



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2024

EDSE 622 001: Philosophical and Conceptual Issues in Behavior Analysis

CRN: 15155, 3 – Credits

Instructor: Dr. Christine Hoffner Barthold	Meeting Dates: 1/16/24 – 5/8/24
Phone: 703-691-6827	Meeting Day(s): Tuesday
E-Mail: choffner@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: By Appointment	Meeting Location: Fairfax; KH 15
Office Location: Suite 100, Finley Hall	Other Phone: NA

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s):

Completion of EDSE 619 with a minimum B- or XS or concurrent enrollment in EDSE 619.

Co-requisite(s):

Completion of EDSE 619 with a minimum B- or XS or concurrent enrollment in EDSE 619.

Course Description

Focuses on basic principles and philosophies of behavior analysis. Identifies historical contributions to modern behavior analysis and identifies seminal individuals who have made an outstanding contribution to behavior analysis. Describes tenets of radical behaviorism. Emphasizes vocabulary and basic research that contributes to a modern understanding of behavioral principles.

Course Overview

This course provides instruction into philosophical underpinnings of behavior analysis, historical perspectives, and an overview of radical behaviorism.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All

other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Mason email is the primary method of communication used by university offices. Check your Mason email regularly: <http://mso365.gmu.edu/>.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

This course is designed to enable students to do the following:

1. Compare and contrast methodological and radical behaviorism.
2. Identify the differences among basic principles, applied behavior analysis, and service delivery.
3. Define, describe, and identify basic philosophical assumptions of applied behavior analysis.
4. Define, describe, and identify the concepts and philosophy of respondent behavior and respondent conditioning.
5. Define, describe, and identify the concepts and philosophy of operant behavior and operant conditioning.
6. Define, describe, and exemplify operant and respondent principles.
7. Define, describe, and exemplify operant and respondent procedures.
8. Describe and identify factors affecting behavioral variables.
9. Describe and explain behavior using an operant and/or respondent paradigm.

Professional Standards

This course is offered by the George Mason University Division of Special Education and disability Research. The goal of our special education programs is to improve the lives, productivity, and education of persons with disabilities. The content of the courses in this program is derived from the 5th Edition Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Ethics Code for Behavior Analysts. The Ethics Code for Behavior Analysts is listed on the following website: <https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-2102010.pdf>. For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

Required Texts

Catania, A.C. (2017). *The ABCs of Behavior Analysis: An Introduction to Learning and Behavior*. Cornwall on Hudson, NY: Sloan.

(It is recommended, if at all possible, to purchase these materials directly from the Sloan website. Other outlets often have significant delays that put students at a disadvantage.)

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Johnston, J.M. (2014). *Radical Behaviorism for ABA Practitioners*. Cornwall on Hudson, NY: Sloan. (This book is currently out of print but may be available from selected re-sellers.)

Required Resources

CyberRat. Can be purchased through the following link:

<http://www.ai2inc.com/Products/products.html> - note that this program only works on desktops and laptops. It will not run on tablets, phones, or Chromebooks.

Additional Readings

Additional Readings can be found on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

No required upload.

Assignments

Academic Integrity Module (Plagiarism/APA Style). For this course, you will familiarize yourself with GMU's academic integrity policies. **The instructors and GMU take academic integrity very seriously.** Complete the module as well as the Quiz Questions. You must receive an 80% or better to pass the quiz. Those who pass will receive 20 points towards their grade.

Interteaching Assignment. This assignment will allow you to have hands-on access to the reading materials, as well as a discussion. You will be assigned a rotating team each week not to exceed 3 people. As a team, you spend the majority of class time discussing the reading guide questions while the instructor circulates through the class. Confusion and errors will be addressed through the clarifying lecture at the beginning of the next class meeting.

Students are expected to turn in a completed reading guide draft before the class meets to ensure equity in participation. Points will be assigned for completed drafts. Questions will be based upon your course materials and readings. In order to get full credit for the assignment, you must be an active participant in discussion as well as proficient in the material.

CyberRat. CyberRat is a fully interactive digital video presentation of a real laboratory rat to help you perform behavior analysis in a controlled laboratory environment. You will be expected to download CyberRat and perform a set of experiments. You will also

prepare and write a report that mirrors what would be seen in a peer-reviewed journal article. This assignment is broken into milestones across the term. Full instructions are available on Blackboard.

Students will also complete two additional CyberRat experiments, upload the results, and complete quiz questions about the assignment.

Module Quizzes. The module quizzes are designed to test your knowledge and retention of the materials, and are based upon your readings as well as the videos included in the module. They are fluency-based, so you will have 20 minutes to answer 20 questions. You will get three attempts to pass the module quizzes and the highest grade will be recorded. Question formats will be similar to the pretest and final exam but will not be the same questions. Respondus Lockdown Browser is not required for the Module Quizzes.

Pretest and Final Exam. There are two parts to this assignment – the pretest and final exam.

The pretest will be given during the first week of class and is designed to test your prior knowledge of the material. Points are assigned for completion of the assignment, NOT for the score obtained.

The final exam is designed to test your knowledge of vocabulary and basic concepts and philosophy that you were taught this term. The score you receive on the final exam will be factored into your final grade. Both exams will consist of 50 questions, will be timed, and will require Respondus Lockdown Browser. Timed tests and locked screens are used to help simulate the requirements of the BACB certification exam.

Assignment Summary

Assignment	Points
M1 Academic Integrity Module	20
CyberRat Project (6) <ul style="list-style-type: none"> • M1 CyberRat Project - Installation and Testing (10 pts) • M2 CyberRat Project - Prepare to Write (12 pts) • M3 CyberRat Project - Background and Significance (17 pts) • M4 CyberRat Project - Run Experiment (17 pts) • M5 CyberRat Project - Prepare to Write Discussion (6 pts) • M6 CyberRat Project - Write Your Discussion (17 pts) 	79
Interteaching Assignments (13 – 25 Points)	325
Quizzes and Exams (3) <ul style="list-style-type: none"> • M1 Pre-Test - EDSE 622 Philosophical and Conceptual Issues in Behavior Analysis (20 points for completion) • Unit Quizzes (280 pts) • EDSE 622 Final Exam (150 pts) 	450

CyberRat Assignments and Quiz (separate from the CyberRat Project - 2)	78
<ul style="list-style-type: none"> • Module 5 CyberRat - Ratio Schedules (39 pts) • Module 7 CyberRat - Interval Schedules and Extinction (39 pts) 	
Total	952

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Technology Use The ability to use technology is key to this course. Students are expected to present via video and audio, create and upload documents, complete interactive activities, and navigate the online environment. In group work, students are expected to delegate work evenly.

Attendance/Participation

Students will have the opportunity to participate in the development of classroom rules and expectations. All students will agree to abide by these rules throughout the duration of the course.

Following instructions for formatting papers will expedite grading and feedback for all students. Students are responsible for following these guidelines for grading:

- All final drafts of assignments must be submitted through Blackboard, including final drafts of assignments.
- Assignments **must** be completed within the template provided by the instructor. Failure to do so will result in delays in grading.
- Emailed and hard copies of assignments will not be graded unless approved in advance by the instructor, as these methods of submission lead to a high probability of lost student work.
- Detailed information about each assignment is posted on Blackboard. Failure to review all documents available often results in low performance.

Late Work

This class is NOT self-paced. All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Blackboard on or before the due date. In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). Assignments will not be accepted more than 1 week late unless prior arrangements with the instructor have been made. No work will be accepted after the final exam has closed.

Grading

- 93-100% = A
- 90-92% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 70-79% = C
- < 69% = F

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Topic	Readings	Assignments
1 1/16	Overview of Class, Course Policies and Expectations	None	<ul style="list-style-type: none">• Academic Integrity Module• Pre-test
2 1/23	Philosophical Underpinnings of Behavior Analysis	<ul style="list-style-type: none">• Catania, Ch 1	<ul style="list-style-type: none">• CyberRat Milestone 1 – Install Program• Week 2 Interteaching
3 1/30	Philosophical Underpinnings of Behavior Analysis Part 2	<ul style="list-style-type: none">• Baer, Wolf and Risley, 1968• Critchfield, 2011	<ul style="list-style-type: none">• Week 3 Interteaching• Quiz #1
4 2/6	What is behavior and what is learning?	<ul style="list-style-type: none">• Catania, Ch. 4• Schneider and Morris, 1987	<ul style="list-style-type: none">• CyberRat Milestone 2 Prepare to Write• Interteaching Assignment• Quiz #2
5 2/13	Consequences that Strengthen Responding - Reinforcement	<ul style="list-style-type: none">• Catania 6	<ul style="list-style-type: none">• Week 5. Interteaching

			<ul style="list-style-type: none"> Assignment CyberRat Milestone 2 Revisions CyberRat Ratio Schedules Assignment (this is in addition to the CyberRat Paper)
6 2/20	Consequences that Strengthen Responding – Reinforcement (Part 2)	<ul style="list-style-type: none"> Catania 7 	<ul style="list-style-type: none"> Interteaching Assignment
7 2/27	Consequences that Strengthen Responding – Reinforcement (Part 3)	<ul style="list-style-type: none"> Catania 14 	<ul style="list-style-type: none"> Week 7 Interteaching Assignment Quiz #3 CyberRat Milestone 3 – Background and Significance
3/4 SPRING BREAK NO CLASS			
8 3/12	Consequences that Weaken Responding – Punishment and Extinction	<ul style="list-style-type: none"> Catania 9 Holth, 2005 	<ul style="list-style-type: none"> CyberRat Interval Schedules and Extinction Assignment (this is in addition to your CyberRat paper) Week 8 Interteaching Assignment
9 3/19	Consequences that Weaken Responding – Punishment and Extinction (Part 2)	<ul style="list-style-type: none"> Catania 8 	<ul style="list-style-type: none"> Week 9 Interteaching Quiz #4 CyberRat Milestone 3 Revisions
10 3/26	Antecedents - Stimulus Control	<ul style="list-style-type: none"> Catania 15 Catania 16 	<ul style="list-style-type: none"> CyberRat Milestone 4 – Run Experiment and Results Week 10 Interteaching Week 10 Quiz
11 4/2	Antecedents – Motivating Operations	<ul style="list-style-type: none"> Michael 2000 Catania 13 	<ul style="list-style-type: none"> Week 11 Interteaching Quiz #5 CyberRat

			Milestone 4 Revisions
12 4/9	Verbal Behavior	<ul style="list-style-type: none"> • Catania 22 • Catania 24 	<ul style="list-style-type: none"> • Week 12 Interteaching • Cyber Rat Milestone 5 – Prepare to Write Discussion
13 4/16	Rule/Verbal Governance	<ul style="list-style-type: none"> • Catania 26 	<ul style="list-style-type: none"> • Week 13 Interteaching • Quiz #6 • CyberRat Milestone 5 Revisions
14 4/23	Maintaining Behavior, Making Connections, Novel Responding	<ul style="list-style-type: none"> • Catania 12 • Catania 17 • Truax, 1966 	<ul style="list-style-type: none"> • Week 14 Interteaching • Quiz #7 • CyberRat Milestone 6
15 4/30	Course Wrap Up and Work Session		<ul style="list-style-type: none"> • No Interteaching • No Weekly Quiz • Exam Prep and Catch-Up
16	NONE	NA	<ul style="list-style-type: none"> • Final Exam Due 5/8 at 11:59 PM • CyberRat Milestone 6 Revisions Due 5/8 at 11:59 PM

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services \(https://ds.gmu.edu/\)](https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

Scores on the final exam will be used for program evaluation purposes as opposed to a rubric.

