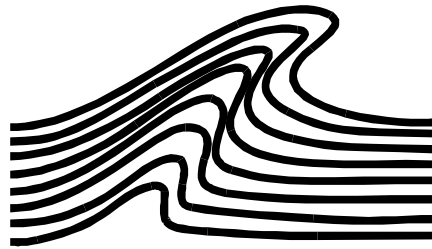


The University of Nevada, Reno  
Department of Psychology



*Behavior Analysis Doctoral Program*

# Student Handbook

2008-2009

**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 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
- 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 14<sup>th</sup> 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 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 (Psy. 609) and the Experimental Analysis of Behavior (Psy. 672). 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, for example, *The Journal of the Experimental Analysis of Behavior*. A comprehensive in the applied area must be publishable or have specific relevance to publication in, for example, *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, for example, *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 publishing 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 culminates in an oral presentation to the BATC. 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. Once the topic and reading list are sufficiently developed, the student will set a date to meet with the BATC to elaborate upon their topic and reading list and to answer questions about them. A proposal may be approved as is, or revisions may be required. Given an approved proposal, no less than three faculty will be selected to serve as examiners, and a date and time will be set for the student's oral exam. The exam will include a 40-min talk on the approved topic to the faculty, followed by a question and answer period.

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."

**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 must be submitted for publication to a suitable journal, and must be accepted for publication, as a condition for passing this requirement.* Reasonable models for such a paper may be found in any of the major, peer-reviewed, behavior analytic journals. One or more faculty, or one or more students, may serve as co-authors; however, the student must be the first author on the paper.

*This requirement is retroactive to 2005-06.*

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 research papers and master's theses, 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. 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 been 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. 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 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. 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.

## **Master's Thesis**

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.

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)

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. 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.

## **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 (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](http://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.

# **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 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 14<sup>th</sup> 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.

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 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
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

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