

# NCP



# THE GRADUATE SCHOOL

THE GRADSCHOOL PREFERS TYPED DOCUMENTS. ENTER (TYPE) INFORMATION INTO FORM AND THEN PRINT DOCUMENT

## NEW COURSE PROPOSAL

YOU MAY SAVE THIS FORM IN ADOBE READER OR ADOBE ACROBAT STANDARD OR PROFESSIONAL.

Mail to:  
The Graduate School  
901 Sumter St. #304  
Columbia, SC 29208  
Fax to:  
803-777-2972

1. Requestor fills in form.
2. Requestor e-mails a copy of this form along with all attachments to gradcurr@mailbox.sc.edu.
3. Requestor prints out a second copy of the form and has department chair and academic dean sign.
4. Requestor mails form to The Graduate School.

**1. Proposed Course Designation:**

Designator	Number	Suffix	Credit Hours
EDEX	717		3

**Cross-Listing:**

Designator	Number	Suffix	Credit Hours

**2. Title:** Research and Ethics in Behavior Analysis

**3. Prerequisite(s):** EDEX 610 or EDEX 715

**4. Bulletin Description:**

Single-case methodology and research; legal, ethical, and professional issues in behavior analysis

- 5. Required Attachments:**
- A. Justification.** Explain need for proposed course and its relation to present or proposed curricula.
  - B. Course Syllabus.** List course objectives; instructional delivery strategy; describe content and course requirements -- weighting of grades on assignments; list topical outline of content to be covered - include a sense of time allocations, (e.g., week 1, week 2, etc.). Courses at the 500 or 600 level **must** contain an explanation of the differences in requirements for graduate and undergraduate credit.
  - C. Basic Bibliography.** List required text(s) and readings.

**6. Does this affect the students or the academic interests of any other unit?**  Yes  No

If yes, identify unit(s) and attach letter(s) of concurrence.

**7. Proposed Instructor(s):** Erik Drasgow

**8. Does this require additional faculty, facilities, library resources, or funding?**  Yes  No

If yes, attach letter(s) of commitment from appropriate official(s).

**9. Enrollment Information:**  Standard  Pass/Fail  Not Auditable

**Restricted to:** \_\_\_\_\_ **Excluded:** \_\_\_\_\_

**Special Permission Required:**  Department  Professor

**10. Is Distance Education offering being requested?**  Yes  No

If yes, attach a completed Technology Assisted Instruction Delivery Proposal Form (TIP).

**11. Requested effective term for addition to database:**

Term	Year
Spring	2010

**12. Has this proposed new course been approved by the unit faculty?**  Yes  No

**13. Contact Person:** Erik Drasgow **Phone:** 777-8898 **Email:** drasgow@mailbox.sc.edu

Approval: Department Chair: *Robert [Signature]* Date: 2/24/09 Phone: 7-6585

Academic Dean: *Anna [Signature]* Date: 3-16-09 Phone: 7-3075

# SIGNATURE PAGE

PLEASE COMPLETE AND SEND THIS PORTION OF THE FORM TO THE GRADUATE SCHOOL BY INTERCAMPUS MAIL (NOT E-MAIL). THE PRECEDING FORM CANNOT BE PROCESSED WITHOUT THESE SIGNATURES.

Form Type:  NCP  CCP  TIP  CBC

Course Designator **EDEX** Course Number **717** Suffix  Credit Hours **3**

By signing this form, I certify that I have reviewed and agree to all of the changes posted forthwith in this document.

Approval:

Department Chair: *Robert H. [Signature]* Date: 2/24/09 Phone: 6585  
Academic Dean: *Ernest [Signature]* Date: 3-16-09 Phone: 3875



**New Course Justification**  
**EDEX 717**

The addition of this course enables our students in the Severe and Multiple Disabilities track in special education to meet the coursework requirements for pursuing national certification in behavior analysis in addition to obtaining South Carolina teacher certification.



### III. Required Texts and Readings

Kazdin, A. E. (1982). *Single-case research designs: Methods for clinical and applied settings*. New York, NY: Oxford University Press.

Bailey, J. S., & Burch, M. R. (2005). *Ethics for behavior analysts*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Other readings as assigned

### IV. Academic Course Requirements

- A. One typed research project and presentation
- B. Two published single-subject research design presentations

### V. Administrative Course Requirements

Students are expected to attend class regularly, to participate in class discussions, and to complete all assigned work promptly. Absence from more than 10% of the scheduled class sessions is excessive and the instructor may choose to exact a grade penalty for such absences.

### VI. Evaluation and Grading

<u>Grades</u>	<u>Points</u>	<u>Grading Scale</u>
Research Project -	100 points	A = 135 - 150 points
Presentations -	50 points	B = 120 - 134 points
		C = 105 - 119 points
		D = 90 - 104 points
		F = Fewer than 90 points

### VII. Class Schedule

Class 1 - Experimental evaluation of interventions

**Read:** Kazdin, Chapter 1

Class 2 - Experimental evaluation of interventions

**Read:** Kazdin, Chapters 2 and 3

Class 3 - Experimental evaluation of interventions

**Read:** Kazdin, Chapter 4

- Class 4 - Experimental evaluation of interventions: Reversal designs and multiple baseline designs  
**Read:** Kazdin, Chapters 5 and 6
- Class 5 - Experimental evaluation of interventions: Changing-criterion designs and multiple treatment designs  
**Read:** Kazdin, Chapters 7 and 8
- Class 6 - Experimental evaluation of interventions: Additional design options  
**Read:** Kazdin, Chapter 9
- Class 7 - Experimental evaluation of interventions: Additional design options and data evaluation  
**Read:** Kazdin, Chapters 9, 10, and Appendix A
- Class 8 - Experimental evaluation of interventions: Single-subject designs: Issues and limitations  
**Read:** Kazdin, Chapters 11 and 12
- Class 9 - Ethical considerations: Social validity  
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*, 203-214.  
Schwartz, I. S. & Baer, D. M. (1991). Social validity assessments: Is current practice state of the art? *Journal of Applied Behavior Analysis, 24*, 189-204.
- Class 10 - Ethical considerations : Background  
**Read:** Bailey & Burch, Chapters 1, 2, and 3
- Class 12 - Ethical considerations: Guidelines 1 and 2  
**Read:** Bailey & Burch, Chapters 4 and 5
- Class 13 - Ethical considerations: Guidelines 3, 4, and 5  
**Read:** Bailey & Burch, Chapters 6, 7, and 8

- Class 14 - Ethical considerations: Guidelines 6, 7, and 8  
**Read:** Bailey & Burch, Chapters 9, 10, and 11
- Class 15 - Ethical considerations: Guidelines 9 and 10  
**Read:** Bailey & Burch, Chapters 12 and 13
- Class 16 - Ethical considerations: Practical Tips  
**Read:** Bailey & Burch, Chapter 14

**VIII. Mode of Instruction**

40% Lecture  
40% Discussion  
20% Presentations  
100%

## Bibliography

- Barlow, D. H., & Hersen, M. (1984). *Single-case designs: Strategies for studying behavior change (2nd ed.)*. New York, NY: Pergamon Press.
- Bellack, A.S., & Hersen, M. (Eds.). (1998). *Behavioral assessment: A practical handbook*. Needham Heights, MA: Allyn & Bacon.
- Haynes, S. N., & Horn, W. F. (1982). Reactivity in behavioral observation: A methodological and conceptual critique. *Behavioral Assessment, 4*, 369-385.
- Iwata, B.A., Bailey, J. S., Fuqua, R. W., Neef, N. A., Mae, T. J., & Reid, D. H. (Eds.) (1989). *Methodological and conceptual issues in applied behavioral analysis*. Lawrence, KA: Society of the Experimental Analysis of Behavior.
- Kazdin, A. E. (1998). *Research designs in clinical psychology*. Needham Heights, MA: Allyn & Bacon.
- Kennedy, C. H. (2005). *Single-case designs for educational research*. New York, NY: Allyn and Bacon.
- Kratochwill, T. R., & Levin, J. R. (Eds.) (1992). *Single-case research design and analysis: New directions for education and psychology*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Richards, S. B., Taylor, R. L., Ramasany, R., & Richards, R. (1999). *Single subject research: Applications in educational and clinical settings*. San Diego, CA: Singular.
- Sidman, M. (1960). *Tactics of scientific research: Evaluating experimental data in psychology*. New York, NY: Basic Books, Inc.
- Skinner, B. F. (1938). *The behavior of organisms: An experimental analysis*. New York, NY: Appleton-Century.

**TILLEY, LYNDA**

---

**From:** DRASGOW, ERIK  
**Sent:** Monday, March 16, 2009 12:22 PM  
**To:** TILLEY, LYNDA  
**Subject:** FW: New Course EDEX 717 Endorsement  
**Attachments:** Research and Ethics - Revised.doc

Here is the endorsement from EDRM and the revised syllabus for the EDEX 717 course change proposal.

---

**From:** HUYNH, HUYNH  
**Sent:** Saturday, February 14, 2009 2:22 PM  
**To:** DRASGOW, ERIK  
**Cc:** HUYNH, HUYNH; SEAMAN, MICHAEL; GREDLER, MARGARET; JOHNSON, ROBERT; BELL, BETHANY; DISTEFANO, CHRISTINE; LIU, STEVEN  
**Subject:** RE: New Course EDEX 717 Endorsement

February 14, 2009

Professor Erick Drasgo  
Program of Exception Children  
Department of Educational Studies  
Campus

Dear Erik:

On behalf of the Educational Research (EDRM) faculty, I wish to thank you for coming to the EDRM meeting on February 11, 2009 to brief us on the need for the new course proposal, "EDEX 717: Research and Ethics in Behavior Analysis."

The EDRM faculty saw no content overlap with EDRM courses and endorsed the proposal.

Sincerely,

Huynh Huynh  
Professor of Educational Studies and  
Professor of Statistics

[Hhuynh@mailbox.sc.edu](mailto:Hhuynh@mailbox.sc.edu)

Cc: EDRM Faculty