

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department Department of Special Education College Education (To obtain a course number, contact erudolph@fau.edu)			
Prefix EEX Number 6680	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab NA Code	Type of Course Lecture	Course Title Theories and Philosophies in Behavior Analysis	
Credits (See <u>Definition of a Credit Hour</u>) 3	Grading (Select One Option) Regular ☒ Sat/UnSat ☐	Course Description (Syllabus must be attached; see <u>Template and Guidelines</u>) This course examines the philosophical foundations of Applied Behavior Analysis (ABA), with a focus on B.F. Skinner's writings and other significant historical contributors. It emphasizes key scientific assumptions, including determinism, selectionism, empiricism, parsimony, and pragmatism, and their application in clinical, educational, and other real-world settings. The course aims to develop a deep understanding of the history and philosophy of behaviorism, theoretical frameworks, and the interpretation of behavior through the core principles of ABA.		
Effective Date (TERM & YEAR) Fall 2025		Prerequisites None		
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.		Academic Service Learning (ASL) course ☐ Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		Corequisites None	Registration Controls (For example, Major, College, Level) None	
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		List textbook information in syllabus or here Conners, B., & Capell, S. (2020). Multiculturalism and diversity in applied behavior analysis: Bridging theory and application. Routledge.		
Faculty Contact/Email/Phone Elisa Cruz/ecruz4@fau.edu		List/Attach comments from departments affected by new course No conflict from all departments in College of Education and Psychology		

Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 2/18/25 2/19/2025 03/04/2025 03/11/2025 03/11/2025 03/12/2025 _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

EEX 6680: THEORIES AND PHILOSOPHIES IN BEHAVIOR ANALYSIS**Department of Special Education****Semester, Year****Section 001 CRN xxxxx****3 Credit Hours****Instructor:** xxxx**Office Location:** xxxx**Office Hours:** xxxx**Phone Number:** xxxx**Email:** [xxxx](#)**Instructional Method:** Fully Online**COURSE DESCRIPTION**

This course examines the philosophical foundations of Applied Behavior Analysis (ABA), with a focus on B.F. Skinner's writings and other significant historical contributors. It emphasizes key scientific assumptions, including determinism, selectionism, empiricism, parsimony, and pragmatism, and their application in clinical, educational, and other real-world settings. The course aims to develop a deep understanding of the history and philosophy of behaviorism, theoretical frameworks, and the interpretation of behavior through the core principles of ABA.

COURSE PREREQUISITES

None

COURSE OBJECTIVES

By the end of this semester, students will have demonstrated their ability in understanding the *Behavior Analyst Certification Board (BACB) 6th Edition Test Content Outline (TCO) Standards* in the following areas:

1. Distinguish between behaviorism, the experimental analysis of behavior, applied behavior analysis (ABA), and professional practice informed by the science of behavior analysis. (BACB TCO A-4)
2. Define and explain the dimensions of ABA as established by Baer, Wolf, and Risley (1968). (BACB TCO A-5)
3. Describe and analyze the philosophical assumptions underlying the science of behavior analysis, including selectionism, determinism, empiricism, parsimony, and pragmatism. (BACB TCO A-2)
4. Apply foundational concepts to real-world scenarios, illustrating understanding through case studies, applied quizzes, and collaborative discussions. (BACB TCO A-1 to A-5)
5. Evaluate and reflect on the impact of core ABA principles on professional practices within diverse settings. BACB TCO A-1 to A-5)

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

BACB Task List A: Philosophical Underpinnings

A-1	Identify the goals of behavior analysis as a science (i.e., description, prediction, control).
A-2	Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).
A-3	Describe and explain behavior from the perspective of radical behaviorism.
A-4	Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.
A-5	Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

COURSE DELIVERY MODE

This is a fully online, asynchronous course will have no in-person lectures and no scheduled livestream lectures. The instructor is always available for clarification of course content. The entire course will be delivered via Canvas and it is your responsibility to stay up to date on the assigned lectures and corresponding assessments/assignments. Announcements will be made periodically throughout the course to remind you of important due dates and any changes to the syllabus schedule. Again, it is your full responsibility to stay up to date regarding the course schedule. All discussion board posts and assignments that are not submitted by the required due date will result in a grade of zero.

You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

The course is organized into modules with due dates. Unless otherwise specified, each module begins on Sunday at 12:00am, EST, and ends on Saturday at 11:59pm, EST. The course begins with the Start Here module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

TIME COMMITMENT PER CREDIT HOUR

This course has three (3) credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. This course is part of a fast-track, fast paced, intensive degree program. Students are expected to demonstrate equivalent time and effort required to maintain pace and engagement.

REQUIRED TEXTS & MATERIALS

In this course, the following texts and/or materials are required.

Connors, B., & Capell, S. (2020). *Multiculturalism and diversity in applied behavior analysis: Bridging theory and application*. Routledge.

Supplementary Readings

(**These seminal and foundational readings will be provided by the instructor)

- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91–97.
- Baer, D. M., Wolf, M. M., & Risley, T. R. (1987). Some still-current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 20(4), 313–327.
- Bambara, L. M., & Kern, L. (2005). *Individualized supports for students with problem behaviors: Designing positive behavior plans*. Guilford Press.
- Bjork, D. W. (1993). *B. F. Skinner: A life*. American Psychological Association.
- Carr, E. G., Levin, L., McConnachie, G., Carlson, J. I., Kemp, D. C., & Smith, C. E. (1994). *Communication-based intervention for problem behavior: A user's guide for producing positive change*. Paul H. Brookes Publishing Co.
- Johnston, J. M., & Pennypacker, H. S. (1993). *Strategies and tactics of human behavioral research*. Lawrence Erlbaum Associates.
- Johnston, J. M. (2021). *Talking about behavior: Radical behaviorism for ABA practitioners* (2nd ed.). Sloan Publishing.
- Skinner, B. F. (1965). *Science and human behavior*. Simon and Schuster.
- Skinner, B. F. (1974). *About behaviorism*. Alfred A. Knopf.

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS High Sierra (10.3) or higher.
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.

- c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY

1. Chapter Discussion Posts (5 points each - 11%)

Chapter discussions are essential to success in this course. You will be expected to complete chapter discussion posts by answering the questions given on each post and replying to your peers' discussion posts.

1. You will be expected to answer each question with 5 or more complete sentences in your own words.
2. After you have completed your post, you will need to reply to at least 2 other posts with 5 or more sentences to get full credit.
3. Chapter discussion posts will commence on Sunday at 12:00am and will close on Saturday at 11:59pm. Discussions must be submitted via Canvas.

OBJ. 4, 5

2. Independent Recording Presentations (10 points each - 22%)

You will create five recorded video presentations that comprehensively cover key foundational concepts of ABA. In this assignment, you will demonstrate your understanding of the foundational goals, assumptions, principles, and dimensions of behavior analysis. Videos will be 3-5 minutes in length and should be structured, clear, and engaging. You will need to explain each concept using real-world examples and behavior-analytic terminology. Students will be required to identify themselves by including their face in the video. Expectations, including acceptable file formats, are further reviewed in the assignment overview video.

OBJ. 1-4

3. Quizzes (10 points each - 11%)

Quizzes will cover key concepts such as distinguishing behaviorism from the experimental analysis of behavior, applied behavior analysis (ABA), and professional practice guided by the science of behavior analysis. They also focus on understanding and defining the dimensions of ABA as outlined by Baer, Wolf, and Risley (1968) and exploring the philosophical assumptions underpinning behavior analysis, including selectionism, determinism, empiricism, parsimony, and pragmatism. Engaging with these quizzes allows students to test their understanding, clarify complex ideas, and apply core principles to real-world scenarios, building a strong base for more advanced ABA applications.

OBJ. 1-4

4. Group Case Studies (15 points each - 34%)

In this group assignment, you will work collaboratively with your peers to analyze a given case study that incorporates the key Applied Behavior Analysis (ABA) philosophical underpinnings. In groups of 4-5, each member will create a detailed written response reflecting on the assigned case study. Together, groups will connect the week's foundational concept and its relevance and application in the field of ABA today.

For Case Study #5, student groups will select a case study of their choice from the Conners & Capell (2020) text. Options will illustrate cultural responsiveness within ABA practices and groups will be responsible for presenting the case study, identifying and analyzing how observable cultural and environmental contingencies shape behavior, and propose culturally adapted interventions grounded in radical behaviorism's emphasis on environmental contingencies and measurable outcomes.

For all case studies, groups will meet virtually to discuss and plan the project, dividing tasks and responsibilities. This assignment encourages teamwork, critical thinking, and application of ABA foundations in a practical context.

OBJ. 1-5

5. Individual Self-Evaluation Tool (5 points each - 11%)

A self-evaluation tool is essential for a group case study as it promotes personal and collaborative growth, allowing each member to assess their contributions and interactions within the team. By reflecting on individual preparation, collaboration, and problem-solving, each participant gains insights into their strengths and areas for improvement. This process helps to identify effective strategies for future teamwork, enhances accountability, and fosters a supportive environment where constructive feedback is valued.

The completion of a self-evaluation tool accompanies the case study assignment. This tool will require that you reflect on your experience and contributions during the collaborative process of the case study assignment. You will be asked to consider the answers to general questions like these:

1. **Collaboration and Preparation:** Did I contribute effectively to the preparation process for this case study? In what ways did I prepare, and where could I improve?
2. **Challenges and Problem-Solving:** What challenges did I encounter during our collaborative work, and how did I address or work through them with my team?
3. **Team-Centered Approach:** Was our approach aligned with the needs and goals of the student or case subject, and how did my contributions support a team-centered strategy?
4. **Reflection on Collaboration, Research, and Strategy:** What could I have done differently to enhance the collaborative process, preparation, or research?
5. **Learning and Future Application:** What did I learn from this collaborative experience that will help me in future teamwork or case study projects?

OBJ. 5

Course Evaluation Method

Assignment	Points	% of Course Grade
Discussion Posts (5 x 5 points ea.)	25	11%
Independent Recording Activities (5 x 10 points ea.)	50	22%
Quizzes (5 x 10 points ea.)	50	22%
Group Case Studies (5 x 15 points ea.)	75	34%
Individual Self-evaluation Tool (5 x 5 points ea.)	25	11%
TOTAL	225	100%

Points are subject to change due to academic calendar and syllabus adjustments.

GRADE SCALE

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B- = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below 60

PROFESSIONAL ETHICS, POLICIES, AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. Department of Special Education (DSE) students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the DSE program. DSE students are also expected to demonstrate a professional demeanor in field settings through their dress, actions, and sensitivity to students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

VIRTUAL LEARNING EXPECTATIONS

In this virtual learning space, rules of engagement are constantly shifting. As such, the Department of Special Education (DSE) devised student expectations for engaging within the virtual learning space. Where applicable, such as during class sessions or virtual office hours, you are expected to adhere to the Department's Virtual Learning Expectations available in our course on Canvas. Students are expected to review this document, sign the last page, and upload the signed document to the assignment link.

POLICY IN MAKEUP TESTS, LATE WORK, AND INCOMPLETES (IF APPLICABLE)

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.

2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course. **If you have any kind of emergency that will affect your class performance and grade, please talk to your instructor as soon as possible. Your professor is unable to assist you if he/she is not aware of potentially hindering circumstances.**
3. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
4. Due dates for assignments are provided in the course outline and will be enforced. **Late assignments will not be accepted.**
5. University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities and religious accommodation will be made for students who request them. **You must request accommodations before you are absent from class.**
6. **Changes to the syllabus:** Amendments to schedules, assignments, grading criteria, or any other course policy may be changed based on the class performance. If there is any change, it will be announced in class and students are responsible for those changes.
7. University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, **temporarily receive a grade of incomplete ("I")**. The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

COURSE POLICIES

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

PLAGIARISM

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

POLICY ON RECORDING OF LECTURES

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the

written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

ONLINE ATTENDANCE POLICY

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

NETIQUETTE

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Teachers and school staff constantly use email as they communicate so, please practice professionalism through all communication within this course with your instructor and with your classmates. When writing an email, please conduct yourself in a professional manner and use a salutation (Dear Dr.____) and a signature (E.g., Sincerely, your name). Please remember that you are adult students and professionals—your communication should be appropriate.

DISRUPTIVE BEHAVIOR POLICY STATEMENT

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or other violations of an instructor's expectations for classroom conduct. For more information, please see the [FAU Office of Student Conduct](#).

SEXUAL MISCONDUCT POLICY

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

ARTIFICIAL INTELLIGENCE PREAMBLE:

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence] Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the

instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is. If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment. Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001. Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email/Video Conferencing

You are responsible for reading all your course email and responding in a timely manner.

Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you. Feedback Method: Please add details on how feedback will be delivered (automatic grading of quizzes, comments on assignments, rubrics, etc.)

Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).

- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

SUPPORT SERVICES & ONLINE RESOURCES

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Service \(CAPS\)](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

CAPS STATEMENT

Life as a university student can be challenging mentally, emotionally, and physically. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services to help improve and maintain well-being. For CAPS services, students need to be currently enrolled, have paid the health fee, be physically located in Florida when services are provided, have phone or videoconferencing capabilities, and have access to a safe/private location for sessions. For those outside of Florida, CAPS will assist students in getting connected to services/providers in your area for ongoing support. For more information, go to [Counseling and Psychological Services](#) or call 561-297-3540.

FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise.

To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

SELECTED UNIVERSITY & COLLEGE POLICIES

ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

Contact

- **Boca Raton:** (561) 297-3880 / Fax: (561) 297-2184, TTY: 711
- **Davie:** (954) 236-1222 / Fax: (954) 236-1123, TTY: 711
- **Jupiter:** (561) 799-8721 / Fax: (561) 799-8721, TTY: 711

GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

UNIVERSITY-APPROVED ABSENCE POLICY STATEMENT

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

* * *

The instructor reserves the right to adjust this Syllabus at any time.

Tentative Course Outline

Dates, assignments, and topics are subject to change

Session	Dates	Topics/Readings	Assignments Due Before Next Week
1		Video: Task List A-1: Goals of Behavior Analysis as a Science Bjork: Chapter 4 (The Birth of a New Science; pgs. 76-103)	Discussion board post #1
2		Skinner: Science & Human Behavior: Section I: The Possibility of a Science of Human Behavior (pgs. 3-23)	Independent Recording Presentation #1
3		Skinner: Science & Human Behavior: Section I: The Possibility of a Science of Human Behavior (pgs. 3-23)	Task List A1 Review: -Group Case Study #1 -Quiz 1
4		Video: Task List A-2: Philosophical Assumptions of Behavior Analysis Carr: Chapter 3 (Purposeful Nature of Problem Behavior; pgs. 17-30)	Discussion Board post #2
5		Johnston & Pennypacker: <i>Strategies & Tactics</i> : Ch. 1 (Society & Science of Behavior)	Independent Recording Presentation #2
6		Johnston & Pennypacker: <i>Strategies & Tactics</i> : Ch. 1 (Society & Science of Behavior)	Task List A2 Review: -Group Case Study #2 -Quiz 2
7		Video: Task List A-4: Distinguishing among Behaviorism, Experimental analysis of Behavior, ABA, and Professional Practice Guided by Behavior Analysis Skinner: <i>About Behaviorism</i> : Ch. 4 (Operant Behavior; pgs. 46-71)	Discussion Board post #3
8		Skinner: <i>Science & Human Behavior</i> : Section II, Ch. 8 (pgs. 129-140) Day: <i>Difference Between Radical & Methodological</i> (1977)	Independent Recording Activity #3
9		Skinner: <i>Science & Human Behavior</i> : Section II, Ch. 8 (pgs. 129-140) Day: <i>Difference Between Radical & Methodological</i> (1977)	Task List A4 Review: -Group Case Study #3 -Quiz 3

		Bambara & Kern: <i>Individualized Support for Students with Problem Behaviors</i> : Ch. 1 (Evolution of PBS; pgs. 1-24)	
10		Video: Task List A-5: Dimensions of ABA Baer, Wolf, & Risley: <i>Some Current Dimensions of ABA</i> (1968)	Discussion Board post #4
11		Baer, Wolf, & Risley: <i>Some Still-Current Dimensions of ABA</i> (1987) Conners & Capell: <i>Multiculturalism and Diversity in ABA</i> : Ch. 1 & 2 (pgs. 2-18) Sadavoy & Zube: <i>A Scientific Framework for Compassion and Social Justice</i> : Ch. 3 ABA: An Evolution (pgs. 24-29)	Independent Recording Activity #4
12		Baer, Wolf, & Risley: <i>Some Still-Current Dimensions of ABA</i> (1987) Conners & Capell: <i>Multiculturalism and Diversity in ABA</i> : Ch. 1 & 2 (pgs. 2-18) Sadavoy & Zube: <i>A Scientific Framework for Compassion and Social Justice</i> : Ch. 3 ABA: An Evolution (pgs. 24-29)	Task List A5 Review: -Group Case Study #4 -Quiz 4
13		Video: Task List A-3: Radical Behaviorism Skinner: <i>About Behaviorism</i> : Ch. 1 & 2 (The Causes of Behavior / The World within the Skin; pgs. 9-22)	Discussion Board post #5
14		Skinner: <i>Science & Human Behavior</i> : Section III (pgs. 227-283) Johnston: <i>Talking About Behavior</i> : Ch. 10 (Radical Behaviorism; pgs. 200-216)	Independent Recording Activity #5
15		Skinner: <i>Science & Human Behavior</i> : Section III (pgs. 227-283) Johnston: <i>Talking About Behavior</i> : Ch. 10 (Radical Behaviorism; pgs. 200-216)	Task List A3 Review: -Quiz 5
16		Conners & Capell: <i>Multiculturalism and Diversity in ABA</i> (Student selected chapters)	Group Case Study #5

Pulled from the 2025-2026 Preliminary Catalog:

<https://www.fau.edu/registrar/university-catalog/pre-catalog/educationdes/>

Special Education Graduate Courses

Responsible Conduct of Research (EDG 6364) 2 credits

This course offers participants across disciplines the opportunity to develop awareness and competence in promoting ethics, integrity and the responsible conduct of research (RCR). Students gain knowledge and skills necessary for academic, industrial and institutional research to ensure federal compliance with requirements outlined by the U.S. Department of Health and Human Services, Office of Research Integrity. *Grading: S/U*

Managing Inclusive Classrooms: Effective Discipline, Curriculum, and Behavior Strategies (EDG 6408) 3 credits

Course is designed to prepare educators to meet the needs of all students in diverse, inclusive classrooms. Topics include teaching strategies for academic and behavior problems, effective discipline, behavioral support, and academic interventions.

Survey and Assessment in Early Childhood Education and Early Childhood Special Education (EEX 5015) 3 credits

Historical, legal, educational, and theoretical rationales for the observation and assessment of young children (birth to age 8). Included will be intellectual, psychosocial, physical, emotional, and educational assessment instruments, procedures, and research implications.

Introduction to the Severely and Profoundly Handicapped (EEX 5016) 3 credits

Prerequisite: EEX 5051 or permission of instructor

An overview of concerns related to the severely and profoundly handicapped, including definitions, characteristics, etiological concerns, assessment and programming models, supportive and related services, parent training, and counseling procedures.

Atypical Development in Early Childhood Exceptional Student Education (EEX 5017) 3 credits

This course will provide students with knowledge of theories of typical and atypical child development, with emphasis on stages and sequences of skill acquisition and the impact of disabilities and biomedical risk factors on learning from birth to age 8.

Individuals with Disabilities (EEX 5051) 3 credits

A survey of the various exceptionalities including etiology, incidence, assessment, characteristics, and philosophical and educational implications. Eight hours of observation in special education programs is required.

Methods in Early Childhood Special Education (EEX 5245) 3 credits

Prerequisite: EEX 5015 or EEX 5017

A comprehensive course on instructional practices, curriculum and materials to facilitate early

development and learning for young children with special needs and children at risk for developmental or learning problems. Course will include best practice in teaching and facilitating learning in natural environments and inclusive settings.

Applied Behavior Analysis (EEX 5612) 3 credits

Theoretical perspectives and practical application of behavior analytic techniques including precision teaching are presented. Also includes classroom organization and consultation skills.

Enhancing Collaborations between School, Communities and Families of Students with Special Needs (EEX 5622) 3 credits

Prerequisites: EEX 2010 or EEX 2091 or EEX 4070 or EEX 5051 (or equivalent) or with permission of instructor with minimum grade of "B"

This course emphasizes the collaborative skills for special educators to create and maintain optimal working relationships within families with students with special needs, schools, communities and related stakeholders. Various evidence-based practices or approaches are discussed and applied to various course requirements. **Course must be passed with a minimum grade of "B." (Changes effective spring 2025.)**

Family and Community Resources in Early Childhood Special Education (EEX 5755) 3 credits

Course will focus on family collaboration and support, with emphasis on family systems theory and interaction, community resources, case management and transition for infants, toddlers, and young children with special needs.

Observation and Participation (EEX 5841) 1 credit

Corequisite: EEX 6247

This course is designed to give graduate students the opportunity to learn how schools and classes provide services to students with disabilities. This course requires a minimum of 30 hours in a field placement. *Grading: S/U*

Special Topics (EEX 5936) 1-3 credits

Seminar in Special Education (EEX 6027) 3 credits

Prerequisite: Permission of instructor

This course should be taken toward the end of the degree program. Critical issues and trends in both categorical and non-categorical areas of special education will be examined through review of current research findings and legal mandates. Students are expected to participate in small group study of topics such as due process, service delivery, and teacher competency.

Transition Planning for Individuals with Disabilities (EEX 6065) 3 credits

A comprehensive course covering development and implementation of curricula (social, vocational, academic, and daily living) for individuals with disabilities.

Nature and Characteristics of Autism Spectrum Disorders (EEX 6095) 3 credits

Focuses on students with autism spectrum disorders (ASD), including examination of possible

etiologies, diagnosis and classification, as well as appropriate curriculum, family involvement and community-referenced behavioral techniques. Requires 20 field experience hours.

Language and Students with Disabilities (EEX 6121) 3 credits

Attention is given to the language patterns of several types of exceptional students. Language models, educational strategies, and evaluative instruments are included. The impact of language disorders on academic and functional skills acquisition is highlighted. Eight hours of observation in special education programs is required.

Diagnosis, Assessment and Instructional Decision Making for Students with Autism Spectrum Disorders (EEX 6210) 3 credits

*Prerequisites: ~~EBD 5246 or EEX 4070 or EEX 5051 or EEX 6095 or equivalent~~ **EEX 2010 or EEX 4070 or EEX 5051 or EEX 2091 and EEX 6095 (or equivalent) with minimum grade of "B"***

A course in the assessment of individuals with autism spectrum disorders (ASD) designed to examine assessment procedures. Emphasis is placed upon the utilization of assessment results for the purpose of instructional decision making. **Course must be passed with a minimum grade of "B."**

(Changes effective spring 2025.)

Assessing Students with Disabilities (EEX 6225) 3 credits

*Prerequisites: **EEX 2010 or EEX 2091 or EEX 4070 or EEX 5051 (or equivalent) or permission of instructor with minimum grade of "B"***

This course describes assessment methods (e.g., instruments, data, procedures) and how they are used and interpreted within multi-tier systems to support and inform instruction of students who are being served in special education and are from cultural, social and economically diverse backgrounds. **Course must be passed with a minimum grade of "B." (Changes effective spring 2025.)**

Program Design in Special Education (EEX 6247) 3 credits

Prerequisites: EEX 5612, 6225, 6602; Corequisite: EEX 5841

A foundational course to help the learner comprehend how assessment, data analysis and instruction are linked in instructional design. This course is paired with a one-credit graduate teaching practicum.

Cognitive and Meta-Cognitive Learning Strategies (EEX 6259) 3 credits

Prerequisite: ~~EEX 6247 or permission of instructor~~

Prerequisite: Enrollment in Special Education or a closely related major or permission of instructor

Designed to prepare teachers to develop and use cognitive and meta-cognitive learning strategies (i.e., direct instruction, scaffolding, reciprocal teaching, attribution retraining, and generalization) to promote independent, motivated users of strategies in both academic and social learning. **Course must be passed with a minimum grade of "B." (Changes effective spring 2025.)**

Mathematics Remediation and Interventions for Students with Disabilities (EEX 6290) 3 credits

Prerequisites or Corequisites: EEX 6480 with minimum grade of "B" and enrollment in Special Education or a closely related major or permission of instructor

This course emphasizes the approaches to evaluate the gaps and misconceptions students with disabilities have in their understanding of mathematical concepts. Evidence-based instructional practices and interventions are modeled and practiced to address gaps in mathematical conceptual understanding and mastery. *Course must be passed with a minimum grade of "B."* (Changes effective spring 2025.)

Literacy Remediation and Interventions for Students with Disabilities (EEX 6292) 3 credits

Prerequisite or Corequisite: EEX 6480 with minimum grade of "B" and enrollment in Special Education or closely related major or permission of instructor

This fully online asynchronous course addresses principles and practices of evidence-based literacy interventions for students with learning disabilities and other learning needs. Students are able to identify and implement effective interventions in both reading and writing. Topics include theoretical explanations of reading and writing difficulties, research-based approaches to intervention and procedures for evaluation. This course requires access to a student with a disability to complete the course project. *Course must be passed with a minimum grade of "B."* (Changes effective spring 2025.)

Intervention for Social, Communication, Academic and Functional Skills for Students with Autism Spectrum Disorders (EEX 6298) 3 credits

Prerequisites: ~~EBD 5246~~ EEX 2091 or EEX 2010 EEX 4070 or EEX 5051 or EEX 6095 (or equivalent) with minimum grades of "B."

A comprehensive course covering effective instructional practices for teaching social, communication, academic and functional skills to students with Autism Spectrum Disorders (ASD). *Course must be passed with a minimum grade of "B."* (Changes effective spring 2025.)

Program Evaluation of Special Education Programs, Supports and Services (EEX 6320) 3 credits

Prerequisites: EEX 2010 or EEX 2091 or EEX 5051 or EEX 4070 (equivalent) ~~at advisor's discretion~~ with minimum grade of "B" or permission of instructor

This course addresses program evaluation for systems, programs and services to enhance the lives of individuals with exceptionalities. The course emphasizes developing a methodology for continuous progress monitoring and improvement of the implementation of evidence-based practices and structures as a part of the process of program proposal development and evaluation. *Course must be passed with a minimum grade of "B."* (Changes effective spring 2025.)

Instructional Design in Special Education (EEX 6480) 3 credits

Prerequisite: EEX 2091 or EEX 5051 or EEX 2010 or EEX 4070 (or equivalent) with minimum grade of "B" or permission of instructor or equivalent

This course addresses the methods for special educators to use data and knowledge of general

and specialized curricula to improve special education programs for students with exceptionalities using evidence-based practices and effective teaching strategies. **Course must be passed with a minimum grade of "B."** (Changes effective spring 2025.)

Special Education Leadership, Policy and Ethics (EEX 6515) 3 credits

Prerequisite: EEX 2010 or EEX 2091 or EEX 5051 or EEX 4070 (or equivalent) ~~at advisor's discretion~~ with minimum grade of "B" or permission of instructor

Course is designed to present school professionals with an overview of the special education leadership and policy issues as well as to examine the skills and knowledge required to supervise and lead high quality programs for students with disabilities. **Course must be passed with a minimum grade of "B."** (Changes effective spring 2025.)

Behavior Change and Management Strategies (EEX 6602) 3 credits

*Prerequisites: EEX 5612 with grade of "B" or higher **and** enrollment in ~~Exceptional Student~~ **Special Education**; ~~or a closely-related major or permission of instructor~~ **or ABA Coordinator***

Specialized behavior-management techniques for use with students who are emotionally handicapped. The course prepares teachers to apply behavior analytic techniques, manage crisis situations and functionally assess problem behaviors. Ethical issues will be considered as will counseling skills for teachers working with disturbed children in schools. **Course must be passed with a minimum grade of "B."** (Changes effective spring 2025.)

Behavior Analytic Teaching (EEX 6609) 3 credits

*Prerequisite: EEX 5612 with grade of "B" or higher **and** enrollment in ~~Exceptional Student~~ **Special Education**; ~~or a closely-related major or permission of instructor~~ **or ABA Coordinator***

Course presents a behavior analytic framework for teaching and skill development. Course also addresses the scientific research base, rationale, and context for using behavioral teaching. **Course must be passed with a minimum grade of "B."** (Changes effective spring 2025.)

Behavior Assessment and Intervention Selection (EEX 6615) 3 credits

*Prerequisites: EEX 5612 with grade of "B" or higher **and** enrollment in ~~Exceptional Student~~ **Special Education**; ~~or a closely-related major or permission of instructor~~ **or ABA Coordinator***

This course is an advanced study of behavior assessment, emphasizing functions of problem behavior in school, community, and home settings. Students learn steps and tactics of indirect, descriptive, and analogue assessment (emphasizing experimental assessment in natural settings). Students analyze and interpret data and select intervention strategies based on that analysis. **Course must be passed with a minimum grade of "B."** (Changes effective spring 2025.)

Behavior Analytic Supervision and Management (EEX 6626) 3 credits

*Prerequisites: EEX 5612, EEX 6602, EEX 6609, EEX 6615 and EEX 7618 **with minimum grades of "B"** ~~and~~ **enrollment in Special Education** or permission of instructor **or ABA Coordinator***

This course prepares student seeking BCBA certification and special education leadership skills

to serve as supervisors for staff disseminating procedures rooted in ABA and related fields. Students learn how to supervise, train, mentor and coach special education professionals and other human service staff based on foundational principles and methods of ABA by working collaboratively with each other and providing constructive feedback. The emphasis is on fostering a work culture that is motivating for all staff while maximizing work performance and minimizing unethical and counter-productive behaviors. Scientific foundations of behavior analysis are integrated in shaping future supervisors as effective trainers, mentors and coaches. Ethical issues are also examined with careful consideration given to supervisory roles across environments and context. **Course must be passed with a minimum grade of "B."**
(Changes effective spring 2025.)

Theories and Philosophies in Behavior Analysis (EEX 6680) 3 credits

This course examines the philosophical foundations of Applied Behavior Analysis (ABA), with a focus on B.F. Skinner's writings and other significant historical contributors. It emphasizes key scientific assumptions, including determinism, selectionism, empiricism, parsimony, and pragmatism, and their application in clinical, educational, and other real-world settings. The course aims to develop a deep understanding of the history and philosophy of behaviorism, theoretical frameworks, and the interpretation of behavior through the core principles of ABA.

Early Intervention Services (EEX 6707) 3 credits

Prerequisite: EEX 5015 or 5017, or permission of instructor

Course provides knowledge and skills to facilitate family-centered early intervention services to infants and toddlers with disabilities or at risk of developing disabilities. These services promote collaboration with families and intervention in natural environments. **Course must be passed with a minimum grade of "B."**
(Changes effective spring 2025.)

Ethics in Applied Behavior Analysis (EEX 6747) 3 credits

*Prerequisites: EEX 5612, EEX 6602, EEX 6609, EEX 6615 and EEX 7618 all with a grade of "B" or higher ~~and enrollment in Exceptional Student~~ **Special Education** or closely related major or permission of instructor or ABA Coordinator*

The objective of this course is to enhance understanding of ethical and legal issues behavior analysts face when working in the field. This course also aims to build capacity for correctly implementing behavior analytic procedures and equipping students with the skills and knowledge needed to become ethically and professionally skilled behavior analysts. **Course must be passed with a minimum grade of "B."**
(Changes effective spring 2025.)

Assistive Technology for Educators (EEX 6766) 3 credits

Theory and application of assistive and adaptive technology and its impact on persons with disabilities and their special and general education teachers.

Graduate Teaching Practicum (EEX 6849) 1 credit

Prerequisites: EEX 5841, EEX 6247

Corequisite: EEX 6480

This course is an advanced skills practicum for graduates to take before internship but after EEX

5841. In this course students teach students with disabilities and receive feedback on their instruction. This course requires a minimum of 60 hours in a field placement.

Graduate Internship in Special Education (EEX 6863) 3-6 credits

Prerequisite: Permission of instructor

Supervised field experience providing students with an opportunity to demonstrate competencies in diagnosis and programming for students in special education. A 6-credit internship is required for students with no previous student teaching and is a full-time internship (i.e., five full days per week in a school). May be repeated for credit.

Directed Independent Study (EEX 6905) 1-3 credits

Prerequisite: Permission of instructor

Field Project in Special Education (EEX 6942) 3 credits

Prerequisite: Permission of instructor

The field project extends and integrates the student's knowledge and experience. The project involves the demonstration of competencies in selected skills determined by the student's knowledge and interests.

Master's Thesis (EEX 6971) 1-3 credits



Re: New Special Education course-Please respond

From Carman Gill <gillc@fau.edu>

Date Tue 10/29/2024 3:23 PM

To Joseph Brojomohun-Gagnon <josephgagnon@fau.edu>

No conflict for CE. Sounds interesting. Take care,
Carman

Carman S. Gill, PhD, LCMHC, NCC, ACS
Professor and Chair
Department of Counselor Education
Florida Atlantic University
777 Glades Rd.
ED 47, Rm 279
Boca Raton, FL 33431-0991

From: Joseph Brojomohun-Gagnon <josephgagnon@fau.edu>

Sent: Tuesday, October 29, 2024 2:10 PM

To: Dale Williams <DWILLIAM@health.fau.edu>; Carman Gill <gillc@fau.edu>; Charles Dukes <cdukes@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Alan Kersten <akersten@fau.edu>

Subject: New Special Education course-Please respond

Hi,

A new course is being developed in Special Education for the master's ABA concentration. This course **MUST** cover 45 hours of Theory & Philosophy in Behavior Analysis. Course content includes, but is not limited to, the underlying theoretical and philosophical foundations of behavior analysis (i.e., behaviorism).

More specifically, for FAU to meet the coursework requirements as a Verified Course Sequence program through the BACB, this course must cover:

6th ed. Task List A. Philosophical Underpinnings

A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).

A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism)

A-3 Describe and explain behavior from the perspective of radical behaviorism.

A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.

A-5 Identify and describe and define the dimensions of applied behavior analysis

All of this is outlined in the syllabus. However, it is noteworthy that this course is part of a certification coursework sequence that is overseen by 2 external organizations: 1. The



RE: New Special Education course-Please respond

From Dale Williams <DWILLIAM@health.fau.edu>

Date Tue 10/29/2024 3:49 PM

To Joseph Brojomohun-Gagnon <josephgagnon@fau.edu>

No CSD conflict.

Dale

From: Joseph Brojomohun-Gagnon <josephgagnon@fau.edu>

Sent: Tuesday, October 29, 2024 2:11 PM

To: Dale Williams <DWILLIAM@health.fau.edu>; Carman Gill <gillc@fau.edu>; Charles Dukes <cdukes@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Alan Kersten <akersten@fau.edu>

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All of this is outlined in the syllabus. However, it is noteworthy that this course is part of a certification coursework sequence that is overseen by 2 external organizations: 1. The Behavior Analyst Certification Board (BACB) and 2. The Association for Behavior Analysts International (ABAI).

Please respond to this email that there are no concerns with the course and that it will not impact your department.

Cheers,



Outlook

Re: New Special Education course-Please respond

From Charles Dukes <cdukes@fau.edu>

Date Wed 10/30/2024 9:53 AM

To Joseph Brojomohun-Gagnon <josephgagnon@fau.edu>

Hello,

The Department of Curriculum has no conflict with this new course.

Charles Dukes, EdD, PhD
Professor and Chair, Department of Curriculum and Instruction
Professor and Doctoral Coordinator, Department of Special Education
Florida Atlantic University
777 Glades Road Boca Raton, FL 33431
E-mail: [cdukes@fau.edu]cdukes@fau.edu
office-561 297 3965

To learn more about me and my research,
go to <https://www.fau.edu/education/faculty/dukes/>

From: Joseph Brojomohun-Gagnon <josephgagnon@fau.edu>

Date: Tuesday, October 29, 2024 at 2:10 PM

To: Dale Williams <DWILLIAM@health.fau.edu>, Carman Gill <gillc@fau.edu>, Charles Dukes <cdukes@fau.edu>, Robert Shockley <SHOCKLEY@fau.edu>, Alan Kersten <akersten@fau.edu>

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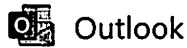
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A-3 Describe and explain behavior from the perspective of radical behaviorism.



Re: New Special Education course-Please respond

From Alan Kersten <akersten@fau.edu>

Date Wed 10/30/2024 11:08 AM

To Joseph Brojomohun-Gagnon <josephgagnon@fau.edu>

Hi Joe,

Thanks for reaching out to me about this class. I've consulted with our graduate committee and they agreed with my assessment that this class is distinct from our course offerings and thus will not impact our programs, so I am happy to support you in offering this new course. Please let me know if there is anything else I can do to help you make this course happen.

Sincerely,

Alan

Alan Kersten
Professor and Chair
Department of Psychology
Florida Atlantic University
Boca Raton, FL 33431

From: Joseph Brojomohun-Gagnon <josephgagnon@fau.edu>

Sent: Wednesday, October 30, 2024 9:57 AM

To: Alan Kersten <akersten@fau.edu>

Subject: Re: New Special Education course-Please respond

Hi Alan,

I realize that you are not in education, but it was suggested to me that I also reach out to you because of the similarities between the new course and the field of psychology. If you would be so kind, please simply respond via email that it will not impact your program (if you agree with that statement).

Cheers,

Joe

Joseph Calvin Gagnon, Ph.D.
Professor & Department Chair
Department of Special Education

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ORCID ID: <https://orcid.org/0000-0003-3266-5843>

Google Scholar: <https://scholar.google.com/citations?user=E91DESMAAAAJ&hl=en>

Researchgate: <https://www.researchgate.net/profile/Joseph-Gagnon>