
9. Recruit and coordinate student assistance for interview weekend
10. Organize and chair student meeting to discuss applicants
11. Convey student input at the meeting of the BA Admissions Committee
12. Serve as the BA Program liaison to students from the time they are accepted to the time they begin their graduate studies
13. Conduct nominations and elections for new student representatives
14. Other duties as assigned by the Chair of the BA Graduate Admissions Committee

Student Representative to the BA Marketing Committee

Eligibility

The student must be entering his or her 2nd-5th year in the doctoral program, and be in good academic standing.

Term

The term is one year, beginning in the fall semester and continuing through the summer. The student may not serve more than two consecutive terms.

Evaluation

The student will be evaluated by the Chair of the BA Program Marketing Committee at the end of his or her term.

Duties

1. Create, maintain, and modify, as needed, the program's website, plus those of the faculty and their respective projects and programs
2. Update and forward university, graduate school, department and program materials to prospective students
3. Develop and forward program brochures and/or posters to colleges and universities in the US and abroad
4. Develop, maintain, and modify, as needed, program materials for expositions at regional and national conferences
5. Schedule student and faculty to participate in regional and national expositions
6. Oversee activities at regional and national expositions
7. Conduct nominations and elections for new student representatives
8. Other duties as assigned by the Chair of the BA Marketing Com

Appendix C-1

COMPREHENSIVE PROPOSAL: ORAL PRESENTATION

Student's Name _____	Date Submitted _____
Mentor's Name _____	Date Approved _____
Examiners _____	Date Scheduled _____
_____	Date Approved _____

Comp 1: (circle one) basic applied theory/philosophy
Title:

Comp 2: (circle one) basic applied theory/philosophy
Title:

Oral Presentation Comp: (circle one) basic applied theory/philosophy
Title:

Abstract:

APPENDIX C-2

COMPREHENSIVE SUBMISSION: DOCTORAL PAPER

Student's Name _____

Date Submitted _____

Mentor's Name _____

Date Approved _____

Comp 1: (circle one) basic applied theory

Title:

Comp 2: (circle one) basic applied theory

Title:

Doctoral Paper Comp: (circle one) basic applied theory

Title:

Authorship:

Publication Outlet:

APPENDIX C-3
COMPREHENSIVE PROPOSAL: GRANT PROPOSAL

Student's Name _____ Date Submitted _____
Mentor's Name _____ Date Approved _____
Readers' Names _____

Comp 1: (circle one) basic applied theory
Title:

Comp 2: (circle one) basic applied theory
Title:

Grant Comp: (circle one) basic applied theory
Title:

Funding Source _____ Amount Requested _____

Abstract: