



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** EDAB

**Course and Section #:** 6040 601

**Course Title:** Measurement and Single Subject Design

**Credits:** 3

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### ***Course Description***

This course is intended as an introduction single-subject research design in the field of Applied Behavior Analysis (ABA). This course will provide students with a strong foundation in the basic concepts and principles of single subject design, as well as the history contemporary application of these principles to research in autism spectrum disorder.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

**Other:** *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Dr. Caleb Stanley, PhD, BCBA-D, LBA

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### ***Student Learning Outcomes***

1. Use vocabulary associated with the science of Applied Behavior Analysis appropriately, as educator and clinician.
  2. Analyze the effectiveness of methods used to increase or decrease target behaviors
  3. Evaluate critically various behavioral measurement tools.
  4. Evaluate effectiveness of various strategies for teaching children with autism
  5. Assess methods and tools for collecting information about academic growth in terms of validity, reliability, and practicality.
  6. Use data collected as part of single-subject research projects to make data-based decisions concerning student learning.
  7. Apply information from the behavior analytic literature concerning education or other applied behavior analysis settings to real world situations.
  8. Implement single-subject design methodologies.
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## ***Course Materials and Texts***

Belisle, J., Stanley, C.R., & Dixon, M.R. (2021) *Research Methods for the Practicing Behavior Analyst*

Cooper, J. O., Heward, W. L., Heron, T. E. (2007). *Applied Behavior Analysis* (2nd Edition). Upper Saddle River, NJ: Pearson Prentice Hall.

Baer, D.M., Wolf, M.M., & Risley, T.R. (1968). Some current dimensions of applied behavior analysis. Journal of Applied Behavior Analysis, 1, 91-97.

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

1. SAFMEDS: It stands for “Say All Fast for a Minute Every Day Shuffled.” Doing these and demonstrating mastery by completing them within the time allotted will help you develop fluency with the terms. Since fluency requires both accuracy and short latency to respond, fluent responding is superior to accurate responding. Points will be earned for completing SAFMEDS at least 5 days each week as well as during class. Students will show the instructor their graphed performance in class weekly on a standard celeration chart.
2. BDS Modules: To complete the expectations for the module component of the course, students must complete both the lesson and quiz for each module. When entering the site, click on the chapter assigned and the complete list of modules for that chapter will appear. Each week, you will be responsible for completing the modules listed below in the schedule. The first set of numbers identifies the chapter and the second set identifies the module. Your first BDS assignment is to complete the B.01 Part 1 modules.
3. Weekly Quizzes: There will be a quiz each class meeting day and this grade will count towards participation. These quizzes are designed to prepare you for the BCBA exam. Quizzes will consist of multiple choice and short answer questions.
4. Weekly Review Sheet: Each week, you will complete a worksheet provided by the instructor on Canvas. The worksheet will include multiple choice and short answer questions related to the topic material. The Weekly Review Worksheet is designed to help you engage with the material covered in class, practice key skills related to single-subject research methods, and prepare for future discussions and assignments.
5. Thesis Research Idea: Students will submit a research idea for their thesis, which will serve as a foundation for their master’s thesis. They should select a focused topic aligned with their academic interests and career goals, providing a clear rationale for its significance. The submission should include a well-formulated research question, a brief literature review demonstrating awareness of the current state of research, and an initial outline of the methodological approach. This assignment serves as an initial foundation, the terminal thesis project.
6. Article Reviews: Students will read a single-subject research article and complete a worksheet designed to guide an analysis of the study. The worksheet includes questions about key aspects of the article, such as the research question, participants, setting, independent and dependent variables, research design, data presentation, internal validity, strengths, limitations, and practical implications. Responses should demonstrate a clear understanding of the study and its methodology, using proper terminology and thoughtful analysis. This assignment is designed to help critically evaluate single-subject research and apply concepts discussed in class.
7. Final Exam: The cumulative final exam for this class will assess your understanding of key concepts and methodologies in single-subject research. The exam will include a mix of multiple-choice,

short-answer, and applied questions that cover research designs, data analysis, ethical considerations, and critical evaluation of single-subject studies. You may also be asked to interpret graphs, identify components of research articles, and propose appropriate designs for hypothetical scenarios. The exam is designed to test both your knowledge of foundational principles and your ability to apply them in practical contexts, reflecting the skills you have developed throughout the course.

Assignment	%		Grade	Percent	<b>Required or Recommended Reading Assignments</b> Chapters that correspond to weekly topic.
SAFMEDS	7.5		A	93-100	
BDS Modules	7.5		A-	90-92	
Weekly Review Sheet	10		B+	88-89	
Weekly Quizzes	25		B-	80-82	
Article Reviews	17.5				
Thesis Research Idea	2.5				
Final Exam	30				

### General Description of the Subject Matter of Each Lecture or Discussion

- Week 1: Intro to Single Subject Design
- Week 2: Key Concepts/Principles underlying research
- Week 3: Review of ethics in research
- Week 4: Defining & Measuring Behavior
- Week 5: Defining & Measuring Behavior Cont.
- Week 6: Assessing and Improving the Quality of Behavioral Measurement
- Week 7: Assessing and Improving the Quality of Behavioral Measurement Cont.
- Week 8: Constructing and Interpreting Graphic Displays
- Week 9: Why we use SS-designs
- Week 10: Analyzing Behavior Change
- Week 11: Withdrawal and reversal designs
- Week 12: Changing Criterion Designs
- Week 13: Alternating treatment designs
- Week 14: Multiple Baseline designs
- Week 15: Planning, conducting, and evaluating research

### *Required Course Syllabus Statements*

#### **Generative AI**

This course requires you to complete assignments that assess your understanding and application of the material. You are expected to do your own work, and the use of artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, is strictly prohibited for any part of your assignments. Using these tools will be considered academic dishonesty and will be handled according to the university's policy. If you have questions about acceptable use of AI tools, please consult the instructor before submitting your work.

#### **Using Remote Testing Software**

This course does not use remote testing software.

□ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment,

admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.