



Curricula & Courses Committee

To: C&C Committee Members

From: Michael Young, Chair

Date: September 18, 2019

Re: Minutes of the Curricula & Courses Committee Meeting held on September 18, 2019

In attendance: Cara Bernard, Allison Lombardi, Casey Cobb, Joseph Madaus, Richard Gonzales and Ann Traynor

1. New Programs and Courses

A motion was made by Casey Cobb to add the following item to the agenda. Richard Gonzales seconded the motion. A vote was taken – unanimous approval.

- **Literacy & Deaf Education Graduate Certificate Program**

The Neag School of Education Program in Literacy & Deaf Education is a 12-credit graduate certificate designed for pre- and in-service teachers. Students are required to take EDCI 5165: Introduction to Deaf Education and EDCI 5170: Literacy and Deaf Education, and select two additional courses from the set of courses listed below.

EDCI 5140: Content Area Reading & Disciplinary Literacy

EDCI 5750: Language Diversity and Literacy

EDCI 5742: Sheltered Instruction

EDCI 5705: Curricular issues in Bilingual Education

EDCI 5890: Educational Linguistics

PSYC 5441: Language Modality, Neural Plasticity, and Development

SLHS 5123: Bilingualism in Typical and Atypical Populations: Language and Cognition

- There was a discussion about the program and whether or not it would be offered online.
- A motion was made by Casey Cobb to approve the program with friendly questions. Cara Bernard seconded the motion. A vote was taken – 6 yes, no one opposed.
 - Which courses are online and which are live?
 - When will new courses be available?

APPROVED BY DEPARTMENT

May 21, 2019

APPROVED BY C&C COMMITTEE

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September 20, 2019

- **Graduate Certificate in Applied Behavior Analysis**

Behavior analysis is the science of behavior, based on the premise that attempting to improve the human condition through behavior change (e.g., education, behavioral health treatment) will be most effective if behavior itself is the primary focus. Behavior analytic assessment and intervention techniques are evidence-based and are considered the firstline mode of treatment in many areas, including development of academic and behavioral supports for individuals with developmental disabilities such as autism spectrum disorder (ASD). In 2018, the CDC determined that approximately 1 in 59 youth is diagnosed with ASD. Behavior analysis is considered the “gold standard” for ASD treatment in school, home, and community settings. To ensure adequate competence in behavior analysis, the Behavior Analyst Certification Board (BACB) and Applied Behavior Analysis International (ABAI) developed the Board Certified Behavior Analyst credential. To obtain the credential, an individual needs to (a) complete a Master’s degree, (b) complete approved coursework in behavior analysis that aligns with the 5th Edition Task List of competencies (available here: <https://www.bacb.com/bcbabcaba-task-list/>) developed by the BACB (does not need to be a part of their Master’s degree, but can be), (c) complete a supervised clinical experience (can be separate from coursework), and (d) pass a certification examination. BCBA’s are in high demand, with hundreds of thousands of jobs left open nationally, and tens of thousands of jobs left open regionally. Connecticut and other states have passed legislation to license BCBA’s and many insurance carriers reimburse for BCBA services. Analyses project the number of jobs will grow both nationally and regionally in the years to come. Each year, students in the School Psychology and Special Education Programs in the Neag School of Education at UConn take coursework at other universities to obtain their BCBA; further, these programs are contacted regularly with inquiries about if and when we are going to provide BCBA aligned coursework. This certificate program fits this demonstrated need.

- Allison Lombardi motioned to approve this program with the following friendly question. Cara Bernard seconded the motion. A vote was taken – unanimous approval.
 - Why is there not a separate 5092 Practicum course included? Please clarify practicum requirement. If it is to be included, please send syllabus.
- Certificate program passes pending response and review by subcommittee.
- A motion was made by Allison Lombardi to bundle the program courses for a vote. Ann Traynor seconded the motion.
- Joe Madaus noted there was a mistake in the syllabus for EPSY 5462 Behavior Assessment. The course title did not match in 2 locations. Lisa will have to upload the syllabus again with correct name. (Allison Lombardi emailed her to correct).
- The committee voted unanimously to approve the certificate courses: EPSY 5461, EPSY 5462, EPSY 5463, EPSY 5464, and EPSY 5465.

- **EPSY 5461: Professional and Ethical Issues in Behavior Analysis**

Ethical and Professional Issues in Behavior Analysis (EPSY 5461) will focus on building knowledge regarding ethical standards of conduct, laws, and guidelines guiding the field of behavior analysis. The Behavior Analyst Certification Board’s Professional and Ethical Compliance Code for Behavior Analysts, relevant laws, and best practice guidelines will be covered. The course will emphasize the identification of ethical and/or legal issues in practice and research; application of a multi-step problem solving framework through which the ethical standards,

laws, and guidelines are interpreted; and determination of the best course of action to address the ethical and/or legal issues. Course content involves a diverse range of activities, including readings, lectures, on-line activities, and case study activities.

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- **EPSY 5462: Behavior Assessment**

Behavior Assessment course is designed to review the literature relevant to the assessment and treatment of challenging behavior. The course content is based on literature from the field of behavior analysis. Content will include an overview of and logic underlying procedures to complete a functional behavioral assessment of challenging behavior and development of function-based treatments to decrease challenging behavior and increase adaptive behavior.

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- **EPSY 5463: Experimental Analysis of Behavior**

This course provides an overview of basic behavioral processes and presents information relating to human and nonhuman learning with a focus on the experimental analysis of behavior. Topics covered include environmental feedback mechanisms, nonassociative learning, respondent conditioning, schedules of reinforcement, motivating operations, multi-operant performances, stimulus control, and verbal behavior. In comparison with EPSY 5405, this course is designed to provide students with systematic opportunities to apply their skills using computer-based simulations of laboratory experiments.

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- **EPSY 5464: Behavior Change Procedures**

Behavior Change Procedures is a graduate level course focusing on important applications of content learned in Foundations of ABA. It is designed to give the learner a broad overview how intervention is conceptualized and applied using the science of Applied Behavior Analysis. The content learned in the class will cover each of the behavior change procedures listed in the BACB's 5th edition task list. In addition, students will continue to learn how applied research forms the foundation of assessment and intervention. This course engages participants through a variety of activities, including readings, on-line discussions, written assignments, and fluency building exercises.

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- **EPSY 5465: Performance Management**

This fully on-line course will provide students with an introduction to performance management and supervision practices. Course content involves a diverse range of activities, including readings, discussions, on-line assignments and a research project.

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- **EPSY 3030 - UConn Connects Mentoring**

UConn Connects Mentoring is a three-credit internship course. The UConn Connects Mentoring Program pairs 4-5 student participants with an undergraduate student mentor. Mentors coordinate weekly meetings with the student participants throughout the semester. Mentors provide process coaching on techniques, strategies, and attitudes related to performing academically at a consistently high level. Course topics include, but are not limited to time management, stress management, information management, self-regulation, and exam preparation.

- A motion was made by Allison Lombardi to approve this course. Ann Traynor seconded the motion.
- The committee voted unanimously to approve this course.

APPROVED BY DEPARTMENT	August 27, 2019
APPROVED BY C&C COMMITTEE	September 18, 2019
APPROVED BY FACULTY COUNCIL	September 20, 2019