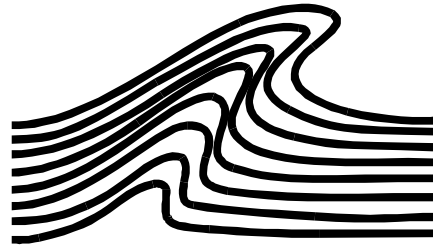


The University of Nevada, Reno  
Department of Psychology



*Behavior Analysis Masters Program*  
**Student Handbook**

**2020-2021**

- This handbook determines performance standards for students admitted Fall 2020 and previously (if chosen by a student).

## **DEPARTMENT OF PSYCHOLOGY**

The University of Nevada, Reno is a fully accredited, doctoral degree granting institution, serving over 20,000 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, the Cognitive & Brain Sciences program and the Association for Behavior Analysis International (ABAI) accredited Behavior Analysis Program. The Cognitive & Brain Sciences program and Behavior Analysis Program also offer Master's degrees. There are 31 faculty members in the Department, and approximately 1200 undergraduate majors and 130 graduate students in the various Department programs. An additional number of students are enrolled in Satellite Master's degree programs in Behavior Analysis in the United States and elsewhere. The Master's degree programs in Behavior Analysis are also accredited by ABAI.

## **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 highly 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 is committed to academic and financial success. It is the top priority and thus the first goal:

***Goal 1: To assure the success of the Behavior Analysis Program.***

Some of the means by which this goal may be accomplished include engendering support for the program from the university, securing additional faculty positions and graduate assistantships, providing service to the university through committee work, and supplying outreach to the community.

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 success. Hence, the second goal:

***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, the third goal:

***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 is accomplished includes 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**

Our objective for 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. 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 the 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, Courses & Curriculum, and Program Quality Assurance among others, as needed.

### **Administrative Assistant**

The financial operations of the Program are managed by the Administrative Assistant, who reports to the Program Director (Ramona Houmanfar). This person manages the BA office, and provides assistance associated with management of academic operations such as graduate admissions process, and acts in an advisory capacity to the BATC.

### **Faculty**

The Behavior Analysis faculty presently consists of six core members, including: Bethany Contreras, Linda Hayes, Steve Hayes, Ramona Houmanfar, Matthew Lewon and Matthew Locey. Patrick Ghezzi and Larry Williams serve as emeritus faculty.

The Behavior Analysis Program is program -based, meaning that the faculty members are available to advise the students in their respective labs on matters related to their education and training. Faculty serve as models in this regard for scholarship, professionalism, citizenship, and stewards of our science and its institutions.

### **Students**

We seek students who are committed to a behavioral orientation in psychology and 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 interpersonally.

Students are expected to function independently, to take the initiative in developing research plans, and to assume 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 any 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 tenure 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.

## Preparation for Graduate Study

It is expected that graduate students enrolling in the program have solid backgrounds in psychology. If a deficiency is noted, students are required to eliminate the deficiency, either by taking courses or through other suitable means. In any case, students should indicate in a written proposal to the BATC how they plan to meet a 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 24 required credits in behavior analysis, as shown below. In addition, there are 6 credits of practical experience and 6 credits of thesis, for a grand total of 36 credits.

Ethics in Psychology  
Principles of Behavior  
Radical Behaviorism **or** Behavior Analysis of Language & Cognition  
Experimental Analysis of Behavior  
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 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.)

Masters Students wishing to propose credit transfers must submit a proposal with relevant documentation to the BATC by the end of the first semester of their graduate training at UNR. 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, research or organizational and program development work. Placements are arranged and assigned by the BATC and are managed and monitored by the faculty to whom the student is assigned. Students may neither apply for nor accept an offer from a practicum site without the written 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 the relevant faculty on a weekly basis. Practicum faculty are responsible for specifying student's responsibilities, signing their logs, and for guiding, monitoring and evaluating students' performance. Students, in turn, are responsible for evaluating practicum faculty. 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.

### **ACADEMIC ADVISMENT**

When students enter the program, they are assigned to one of the core behavior analysis faculty who serves as their academic advisor for the first semester of study or until such time as a research advisor is arranged. Student and advisor should work out a tentative program of study, including the transfer of previous graduate courses. The academic advisor also serves as the liaison between the student and the BATC, and source of support for counseling, tutoring, or other assistance.

*Research Lab Selection.* First year students are required to attend the lab of their appointed advisor during their first semester to align with the research enterprise of the program. During this time, first year students are also encouraged to visit other research labs in the Behavior Analysis Program for the purpose of familiarizing themselves with faculty research interests and advisement styles. By the beginning of their second semester, each graduate student should, with the permission of faculty member involved, settle into what is to be their primary research lab.

**Academic Advising:** Each student in the program has an academic advisor whose primary responsibility is to assist the student in completing their degree requirements. This includes facilitating the student's research, promoting the student's professional development, and preparing the student for employment as a behavior analyst. 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.

It also is the responsibility of a faculty member to provide appropriate guidance and oversight with respect to each of their student's 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.

## **Lab Participation**

Research experience is accomplished through participation in faculty research labs. All faculty members hold weekly lab meetings and students are required to participate in the activities of their adviser's laboratory.

## **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 participant recruitment and data collection. That approval is contingent upon a committee-approved thesis prospectus.

A thesis is usually proposed during the second year of the student's program and completed by the end of the third year. The student works with his/her advisor to develop a research proposal. Upon completion of the proposal to the satisfaction of the advisor, the proposal is distributed to the other members of the student's committee and a date for a prospectus meeting is established. At this meeting, the student makes a presentation on the proposed research, followed by a question and answer period, after which the student is excused while the committee makes its evaluation. Three outcomes are possible: (1) Pass: The prospectus is approved as is or with minor modifications; (2) Conditional Pass: The prospectus is approved with more extensive revisions which must be summarized in an amendment to the proposal; or (3) Fail: The prospectus must be revised in accord with the committee's recommendations, after which a second meeting must be held.

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 (the student's advisor) prior to the meeting.

Upon completion of the thesis to the satisfaction of the advisor, it is distributed to the committee members and a date for the defense is established. The defense is conducted similarly to the proposal meeting, and has the same three possible outcome

Students are encouraged to present their theses at a professional meeting or

conference, and to submit their work for publication

## **Professional Development**

### **Board Certification for Behavior Analysts (BCBA and BCaBA)**

The Program's curriculum is approved by the Behavior Analyst Certification Board (BACB) as meeting the training requirements necessary to sit for the examinations for certification at the BCBA and BCaBA levels. Students for whom this professional credential has immediate or longer-term professional significance are expected to have completed the requirements necessary to sit for the BCBA exam within three years of their admission to the program. These requirements include completion of all necessary courses, a completed thesis, an awarded degree and the proper number of hours of supervision. (Students are referred to the BACB web site for complete information regarding Board Certification.)

Those faculty who are BCBA and who opt to supervise students in their lab do so in strict accordance to the guidelines of the BACB. A student's responsibility in this regard includes making the relevant forms available to the faculty member supervising their applied experience and making sure they are current, complete and accurate.

Supervision for board certification purposes may be available in the community at large. Any arrangements of this sort must first be discussed with student's advisor, who must approve of the arrangement in consultation with the BATC.

### **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 Department of Psychology and 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, and 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 entities, and to demonstrate this competence in their professional placement activities and in Behavior Analysis Program meetings.

## **Student Performance Evaluation**

Students' academic and professional performances are evaluated at the beginning of each year according to the Program Evaluation System. Students are evaluated in the following five areas: (1) academic performance, (2) program citizenship, (3) research and scholarly activities, (4) professional performance, and (5) professional development. These evaluations result in a permanent product that is signed by both the student and the student's advisor. Students must provide their advisor at that time of their annual evaluation with a current vita, an (unofficial) academic transcript, and a formal Plan of Study.

All students from their second year forward must provide the following materials to the BATC by the latter part or September of each year: 1) an updated *Plan of Study* (available from the Graduate School website); 2) a current CV; and 3) a current transcript.

## **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. Unsatisfactory performance in graduate courses may result in student's dismissal from the Behavior Analysis Program (see Appendix E).

If a student has demonstrated misconduct of an 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 3 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.

## **Program Performance 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, we maintain and review Key "Dashboard" measures (those required for ABAI program accreditation and others) concerning overall student milestones, research and scholarly productivity and program financial operations. All students and faculty in the Behavior Analysis Program participate in this program evaluation system.

## **Financial Operations**

The Behavior Analysis Program operates in part on a self-capitalization plan. This means that the program is partially funded by the entrepreneurial efforts of the faculty and graduate students. Most of the resources for the program, including student support, staff support, equipment, and operations expenses are generated through these efforts. The success and vitality of the program depends on the effectiveness of these efforts.

## **Financial Management**

To enable faculty and graduate students to participate in these efforts, the Behavior Analysis Program operates on a financial management plan. This means that all faculty and students are informed as to the financial status of the program on a regular basis. Graduate students 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.

## **Student Funding**

Students admitted to the Master's Program, and students who remain in the program, do not receive any guarantee of financial support in any form (e.g., employment, assistance with tuition, fees, etc). Students may nonetheless receive support by working in one of the programs or projects managed by a core faculty member (e.g., ECAP, PATH). A *Terms of Employment* form plus several other student employment documents must be signed by the student each year in order to secure this funding.

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. 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.

Before taking (or creating) a paid position in the community, a student must first gain the approval of their advisor and then must submit a written notice to the BATC regarding their plans, including how taking a paid position will effect earning their degree in a timely manner. Students contemplating taking a paid position in the community should know, first, that working in the community for an individual or agency which competes directly with the programs and projects in Behavior Analysis Program is discouraged, and

second, that there are legal restrictions and regulations governing their activities and the manner in which they represent themselves to the community.

## **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, we maintain and review Key “Dashboard” measures (those required for ABAI program accreditation and others) concerning overall student milestones, research and scholarly productivity and program financial operations.

## BEHAVIOR ANALYSIS MASTER'S CURRICULUM

<u>Credits</u>	<u>Course</u>	<u>Title</u>
3	Psy 609	Principles of Behavior
3	Psy 695	Ethics in Psychology
3	Psy 673	Radical Behaviorism
3	Psy 711	Experimental Analysis of Behavior
3	Psy 783	Behavioral Interventions
3	Psy 713	Behavioral Observation & Assessment
3	Psy 767	Behavioral Management & Consultation
3	Psy 701	Research Methods in Behavior Analysis
6	Psy 766	Behavior Analysis Practicum I
<u>6</u>	Psy 797	Thesis
<b>36</b>		

## APPENDIX A

### **Policy Regarding Course Time Limits Behavior Analysis Program**

The Graduate School requirements regarding graduation time limits specify that 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.

#### Re-registering for the Course(s)

A student may elect to re-register for the course(s) that exceeds the time limit. The effect 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).

## APPENDIX B

### Student Representative to the BATC: Roles and Responsibilities

#### Eligibility

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

*Masters' representative.* The student must be entering his or her 2<sup>nd</sup> or 3<sup>rd</sup> 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 Scheduled BATC meetings and convey relevant information to students
2. Upon request, generate the BATC meeting minutes
3. Canvas student opinion and raise student issues at BATC
4. Attend scheduled BAP meetings
5. Chair student meeting prior to BAP, and raise student issues during BAP
6. Record student attendance at BAP and submit to BA office
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. Upon request, collect and maintain updated electronic copies of all graduate students' (Ph.D. & M. A.) CVs. All CVs should be stored in an on-line folder (i.e., drop box) and be accessible to all BA faculty & graduate students
12. Other duties as assigned by BATC to foster the continuous improvement of the BA Program

## **APPENDIX C**

### **Policies Regarding Disciplinary Actions Behavior Analysis Program**

#### **Circumstances Warranting Disciplinary Action**

Disciplinary actions taken by the B ATC with respect to students may pertain to such issues as:

1. Unsatisfactory academic progress (e.g., failing classes, carrying less than a full load of credits, inadequate progress toward completion of degree, poor lab attendance, etc.)
2. Unsatisfactory performance in a professional placement (e.g., flagrant disrespect for authority, inappropriate interactions with clients, failing to show up for work, failing to attend supervision meetings, etc.)
3. Ethical violations (cheating, plagiarism, falsification of data, inappropriate relations with subordinates, inappropriate behavior with respect to clients, misrepresentation of credentials, etc.)
4. Program policy violations (e.g., private consultation in local region, accepting unauthorized employment, etc.)
5. Behavior unbecoming of a graduate student (e.g., excessive drinking or other substance abuse in a professional circumstance, etc.)
6. Other such, circumstances as may arise.

#### **Disciplinary Actions**

Actions may include reassignment of professional placement, reassignment of advisor, loss of funding, dismissal from the Program, or other such actions as deemed reasonable and appropriate given the offense. Some such actions, and the circumstances warranting them, are specified in Student Handbooks. All materials pertinent to disciplinary action (supervisor's claim, student's response, etc.) shall be placed in the student's personnel file. These materials shall be purged from the file only if the claim is found unwarranted and no disciplinary action is thereby taken.

#### **Proposals to Initiate Disciplinary Actions**

Proposals to initiate disciplinary procedures against a student shall be brought to the BATC by the student's supervisor (i.e., the student's advisor or professional placement supervisor), or by another member of the program who has witnessed actions that potentially warrant discipline. The disciplinary action proposed, along with the reasons for it, shall be presented to the BATC in writing. Normally, such proposals shall be presented within two weeks of the alleged offense. Initial consideration of the claim shall be made by the BATC, in the absence of the student and student representatives.

#### **Student's Response to the Claim**

Some proposals to initiate disciplinary action may not result in action by the BATC.

Should the BATC elect to discipline the student, however, the student shall be notified by the BATC in writing. The claim against the student shall be forwarded to the student within two weeks of the BATC's decision. The student shall be given the opportunity to prepare a statement concerning the allegations made in the claim, and to forward this statement to the BATC within two weeks of notification.

### **Hearing of Arguments**

At the first available opportunity, a hearing shall be scheduled to consider the case, at which the student, as well as the relevant student representative to the BATC (or another advocate of the student's choice), shall be present. Following the hearing, at the first available opportunity, the BATC shall meet to determine whether or not the proposed disciplinary action, some other action, or no action is warranted. Neither the student nor the student's advocate shall be present at this meeting. The decision of the BATC shall be made known to the student within 24 hours of this meeting, in writing.

### **Appeal of Decision**

This decision shall be regarded as binding, unless the student requests an appeal of the decision, in writing, within two weeks of the delivery of the outcome. An appeal shall be considered on the basis of corroborated evidence not contained in the original action. The appeal shall be conducted in the presence of an impartial observer, preferably a disinterested faculty member in the Psychology Department, as well as the student's advocate. If no appeal is launched within this period, the disciplinary action shall be implemented. Implementation of disciplinary action shall be suspended until the opportunity for appeal has elapsed. The outcome of the appeal, on the basis of subsequent discussion by the BATC and the impartial observer, shall be delivered to the student in writing within two weeks, after which the action shall be implemented or not implemented as determined by this discussion.

### **Grievance Proceedings**

Subsequent action by the student, if not satisfied with the decision, shall be the student's responsibility. Such actions shall be conducted in accordance with the University's grievance procedures.



## **Appendix D**

### **Policy Regarding Student Complaints and Requests for Reconsideration Behavior Analysis Program**

Students are advised to seek solutions to problems they are encountering first with their advisor, who serves as the student's advocate to the BATC. If the student's problem is such that the advisor cannot be approached for solution, the student is advised to discuss the problem with the Program Director. In the event that neither of these attempts is successful in solving the problem, such complaints and requests for reconsideration of decisions shall be presented to the BATC in writing for resolution.

#### **Complaints and Requests Pertinent to Individual Students**

Should such actions pertain to an individual student, the student shall prepare and sign the document. The student should also indicate whether or not they wish student representatives to have access to these materials.

#### **Complaints and Requests Pertinent to More than One Student**

Should such actions pertain to more than one student, the students involved may prepare and sign the document. Students preparing such documents shall indicate whether or not they wish student representatives to have access to these materials. Alternatively, complaints may be presented to the BATC by the students' representatives.

#### **Consideration by the BATC**

Prior to consideration of these materials, the individual(s) named in the complaint shall be given access to them, and shall have an opportunity to prepare a response. Thereafter, complaints or requests for reconsideration, along with faculty members' responses, shall be considered by the BATC at the first available opportunity, with or without student representatives present, as indicated in students' materials. Upon consideration of the materials and the faculty member's response, the BATC shall meet in the absence of student representatives to consider solutions to the problem. The outcome of this discussion shall be made known to the students involved, or to the student representatives, in writing, within two weeks of the complaint.

#### **Response to Consideration**

If students are satisfied with the BATC's response to the complaint, no further action shall be required. If students are not satisfied with the response, further action may be initiated by individual or multiple students, in accordance with University grievance procedures.

**APPENDIX E**  
**Course Grades and Their Consequences**  
**Behavior Analysis Program**  
**Department of Psychology**

- A. Good Standing: To be counted toward a graduate degree, each graduate course must be completed with a grade of “B” or better. Moreover, to remain in good standing in the program, students are required to maintain a 3.0 “B” grade point average in both the core and specialization coursework.
  
- B. Probation/Dismissal: If the graduate grade-point total is 2.31-2.99 the student will be placed on probation and must then raise the cumulative graduate GPA to 3.0 by the end of the following semester or the student will be dismissed from graduate standing. If the student’s GPA is 2.3 or less the student is dismissed from graduate standing, or if the student’s GPA remains below 3.0 of two (2) consecutive semesters, the student is dismissed from graduate standing.
  
- C. A student may register for and begin a course only two times. A student who has registered for the same course twice and has withdrawn, or received a grade less than a “B”, is ineligible for progression, and will be dismissed from the Behavior Analysis Program. The student is ineligible for readmission unless approved by the Behavior Analysis Training Committee, and the Dean of Graduate School.
  
- D. If a student fails (receives less than a “B”) and/or has withdrawn from a combination of two or more courses, they will be dismissed from their program of study. The student is ineligible for readmission unless approved by the Behavior Analysis Training Committee, and the Dean of Graduate School.
  
- E. The following will apply to those graduate students in previous cohorts whose academic records demonstrate less than a “B” and/or has withdrawal from a course or combination of two or more courses in the Behavior Analysis Program at UNR:
  - a. If a student fails (receives less than a “B”) and/or withdraws from one course, they will be dismissed from their program of study. The student is ineligible for readmission unless approved by the Behavior Analysis Training Committee, and the Dean of Graduate School.

---

Note: This Policy is effective as of August 19, 2019