

COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

1. ADDITION ___ REVISION ___ TERMINATION ___

2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description; etc.):

3. COURSE NUMBER ___

4. COURSE TITLE _____

5. IF REVISION: Previous Course No. _____ Previous Title _____

6. FOR ADDITIONS AND REVISIONS -
FIRST TERM/YEAR TO BE OFFERED:

Fall___ Spring___ Summer___ Term_____

7. FOR TERMINATIONS ONLY -
LAST TERM/YEAR TO BE OFFERED:

Fall___ Spring___ Summer___ Term_____

8. COLLEGE:

9. DEPARTMENT NAME:

10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): _____

11. FIXED CREDIT HOURS: YES___ NO___

___ Total Credit Hours

___ Lec Contact Hours

___ Lab Contact Hours

___ Other Contact Hours

12. VARIABLE CREDIT HOURS: YES___ NO___

___ Min Total Credit Hours ___ Max Total Credit Hours

___ Min Lec Contact Hours ___ Max Lec Contact Hours

___ Min Lab Contact Hours ___ Max Lab Contact Hours

___ Min Other Contact Hours ___ Max Other Contact Hours

13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES___ NO___ If YES, total number of times course can be taken _____

14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: _____ Justification of maximum enrollment:

15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: _____

Class schedule type justification:

16. COURSE LEVEL:

17. GRADE TYPE:

18. DEVELOPMENTAL COURSE: YES___ NO___

19. CROSS-LISTED COURSE:

YES___ WITH _____ NO___

20. SPECIAL COURSE FEE? (Must be Board approved)

YES___ Amount \$ _____ NO___

21. Required faculty qualifications to teach this course:

22. GENERAL EDUCATION COURSE: YES _____ NO _____

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- ___ General Education Learning Goal 1: Ethical Reasoning
- ___ General Education Learning Goal 2: Global Learning
- ___ General Education Learning Goal 3: Information Literacy
- ___ General Education Learning Goal 4: Written Communication
- ___ General Education Learning Goal 5: Oral Communication
- ___ General Education Learning Goal 6: Critical Thinking
- ___ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education course, please provide a short rationale why this course should be considered as a general education course.

Attach the following:

- a) Class syllabus using the syllabus template.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.

COURSE APPROVAL SIGNATURES

Department Chairperson

Dean of Kent Library

College Council

Educator Preparation Committee

General Education Council

Graduate Council

To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

Registrar's Office Use Only

SCACRSE _____ Degree Audit _____ Bulletin _____ Degree Map _____ SHATATR _____

Instructions for Completing Course Approval/Change Document

1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the Provost.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the Provost.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. General Education Course: Choose NO, or the category in which the course falls and the general learning goals.

Class Syllabus

AB 435 Introduction to Behavior Analysis

(1) Course Number: AB 435

(2) Course Title: Introduction to Behavior Analysis

(3) Catalog Description: Survey of behavior analytic principles related to basic and applied research.

(4) Prerequisites: PY 101

(5) Co-requisites: NA

(6) Credit Hours: 3

(7) Semester: Spring 2020

(8) Class Meeting Time(s), Tuesday-Thursday 12:30-1:45, face-to-face lecture

(9) Instructor: Eric Billington

(10) Instructor Contact Information: ebillington@semo.edu, (573) 986-4991, Scully 409B, Office Hours Tuesday 2:00-3:00, Thursday 2:00-4:00

(11) Concerns Questions, comments or request regarding this course should be taken to the instructor. Unanswered questions or unresolved issues about this class can be directed to Dr. Odegard-Koester, Chair of the Department of Psychology and Counseling

(12) Course Learning Outcomes:

1. Students will be able to explain the difference between radical behaviorism and traditional psychology in explaining behavior.
2. Student will be able to explain the defining characteristics of mentality.
3. Students will be able to use the classical conditioning paradigm in explaining phenomena such as drug addiction, thrill seeking behavior, and emotional responses.
4. Students will be able to explain the effects of discriminative stimuli and environmental context on behavior.
5. Students will be able to explain the differences between the empirical and theoretical laws of effect.
6. Students will be able to identify and explain the effects of positive reinforcement.
7. Students will be able to identify and explain the effects of negative reinforcement.
8. Students will be able to identify and explain the effects of positive punishment.
9. Students will be able to identify and explain the effects of negative punishment.
10. Students will be able to discuss the effects of immediacy of reinforcement on behavior.
11. Students will be able to discuss the effects of reinforcement quality on behavior.
12. Students will be able to discuss the effects of reinforcement quantity on behavior.
13. Students will be able to discuss the effects of reinforcement rate on behavior.
14. Students will be able to discuss the effects of response effort on behavior.

(13) Course-specific Required Materials:

Chance, P. (2014). *Learning and Behavior* (7th Ed.). Wadsworth

Additional Readings will be assigned throughout the semester. These readings will be made available for download on the Moodle course website.

(14) Course Content:

Week	Topic	Readings
Week 1	Course Introduction and Scientific Explanation	

Week 2	Scope of Psychology and Defining Mentality Why Psychology of Learning <i>is</i> Psychology	James Ch 1 (Moodle) Skinner (1990) (Moodle)
Exam 1		
Week 3	Some Evolution, Reflexes, MAPs, and Behavioral Traits	Chance Ch 1 Chance Ch 2
Week 4	An Introduction to Pavlovian Conditioning	Chance Ch 3
Week 5	Theories of Pavlovian Conditioning Konorski's Dog and what is learned in discrimination trials	Rescorla (1988) (Moodle)
Week 6	Applications of Pavlovian Conditioning I Opponent Processes Thrill Seeking and Drug Addiction Placebo Effects	Chance Ch 4 pp 95-112 Ince (1974) (Moodle)
Week 7	Applications of Pavlovian Conditioning II Panic Attacks Pavlov's Experimental Neurosis Applications in Behavior Therapy	Chance Ch 4 Wolpe & Plaud (1997)
Exam 2		
Week 8	Operant Conditioning I Skinner's Radical Behaviorism Empirical vs Theoretical Law of Effect	Chance Ch 5
Week 9	Spring Break	
Week 10	Operant Conditioning II- Aversive Control Negative Reinforcement & Punishment	Chance Ch 8
Week 11	Operant Conditioning III Reinforcement Schedules	Chance Ch 7
Week 12	Discrimination & Generalization Transposition Reversal	Chance Ch 11
Week 13	Choice Behavior- The Matching Law	Herrnstein (1961) Billington & Ditommaso (2003) (Moodle)
Exam 3		
Week 14	Introduction to Applied Behavior Analysis Functional Assessment and Response Classes	Iwata, Dorsey, et.al. (1982/94) (Moodle)
Week 15	Extinction and Punishment Procedures	Billington PowerPoint
Week 16	Differential Reinforcement DRO, DRA, DRI	Billington PowerPoint
Final		

(15) Grading Scale and Policies:

Late Submissions Policy: Late work will not be accepted or graded. Students who submit assignments or miss exams without notice will receive a grade of 0 points. Missed Quizzes will not be made up.

Exams: Students will complete four (4) exams through the course of the semester. The exams may be a combination of multiple choice, short answer, or essay. *Those taking the course for graduate credit will complete essay questions on assigned readings in addition to the exam.* The exams will be administered on Moodle to be taken out of class.

Quizzes: Students will complete approximately 10 quizzes throughout the course. The quizzes are unannounced. Notes may be used during the quizzes.

Topic Paper: Students will complete a review paper on a topic relevant to the Psychology of Learning/Behavior Analysis. The paper will be approximately 10 pages

double spaced and written in APA Style. Topics will be determined by the end of the 2nd week of the semester.

Component	Percentage of Final Grade
Quizzes	25%
Exams	50%
Paper	25%

Basis for Undergraduate Student Evaluation: Grading Scale:

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

Basis for Graduate Student Evaluation: Grading Scale:

90-100%=A 80-89% = B 70-79% = C 69 or less=F

(16) Final Exam Schedule: This is a 16 week course, with the final exam schedule to reflect the ending dates of the semester.

(17) Every effort will be made to respond to emails within 48 hours during the work week. Every effort will be made to grade course assignments in 2 weeks, based upon scope of assignment.

(18) **Academic Honesty** – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else’s work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct <http://www.semo.edu/responsiblredhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

(19) **Accessibility** – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

(20) **Civility** – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and

actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

(21) **Mandatory Reporting** – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

(22) **Student Success** – This course uses SupportNET, Southeast's student success network, to improve communication between students, faculty and staff on campus. You'll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

*Definition of 'blended' to be added.