

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: Dr. John Bates	Phone: 6560
DEPARTMENT / DIVISION: Division of Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected): <i>to PSYC 230</i>		
2, 4, 5, and 7 Modifications of an existing course: PSYC 410 B. Mod. in Human Service and Indust. Settings		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

Box 1: TYPE OF ACTION	ADD(NEW) <input type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course ¹	NOP	a, c, e	AC
<input checked="" type="checkbox"/>	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
<input checked="" type="checkbox"/>	4. Course Number	NO		ABCD
<input checked="" type="checkbox"/>	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
<input checked="" type="checkbox"/>	7. Course Description	NOP		ABCD
	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension ⁹	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDEFHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)					
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal	<input type="checkbox"/>	T. Other
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	P. Course Definition Document	<input type="checkbox"/>	S. Contract	<input type="checkbox"/>	

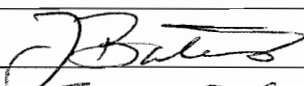
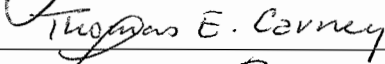
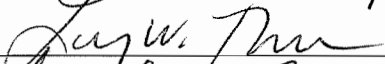
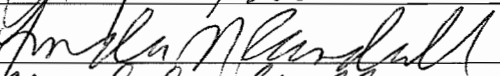
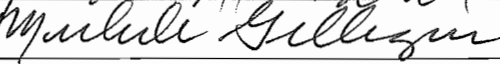
- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA X
SHORT DESCRIPTION OF PROPOSAL (state name of action item 1-20 and course name, code & number / program affected):
2, 4, 5, and 7 Modifications of an existing course: PSYC 410 B. Mod. in Human Service and Indust. Settings

10. Provide:
- a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
 - b. proposed date after which no new students will be admitted into the program;
 - c. accommodation of currently enrolled students in the realization of their degree objectives;
 - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
 - e. reallocation of funds from the budget of the affected program; and
 - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council review (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: 	10-12-06
B. Final faculty review body within each School	Chair: 	10/24/06
C. College Dean	Dean: 	10/26/06
D. Provost and Senior Vice President for Academic Affairs	Provost: 	11/13/06
E. Curriculum Review Committee (UFS subcommittee)	Chair: 	11/15/06
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

UNIVERSITY OF BALTIMORE

DOCUMENT O: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures for Instructions

SCHOOL: LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	Contact Name: John Bates	Phone: 6560
DEPARTMENT / DIVISION: Division of Applied Behavioral Sciences		
SHORT DESCRIPTION OF PROPOSAL (state action item 1-23 and course name & number or program affected):		
2, 4, 5, and 7 Modifications of an existing course <i>PSYC 410 to PSYC 230</i>		
PROPOSED SEMESTER OF IMPLEMENTATION: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

Modification of an existing course to make its content more appropriate for lower-division study and more appealing to lower-division students.

For new courses or changes in existing courses (needed by Registrar)

OLD Title: Behavior Modification in Human Service and Industrial Setting	Course # / HEGIS Code: PSYC 410	Credits: 3
NEW Title: Behavior Modification in Applied Setting	Course # / HEGIS Code: PSYC 230	Credits: 3

O-2: Set forth the rationale for the proposal:

Changes in course level, number, and content are mandated by the new 4-year format for undergraduate education at UB. A course on behavior modification often is offered at a lower-division level by psychology programs. Such a course commonly has few if any prerequisites, and often is in high demand by traditional-aged students who are not psychology majors. The current course is numbered at the senior level, and its content is directed toward upper-division students. The changes proposed for this course are intended to meet lower-division student and program needs.

Document P: Required Format for Course Definition Document

1. **Date Prepared:** 2 October 2006
2. **Prepared by:** Dr. John Bates
3. **Department:** Division of Applied Behavioral Sciences
4. **Course Number(s), including HEGIS code(s):** PSYC 230
5. **Course Title:** Behavior Modification in Applied Settings
6. **Credit Hours:** 3
7. **Catalog Description (Paragraph should reflect general aims and nature of the course)**

Application of operant learning theory to problems in everyday life. Students design, conduct, and report on their own, self-regulated behavior change programs based on principles of the "ABC" model of learning. Topics include how to identify, define, and collect information on problem behaviors, how to select effective consequences for those behaviors, and how to maintain desirable behaviors in new settings. No prior psychology coursework is required.

8. **Prerequisites:** None
9. **Faculty qualified to teach course**

Dr. John Bates, Dr. Deborah Kohl, Dr. Elaine Johnson, Dr. Courtney Gasser, Dr. Bridal Pearson
10. **Course Type / Component (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop)**

Lecture/Discussion/Workshop

11. **Suggested approximate class size:** 20
12. **Content Outline**
 1. Identifying & Defining Target Behaviors
 - a. Operational definitions
 - b. Behavioral objectives
 - c. Baseline data collection techniques
 2. Principles and Methods of Strengthening Behaviors
 - a. Reinforcers and reinforcement
 - b. Escape and avoidance learning

3. Principles and Methods of Weakening Behaviors
 - a. Punishers and punishment
 - b. Penalty and prevention
 - c. Extinction
4. Principles for Establishing New Behaviors
 - a. Differential reinforcement
 - b. Shaping
 - c. Prompting and fading techniques
5. Behavioral “Fine-Tuning”
 - a. Schedules of contingency management
 - b. Chaining of complex behavior patterns
6. Special Considerations in Human Behavior Modification
 - a. Self-control techniques and cognitive behavior modification
 - b. Ethical concerns
 - c. Response maintenance & transfer of training

13. Learning Goals

By the end of this course, students should be able to

1. List, explain, and provide examples of each of the “ABC’s” of operant psychology.
2. Construct operational definitions of behaviors targeted for change.
3. Construct a complete behavioral objective for a target behavior of the student’s choice.
4. Identify and appropriately apply effective consequences for the modification of that target behavior.
5. Identify the conditions appropriate for the use of aversive consequences for behaviors, and explain the potential side-effects of aversive controls.
6. Explain the four basic self-control training techniques, and identify behaviors and circumstances that would be appropriate for the application of each.
7. Define and explain the interrelations among stimulus discrimination, stimulus control, and stimulus generalization, and select factors that would facilitate the achieving of each in a personal behavior change program.
8. Select and apply procedures to facilitate the achieving of response maintenance and transfer in a personal behavior change program.
9. Identify and apply the most appropriate technique for evaluating the effectiveness of a personal behavior change program.

14. Assessment Strategies

Objective quizzes and exams may be used as deemed appropriate by the instructor. However, all instructors for this course should require student-designed and implemented personal behavior change programs, which should be evaluated according to their completeness, appropriateness, and consistency with principles of operant psychology.

15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Martin, G. L., & Pear, J. (2007). *Behavior modification: What it is and how to do it* (8th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.