

Department Chair Meeting Minutes
College of Arts and Sciences
April 15, 2014

The meeting was called to order at 8:02 a.m. on Tuesday, April 15, 2014. Dr. Vagn K. Hansen, Dean of the College of Arts and Sciences, presided. Department Chairs present: Ms. Chiong-Yiao Chen, Dr. Paul Kittle, Dr. Brent Olive, Dr. Gregory Pitts, Dr. Yaschica Williams, Dr. Larry Adams, Dr. Bob Garfrerick, Dr. Claudia Vance, Dr. Francis Koti, Dr. Christopher Maynard, Dr. Cindy Stenger, LTC Michael Snyder, Dr. David McCullough, Dr. Brenda Webb, Dr. Richard Hudiburg, Dr. Joy Borah, and Dr. Jerri Bullard. Ms. Debbie Tubbs took the minutes.

1. **Approval of Minutes from April 1, 2014.** The minutes were approved by consensus.
2. **Curriculum Change Proposals from the Department of Psychology.** Dr. Hudiburg made a motion to consider his proposals as a single motion, and the motion was seconded. The proposal included a new certificate program in Applied Behavior Analysis (ABA) and three new courses: PY 456 (3) *Research Methods and Ethics in Applied Behavior Analysis*; PY 457 (3) *Behavioral Interventions*; and PY 458 (3) *Advanced Applied Behavior Analysis*. Dr. Hudiburg shared that an external agency will actually award certification after the students have accumulated the necessary fieldwork hours, received their baccalaureate degree, and tested through the external agency. Dr. Zayac has already received this certification at the doctoral level and this allows UNA to offer this certificate program. Several departments expressed interest in these new courses (plus the existing PY 455 course) possibly offered at the 400/500 level so that their graduate students could take some of these courses and Dr. Hudiburg agreed to take their idea back to his department for discussion and possible future action. The motion was **adopted**.
3. **Report from COAD**
 - Social and Behavioral Sciences Research Center proposal was presented by Dr. Yaschica Williams and Dr. Amber Paulk and the COAD approved the center and the proposal will move to the Curriculum Committee and ACHE for approval.
 - Revision of timeline/effective date of promotions and revision of proposed promotion rank form were approved and will move through Shared Governance to Faculty Senate.
 - Proposed Graduate Advisory Council was discussed.
 - College of Business shared ideas and concerns regarding the graduate application process software and will be looking at other ways to make the graduate admission process more student friendly. [During discussion among department chairs, some shared concern in the recent delays that have not been evident in the past and concern that it is not a software issue.]
 - Dr. Hansen congratulated Dr. Webb and her department for the NISP recently submitted to ACHE for the B.S. / B.A. program in Earth Systems Sustainability. The hope is for the full proposal to be on the ACHE agenda for the September or December meeting.
 - Dr. Hansen discussed formatting of *Campus Communications* and *Profiles in Excellence*. Department chairs expressed their frustration at the lack of specific style manuals for each publication.

-Phil Rivers, UNA Lobbyist, is now working in both D.C. and Montgomery to lobby for UNA. He has already successfully added several hundred-thousand dollars to UNA's base budget.

-Dr. Hansen shared that a proposal for a global studies certificate and course is in process and he or Dr. Christy will be contacting some department chairs regarding possible courses for this certificate.

4. **Other.**

-Dr. McCullough shared his disappointment at the lack of temporary housing for new faculty when they arrive in the area to join UNA.

-Dr. Pitts shared that Dr. Elmasry will give a speech tonight at 7:00 p.m. [Room 131 Communications Building] on the current issues in Egypt as part of the First Amendment Awareness activities at UNA this month.

-Dr. Pitts shared that there will be a meeting at 3:00 p.m. tomorrow [Room 131 Communications Building] regarding the community radio station and invited everyone to attend both events.

-Dr. Hansen shared handouts on summer 2013 numbers and noted the departments with revenue should see said deposits made to their 7005 accounts in the new few days.

-Several department chairs noted they were heading from this meeting to participate in Career Day.

The meeting adjourned at 9:03 a.m.

**Undergraduate Curriculum Committee
Curriculum Change Proposal Form**

College Name: Arts & Sciences

Department Name: Psychology

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- | | |
|--|--|
| <input type="checkbox"/> Proposed New Course(s)—attach one page syllabus | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Addition Of/Change in Course Fee | <input type="checkbox"/> *New Major/Option/Concentration/Minor |
| <input type="checkbox"/> Cross Listing of Course | <input type="checkbox"/> Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course | <input checked="" type="checkbox"/> New/Revised Certificate Program |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor | <input type="checkbox"/> Revised Admission Requirement |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change |
| <input type="checkbox"/> Other | |

Will this proposal result in the need for a revised Faculty Credentials Certification Form? Yes ☐ No ☒

If yes, for whom: _____

Will the change require additions or deletions to the Major's Course List? Yes ☐ No ☒

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds).

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications **(you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*).**

The Department of Psychology is proposing a new certificate program in Applied Behavior Analysis (ABA). ABA is a discipline concerned with the application of behavioral science in real-world settings such as clinics or schools with the aim of addressing socially important issues such as behavior problems and learning. Specifically, ABA refers to a systematic approach to the assessment and evaluation of behavior, and the application of interventions that alter behavior. Over the past 45 years, several thousand published research studies have documented the effectiveness of ABA across a wide range of behaviors, settings, and populations. To meet professional credentialing needs identified by those individuals who were practicing ABA, as well as governments, and consumers of behavior analytic services, The Behavior Analyst Certification Board (BACB), Inc. ® was established in 1999. The BACB currently offers two credentialing programs that are accredited by the National Commission for Certifying Agencies in Washington, D.C. The Department of Psychology proposes to offer the coursework required to be eligible to take the Board Certified Assistant Behavior Analyst (BCaBA) exam. Additional fieldwork experience is also required by the BACB, but is not a requirement of the proposed certificate program.

Currently, ABA is the only therapy to have been approved by the United States Surgeon General's Office for the treatment of individuals with a diagnosis of Autism Spectrum Disorder (ASD). Over the past decade, the rates of ASD have increased from 1 in 150 individuals to 1 in 68. Given the large increases in ASD diagnoses and the effectiveness of ABA in treating these individuals, BCaBA's and Board Certified Behavior Analysts (BCBAs) are in high demand throughout the United States. In addition, individuals with this national certification frequently find employment working in business settings, schools, hospitals, and zoos.

Offering this certificate program would support several of the university's goals. The ABA certificate program will offer students the opportunity to become nationally certified which will increase their marketability, enhance employment opportunities, and prepare students for future graduate work in ABA (supports university goal 1 - offering high quality programs). The ABA certificate program will also provide students with an opportunity to learn and work with individuals with developmental and intellectual disabilities (supports university goal 3 - promote and celebrate diversity). Lastly, students enrolled in the certificate program will be

assisted in finding fieldwork and supervision opportunities in the region and will provide valuable support to local school districts, agencies, and organizations that require ABA services (supports university goal 5 - enhancing and supporting regional development and outreach). Based on these factors, the addition of an ABA certificate program has strong potential to recruit students to UNA, promote student learning and development, and enhance students' future employment and graduate studies opportunities.

Proposed Banner Course Title (30 character maximum): ABA Certificate
The proposed change(s) will be effective beginning: Fall semester 2014 year
If Addition of/Change in Course Fee, provide justification: _____

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: The Department of Elementary Education (Special Education) has been consulted. A copy of the correspondence from their department supporting the certificate program is attached.

4/15/2014
Date Approved by Department Curriculum Committee

April 15, 2014
Date Approved by College Curriculum Committee**

Richard A. Hudiberg
Chair's Signature

Vern Kottam
Academic Dean's Signature**

*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

**Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.

Course	Credit
Experimental Psychology (PY 465W)	3
Psychology Electives (including at least six hours 300-400 level)	18
	<u>34</u>
Prescribed Supporting Course:	
Elementary Statistics (MA 147)	3
	<u>3</u>

C. Minor:

A minor or a second major is required for this major.

D. General Elective hours, if required, to bring total to 120.

REQUIREMENTS FOR A MINOR IN HCI/UX EVALUATION
(Open only to Psychology Majors)

Course	Credit
Design I (AR 231)	3
Computer Science I (CS 155)	
Introduction to Programming Using Java (CIS 225)	
Information Systems in Organizations (CIS 236)	3
New Introduction to HCI/UX (CIS 289)	3
Media Writing (EN 445W)	3
Cognitive Psychology (PY 385)	3
Psychology Capstone Project (PY495)	3
Total	18

NOTE: It is recommended that students with the HCI/UX Evaluation minor and major in Psychology take PY 435 and PY 451 as elective choices if available. [NOTE: PY 495 will serve as a capstone course for the HCI/UX Evaluation minor]

REQUIREMENTS FOR A MINOR IN
PSYCHOLOGY

Course	Credit
General Psychology (PY 201)	3
Learning (PY 321)	3
Physiological Psychology (PY 361)	3
Cognitive Psychology (PY 385)	3
Psychology Electives (including at least three hours 300-400 level)	6
Total	<u>18</u>

REQUIREMENTS FOR A CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS
(refer to section on SPECIAL PROGRAMS AND ACTIVITIES)

DEPARTMENT OF SOCIAL WORK

Chair: Dr. Joy Borah, 543 Stevens Hall, 256-765-4391

Faculty: Ms. Coleman-Reed, Mrs. Crisler, Dr. Hodges, Mrs. Winston

The Department of Social Work is nationally accredited by the Council on Social Work Education and offers the Bachelor of Social Work (B.S.W.) degree. Social work is a challenging and enriching profession that is com-

Freddie Wood Geographic Research Center. The Center, a research, teaching and public service unit of the Department of Geography, has a three-fold purpose. It enhances the instructional programs of the University, creates research opportunities for students and faculty, and extends benefits of the technology and research to potential users

Public History Center. The Public History Center serves as the consulting branch of the Public History Program. Additionally, the Public History Center staff participates in community outreach projects.

Certificates:

Certificate in Applied Behavior Analysis. The Department of Psychology offers a certificate in applied behavior analysis (ABA). This certificate program prepares students with the academic instruction required by the Behavior Analyst Certification Board (BACB), Inc. ® to be eligible to take the Board Certified Assistant Behavior Analyst (BCaBA) examination. Additional requirements for eligibility to take the BCaBA exam include an undergraduate or graduate degree in an approved field (e.g., Psychology, Education, Social Work) and supervised fieldwork. Fieldwork is not a requirement of the department's certificate program and must be obtained independently. The program will assist students in locating appropriate practicum locations and arranging supervision. For additional information on fieldwork requirements please visit the BACB website. The Department of Psychology's certificate program is designed to provide students with an academic and professional background in ABA. Upon completion of the certificate program, students will be prepared for employment in a variety of community and private settings/organizations or to pursue graduate education in ABA. The certificate is comprised of four courses that have been submitted to the Behavior Analyst Certification Board, Inc. ® for course sequence approval based on the BACB Fourth Edition Task List. This certificate is offered to both degree seeking students as well as community persons seeking professional advancement. Non-degree seeking students will be admitted to the University via established admission guidelines.

REQUIREMENTS FOR A CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS

Course	Credit
Introduction to Applied Behavior Analysis (PY 455).....	3
Research Methods and Ethics in Applied Behavior Analysis (PY 456)	3
Behavioral Interventions (PY 457).....	3
Advanced Applied Behavior Analysis (PY 458).....	<u>3</u>
Total	12

Zayac, Ryan M.

From: Hulsey, Victoria W.
Sent: Thursday, April 03, 2014 3:24 PM
To: Zayac, Ryan M.
Subject: proposed ABA certificate

Hi Ryan,

Thanks for coming by today to discuss the proposed ABA certificate program. I wholeheartedly support your efforts in this regard. I think there is a definite need for this training in our area and the proposed courses are very appropriate to meet this need.

Victoria W. Hulsey, Ed. D.

Professor of Special Education and Chair, Elementary Education
University of North Alabama
UNA Box 5216
Florence, AL 35632
Phone: 256.765.5024
Fax: 256.765.4388

**Undergraduate Curriculum Committee
Curriculum Change Proposal Form**

College Name: College of Arts and Sciences

Department Name: Psychology

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Proposed New Course(s) —attach one page syllabus | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Addition Of/Change in Course Fee | <input type="checkbox"/> *New Major/Option/Concentration/Minor |
| <input type="checkbox"/> Cross Listing of Course | <input type="checkbox"/> Revised Major/Option/Concentration/Minor |
| <input type="checkbox"/> Inactivation of Course | <input type="checkbox"/> New/Revised Certificate Program |
| <input type="checkbox"/> Merger of Major/Option/Concentration/Minor | <input type="checkbox"/> Revised Admission Requirement |
| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change |
| <input type="checkbox"/> Other | |

Will this proposal result in the need for a revised Faculty Credentials Certification Form? Yes ☒ No ☐

If yes, for whom: Dr. Ryan Zayac

Will the change require additions or deletions to the Major's Course List? Yes ☒ No ☐

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. Add to Psychology electives - PY 456 Research Methods and Ethics in Applied Behavior Analysis.

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

(1) Proposed Course Prefix & Number: **PY 456** - Credit Hours: **3** - Title: **Research Methods and Ethics in Applied Behavior Analysis** - Prerequisite: PY 201 - General Psychology; PY 455 – Introduction to Applied Behavior Analysis.

The content presented in this course is required for UNA to meet coursework approval for the new Board Certified Assistant Behavior Analyst (BCaBA) certificate program in Psychology. In order to become a nationally approved BCaBA academic program, the Behavior Analyst Certification Board (BACB) requires that students receive a minimum of 30 classroom hours in instruction over ethics and research methods in behavior analysis. The BCaBA certificate program will support university goals 1 (offering high quality programs), 3 (promote and celebrate diversity), and 5 (enhancing and supporting regional development and outreach).

Proposed Banner Course Title (30 character maximum): Methods and Ethics in ABA

The proposed change(s) will be effective beginning: Fall semester 2014 year

If Addition of/Change in Course Fee, provide justification: _____

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: The Department of Elementary Education (Special Education) has been consulted. A copy of the correspondence from their department supporting the certificate program and coursework is attached.

4/15/2014
Date Approved by Department Curriculum Committee

Richard A. Herdberg
Chair's Signature

April 15, 2014
Date Approved by College Curriculum Committee**

Vagner K. Hansen
Academic Dean's Signature**

*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

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Research Methods & Ethics in Applied Behavior Analysis

Instructor: Ryan Zayac, Ph.D., BCBA

Office: Wesleyan Hall 206

Office Hours: M/W/F: 10-11; T/R: 9:30-11:30; or by appointment **Email:** rzayac@una.edu

Required Textbooks: Bailey, J. S., & Burch, M. R. (2005). *Ethics for behavior analysts*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Johnston, J. M., & Pennypacker, H. M. (2009). *Strategies and tactics of behavioral research* (3rd ed.). New York: Routledge.

Course Description: In this course we review materials pertinent to single-subject designs and methods common to behavior analytic assessments and interventions. The focus will be on behavioral assessment, experimental evaluation, and the measurement, display, and interpretation of single-subject data sets. This course will also familiarize students with the ethics surrounding the science and practice of behavior analysis. Instruction will focus on the Guidelines for Responsible Professional Conduct of the Behavior Analyst Certification Board. Ethical decision-making processes will also be emphasized, and the relationship between ethics and law will be explored. While some students enrolled in this course will not pursue careers as behavior analysts, these guidelines raise issues common to all class members as consumers, producers, and appliers of research.

Class Learning Outcomes: Upon completion of the course, students should be able to:

- (1) Formulate research questions for single subject studies from the literature and personal experience.
- (2) Define behaviors for measurement and describe methods for measuring those behaviors.
- (3) Describe the logic, requirements, advantages, uses, and limitations of single subject designs, including reversal designs, multiple baseline designs, changing criterion designs, alternating treatment designs, and combinations of these designs.
- (4) Describe the characteristics of data, display data graphically, and describe data by its characteristics.
- (5) Conduct evaluations of data using visual inspection procedures, descriptive statistics, and inferential statistics.
- (6) Identify and describe the laws, rules, regulations, and policies which regulate our practice.
- (7) Identify the applicable ethical standards when selecting targets for change, identify appropriate outcomes of service delivery, and select the most appropriate, least intrusive behavior change procedures.
- (8) Demonstrate competence at describing methods used to protect client confidentiality and how to obtain informed consent from clients, students, and/or their legal representative.
- (9) Describe ethical decision-making processes that can be functional within the context of service delivery and research mechanisms.
- (10) Demonstrate competence in completing the appropriate IRB application for research with human or animal participants.

Grading Breakdown

Exams	3 @ 100 points each
HSRC Application	1 @ 100 points
HSRC Training Certificate	1 @ 10 points
Graphing Worksheet	1 @ 40 points
Case Studies	4 @ 75 points each
Class Participation	10 @ 5 points each
Total possible points = 800	

<u>GRADE</u>	<u>PERCENTAGE</u>	<u>POINTS NEEDED</u>
A	>90%	720 – 800
B	80 - 89%	640 – 719
C	70 - 79%	560 – 639
D	60 - 69%	480 – 559
F	<60 %	Below 480

**Undergraduate Curriculum Committee
Curriculum Change Proposal Form**

College Name: College of Arts and Sciences **Department Name:** Psychology

Item(s) to be considered by the Undergraduate Curriculum Committee: (please check all spaces relevant to this proposed change)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Proposed New Course(s)–attach one page syllabus | <input type="checkbox"/> Change in Course Description |
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| <input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite | <input type="checkbox"/> Editorial Change |
| <input type="checkbox"/> Other | |

Will this proposal result in the need for a revised Faculty Credentials Certification Form? Yes ☒ No ☐

If yes, for whom: Dr. Ryan Zayac

Will the change require additions or deletions to the Major's Course List? Yes ☒ No ☐

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. Add to Psychology electives - PY 457 Behavioral Interventions.

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

(1) Proposed Course Prefix & Number: **PY 457** - Credit Hours: **3** - Title: **Behavioral Interventions**
Prerequisite: PY 201 - General Psychology; PY 455 – Introduction to Applied Behavior Analysis.

The content presented in this course is required for UNA to meet coursework approval for the new Board Certified Assistant Behavior Analyst (BCaBA) certificate program in Psychology. In order to become a nationally approved BCaBA academic program, the Behavior Analyst Certification Board (BACB) requires that students receive (A) a minimum of 30 classroom hours in instruction over the identification of problem behaviors and assessment, and (B) 45 hours in the fundamental elements of behavior change and specific behavior change procedures. This course will provide 15 classroom hours towards requirement A and 30 classroom hours towards requirement B. The BCaBA certificate program will support university goals 1 (offering high quality programs), 3 (promote and celebrate diversity), and 5 (enhancing and supporting regional development and outreach).

Proposed Banner Course Title (30 character maximum): Behavioral Interventions

The proposed change(s) will be effective beginning: Fall semester 2014 year

If Addition of/Change in Course Fee, provide justification: _____

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program: The Department of Elementary Education (Special Education) has been consulted. A copy of the correspondence from their department supporting the certificate program and coursework is attached.

4/15/2014
Date Approved by Department Curriculum Committee

April 15, 2014
Date Approved by College Curriculum Committee**

Richard A. Hudiberg
Chair's Signature

Vogel K. Hanna
Academic Dean's Signature**

*Proposals within this category require submission and approval by ACHE. Consult the VPAA Office for additional information.

**Courses that are not specific to an academic department/college must be submitted through the VPAA Office and approved by the Council of Academic Deans prior to submission to the Undergraduate Curriculum Committee.



Behavioral Interventions

Instructor: Ryan Zayac, Ph.D., BCBA

Office: Wesleyan Hall 206

Office Hours: M/W/F: 10-11; T/R: 9:30-11:30; or by appointment **Email:** rzayac@una.edu

Course Readings:

There is no required textbook for this course. Your assigned readings are listed in the schedule of activities and at the end of the syllabus. Additional readings may be announced in class over the course of the semester. These readings will either be posted on Canvas or you will be informed of where you can obtain them.

Course Overview:

This course is designed to provide students with a background in applied behavior analysis with advanced knowledge of behavior-analytic interventions designed to promote appropriate behaviors and decrease aberrant responses. The course will examine different strategies that behavior analysts have used to conduct interventions, including clinic, classroom, center and home-based strategies.

Course Topics:

This course will cover material including, but not limited to reinforcer identification and usage, discrete trial training, social skills training, video modeling, behavioral skills training, Direct Instruction, Errorless learning, token economies, behavioral contracting, goal-setting and self-management, feeding disorders, response maintenance, generalization, response cost, overcorrection, and parent/teacher/staff training.

Class Learning Outcomes: Upon completion of the course, students should be able to:

- (1) Demonstrate the ability to gather descriptive data using various methods
- (2) Demonstrate the ability to organize and interpret descriptive data using various methods
- (3) Correctly identify, explain, and understand the key concepts of evidence-based behavioral interventions
- (4) Describe the application of behavior analysis across a wide range of populations, settings, and behaviors
- (5) Identify and describe appropriate, proactive interventions that avoid the occurrence of problem behaviors.

Grading Breakdown

Literature Review	200 points
Video Modeling Project	75 points
Social Script Project	75 points
Visual Support Project	75 points
Stimulus Preference Assessment	50 points
Quizzes	50 points
Behavioral Contract Project	25 points
Total possible points = 550	

<u>GRADE</u>	<u>PERCENTAGE</u>	<u>POINTS NEEDED</u>
A	>90%	495 – 550
B	80 - 89%	440 – 494
C	70 - 79%	385 – 439
D	60 - 69%	330 – 384
F	<60 %	Below 330

**Undergraduate Curriculum Committee
Curriculum Change Proposal Form**

College Name: College of Arts and Sciences **Department Name:** Psychology

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<input type="checkbox"/> Cross Listing of Course
<input type="checkbox"/> Inactivation of Course
<input type="checkbox"/> Merger of Major/Option/Concentration/Minor
<input type="checkbox"/> Revised Course Number/Title/Credit/Prerequisite
<input type="checkbox"/> Other | <input type="checkbox"/> Change in Course Description
<input type="checkbox"/> *New Major/Option/Concentration/Minor
<input type="checkbox"/> Revised Major/Option/Concentration/Minor
<input type="checkbox"/> New/Revised Certificate Program
<input type="checkbox"/> Revised Admission Requirement
<input type="checkbox"/> Editorial Change |
|---|---|

Will this proposal result in the need for a revised Faculty Credentials Certification Form? Yes ☒ No ☐

If yes, for whom: Dr. Ryan Zayac

Will the change require additions or deletions to the Major's Course List? Yes ☒ No ☐

List courses that will be added or deleted for EACH major affected by the curriculum change (see current Major's Courses List). Include major, course number, and title (e.g., "Add to Biology and Marine Biology – BI 498 Study of Pelagic Birds. Add to Psychology electives - PY 458 Advanced Applied Behavior Analysis.

Brief Description and Rationale – (1) include catalog course prefix, proposed number, credit hours, title, description, prerequisite, if any; (2) include relevant information concerning UNA's mission and goals, student learning opportunities, impact on existing programs and financial implications (you must attach a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual*):

(1) Proposed Course Prefix & Number: PY 458 - Credit Hours: 3 - Title: Advanced Applied Behavior Analysis
Prerequisite: PY 201 - General Psychology; PY 455 – Introduction to Applied Behavior Analysis.

The content presented in this course is required for UNA to meet coursework approval for the new Board Certified Assistant Behavior Analyst (BCaBA) certificate program in Psychology. In order to become a nationally approved BCaBA academic program, the Behavior Analyst Certification Board (BACB) requires that students receive (A) a minimum of 30 classroom hours in instruction over the identification of problem behaviors and assessment, (B) 45 hours in the fundamental elements of behavior change and specific behavior change procedures, (C) 5 hours in intervention and behavior change considerations, (D) 5 hours in behavior change systems, and (E) 5 hours in implementation, management, and supervision. This course will provide 15 classroom hours towards requirements A and B, and fulfill the requirements of C, D, and E. The BCaBA certificate program will support university goals 1 (offering high quality programs), 3 (promote and celebrate diversity), and 5 (enhancing and supporting regional development and outreach).

Proposed Banner Course Title (30 character maximum): Advanced ABA
The proposed change(s) will be effective beginning: Fall semester 2014 year
If Addition of/Change in Course Fee, provide justification: _____

List the departments or programs on campus consulted on the issues of duplication, overlap, or impact on program:
The Department of Elementary Education (Special Education) has been consulted. A copy of the correspondence from their department supporting the certificate program and course development is attached.

4/15/2014
Date Approved by Department Curriculum Committee

April 15, 2014
Date Approved by College Curriculum Committee**

Richard A. Hurdling
Chair's Signature

Vann K. Hannon
Academic Dean's Signature**

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Advanced Applied Behavior Analysis

Instructor: Ryan Zayac, Ph.D., BCBA

Office: Wesleyan Hall 206

Office Hours: M/W/F: 10-11; T/R: 9:30-11:30; or by appointment **Email:** rzayac@una.edu

Required Texts:

Austin, J., & Carr, J. E., (Eds.). (2000). *Handbook of applied behavior analysis*. Reno, NV: Context Press.

Cooper, J. O., Herron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall Publishers.

Recommended Supplemental Texts:

Skinner, B. F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.

Skinner, B. F. (1974). *About behaviorism*. New York: Vintage Books.

Additional Readings: Additional readings will be announced in class over the course of the semester. These readings will either be posted on Canvas or you will be informed of where you can obtain them.

Course Overview: This course builds upon the basic principles of learning and applied behavior analysis presented during previous courses in the BCaBA course sequence. The course will offer advanced coverage of special topics, including: (a) practicing behavior analysis in applied settings such as schools and hospitals, (b) conducting parent training, (c) verbal behavior, (d) managing problem behaviors such as self-injury, food refusal, and non-compliance, and (e) dealing with special populations such as children with autism, individuals with traumatic brain injury, and individuals with intellectual disabilities.

Class Learning Outcomes: Upon completion of the course, students should be able to:

- (1) Select, operationally define, measure, and evaluate behavior using appropriate data collection, analysis, and display techniques.
- (2) Describe and apply behavior change procedures based on reinforcement, stimulus control, extinction, and punishment
- (3) Describe the history of behavior analysis including its roots in learning theory and experimental psychology.
- (4) Describe the philosophy of radical behaviorism.
- (5) Describe the theoretical and experimental contributions of the major figures in behavior analysis.
- (6) Apply the key concepts of complex behavior analysis to a variety of populations.
- (7) Describe the various components of organizational behavior management.
- (8) Describe the various fad treatments marketed to consumers and the harm that these approaches can cause.

Grading Breakdown

Exams	3 @ 100 points each
Articles & Summaries	10 @ 10 points each
Staff Training Project	1 @ 150 points
Total possible points = 550	

<u>GRADE</u>	<u>PERCENTAGE</u>	<u>POINTS NEEDED</u>
A	>90%	495 – 550
B	80 - 89%	440 – 494
C	70 - 79%	385 – 439
D	60 - 69%	330 – 384
F	<60 %	Below 330

PY 455. (3) **Introduction to Applied Behavior Analysis.** This course focuses on how environmental events influence behavior, and behavior analytic strategies by which behavior may be changed. General topics to be covered include principles of learning, single-subject design methods, skills training and stimulus control techniques, and how to plan, develop, and implement behavior change programs across a variety of populations, settings, and behaviors. (Offered on sufficient demand)

PY 456. (3) **Research Methods and Ethics in Applied Behavior Analysis.** This course will address single-subject designs and methods common to behavior analytic assessments and interventions, as well as the ethical issues and responsibilities of behavior analysts. The focus will be on behavioral assessment, experimental evaluation, and the measurement, display, and interpretation of single-subject data sets. Ethical decision-making processes will also be emphasized, and the relationship between ethics and law will be explored. Prerequisite: PY 455. (Spring or on sufficient demand)

PY 457. (3) **Behavioral Interventions.** This course is designed to provide students with a background in applied behavior analysis with advanced knowledge of behavior-analytic interventions designed to promote appropriate behaviors and decrease aberrant responses. The course will examine different strategies that behavior analysts have used to conduct interventions, including clinic, classroom, center and home-based strategies. Prerequisite: PY 455. (Spring or on sufficient demand)

PY 458. (3) **Advanced Applied Behavior Analysis.** This course builds upon the basic principles of learning and applied behavior analysis. The course will offer advanced coverage of special topics, including: (a) practicing behavior analysis in applied settings such as schools and hospitals, (b) conducting parent training, (c) verbal behavior, (d) managing problem behaviors such as self-injury, food refusal, and non-compliance, and (e) dealing with special populations such as children with autism, individuals with traumatic brain injury, and individuals with intellectual disabilities. Prerequisite: PY 455. (Fall or on sufficient demand)

PY 460. (3) **Introduction to Clinical Psychology.** A survey of the models, methods, and professional areas of clinical psychology including an overview of the field, ethical and legal considerations, assessment, intervention, and specialties. Prerequisite: PY 201. Recommended: PY 302, PY 451. (Offered on sufficient demand)