



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): SSIS	Academic Organization (Department): PSYCHOLOGY	Date: 05/13/2008
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Bruce Behrman	Submitted by: Caio Miguel
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> 2009

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	
This Catalog Number (course number) is being replaced:	

Change from:

Subject Area (prefix) & Catalog No. (course no.):	Title:	Units:

Change to:

Subject Area (prefix) & Catalog No. (course no.): PSYC 274	Title: Theoretical Foundations of Behavior Analysis	Units: 3
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JUSTIFICATION:

The Behavior Analysis Certification Board credentials masters' level practitioners as Board Certified Behavior Analysts (BCBA). The Behavior Analysis Program at CSUS is one of 85 academic programs approved by the Behavior Analysis Certification Board. As an approved program, our course sequence allows students to complete the didactic requirement to sit for the national examination. The new task list issued by the Board (2006, third edition) includes 10 content areas that will need to be covered in graduate classes. Unfortunately, the current classes offered at Sac State do not adequately cover all of the new content areas, thus putting our program at risk for re-approval by the board in December of 2008. The proposed course will cover items in content areas 2 and 3 (see www.bacb.com)

Additionally, the Association for Behavior Analysis (ABA) accredits graduate programs to support the highest-quality education of behavior analysts. The Accreditation Board oversees this process and conducts regular reviews of accredited programs. Currently, there are only two accredited programs in the State of California (CSU Stanislaus and Los Angeles). The minimum standards for accreditation at the master's level consist of an educational program with instruction in behavior-analytic approaches to research and conceptual issues that includes: a) a curriculum topic in the principles of behavior; b) a curriculum topic in within-subjects research methodology and direct observation of behavior; c) a curriculum topic in conceptual issues; and d) a curriculum topic in behavioral interventions with such possible emphases as behavior therapy, behavioral teaching, and behavioral medicine. The standards further specify a thesis, review paper, or general examination whose questions and methods are based on a behavior-analytic approach to problems or issues. The proposed course meets requirement C above for accreditation by the Association for Behavior Analysis.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Covers major theories that have made significant contributions to behavior analysis, along with areas of significant research providing the foundations of radical behaviorism and contemporary behavior analysis. Topics include history of behaviorism, selection by consequences as a causal mode, pragmatism, determinism, logical positivism, dualism x monism, verbal behavior and private events. Prerequisite: PSYC 171 or 181 or equivalent.
Note:
Prerequisite: See above
Enforced at Registration: Yes No <input checked="" type="checkbox"/>
Corequisite:
Enforced at Registration: Yes No <input checked="" type="checkbox"/>
CAN (California Articulation Number):

Graded: Letter <input checked="" type="checkbox"/> X ___ Credit/No Credit ___		Instructor Approval Required? Yes ___ No <input checked="" type="checkbox"/> X ___	
Course Classification (e.g., lecture, lab, seminar, discussion): Seminar		Title for CMS (not more than 30 characters) Theor Found of Beh Analysis	
Cross Listed? Yes ___ No <input checked="" type="checkbox"/> X		If yes, do they meet together and fulfill the same requirement, and what is the other course.	
How Many Times Can This Course be Taken for Credit? <u> 1 </u>			
Can the course be taken for Credit more than once during the same term? Yes ___ No <input checked="" type="checkbox"/> X			

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

I. Learning Outcome One—Philosophy and History

- A. Explain the philosophical assumptions of behavior analysis, such as the lawfulness of behavior, empiricism, experimental analysis, and parsimony.
- B. Describe the relation among explanation, description and theory in behavior analysis
- C. Understand the history of behaviorism within the field of Psychology
- D. Explain determinism as it relates to behavior analysis.
- E. Understand the notion of selectionism as a causal mode for a science of behavior.
- F. Describe the commonalities between behavior analysis and cultural materialism.
- G. Distinguish between mentalistic and environmental explanations of behavior.

II. Learning Outcome Two—Conceptual Understanding of Behavioral Theory and Comparison with non-behavioral approaches.

- A. Distinguish among the experimental analysis of behavior, applied behavior analysis, and behavioral technologies.
- B. Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms.
- C. Use the dimensions of applied behavior analysis (Baer, Wolf, & Risley 1968) for evaluating interventions to determine if they are behavior analytic.
- D. Interpret articles from the behavior analytic literature.

III. Learning Outcome Three—Understanding of verbal behavior from the behavioral perspective

- A. Define and provide examples of echoics and mimetic behavior.
- B. Define and provide examples of mands.
- C. Define and provide examples of tacts.
- D. Define and provide examples of intraverbals.
- E. Define and provide example of autoclitic frames
- F. Define and provide examples of contingency-shaped and rule governed behavior and distinguish between examples of each.

IV. Learning Outcome Four—Understand current developments and controversies in behavioral theory

- A. Identify and describe main developments in the field such as Relational Frame Theory

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

1. Quizzes (Learning Outcomes 1-4)
2. Reflection Papers (Learning Outcomes 1, 2, 3)
3. Article Review/Summary Paper (Learning Outcomes 2, 3, 4)

For whom is this course being developed?

Majors in the Dept Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No ___

If yes, identify program(s): M.A. in Psychology – Behavior Analysis Track

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No



If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: 	9/1/08
College Dean or Associate Dean: 	9-1-08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.