



## 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

**Course Prefix:** EDAB

**Course Title:** Basic Behavior Analysis

**Year:** 2025

**Course and Section #:** 6210

**Credits:** 3

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### ***Course Description***

Provides an introduction to basic behavior analysis. Provides a strong foundation in the basic behavior analytic research that serves as the foundation for the principles and procedures used by behavior analysts in daily practice. Presents the direct link between historical and contemporary basic research in behavior analysis and the practice of applied behavior analysis.

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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. Identify the historical antecedents to the behavioral approach to learning and behavior.
  2. Describe the core components of classical and instrumental conditioning.
  3. Identify key publications in the basic research literature that demonstrate the principles of reinforcement.
  4. Articulate the connection between basic behavior analytic research and contemporary practices in the treatment of autism spectrum disorder.
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### ***Course Materials and Texts***

Domjan, M.(2015). The Principles of Learning and Behavior (7th edition). Stamford, CT; Cengage Learning.

DiGennaro Reed, F. & Reed, D (Eds.) (2015). Autism Service Delivery: Bridging the Gap Between Science and Practice. New York, New York; Springer.

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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. Class Participation: Meaningful participation is expected during each class. Meaningful participation is defined as asking relevant questions, adding information to group discussions, sharing examples from personal experience, sharing information from assigned readings, providing constructive feedback to classmates, and responding to questions.
4. Group Presentations: Students will develop a presentation demonstrating the connection between basic behavioral research and a contemporary practice in the treatment of autism spectrum disorder. The presentation will include an overview of the relevant basic research and clearly articulate the connection between the principles identified in the basic research and a contemporary intervention to either develop a skill of decrease challenging behavior. Presentations will be 30 minutes long.
5. Final Paper: Each student will write a 5-7 page paper reviewing the literature supporting a core concept in basic behavior analysis. The paper must conform to APA format and reference both historical and contemporary research articles related to the topic.
6. Quizzes: There will be five quizzes throughout the semester designed to evaluate comprehension of course content and principles.

#### **Evaluation:**

Grades may be earned as follows :

	Points		Grade	Points
SAFMEDS	25		A	
BDS Modules	50		A-	
Quizzes (5)	50		B+	
Group Presentation	100		B	
Final Paper	50		B-	
Total Points Available	275			

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### Required or Recommended Reading Assignments

Chapters that correspond to weekly topic.

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

Week 1: Introduction to Basic Behavior Analysis Historical Antecedents to Behavior Analysis

Week 2: Elicited Behavior, Habituation and Sensitization Classical Conditioning: Foundations and Mechanisms

Week 3: Instrumental Conditioning: Foundations Schedules of Reinforcement and Choice

Week 4: Reinforcement: Theories and Experimental Analysis

Week 5: Stimulus Control Aversive Control

Week 6: Interactions of Classical and instrumental Conditioning

Week 7: Animal Cognition

Week 8: Basic and Applied Research: Choice

Week 9: Basic and Applied Research: Token Economies

Week 10: Basic and Applied Research: Behavioral Economics

Week 11: Basic and Applied Research: Behavioral Momentum

Week 12: Basic and Applied Research: Delay of Reinforcement and Self-Control

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## ***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.

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### **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.