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: **ONLY** 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
Contact Person*	Lynanne Black	**Contact Email***	lblack@iup.edu
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: catalog_desc_change course_prefix_number_change course_title_change	Category B: 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.

(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.

How will the instructor-student and student-student interaction take place? (if applicable)	
	1. 2. 3. 4. 5.

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 contributions0 1 55.88 62udies 1 028.96 219.49 l h f 429.71 200b0 1 55.T /F1 7.oBT /Frace 62udies 1 028.96 219.49 l h f 429.71 200he perspectives**	

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