

EDSP 748 Advanced Studies in Behavior Problems-CrsRvs-2015-04-28

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Form Information

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Second Step: Click “**SAVE**” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS**

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

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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

Course Level*	graduate-level
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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: catalog_desc_change course_title_change	Category B: course_revision distance-education <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	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 the content presently taught in EDSP 748. The substantive content changes will, consequently, require changes to the title and course description. Further, this proposal seeks approval for the revised EDSP 748 to be delivered in Distance Education format. This will provide IUP and the EDEX and EDSP departments increased marketability and enrollment for this new program.

(B) University Senate Summary of Rationale*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>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 the content presently taught in EDSP 748. The substantive content changes will, consequently, require changes to the title and course description. Further, this proposal seeks approval for the revised EDSP 748 to be delivered in Distance Education format. This will provide IUP and the EDEX and EDSP departments increased marketability and enrollment for this new program.</p>
(C) Implications of the change on the program, other programs and the Students:*	<p>EDSP 748 is a core course in the existing MEd in Educational Psychology and doctoral program in School Psychology. Revisions to EDSP 748 will not adversely affect students in these programs as this course will remain a required course in both programs. In fact, students in both of those programs have the option of taking the additional sequence of courses related to the Board Certified Behavior Analyst (BCBA) credential. Consequently, students in those two programs can elect to gain an additional credential while simultaneously completing their primary degree. These implications to MEd and doctoral students are not viewed as adverse; rather, these are viewed as only positive implications for current and future students.</p> <p>The proposed revisions to EDSP 748 should not adversely affect any other program or students. This revision will only increase IUP's ability to market and attract more students interested in obtaining the nationally-recognized BCBA credential.</p>

Current Course Information*		Proposed Changes	
Category A			
(D) Cu rre nt Pr efi x*	EDSP	Prop osed Prefix	EDSP
(E) Cu rre nt Nu mb er*	748	Prop osed Num ber	748
(F) Cu rre nt Co urs e Titl e*	Advanced Studies in Behavior Problems	Prop osed Cour se Titl e	Fundamentals of Behavior Change
(G) Pr ere qui sit e (s)	None	Prop osed Prer equi site (s)	None
(H) Cu rre nt Ca tal og De scr ipti on	This course will examine behavior problems encountered in classroom situations from the perspective of a functional analysis of behavior. The principles and procedures of applied behavior analysis (ABA) will be the basis of the course. Students will develop skills in analyzing school behavior problems and planning and implementing preventative and remedial techniques, including behavior plans that are appropriate for students with learning and behavioral disabilities.	Prop osed Cata log Desc ripti on	Examines behaviors encountered in a variety of settings, including homes, schools, workplaces, and community settings, from the perspective of a functional analysis of behavior. Foundational principles of applied behavior analysis and behavior change procedures will be the basis of the course. Students will develop competencies related to analyzing prosocial and problematic behavior and implementing behavior plans appropriate for individuals and groups within multiple contexts via a case study project.
<i>If changing Category A, no further action required.</i>			
Category B (if no change, leave blank)			

(I) Nu mb er of Cr edi ts	Class Hours:3 Lab Hours:0 Credits:3	Prop osed Num ber of Cred its	Class Hours:3 Lab Hours:0 Credits:3	
(J) Cu rre nt Co urs e (St ud ent Le arn ing) Ou tco mes	General course objectives for the student include: <ol style="list-style-type: none"> 1. Understand and apply behavioral assessment techniques 2. Apply principles and procedures of applied behavior analysis to address the behavioral needs of an individual 3. Demonstrate knowledge of and basic skill at conducting functional behavioral assessment 4. Demonstrate knowledge of research-based interventions to facilitate behavior change 5. Develop skills to evaluate the success of behavioral interventions 6. Develop an awareness of the impact of a student's cultural and linguistic background in implementing behavior change programs 7. Understand and critically evaluate the principles of positive behavior support as applied to individuals, classrooms, and school systems 8. Be cognizant of legal and ethical issues regarding behavior change programs 9. Use technology to support research efforts in studying students' behavior problems 	Prop osed Cour se (Stu dent Lear ning) Out comes	The student will: <ol style="list-style-type: none"> 1. Distinguish between positive and negative reinforcement and positive and negative punishment 2. Describe and evaluate different schedules of reinforcement and punishment 3. Discriminate between differential reinforcement contingencies 4. Classify and appraise various prompting and fading procedures 5. Define types of contracting and group contingencies 6. Identify modeling and imitation techniques 7. Define and illustrate shaping techniques 8. Explain and evaluate different chaining procedures 9. Conduct task analyses 10. Discuss extinction procedures 11. Implement and evaluate a comprehensive intervention that considers antecedent manipulation, reinforcement, punishment, and extinction procedures 12. Discriminate the verbal operants 	
(K) Du al Lis ted Co urs es On ly: Lis t Cu rre nt Le arn ing Ob jec tiv es for the Hi gh er- Le vel Co urse		Dual Liste d Cour ses Only: List Prop osed Lear ning Obje ctive s for the High er- Leve l Cour se		
(L) Brie f Co urs e Ou tline	<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>	Brief Course Outline	<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>	
	The following was excerpted from a syllabus used in a recent semester:	<i>(Giv e suffi cient detai l to com muni cate the</i>	<table border="1" data-bbox="852 1801 1481 1864"> <tr> <td>Topics Covered (Sub-topics are provided for potential review by discipline accreditors)</td> </tr> </table>	Topics Covered (Sub-topics are provided for potential review by discipline accreditors)
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(It is acceptable to copy from old syllabus)

Week	Topic
1	Introduction to Course History of Applied Behavior Analysis
2	Behavioral Objectives
3	Assessment of Behavior
4	Functional Behavioral Assessment
5	Graphing Data
6	Single-Subject Designs
7	Techniques to Increase Behavior
8	Techniques to Decrease Behavior
9	Differential Reinforcement (Antecedent Control, Prompts, Shaping, Fading)
10	Generalization
11	Self-Management
12	Positive Behavioral Interventions and Supports
13	ABA and Legal / Ethical Issues
14	Project Presentations
15	Project Presentations

content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)

<p>A. Introduction to course; review of basic principles in applied behavior analysis</p> <ul style="list-style-type: none"> • Antecedents (motivating operants and short-term triggers) • Behavior operationalized in observable and measurable terms • Consequences (reinforcement and punishment) • Public versus private events • Direct and indirect methods of quantifying behavior including frequency, rate, duration, latency, interval recording, topography, locus, and magnitude
<p>B. Positive and negative reinforcement; Positive and negative punishment; Schedules of reinforcement and punishment</p> <ul style="list-style-type: none"> • Primary and secondary reinforcers • Generalized reinforcers • Types of positive and negative reinforcement • Types of positive and negative punishment • Types of schedules of reinforcement and punishment • Effect of schedules of reinforcement and punishment on behavior • Unwanted effects of reinforcement and punishment • Differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH)
<p>C. Prompts; Modeling; Fading</p> <ul style="list-style-type: none"> • Stimulus control • Types of prompts, including verbal, visual, models, and physical guidance • Types of models and influences on the efficacy of models • Types of fading procedures, including increasing assistance, stimulus fading, and decreasing assistance
<p>D. Shaping; Task Analysis; Chaining; Review</p> <ul style="list-style-type: none"> • Role of shaping on behavior change • Differential reinforcement • Conducting a task analysis within the context of an individualized learner • Forward, backward, and total task chaining procedures • Effect of chaining procedure on behavior • Distinguishing shaping and chaining
<p>E. Extinction</p> <ul style="list-style-type: none"> • Definition of extinction • Common misconceptions of extinction • Extinction procedures performed correctly and incorrectly • Legal, ethical, and practice considerations of extinction • Unwanted side effects of extinction • Combining reinforcement with punishment and extinction
<p>F. Antecedent interventions via motivating operants and discriminative stimuli</p> <ul style="list-style-type: none"> • Manipulating antecedents, such as motivating operations and discriminative stimuli • Discrimination training • Instructions and rules
<p>G. Contingency contracting; Group Contingencies</p> <ul style="list-style-type: none"> • Contingency contracting • Independent, interdependent, and dependent group contingencies • Practical, legal, and ethical issues related to group contingencies
<p>H. Stimulus equivalent training; matching laws; high-probability requests; Premack principle</p> <ul style="list-style-type: none"> • Ethical, practical, and legal use of stimulus equivalence training • Using the matching law to understand facts influencing choice • Arranging high-probability requests • Behavioral momentum
<p>I. Pairing procedures to condition reinforcers or punishers; Review</p> <ul style="list-style-type: none"> • Using pairing procedures to establish new conditioned reinforcers and punishers

J. Errorless learning; matching-to-sample procedures

- Discrete trial teaching
- Behavioral momentum

K. Verbal Operants; Echoic; Mand; Intraverbal; Tact

- Using the verbal operants for language assessment
- Using echoic, mand, tact, intraverbal, and listener training

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 748							
Course Title	Fundamentals of Behavior Change							
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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <table border="1"><tr><td>Topics Covered (Sub-topics are provided for potential review by discipline accreditors)</td></tr><tr><td>A. Introduction to course; review of basic principles in applied behavior analysis</td></tr><tr><td><ul style="list-style-type: none">• Antecedents (motivating operants and short-term triggers)• Behavior operationalized in observable and measurable terms• Consequences (reinforcement and punishment)• Public versus private events• Direct and indirect methods of quantifying behavior including frequency, rate, duration, latency, interval recording, topography, locus, and magnitude</td></tr><tr><td>B. Positive and negative reinforcement; Positive and negative punishment; Schedules of reinforcement and punishment</td></tr><tr><td><ul style="list-style-type: none">• Primary and secondary reinforcers• Generalized reinforcers• Types of positive and negative reinforcement• Types of positive and negative punishment• Types of schedules of reinforcement and punishment• Effect of schedules of reinforcement and punishment on behavior• Unwanted effects of reinforcement and punishment• Differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH)</td></tr><tr><td>C. Prompts; Modeling; Fading</td></tr><tr><td><ul style="list-style-type: none">• Stimulus control• Types of prompts, including verbal, visual, models, and physical guidance• Types of models and influences on the efficacy of models• Types of fading procedures, including increasing assistance, stimulus fading, and decreasing assistance</td></tr></table>	Topics Covered (Sub-topics are provided for potential review by discipline accreditors)	A. Introduction to course; review of basic principles in applied behavior analysis	<ul style="list-style-type: none">• Antecedents (motivating operants and short-term triggers)• Behavior operationalized in observable and measurable terms• Consequences (reinforcement and punishment)• Public versus private events• Direct and indirect methods of quantifying behavior including frequency, rate, duration, latency, interval recording, topography, locus, and magnitude	B. Positive and negative reinforcement; Positive and negative punishment; Schedules of reinforcement and punishment	<ul style="list-style-type: none">• Primary and secondary reinforcers• Generalized reinforcers• Types of positive and negative reinforcement• Types of positive and negative punishment• Types of schedules of reinforcement and punishment• Effect of schedules of reinforcement and punishment on behavior• Unwanted effects of reinforcement and punishment• Differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH)	C. Prompts; Modeling; Fading	<ul style="list-style-type: none">• Stimulus control• Types of prompts, including verbal, visual, models, and physical guidance• Types of models and influences on the efficacy of models• Types of fading procedures, including increasing assistance, stimulus fading, and decreasing assistance
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<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.</p> <p>Prior to working at IUP, Dr. Runge facilitated online learning in the area of behavioral assessment for the Pennsylvania Department of Education using Moodle.</p> <p>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>																										
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<table border="1"> <thead> <tr> <th data-bbox="305 470 1219 537">Objective Covered</th> <th data-bbox="1219 470 1484 537">How Outcome is Achieved</th> </tr> </thead> <tbody> <tr> <td data-bbox="305 537 1219 583">1. Distinguish between positive and negative reinforcement and positive and negative punishment</td> <td data-bbox="1219 537 1484 583">Quiz #1, Discussion Board</td> </tr> <tr> <td data-bbox="305 583 1219 630">2. Describe and evaluate different schedules of reinforcement and punishment</td> <td data-bbox="1219 583 1484 630">Quiz #1, Discussion Board</td> </tr> <tr> <td data-bbox="305 630 1219 697">3. Discriminate between differential reinforcement contingencies</td> <td data-bbox="1219 630 1484 697">Quiz #2, Small group activity</td> </tr> <tr> <td data-bbox="305 697 1219 743">4. Classify and appraise various prompting and fading procedures</td> <td data-bbox="1219 697 1484 743">Quiz #1, Discussion Board</td> </tr> <tr> <td data-bbox="305 743 1219 810">5. Define types of contracting and group contingencies</td> <td data-bbox="1219 743 1484 810">Quiz #2, Small group activities</td> </tr> <tr> <td data-bbox="305 810 1219 856">6. Identify modeling and imitation techniques</td> <td data-bbox="1219 810 1484 856">Quiz #1, Discussion Board</td> </tr> <tr> <td data-bbox="305 856 1219 903">7. Define and illustrate shaping techniques</td> <td data-bbox="1219 856 1484 903">Quiz #1, Discussion Board</td> </tr> <tr> <td data-bbox="305 903 1219 949">8. Explain and evaluate different chaining procedures</td> <td data-bbox="1219 903 1484 949">Quiz #1, Discussion Board</td> </tr> <tr> <td data-bbox="305 949 1219 995">9. Conduct task analyses</td> <td data-bbox="1219 949 1484 995">Quiz #1, Discussion Board</td> </tr> <tr> <td data-bbox="305 995 1219 1062">10. Discuss extinction procedures</td> <td data-bbox="1219 995 1484 1062">Quiz #2, Small group activities</td> </tr> <tr> <td data-bbox="305 1062 1219 1129">11. Develop comprehensive interventions that consider antecedent manipulation, reinforcement, punishment, and extinction procedures</td> <td data-bbox="1219 1062 1484 1129">Quiz #3, Case study and presentation</td> </tr> <tr> <td data-bbox="305 1129 1219 1176">12. Discriminate the verbal operants</td> <td data-bbox="1219 1129 1484 1176">Quiz #3</td> </tr> </tbody> </table>	Objective Covered	How Outcome is Achieved	1. Distinguish between positive and negative reinforcement and positive and negative punishment	Quiz #1, Discussion Board	2. Describe and evaluate different schedules of reinforcement and punishment	Quiz #1, Discussion Board	3. Discriminate between differential reinforcement contingencies	Quiz #2, Small group activity	4. Classify and appraise various prompting and fading procedures	Quiz #1, Discussion Board	5. Define types of contracting and group contingencies	Quiz #2, Small group activities	6. Identify modeling and imitation techniques	Quiz #1, Discussion Board	7. Define and illustrate shaping techniques	Quiz #1, Discussion Board	8. Explain and evaluate different chaining procedures	Quiz #1, Discussion Board	9. Conduct task analyses	Quiz #1, Discussion Board	10. Discuss extinction procedures	Quiz #2, Small group activities	11. Develop comprehensive interventions that consider antecedent manipulation, reinforcement, punishment, and extinction procedures	Quiz #3, Case study and presentation	12. Discriminate the verbal operants	Quiz #3
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<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 provide the rest of the class with a summary of their assigned task and how they responded / completed that task. 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 case study 7. Adequacy and thoroughness of presenting the case study to the class
<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 case study will be individually-assigned by the instructor. Responses to the case study have to be submitted via D2L.</p>

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>	<input type="checkbox"/>
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Liberal Studies Course Designations (Check all that apply)	
<p>Learning Skills:</p>	
<p>Knowledge Area:</p>	
<p>Liberal Studies Elective</p>	<p><i>Please mark the designation(s) that apply - must meet at least one</i></p>
<p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p>	<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><i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i></p>
<p>Description of the Required Content for this Category</p>	<p><i>Narrative on how the course will address the Selected Category Content</i></p>
<p style="text-align: center;">All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p style="text-align: center;">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>