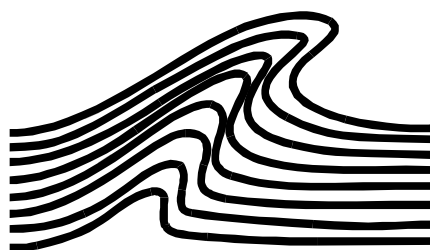


The University of Nevada, Reno
Department of Psychology



Behavior Analysis Masters Program
Student Handbook

2009-2010

- This handbook determines performance standards for students admitted fall 2009 and previous (if chosen by a student) except where specifically stated

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 on campus. 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 campus Master's degree program in Behavior Analysis is 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 an ongoing Program Evaluation System 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 improved program evaluation 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 basic, 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 Executive 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 consists of six core members, including Mark Alavosius, Pat Ghezzi, Linda Hayes, Steve Hayes, Ramona Houmanfar, and Larry Williams (Program Director). Several others participate as adjunct and affiliated faculty.

To serve as appropriate models for students, the faculty must engage in scholarly and research activities on an ongoing basis, which attract and 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 assuming appropriate responsibility for the direction and specific goals of their learning experiences. Students are expected to be able 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 throughout their years in the program.

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.

MASTER'S 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 BATC how they plan to meet that particular deficiency. The program consists of course work, research, and practical training. These activities are described in detail below.

Didactic Courses

Course work in the program consists of 19 required credits in behavior analysis, as shown below. In addition, there are 12 credits of practical experience and six credits of thesis, for a grand total of 37 credits.

Ethics in Psychology
Principles of Behavior
Radical Behaviorism
Behavioral Assessment or
Behavioral Systems Analysis
Behavioral Interventions
Behavior Management & Consultation
Research Methods in Applied Behavior Analysis

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 Graduate Special at UNR.) The BATC approves transfers 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. 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.)

Students wishing to propose credit transfers 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 9 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 and program development work. Placements are arranged and assigned by the BATC in consultation with the faculty and 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.

Research

Lab Participation

Research experience is accomplished through participation in faculty research labs. 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.

Upon attending the program, students become situated in their accepting faculty advisor/mentor's lab. As a rule, Master's students do not participate in a secondary lab. Participation in a lab occurs by mutual agreement between the student and faculty member. Regular attendance at lab meetings is mandatory.

Master's Thesis

The Master's thesis is supervised by a committee of three graduate faculty members, including one 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. That approval is contingent upon a committee-approved thesis prospectus.

Theses are usually proposed during the second year of the student's program and completed by the end of the third year. 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. Thesis proposal meetings and defenses may not be scheduled in the anticipated absence of a member of the committee. In special circumstances the missing member must have approved of the proposal or defense document and that approval must be received in writing by the committee chair prior to the meeting.

Students are encouraged to present their theses at a professional meeting or conference, and to submit their work 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 either the Masters or Doctoral programs, 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-aide or other program tuition payment agreements. Such payment arrangements must be completed within the time-lines specified by the graduate school each semester.

Research Advising

Advisory responsibilities are assumed by the student's research supervisor as of the students' first semester in the program. Advisement occurs by way of a mutual decision of the faculty member and the student. Students may elect to change advisers by gaining permission from their current advisor and their prospective advisor.

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. 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 often available through the Graduate Student Association.

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, and the like. 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.

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

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-research productivity, (3) practical knowledge, skills, and ethical conduct, (4) professional development, and (5) program participation. Evaluations are done individually with students, producing a permanent product that is signed by both the student and the student's advisor.

Master's students are also reviewed annually by their faculty advisor to ensure that they are making satisfactory progress toward their degree. Students must provide their advisor at that time with 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 required behavior analysis courses, satisfactory performance in program-sponsored employment, and a demonstrated 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 BATC.

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 Master's degree is ordinarily achieved in three years, although particular types of research and unforeseen difficulties may result in a longer time to completion. Master's students will be notified, at the end of three years that they have one additional year to complete their degree requirements. Failure to complete the degree requirements by the end of the fourth year may result in termination from the program at the discretion of BATC.

FINANCIAL OPERATIONS

Program Funding

Self-Capitalization

The Behavior Analysis Program operates on a self-capitalization plan. This means that the program is 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.

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 a program evaluation system, which is described in greater detail in another document.

Student Funding

Students admitted to the Master's Program are not given guarantees of support or tuition and fee waivers unless those are part of the agreement established by the faculty who accepted them. When this is the case, it 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 in consultation with the relevant program faculty. 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.

Domestic students are expected to have established residency in Nevada by the beginning of their second year in the program. Failure to establish Nevada residency will result in the University requiring tuition to be paid at the out-of-state rate. Such rates are not covered by any funding offered by the Behavior Analysis Program. It is the responsibility of the student to pay the difference between the in-state and out-of-state rates. International students are exempt from the Nevada State residency requirement.

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.

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 from the Program. If a student performs work in the mental health field, for instance, they need to be aware that there are restrictions on their activities and the manner in which they represent themselves to the community. One cannot be recognized or presented as a Psychologist or as a Board Certified Behavior Analyst without the proper credentials. As of January 2010 BCBA's funded through insurance funds for Autism services will be licensed by the Nevada Board of Examiners in Psychology.

BEHAVIOR ANALYSIS MASTER'S CURRICULUM

<u>Credits</u>	<u>Course</u>	<u>Title</u>
3	Psy 609	Principles of Behavior
1	Psy 695	Ethics in Psychology
3	Psy 673	Radical Behaviorism
3	Psy 783	Behavioral Interventions
3	Psy 713	Behavioral Observation & Assessment or
	Psy 769	Behavioral Systems Analysis
3	Psy 767	Behavioral Management & Consultation
3	Psy 699	Research Methods in Applied Behavior Analysis
6	Psy 766	Behavior Analysis Practicum I
6	Psy 768	Behavior Analysis Practicum II
<u>6</u>	Psy 797	Thesis

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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

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 committee