

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:

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

Fall___ Spring___ Summer___ Term_____

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___

12. VARIABLE CREDIT HOURS: YES___ NO___

___ Total Credit Hours

___ Min Total Credit Hours ___ Max Total Credit Hours

___ Lec Contact Hours

___ Min Lec Contact Hours ___ Max Lec Contact Hours

___ Lab Contact Hours

___ Min Lab Contact Hours ___ Max Lab Contact Hours

___ Other 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:

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

YES___ WITH _____ NO___

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 Template

- (1) Course Number: AB 537
- (2) Course Title: Behavioral Consultation and Management
- (3) Catalog Description: Principles and procedures for implementation and supervision of behavior analytic procedures at the individual and systems levels. (Required for BCBA certification).
- (4) Prerequisites: AB 531, AB 532, AB 533, AB 534
- (5) Co-requisites: N/A
- (6) Credit Hours: 3
- (7) Semester: Fall, 2020
- (8) Class Meeting Time(s), location and format: Online course delivery
- (9) Instructor: Varied
- (10) Instructor Contact Information: Varied
- (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. Explain the behavioral consultation process for providing behavior analytic services.
 2. Determine and use a functional assessment approach for personnel performance.
 3. Determine and use behavior analytic interventions to address personnel performance.

(13) Course-specific Required Materials:

Luiselli, J. K. (2018). *Conducting behavioral consultation in educational and treatment settings*. London: Academic Press, an imprint of Elsevier.

Daniels, A. C., & Bailey, J. S. (2014). *Performance management: Changing behavior that drives organizational effectiveness*. Atlanta, GA: Performance Management Publications.

Journal articles and other readings will be provided throughout the semester and are noted in the Course Content & Schedule, and a list of references is provided at the end of the syllabus.

Required Technology:

A webcam or smart device with video capabilities is required for this course. There will be a weekly live meeting at 6:30 PM CST on Tuesdays. Attendance is not required. However, it

is to your benefit to attend this session as we will discuss topics relevant to the materials and exam. If you do not have access to a webcam, you should contact or stop by the Multimedia Center at Kent Library.

You may wish to purchase a webcam if you do not have one. You should be able to find a variety of webcams for under \$20.00.

A microphone is not a requirement, but some students may find that a microphone helps produce a better sound quality.

(14) Course Content:

BACB Task List Objectives of the Course:

F-1 Review records and available data (e.g., educational, medical, historical) at the outset of the case.

F-2 Determine the need for behavior-analytic services.

H-9 Collaborate with others who support and/or provide services to clients.

I-1 State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).

I-2 Establish clear performance expectations for the supervisor and supervisee.

I-3 Select supervision goals based on an assessment of the supervisee’s skills.

I-4 Train personnel to competently perform assessment and intervention procedures.

I-5 Use performance monitoring, feedback, and reinforcement systems.

I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.

I-7 Use function-based strategies to improve personnel performance.

I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

F-1 Review records and available data (e.g., educational, medical, historical) at the outset of the case.	3
F-2 Determine the need for behavior-analytic services.	2
H-9 Collaborate with others who support and/or provide services to clients.	6
I-1 State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).	2
I-2 Establish clear performance expectations for the supervisor and supervisee.	2
I-3 Select supervision goals based on an assessment of the supervisee’s skills.	5
I-4 Train personnel to competently perform assessment and intervention procedures.	5
I-5 Use performance monitoring, feedback, and reinforcement systems.	5

I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.	5
I-7 Use function-based strategies to improve personnel performance.	5
I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).	5
Total	45

(15) Grading Scale and Policies:

Late Submissions Policy: Late work will not be accepted or graded. Students who submit assignments or Forum posts past the deadline will receive a grade of 0 points. If you do not complete a quiz or exam in the time frame that the quiz/exam is open, you will receive a 0. Your lowest quiz grade will be dropped to account for a missed quiz or

technology problems that may arise. If you miss an exam you will not be allowed to retake it.

Exams: Students will complete 4 exams over the course of the semester. Exams will cover the previous two weeks' material, with the exception of the final exam, which may be cumulative.

Weekly Journal Entries: Students will complete 12-14 weekly journal entries. These entries will require you to answer questions about the topics covered that week. On occasion, an additional reading may be assigned but not covered in lecture. You will be required to read the article and answer questions based on its content.

Component	Points	Due Date
<i>Weekly Journal Entries</i>	<i>120-140</i>	<i>Every Monday by 11:55 PM</i>
<i>Exams (4x100 points each)</i>	<i>400</i>	<i>Open Tuesdays 5:00 PM Close Mondays 11:55 PM</i>

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

Undergraduate Grading:

Only undergraduate students accepted in the ABA Accelerated Program will be enrolled in AB537. Since the grade received in this course for undergraduate credit will be applied in a graduate program, the grading scale and expectations for this course will be the same for graduate and undergraduate students.

(16) **Final Exam Schedule:** This is an 8-week course, with the final exam schedule to reflect the ending dates of the first or second 8 weeks.

(17) Additional Course Information:

All course information is included in the Keys to Success Booklet included on the class Moodle site, which includes grading rubrics, weekly assignment formats, and contact information. Policy on late work is based upon individual faculty discretion. 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/responsible/redhawks/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.