

## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: **COHP** Dept/Division: **Nursing** Alpha Designator/Number: **NUR786** ☐ Graded ☒ CR/NC  
 Contact Person: **Annette Ferguson** Phone: **304-696-2638**

## NEW COURSE DATA:

New Course Title: **Independent Study**Alpha Designator/Number: **N U R 7 8 6**Title Abbreviation: **I n d e p e n d e n t S t u d y**

(Limit of 25 characters and spaces)

Course Catalog Description: **This course is designed to provide the scope and structure for clinical activities for those students who need additional clinical hours for the PM-DNP Program requirements.**  
 (Limit of 30 words)

Co-requisite(s): \_\_\_\_\_ First Term to be Offered: **Spring 2024**Prerequisite(s): **Admission to PM-DNP Program** Credit Hours: **1-3**

Course(s) being deleted in place of this addition (must submit course deletion form): \_\_\_\_\_

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <b>Annette Ferguson</b>	Date <b>10/27/2023</b>
Registrar <b>Sonia</b>	Date <b>10/27/23</b>
College Curriculum Chair <b>Zach Garrett</b>	Date <b>12/11/23</b>
Graduate Council Chair <b>D S Davis</b>	Date <b>2/10/24</b>

## Request for Graduate Course Addition - Page 3

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7. COURSE OUTLINE (May be submitted as a separate document)

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

*Clinical/Practicum*

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Nursing

Course Number and Title: NUR 786

Catalog Description: Independent Study. This course is designed to provide the scope and structure for clinical activities for those students who need additional clinical hours for the PM-DNP Program requirements.

Prerequisites: Admission to PM-DNP program

First Term Offered: Summer 2024

Credit hours: 1-3.

## Request for Graduate Course Addition

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College: COHP Dept/Division: Nursing Alpha Designator/Number: NUR785 ☐ Graded ☒ CR/NC

Contact Person: Annette Ferguson Phone: 304-696-2638

## NEW COURSE DATA:

New Course Title: Independent Study

Alpha Designator/Number: 

N	U	R	7	8	5				
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Title Abbreviation: 

I	n	d	e	p	e	n	d	e	n	t		S	t	u	d	y							
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(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

This course is designed to provide the scope and structure for clinical activities for those students who need additional clinical hours for the PM-DNP Program requirements.

Co-requisite(s): \_\_\_\_\_

First Term to be Offered: Spring 2024

Prerequisite(s): Admission to PM-DNP Program

Credit Hours: 1-3

Course(s) being deleted in place of this addition (must submit course deletion form): \_\_\_\_\_

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Dept. Chair/Division Head <u>Annette Ferguson</u>	Date <u>10/27/2023</u>
Registrar <u>Sonyia ACJ</u>	Date <u>10/27/23</u>
College Curriculum Chair <u>Zach Garrett</u>	Date <u>12/11/23</u>
Graduate Council Chair <u>DJL</u>	Date <u>2/10/24</u>



## Request for Graduate Course Addition - Page 3

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7. COURSE OUTLINE (May be submitted as a separate document)

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

*Clinical/Practicum*

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Nursing

Course Number and Title: NUR 785

Catalog Description: Independent Study. This course is designed to provide the scope and structure for clinical activities for those students who need additional clinical hours for the PM-DNP Program requirements.

Prerequisites: Admission to PM-DNP program.

First Term Offered: Summer 2024

Credit hours: 1-3.

## Request for Graduate Course Change

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College: COEPD Dept/Division: LS Current Alpha Designator/Number: 771  
 Contact Person: Eugenia Lambert Phone: 746-8959

## CURRENT COURSE DATA:

Course Title: School District Leadership1

Alpha Designator/Number: 



L	S		7	7	1				
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Title Abbreviation: 

S	c	h	o	o	l	D	i	s	t	r	i	c	t	L	e	a	d	e	r	s	h	i	p	1
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Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Conrae Lucas-Adkins</u>	Date <u>11/9/23</u>
Registrar <u></u>	Date _____
College Curriculum Chair <u>McKenzie Brittain</u>	Date <u>12/1/23</u>
Graduate Council Chair <u></u>	Date <u>2/10/24</u>

## Request for Graduate Course Change - Page 2

College: GOEPD

Department/Division: LSs

Alpha Designator/Number: 771

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☒ YES ☐ NO

From 

S	c	h	o	o	l	D	i	s	t	r	i	c	t	L	e	a	d	e	r	s	h	i	p	1				
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 (limited to 30 characters and spaces)

To 

C	a	p	s	t	o	n	e	:	D	i	s	t	r	i	c	t	L	e	v	e	l	L	e	a	d	e	r
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If Yes, Rationale 

To identify this class as a capstone course in which field experiences are required.

Change in COURSE ALPHA DESIGNATOR:

From: 

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 To 

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☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From: 

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 To: 

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If Yes, Rationale

Change in COURSE GRADING

From 

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 Grade To 

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 Credit/No Credit

Rationale

Change in CATALOG DESCRIPTION: ☒ YES ☐ NO IF YES, fill in below:

From 

LS 771 School District Leadership 1  
This is an individualized cooperative field experience in district level school administration. (PR: Consent)

To 

See page 5 for full description

If Yes  
Rationale 

This new verbiage better describes the intent and content of this class.

## Request for Graduate Course Change - Page 3

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Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

---

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

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College: COEPD

Department: LS

Course Number/Title LS 771 Capstone: District Level Leadership

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1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

Not Applicable

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

Not Applicable

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

Not Applicable

## Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

### COURSE TITLE CHANGE

Department: Leadership Studies

Current Course Number/Title: LS 771 School District Leadership 1

New Course Title: LS 771 Capstone: District Level Leadership

Rationale: To identify this class as a capstone course in which field experiences are required.

Catalog Description: This course provides candidates the opportunity to study the concept of District Level Leadership; to examine the interdependency between the execution of specific district leadership skills and the overall educational environment. It will provide candidates with the leadership development experiences that connect leadership skills with authentic contexts. It will also provide opportunities to promote understanding and awareness of the community, local boards of education, policy, strategic planning, and law. Candidates will have opportunities to apply knowledge and skills to new or specific opportunities or problems.



## Request for Graduate Course Change

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2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD Dept/Division: Leadership Studies Current Alpha Designator/Number: LS 771  
 Contact Person: Eugenia Lambert Phone: 3047468959

## CURRENT COURSE DATA:

Course Title: School District Leadership

Alpha Designator/Number: 

L	S		7	7	1				
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Title Abbreviation: 

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4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Rationale updated see Primary Request

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Scott Davis  
GC Chair

Dept. Chair/Division Head _____	Date _____
Registrar _____	Date _____
College Curriculum Chair _____	Date _____
Graduate Council Chair _____	Date _____

## Request for Graduate Course Change - Page 3

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Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

---

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

**COURSE TITLE CHANGE** Capstone: District Level Leadership

**Department:** Leadership Studies

**Current Course Number/Title:** LS 771 School District Leadership

**New Course Title:** Capstone: District Level Leadership

**Rationale:** To identify this class as a capstone course in which field experiences are required.

**Catalog Description:** This course provides candidates the opportunity to study and prepare for District Level Leadership.

**Credits**

**3 Cr. Hrs.**

**Prerequisites**

**Admission to the Leadership Studies program**

## Request for Graduate Course Change

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College: COEPD Dept/Division: LS Current Alpha Designator/Number: 510  
 Contact Person: Eugenia Lambert Phone: 746-8959

## CURRENT COURSE DATA:

Course Title: Principalship: Role & Tasks

Alpha Designator/Number: 


L	S		5	1	0				
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Title Abbreviation: 

P	r	i	n	c	i	p	a	l	s	h	i	p	:	R	o	l	e	&	T	a	s	k	s	
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Dept. Chair/Division Head <u>Conrae Lucas-Adkins</u>	Date <u>11/9/23</u>
Registrar <u></u>	Date _____
College Curriculum Chair <u>McKenzie Brittain</u>	Date <u>12/1/23</u>
Graduate Council Chair <u>D. S. L. Du</u>	Date <u>2/10/24</u>

## Request for Graduate Course Change - Page 2

College: COEPD

Department/Division: LSs

Alpha Designator/Number: 510

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☒ YES ☐ NO

From 

P	r	i	n	c	i	p	a	l	s	h	i	p	:	R	o	l	e	&	T	a	s	k	s						
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 (limited to 30 characters and spaces)

To 

A	d	m	i	n	i	s	t	r	a	t	i	v	e		L	e	a	d	e	r	s	h	i	p					
---	---	---	---	---	---	---	---	---	---	---	---	---	---	--	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--

If Yes, Rationale

We are moving to a 3 endorsement program in which district level leadership is a part of the program.

Change in COURSE ALPHA DESIGNATOR:

From: 

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 To 

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☐ YES ☒ NO

If Yes, Rationale

Change in COURSE NUMBER: ☐ YES ☒ NO

From: 

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 To: 

--	--	--	--

If Yes, Rationale

Change in COURSE GRADING

From 

--

 Grade To 

--

 Credit/No Credit

Rationale

Change in CATALOG DESCRIPTION: ☒ YES ☐ NO IF YES, fill in below:

From

The Principalship is the study of school management as it relates to ethical behavior, and to support services, information systems, fiscal matters, and facility utilization and maintenance. The Principalship is the study of school management as it relates to ethical behavior, and to support services, information systems, fiscal matters, and facility utilization and maintenance.

To

Administrative Leadership prepares leaders for school and district positions by providing the knowledge and skills to support every student's learning and development through fiscal management, resource allocation, facility utilization and maintenance, and using information systems.

If Yes  
Rationale

This new description better encapsulates the expectations of new standards and the addition of new endorsements.

## Request for Graduate Course Change - Page 3

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Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

---

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change-Page 4

College: **COEPD**

Department: **LS**

Course Number/Title **LS 510 Administrative Leadership**

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

Not Applicable

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

Not Applicable

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

Not Applicable



## Request for Graduate Course Change - Page 5

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### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

### COURSE TITLE CHANGE

Department: Leadership Studies

Current Course Number/Title: LS 510 Principalship: Role & Tasks

New Course Title: LS 510 Administrative Leadership

Rationale: We are moving to a 3 endorsement program in which district level leadership is a part of the program.

Catalog Description: Administrative Leadership prepares leaders for school and district positions by providing the knowledge and skills to support every student's learning and development through fiscal management, resource allocation, facility utilization and maintenance, and using information systems.

## Request for Graduate Course Change

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College: COEPD Dept/Division: LS Current Alpha Designator/Number: LS 510  
 Contact Person: Eugenia Lambert Phone: 304.746.8959

## CURRENT COURSE DATA:

Course Title: : Administrative Leadership

Alpha Designator/Number: 

L	S		5	1	0				
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Title Abbreviation: 

A	d	m	i	n		L	e	a	d	e	r	s	h	i	p						
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Rationale updated - see Primary Request Scott DAUL  
GC chair

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _____	Date _____
Registrar _____	Date _____
College Curriculum Chair _____	Date _____
Graduate Council Chair _____	Date _____

## Request for Graduate Course Change - Page 3

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Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

---

Change in COURSE CONTENT: ☒ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change - Page 5

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### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

Course Title Change: Administrative Leadership

Department: Leadership Studies

Current Course Number/Title: LS 510 The Principalship

New Course Title: LS 510 Administrative Leadership

Rationale: We are adding a district endorsement to this program and want the name and catalog description to show that change.

Catalog Description: Administrative Leadership prepares leaders for school and district positions by providing the knowledge and skills to support every student's learning and development.

## Request for Graduate Course Addition

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College: COEPD Dept/Division: Spec Ed Alpha Designator/Number: ABA 640 ☒ Graded ☐ CR/NC

Contact Person: Jennifer McFarland-Whisman Phone: 62883

## NEW COURSE DATA:

New Course Title: Behavior Assessment and Intervention I

Alpha Designator/Number: 

A	B	A	6	4	0				
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Title Abbreviation: 

B	e	h		A	s	s	e	s	s		I	n	t	e	r	v		I	I				
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(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)



This course is a continuation of ABA 630. Students will apply behavioral principles in multiple areas of practice. The content prepares students to take the BCBA exam.

Co-requisite(s): None First Term to be Offered: Spring 2026

Prerequisite(s): ABA 600; ABA 630 Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): N/A

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Dr. Debra Lockwood</u>	Date <u>9/7/23</u>
Registrar <u></u> 42.2814	Date _____
College Curriculum Chair <u>McKenzie Brittain</u>	Date <u>11/9/23</u>
Graduate Council Chair <u></u>	Date <u>2/10/24</u>

7. COURSE OUTLINE (May be submitted as a separate document)

See attached master syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Chandler, L. K., & Dahlquist, C. M. (2015). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings* (4th ed.). Merrill Prentice Hall.

Mayer, C. G., Sulzer-Azaroff, B., & Wallace, M. (2019). *Behavior analysis for lasting change* (4th ed.). Sloan Publishing.

Turner, K. (2018). *Functional behavior assessment: Case studies and practice*. Cognella.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Recorded lectures, video examples, discussion board posts, readings from text and research, case studies

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Special Education

Course Number and Title: ABA 640 Behavior Assessment and Intervention II

Catalog Description: This course is a continuation of ABA 630. Students will apply behavioral principles in multiple areas of practice. The content prepares students to take the BCBA exam.

Prerequisites: ABA 600 and ABA 630

First Term Offered: Spring 2026

Credit Hours: 3





# **Marshall University Syllabus**

## **MASTER SYLLABUS**

### **MARSHALL UNIVERSITY COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

#### **SPECIAL EDUCATION DEPARTMENT**

**COURSE: ABA 640 Behavior Assessment and Intervention II**

**COURSE DESCRIPTION:** This course is a continuation of ABA 630. Students will apply behavioral principles in multiple areas of practice. The content prepares students to take the BCBA exam.

**CREDITS:** 3 Graduate Credit Hours

**PREREQUISITES:** ABA 600 and ABA 630

**TERM/YEAR:** To be determined

**CLASS MEETING DAYS/TIMES:** To be determined

**LOCATION:** This course is taught completely on-line. There is no obligation for students to come to campus at any time during the semester.

**ACADEMIC CALENDAR:** For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

**INSTRUCTOR:** To be determined

**CONTACT INFORMATION:** To be determined

Office:

Office Hours:

Office Phone

<p>G.1. Design and evaluate positive and negative reinforcement procedures.</p> <p>G.2. Design and evaluate differential reinforcement (e.g., DRA, DRO, DRL, DRH) procedures with and without extinction.</p> <p>G.3. Design and evaluate time-based reinforcement (e.g., fixed-time) schedules.</p> <p>G.4. Identify procedures to establish and use conditioned reinforcers (e.g., token economies).</p> <p>G.5. Incorporate motivating operations and discriminative stimuli into behavior-change procedures.</p> <p>G.6. Design and evaluate procedures to produce simple and conditional discriminations.</p> <p>G.7. Select and evaluate stimulus and response prompting procedures (e.g., errorless, most-to-least, least-to-most).</p> <p>G.8. Design and implement procedures to fade stimulus and response prompts (e.g., prompt delay, stimulus fading).</p> <p>G.9. Design and evaluate modeling procedures</p> <p>G.10. Design and evaluate instructions and rules.</p>	<p>a. Student will complete readings, recorded lectures, and video examples provided in the course.</p> <p>b. Student will read and summarize instructor provided research related to various behavioral interventions. strategies.</p> <p>c. Based on individual case study information, student will design appropriate behavioral interventions.</p>	<p>a. Module quizzes</p> <p>b. Midterm and final exams</p> <p>c. Research report forms</p> <p>d. Case study worksheets and rubrics</p>
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<p>in service delivery and professional relationships.</p> <p>E.10. Apply culturally responsive and inclusive service and supervision activities.</p> <p>E.11. Identify personal biases and how they might interfere with professional activity.</p>	<p>they relate to case studies.</p>	
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## COURSE REQUIREMENTS/DUE DATES

**1. Quizzes** For each unit, you will take a quiz based on the assigned readings and videos. Quiz questions will be multiple choice, true/false, and short answer. Quizzes are available until the deadline. You may take the quiz twice and have 30 minutes to complete each quiz. Only the highest score of the two will count toward your final grade and you can review your quiz and associated answers after the due date has passed.

GRADES: Quizzes will comprise 20% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

**2. Midterm/Final Exams** At the middle and end of the semester, you will take a midterm and final exam to assess your knowledge related to the content of the course. The final exam will be comprehensive, covering all topics presented in the course. Similar to Board Certified Behavior Analyst (BCBA) certification exam, questions will be multiple choice, thus providing you with practice in taking a similar exam. Module quizzes will assist you in studying for the midterm and final exams. The midterm exam also will assist you in studying for the final exam.

GRADES: The midterm and final exams will each comprise 25% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

**3. Research Report Forms** For some units, you will be required to submit a Research Report Form on an assigned research article. Links to articles and forms are provided in the assignment. This assignment requires you to read and summarize the designated article (provided via a weblink or as an attachment). Instructions and an example for completing the research form are provided with each assignment.

GRADES: Research reports will comprise 15% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at [TitleIX@marshall.edu](mailto:TitleIX@marshall.edu)
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

## COURSE SCHEDULE

Unit/Week	Activity/Assignment	Percentage	Due Date
Unit 1: Weeks 1-2  Review functional assessment	Readings and videos Quiz	20%	TBD
Unit 2: Weeks 5-7  Selecting, implementing and evaluating behavioral strategies.	Readings and videos Quiz Research report Case studies	20% 15% 40%	TBD
Week 8	Midterm exam	25%	TBD
Unit 3: Weeks 9-12  Selecting, implementing and evaluating behavioral strategies (con't). Ethical issues.	Readings and videos Quiz Research report Case studies	20% 15% 40%	TBD
Week 14	Final exam	25%	TBD

- Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2021). *Handbook of applied behavior analysis*. (2<sup>nd</sup> ed). The Guilford Press.
- Fleck, C. R., Bourret, J. C., & Jehle, E. R. (2023). Concurrent schedules of differential reinforcement of alternative behavior in the treatment of problem behavior without extinction. *Journal of Applied Behavior Analysis*, 56(3), 623–637.
- Fontes, R. M., & Shahan, T. A. (2021). Punishment and its putative fallout: A reappraisal. *Journal of the Experimental Analysis of Behavior*, 115(1), 185–203.
- Jeong, Y., & Copeland, S. R. (2020). Comparing functional behavior assessment-based interventions and non-functional behavior assessment-based interventions: A systematic review of outcomes and methodological quality of studies. *Journal of Behavioral Education*, 29(1), 1–41.
- Johnson, H. N., & Carpenter, M. E. (2022). Including student input as a critical component of functional behavior assessment. *Beyond behavior*, 31(3), 175–184.
- Lane, K. L., Sherod, R. L., Oakes, W. P., & Lane, K. S. (2023). *FD8 - systematic screening: Practicalities & considerations*. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).
- Maich K., Levine D., & Hall C. (2016). *Applied behavior analysis: Fifty case studies in home school and community settings*. Springer Verlag.
- Mayer, C. G., Sulzer-Azaroff, B., & Wallace, M. (2019). *Behavior analysis for lasting change* (4th ed.). Sloan Publishing.
- Moreno, G., Wong-Lo, M., & Bullock, L. (2014). Assisting students from diverse backgrounds with challenging behaviors: Incorporating a culturally attuned

- Pinkelman, S. E., & Horner, R. H. (2016). Improving implementation of function-based intervention: Self-monitoring, data collections, and data review. *Journal of Positive Behavior Interventions, 18*, 1-11.
- Reid, R. & Nelson, J. R. (2002). The utility, acceptability, and practicality of functional behavioral assessment for students with high-incidence problem behaviors. *Remedial and Special Education, 23*(1), 1-5.
- Risse, M. R., Blair, K.-S. C., & Russo, D. A. (2023). Evaluating technology-based self-monitoring of performance with differential reinforcement for students with disabilities. *Behavioral Sciences, 13*(6), 508.
- Rowell, T., & Neal-Barnett, A. (2022). A systematic review of the effect of parental adverse childhood experiences on parenting and child psychopathology. *Journal of Child & Adolescent Trauma, 15*(1), 167–180
- Sailor, W., Dunlap, G., Sugai, R., & Horner, R. (Eds.). (2009). *Handbook of positive behavior support*. Springer.
- Scott, T. M., & Cooper, J. T. (2017). Functional behavior assessment and function-based intervention planning: Considering the simple logic of the process. *Beyond Behavior, 26*(3), 101–104.
- Sidman, M. (1986b). Functional analysis of emergent verbal classes. In T. Thompson & M. D. Zeiler (Eds.), *Analysis and integration of behavioral units* (pp. 213-245). Lawrence Erlbaum Associates.
- Sidman M (1993). Reflections on behavior analysis and coercion. *Behavior and Social Issues, 3*(1-2), 75–85.

## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: **COEPD** Dept/Division: **Spec Ed** Alpha Designator/Number: **ABA 600** ☒ Graded ☐ CR/NC

Contact Person: **Jennifer McFarland-Whisman**

Phone: **62883**

## NEW COURSE DATA:

New Course Title: **Basic Principles of Behavior**

Alpha Designator/Number: 

A	B	A	6	0	0				
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Title Abbreviation: 

B	a	s	i	c		P	r	i	n	c		o	f		B	e	h	a	v	i	o	r		
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(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

The course focuses on the principles and concepts of operant and respondent conditioning. The content prepares students to take the BCBA exam.

Co-requisite(s): **None**

First Term to be Offered: **Fall 2024**

Prerequisite(s): **None**

Credit Hours: **3**

Course(s) being deleted in place of this addition (must submit course deletion form):

**N/A**

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head Dr. Debra Lockwood

Date 9/7/23

.42.2814



## Request for Graduate Course Addition - Page 3

College: **COEPD**

Department/Division: **Spec Ed**

Alpha Designator/Number: **ABA 600**

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. **FACULTY:** Identify by name the faculty in your department/division who may teach this course.

As noted in the Intent to Plan (attached), a pro forma budget has been approved and over the course of 5 years, 3 appropriately qualified faculty will be hired.

2. **DUPLICATION:** If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Courses must be specific to ABA to meet accreditation requirements and must be taught by doctoral level Board Certified Behavior Analysts. Marshall University does not offer a similar degree program or courses. Emails demonstrating nonduplication from Drs. Linz, Psychology Dept, and Jennings, School Psychology Dept, are attached.

3. **REQUIRED COURSE:** If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. **AGREEMENTS:** If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. **ADDITIONAL RESOURCE REQUIREMENTS:** If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Each ABA program qualifying for accreditation must have one full-time doctoral level faculty member with board certification to serve as a program director. The program will require an adjunct faculty, graduate assistant, and part-time office assistant. Two additional faculty will be required as the program grows. It is anticipated that one of those faculty will be hired during the second year of operation and the other, the fifth year. See attached budget.

6. **COURSE OBJECTIVES:** (May be submitted as a separate document)

See attached master syllabus

## **Request for Graduate Course Addition - Page 4**

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Chapter quizzes, midterm exam, final exam, rubrics, research summary worksheets

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached master syllabus



# **Marshall University Syllabus**

## **MASTER SYLLABUS**

### **MARSHALL UNIVERSITY COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

#### **SPECIAL EDUCATION DEPARTMENT**

**COURSE: ABA 600 Basic Principles of Behavior**

**COURSE DESCRIPTION:** The course focuses on the principles and concepts of operant and respondent conditioning. The content prepares students to take the BCBA exam.

**CREDITS:** 3 Graduate Credit Hours

**PREREQUISITES:** None

**TERM/YEAR:** To be determined

**CLASS MEETING DAYS/TIMES:** To be determined

**LOCATION:** This course is taught completely on-line. There is no obligation for students to come to campus at any time during the semester.

**ACADEMIC CALENDAR:** For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

**INSTRUCTOR:** To be determined

**CONTACT INFORMATION:** To be determined

Office:

Office Hours:

Office Phone

Marshall Email:

<p>B.2. Identify and distinguish between stimulus and stimulus class.</p> <p>B.3. Identify and distinguish between respondent and operant conditioning.</p> <p>B.4. Identify and distinguish between positive and negative reinforcement contingencies.</p> <p>B.5. Identify and distinguish between positive and negative punishment contingencies.</p> <p>B.6. Identify and distinguish between automatic and socially mediated contingencies.</p> <p>B.7. Identify and distinguish among unconditioned, conditioned, and generalized reinforcers.</p> <p>B.8. Identify and distinguish among unconditioned, conditioned, and generalized punishers.</p>	<p>b. Student will complete research summaries of provided articles.</p> <p>c. Student will write short essays connecting learning to their own lives.</p>	<p>d. Essay rubrics</p>
<p>B.9. Identify and distinguish among simple schedules of reinforcement.</p> <p>B.10. Identify and distinguish among concurrent, multiple, mixed, and chained schedules of reinforcement.</p> <p>B.11. Identify and distinguish between operant and respondent extinction as operations and processes.</p>	<p>a. Student will complete readings, recorded lectures, and video examples provided in the course.</p> <p>b. Student will complete research summaries of provided articles.</p> <p>c. Student will write short essays connecting learning to their own lives.</p>	<p>a. Module quizzes</p> <p>b. Research summary worksheets</p> <p>c. Midterm and final exams</p> <p>d. Essay rubrics</p>
<p>B.12. Identify examples of</p>	<p>a Student will complete readings, recorded lectures, and video examples provided in the course.</p>	<p>a. Module quizzes</p> <p>b. Research summary worksheets</p>

## **COURSE REQUIREMENTS/DUE DATES**

**1. Quizzes** For each unit, you will take a quiz based on the assigned readings and videos. Quiz questions will be multiple choice, true/false, and short answer. Quizzes are available until the deadline. You may take the quiz twice and have 30 minutes to complete each quiz. Only the highest score of the two will count toward your final grade and you can review your quiz and associated answers after the due date has passed.

**GRADES:** Quizzes will comprise 20% of your final grade.

**DUE DATES:** Due dates are provided on the course schedule.

**2. Research Report Forms** For some units, you will be required to submit a Research Report Form on an assigned research article. Links to articles and forms are provided in the assignment. This assignment requires you to read and summarize the designated article (provided via a weblink or as an attachment). Instructions and an example for completing the research form are provided with each assignment.

**GRADES:** Research reports will comprise 10% of your final grade.

**DUE DATES:** Due dates are provided on the course schedule.

**3. Discussion Questions** Twice during the semester, you will be asked to generate a discussion question for other students to respond to based on your readings and the videos in the course. Once all the questions are posted, you will choose two of your fellow students' questions to respond to. Please read all your fellow student's posts and please do not respond to your own question. Grades will be determined based on a rubric and reflect the level of thought you've put into both your question and your responses.

**GRADES:** Discussion questions and responses will comprise 10% of your final grade.

**DUE DATES:** Due dates are provided on the course schedule.

**4. Essays** Three times during the semester you will write a short essay reflecting on how the content of specific modules relates to your own life. Prompts will be provided by the instructor. Grades will be determined based on a rubric and reflect the level of thought you've put into essays.

**GRADES:** Essays will comprise 10% of your final grade.

**DUE DATES:** Due dates are provided on the course schedule.

**5. Midterm/Final Exams** At the middle and end of the semester, you will take a midterm and final exam to assess your knowledge related to the content of the course. The final exam will be comprehensive, covering all topics presented in the course. Similar to Board Certified Behavior Analyst (BCBA) certification exam, questions will be multiple choice, thus providing you with practice in taking a similar exam. Module

## COURSE SCHEDULE

Unit/Week	Activity/Assignment	Percentage	Due Date
Unit 1: Weeks 1-3  Goals and dimensions of Applied Behavior Analysis	Readings and videos Quiz Research Report Essay	20% 10% 10%	TBD
Unit 2: Weeks 5-7  Principles of Behavior	Readings and videos Quiz Research Report Essay Discussion Question/Response	20% 10% 10% 10%	TBD
Week 8	Midterm exam	25%	TBD
Unit 3: Weeks 9-12  Stimulus control, generalization, matching law, and behavioral momentum	Readings and videos Quiz Research Report Essay Discussion Question/Response	20% 10% 10% 10%	TBD
Week 14	Final exam	25%	TBD

psychopathology and developmental disabilities treatment. Autism and child psychopathology series. Springer, Cham.

Leaf, R., & McEachin, J. (1999). *A work in progress: Behavior management strategies and a curriculum for intensive behavioral treatment of autism*. DRL Books.

Leaf, R., McEachin, J., & Taubman, M. (2012). *A work in progress: Companion series*. DRL Books.

Mayer, C. G., Sulzer-Azaroff, B., & Wallace, M. (2019). *Behavior analysis for lasting change* (4th ed.). Sloan Publishing.

Miltenberger, R. G. (2012). *Behavioral skills training procedures, Behavior modification: principles and procedures* (pp. 251–269). Wadsworth, Cengage Learning.

Miltenberger, R. G., Valbuena, D., & Sanchez, S. (2021). Applied behavior analysis. In A. Wenzel (Ed.), *Handbook of cognitive behavioral therapy: Overview and approaches* (pp. 637–671). American Psychological Association.

Newman, B., Reeve, K.F., Reeve, S.A., and Ryan, C.S. (2003) *Behaviorspeak: A glossary of terms in applied behavior analysis*. Dove and Orca.

Phillips, E. L., Phillips, E. A., Fixsen, D. L., & Wolf, M. M. (1974). *The teaching-family handbook* (2nd ed.). University Press of Kansas.

Pierce, W. D., & Epling, W. F. (1995). A science of behavior: Perspectives, history, and assumptions. In *Behavior analysis and learning* (pp. 1-26). Prentice Hall.

Sailor, W., Dunlap, G., Sugai, R., & Horner, R. (Eds.). (2009). *Handbook of positive behavior support*. Springer.





## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: **COEPD** Dept/Division: **Spec Ed** Alpha Designator/Number: **ABA 610** ☒ Graded ☐ CR/NC

Contact Person: **Jennifer McFarland-Whisman**

Phone: **62883**

## NEW COURSE DATA:

New Course Title: **Theory and Philosophy in Behavior Analysis**

Alpha Designator/Number: 

A	B	A	6	1	0				
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Title Abbreviation: 

T	h	e	o	r	y		P	h	i	l		B	e	h	a	v	i	o	r		A	n	a	l
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(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

This course will provide the student with the underlying theoretical and philosophical foundations of behavior analysis. The content prepares students to take the BCBA exam.

Co-requisite(s): **None**

First Term to be Offered: **Fall 2024**

Prerequisite(s): **None**

Credit Hours: **3**

Course(s) being deleted in place of this addition (must submit course deletion form): **N/A**

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head **Dr. Debra Lockwood**

Date **9/7/2**

42.2814

Registrar

*Sonye HCA*

Date

College Curriculum Chair

*McKenzie Brittain*

Date

**11/9/23**

## Request for Graduate Course Addition - Page 3

College: **COEPD**

Department/Division: **Spec Ed**

Alpha Designator/Number: **ABA 610**

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

As noted in the Intent to Plan (attached), a pro forma budget has been approved and over the course of 5 years, 3 appropriately qualified faculty will be hired.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Courses must be specific to ABA to meet accreditation requirements and must be taught by doctoral level Board Certified Behavior Analysts. Marshall University does not offer a similar degree program or courses. Emails demonstrating nonduplication from Drs. Linz, Psychology Dept, and Jennings, School Psychology Dept, are attached.

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Each ABA program qualifying for accreditation must have one full-time doctoral level faculty member with board certification to serve as a program director. The program will require an adjunct faculty, graduate assistant, and part-time office assistant. Two additional faculty will be required as the program grows. It is anticipated that one of those faculty will be hired during the second year of operation and the other, the fifth year. See attached budget.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached master syllabus

## **Request for Graduate Course Addition - Page 4**

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Chapter quizzes, midterm exam, final exam, rubrics

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached master syllabus



# **Marshall University Syllabus**

## **MASTER SYLLABUS**

### **MARSHALL UNIVERSITY COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

#### **SPECIAL EDUCATION DEPARTMENT**

**COURSE:** ABA 610 Theory & Philosophy in Behavior Analysis

**COURSE DESCRIPTION:** This course will provide the student with the underlying theoretical and philosophical foundations of behavior analysis. The content prepares students to take the BCBA exam.

**CREDITS:** 3 Graduate Credit Hours

**PREREQUISITES:** None

**TERM/YEAR:** To be determined

**CLASS MEETING DAYS/TIMES:** To be determined

**LOCATION:** This course is taught completely on-line. There is no obligation for students to come to campus at any time during the semester.

**ACADEMIC CALENDAR:** For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

**INSTRUCTOR:** To be determined

**CONTACT INFORMATION:** To be determined

Office:

Office Hours:

Office Phone

<p>behaviorism.</p> <p>A.4. Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.</p> <p>A.5. Identify and describe dimensions of applied behavior.</p>	<p>on the one of the assignments.</p>	
<p>B.3. Identify and distinguish between respondent and operant conditioning.</p> <p>B.4. Identify and distinguish between positive and negative reinforcement contingencies.</p> <p>B.5. Identify and distinguish between positive and negative punishment contingencies.</p> <p>B.6. Identify and distinguish between automatic and socially mediated contingencies.</p>	<p>a Student will complete readings, recorded lectures, and video examples provided in the course.</p> <p>b. Student will respond to discussion prompts and responses by other students.</p> <p>c. Student will complete 3-2-1 assignments and write a final paper based on one of the assignments.</p>	<p>a. Module quizzes</p> <p>b. Discussion posts</p> <p>c. Midterm and final exam</p> <p>d. Final paper rubric</p>
<p>B.18. Identify and distinguish between rule-governed and contingency-shaped behavior.</p> <p>B.19. Identify and distinguish among verbal operants.</p> <p>B.20. Identify the role of multiple control in verbal behavior.</p>	<p>a. Student will complete readings, recorded lectures, and video examples provided in the course.</p> <p>b. Student will respond to discussion prompts and responses by other students.</p> <p>c. Student will complete 3-2-1 assignments and write a final paper based on one of the assignments.</p>	<p>a. Module quizzes</p> <p>b. Discussion posts</p> <p>c. Midterm and final exam</p> <p>d. Final paper rubric</p>

**5. Final Paper** At the end of the semester you will choose one of the questions you wrote for the 3-2-1 assignments (described above) and use it as a prompt to write a 4-to-5-page paper. You may use information provided in the course, information you find using the online MU library search engines, and/or other Internet resources which provide access to quality information on your topic. You must turn in a mandatory rough draft for feedback. A rubric will be used to grade papers.

**GRADES:** The final paper will comprise 20% of your final grade.

**DUE DATES:** Due dates are provided on the course schedule.

## **GRADING POLICY**

Grades will be posted online in Blackboard. You will be able to see your grade as a running percentage.

The following scale will be used:

Grading Scale

90 - 100% = A

80 - 89% = B

70 - 79% = C

65 - 69% = D

Below 65% = F

## **ATTENDANCE/PARTICIPATION POLICY**

This course is taught completely online. There is no obligation for you to be on campus at any time during the semester. You should check course email and announcements at least 5 times per week and turn in assignments by the due date listed in the course schedule.

## **UNIVERSITY POLICIES**

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/university-policies/). (URL: <https://www.marshall.edu/academic-affairs/policies/> )

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy

## BIBLIOGRAPHY:

- Alberto, P. A., & Troutman, A. C. (2022). *Applied behavior analysis for teachers* (10th ed.). Pearson.
- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1 (1), 91 – 97.
- Baum, W.M. (2017). *Understanding behaviorism: Behavior, culture, and evolution* (3rd Ed.) Wiley.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied behavior analysis* (3rd ed.). Pearson Prentice Hall.
- Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2021). *Handbook of applied behavior analysis*. (2<sup>nd</sup> ed). The Guilford Press.
- Gintis, H. (2004). Towards the unity of the human behavioral sciences. *Politics, Philosophy and Economics*, 3 (1), 37-57.
- Keller, F. S., & Schoenfeld, W. N. (1950). *Principles of psychology: A systematic text in the science of behavior*. Appleton-Century-Crofts.
- Lattal, K.A., & Chase, P.N. (2013). *Behavior theory and philosophy*. Springer.
- Leaf, J. B., Leaf, R., McEachin, J., Taubman, M., Ala'i-Rosales, S., Ross, R. K., et al. (2016). Applied behavior analysis is a science and, therefore, progressive. *Journal of Autism and Developmental Disorders*, 46(2), 720–731.
- Mayer, C. G., Sulzer-Azaroff, B., & Wallace, M. (2019). *Behavior analysis for lasting change* (4th ed.). Sloan Publishing.

Skinner, B. F. (1969). *Contingencies of reinforcement: A theoretical analysis*.

Appleton-Century-Crofts.

Skinner, B. F. (1971). *Beyond freedom and dignity*. Bantam/Vintage.

Skinner, B. F. (1974). *About behaviorism*. Knopf.



## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: **COEPD** Dept/Division: **Spec Ed** Alpha Designator/Number: **ABA 620** ☒ Graded ☐ CR/NC

Contact Person: **Jennifer McFarland-Whisman**

Phone: **62883**

## NEW COURSE DATA:

New Course Title: **Research Methods in Behavior Analysis**

Alpha Designator/Number: 

A	B	A	6	2	0				
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Title Abbreviation: 

R	e	s	e	a	r	c	h		M	e	t	h		B	e	h		A	n	a	l	y		
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(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

Course content includes measurement, data display and interpretation, single-case designs, and research ethics. The content prepares students to take the BCBA exam.

Co-requisite(s): **None**

First Term to be Offered: **Fall 2024**

Prerequisite(s): **None**

Credit Hours: **3**

Course(s) being deleted in place of this addition (must submit course deletion form): **N/A**

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head Dr. Debra Lockwood

Date 9/7/23

Registrar  42.2814

Date \_\_\_\_\_

College Curriculum Chair McKenzie Brittain

Date 11/9/23

## Request for Graduate Course Addition - Page 3

College: **COEPD**

Department/Division: **Spec Ed**

Alpha Designator/Number: **ABA 620**

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

As noted in the Intent to Plan (attached), a pro forma budget has been approved and over the course of 5 years, 3 appropriately qualified faculty will be hired.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Courses must be specific to ABA to meet accreditation requirements and must be taught by doctoral level Board Certified Behavior Analysts. Marshall University does not offer a similar degree program or courses. Emails demonstrating nonduplication from Drs. Linz, Psychology Dept, and Jennings, School Psychology Dept, are attached.

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Each ABA program qualifying for accreditation must have one full-time doctoral level faculty member with board certification to serve as a program director. The program will require an adjunct faculty, graduate assistant, and part-time office assistant. Two additional faculty will be required as the program grows. It is anticipated that one of those faculty will be hired during the second year of operation and the other, the fifth year. See attached budget.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached master syllabus

## **Request for Graduate Course Addition - Page 4**

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Module quizzes, midterm exam, final exam, rubrics, worksheets

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached master syllabus



# **Marshall University Syllabus**

## **MASTER SYLLABUS**

### **MARSHALL UNIVERSITY COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

#### **SPECIAL EDUCATION DEPARTMENT**

**COURSE: ABA 620 Research Methods in Behavior Analysis**

**COURSE DESCRIPTION:** Course content includes measurement, data display and interpretation, single-case designs, and research ethics. The content prepares students to take the BCBA exam.

**CREDITS:** 3 Graduate Credit Hours

**PREREQUISITES:** None

**TERM/YEAR:** To be determined

**CLASS MEETING DAYS/TIMES:** To be determined

**LOCATION:** This course is taught completely on-line. There is no obligation for students to come to campus at any time during the semester.

**ACADEMIC CALENDAR:** For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

**INSTRUCTOR:** To be determined

**CONTACT INFORMATION:** To be determined

Office:

Office Hours:

Office Phone

Marshall Email:

<p>guided by the science of behavior analysis.</p> <p>A.5. Identify and describe dimensions of applied behavior analysis.</p>		
<p>C.1. Create operational definitions of behavior.</p> <p>C.2. Distinguish among direct, indirect, and product measures of behavior.</p> <p>C.3. Measure occurrence.</p> <p>C.4. Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time).</p> <p>C.5. Distinguish between continuous and discontinuous measurement procedures.</p> <p>C.6. Design and apply discontinuous measurement procedures (e.g., interval recording, time sampling).</p> <p>C.7. Measure efficiency (e.g., trials to criterion, cost-benefit analysis, training duration)</p> <p>C.8. Evaluate the validity and reliability of measurement procedures.</p> <p>C.9. Select a measurement procedure to obtain representative data that accounts for the critical dimension of the behavior and environmental</p>	<p>a Student will complete readings, recorded lectures, and video examples provided in the course.</p> <p>b. Student will complete assignments using instructor provided materials to determine appropriate data collection procedures, collect data from videos, graph provided data, analyze graphs, and calculate interrater reliability scores.</p> <p>c. Student will respond to prompts related to a series of case studies.</p>	<p>a. Module quizzes</p> <p>b. Midterm and final exams</p> <p>c. Worksheets</p> <p>d. Case study rubric</p>

<p>experimental designs.</p> <p>D.7. Distinguish among reversal, multiple-baseline, multiple-element, and changing-criterion designs.</p> <p>D.8. Identify rationales for conducting comparative, component, and parametric analyses.</p>		
<p>E.1. Identify and apply core principles underlying the ethics codes for BACB certificants (e.g., benefit others; treat others with compassion, dignity, and respect; behave with integrity).</p> <p>E.2. Identify the risks to oneself, others, and the profession as a result of engaging in unethical behavior.</p>	<p>a. Student will complete readings, recorded lectures, and video examples provided in the course.</p> <p>b. Student will identify ethical issues and discuss risks to self, others and profession related to a series of instructor provided case studies.</p>	<p>a. Module quizzes</p> <p>b. Midterm and final exams</p> <p>c. Worksheets</p>

GRADES: Case studies will comprise 40% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

## **GRADING POLICY**

Grades will be posted online in Blackboard. You will be able to see your grade as a running percentage. The following scale will be used:

Grading Scale

90 - 100% = A

80 - 89% = B

70 - 79% = C

65 - 69% = D

Below 65% = F

## **ATTENDANCE/PARTICIPATION POLICY**

This course is taught completely online. There is no obligation for you to be on campus at any time during the semester. You should check course email and announcements at least 5 times per week and turn in assignments by the due date listed in the course schedule.

## **UNIVERSITY POLICIES**

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/university-policies/). (URL: <https://www.marshall.edu/academic-affairs/policies/> )

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at [TitleIX@marshall.edu](mailto:TitleIX@marshall.edu)
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

## BIBLIOGRAPHY:

- Alberto, P. A., & Troutman, A. C. (2022). *Applied behavior analysis for teachers* (10th ed.). Pearson.
- Burns, M. (2012). Meta-analysis of single-case design research: Introduction to the special issue. *Journal of Behavioral Education*, 21(3), 175–184.
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- Dermer, M. L., & Hoch, T. A. (1999). Improving descriptions of single-subject experiments in research texts written for undergraduates. *Psychological Record*, 49(1), 49.
- Falletta, C. N., & Lewon, M. (2023). The fundamental role of social validity in behavioral consultation in school settings. *Psychology in the Schools*, 60(6), 1918–1935.
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- Frampton, S. E., Guinness, K. E., & Axe, J. B. (2021). The parallel treatments design: A systematic review. *Behavioral Interventions*, 36(4), 941–961
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- Kranak, M. P., & Mitteer, D. R. (2022). A concise review of recent advancements in the graphical training of behavior analysts. *Journal of Applied Behavior Analysis*, 55(4), 1349–1354.



Skinner, B. F. (1965). The technology of teaching. *Proceedings of the Royal Society, Series B, Biological Sciences*, 162 (989), 427-443.

Skinner, B. F. (1968). *The technology of teaching*. Prentice Hall.

Skinner, B. F. (1974). *About behaviorism*. Knopf.

Vannest, K. J., Peltier, C., & Haas, A. (2018). Results reporting in single case experiments and single case meta-analysis. *Research in Developmental Disabilities*, 79, 10–18.

Wolf, M. M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, 11 (2), 203 – 214.

## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: **COEPD**Dept./Division: **Spec Ed**Alpha Designator/Number: **ABA 630** ☒ Graded ☐ CR/NCContact Person: **Jennifer McFarland-Whisman**Phone: **62883**

## NEW COURSE DATA:

New Course Title: **Behavior Assessment and Intervention I**Alpha Designator/Number: 

A	B	A	6	3	0				
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Title Abbreviation: 

B	e	h		A	s	s	e	s	s		I	n	t	e	r	v	e	n	t	i	o	n		I
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(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

Students will learn to select and implement behavior assessment and intervention strategies. The content prepares students to take the BCBA exam.

Co-requisite(s): **None**First Term to be Offered: **Spring 2025**Prerequisite(s): **ABA 600**Credit Hours: **3**Course(s) being deleted in place of this addition (must submit course deletion form): **N/A**

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head Dr. Debra LockwoodDate 9/7/23

Registrar



42.2814

Date

College Curriculum Chair



Date

11/9/23

## Request for Graduate Course Addition - Page 3

College: **COEPD**

Department/Division: **Spec Ed**

Alpha Designator/Number: **ABA 630**

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. **FACULTY:** Identify by name the faculty in your department/division who may teach this course.

As noted in the Intent to Plan (attached), a pro forma budget has been approved and over the course of 5 years, 3 appropriately qualified faculty will be hired.

2. **DUPLICATION:** If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Courses must be specific to ABA to meet accreditation requirements and must be taught by doctoral level Board Certified Behavior Analysts. Marshall University does not offer a similar degree program or courses. Emails demonstrating nonduplication from Drs. Linz, Psychology Dept, and Jennings, School Psychology Dept, are attached.

3. **REQUIRED COURSE:** If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. **AGREEMENTS:** If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. **ADDITIONAL RESOURCE REQUIREMENTS:** If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Each ABA program qualifying for accreditation must have one full-time doctoral level faculty member with board certification to serve as a program director. The program will require an adjunct faculty, graduate assistant, and part-time office assistant. Two additional faculty will be required as the program grows. It is anticipated that one of those faculty will be hired during the second year of operation and the other, the fifth year. See attached budget.

6. **COURSE OBJECTIVES:** (May be submitted as a separate document)

See attached master syllabus

## **Request for Graduate Course Addition - Page 4**

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Module quizzes, midterm exam, final exam, rubrics, case study worksheets

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached master syllabus



# **Marshall University Syllabus**

## **MASTER SYLLABUS**

### **MARSHALL UNIVERSITY COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

#### **SPECIAL EDUCATION DEPARTMENT**

**COURSE: ABA 630 Behavior Assessment and Intervention I**

**COURSE DESCRIPTION:** Students will learn to select and implement behavior assessment and intervention strategies. The content prepares students to take the BCBA exam.

**CREDITS:** 3 Graduate Credit Hours

**PREREQUISITES:** ABA 600

**TERM/YEAR:** To be determined

**CLASS MEETING DAYS/TIMES:** To be determined

**LOCATION:** This course is taught completely on-line. There is no obligation for students to come to campus at any time during the semester.

**ACADEMIC CALENDAR:** For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

**INSTRUCTOR:** To be determined

**CONTACT INFORMATION:** To be determined

Office:

Office Hours:

Office Phone

Marshall Email:

<p>continuous and discontinuous measurement procedures.</p> <p>C.6. Design and apply discontinuous measurement procedures (e.g., interval recording, time sampling).</p> <p>C.7. Measure efficiency (e.g. trials to criterion, cost-benefit analysis, training duration).</p> <p>C.8. Evaluate the validity and reliability of measurement procedures.</p> <p>C.9. Select a measurement procedure to obtain representative data that accounts for the critical dimension of the behavior and environmental constraints.</p> <p>C.10. Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).</p> <p>C.11. Interpret graphed data.</p> <p>C.12. Select a measurement procedure to obtain representative procedural integrity data that accounts for relevant dimensions (e.g., accuracy, dosage) and environmental constraints.</p>		
F.1. Identify relevant sources of information in records	<p>a. Student will complete readings, recorded lectures, and video</p>	<p>a. Module quizzes</p> <p>b. Midterm and final exams</p> <p>c. Case study worksheets</p>

activities.		
E.11. Identify personal biases and how they might interfere with professional activity.		

## COURSE REQUIREMENTS/DUE DATES

**1. Quizzes** For each unit, you will take a quiz based on the assigned readings and videos. Quiz questions will be multiple choice, true/false, and short answer. Quizzes are available until the deadline. You may take the quiz twice and have 30 minutes to complete each quiz. Only the highest score of the two will count toward your final grade and you can review your quiz and associated answers after the due date has passed.

**GRADES:** Quizzes will comprise 20% of your final grade.

**DUE DATES:** Due dates are provided on the course schedule.

**2. Midterm/Final Exams** At the middle and end of the semester, you will take a midterm and final exam to assess your knowledge related to the content of the course. The final exam will be comprehensive, covering all topics presented in the course. Similar to Board Certified Behavior Analyst (BCBA) certification exam, questions will be multiple choice, thus providing you with practice in taking a similar exam. Module quizzes will assist you in studying for the midterm and final exams. The midterm exam also will assist you in studying for the final exam.

**GRADES:** The midterm and final exams will each comprise 25% of your final grade.

**DUE DATES:** Due dates are provided on the course schedule.

**3. Case Studies** You will be required to complete a series of case studies. Case studies will be comprised of a description of an individual in need of behavior analytic services. You will analyze information from a variety of sources, identify behavioral targets, develop a functional behavior assessment/skill assessment strategy, interpret data, identify appropriate goals, and identify potential interventions. A worksheet will be provided by the instructor for each case study to provide prompts for you to answer as you complete each case study. Grades will be based on correct answers and a rubric for each case study.

**GRADES:** Case studies will comprise 40% of your final grade.

**DUE DATES:** Due dates are provided on the course schedule.

**4. Discussion Board Posts** As part of your case study assignment, you will be asked to identify ethical issues that might arise based on the case study information and provide a thoughtful post to the discussion board. The following week you will be asked to read the responses of your fellow students and pick two to respond

## COURSE SCHEDULE

Unit/Week	Activity/Assignment	Percentage	Due Date
Unit 1: Weeks 1-3 Identifying, defining and measuring challenging behavior.	Readings and videos Quiz Case study Discussion board posts	20% 40% 15%	TBD
Unit 2: Weeks 5-6  Functional Assessment	Readings and videos Quiz Case study Discussion board posts	20% 40% 15%	TBD
Week 7	Midterm exam	25%	TBD
Unit 3: Weeks 8-12  Functional assessment (con't), intervention selection, follow-up and ethical issues	Readings and videos Quiz Case study Discussion board posts	20% 40% 15%	TBD
Week 14	Final exam	25%	TBD



- Lane, K. L., Sherod, R. L., Oakes, W. P., & Lane, K. S. (2023). *FD8 - systematic screening: Practicalities & considerations*. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).
- Maich K., Levine D., & Hall C. (2016). *Applied behavior analysis: Fifty case studies in home school and community settings*. Springer Verlag.
- Mayer, C. G., Sulzer-Azaroff, B., & Wallace, M. (2019). *Behavior analysis for lasting change* (4th ed.). Sloan Publishing.
- Moreno, G., Wong-Lo, M., & Bullock, L. (2014). Assisting students from diverse backgrounds with challenging behaviors: Incorporating a culturally attuned functional behavioral assessment in prereferral services. *Preventing School Failure*, 58(1), 58–68.
- Nese, R. N. T., Santiago-Rosario, M. R., Nese, J. F. T., Triplett, D., Malose, S., Hamilton, J., Izzard, S., & Newson, A. (2023). *Instructional and restorative alternatives to exclusionary discipline: A guide to implementing the five components of the inclusive skill-building learning approach (ISLA)*. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org)
- Odom, S. L., Brantlinger, E., Gersten, R., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children*, 71(2), 137-148.
- Ottenbacher, K. J. (1993). Interrater agreement of visual analysis in single-subject decisions: Quantitative review and analysis. *American Journal of Mental Retardation*, 98, 135-142.

- Smith, R. G. & Churchill, R. M. (2002). Identification of environmental determinants of behavior disorders through functional analysis of precursor behaviors. *Journal of Applied Behavior Analysis*, 35, 125-136.
- Strickland-Cohen, M. K., & Simonsen, B. (2022). *Function-based support*. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).
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- Turner, K. (2018). *Functional behavior assessment: Case studies and practice*. Cognella.
- von Ravensberg, H., & Blakely, A. (2014). *When to use functional behavioral assessment? Best practice vs. legal guidance*. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).

## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: **COEPD** Dept/Division: **Spec Ed** Alpha Designator/Number: **ABA 650** ☒ Graded ☐ CR/NC

Contact Person: **Jennifer McFarland-Whisman**

Phone: **62883**

## NEW COURSE DATA:

New Course Title: **Behavior Assessment and Intervention I**

Alpha Designator/Number: 

A	B	A	6	5	0				
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Title Abbreviation: 

B	e	h		C	h	a	n	g	e		i	n		S	y	s	t	e	m	s				
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(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

This course focuses on behavior change and collaboration at the system's level. The content prepares students to take the BCBA exam.

Co-requisite(s): **None**


First Term to be Offered: **Spring 2025**

Prerequisite(s): **ABA 600**

Credit Hours: **3**

Course(s) being deleted in place of this addition (must submit course deletion form): **N/A**

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

<p>Dept. Chair/Division Head <u>Dr. Debra Lockwood</u></p> <p style="text-align: right;">42.2814</p> <p>Registrar <u></u></p> <p>College Curriculum Chair <u>McKenzie Brittain</u></p>	<p>Date <u>9/7/23</u></p> <p>Date _____</p> <p>Date <u>11/9/23</u></p>
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## Request for Graduate Course Addition - Page 3

College: **COEPD**

Department/Division: **Spec Ed**

Alpha Designator/Number: **ABA 640**

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. **FACULTY:** Identify by name the faculty in your department/division who may teach this course.

As noted in the Intent to Plan (attached), a pro forma budget has been approved and over the course of 5 years, 3 appropriately qualified faculty will be hired.

2. **DUPLICATION:** If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Courses must be specific to ABA to meet accreditation requirements and must be taught by doctoral level Board Certified Behavior Analysts. Marshall University does not offer a similar degree program or courses. Emails demonstrating nonduplication from Drs. Linz, Psychology Dept, and Jennings, School Psychology Dept, are attached.

3. **REQUIRED COURSE:** If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. **AGREEMENTS:** If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. **ADDITIONAL RESOURCE REQUIREMENTS:** If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Each ABA program qualifying for accreditation must have one full-time doctoral level faculty member with board certification to serve as a program director. The program will require an adjunct faculty, graduate assistant, and part-time office assistant. Two additional faculty will be required as the program grows. It is anticipated that one of those faculty will be hired during the second year of operation and the other, the fifth year. See attached budget.

6. **COURSE OBJECTIVES:** (May be submitted as a separate document)

See attached master syllabus

## **Request for Graduate Course Addition - Page 4**

### **10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)**

Module quizzes, midterm exam, final exam, rubrics, case study worksheets, self-/peer-assessment

### **11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE**

Not Applicable

### **12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)**

See attached master syllabus



# **Marshall University Syllabus**

## **MASTER SYLLABUS**

### **MARSHALL UNIVERSITY COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

#### **SPECIAL EDUCATION DEPARTMENT**

**COURSE: ABA 650 Behavior Change in Systems**

**COURSE DESCRIPTION:** This course focuses on behavior change and collaboration at the system's level. The content prepares students to take the BCBA exam.

**CREDITS:** 3 Graduate Credit Hours

**PREREQUISITES:** ABA 600

**TERM/YEAR:** To be determined

**CLASS MEETING DAYS/TIMES:** To be determined

**LOCATION:** This course is taught completely on-line. There is no obligation for students to come to campus at any time during the semester.

**ACADEMIC CALENDAR:** For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

**INSTRUCTOR:** To be determined

**CONTACT INFORMATION:** To be determined

Office:

Office Hours:

Office Phone

Marshall Email:

<p>relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).</p> <p>C.11. Interpret graphed data.</p> <p>C.12. Select a measurement procedure to obtain representative procedural integrity data that accounts for relevant dimensions (e.g., accuracy, dosage) and environmental constraints.</p>		
<p>F.8. Interpret assessment data to identify and prioritize socially significant, client-informed, and culturally responsive behavior-change procedures and goals.</p> <p>G.14. Design and evaluate group contingencies.</p> <p>H.1. Develop intervention goals in observable and measurable terms.</p>	<p>a. Student will complete readings, recorded lectures, and video examples provided in the course.</p> <p>b. Based on individual case study information and working with a team of other students, student will interpret assessment data and design appropriate behavioral interventions for a system/organization.</p> <p>c. Student teams will present their case study plan.</p>	<p>a. Module quizzes</p> <p>b. Midterm and final exams</p> <p>c. Research report forms</p> <p>d. Case study worksheets and presentation rubrics</p>

<p>supervisee contracts, establishing clear expectations, giving and accepting feedback).</p> <p>I.3. Identify and implement methods that promote equity in supervision practices.</p> <p>I.4. Select supervision goals based on an assessment of the supervisee's skills, cultural variables, and the environment.</p> <p>I.5. Identify and apply empirically validated and culturally responsive performance management procedures (e.g., modeling, practice, feedback, reinforcement, task clarification, manipulation of response effort).</p> <p>I.6. Apply a function-based approach (e.g., performance diagnostics) to assess and improve supervisee behavior.</p> <p>I.7. Make data-based decisions about the efficacy of supervisory practices.</p>		
E.4. Identify and comply with	<p>a. Student will complete readings, recorded lectures, and video</p>	<p>a. Module quizzes</p> <p>b. Midterm and final exams</p>



## COURSE REQUIREMENTS/DUE DATES

**1. Quizzes** For each unit, you will take a quiz based on the assigned readings and videos. Quiz questions will be multiple choice, true/false, and short answer. Quizzes are available until the deadline. You may take the quiz twice and have 30 minutes to complete each quiz. Only the highest score of the two will count toward your final grade and you can review your quiz and associated answers after the due date has passed.

GRADES: Quizzes will comprise 20% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

**2. Midterm/Final Exams** At the middle and end of the semester, you will take a midterm and final exam to assess your knowledge related to the content of the course. The final exam will be comprehensive, covering all topics presented in the course. Similar to Board Certified Behavior Analyst (BCBA) certification exam, questions will be multiple choice, thus providing you with practice in taking a similar exam. Module quizzes will assist you in studying for the midterm and final exams. The midterm exam also will assist you in studying for the final exam.

GRADES: The midterm and final exams will comprise 25% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

**3. Case Studies and Presentation** You will be assigned to a team with fellow students. Each team will be required to complete a series of case studies. Case studies will be comprised of a description of an organization/system. Your team will analyze the information provided, interpret data, identify appropriate goals, and identify potential interventions. A worksheet will be provided by the instructor for each case study to provide prompts for your team to answer as you complete each case study. At the end of the semester you will develop and give a recorded presentation on one of your case studies. Presentations should include a visual component (e.g., PowerPoint slides), be no longer than 10 minutes, and uploaded to the assignment Dropbox. Grades will be based on appropriate answers on the worksheet, a rubric for each case study, and a peer assessment for presentations.

GRADES: Case studies and presentations will each comprise 25% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

**4. Supervisor/Supervisee Roleplay** Pairs of students will be provided with a series of supervisory scenarios. Each student will take the role of supervisor and supervisee, roleplaying how they would provide effective feedback to a supervisee based on one of the scenarios. Each student will complete and turn in a self-assessment and peer- assessment of their interaction. Videos will be uploaded for instructor feedback using a rubric.

GRADES: Roleplay activities will comprise 20% of your final grade.

- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at [TitleIX@marshall.edu](mailto:TitleIX@marshall.edu)
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

## COURSE SCHEDULE

Unit/Week	Activity/Assignment	Percentage	Due Date
Unit 1: Weeks 1-3  Overview of Organizational Behavior Management	Readings and videos Quiz Essay	20% 10%	TBD
Unit 2: Weeks 5-7  Data-based decision making at an organizational level	Readings and videos Quiz Case study	20% 25%	TBD
Week 8	Midterm exam	25%	TBD
Unit 3: Weeks 9-12  Effective supervision practices and ethical issues	Readings and videos Quiz Case study Supervisor/supervisee roleplay Essay	20% 25% 20% 10%	TBD
Week 14	Final exam	25%	TBD

- arrangement via telehealth. *Journal of Applied Behavior Analysis*, 53(4), 1876–1888.
- Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2021). *Handbook of applied behavior analysis*. (2<sup>nd</sup> ed). The Guilford Press.
- Fraidlin, A., Van Stratton, J.E., McElroy, A., et al. (2023). Peer feedback: Recommendations for behavior analysts' training and supervision. *Behavior Analysis Practice*, 16, 696–708.
- Gravina, N., Villacorta, J., Albert, K., Clark, R., Curry, S., & Wilder, D. (2018). A literature review of organizational behavior management interventions in human service settings from 1990 to 2016. *Journal of Organizational Behavior Management*, 38(2/3), 191–224.
- Haberlin, A., Beauchamp, K., Agnew, J., & O'Brien, F. (2012). A comparison of pyramidal staff training and direct staff training in community-based day programs. *Journal of Organizational Behavior Management*, 32(1), 65–74.
- Johnson, D. A., Casella, S. E., McGee, H., & Lee, S. C. (2014). The use and validation of preintervention diagnostic tools in organizational behavior management. *Journal of Organizational Behavior Management*, 34(2), 104–121.
- Johnson, L. K., Zane, T., & DiGennaro Reed, F. D. (2023). Effects of feedback statements on staff procedural integrity. *Journal of Organizational Behavior Management*, 1–17.

Seiits, G. (2006). *Cases in organizational behavior*. Sage.

Weatherly, N. L. (2021). The ethics of organizational behavior management. *Journal of Organizational Behavior Management*, 41(3), 197–214.

## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD Dept/Division: Spec Ed Alpha Designator/Number: ABA 660 ☒ Graded ☐ CR/NC

Contact Person: Jennifer McFarland-Whisman Phone: 62883

## NEW COURSE DATA:

New Course Title: Ethics in Applied Behavior Analysis

Alpha Designator/Number: 

A	B	A	6	6	0			
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Title Abbreviation: 

E	t	h	i	c	s		i	n		A	p	p		B	e	h		A	n	a	l	y		
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(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

A review of ethical principles related to research and practice in Applied Behavior Analysis. The content prepares students to take the BCBA exam.

Co-requisite(s): None


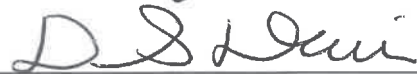
First Term to be Offered: Fall 2025

Prerequisite(s): None

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): N/A

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Dr. Debra Lockwood</u>	Date <u>9/7/23</u>
Registrar <u></u> 42.2814	Date _____
College Curriculum Chair <u>McKenzie Brittain</u>	Date <u>11/9/23</u>
Graduate Council Chair <u></u>	Date <u>2-10-24</u>

7. COURSE OUTLINE (May be submitted as a separate document)

See attached master syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Bailey, J.S., & Burch, M.R. (2022) *Ethics for behavior analysts* (4th ed.). Routledge.

Beirne, A., & Sadavoy, J.A. (2022). *Understanding ethics in applied behavior analysis: Practical applications* (2nd ed.). Routledge.

Sush, D., & Najdowski, A.C. (2019). *A workbook of ethical case scenarios in applied behavior analysis* (1st ed.). Elsevier.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Recorded lecture, video examples, discussion board posts, readings, case studies, reflective essays

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Special Education

Course Number and Title: ABA 660 Ethics in Applied Behavior Analysis

Catalog Description: A review of ethical principles related to research and practice in Applied Behavior Analysis. The content prepares students to take the BCBA exam.

First Term Offered: Fall 2025

Credit Hours: 3



# **Marshall University Syllabus**

## **MASTER SYLLABUS**

### **MARSHALL UNIVERSITY COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

#### **SPECIAL EDUCATION DEPARTMENT**

**COURSE:** ABA 660 Ethics in Applied Behavior Analysis

**COURSE DESCRIPTION:** A review of ethical principles related to research and practice in Applied Behavior Analysis. The content prepares students to take the BCBA exam.

**CREDITS:** 3 Graduate Credit Hours

**PREREQUISITES:** None

**TERM/YEAR:** To be determined

**CLASS MEETING DAYS/TIMES:** To be determined

**LOCATION:** This course is taught completely on-line. There is no obligation for students to come to campus at any time during the semester.

**ACADEMIC CALENDAR:** For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

**INSTRUCTOR:** To be determined

**CONTACT INFORMATION:** To be determined

Office:

Office Hours:

Office Phone

Marshall Email:



<p>result of engaging in unethical behavior.</p> <p>E.3. Develop and maintain competence by engaging in professional development activities (e.g., read literature, seek consultation, establish mentors).</p> <p>E.4. Identify and comply with requirements for collecting, using, protecting, and disclosing confidential information.</p> <p>E.5. Identify and comply with requirements for making public statements about professional activities (e.g., social media activity; misrepresentation of professional credentials, behavior analysis, and service outcomes).</p> <p>E.6. Identify the conditions under which services or supervision should be discontinued and apply steps that should be taken when transitioning clients and supervisees to another professional.</p> <p>E.7. Identify types of and risks associated with</p>		
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services.		
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## COURSE REQUIREMENTS/DUE DATES

**1. 3-2-1 Assignments** For each assigned chapter or other readings you will generate a list of 3 concepts you learned during the module, 2 concepts you found particularly interesting, and generate 1 questions that you still have related to the reading.

GRADES: This assignment will comprise 10% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

**2. Discussion Questions** Four times during the semester, you will be asked to respond on the discussion board to an instructor provided prompt related to an ethical issue. Once all students have posted their response, you will choose two of your fellow students' questions to respond to. Please read all your fellow student's posts and please do not respond to your own post. Grades will be determined based on a rubric and reflect the level of thought you've put into your response to the instructor's prompt and fellow student posts.

GRADES: Discussion questions and responses will comprise 25% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

**3. Essays** Based on provided case studies, you will write short essays related to ethical issues illustrated in each case study. Prompts will be provided by the instructor. Grades will be determined based on a rubric and reflect the level of thought you've put into essays.

GRADES: Essays will comprise 25% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

**4. Final Exam** At end of the semester, you will take final exam to assess your knowledge related to the content of the course. The final exam will be comprehensive, covering all topics presented in the course. Similar to the Board Certified Behavior Analyst (BCBA) certification exam, some questions will be multiple choice, thus providing you with practice in taking a similar exam. You also will be presented with a case study and expected to write a short essay.

GRADES: The final exam will comprise 40% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

## COURSE SCHEDULE

Unit/Week	Activity/Assignment	Percentage	Due Date
Unit 1: Weeks 1-3  Background and understanding the ethic codes	Readings and videos 3-2-1 Assignments Discussion questions/responses	10% 25%	TBD
Unit 2: Weeks 4-8  Ethical standards	Readings and videos 3-2-1 Assignments Discussion questions/responses Essays	10% 25% 25%	TBD
Unit 3: Weeks 9-12  Professional skills	Readings and videos 3-2-1 Assignments Discussion questions/responses Essays	10% 25% 25%	TBD
Week 14	Final exam	25%	TBD

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied behavior analysis* (3rd ed.). Pearson Prentice Hall.
- Cox, D. J. (2021). Descriptive and normative ethical behavior appear to be functionally distinct. *Journal of Applied Behavior Analysis*, 54(1), 168–191.
- Dawson, M., & Fletcher-Watson, S. (2022). When autism researchers disregard harms: A commentary. *Autism: The International Journal of Research & Practice*, 26(2), 564–566.
- DiGennaro Reed, F. D., & Lovett, B. J. (2008). Views on the efficacy and ethics of punishment: Results from a national survey. *International Journal of Behavioral Consultation & Therapy*, 4(1), 61–67.
- Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2021). *Handbook of applied behavior analysis*. (2<sup>nd</sup> ed). The Guilford Press.
- Gorycki, K. A., Ruppel, P. R., Zane, T., & Navalta, C. P. (2020). Is long-term ABA therapy abusive: A response to Sandoval-Norton and Shkedy. *Cogent Psychology*, 7(1), 1–11.
- Jimenez, G. C., & Beaulieu, L. (2022). Cultural responsiveness in applied behavior analysis: Research and practice. *Journal of Applied Behavior Analysis*, 55(3), 650–673.
- Leaf, J.B., Cihon, J.H., Ferguson, J.L., Weinkauff, S.M. (2017). An introduction to applied behavior analysis. In Matson, J. (eds), *Handbook of childhood*

- Suarez, V.D., Marya, V., Weiss, M.J. et al. (2023). Examination of ethical decision-making models across disciplines: Common elements and application to the field of behavior analysis. *Behavior Analysis Practice*, 16, 657–671.
- Sush, D., & Najdowski, A.C. (2019). *A workbook of ethical case scenarios in applied behavior analysis* (1<sup>st</sup> ed.). Elsevier.
- Young-Pelton, C. A., & Dotson, T. D. (2017). Ethical issues in rural programs for behavior analysis for students with disabilities. *Rural Special Education Quarterly*, 36(1), 38–48.

## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: **COEPD** Dept/Division: **Spec Ed** Alpha Designator/Number: **ABA 670** ☒ Graded ☐ CR/NC

Contact Person: **Jennifer McFarland-Whisman**

Phone: **62883**

## NEW COURSE DATA:

New Course Title: **Supervised Fieldwork in Applied Behavior Analysis**

Alpha Designator/Number: 

A	B	A	6	7	0				
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Title Abbreviation: 

S	u	p		F	i	e	l	d	w	o	r	k		i	n		A	B	A				
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(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

Concentrated fieldwork at approved site in accordance with BACB requirements. Students must take 3 credit hours per semester for a total of 9 hours. Requires instructor approval and an application.

Co-requisite(s): **None**

First Term to be Offered: **Spring 2025**

Prerequisite(s): **ABA 600**

Credit Hours: **3**

Course(s) being deleted in place of this addition (must submit course deletion form): **N/A**

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head Dr. Debra Lockwood

Date 9/7/23

Registrar  42.2814

Date \_\_\_\_\_

College Curriculum Chair McKenzie Brittain

Date 11/9/23

## Request for Graduate Course Addition - Page 3

College: **COEPD**

Department/Division: **Spec Ed**

Alpha Designator/Number: **ABA 670**

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

As noted in the Intent to Plan (attached), a pro forma budget has been approved and over the course of 5 years, 3 appropriately qualified faculty will be hired.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Courses must be specific to ABA to meet accreditation requirements and must be taught by doctoral level Board Certified Behavior Analysts. Marshall University does not offer a similar degree program or courses. Emails demonstrating nonduplication from Drs. Linz, Psychology Dept, and Jennings, School Psychology Dept, are attached.

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

See attached agreement template and correspondence with potential clinical sites.

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Each ABA program qualifying for accreditation must have one full-time doctoral level faculty member with board certification to serve as a program director. The program will require an adjunct faculty, graduate assistant, and part-time office assistant. Two additional faculty will be required as the program grows. It is anticipated that one of those faculty will be hired during the second year of operation and the other, the fifth year. See attached budget.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached master syllabus

## **Request for Graduate Course Addition - Page 5**

### **10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)**

Fieldwork completion log, monthly field work form (from BACB), essay rubric, self-assessment, field work monitoring and feedback tool

### **11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE**

Not Applicable

### **12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)**

See attached master syllabus





# **Marshall University Syllabus**

## **MASTER SYLLABUS**

### **MARSHALL UNIVERSITY COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

#### **SPECIAL EDUCATION DEPARTMENT**

#### **COURSE: ABA 670 Supervised Field Work in Applied Behavior Analysis**

**COURSE DESCRIPTION:** Concentrated fieldwork at approved site in accordance with BACB requirements. Students must take 3 credit hours per semester for a total of 9 hours. Requires instructor approval and an application.

**CREDITS:** 3 Graduate Credit Hours

**PREREQUISITES:** ABA 600

**TERM/YEAR:** To be determined

**CLASS MEETING DAYS/TIMES:** To be determined

**LOCATION:** This course is taught completely on-line. There is no obligation for students to come to campus at any time during the semester.

**ACADEMIC CALENDAR:** For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

**INSTRUCTOR:** To be determined

**CONTACT INFORMATION:** To be determined

Office:

Office Hours:

Office Phone

Marshall Email:

<p>for collecting, using, protecting, and disclosing confidential information.</p> <p>E.5. Identify and comply with requirements for making public statements about professional activities (e.g., social media activity; misrepresentation of professional credentials, behavior analysis, and service outcomes).</p> <p>E.6. Identify the conditions under which services or supervision should be discontinued and apply steps that should be taken when transitioning clients and supervisees to another professional.</p> <p>E.7. Identify types of and risks associated with multiple relationships, and how to mitigate those risks when they are unavoidable.</p> <p>E.8. Identify and apply interpersonal and other skills (e.g., accepting feedback, listening actively, seeking input, collaborating) to</p>	<p>and accept continuous feedback regarding performance.</p>	
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<p>variables in the assessment process.</p> <p>F.3. Design and evaluate assessments of relevant skill strengths and areas of need.</p> <p>F.4. Design and evaluate preference assessments.</p> <p>F.5. Design and evaluate descriptive assessments.</p> <p>F.6. Design and evaluate functional analyses.</p> <p>F.7. Interpret assessment data to determine the need for behavior-analytic services and/or referral to others.</p> <p>F.8. Interpret assessment data to identify and prioritize socially significant, client-informed, and culturally responsive behavior-change procedures and goals.</p>		
<p>G.1. Design and evaluate positive and negative reinforcement procedures.</p> <p>G.2. Design and evaluate differential reinforcement (e.g., DRA, DRO, DRL, DRH) procedures with and without</p>		

rules.		
G.11. Shape dimensions of behavior.		
G.12. Select and implement chaining procedures.		
G.13. Design and evaluate trial-based and freeoperant procedures.		
G.14. Design and evaluate group contingencies.		
G.15. Design and evaluate procedures to promote stimulus and response generalization.		
G.16. Design and evaluate procedures to maintain desired behavior change following intervention (e.g., schedule thinning, transferring to naturally occurring reinforcers).		
G.17. Design and evaluate positive and negative punishment (e.g., time-out, response cost, overcorrection).		
G.18. Evaluate emotional and elicited effects of behavior change procedures.		
G.19. Design and evaluate procedures to promote emergent relations and		

<p>decisions about the effectiveness of the intervention and the need for modification.</p> <p>H.8. Collaborate with others to support and enhance client services.</p>		
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## COURSE REQUIREMENTS/DUE DATES

1. **Fieldwork Completion Log** Students are required to maintain and turn in a fieldwork completion log provided by their instructor that documents each hour of fieldwork, supervision hours and learning outcomes achieved from the BACB Test Content Outline (6<sup>th</sup> ed).

GRADES: Graded on a pass/fail basis.

DUE DATES: Due dates are provided on the course schedule.

2. **Monthly Fieldwork Form** (from BACB) On a monthly basis, students will complete and turn in the BACB monthly fieldwork form to their instructor.

GRADES: Graded on a pass/fail basis

DUE DATES: Due dates are provided on the course schedule.

3. **Reflective Essays** Three times during the semester students will write and submit a reflective essay based on their fieldwork. Prompts will be provided by the instructor and may include reflecting on specific interactions with field supervisors, clients, and/or families, ethical issues, and/or implementation of specific behavioral strategies. Grades will be determined based on a rubric and reflect the level of thought put into essays.

GRADES: Graded on a pass/fail basis

DUE DATES: Due dates are provided on the course schedule.

4. **Self-Assessment** Each month students will complete a self-assessment of their implementation of various behavioral strategies taken from the BCBA Test Content Outline. Students will assess their own progress with implementation of behavioral strategies.

GRADES: Graded on a pass/fail basis

(listed below) by going to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/policies/). (URL: <https://www.marshall.edu/academic-affairs/policies/> )

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at [TitleIX@marshall.edu](mailto:TitleIX@marshall.edu)
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

## COURSE SCHEDULE

Unit/Week	Activity/Assignment	Grade/Percentage	Due Date
Week 1	Introduction and field experience overview	N/A	TBD
Weeks 2-13  Begin working at field experience site and meeting regularly with supervisor(s)	Fieldwork complete log Monthly fieldwork form Reflective essays Self-assessment Field Work Monitoring and Feedback Tool	P/F P/F P/F P/F P/F	TBD
Week 14	Finalized Field Work Monitoring and Feedback Tool	P/F	TBD

- Carroll, R. A., Preas, E. J., & Paden, A. R. (2022). Training supervisors to provide performance feedback using video modeling with voiceover instructions: A replication. *Journal of Applied Behavior Analysis*, 55(2), 603–621.
- Carr, J. E., & Nosik, M. R. (2017). Professional credentialing of practicing behavior analysts. *Policy Insights from the Behavioral and Brain Sciences*, 4 (1), 3 – 8.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied behavior analysis* (3rd ed.). Pearson Prentice Hall.
- Cox, A. D., & Virues-Ortega, J. (2016). Interactions between behavior function and psychotropic medication. *Journal of Applied Behavior Analysis*, 49 (1), 85 – 104.
- Dillenburger, K., Röttgers, H. R., Dounavi, K., Sparkman, C., Keenan, M., Thyer, B., & Nikopoulos, C. (2014). Multidisciplinary teamwork in autism: Can one size fit all? *The Australian Educational and Developmental Psychologist*, 31 (2), 97 – 112.
- Donaldson, A. L., Stahmer, A. C., Nippold, M., & Camarata, S. (2014). Team collaboration: The use of behavior principles for serving students with ASD. *Language, Speech & Hearing Services in Schools*, 45(4), 261–276.
- Falletta, C. N., & Lewon, M. (2023). The fundamental role of social validity in behavioral consultation in school settings. *Psychology in the Schools*, 60(6), 1918–1935.
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## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD Dept/Division: Spec Ed Alpha Designator/Number: ABA 680 ☒ Graded ☐ CR/NC

Contact Person: Jennifer McFarland-Whisman Phone: 62883

## NEW COURSE DATA:

New Course Title: Special Topics

Alpha Designator/Number: 

A	B	A	6	8	0				
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Title Abbreviation: 

S	p	e	c	i	a	l		T	o	p	i	c	s								
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(Limit of 25 characters and spaces)



Course Catalog Description:  
(Limit of 30 words)

Co-requisite(s): None First Term to be Offered: Fall 2024

Prerequisite(s): None Credit Hours: 1-4

Course(s) being deleted in place of this addition (must submit course deletion form): N/A

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Dr. Debra Lockwood</u>	Date <u>9/13/23</u>
Registrar <u></u>	Date _____
College Curriculum Chair <u>McKenzie Brittain</u>	Date <u>11/9/23</u>
Graduate Council Chair <u></u>	Date <u>2-10-24</u>

7. COURSE OUTLINE (May be submitted as a separate document)

Determined individually by instructor and student

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Determined by individual instructor

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Determined individually by instructor and student

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:  
Course Number and Title:  
Catalog Description:  
Prerequisites:  
First Term Offered:  
Credit Hours:

Department: Special Education  
Course Number and Title: ABA 680 Special Topics in Applied Behavior Analysis  
Catalog Description:  
Prerequisites: None  
First Term Offered: Fall 2024  
Credit Hours: 1-4



# **Marshall University Syllabus**

## **MASTER SYLLABUS**

### **MARSHALL UNIVERSITY COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

#### **SPECIAL EDUCATION DEPARTMENT**

**COURSE:** ABA 680 Special Topics

**COURSE DESCRIPTION:** Determined individually by instructor and student

**CREDITS:** 1-4 Graduate Credit Hours

**PREREQUISITES:** None

**TERM/YEAR:** To be determined

**CLASS MEETING DAYS/TIMES:** To be determined

**LOCATION:** Determined individually by instructor and student

**ACADEMIC CALENDAR:** For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

**INSTRUCTOR:** To be determined

**CONTACT INFORMATION:** To be determined

Office:

Office Hours:

Office Phone

Marshall Email:

**HEALTH AND SAFETY INFORMATION:**

- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at [TitleIX@marshall.edu](mailto:TitleIX@marshall.edu)
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

## **COURSE SCHEDULE**

Determined individually by instructor and student

## **BIBLIOGRAPHY**

Determined individually by instructor

## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPD Dept/Division: Spec Ed Alpha Designator/Number: ABA 685 ☒ Graded ☐ CR/NC

Contact Person: Jennifer McFarland-Whisman Phone: 62883

## NEW COURSE DATA:

New Course Title: Independent Study

Alpha Designator/Number: 

A	B	A	6	8	5				
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Title Abbreviation: 

I	n	d	e	p	e	n	d	e	n	t		S	t	u	d	y							
---	---	---	---	---	---	---	---	---	---	---	--	---	---	---	---	---	--	--	--	--	--	--	--

(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

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Co-requisite(s): None

First Term to be Offered: Fall 2024

Prerequisite(s): None

Credit Hours: 1-4

Course(s) being deleted in place of this addition (must submit course deletion form): N/A

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head Dr. Debra Lockwood

Date 9/13/23

Registrar



Date

College Curriculum Chair

McKenzie Brittain

Date

11/9/23

Graduate Council Chair



Date

2-10-24

7. COURSE OUTLINE (May be submitted as a separate document)

Determined individually by instructor and student

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Determined by individual instructor

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Determined individually by instructor and student

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:  
Course Number and Title:  
Catalog Description:  
Prerequisites:  
First Term Offered:  
Credit Hours:

Department: Special Education  
Course Number and Title: ABA 685 Independent Study in Applied Behavior Analysis  
Catalog Description:  
Prerequisites: None  
First Term Offered: Fall 2024  
Credit Hours: 1-4





# **Marshall University Syllabus**

## **MASTER SYLLABUS**

### **MARSHALL UNIVERSITY COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

#### **SPECIAL EDUCATION DEPARTMENT**

**COURSE:** ABA 685 Independent Study

**COURSE DESCRIPTION:** Determined individually by instructor and student

**CREDITS:** 1-4 Graduate Credit Hours

**PREREQUISITES:** None

**TERM/YEAR:** To be determined

**CLASS MEETING DAYS/TIMES:** To be determined

**LOCATION:** Determined individually by instructor and student

**ACADEMIC CALENDAR:** For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

**INSTRUCTOR:** To be determined

**CONTACT INFORMATION:** To be determined

Office:

Office Hours:

Office Phone

Marshall Email:

**HEALTH AND SAFETY INFORMATION:**

- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at [TitleIX@marshall.edu](mailto:TitleIX@marshall.edu)
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

## **COURSE SCHEDULE**

Determined individually by instructor and student

## **BIBLIOGRAPHY**

Determined individually by instructor

## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: **COEPD**Dept/Division: **Spec Ed**Alpha Designator/Number: **ABA 690** ☒ Graded ☐ CR/NCContact Person: **Jennifer McFarland-Whisman**Phone: **62883**

## NEW COURSE DATA:

New Course Title: **Research in Applied Behavior Analysis**Alpha Designator/Number: 

A	B	A	6	9	0				
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Title Abbreviation: 

R	e	s	e	a	r	c	h		i	n		A	p	p		B	e	h		A	n	a	l	y
---	---	---	---	---	---	---	---	--	---	---	--	---	---	---	--	---	---	---	--	---	---	---	---	---

(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

Students will investigate a research problem of theoretical interest and practical value. May only be taken with permission.

Co-requisite(s): **None**First Term to be Offered: **Fall 2025**Prerequisite(s): **None**Credit Hours: **3**Course(s) being deleted in place of this addition (must submit course deletion form): **N/A**

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head *Dr. Debra Lockwood*Date **9/13/23***McKenzie Brittain*

## Request for Graduate Course Addition - Page 3

College: **COEPD**

Department/Division: **Spec Ed**

Alpha Designator/Number: **ABA 690**

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

As noted in the Intent to Plan (attached), a pro forma budget has been approved and over the course of 5 years, 3 appropriately qualified faculty will be hired.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Courses must be specific to ABA to meet accreditation requirements and must be taught by doctoral level Board Certified Behavior Analysts. Marshall University does not offer a similar degree program or courses. Emails demonstrating nonduplication from Drs. Linz, Psychology Dept, and Jennings, School Psychology Dept, are attached.

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Each ABA program qualifying for accreditation must have one full-time doctoral level faculty member with board certification to serve as a program director. The program will require an adjunct faculty, graduate assistant, and part-time office assistant. Two additional faculty will be required as the program grows. It is anticipated that one of those faculty will be hired during the second year of operation and the other, the fifth year. See attached budget.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached master syllabus

## **Request for Graduate Course Addition - Page 4**

### **10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)**

Literature review/final product rubrics, chapter quizzes/assignments, and CITI certificate

### **11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE**

Not Applicable

### **12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)**

See attached master syllabus



# **Marshall University Syllabus**

## **MASTER SYLLABUS**

### **MARSHALL UNIVERSITY COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT**

#### **SPECIAL EDUCATION DEPARTMENT**

**COURSE:** ABA 690 Research in Applied Behavior Analysis

**COURSE DESCRIPTION:** Students will investigate a research problem of theoretical interest and practical value. May only be taken with permission.

**CREDITS:** 3 Graduate Credit Hours

**PREREQUISITES:** None; May only be taken with permission.

**TERM/YEAR:** To be determined

**CLASS MEETING DAYS/TIMES:** To be determined

**LOCATION:** This course is taught completely on-line. There is no obligation for students to come to campus at any time during the semester.

**ACADEMIC CALENDAR:** For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

**INSTRUCTOR:** To be determined

**CONTACT INFORMATION:** To be determined

Office:

Office Hours:

Office Phone

Marshall Email:

**HEALTH AND SAFETY INFORMATION:**

<p>dimensions of behavior (e.g., duration, latency, interresponse time).</p> <p>C.5. Distinguish between continuous and discontinuous measurement procedures.</p> <p>C.6. Design and apply discontinuous measurement procedures (e.g., interval recording, time sampling).</p> <p>C.7. Measure efficiency (e.g., trials to criterion, cost-benefit analysis, training duration)</p> <p>C.8. Evaluate the validity and reliability of measurement procedures.</p> <p>C.9. Select a measurement procedure to obtain representative data that accounts for the critical dimension of the behavior and environmental constraints.</p> <p>C.10. Graph data to communicate relevant quantitative relations (e.g.,</p>	<p>of study</p>	
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<p>strengths of single-case experimental designs and group designs.</p> <p>D.6. Critique and interpret data from single-case experimental designs.</p> <p>D.7. Distinguish among reversal, multiple-baseline, multielement, and changing-criterion designs.</p> <p>D.8. Identify rationales for conducting comparative, component, and parametric analyses.</p> <p>D.9. Apply single-case experimental designs.</p>		
<p>E.1. Identify and apply core principles underlying the ethics codes for BACB certificants (e.g., benefit others; treat others with compassion, dignity, and respect; behave with integrity).</p> <p>E.2. Identify the risks to oneself, others, and the profession as a result of engaging in unethical</p>	<p>a. Student will complete readings, recorded lectures, and video examples provided in the course.</p> <p>b. Class discussion through the discussion board</p> <p>c. IRB training and module assignments/quizzes</p> <p>d. Literature review, and implementation and analysis of study</p>	<p>a. Written literature review rubric</p> <p>b. Successful completion of IRB Training (CITI certificate)</p> <p>c. Grade on chapter assignments/quizzes</p> <p>d. Final research manuscript rubric</p>



GRADES: The literature review will comprise 30% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

4. **IRB Package:** Students will complete an Institutional Review Board (IRB) request prior to completing your research. The IRB is a university committee that reviews research to ensure ethical standards of research are met. The instructor will be heavily involved in this process and will upload materials to the IRB for students. Students will upload all required materials to Blackboard and receive a pass/fail grade for participation.

GRADES: The IRB package is graded on a pass/fail basis.

DUE DATES: Due dates are provided on the course schedule.

5. **Final Research Manuscript:** Students will describe their study in a research report that is to be written using the style and structure described in the APA manual. Each student must complete a closure report for IRB, submit any consent forms, raw data, assessment protocols, or any other information that is required by IRB. Information must be submitted with the final report in order to receive a grade for the class. As each study will be unique, the requirements will vary and will be discussed individually with each student. Research manuscripts will be graded using a rubric. Students cannot pass the class without completing the CITI certificate, IRB package, final research manuscript, and closure IRB report.

GRADES: Chapter Assignments/quizzes will comprise 50% of your final grade.

DUE DATES: Due dates are provided on the course schedule.

## GRADING POLICY

Grades will be posted online in Blackboard. You will be able to see your grade as a running percentage. The following scale will be used:

### Grading Scale

90 - 100% = A

80 - 89% = B

70 - 79% = C

65 - 69% = D

Below 65% = F

Weeks 4-7 Data collection practices and designing your study	Readings and videos Chapter activities/quiz Literature review	10% 30%	TBD
Weeks 6-7 IRB	Prepare IRB package	Pass/fail N/A	TBD
Weeks 8-11 Implementing your research project	Implement study (after IRB approval) Write/modify method sections of final manuscript	N/A N/A	TBD
Week 12-14	Complete final research project manuscript	50%	TBD

- Frampton, S. E., Guinness, K. E., & Axe, J. B. (2021). The parallel treatments design: A systematic review. *Behavioral Interventions*, 36(4), 941–961.
- Haegele, J. A., & Hodge, S. R. (2015). The applied behavior analysis research paradigm and single-subject designs in adapted physical activity research. *Adapted Physical Activity Quarterly*, 32(4), 285–301.
- Imam, A. A. (2021). Historically recontextualizing Sidman’s Tactics: How behavior analysis avoided psychology’s methodological Ouroboros. *Journal of the Experimental Analysis of Behavior*, 115(1), 115–128.
- Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings* (2nd ed.). Oxford University Press.
- Kranak, M. P., & Mitteer, D. R. (2022). A concise review of recent advancements in the graphical training of behavior analysts. *Journal of Applied Behavior Analysis*, 55(4), 1349–1354.
- Keller, F. S., & Schoenfeld, W. N. (1950). *Principles of psychology: A systematic text in the science of behavior*. Appleton-Century-Crofts.
- Ledford, J. R., & Gast, D. L. (Eds.). (2018). *Single case research methodology* (3rd ed.). Routledge.
- Maich K., Levine D., & Hall C. (2016). *Applied behavior analysis: Fifty case studies in home school and community settings*. Springer Verlag.
- Matson, J. (2023). *Handbook of applied behavior analysis: Integrating research into practice*. Springer.
- Mayer, C. G., Sulzer-Azaroff, B., & Wallace, M. (2019). *Behavior analysis for lasting change* (4th ed.). Sloan Publishing.

Valentino, A.L (2022). *Applied behavior analysis research made easy*. New Harbinger.

Wolf, M. M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, 11 (2), 203 – 214.

## Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.

College: LCOB Dept/Division: Accountancy & Legal Environment Current Alpha Designator/Number: ACC 615

Contact Person: Tim Bryan Phone: 62654

## CURRENT COURSE DATA:

Course Title: Audit Theory & Practice

Alpha Designator/Number: 

A	C	C	6	1	5				
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Title Abbreviation: 

A	u	d	i	t		T	h	e	o	r	y		&		P	r	a	c	t	i	c	e		
---	---	---	---	---	--	---	---	---	---	---	---	--	---	--	---	---	---	---	---	---	---	---	--	--

1. Complete this five page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (must submit course deletion form).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Tim Bryan</u>	Date <u>12/7/23</u>
Registrar <u>[Signature]</u>	Date <u>12/12/2023</u>
College Curriculum Chair <u>B. P. [Signature] BT</u>	Date <u>12/11/23</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>2-10-24</u>

## Request for Graduate Course Change - Page 3

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Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

---

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

Department: Accountancy and Legal Environment

Current Course Number/Title: ACC 615 Audit Theory & Practice

New Course Title: Audit Practice & Analytics

Rationale: To better reflect course content.

Course Description (old): Legal and social responsibilities of the auditor. Verification of financial statements by independent public accountants and internal auditors.

Course Description (new): Legal and social responsibilities of the auditor. Verification of financial statements by independent public accountants and internal auditors including analytics, sampling, and substantive testing.

Catalog Description: Legal and social responsibilities of the auditor. Verification of financial statements by independent public accountants and internal auditors including analytics, sampling, and substantive testing.

## Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: **LCOB**Dept/Division: Accountancy/Accounting EnvironmentCurrent Alpha Designator/Number: **ACC 632**Contact Person: **Tim Bryan**Phone: **62654**

## CURRENT COURSE DATA:

Course Title: Auditing AIS

Alpha Designator/Number:

A C C 6 3 2

Title Abbreviation:

A u d i t i n g A I S

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Tim Bryan</u>	Date <u>12/7/23</u>
Registrar <u>Sonya DSC</u>	Date <u>12/12/2023</u>
College Curriculum Chair <u>B. P. Yantz BT</u>	Date <u>12/11/23</u>
Graduate Council Chair <u>D. S. J. J.</u>	Date <u>2-10-24</u>



## Request for Graduate Course Change - Page 3

---

Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

---

Change in COURSE CONTENT: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

Department: Accountancy and Legal Environment

Current Course Number/Title: ACC 632 Auditing AIS

New Course Title: AIS Controls

Rationale: To better reflect course content.

Catalog Description: An overview of accounting information systems auditing, controls, and governance. Uses both lecture and case analyses to learn about controls and identify their strengths and weaknesses.

## Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA Dept/Division: Comm Studies Current Alpha Designator/Number: CMM 673  
 Contact Person: Dr. Rich Jones Phone: 304-696-3078

## CURRENT COURSE DATA:

Course Title: Sem Interpersonal Comm

Alpha Designator/Number: 

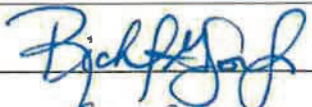


C	M	M		6	7	3			
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Title Abbreviation: 

S	e	m		I	n	t	e	r	p	e	r	s	o	n	a	l		C	o	m	m			
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1. Complete this five page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u></u>	Date <u>11/14/2023</u>
Registrar <u></u>	Date <u>11/15/2023</u>
College Curriculum Chair <u>Jonathan Kozar</u>	Date <u>12/5/23</u>
Graduate Council Chair <u></u>	Date <u>2-10-24</u>

## Request for Graduate Course Change - Page 3

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Change in **COURSE CREDIT HOURS**: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

---

Change in **COURSE CONTENT**: ☐ YES ☒ NO

From

To

Rationale

## Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

### **COURSE DESCRIPTION CHANGE**

**Department: Communication Studies**

**Course Number and Title: CMM 673 Sem Interpersonal Comm**

**Rationale: The course description was edited to have more active and descriptive wording.**

**Course Description (old): Intensive treatment of principles and processes underlying dyadic communication. Designed to enable the student to diagnose and intervene to resolve communication problems.**

**Course Description (new): Explore how interpersonal communication influences the formation, maintenance, and dissolution of relational connections while developing interpersonal communication competence to improve relationships.**

**Catalog Description: Explore how interpersonal communication influences the formation, maintenance, and dissolution of relational connections while developing interpersonal communication competence to improve relationships.**

### **COURSE TITLE CHANGE**

**Department: Communication Studies**

**Current Course Number/Title: CMM 673 Sem Interpersonal Comm**

**New Course Title: CMM 673 Interpersonal Communication**

**Rationale: The course title was changed for conciseness and clarity.**

**Catalog Description: Explore how interpersonal communication influences the formation, maintenance, and dissolution of relational connections while developing interpersonal communication competence to improve relationships.**

## Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA Dept/Division: Comm Studies Current Alpha Designator/Number: CMM 674Contact Person: Dr. Rich Jones Phone: 304-696-3078

## CURRENT COURSE DATA:

Course Title: Seminar Comm PedagogyAlpha Designator/Number: 

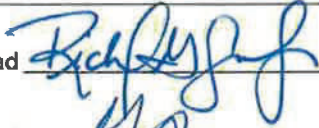
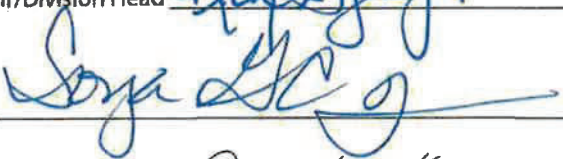

C	M	M	6	7	4				
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Title Abbreviation: 

S	e	m	i	n	a	r		C	o	m	m		P	e	d	a	g	o	g	y				
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Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u></u>	Date <u>11/14/2023</u>
Registrar <u></u>	Date <u>11/15/2023</u>
College Curriculum Chair <u>Jonathan Kozar</u>	Date <u>12/5/23</u>
Graduate Council Chair <u></u>	Date <u>2-10-24</u>

## Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

To

Change in COURSE CONTENT: ☒ YES ☐ NO

From

Skills training and development for graduate teaching assistants in the department who teach CMM 103 - Fundamentals of Speech Communication.

To

Theory and research focused course that surveys key areas within the sub-field of communication pedagogy: instructional strategies, motivation, active learning, technology, assessment, training and development, relational communication, classroom management, diversity, critical pedagogy, and mentoring.

Rationale

We now offer training and support for GTAs through other means, which allows us to expand the course to be more in line with how communication pedagogy is taught in comparable programs at other universities. This also responds to a need for graduate courses in communication that will help credential high school teachers to be dual credit instructors for communication courses.



## Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

### COURSE DESCRIPTION CHANGE

Department:

Course Number and Title:

Rationale:

Course Description (old)

Course Description: (new)

Catalog Description:

### COURSE NUMBER CHANGE

Department:

Current Course Number/Title:

New Course Number:

Rationale:

Catalog Description:

Credit hours:

### COURSE TITLE CHANGE

Department:

Current Course Number/Title:

New Course Title:

Rationale:

Catalog Description:

### **COURSE DESCRIPTION CHANGE**

**Department: Communication Studies**

**Course Number and Title: CMM 674 Seminar Comm Pedagogy**

**Rationale: The revised course will focus on communication pedagogy more generally and not serve as a training course for graduate teaching assistants in our department.**

**Course Description (old): Primarily for graduate teaching assistants to develop instructional skills of preparation, presentation, and evaluation; to understand instructor duties and requirements, and to exemplify interpersonal skills in dealing with students.**

**Course Description (new): Explore and evaluate communication theories and research on the cognitive, rhetorical, and relational aspects of teaching and learning. Open to teachers, adjunct instructors, or graduate students in any discipline.**

**Catalog Description: Explore and evaluate communication theories and research on the cognitive, rhetorical, and relational aspects of teaching and learning. Open to teachers, adjunct instructors, or graduate students in any discipline.**

### **COURSE TITLE CHANGE**

**Department: Communication Studies**

**Current Course Number/Title: CMM 674 Seminar Comm Pedagogy**

**New Course Title: CMM 674 Communication Pedagogy**

**Rationale: The course title was changed for conciseness and clarity.**

**Catalog Description: Explore and evaluate communication theories and research on the cognitive, rhetorical, and relational aspects of teaching and learning. Open to teachers, adjunct instructors, or graduate students in any discipline.**





## Course Student Learning Outcomes

The table below shows the following relationships: How each course student learning outcome will be practiced and assessed in the course.

<b>Course student learning outcomes</b>	<b>How students will practice each outcome in this course</b>	<b>How student achievement of each outcome will be assessed in this course</b>
Examine pedagogical and communication theory and their implications for teaching	Critical reading of primary and secondary sources and scholarly research, writing, leading and participating in discussions	Discussion, reflection papers, final exam, facilitation
Analyze research in communication education/instructional communication/training and development	Critical reading of primary and secondary sources and scholarly research, writing, leading and participating in discussions	Discussion, reflection papers, final exam, facilitation
Apply theory and research in the evaluation of pedagogical practices	Critical reading of primary and secondary sources and scholarly research, writing, leading and participating in discussions	Discussion, reflection papers, final exam, facilitation
Apply theory and research in developing instructional resources	Leading classroom discussion and activities, developing a variety of instructional materials	Facilitation, instructional portfolio

## Grading Requirements

Your grade will be based on the following:

<b>ASSIGNMENT</b>	<b>WEIGHT</b>
Instructional Portfolio	30%
Reflection Papers	20%
Final Exam	15%
Facilitation	15%
Preparation Assignments and Discussion	20%

Grading Scale: A = 100 to 90, B = Below 90 to 80, C = below 80 to 70, etc.  
Evaluation for graduate students will be appropriate for graduate-level education.



be required to make your facilitation interactive, beyond discussion questions. More information will be provided on the first day of class.

### **Preparation Assignments and Discussion:**

*Readings:* I expect that you will read all of the assigned materials and come to class ready to discuss the readings. If you are not prepared and have not read, you will be holding back the class's progress since you will not be able to contribute to the discussion. Not reading will also diminish your ability to complete the preparation assignments and reflection papers.

*Preparation assignments and discussion:* For each class period you will have knowledge and critical thinking questions to answer. You should type your answers and bring them to class in hard copy. These will help us engage in class discussion and provide insights, grounded in the readings, and based on our relevant experiences. Contributions will be most meaningful when they are informed by the course readings. This includes using appropriate terminology, citing researchers, and applying theory. Well-prepared students who offer insights grounded in the readings, contribute to class discussion by describing salient experiences, offer oral references to relevant materials outside the course and are respectful of others will be successful contributors.

The readings and discussions in this class often lead to personal exploration and reflection. The class often leads us to share personal experiences, feelings, and thoughts about our own and others' teaching/life experiences. It is important to respect the contributions made by class members. Often our comments are "for our ears only" in the sense that we understand that disclosures can lead to vulnerability and should be viewed and handled as "private" information. We should try to respect and understand one another and demonstrate appropriate empathy.

### **Course Policies**

**Safe Learning Environment:** This class is a safe space for communication, learning, and the sharing of ideas. Each of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel safe and function as part of our learning community. Inclusive language is important to maintaining a safe class environment—no language will be tolerated that demeans, belittles, or marginalizes someone because of her or his gender, race, ethnicity, class, age, sexual orientation, ability, religion, etc. Such language will not be accepted.

#### **Late work:**

1. Any assignment that is not submitted on time will be subject to a 50% deduction.
2. Assignments can be turned in early.
3. Assignments will receive no credit if they are more than one week late.
4. When submitting assignments electronically: make sure the



- Students should not use generative AI in any way that would violate the [Student Code of Conduct](https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf) (URL: <https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf>).

## **Attendance/Participation Policy**

1. Class attendance is expected.
2. I understand that there are times when you must miss class due to a previously planned event, illness, or family emergency. If you know you will need to miss a class, tell me about it so we can make arrangements as needed.
3. You may not audio or video record anything in this class without permission.
4. Bring your course materials in hard copy or digitally to each class period. We will do handwritten assignments in class. If this is an issue you need accommodation for, please let me know. I highly recommend having a 3-ring binder to keep things organized. I'll be happy to give you one if you request it.

## **University Policies**

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/policies/). (URL: <https://www.marshall.edu/academic-affairs/policies/> )

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at [TitleIX@marshall.edu](mailto:TitleIX@marshall.edu)
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

## **Tentative Course Schedule**

Memorandum: Nov. 13, 2023

To: Dr. Teresa Eagle, Dean of the College of Education and Professional Development

From: Dr. Rich Jones, Chair of the Department of Communication Studies

Re: Potential Revisions to Existing Graduate Courses Related to Communication Education and Communication Pedagogy

Dear Dean Eagle,

We are in the process of revising our graduate curriculum as we plan to offer existing graduate courses online to help credential high school instructors teach dual credit communication classes.

These proposed revisions to existing courses will help clarify the topic and content. Since these courses focus on pedagogy and instruction, I wanted to invite you to review these proposed revisions before I move ahead through the approval process. Please let me know if you have any questions or concerns about overlap or interference with your programs.

Sincerely,

Rich

- **Current Course Name: CMM 674 Seminar in Comm Pedagogy**
- **Proposed Revision: CMM 674 Communication Pedagogy**

- Current Description: Primarily for graduate teaching assistants to develop instructional skills of preparation, presentation, and evaluation; to understand instructor duties and requirements, and to exemplify interpersonal skills in dealing with students.
- Proposed Revision: This course addresses philosophical, theoretical, and practical issues faced by college instructors in any discipline. From metacognition and affective learning to instructional messages and credibility to immediacy behaviors and mentoring, students in this course will explore and evaluate many facets of communication pedagogy.

- **Current Course Name: CMM 576 Communication for CIs Tch**
- **Proposed Revision: CMM 576 Comm Skills for Classroom Teachers**

- Current Description: Knowledge and utilization of interpersonal communication skills in all teaching-learning environment.

Tuesday, November 14, 2023 at 10:20:24 Eastern Standard Time

**Subject:** RE: Invitation to review graduate courses changes in Communication Studies related to pedagogy and instruction

**Date:** Monday, November 13, 2023 at 6:06:11 PM Eastern Standard Time

**From:** McFall, Kimberly

**To:** Jones, Rich

**CC:** Eagle, Teresa

Hi, Rich.

The proposed changes sound like a great move forward for your department. Based on the information that you have provided, CMM 674 Communication Pedagogy is good to go from our end. The other two have similar wording to some of our current courses and I would like a few more details before giving the all-clear or finding a way that we could collaborate with existing courses if needed. Do you have any syllabi or outlines for the CMM 576 CMM 650? Have a great rest of the week!

Kim

**Kimberly McFall, EdD | Associate Professor | Fulbright Scholar 2022-23**

Program Director, Graduate Curriculum & Instruction

School Library Program Coordinator

Marshall University

College of Education and Professional Development

100 Angus E. Peyton Drive #234

South Charleston, WV 25303-1600

(304) 746-8975

**From:** Eagle, Teresa <[thardman@marshall.edu](mailto:thardman@marshall.edu)>

**Sent:** Monday, November 13, 2023 4:00 PM

**To:** Jones, Rich <[jonesri@marshall.edu](mailto:jonesri@marshall.edu)>

**Cc:** McFall, Kimberly <[kimberly.mcfall@marshall.edu](mailto:kimberly.mcfall@marshall.edu)>

**Subject:** RE: Invitation to review graduate courses changes in Communication Studies related to pedagogy and instruction

Rich,

Thanks for reaching out to us! I have copied this to Kim McFall, program director for Curriculum and Instruction, where similar concepts are taught. In so doing, I am asking her to take a look at your descriptions to determine if there is any overlap with any of our courses.

(Thanks, Kim!)

Teresa

**From:** Jones, Rich <[jonesri@marshall.edu](mailto:jonesri@marshall.edu)>

**Sent:** Monday, November 13, 2023 12:47 PM