EDSP 476/576 Foundations of Behavior Analysis-CrsRvs-2016-03-24

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: <u>**ONLY**</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.
*Indicates a required field

Proposer*	Lynanne Black	**Proposer Email***	lblack@iup.edu
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Proposing Department/Unit*	EDSP	**Contact Phone***	7243572483

Course Level*	graduate-level, undergraduate-level

Course Revisions
(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:
catalog_desc_change course_prefix_number_change course_title_change	add_dual_level course_prefix_number_change course_revision *Teacher Education: Please complete the Teacher Education section of this form (below)* *Liberal Studies: Please complete the Liberal Studies section of this form (below)* *Distance Education: Please complete the Distance Education section of this form (below)*

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	This course is being revised to reflect up to date content in the field, as well as to fit within course sequences/certificate programs for the Board Certified Behavior Analyst credential that will be offered within the concurrently proposed Graduate Certificate in Behavior Analysis. This certificate program is being proposed jointly by the Educational and School Psychology and Communication Disorders, Special Education, and Disability Services departments.

(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* The primary impetus for revising this course is that the course title, description, and objectives need to be updated in order to reflect current knowledge in the field. Additionally, revising this course will allow it to fit within a sequence of courses as part of certificate programs at IUP that will lead to opportunities to become certified as a Behavior Analyst. Specifically, this course proposal is required to fulfill credentialing requirements within the Graduate Certificate in Behavior Analysis submitted concurrently with this course revision. This certification granted by the Behavior Analyst Certification Board will provide students with an important knowledge base/skill set necessary for success when employed in educational settings and increase their marketability upon graduation. Revising this course to be dual listed at the undergraduate and graduate levels will allow students in both initial and advanced educator preparation programs to benefit from the crucial content offered in this course.
(C) Implications of the change on the program, other **programs and the Students:***	The current course is part of the Educational Psychology Minor; thus, revising it will have impact on the minor in that students who complete it will have the most relevant information to the field and will be better prepared for future employment. Revising this course also will benefit students by contributing to course sequences leading to IUP Graduate Certificate in Behavior Analysis. This certificate proposal is submitted concurrently with this course revision proposal. Once this certificate is approved, students can opt to continue on this track by taking the additional course work (after this course) leading to the certificate. In this way, they will have the basis they need to eventually pursue national certification through the Behavior Analyst Certification Board. This course revision will have no impact on other programs/departments and their course offerings.

Current Course Information*	Proposed Changes

Category A			
(D) Current Prefix*	EDSP	**Proposed Prefix**	EDSP
(E) Current Number*	376	**Proposed Number**	476/576
(F) Current Course Title*	Behavior Problems	**Proposed Course Title**	Foundations of Behavior Analysis
(G) Prerequisite(s)	EDSP 102	**Proposed Prerequisite(s)**	EDSP 102 or Instructor Permission
(H) Current Catalog Description	An examination of emotional and social aspects of behavior problems encountered in classroom situations and potential remedial techniques.	**Proposed Catalog Description**	Introduces students to behavior analysis through discussion of its philosophical assumptions, theoretical underpinnings, and basic concepts.

If changing Category A, no further action required.

Category B (if no change, leave blank)			
(I) Number of Credits	Class Hours: Lab Hours: Credits:	**Proposed Number of Credits**	Class Hours: Lab Hours: Credits:
(J) Current Course **(Student Learning)** **Outcomes**	1. Describe factors which contribute to the development of challenging behaviors 2. Use appropriate data collection procedures to determine the frequency, severity, and intensity of behaviors 3. Describe sound educational approaches to the prevention of behaviors and relate the role of student motivation to the prevention of challenging behaviors 4. Analyze behavior from an operant viewpoint; identify antecedents and consequences which contribute to challenging behaviors 5. Develop specific intervention programs for the remediation of challenging behaviors 6. Comprehend the communicative function of challenging behaviors and the role of social skills development in prevention and intervention 7. Describe manifestations of specific behavior challenges 8. Apply specific strategies to meet the special behavioral needs of some students 9. Perform a functional assessment of persistent behaviors and utilize this information to formulate interventions 10. Use technology and information literacy to achieve deeper understanding of student behavior and classroom management	**Proposed Course** **(Student Learning)** **Outcomes**	1. Describe the philosophical assumptions of behavior analysis 2. Understand the theoretical basis of behavior analysis 3. Define behavior operationally and explain its function 4. Apply the basic principles of behavior analysis 5. Differentiate the verbal operants in a variety of settings including home, school, work, and community 6. Use appropriate data collection procedures to determine the severity and intensity of behaviors 7. Compare continuous and discontinuous measurement procedures 8. Select appropriate and relevant strategies to address behavioral needs

(K) Dual Listed Courses Only: List Current Learning Outcomes for the Higher-Level Course	NA	Dual Listed Courses Only: List Proposed Learning Outcomes for the Higher-Level Course	1. Summarize the philosophical assumptions of behavior analysis 2. Explain the theoretical basis for behavior analysis 3. Define behavior operationally, explain its function, and develop working hypotheses for understanding behavior 4. Apply the basic principles of behavior analysis 5. Differentiate the verbal operants in a variety of settings including home, school, work, and community 6. Choose and employ appropriate data collection procedures to determine the severity and intensity of behaviors 7. Compare and contrast continuous and discontinuous measurement procedures 8. Select appropriate and relevant strategies to address behavioral needs 9. Evaluate the evidence base for potential strategies /interventions to address behavioral needs 10. Identify evidence-based prevention and intervention strategies to address behavioral needs
(L) Brief Course Outline *(It is acceptable to copy from old syllabus)*	*As outlined by the federal definition of a "credit hour", the following should be a consideration* *regarding student work - For every one hour of classroom or direct faculty instruction,* *there should be a minimum of two hours of out of class student work.* Introduction to the Course/Theoretical Foundations Safe Classrooms and Safe Schools Foundations of Classroom Management Behavioral Approaches to Classroom Management Ecological Approaches to Classroom Management Self-Regulating Approaches to Classroom Management Process-Outcomes Approaches Supportive Approaches Classroom Management in Inclusive Classrooms Community Approaches Whole School Approaches Cultural and Gender Diversity and Classroom Management Developing a personal classroom management plan Applying a Management Philosophy	Brief Course Outline *(Give sufficient detail to communicate the content to faculty across campus.* *It is not necessary to include specific readings, calendar or assignments)*	*As outlined by the federal definition of a "credit hour", the following should be a consideration* *regarding student work - For every one hour of classroom or direct faculty instruction,* *there should be a minimum of two hours of out of class student work.* Introduction to the Course Philosophical Assumptions/Theoretical Basis of Behavior Analysis Stimulus-Response Theory Respondent Conditioning and Operant Conditioning Stimuli-Response - Effects on Behavior Reinforcement, Punishment, and Extinction Use of Operant Conditioning to Impact Behavior Strategies for Behavior Impact Verbal Operants Measurable Dimensions of Behavior Continuous and Discontinuous Measurement

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	distance-education
Course Prefix /Number	EDSP
Course Title	476/576
Type of Proposal	*See CBA, Art. 42.D.1 for Definition* online

Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments*
	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or
	direct faculty instruction, there should be a minimum of two hours of out of class student work.

Introduction to the Course
Philosophical Assumptions/Theoretical Basis of Behavior Analysis
Stimulus-Response Theory
Respondent Conditioning and Operant Conditioning
Stimuli-Response - Effects on Behavior
Reinforcement, Punishment, and Extinction
Use of Operant Conditioning to Impact Behavior
Strategies for Behavior Impact
Verbal Operants
Measurable Dimensions of Behavior
Continuous and Discontinuous Measurement

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	Dr. Black has previously taught EDSP 102, 376, and 378 as distance education courses using D2L. Dr. Black originally developed the materials for EDSP 378 to be delivered via distance format, so she has experience developing new courses for online delivery.
	In addition to teaching these courses via distance format, she regularly uses D2L for her traditional courses for housing content information, facilitating communication with students, and administration of exams and quizzes.

For each outcome in the course, describe how the outcome will be achieved using **Distance Education technologies.**	EDSP 476 (Undergraduate - UG)/576 (Graduate - G)	
	Course Objective (Undergraduate and Graduate)	**How Course Objective Will Be Achieved**
	1. Students will describe (UG) summarize (G) the philosophical assumptions of behavior analysis.	Text readings; Narrated PowerPoint (Highlighting readings); Watching YouTube and other videos related to topic; Threaded discussion boards
	1. Students will understand (UG) /explain (G) the theoretical basis for behavior analysis.	Text readings; Narrated PowerPoint (Highlighting readings), Watching YouTube and other videos related to topic; Threaded discussion boards
	1. Students will define behavior operationally (UG & G) explain its function (UG & G), and develop working hypotheses for understanding behavior (G).	Text readings; Narrated PowerPoint (Highlighting readings), Accessing IUP Library's Education in Video series to observe virtual classrooms and define select students' behavior and explain the function in the context of the observation; Threaded discussion boards
	1. Students will apply the basic principles of behavior analysis.	Text readings; Narrated PowerPoint (Highlighting readings), Watching YouTube videos and Education in Video series related to topic; Developing ABA plans using various case studies
	1. Students will differentiate the verbal operants.	Text readings; Narrated PowerPoint (Highlighting readings), Accessing IUP Library's Education in Video series to view classrooms exemplifying relevant teaching strategies and techniques, Threaded discussion boards
	1. Students will use (UG)/choose and employ (G) appropriate data collection procedures to determine the severity and intensity of behaviors.	Text readings; Narrated PowerPoint (Highlighting readings); Accessing IUP Library's Education in Video series to observe virtual classrooms, collect data on select students' behavior and describe the severity and intensity of those behaviors in the context of the observation; Threaded discussion boards
	1. Students will compare (UG) /compare and contrast (G) continuous and discontinuous measurement procedures.	Text readings, Narrated PowerPoint (Highlighting readings); Threaded discussion boards
	1. Students will select appropriate and relevant strategies to address behavioral needs.	Text readings, Narrated PowerPoint (Highlighting readings); Assigning appropriate strategies to behavioral needs presented in various case studies
	Course Objective (Graduate Only)	**How Course Objective Will Be Achieved**
	1. Students will evaluate the evidence base for potential strategies /interventions to address behavioral needs.	Text readings, Narrated PowerPoint (Highlighting readings); Accessing the relevant literature for strategies/interventions and assessing the quality of the studies, as well as the effectiveness of the strategies; Threaded discussion boards
	1. Students will identify evidence-based prevention and intervention strategies to address behavioral needs.	Text readings, Narrated PowerPoint (Highlighting readings); Accessing the relevant literature for strategies/interventions and assessing the quality of the studies, as well as the effectiveness of the strategies; Threaded discussion boards

How will the instructor-student and student-student interaction take place? (if applicable)	Instructor-student interactions occur via feedback for assignments, quizzes, and exams, as well as discussion board postings and responses. Frequent email contact is also made with students, and they are encouraged to email the instructor with any concerns. I typically create a discussion board solely for questions of the instructor. Often, multiple students have the same or similar questions, so posting my response on the discussion board allows for quicker communication to the entire class. Student-student interactions occur via discussion board postings and responses and collaboration on small group activities. Students generally are required to post an original response to the discussion board topic and then respond to at least one of their peer's original postings.
How will student achievement be evaluated?	Student achievement is evaluated via a number of assignments including: 1. Adequacy and relatedness of original postings to discussion boards 2. Adequacy and relatedness of replies to peers' original postings to discussion boards 3. Individual and group performance on group activities 4. Quizzes and exams 5. Quality of content and writing for final paper
How will academic honesty for tests and assignments be addressed?	Discussion board postings and group activities are tagged by the respondent automatically in D2L. It is unlikely that someone other than the student would be able to log on as the student and complete the group activities. Students are required to upload all written assignments to their D2L Dropbox by a specified due date/time. It is unlikely that someone other than the student would be able to log on as the student and upload the assignments. Assignments will be reviewed and graded by the instructor. Each assignment will be reviewed for authenticity and compared to collected assignments from previous semesters. If necessary, Turn it In will be utilized. Academic honesty on tests will be maintained using a secured log-in site on D2L. D2L quizzes are secure and locked for access only during specified times. The test questions themselves cannot be printed or copied into another software program (e.g., Microsoft Word). A large pool of items will be used to randomly draw questions for each student's Quiz, resulting in each student taking an alternative form of the quiz.

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student Learning Outcomes (EUSLOs)	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*

Description of the Required Content for this Category	*Narrative on how the course will address the Selected Category Content*
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**	
Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	
Liberal Studies courses require the **reading and use by students of at** **least one non-textbook work of** **fiction or non-fiction or a collection** **of related articles. Please describe** **how your course will meet this** **criterion.**	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	
Course Designations:	
Key Assessments	
•	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** No files shared here yet. Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

For Deans Review
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu