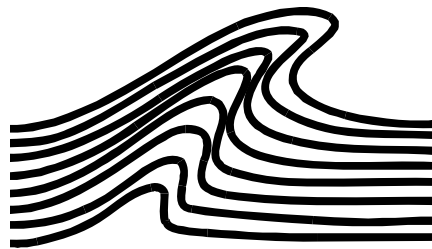


The University of Nevada, Reno
Department of Psychology



Behavior Analysis Doctoral Program
Student Handbook

2006-2007

UNIVERSITY OF NEVADA, RENO

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. Additionally, over 150 students are enrolled in, or graduated from, satellite Master's degree programs in Behavior Analysis in the United States and Canada. 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 six core members, including: Mark Alavosius, Pat Ghezzi (Program Director), Linda Hayes, Steve Hayes, Ramona Houmanfar, and Larry Williams. Several others 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 attract and involve students. Over time, the faculty members develop mentorship relations with particular students, serving to guide those students in their scholarly and professional activities. Behavior Analysis faculty have agreed to limit their mentorship responsibilities to no more than eight students at any one time.

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
- Seminar in Behavior Analysis

Basic

- Principles of Behavior
- Experimental Analysis of Behavior

Theory

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

Applied

- Behavioral & Systems 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 within the first 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 14th 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, 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.

Comprehensive Examinations

Aim and Purpose

The comprehensive examination requirements are designed to enable students to become competent in three subdivisions of the field of behavior analysis: Theory and philosophy, basic research, and applications. As such, they are intended to broaden the student's knowledge of the field. The comprehensive exam in each of these areas should reflect the relevant curriculum of that area. For example, the comprehensive in the basic area should be based on the course work and readings covered or implied in Principles of Behavior, the Experimental Analysis of Behavior, and the Experimental Analysis of Human Behavior. Further, the topic areas selected should be significantly different from each other and, in general, should not reflect the *specific* focus of thesis or pre-doctoral projects. Only one comprehensive may overlap with the students' dissertation topic.

A comprehensive in the basic area must be suitable for publication or have specific relevance to publication in *The Journal of the Experimental Analysis of Behavior*. A comprehensive in the applied area must be publishable or have specific relevance to publication in *The Journal of Applied Behavior Analysis* or the *Journal of Organizational Behavior Management*. A comprehensive in the theory/philosophy area must be publishable or have specific relevance to publication in *Behavior and*

Philosophy, The Behavior Analyst, The Analysis of Verbal Behavior, or The Psychological Record.

Demonstration of Competence

Comprehensive knowledge of the field is demonstrated by: 1) self-study and examination, 2) writing and submitting a doctoral paper, and 3) writing a grant proposal. The requirements in each case are described below.

Comp 1: Oral Examination. One major interest area may be developed through the process of self-study and oral examination.

The student works with a faculty member to develop a topic area and reading list for an exam and prepares a proposal for approval by the BATC during either the fall or spring semester. A proposal may be approved as is, or revisions may be required. Once a proposal has been approved, the student may register for one comprehensive credit (Psy. 795) at the next opportunity for open registration. As a rule, the student should register at the beginning of the semester during which the exam will occur. Otherwise, the student risks receiving a grade of “Incomplete” and must, according to University regulations, complete the exam the next semester (summer sessions do not count). If it is not completed, the “Incomplete” grade becomes a “Fail.”

The exam is given as a colloquium wherein the student presents a 40-min talk on the approved topic to an audience that includes BA faculty and graduate students. Following the presentation and a brief question and answer period, the student and graduate students are dismissed, leaving the BA faculty to evaluate the student’s performance.

Comp 2: Doctoral Paper. A second major interest area must be completed with a doctoral paper. A doctoral paper has either a conceptual/historical focus, or may constitute a review of the literature in a specific area. Ordinarily, review articles should not cover an area that has been adequately reviewed in a major journal during the past five years. Original empirical data may be included in the paper; however, such data need not be the central focus of the paper.

The student works with a faculty supervisor to develop a topic and a bibliography, and prepares a proposal for approval by the BATC during the fall or spring semester. A proposal may be approved as is, or revisions may be required. Once a proposal has been approved, the BATC will select a second reader and the student may then register for one credit of Comprehensive Exam (Psy. 795) at the next opportunity for open registration.

The primary responsibility of the faculty supervisor is to help the student develop the proposal, including the topic, scope, and bibliography. After the proposal has been approved, the faculty supervisor is responsible for reading and providing detailed, written feedback on the first complete draft. Supervision after this point is limited to vocal commentary. It is the student’s responsibility to prepare the final draft for evaluation and to submit it to the examining committee when it is judged by the student to be of sufficient quality to be submitted.

Students should allow the examining committee one month to make their evaluation. Once that is completed, the student makes an appointment with the examining committee to discuss their evaluation of the paper.

The exam should be completed by the end of the semester in which the student is registered for Comprehensive Exam or the student will receive a grade of “Incomplete.” University regulations require the exam to be completed within one subsequent semester (summer session does not count) or the “Incomplete” grade becomes a “Fail.”

Doctoral papers are expected to be submitted for publication to a suitable journal, in collaboration with one or more faculty members. Reasonable models for such a paper may be found in any of the major, peer-reviewed, behavior analytic journals.

If a student either publishes a paper as the first author in a behavior-analytic, peer-reviewed journal or publishes as the first author a book or book chapter with a behavior-analytic focus, then the paper, book or book chapter may, with BATC approval, satisfy the doctoral paper requirement. Pre-doctoral and master’s thesis as well as published work done at a college or university other than UNR will not be considered.

Comp 3: Grant Proposal. A third major interest area must be completed with a grant proposal. A grant proposal is a description of research to be completed, including but not limited to, the rationale for the proposed research, a summary of previous work in the area, and a budget. The proposal must be prepared in accordance with funding agency guidelines and on the forms supplied by the agency. Grants in the following categories are acceptable: research, demonstration projects, training or personnel preparation, applied research initiative matching grants, and small business innovation research grants.

The student works with a faculty supervisor to develop a topic area and a bibliography, and prepares a proposal for approval by the BATC during the fall or spring semester. A proposal may be approved as is, or revisions may be required. Once a proposal has been approved, the BATC will select a second reader and the student may then register for one credit of Comprehensive Exam (Psy. 795) at the next opportunity for open registration.

The primary responsibility of the faculty supervisor is to help the student develop the proposal, including the topic, scope, and bibliography. After the proposal has been approved, the faculty supervisor is responsible for reading and providing written feedback on the first complete draft. Supervision after this point is limited to vocal commentary. It is the student’s responsibility to prepare the final draft for evaluation and to submit it to the examining committee when it is judged by the student to be of sufficient quality to be submitted. Final drafts must include (1) a completed UNR transmittal sheet, (2) completed agency application forms, and (3) agency evaluation criteria that faculty will use to judge the technical and nontechnical merits of the proposal.

Students should allow the examining committee one month to make their evaluation. Once that has is completed, the student makes an appointment with the examining committee to discuss their evaluation of the grant.

The exam must be completed by the end of the semester they are registered for Comprehensive Exam or the student will receive a grade of “Incomplete.” University regulations require the exam to be completed within one subsequent semester (summer session does not count) or the “Incomplete” grade becomes a “Fail.”

At the discretion of the BATC, students may complete this requirement in cooperation with one or more student colleagues. In such cases, they must submit a joint proposal to the BATC, *which thoroughly delineates the work for which each person is responsible*. The evaluation of a joint proposal will apply to all collaborators equally in that regardless of their specific contributions, they will be evaluated as a single entity.

Submission of a grant produced as a comprehensive exam is at the discretion of the collaborating faculty member.

Evaluation

Three categories of evaluation are available to the examining committee: Accept, Accept with Revision, and Reject.

An evaluation of “Accept” means that the exam meets a standard of excellence upheld by the examining committee, and requires no further work on the part of the student(s).

An evaluation of “Accept with Revision” means that the exam meets minimal standards of adequacy but requires modification as determined by the examining committee. Under these conditions the examining committee will provide feedback as to the changes required. This must be accomplished during the subsequent semester or the evaluation will be switched from “Accept with Revision” to “Reject.”

An evaluation of “Reject” means that the exam does not meet the standards of adequacy, as determined by the examining committee. Under these conditions, the examining committee will provide feedback as to the inadequacies of the exam. A “Reject” means that the student must either propose the same exam again or propose an entirely new one. Two successive “Reject” evaluations of any given comprehensive exam will result in termination from the program.

Timeline for Completion

Students may propose comprehensive exams *after* they have completed a Master’s thesis or pre-doctoral research project. Students are required to successfully complete at least two comprehensive examinations and to have successfully proposed their third and final comprehensive exam *before* a dissertation proposal meeting can be scheduled. Furthermore, all comprehensive exams must be completed successfully *before* the dissertation defense can be scheduled.

Research

Didactic Training

The didactic research sequence consists of two courses: Applied Research Methodology I and Intermediate Statistics. This sequence typically begins in the students' second year.

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.

First year students are required to rotate through all Behavior Analysis faculty labs during their first semester in order to familiarize themselves with faculty research interests and advising styles. After this semester, students must become situated in an individual faculty member's lab as their primary lab placement. Participation in a lab occurs by mutual agreement between the student and faculty member.

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.

Regular attendance at primary (and secondary, if applicable) 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, 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, plus 37 credits (the one credit Clerkship requirement for students in the Master's Program is waived) in the behavior analysis curriculum, may earn a Master's degree on the way to the doctorate. Students do not automatically receive a Master's degree upon completing their thesis, however. They must apply for graduation by the deadlines and in accordance with procedures established by the Graduate School.

Pre-doctoral Research Project

Students may elect to do a pre-doctoral research project instead of a thesis. A pre-doctoral research project is supervised by a faculty member in the Behavior Analysis Program, and is evaluated by a second faculty reader in the Behavior Analysis Program. Pre-doctoral research projects must be approved by the Institutional Review Board at the University of Nevada, Reno prior to data collection. Pre-doctoral research projects are usually completed during the second year of the student's program and must be completed before a student proposes comprehensive exams.

A manuscript, reflecting work accomplished by the student *during his or her time at UNR*, that is submitted and accepted for publication in a refereed journal, may be substituted for a pre-doctoral research project, subject to approval by the BATC.

A Master's degree is *not available* for students completing the pre-doctoral research project in place of the Master's thesis.

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 committee.

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.

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. (See TPS Handbook)

When students enter the program, they are assigned to the Program Director, who serves as their academic advisor for the first semester of study. The Director and student will work out a tentative program of study, including procedures for petitioning the BATC for course waivers. During the first semester, new students will rotate through the all Behavior Analysis faculty labs, whereby they may make a decision as to whom they would like as their primary lab supervisor and research advisor.

Research Advising

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

PROFESSIONAL DEVELOPMENT

Board Certification for Behavior Analysts

The Program's curriculum is approved by the Behavior Analyst Certification Board. Students for whom this professional credential has immediate or longer-term professional significance are expected to become Board Certified within three years of their admission to the program.

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.

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 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 Total Performance 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 (see attachment at end of Handbook).

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. 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.

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.

Total Performance System

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, we have brought total performance logic to bear on our operations. All students and faculty in the Behavior Analysis Program participate in this system, which is described in greater detail in another document.

Student Funding

Students admitted to the doctoral program are given guarantees of support for a certain number of years, as indicated in their letters of acceptance to the program (e.g. 4 years if entering the Program with a Bachelor's degree, and 3 years if entering with a Master's degree.) 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, although historically we have been able to fund students throughout their training.

Domestic students are required to establish residency in Nevada, preferably at the end of their sixth month of residing in the state but no later than 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. Funding guarantees offered by the Behavior Analysis Program *do not* include paying tuition and fees at the out-of-state rate. It is the responsibility of the student to pay the difference between the in-state and out-of-state tuition and fees. 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 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 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 are 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 degree status at the time of admission. These waivers are available to students employed by the Behavior Analysis Program or to those assigned by the BATC to positions managed by the Program. Tuition and fee waivers are contingent upon satisfactory performance in the Program. Allocations may be adjusted, for instance, in the event of an unsatisfactory grade (e.g., less than a “B” in a Behavior Analysis core course) or course withdrawal. 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 672	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
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
6	PSY 766	Behavior Analysis Practicum I
6	PSY 768	Behavior Analysis Practicum II
3	PSY 608	History of Psychology
6		Electives in Psychology or Other Discipline
3	PSY 795	Comprehensive Exams
6	PSY 797	Thesis (or Psy 752 Pre-Doctoral Research)
<u>24</u>	PSY 799	Dissertation
94		