

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
Mary Lou Fulton College for Teaching and Learning Innovation (CTE)	Division for Advancing Education Policy, Practice and Leadership (CEDGRAD)
Submission Type	<b>New Request:</b> A request for a new designation, a change in designation, or to reinstate a designation that has been lost.
Mandatory Review	<b>Mandatory Review:</b> Only select if this course (or topic on a <i>permanent</i> course) is undergoing mandatory review in the current academic year. Not for omnibus topic use.
	<b>Modification:</b> A request to modify the expected learning outcomes of the course, but not change any other aspect of the originally approved proposal. Only for courses that have a previously approved General Studies Gold request.

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
SPE	365	3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Concepts, Principles and Foundations of Behavior Analysis

Course Catalog Description



Focuses on the behavior of organisms (humans, animals and organizations) from an operant learning theory perspective. Students learn the philosophical underpinnings of the field of applied behavior analysis as well as basic concepts and principles that can be used to change behavior.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

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Prerequisite(s): minimum 45 hours OR Visiting University Student

Is this a crosslisted course?

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No

Is this course offered by (shared with) another academic unit?

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No

If you are requesting to change the existing GS Gold (not Maroon) designation, please check this box.

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General Studies Gold Designation Request

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General Studies Designation

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Social and Behavioral Sciences (SOBE)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

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[SPE 365 Foundations of Behavior Analysis Syllabus \(GS\).docx.pdf](#)

Social and Behavioral Sciences (SOBE)

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Most of the course content should align with the Gold category learning outcomes.

**Instructions:** In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to



make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

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#### *Portable Operant Research and Teaching Lab (PORTL) Exercise \**

**Students will complete selected PORTL exercises with a live partner (in person or virtually). Each student will record a demonstration of the exercise and submit both the video recording and a completed data sheet (from the PORTL Manual).**

**Assessment: Instructors will evaluate whether students accurately apply behavioral measurement methods by comparing the recorded behavior with the submitted data. (please see rubric and details at: [SPE 365 SOBE Assessment/Rubrics](#))**

#### **Sample Prompt to Students:**

*Conduct the assigned PORTL shaping exercise with a partner. Submit a video recording of the session along with a completed data sheet documenting the behavior observed. Ensure your data sheet reflects the actual responses and session outcomes shown in the video.*

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

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#### **Knowledge Checks \***

**Students will complete a knowledge check for each Module, demonstrating their understanding of the key concepts presented in that Module. Knowledge checks require synthesis and application of strengths and limitations of applied behavior analysis as it relates to understanding, predicting, measuring, and experimentally analyzing human behavior.**

#### **Assessment: Knowledge Check Short-Answer Item**

**Students will complete a short-answer assessment in which they analyze behavioral science methods (e.g., single-subject experimental design, measurement systems) to describe their strengths and limitations for predicting and understanding human behavior. Instructors will evaluate student responses based on a scoring rubric (please see rubric and details at: [SPE 365 SOBE Assessment/Rubrics](#))**

#### **Sample Prompt to Students:**

**1. In applied behavior analysis, why is single-subject experimental design considered a strength for evaluating interventions? What limitations should practitioners be aware of when applying results to broader populations?**

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

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## **Comprehensive Final Exam \***

**Students will complete a comprehensive final exam covering all material from the course. The exam will include multiple choice and short answer format questions and prompts. Students will systematically analyze material presented throughout the course, including readings, quantitative single case design literature, lectures, and discussion activities to construct their responses to questions on the comprehensive final exam.**

**Assessment - Students will be presented with a prompt and asked to interpret various forms of visual display of data. Instructors will evaluate student responses based on a scoring rubric (please see rubric and details at: [SPE 365 SOBE Assessment/Rubrics](#))**

### **Sample Prompt to Students:**

**1. Given the following graph of student on-task behavior, describe the baseline level and trend, the intervention introduced, and the functional relation demonstrated. What evidence supports your conclusion?**

List all course-specific learning outcomes. Where appropriate, identify the associated SOBE learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SOBE learning outcome.

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**(A1) Identify the goals of behavior analysis as a science (i.e., description, prediction, control) [SOBE LO1].**

**(A2) Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism) [SOBE LO2].**

**(A3) Explain behavior from the perspective of radical behaviorism [SOBE LO2].**

**(A4) Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis [SOBE LO2].**

**(A5) Identify and describe dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968) [SOBE LO1].**

**(B1) Identify and distinguish among behavior, response, and response class [SOBE LO1].**

**(B2) Identify and distinguish between stimulus and stimulus class [SOBE LO1].**

**(B3) Identify and distinguish between respondent and operant conditioning.**

**(B4) Identify and distinguish between respondent and operant conditioning [SOBE LO1].**

**(B5) Identify and distinguish between positive and negative punishment contingencies [SOBE LO2].**

**(B6) Identify and distinguish between automatic and socially mediated contingencies [SOBE LO2].**

**(B7) Identify and distinguish among unconditioned, conditioned, and generalized reinforcers [SOBE LO1].**

**(B8) Identify and distinguish among unconditioned, conditioned, and generalized punishers [SOBE LO1].**

**(B9) Identify and distinguish among simple schedules of reinforcement [SOBE LO2].**

**(B10) Identify and distinguish among concurrent, multiple, mixed, and chained schedules of reinforcement.**

**(B11) Identify and distinguish between operant and respondent extinction as operations and processes [SOBE LO1].**

**(B12) Identify examples of stimulus control [SOBE LO1].**



- (B13) Identify examples of stimulus discrimination [SOBE LO1].**
- (B14) Identify and distinguish between stimulus and response generalization [SOBE LO1].**
- (B15) Identify examples of response maintenance.**
- (B16) Identify examples of motivating operations [SOBE LO1].**
- (B17) Distinguish between motivating operations and stimulus control [SOBE LO1].**
- (B18) Identify and distinguish between rule-governed and contingency-shaped behavior [SOBE LO2].**
- (B19) Identify and distinguish among verbal operants [SOBE LO3].**
- (B20) Identify the role of multiple control in verbal behavior [SOBE LO3].**
- (B21) Identify examples of processes that promote emergent relations and generative performance [SOBE LO3].**
- (B22) Identify ways behavioral momentum can be used to understand response persistence [SOBE LO3].**
- (B23) Identify ways the matching law can be used to interpret response allocation [SOBE L2].**
- (B24) Identify and distinguish between imitation and observational learning [SOBE LO3].**



## Form Submission - Proposer

Submitted for Approval | Proposer

Angelia Linder - September 23, 2025 at 8:04 AM (America/Phoenix)

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## Department Approval

Approved

Angelia Linder

Jill Koyama - September 23, 2025 at 9:23 AM (America/Phoenix)

Alana Lackore

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## GSC Coordinator Review

Approved

Kimberly Singleton - September 23, 2025 at 10:30 AM (America/Phoenix)

April Randall

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## Assistant Vice Provost Review

Sent Back

Tamiko Azuma - September 24, 2025 at 11:18 AM (America/Phoenix)

Thank you for submitting your proposal for consideration for a General Studies Gold designation. Further information is required before the proposal can be submitted for General Studies Council review.

For all assessments, please include examples of specific questions/prompts that show how the learning outcome will be assessed. Also, please include the grading rubric or a description of how the students' work will be assessed. The assessment for Learning Outcome 1 is not an appropriate assessment because all students will earn a 100%. Please include an assessment that measures the students' use of behavioral or social science approaches to explain social or behavioral phenomena.

The General Studies Council needs this information to evaluate whether each assessment appropriately measures the specific learning outcome.

If you have any questions, please email me (Tamiko Azuma) at [azuma@asu.edu](mailto:azuma@asu.edu).

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## Form Submission - Proposer

Submitted for Approval | Proposer



Angelia Linder - September 25, 2025 at 7:03 AM (America/Phoenix)

Department Approval

Approved

Angelia Linder - September 29, 2025 at 7:58 AM (America/Phoenix)

Jill Koyama

Alana Lackore

GSC Coordinator Review

Approved

Kimberly Singleton - October 1, 2025 at 8:11 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - October 6, 2025 at 6:38 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Kimberly Singleton

April Randall - October 6, 2025 at 6:40 PM (America/Phoenix)

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - October 28, 2025 at 10:48 AM (America/Phoenix)

Thank you for your proposal. The SOBE Subcommittee recommends Revise and Resubmit. For LO1 could you please explain PORTL? What behavioral measurement methods are students applying and comparing in the recorded behavior with the submitted data? Please provide more context for this LO. For LO3, please elaborate and provide more details on how students are communicating



coherent arguments using evidence drawn from qualitative or quantitative sources within an exam question? What argument are students communicating? What qualitative or quantitative sources are the students using?

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## General Studies Council Meeting

Waiting for Approval

Kimberly Singleton

April Randall

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## Proposer Notification

Notification

Angelia Linder

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## College Notification

Notification

Angelia Linder

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