



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5  
**Curriculum Proposal**

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):

College: Social and Behavioral Sciences  Undergraduate  
 Department: Psychology  Graduate  
 Program: \_\_\_\_\_ CIP # \_\_\_\_\_

Proposed: COURSE PROPOSALS  
Change in Credits and Title

Title Current: Behavior Therapy  
 Title Proposed: Applied Behavior Analysis  
 24-Char. Abbrev: Applied Behav Analysis

Proposal # 233  
 Effective Date of Change: \_\_\_\_\_  
 Academic Year 05-06  
 (For Office Use Only)

Course Designator and Number	Number of Credits
PSYC 476/576	3
PSYC 476/576	4

(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):  
This course provides an overview of the procedures and processes of behavior change in applied contexts. Topics include functional assessment, behavioral intervention planning, and specific applied behavioral analytic interventions with an emphasis on non-aversive options.

**Rationale or Justification for change:**

This course will have a broad range of information and topics which are more appropriately labeled "Applied Behavior Analysis" than "Behavior Therapy" and necessitate one more credit. More topics will now be covered they will fit together better under the general term, "Applied Behavior Analysis", which includes all applications of the science of behavior. Further, the psychology department has favored a 4-credit per class approach and this credit change will be more in-line with the existing curriculum.

**\*\*\*For General Education or Cultural Diversity Courses Only\*\*\***

**General Education Course:**

GE Category #	GE Category Name (Maximum of 3 Categories)
N/A	
N/A	
N/A	

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.  
 ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:  
 a. Syllabus or course outline.  
 b. Course's student learning outcomes associated with each GE competency or CD designation.  
 c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

**Cultural Diversity Course:**  
 (Please check one.)

Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)

Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

**\*\*\*For New Courses\*\*\***

(Check all that apply):

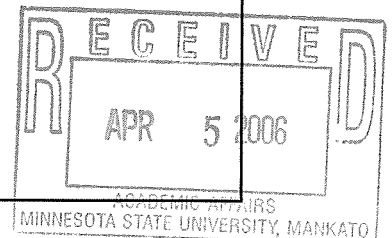
Course is an elective.  
 Course is required for program  
 Pre- or Co-requisites:  
 Other courses are being changed or eliminated. (Explain.) \_\_\_\_\_

Instructional Type: Lecture  
 Grading Format:  Grade  P/N

Course will be offered:  
 Fall Semester  
 Spring Semester  
 Summer Session

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:  
 a. Syllabus or course outline.  
 b. Course's student learning outcomes.  
 c. A list of resources required to offer and support this course.  
 d. A description of how teaching this course will affect department staffing.  
 e. If 400/500 level course, an explanation of added expectations of graduate students.





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**\*\*\*For Program Proposals\*\*\***

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:  
<http://www.mnsu.edu/acadaf/pra/forms/>
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

**\*\*\*For Programs Requiring MnSCU Approval\*\*\***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
  - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
  - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
  - ? Change in program name.
  - ? Change in program CIP #.
  - ? Change in TOTAL program credits.
  - ? Change in degree award. For example, changing a B.A. to B.S.
  - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension** or **reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



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\*\*\*Signature Page\*\*\*

**Department**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

Rosemary Krawczyk 3/31/06  
 Department Chair Date

Comments:

**College Curriculum Committee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

Yvonne Hoenig 4-5-06  
 Committee Chair Date

Comments:

**College Dean**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

Paul A. Wagner 4/5/06  
 Dean Date

Comments:

**General Education Subcommittee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

\_\_\_\_\_  
 General Education Subcommittee Chair Date

Comments:

**Undergraduate Curriculum and Academic Policy Committee**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

Mark Domije 4/28/06  
 UCAP Faculty Chair Date

Comments:

**Faculty Association Graduate Committee**

Recommended  
 Not Recommended

\_\_\_\_\_  
 Faculty Association Graduate Chair Date

Comments:

**Graduate Dean**

Recommended  
 Not Recommended

\_\_\_\_\_  
 Graduate Dean Date

Comments:

**Academic Affairs Council**

Recommended (Category/ies \_\_\_\_\_)  
 Not Recommended (Category/ies \_\_\_\_\_)

[Signature] 5/4/06  
 Assistant Vice President Date

Comments:

**Senior Vice President and Vice President for Academic Affairs**

Approved (Category/ies \_\_\_\_\_)  
 Not Approved (Category/ies \_\_\_\_\_)

[Signature] 5/4/06  
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

SUPPORTING MATERIALS FOR PSYC 476/576 COURSE PROPOSAL

A. Syllabus (See attached)

B. Student Learning Outcomes

- a. Students will understand the relationship between schedules of reinforcement and behavioral interventions.
- b. Students will be aware of the wide range of behavioral interventions that relate to the operant and competing schedules of reinforcement.
- c. Students will be able to reduce behaviors to operational terms and measure their frequency, duration, and intensity.
- d. Students will be able to use assessment information to plan behavioral interventions.
- e. Students will be able to discriminate effective interventions from ineffective behavioral interventions using graphed data.

C. List of Resources Required to Offer and Support this Course

No additional resources will be necessary to support this course.

D. Description of How Teaching this Course will Affect Department Staffing

This course is already offered within the department. The only affect on department staffing will be a one-credit increase on one faculty member's load. This will actually have the affect of bringing more consistency across teaching loads on a credit basis.

E. Added Expectations for Graduate Students

As stated in the syllabus,

“Students taking the course at the 500-level will be expected to select an intervention within applied behavior analysis and write a 10-page research summary paper on that intervention. The research paper will be worth 50 points and will due May 2<sup>nd</sup>. Graduate students will also be expected to present a 20-minute oral summary of their topic in class on May 4<sup>th</sup>. The presentation will be worth 20 points. *Thus, graduate students will be working for up to 255 points in the class, rather than the above listed 185 points. The percentages for each letter grade, however, are the same.*”



# Applied Behavior Analysis

PSYC 476/576  
Spring 2007  
TH 9-10:45am  
Armstrong Hall 13

## Professor

Name: Kevin J. Filter, Ph.D.  
Office: AH 24  
Mail Box: AH 23

Phone: 389-5828  
\*Email: [kevin.filter@mnsu.edu](mailto:kevin.filter@mnsu.edu)  
Office Hours: MW 9-10:30am  
TH 1-4pm

*\*I generally only check email during daytime hours on weekdays. Please plan accordingly so that I may reply to your questions in a timely manner.*

Desire2Learn Course Site

<https://d2l.mnsu.edu/>

This website provides access to course Powerpoint presentations. It also will be used as a resource for posting announcements and documents. Please check the site at least twice per week to stay up to date in the course. If you need assistance using D2L, please use the tutorial on the D2L site.

## Required Texts

Miltenberger, R. G. (2004). *Behavior modification: Principles and procedures*.  
Belmont, CA: Wadsworth/Thomson Learning.  
There will also be required readings available on D2L.

## COURSE DESCRIPTION

This course provides an overview of the procedures and process of behavior change in applied contexts. Topics include functional assessment, behavioral intervention planning, and specific applied behavioral analytic procedures. The course is grounded in a positive behavior support framework, which is a philosophy of behavior change that emphasizes the use of non-aversive procedures for the purpose of enhancing quality of life. Thus, emphasis is placed on helping people to adapt to their environments and attain their goals. Topics covered include the behavioral model, assessment, intervention planning, prevention of behavior problems, behavioral acceleration procedures, behavioral deceleration procedures, and cognitive-behavioral interventions. Several methods will be used to attain course goals including class discussion, lecture, assigned readings, and student projects.

COURSE DETAILS

Assigned Readings

Most readings will be drawn directly from the assigned textbooks according to the attached schedule. There will be a few articles provided by the instructor to supplement text readings. Students are expected to have read the assigned material by the assigned date to facilitate class discussion.

Attendance and Participation

Attendance is required and in-class participation will account for over 5% of your final grade. This course will have a relatively small enrollment, thus attendance of all students is necessary to facilitate in-class processes. Also, exams will be based heavily on in-class information.

Exams

There will be three unit exams and a final exam. Unit exams will include short answer and application questions. The final exam will be cumulative and will include multiple choice questions in addition to short answer and application questions.

Critiques

Students will be required to write 5 research article critiques. Guidelines for formatting article critiques are provided on the last page of this syllabus. Students will be expected to share a summary of their article with the class on the due date. If a student turns in a critique but does not present the article in class, a 50% deduction will be enforced for that critique. The topics and due dates for the research article critique are as follows:

- |   |      |
|---|------|
| 1. Functional Behavioral Assessment       | 2/16 |
| 2. Preventative / Antecedent Intervention | 3/2  |
| 3. Reinforcement Intervention             | 3/21 |
| 4. Punishment/Extinction Intervention     | 4/4  |
| 5. Cognitive-Behavioral Intervention      | 4/27 |

Grading

Article Critiques (10 points each x 5)	50 points
Unit exams (25 points each x 3)	75 points
Participation (10 points total)	10 points
Final Exam (50 points)	50 points
	—
Total	185 points

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = less than 59%

**Graduate Student Research Paper**

Students taking the course at the 500-level will be expected to select an intervention within applied behavior analysis and write a 10-page research summary paper on that intervention. The research paper will be worth 50 points and will be due May 2<sup>nd</sup>. Graduate students will also be expected to present a 20-minute oral summary of their topic in class on May 4<sup>th</sup>. The presentation will be worth 20 points. *Thus, graduate students will be working for up to 255 points in the class, rather than the above listed 185 points. The percentages for each letter grade, however, are the same.*

**Students with Disabilities**

Every attempt will be made to accommodate students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations and/or contact the Disabilities Services Office at (507) 389-2825 (V) or 1-800-627-3529 (MRS/TTY).

**Academic Dishonesty**

It is expected that students familiarize themselves with university policies regarding plagiarism, cheating, and collusion. Any student caught engaging in academic dishonesty will receive a failing grade for the class and may have their situation turned over to student affairs for formal discipline, which may include expulsion.

COURSE SCHEDULE  
(dates based on Spring 2005)

Date	Text	Discussion Topics (Tentative)	Exams and Critiques
1/18		Course Introduction	
1/20	1, 8	Overview, Respondent Conditioning	
1/25	4, 7	Operant Conditioning	
1/27	2	Behavioral Assessment	
2/1		Behavioral Assessment	
2/3	3	Graphing and Measuring Change	
2/8	13	Functional Behavioral Assessment	
2/10	<i>Handout Article</i>	Functional Behavioral Assessment	
2/15		Functional Behavioral Assessment	<i>Critique #1</i>
2/17			<b>Unit Exam 1</b>
2/22	<i>Handout Article</i>	Positive Behavior Support	
2/24	16	Antecedent Control	
3/1	<i>Handout Article</i>	Antecedent Control	<i>Critique #2</i>
3/3	15	Reinforcement	
3/8	22	Reinforcement	
3/10		Reinforcement	<i>Critique #3</i>
3/15	Spring Break		
3/17			
3/22			<b>Unit Exam 2</b>
3/24	10	Prompting and Transferring Stimulus Control	
3/29	12	Behavioral Skills Training	
3/31	14, 17, 18	Deceleration (Extinction and Punishment)	
4/5		Punishment	<i>Critique #4</i>
4/7	<i>Handout Article</i>	Behavior Support Planning	
4/12		Behavior Support Planning	
4/14			<b>Unit Exam 3</b>
4/19	20	Self-Management	
4/21	19	Promoting Generalization	
4/26	24, 25	Respondent and Cognitive-Behavioral Therapy	
4/28		Cognitive-Behavioral Therapy	<i>Critique #5</i>
5/3	<i>Handout Article</i>	Systems-level Applied Behavior Analysis	
5/5		Applications and Critical Evaluation	
5/12	<b>Final Exam 8-10am</b>		

Format for Research Article Critique
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Your Name

Date

Research Critique #

APA style citation of article:

Doe, J. (2005). This is the title of the research article. *This is the Title of the Journal from Which it was Derived*, 34, 225-234.

Purpose

Summarize the topic and purpose of the article in one paragraph, including hypotheses.

Methods

Summarize general research design in two or three paragraphs. Be sure to specify participants, IVs, DVs, and specific procedures used in assessment and / or intervention.

Results

Summarize results in one or two paragraphs.

Implications and Critique

Summarize the implications of this study as stated in the article and provide a one or two paragraph personal critique of this article, including your perspective on the quality of the project and how it relates to what we've learned in class.