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| For Academic Affairs and Research Use Only | |
| Proposal Number | EBS21 |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[ x] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| --- | --- |
| Annette R Hux 1/24/2023 **Department Curriculum Committee Chair** | Amanda Lambertus 3/13/2023  **COPE Chair (if applicable)** |
| Annette R. Hux 1/24/2023 **Department Chair** | Mary Jane Bradley 3/31/2023  **Head of Unit (if applicable)** |
| Joanna M Grymes 2/17/2023  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 1/25/2023 **Office of Accreditation and Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 2/23/2024 **College Dean** | Len Frey 4/20/2023  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Annette Hux, ahux@astate.edu, 870-972-3062

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2023...

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ELSE** |
| **Number\*** |  | 4243 |
| **Title**  (include a short title that’s 30 characters or fewer) |  | **Behavior Intervention and Consultation**  **Behavior Inter and Consult** |
| **Description\*\*** |  | Techniques of systematic behavioral analysis and intervention for students at-risk for school failure or students with disabilities. Emphasis is placed on both direct and consultative interventions. Prerequisites C or better in ELSE 3643, ELSE 3223 and Admission to Teacher Education program. |

***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Yes Are there any prerequisites? **Pre-requisite/Co-requisite**
   1. If yes, which ones?

* Completed ELSE 3643 Exceptional Student in Regular Classroom with a C or better
* Completed ELSE 3223 Intro to Teaching Special Education
* Admitted into the Teacher Education Program
  1. Why or why not?

ELSE 3643 Exceptional Student explains categories of disabilities in special education; ELSE 3223 Intro to Teaching Special Education provides an overview; being admitted to Teacher Education provides evidence they have completed all requirements to be in the TE program.

1. YES Is this course restricted to a specific major? YES
   1. If yes, which major? BSE Special Education K-12
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

**Spring, Summer, Fall**

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

**Lecture**

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard **Letter grade**

1. NO Is this course dual-listed (undergraduate/graduate)? **NO**
2. NO Is this course cross-listed? **NO**

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – NO Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. NO Is this course in support of a new program?

a. If yes, what program?

**NO**

1. NO Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)? No

a. If yes, which course?

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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| **Weeks** | **Topic** | **Readings** | **Assignments** |
| Week 1 | Roots and Responsible Use of Applied Behavior Analysis (ABA)   * Brief History   Ethical Use of ABA | Text: Chapter 1, 2  Handout: using ABA Effectively in the Classroom  Video: Integrating ABA Methods in Schools Session 1 (21:06 minutes)  Video: What is ABA? (10:13 minutes)  Video: Introducing the Code of Ethics for Behavior Analysts (24:01 minutes)  Video: Top 10 Myths of ABA | * Quick Write #1-Responsible Use of ABA - Ethics * Discussion Board #1 History of ABA * Initial Response Due by Thursday * Peer Response Due by Sunday, 11:59 p.m. * Identify Target Student/Turn in Parental Consent Form * Quiz #1 |
| Week 2 | Preparing Behavioral Objectives   * Operational Definition * Components of Behavioral Objective * IEP   Data Collection   * Anecdotal Reports * Permanent Product * Observational Recording * Duration/Latency   Discuss Behavior Change Project/Field Work | Text: Chapter 3, 4  Video: All Behavior Serves a function (28:37 minutes)  Video: How to Create Operational Definitions (5:32 minutes)  Video: Writing Long-Term Goals  Video: Writing Short-Term (21:02)  Objectives (22:53 minutes) | * Quick Write #2-Preparing Behavioral Objectives/Data Collection * Behavior Change Part I – Behavioral Objective and Replacement Behavior, Data Collection System. * Quiz #2 |
| Week 3 | Graphing Data   * Simple Line Graph * Graphing Conventions   Single-Subject Design   * AB Design * Reversal Design * Changing Criterion Design * Multiple Baseline Design * Alternating Treatment Design * Evaluating Designs | Text: Chapter 4, 5, 6  Video: Integrating ABA Methods in Schools: Session 4 Strategies and Tactics (17:59 minutes)  Video: Data Measurement (23:09 minutes) | * Quick Write #3-Single Subject Design – What is it? Why Do we Use It in SPED? * Behavior Change Part II - Determine Design to use * Quiz #3 |
| Mid-Term | Available Online Weeks 1, 2, 3 | | |
| Week 4 | Determining Function of Behavior   * FBA/Behavior Support Plan   Writing  Increasing Behavior   * Positive Reinforcement * Contracting * Reinforcers | Text: Chapter 7, 8  Video: FBA (19:45 minutes)  Video: Baseline Assessment (13:31 minutes) | * Quick Write #4 FBAs/Function of Behavior * Behavior Change Part III – Write Up Results for FBA, Hypothesis and Operational Definition for identified Behavior   + Collect Baseline Data * Quiz #4 |
| Week 5 | Decreasing Behaviors;   * Reinforcement-Based Strategies * Extinction * Punishment | Text: Chapter 9,10  Video: Categories of Support (20:46 minutes)  Video: Interventions (23:24 minutes)  Video: Extinction (12:34 minutes)  : | * Quick Write #5 Decreasing Behaviors * Discussion Board #2 Ethical Issues with Decreasing Behavior Elements * Initial Response Due by Thursday * Peer Response Due by Sunday, 11:59 p.m * Behavior Change Part IVa – Intervention – Decrease Behavior * Collect Intervention Data   Quiz #5 |
| Week 6 | Differential Reinforcement(DR)   * Antecedent Influences * Stimulus Control * Discrimination * Prompts * Modeling, Physical Guidance * Fading, Shaping * Motivation and Engagement | Text: Chapter 10  Video: Identifying Setting Events (  Video: Strategies to Acknowledge Appropriate Behavior (10:03 minutes) | * Quick Write #6 DR * Behavior Change Part IVb – Intervention – Increase Replacement * Collect Intervention Data   Quiz #6 |
| Week 7 | Generalization   * Programming   Self-Management of Behaviors  Learning Environments | Text: Chapter 11, 12  Article:  Video: Collaboration – Working together (22:00 minutes) | Quick Write #7 Importance of Generalization/Learning Environments  Behavior Change Part V – Analysis and Recommendations  Behavior Change Part I-V Report (Turn in to LiveText)  Quiz #7 |
| **Final** | Available Online Weeks End of Week 7 | | |
| **Quick Writes**: The purpose of Quick Writes is to provide students the opportunity to respond to a question/concern within the context of the Week. The Quick Writes are succinct, but thoughtful and supported with research. Each Quick Write will focus on the topic for the week.  **Discussion Boards**: The purpose for the discussion board activities is for students to be able to write their initial response to information provided (i.e., Ethics in Behavior Management, History of ABA.)  **Behavior Change:** The purpose of the Behavior Change is for students to go through the process of changing a student’s behavior. Students will select a target student to complete 5 parts in the Behavior Change to include identifying a target student and a behavior that needs to be decreased, identifying a replacement behavior to replace the inappropriate behavior, write behavior goals and short-term objectives, collect baseline data, collect intervention data, provide analysis and recommendations.  **Quizzes**: The purpose of the week quizzes is to check for understanding of the content in the textbook.  **Exams:** The purpose of the mid-term and final is to check your understanding of the course material. | | | |

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Teacher Candidates will be placed in a public-school special education classroom to observe for 10 hours during the seven-week course.

1. **Department staffing and classroom/lab resources**

**Faculty member will teach the course online**

1. Will this require additional faculty, supplies, etc.?

**NO**

1. **Yes / No** Does this course require course fees? **NO**

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course is specific to pre-teachers who are going to be special educators, working with individuals with disabilities. The course is aligned with the Council for Exceptional Children’s (CEC), Special Program Area (SPA) standards. Pre-service teachers will be introduced to applied behavior analysis skills to decrease inappropriate behavior and increase appropriate behaviors. The course goals will include the following: 1. Describe the responsible and ethical use of applied behavior analysis and behavior change strategies (CEC Standards 1); 2. Prepare behavioral objectives and data collection strategies. (CEC Standard 2, 4, 6); 3. Select and apply appropriate single-subject design (CEC Standards 4); 4. Conduct Functional Behavior Assessment and write a Behavior Support Plan (CEC Standard 4); 5. Describe and apply strategies to increase/decrease behavior (CEC Standards 3,6). 6. Explain the importance of teaching for generalization for behavior change (CEC Standards 2, 3, 5)

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Special Education Teaching Program is to provide candidates with the following practices/standards/skills: Engaging in professional learning and practice with ethical guidelines; understanding and addressing each individual’s developmental and learning needs; demonstrating subject matter content and specialized curricular knowledge; using assessment to understand the learner and the learning environment for data-based decision making; using effective instruction to support learning, supporting social, emotional, and behavioral growth; and, collaborating with team member. This course will provide information needed for pre-service teachers being licensed in special education.

c. Student population served.

Pre-service teachers in special education

d. Rationale for the level of the course (lower, upper, or graduate).

Upper level course in special education. This is a practical, hands-on course that offers pre-service special education teachers the use of skills and strategies to change an individual’s behavior in order to decrease inappropriate behavior and increase appropriate behavior using the principles of Applied Behavior Analysis (ABA). The course is designed to be taken during the per-service teacher’s junior year, after completing the Exceptional Child course and the Introduction to Teaching in a Special Education Classroom, and before/concurrently starting their methodology courses. The information gained from this course will provide the needed background for the upper level methodology courses and capstone internship.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan? **NO**

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process? The
2. Standard 1 Engaging in Professional Learning and Practice within Ethical Guidelines
3. Standard 2 Understanding and Addressing Each Individual’s Developmental and Learning Needs
4. Standard 3 Demonstrating Subject Matter Content and Specialized Curricular Knowledge
5. **Standard 4 Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making**
6. Standard 5 Using Effective Instruction to Support Learning
7. Standard 6 Supporting Social, Emotional, and Behavioral Growth
8. Standard 7 Collaborating with Team Members

**NOTE: Standard 4 is the primary focus for this course**.

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| **Course Objectives** | **CEC Standards** | **Assessments** |
| 1. Describe the responsible and ethical use of applied behavior analysis (ABA) and behavior change strategies. | 1,4 | Quick Writes  Discussion Board  Quiz  Mid-Term/Final |
| 1. Prepare behavioral objectives and data collection strategies | 2,4,6 | Quick Write  Behavior Change Part I  Mid-Term/Final |
| 1. Select and apply appropriate single-subject designs | 4 | Quick Write  Behavior Change Part II  Quiz  Mid-Term/Final |
| 1. Conduct Functional Behavior Assessment and write a Behavior Support Plan | 4 | Quick Write  Behavior Change Part III  Quiz  Mid-Term/Final |
| 1. Describe and apply strategies to increase/decrease behavior | 3,6 | Quick Write  Discussion Board  Behavior Change Part IVa, and Part IVb  Quiz  Mid-Term/Final |
| 1. Explain the importance of teaching for generalization for behavior change | 2,3,6 | Quick Write  Behavior Change Part V  Quiz  Mid-Term/Final |

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making |
| Assessment Measure | Assessment 5 Effects on Student Learning, Behavior Change Project completed in ELSE 4243 (this course). |
| Assessment  Timetable | Fall, Spring, Summer |
| Who is responsible for assessing and reporting on the results? | Course faculty and BSE Special Education Coordinator. |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Describe the responsible and ethical use of applied behavior analysis (ABA) and behavior change strategies (CEC Standard 1) |
| Which learning activities are responsible for this outcome? | Quick Write #1 Responsible Use of ABA-Ethics  Discussion Board #1 History of ABA  Quiz #1  Mid-Term/Final |
| Assessment Measure | Acceptable Rating on Quick Write, Discussion Board, Quiz #1, Mid-Term/Final |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Prepare behavioral objectives, using data collection strategies (CEC Standards 2,4,6) |
| Which learning activities are responsible for this outcome? | Quick Write #2-Preparing Behavioral Objectives/Data Collection  Behavior Change Part I  Quiz #2  Mid-Term/Final |
| Assessment Measure | Acceptable Rating on Quick Write, Behavior Change Part I, Quiz, Mid-Term/Final |

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| **Outcome 3** | Select and apply appropriate single-subject design (CEC Standard 4) |
| Which learning activities are responsible for this outcome? | Quick Write #3 Single Subject Design  Behavior Change Part II  Quiz #3  Mid-Term/Final |
| Assessment Measure | Acceptable Rating on Quick Write, Behavior Change Part II, Quiz, Mid-Term/Final |

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| **Outcome 4** | Conduct Functional Behavior Assessment and write a Behavior Support Plan (CEC Standard 4) |
| Which learning activities are responsible for this outcome? | Quick Write #4 FBAs/Function of Behavior  Behavior Change Part III  Quiz #4  Mid-Term/Final Exam |
| Assessment Measure | Acceptable Rating on Quick Write, Behavior Change Part III, Quiz, Mid-Term/Final Exam |

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| **Outcome 5** | Describe and apply strategies to increase/decrease behaviors (CEC Standards 3,6) |
| Which learning activities are responsible for this outcome? | Quick Write #5/#6 Decreasing/Increasing Behaviors  Discussion Board #2  Behavior Change Part IVa and IVb  Quiz #5/Quiz #6  Mid-Term/Final Exam |
| Assessment Measure | Acceptable Rating on Quick Write, Discussion Board, Behavior Change Part IVa and IVb, Quizzes #5/#6, Mid-Term/Final Exam |

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| **Outcome 6** | Explain the importance of teaching for generalization for behavior change (CEC Standards 2,3,5) |
| Which learning activities are responsible for this outcome? | Quick Write #7 Importance of Generalization/Learning Environments  Behavior Change Part V  Quiz #7  Mid-Term/Final |
| Assessment Measure | Acceptable Rating on Quick Write, Behavior Change Part V, Quiz #7, Mid-Term/Final Exam |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

# BEFORE

|  |  |
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| **Special Education** | |
|  | •  [ELSE 3643 - The Exceptional Student in the Regular Classroom](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4412) **Sem. Hrs:** **3** |
|  | •  [ELSE 4103 - Methods and Materials for Students with Severe or Profound Disabilities](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4413) **Sem. Hrs:** **3** |
|  | •  [ELSE 4113 - Methods and Materials for Students with Mild to Moderate Disabilities](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4414) **Sem. Hrs:** **3** |
|  | •  [ELSE 4123 - Introduction to Autism Spectrum Disorders](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4415) **Sem. Hrs:** **3** |
|  | •  [ELSE 4133 - Behavioral, Academic and Social Interventions](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4416) **Sem. Hrs:** **3** |
|  | •  [ELSE 4143 - Curriculum Programming for Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4417) **Sem. Hrs:** **3** |
|  | •  [ELSE 4153 - Assessment and Diagnosis of Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4418) **Sem. Hrs:** **3** |
|  | •  [ELSE 4163 - Introduction to Emotional Behavior Disorders](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4419) **Sem. Hrs:** **3** |
|  | •  [ELSE 4173 - Assistive Technology in Special Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4420) **Sem. Hrs:** **3** |
|  | •  [ELSE 4183 - Characteristics of Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4421) **Sem. Hrs:** **3** |
|  | •  [ELSE 4193 - Special Education Law and Procedures](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4422) **Sem. Hrs:** **3** |
|  | •  [ELSE 4203 - Family and Community Systems](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4423) **Sem. Hrs:** **3** |
|  | •  [ELSE 4212 - Elementary Practicum in Special Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4424) **Sem. Hrs:** **2** |
|  | •  [ELSE 4216 - Special Education Internship Elementary](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4425) **Sem. Hrs:** **6** |
|  | •  [ELSE 4223 - Reading and Language Arts for Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4426) **Sem. Hrs:** **3** |
|  | •  [ELSE 4226 - Special Education Internship Secondary](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4427) **Sem. Hrs:** **6** |
|  | •  [ELSE 4233 - Mathematics Strategies for Exceptional Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4428) **Sem. Hrs:** **3** |
|  | •  [ELSE 4242 - Secondary Practicum in Special Education](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4429) **Sem. Hrs:** **2** |

ELSE 4243 – Behavior Intervention and Consultation Sem Hrs: 3

Techniques of systematic behavioral analysis and intervention for students at-risk for school failure or students with disabilities. Emphasis is placed on both direct and consultative interventions. Prerequisites C or better in ELSE 3643, ELSE 3223 and Admission to Teacher Education program. Fall, Spring, Summer