Course Name: Individualized Behavioral Strategies using Applied Behavior Analysis  
Course Prefix: Educ  
Course Number: 4545  
Submitted by: David Byrd, davidbyrd@weber.edu

Current Date: 9/30/2014 College: Education  
Department: Teacher Education  
From Term: Fall 2015

Substantive

new   
Current Course Subject: N/A  
Current Course Number:

New/Revised Course Information:

Subject: EDUC  
Course Number: 4545

Check all that apply:*This is for courses already approved for gen ed. Use a*[*different form*](http://documents.weber.edu/catalog/forms.htm)*for proposing a new gen ed designation.*

* DV
* CA
* HU
* LS
* PS
* SS
* EN
* AI
* QL
* TA
* TB
* TC
* TD
* TE

Course Title: Individualized Behavioral Strategies using Applied Behavior Analysis  
Abbreviated Course Title: Indiv Beh Strats  
Course Type: LEC  
Credit Hours: 2  
or if variable hours: to

Contact Hours:Lecture: 30  
Lab:   
Other:

Repeat Information:Limit: 0  
Max Hrs: 0  
Grading Mode: standard

This course is/will be:

a required course in a major program  
a required course in a minor program  
a required course in a 1- or 2- year program  
elective

Prerequisites/Co-requisites:Prerequisites: Completion of Education Level 2 courses with a grade of B- or better  
Co-requisites: Educ 4565, Educ 4575, Educ 4580, Educ 4582

Course description (exactly as it will appear in the catalog, including prerequisites):Educ 4545 Individualized Behavioral Strategies using Applied Behavior Analysis  
Credits: (2)  
Typically taught:  
Fall [full semester]  
  
This course is designed to teach teacher candidates validated individual behavioral intervention strategies, particularly those designed to meet the needs of students with severe behavioral and social skill deficits. This course will address the needs of those candidates using Applied Behavior Analysis. Candidates will conduct functional assessments and write and implement a function-based behavior intervention plan.

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)Educ 4545 meets the needs of teacher candidates who need to be able to remediate individual student behavior management for special education students, specifically meeting the Council for Exceptional Children (CEC) beginning teacher standards. This course will provide behavior management strategies for individual students including Individuals with Disabilities Education Act (IDEA) required interventions: functional behavior assessments and behavior intervention plans. The course content is based on the requirements of the Utah State Office of Education for K-12 special education teacher candidates.

INFORMATION PAGE   
for substantive proposals only

1. Did this course receive unanimous approval within the Department?trueIf not, what are the major concerns raised by the opponents?N/A

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?No. The other behavior management course, Educ 3545 Universal Positive Behavior Support Strategies for Teachers, addresses the needs of classroom management, whereas this course addresses the needs of individual student behavior plans.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.No other course in any other department meets the needs of this course.

4. Is this course required for certification/accreditation of a program?yes

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. For course proposals, e-mail a syllabus to [Faculty Senate](mailto:kbrown4@weber.edu) which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).