This syllabus subject to change to better meet course objectives per discretion of instructor.
education, or psychology. Applicants who are unsure of whether the field of study of their degree is acceptable may request a preliminary review by contacting the BACB.

In addition to completion of required course work, applicants for the BCBA examination must complete 1500 hours of Supervised Independent Fieldwork. Applicants are responsible for securing an appropriate experience placement and obtaining the necessary supervision. For more detailed information please visit the Behavior Analyst Certification Board website: https://bacb.com/wp-content/uploads/2016/11/161101-experience-standards-english.pdf

Course Catalog Description
This course, ABA 1: Philosophical Underpinnings; Concepts and Principles covers the information from the BACB Foundational Knowledge List that accompanies the Fourth Edition Task List. Foundational Knowledge includes concepts that should have been mastered prior to entering practice as a behavior analyst. The topics covered are not tasks that a practitioner would perform; instead, they are basic concepts that must be understood in order to for a practitioner to carry out the tasks of a BCBA and that are included in the other sections of the Fourth Edition Task List. Content includes introduction to the conceptual and historical foundations of applied behavior analysis, in depth review of scientific and philosophical underpinnings of the discipline, and basic concepts and terminology.

Other Course Information
Applied Behavior Analysis is a scientific approach to understanding human behavior and using that understanding to change socially significant behaviors. The field is based on over 60 years of scientific research on respondent and operant conditioning and its application to everyday situations. Students will read classic studies that have defined the field as well as more recent research studies that have led to paradigm shifts within the field.

The field of ABA is in a period of great transition and growth. In recent years, many findings have been made that have helped to provide more effective treatments to our clients. The continued effectiveness of ABA has, in part, resulted in an increased need for highly trained behavior analysts. This translates into good economics for the field and for you as a professional within it.

The goal of this course is to provide you with an introduction to the scientific foundations upon which ABA is built and the basic principles of behavior. Additionally, the class will provide you an opportunity to practice applying this knowledge to your own behavior in a self-management project. You will learn the skills necessary to change some of your own behavior and some of the research upon which these techniques are based.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

Course Objectives
Students will...

1. Obtain an introduction to the conceptual and historical foundations of applied behavior analysis.
2. Gain basic knowledge and appreciation of the scientific and philosophical underpinnings of applied behavior analysis required for a thorough understanding of the nature of the discipline.
3. Be provided with a preliminary overview of basic concepts, principles, and terminology required to make in-depth study of behavior.

Student Learning Outcomes
Students will... (FK – Foundational Knowledge)

1. Explain and behave in accordance with the philosophical assumptions of behavior analysis, these include:
   - FK-01. Lawfulness of behavior
   - FK-02. Selectionism (phylogenic, ontogenic, cultural)
   - FK-03. Determinism
   - FK-04. Empiricism
   - FK-05. Parsimony
2. Define and provide examples of:

- FK-01. Behavior, response, response class
- FK-02. Environment, stimulus, stimulus class
- FK-03. Stimulus equivalence
- FK-04. Reflexive relations (US-UR)
- FK-05. Respondent conditioning (CS-CR)
- FK-06. Operant conditioning
- FK-07. Respondent-operant interactions
- FK-08. Unconditioned reinforcement
- FK-09. Conditioned reinforcement
- FK-10. Unconditioned punishment
- FK-11. Conditioned punishment
- FK-12. Schedules of reinforcement and punishment
- FK-13. Extinction
- FK-14. Automatic reinforcement and punishment
- FK-15. Stimulus control
- FK-16. Multiple functions of a single stimulus
- FK-17. Unconditioned motivating operations
- FK-18. Conditioned motivating operations
- FK-19. Transitive, reflexive, surrogate motivating operations
- FK-20. Distinguish between the discriminative stimulus and the motivating operation
- FK-21. Distinguish between motivating operation and reinforcement effects
- FK-22. Behavioral contingencies
- FK-23. Contiguity
- FK-24. Functional relations
- FK-25. Conditional discriminations
- FK-26. Stimulus discrimination
- FK-27. Response generalization
- FK-28. Stimulus generalization
- FK-29. Behavioral contrast
- FK-30. Behavioral momentum
- FK-31. Matching law
- FK-32. Contingency-shaped behavior
- FK-33. Rule-governed behavior

3. Distinguish between the Verbal Operants:

- FK-01. Echoics
- FK-02. Mands
- FK-03. Tacts
- FK-04. Intraverbals

4. Do the following:

- FK-47. Identify the measurable dimensions of behavior (e.g. rate, duration, latency, interresponse time).
- FK-48. State the advantages and disadvantages of using continuous measurement procedures and discontinuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling)

This syllabus subject to change to better meet course objectives per discretion of instructor.
STATE OR NATIONAL STANDARDS COURSE OBJECTIVES

Course objectives and student learning outcomes are taken directly from Section III: Foundational Knowledge Accompanying the BACB Fourth Edition Task List. They are listed above.

COURSE OBJECTIVES TABLE

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOs</th>
<th>TEXAS TEACHER EDUCATOR STANDARDS</th>
<th>INTASC CATEGORIES</th>
<th>CAEP STANDARDS</th>
<th>ISTE</th>
<th>DISCIPLINE / SPA / OTHER REQUIRED STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEE ABOVE</td>
<td>SEE ABOVE</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>BEHAVIOR ANALYST CERTIFICATION BOARD FOUNDATIONAL KNOWLEDGE ACCOMPANYING THE BACB FOURTH EDITION TASK LIST</td>
</tr>
</tbody>
</table>

TECHNICAL REQUIREMENTS

Computer Hardware
To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Student Technical Skills
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software
Mozilla’s Firefox (latest version; Macintosh or Windows)
Google Chrome (latest version; Macintosh or Windows)
Adobe’s Flash Player & Reader plug-in (latest version)
Apple’s QuickTime plug-in (latest version)

BLACKBOARD SUPPORT CONTACT INFORMATION

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:
Visit the Blackboard Student Help Site

UTRGV’s Blackboard Support:

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Casa Bella</td>
<td>Location: Education Complex</td>
</tr>
<tr>
<td>Room 613</td>
<td>Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
</tbody>
</table>

Hours of Operation
Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.
Phone: 24/7 COLTT Help Desk - Brownsville: (956) 882-6792, Edinburg: (956) 665-5327
Online: Submit a help request via Create Case

This syllabus subject to change to better meet course objectives per discretion of instructor.
COURSE STRUCTURE

Each week, there may be readings, study guide questions, quizzes, assignments, etc. Please see the assignments and calendar of activities.

ASSIGNMENTS

1. Study Guide Questions (SGQ; 10 at 10 points each= 100 points):
The SGQs are designed to be answered as you do the readings each week and reflect on the past week’s learning. Please download the corresponding SGQ and type onto the document using 12 font, Times New Roman, and double-spaced paragraphs. You may use bullets or lists, as appropriate. These are due at the start of each class session. You should bring two copies, one for me and one for you to reference during class discussion. For online class sessions, these will be due online in a designated spot.

2. Attendance (10 at 5 points each= 50 points):
You will earn 5 points for attending and participating in class. If you are late or leave early by more than 10 minutes, points will be deducted. If you have an excused absence, you should contact me before class to discuss the absence, submitting the SGQs, and making up the 5 attendance points.

3. Discussion Board Posts (3 at 5 points each= 15 points):
During online class sessions, there will be a discussion board for posts. Specifics will be outlined on each board. These are similar to the attendance points.

4. Quizzes (5 at 30 points each= 150 points):
There will be five quizzes throughout the semester. These may be multiple choice, short answer, or essay questions. During in-class quizzes, you will not have access to any materials to assist you. During online (take-home) quizzes, you will be able to use your materials to assist you but may not work with anyone.

5. Self-Management Project (1 at 60 points= 60 points):
During the semester, you will use the principles of behavior to change an aspect of your own behavior. More information will be provided for this project early in the semester.

GRADING POLICIES

See above for the number of points for each assignment. A percentage will be derived based on the number of points that you earn out of the total number of points possible.

LETTER GRADE

A = 90-100%
B = 80-89%
C = 70-79%
D = Below 69%

CALENDAR OF ACTIVITIES

The UTRGV academic calendar can be found at https://my.utrgv.edu/home at the bottom of the screen, prior to login. Some important dates for fall 2018 include:

August 27        First day of classes
August 30        Last day to add a course or register for fall 2018
September 3      Labor Day – NO classes

This syllabus subject to change to better meet course objectives per discretion of instructor.
### Week 9/1
- **Topic**: Course Introduction and Overview
  - What is Applied Behavior Analysis?
  - What is the Behavior Analyst Certification Board?
  - What does a Board Certified Behavior Analyst do?

### Week 9/8
- **Class Online**
  - **FK-01** Lawfulness of behavior
  - **FK-03** Determinism
  - **FK-04** Empiricism
  - **FK-05** Parsimony
  - **FK-06** Pragmatism
  - **FK-07** Environmental (as opposed to mentalistic) explanations of behavior.
  - **FK-08** Distinguish between radical and methodological behaviorism
  - **FK-09** Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis and behavioral service delivery

### Week 9/15
- **Above cont.**

### Week 9/22
- **FK-02** Selectionism (phylogenetic, ontogenetic, cultural)
- **FK-10** Behavior, response, response class
- **FK-11** Environment, stimulus, stimulus class
- **FK-13** Reflexive relations (US-UR)
- **FK-14** Respondent conditioning (CS-CR)
- **FK-15** Operant conditioning
- **FK-16** Respondent-operant interactions
- **FK-32** Contiguity
- **FK-17** Unconditioned reinforcement
- **FK-18** Conditioned reinforcement
- **FK-19** Unconditioned punishment
- **FK-20** Conditioned punishment

### Week 9/29
- **Above cont.**

### Week 10/6
- **FK-47** Identify the measurable dimensions of behavior (e.g., rate, duration, latency, interresponse time)
- **FK-48** State the advantages and disadvantages of using continuous measurement procedures and discontinuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling).

### Week 10/13
- **FK-23** Automatic reinforcement and punishment
  - Continuation of FK-17 and FK-18

### Readings/Quizzes/Due Dates
- **This class session is online.** Please follow the instructions posted in the folder on Blackboard to complete these activities:
  - Begin next week’s readings
  - Watch videos
  - Read Vargas (1990)
  - Post on Discussion Board

- **Chapter 1**
  - Baer, Wolf, & Risley (1968)
  - SGQ 1 due

- **Chapter 2**
  - SGQ 2 due

- **Chapter 2 cont.**
  - Poling et al. (2010)
  - SGQ 3 due

- **Chapter 3 (p. 49-55 and 65-69)**
  - LeBlanc, Raetz, Sellers, & Carr (2016)
  - Quiz 1

- **Chapter 11**
  - Chapter 12
  - SGQ 4 due

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This syllabus subject to change to better meet course objectives per discretion of instructor.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topics</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20</td>
<td>Online</td>
<td>FK-21 Schedules of reinforcement and punishment</td>
<td>This class session is online. Please follow the instructions posted in the folder on Blackboard to complete these activities: Chapter 13 Chapter 14 (p. 327-338) SGQ 5 due Watch videos Post on Discussion Board Quiz 2</td>
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<td></td>
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<td>FK-38 Behavioral contrast</td>
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<td>FK-40 Matching law</td>
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<tr>
<td>10/27</td>
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<td>FK-12 Stimulus equivalence</td>
<td>Chapter 16</td>
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<td>FK-24 Stimulus control</td>
<td>Chapter 17</td>
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<td>FK-25 Multiple functions of a single stimulus</td>
<td>SGQ 6 due</td>
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<td>FK-26 Unconditioned motivating operations</td>
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<td>FK-27 Conditioned motivating operations</td>
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<td>FK-28 Transitive, reflexive, surrogate motivating operations</td>
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<td>FK-29 Distinguish between the discriminative stimulus and the</td>
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<td>motivating operation</td>
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<td>FK-30 Distinguish between motivating operations and reinforcing</td>
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<td>effects</td>
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<td>FK-34 Conditional discriminations</td>
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<td>FK-35 Stimulus discrimination</td>
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<td>FK-37 Stimulus generalization</td>
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<tr>
<td>11/3</td>
<td>Online</td>
<td>FK-22 Extinction</td>
<td>This class session is online. Please follow the instructions posted in the folder on Blackboard to complete these activities: Chapter 21 Chapter 23 (p. 487-494) Chapter 24 (p. 501-502) SGQ 7 due Watch videos Post on Discussion Board Quiz 3</td>
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<td></td>
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<td>FK-39 Behavioral momentum</td>
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<td>FK-33 Functional relations</td>
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<td>11/10</td>
<td></td>
<td>FK-43 Echoics</td>
<td>Chapter 25</td>
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<td>FK-44 Mands</td>
<td>Sundberg &amp; Michael (2001)</td>
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<td>FK-45 Tacts</td>
<td>SGQ 8 due</td>
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<td>FK-46 Intraverbals</td>
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<td>11/17</td>
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<td>FK-31 Behavioral contingencies</td>
<td>Chapter 26</td>
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<td>FK-41 Contingency-shaped behavior</td>
<td>SGQ 9 due</td>
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<td>FK-42 Rule-governed behavior</td>
<td>Quiz 4</td>
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<tr>
<td>11/24</td>
<td></td>
<td>Thanksgiving Break</td>
<td>Enjoy your time with family!</td>
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<tr>
<td>12/1</td>
<td></td>
<td>FK-36 Response generalization</td>
<td>Chapter 28</td>
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<td>Stokes &amp; Baer (1977)</td>
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<td>SGQ 10 due</td>
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<td></td>
<td>Self-Management Project due</td>
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<tr>
<td>12/8</td>
<td></td>
<td>Finals</td>
<td>Quiz 5</td>
</tr>
</tbody>
</table>

This syllabus subject to change to better meet course objectives per discretion of instructor.
COURSE POLICIES

ATTENDANCE

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Additionally, for this course, an absence may be excused if there is death or extreme illness of a family member or personal illness. A note of verification may be requested if continual absences occur. Students should contact the instructor in advance of the excused absence and arrange to make up missed work.

LATE WORK POLICY

Late work will be accepted up to two days with a deduction of points. If emailed (rather than submitted as described) or late on Saturday, 5% will be deducted. If emailed on Sunday or Monday, then 10% and 20% (respectively) will be deducted.

ASSIGNMENT SUBMISSION

All assignments should be 12 font, times new roman, 1 inch margins, and double spaced with correct spelling, punctuation, and citations. Assignments should be submitted as described in the assignment section.

COMMUNICATION SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

NETIQUETTE

Netiquette describes the code of conduct for a face to face or online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

UTRGV POLICY STATEMENTS

STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services.
(SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

### MANDATORY COURSE EVALUATION PERIOD

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account ([http://my.utrgv.edu](http://my.utrgv.edu)); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

- **Module 1**  
  October 4-10
- **Module 2**  
  November 29-December 5
- **Full fall semester**  
  November 15-December 5

### SCHOLASTIC INTEGRITY

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

“**Plagiarism** is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit.”

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

**Course policies are subject to change.** It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.
SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- **Learning center:** BMSLC 2.118 (Brownsville) 882-8208 or ELCTR 100 (Edinburg) 665-2585
- **Writing center:** BLIBR 3.206 (Brownsville) 882-7065 or ESTAC 3.119 (Edinburg) 665-2538
- **Advising center:** BMAIN 1.400 (Brownsville) 882-7362 or ESWKH 101 (Edinburg) 665-7120
- **Career center:** BCRTZ 129 (Brownsville) 882-5627 or ESSBL 2.101 (Edinburg) 665-2243

This syllabus subject to change to better meet course objectives per discretion of instructor.
<table>
<thead>
<tr>
<th>CONTENT AREA AND REQUIRED NUMBER OF CLASSROOM HOURS</th>
<th>Course 1 EPSY 6361 Title: ABA 1: Philosophical Underpinnings; Concepts and Principle (Fall)</th>
<th>Course 2 EPSY 6362 Title: ABA 2: BACB Compliance Code, Disciplinary Systems, Ethical and Professional Conduct</th>
<th>Course 3 EPSY 6363 Title: ABA 3: Measurement, Data Display, Interpretation, and Experimental Design</th>
<th>Course 4 EPSY 6364 Title: ABA 4: Fundamental Elements of Behavior Change and Specific Behavior Change Procedures</th>
<th>Course 5 EPSY 6365 Title: ABA 5: Identification of the Problem, Behavior Assessment, Intervention and Behavior Change Considerations</th>
<th>Course 6 EPSY 6366 Title: ABA 6: Behavior Change Systems, Implementation, Management, and Personnel Supervision</th>
<th>Total Hours for Content Area</th>
</tr>
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<tbody>
<tr>
<td>a. 45 hours in Ethics and Professional Conduct</td>
<td>45</td>
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<td>TOTAL 270</td>
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<td>b. 45 hours in Concepts and Principles of Behavior Analysis</td>
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<td>45</td>
<td>TOTAL 270</td>
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<td>c. 25 hours in Measurement (including Data Analysis)</td>
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<td>25</td>
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<td>d. 20 hours in Experimental Design</td>
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<tr>
<td>e. 30 hours in Identification of the Problem and Assessment</td>
<td>30</td>
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<td>TOTAL 270</td>
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<tr>
<td>f. 45 hours in Fundamental Elements of Behavior Change &amp; Specific Behavior Change Procedures</td>
<td>45</td>
<td>45</td>
<td>45</td>
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<td>TOTAL 270</td>
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<td>g. 10 hours in Intervention &amp; Behavior Change Considerations</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>TOTAL 270</td>
</tr>
<tr>
<td>h. 10 hours in Behavior Change Systems</td>
<td>10</td>
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<td>TOTAL 270</td>
</tr>
<tr>
<td>i. 10 hours in Implementation, Management, and Supervision</td>
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</tr>
<tr>
<td>j. 30 hours in Discretionary</td>
<td>30</td>
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<td>TOTAL 270</td>
</tr>
</tbody>
</table>

This syllabus subject to change to better meet course objectives per discretion of instructor.