Code # ED06 (Rev)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

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| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10/14/2013 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

PSY 4383

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Introduction to Behavior Analysis Short Title: Intro to Behavior Analysis

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

An introduction to the basic philosophy, methodology, and methods and principles that underlie the science of behavior analysis in both the experimental and applied domains.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

No

b. Why?

Not applicable

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Spring

10. Contact Person (Name, Email Address, Phone Number)

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11. Proposed Starting Term/Year

Spring 2014

12. Is this course in support of a new program? No.

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No.

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Behavior analysis is based in an idiographic (single-subject) approach to the study of behavior rather than the nomothetic (group design) approach taken in other areas of psychology). Students currently receive appropriate course work in group experimental designs and the inferential statistics used to analyze these designs, but receive little or no training in single-subject designs employing the steady state strategy or the graphic procedures used to analyze these designs. In addition, students receive little to no training in the concepts and applications that have been derived through the use of single-subject designs.

As a result of this course students will acquire a fundamental understanding of the following. (a) The basic paradigmatic assumptions underlying the idiographic approach, (b) research designs based upon the steady state strategy (e.g., reversal designs, multiple-baseline designs, alternating treatment designs) and the graphic procedures used to analyze these designs, (c) the basic concepts and principles of behavior as an independent subject matter, and (d) basic applications of behavioral principles to the enrichment of human lives.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course will facilitate the mission of the Bachelor of Psychology in Psychology program to provide students with a basic understanding of (a) the discipline and its importance to their daily lives and human endeavors, (b) the scientific principles and theories of the discipline and the ethical guidelines to which members of the discipline adhere, and (c) the skills needed to pursue and evaluate knowledge independently, enter a competitive work force, and successfully pursue graduate level training.

c. Student population served.

The course will also serve undergraduate students who seek a deeper understanding of behavior as a subject matter in its own right.

This includes undergraduate students who desire to pursue advanced training in the experimental analysis of behavior or applied behavior

analysis, and those who desire to seek Bachelor’s level certification in applied behavior analysis.

d. Rationale for the level of the course (lower, upper, or graduate).

The course will also require foundational critical thinking skills taught in the general education program. In addition, this course will include applied content that is not suitable for lower division students.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 01: Basic concepts and definitions

Week 02: Selecting and defining target behaviors

Week 03: Measuring behavior

Week 04: Constructing and interpreting graphic displays

Week 05: Research design (reversal, alternating treatment, multiple baseline and changing criterion)

Week 06: Planning and evaluating behavioral research

Week 07: Consequent procedures (reinforcement and punishment)

Week 08: Antecedent variables (motivating operations and stimulus control

Week 09: Developing new behavior (modeling, shaping, and chaining)

Week 10: Reducing behavior (extinction, differential reinforcement, and antecedent interventions)

Week 11: Functional analysis of behavior

Week 12: Verbal behavior

Week 13: Generalization and maintenance of behavior change

Week 14: Ethical standards

Week 15: Special applications (e.g., contingency contracting, self-management, token economies)

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Examinations will be given following weeks 4, 8, and 11. A final examination will be given following week 15.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Not applicable

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Course will be taught by existing faculty. Two current faculty members are competent to teach this course.

20. What is the primary intended learning goal for students enrolled in this course?

To provide students with a solid foundation in the ideographic approach to the study of behavior.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Textbook

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd edition). Upper Saddle River, NJ: Pearson.

Assigned reading

Skinner, B.F. (1956). A case history in scientific method. *American Psychologist, 11,*221-233.

Additional reading

Additional readings may be assigned from current issues of *The Behavior Analyst, The Journal of Applied Behavior Analysis,* and *The Journal of the Experimental Analysis of Behavior*.

b. Number of pages of reading required per week: 35-40

c. Number of pages of writing required over the course of the semester: Enter text...

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Distinguish between the idiographic and the nomothetic approaches to the study of behavior.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Lecture, discussion, and assigned readings.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Distinguish between response options on a multiple choice test that represent the idiographic paradigm and distractor options that represent the nomothetic paradigm.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Identify the various research methods used in the idiographic approach, and interpret graphic displays of data obtained with these methods.

Learning Activity:

Lecture, discussion, and assigned readings including visual displays that represent various research designs and various graphic presentations of data.

Assessment Tool:

Distinguish between response options on a multiple choice test that represent different research design strategies visually displayed and significant empirical effects as presented graphically.

**Outcome #3**:

Define and recognize examples of the basic concepts, procedures, and ethical standards used by behavior analysts.

Learning Activity:

Lecture, discussion, and assigned readings

Assessment Tool:

Distinguish between response options on a multiple choice test that accurately represent the basic concepts, procedures, and ethical standards used by behavior analysts and distractor options that do not accurately represent these concepts, procedures, and ethical standards.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

From p 438 of the UGB

**PSY 3823. History of Psychology** Overview of the history of psychology and recent systematic developments. Fall, Spring, Summer.

**PSY 4053. Today’s Families: Interdisciplinary Approaches** An interdisciplinary course de­signed to promote a critical approach to examining the family and its role in society. Prerequisite, 12 hours of coursework in Interdisciplinary Family Minor OR Instructors Permission. Demand.

**PSY 4173. Introduction to Psychological Tests and Measurements** Overview of theoretical and practical aspects of the assessment and prediction of human behavior. Includes principles and application of group and individual standardized measures as well as investigator made measures. Prerequisites, Three hours of statistics or permission of instructor. Spring.

**PSY 4323. Physiological Psychology** Physiological bases of psychological constructs such as memory, reinforcement, attention, sleep, and motivation as each applies to humans and infrahuman species. Spring.

**PSY 4343. Learning Processes** The study of behavioral adaptation at the level of the individual. Includes empirical and theoretical issues related to classical and instrumental conditioning, complex learning, memory, and the neural bases of learning and memory. Human and infrahuman data are considered. Fall.

**PSY 4363. Cognitive Psychology** The study of human thinking, emphasizing empirical knowledge on processes involved in information processing, memory, knowledge representation, language, and problem solving. Spring.

PSY 4383. **Introduction to Behavior Analysis** An introduction to the basic philosophy, methodology, and methods and principles that underlie the science of behavior analysis in both the experimental and applied domains. Spring.

**PSY 4533. Abnormal Psychology** An introduction to various mental disorders, including their origins and characteristics. Fall, Spring, Summer.

**PSY 4543. Personality Development** Principles of development and organization of personality, with emphasis on influencing agents. Spring, Summer.

**PSY 4723. Organizational Psychology** Provides an understanding of leadership, motivation, job satisfaction, communication, decision making, stress, and group process as related to organi­zational development, maintenance, and productivity. Demand.

**PSY 480V. Special Topics Workshop** Study of selected professional topics. May not be used to satisfy any degree requirements. May be repeated for credit. Demand.

**PSY 4853. Psychological Seminar** Provides intensive coverage of contemporary psychological topics. Prerequisite, 12 hours of psychology and permission of instructor. May be repeated for credit. Demand.