

EDSP 758 Advanced Behavioral Assessment and Intervention-NewCrs-2016-04-25

- 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: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-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

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**Indicates a required field*

Proposer*	Timothy J. Runge	Proposer Email*	trunge@iup.edu
Contact Person*	Timothy J. Runge	Contact Email*	trunge@iup.edu
Proposing Department/Unit*	EDSP	Contact Phone*	724.357.3788

(A) Course Prefix*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 EDSP
(B) Course Number*	<i>If Dual Listed, enter both course numbers</i> 758
(C) Course Title*	Advanced Behavioral Assessment and Intervention
(D) Course Level*	graduate-level
(E) Cross Listed*	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
(I) Prerequisite(s)	EDSP 748 or approval by program coordinator
(J) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>None</p>
(K) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p>distance-education</p>
(L) Recommended Class Size	<p>NO</p> <p>Number (Enter Zero if No):</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
(M) Catalog Description*	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Examines behaviors encountered in a variety of settings, including homes, schools, workplaces, and communities, from the perspective of a functional analysis of behavior. Contemporary issues related to identification and assessment of behavior and development of comprehensive intervention protocols will be the primary focus. Students will apply ethical and legal implications to the delivery of services to a diverse population.</p>
(N) Student Learning Outcomes*	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>The student will:</p> <ol style="list-style-type: none"> 1. Identify problems using direct and indirect methods 2. Define behaviors in observable and measurable terms within various environment milieus 3. Organize, analyze, and interpret observational data via visual and statistical procedures 4. Prioritize behavior for acquisition, maintenance, or reduction 5. Design and implement functional behavioral assessment procedures 6. State intervention goals in observable and measurable terms 7. Design, implement, and evaluate behavioral intervention protocols that consider antecedent, alternative behavior, or consequence strategies 8. Conduct assessment and intervention procedures with a person or client-centered focus 9. Identify practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness 10. Plan for response maintenance and generalization
(O) Brief Course Outline*	<p><i>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</i></p> <p><i>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</i></p>

direct faculty instruction, there should be a minimum of two hours of out of class student work.

	Topics Covered
1	<p>Conceptualization of client needs and consideration of history, biological / medical variables</p> <ul style="list-style-type: none"> • Review of existing records; medical, educational, vocational, and family histories • Biological influences on client and family • Preliminary assessment of client to refine referral problem(s) • Explanation of behavior using nontechnical language
2	<p>Operationalization of behavior, environment, and antecedent / consequence contingencies</p> <ul style="list-style-type: none"> • Integration of existing histories (medical, educational, vocational, and family) to fully appraise referral problem(s) • Describe and explain client behavior, including private events, in behavior-analytic terms (antecedent; behavior; consequence) • Define behavior in observable and measurable terms • Fully appraise the existence and influence short- and long-term antecedents • Fully appraise the existence and influence short- and long-term consequences
3	<p>Conducting functional analytic procedures</p> <ul style="list-style-type: none"> • Function versus topography • Alternating antecedent variables to evaluate the effects on behavior • Alternating consequence variables to evaluate the effects on behavior • Discriminating the functional analytic trials including alone, task demand, social, tangible, and control • Applying functional analysis within the larger Functional Behavioral Assessment process • Using functional analysis to develop interventions
4	<p>Quiz #1; Designing evidence-supported behavioral change programs</p> <ul style="list-style-type: none"> • Review of single-subject designs, including reversal, alternative treatments, multiple baseline, and changing criterion • Uses and strengths / weaknesses of each design • Practical and ethical implications of each design
5	<p>Behavior change considerations related to reinforcement, punishment, extinction</p> <ul style="list-style-type: none"> • How different consequence schedules affect rate / frequency of behavior • Ethical and legal considerations for different schedules of reinforcement, punishment, or extinction procedures • When decreasing a behavior, selecting an appropriate alternative behavior to be established or increased
6	<p>Implementation of behavioral change programs</p> <ul style="list-style-type: none"> • Stating intervention goals in observable and measurable terms • Identify potential interventions based on assessment results and best available scientific evidence • Select interventions based on task analysis, client preferences, client's current repertoires, supporting environmental demands, resources, and social validity • Identify and address practical, ethical, and legal considerations when developing intervention protocols
7	<p>Measuring treatment integrity</p> <ul style="list-style-type: none"> • Direct and indirect measurement of intervention fidelity • Follow-up checks for fidelity
8	<p>Quiz #2; Evaluation of fidelity</p> <ul style="list-style-type: none"> • Adequacy estimates of intervention fidelity • Contextualizing efficacy of intervention within fidelity measures • Maximizing intervention adherence via empiricism and social validity
9	<p>Evaluating efficacy of behavioral change programs</p> <ul style="list-style-type: none"> • Evaluating the strengths and weaknesses of various experimental designs in an effort demonstrate treatment effectiveness • Consideration of component analysis to determine which aspect of the intervention was most efficacious • Decision-making rules regarding evaluating behavior change within different experimental designs • Visual and empirical analysis of trend, level, and stability within and across phases • Calculation and interpretation of effect sizes

10	Organizing, analyzing, and interpreting behavioral outcomes <ul style="list-style-type: none"> Evaluating the strengths and weaknesses of various experimental designs in an effort demonstrate treatment effectiveness Consideration of component analysis to determine which aspect of the intervention was most efficacious Decision-making rules regarding evaluating behavior change within different experimental designs Calculation and interpretation of effect sizes
11	Quiz #3; Programming for generalization and maintenance <ul style="list-style-type: none"> Programming for stimulus and response generalization and maintenance Arranging instructional procedures to promote generative learning
12	Behavior change within a consultative process <ul style="list-style-type: none"> The behavioral consultation model applied in school, home, community, and vocational settings The role and goals of the consultant, consultee, and client Cross-agency collaboration within a behavioral consultative process Ethical and legal implications within the behavioral consultative process
13	Ethical practice and culturally-responsible behavior change <ul style="list-style-type: none"> What is ethics and why is it important Practicing within one's professional training and limits Client-first perspectives
14	Practical application presentations
15	Practical application presentations; Quiz #4

Rationale for Proposal

(P) Why is this Course Being Proposed?*	A new graduate-level program is being developed collaboratively between the EDEX and EDSP departments. This graduate-level program will allow students to fulfill course requirements making them eligible for the Board Certified Behavior Analyst (BCBA) credential from the nationally-recognized Behavior Analysis Certification Board (BACB). The BACB has specific standards that must be taught in courses that fulfill BCBA credentialing requirements. These required standards do not align with any course taught at IUP. Further, this proposal seeks approval for EDSP 758 to be delivered in Distance Education format. This will provide IUP and the EDEX and EDSP departments the opportunity to increase marketability and enrollment for this new program.
(Q) University Senate Summary of Rationale	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> A new graduate-level program is being developed collaboratively between the EDEX and EDSP departments. This graduate-level program will allow students to fulfill course requirements making them eligible for the Board Certified Behavior Analyst (BCBA) credential from the nationally-recognized Behavior Analysis Certification Board (BACB). The BACB has specific standards that must be taught in courses that fulfill BCBA credentialing requirements. These required standards do not align with any course presently taught at IUP. Further, this proposal seeks approval for EDSP 758 to be delivered in Distance Education format. This will provide IUP and the EDEX and EDSP departments the opportunity to increase marketability and enrollment for this new program.
(R) How Does it Fit into the Departmental Curriculum?*	<i>Check all that apply</i> Core Requirement Free Elective If Other, please explain:
(S) Is a Similar Class Offered in Other Departments? *	NO Please Provide Comment: A review of courses taught in EDEX, COUN, and PSYC revealed that no single course offers this content. Consequently, this new course is proposed as it would fulfill accreditation requirements by the Behavior Analysis Certification Board.

<p>(T) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>Students from aligned professions, such as COUN, PSYC, and EDEX, may elect to take this course as the principles and experiences offered in this course would be applicable to those professional fields.</p>				
<p>(U) Who is the Target Audience for the Course?*</p>	<p>Course Designed for Majors</p> <p>If Other, please explain:</p>				
<p>(V) Implications for Other Departments*</p>	<p>A. What are the implications for other departments?</p> <p>(For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>There is a direct relationship of this course to EDEX as it would fulfill a required course in the collaborative program proposal by EDEX and EDSP to begin a Board Certified Behavior Analytic (BCBA) program at the graduate level. No other departments would be directly affected by this course. Students from aligned departments, such as COUN and PSYC, may elect to take this course as the principles and experiences offered in this course would be applicable to those professional fields.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>Not applicable with the exception of EDEX. EDEX is supportive of this new course proposal as it meets the accreditation needs to offer the Board Certified Behavior Analytic credential.</p>				
<p>(W) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th data-bbox="358 1094 399 1115">File</th> <th data-bbox="435 1094 518 1115">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="293 1136 537 1142"><hr/></td> </tr> </tbody> </table>	File	Modified	<hr/>	
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<p>(X) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>				

Distance Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>distance-education</p>
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Course Prefix /Number	EDSP 758																
Course Title	Advanced Behavioral Assessment and Intervention																
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i> online																
Brief Course Outline	<p><i>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</i></p> <p><i>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.</i></p> <table border="1"> <thead> <tr> <th></th> <th>Topics Covered</th> </tr> </thead> <tbody> <tr> <td>1</td> <td> Conceptualization of client needs and consideration of history, biological / medical variables <ul style="list-style-type: none"> • Review of existing records; medical, educational, vocational, and family histories • Biological influences on client and family • Preliminary assessment of client to refine referral problem(s) • Explanation of behavior using nontechnical language </td> </tr> <tr> <td>2</td> <td> Operationalization of behavior, environment, and antecedent / consequence contingencies <ul style="list-style-type: none"> • Integration of existing histories (medical, educational, vocational, and family) to fully appraise referral problem(s) • Describe and explain client behavior, including private events, in behavior-analytic terms (antecedent; 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	<p>14 Practical application presentations</p>
	<p>15 Practical application presentations; Quiz #4</p>

Rationale for Proposal (Required Questions from CBA)

<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>Dr. Runge has previously taught EDSP 102, 373, 477, 624 as distance education courses using both Moodle and D2L. Dr. Runge originally developed the materials for EDSP 373 and 624 to be delivered via distance format, so he has experience developing new courses for online delivery. Prior to working at IUP, Dr. Runge facilitated online learning in the area of behavioral assessment for the Pennsylvania Department of Education using Moodle. In addition to teaching these courses via distance format, he regularly uses D2L for his traditional courses as a repository of information, avenue to facilitate discussion between class meetings, and administration of exams and quizzes.</p>
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<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	Objective Covered	How Outcome is Achieved
	1. Identify problems using direct and indirect method	Quiz #1; Discussion board vignettes
	2. Define behaviors in observable and measurable terms within various environment milieu	Quiz #1; Discussion board vignettes
	3. Organize, analyze, and interpret observational data via visual and statistical procedures	Quiz #1; Assigned analog case studies
	4. Prioritize behavior for acquisition, Maintenance, or reduction	Quiz #1; Assigned analog case studies
	5. Design and implement functional behavioral assessment procedures	Quiz #2; Practical application project with partner and consenting volunteer
	6. State intervention goals in observable and measurable terms	Quiz #2; Practical application project with partner and consenting volunteer
	7. Design, implement, and evaluate behavioral intervention protocols that consider antecedent, alternative behavior, or consequence strategies	Quizzes #2 and #3; Research synthesis brief; Discussion board vignettes; Practical application project with partner and consenting volunteer
	8. Conduct assessment and intervention procedures with a person or client-centered focus	Quizzes #2 and #3; Practical application project with partner and consenting volunteer
	9. Identify practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness	Quiz #4; Research synthesis brief; Practical application project with partner and consenting volunteer
10. Plan for response maintenance and generalization	Quiz #4; Case studies; Practical application project with partner and consenting volunteer	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<p>Instructor-student interactions will occur via my detailed feedback on quiz essays, discussion board postings and responses, and specific feedback on assignments (e.g., small group activities and case study and presentation).</p> <p>Student-student interactions will occur via discussion board postings and responses and collaboration on small group activities.</p> <p>Regarding discussion board postings: Typically students choose from a menu of options (i.e., topics) and provide one original response to that topic. I then typically require students to reply to at least one of their peer's original postings. This facilitates interaction among the students in an asynchronous manner.</p> <p>Regarding small group activities: Typically I assign students to groups and give them a small task to complete. These activities may include: applying or expanding on a topic I have recently taught; providing them with a real-life scenario that they must address; researching a topic; or learning a new topic well enough to teach others. I then require the small group to review their findings / response to the activity to the rest of the class. These activities, therefore, often take the form of a jigsaw activity where each group does work that is then provided to everyone else so that the whole class benefits from each group's work.</p>	
<p>How will student achievement be evaluated?</p>	<p>Student achievement is evaluated via a number of assignments including:</p> <ol style="list-style-type: none"> 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 performance on group activities 4. Group performance on group activities 5. Quizzes, inclusive of multiple choice, T/F, and essay 6. Adequacy and comprehensiveness of completion of the application project 7. Adequacy and thoroughness of presenting the application project 	

<p>How will academic honesty for tests and assignments be addressed?</p>	<p>D2L quizzes are secure and locked for access only during pre-established times. Further, I have a rather extensive item test bank from which items are randomly drawn. Consequently, each student receives a different quiz.</p> <p>Discussion board postings 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 discussion board postings.</p> <p>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. Further, whenever I conduct a cooperative learning group, I have each member of the group provide confidential ratings to me of how well their groupmates participated in the assignment.</p> <p>The application study will be individually completed by the instructor. Students will be expected to obtain consent / assent from the volunteering individual before beginning the assignment. Regular contact between the student and the instructor will ensure appropriate supervision and allow the instructor to evaluate adherence to academic honesty.</p>
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Liberal Studies Section

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


<p>If Completing this Section, Check the Box to the Right:</p>	
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</p>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	
<p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p>	

Teacher Education Section

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

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

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>