Fall 9-1-2001

HHP 416.01: Data-Based Decision Making

Sue Forest

University of Montana, Missoula

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DATA-BASED DECISION MAKING

Department - Human Development
Course Number - 416
Section - 01
Total Credits - 2
Time/Day - Tuesday and Thursday 6:10pm - 7:00pm
Building/Room - Skaggs 246
Facilitator - Sue Forest, Ph.D.
           Skaggs 370
           243-5763 (W)
Office Hours - Please call to schedule

Course Description: This course will prepare students with a foundation of knowledge and practical experience in the elementary principles and procedures of applied behavioral analysis (behavior modification). Students will learn practical how-to-skills, such as observing and recording; recognizing instances of reinforcement, extinction, and punishment and their likely long-term effects; interpreting behavioral episodes in terms of behavior principles and procedures; and designing, implementing, and evaluating behavioral programs. Students will be provided with opportunities for advanced discussion and be provided references to acquaint them with some of the empirical and theoretical underpinnings of the field. Students will work in pairs in an applied setting under the supervision of an experienced professional developing, implementing, and evaluating programs for identified individuals with disabilities and their families.

Course Requirements:

1. Master the basic competencies. You are expected to know more after taking the course than you did before.
2. Think critically about the course content and topics to achieve understanding and insights.
3. Explain precisely to class members your learnings, insights, experiences, and conclusions.
4. Ask others to share their knowledge, learnings, insights, experiences, and conclusions with you. When they do so, listen carefully.
5. Engage in intellectual controversy.
6. Confront conflict when it arises and take an active part in resolving the conflict.
7. Complete all of your reading before class, so that you are ready to actively use and apply the information. You cannot deprive class members of their opportunity and obligations to help you improve your understanding, conclusions, and insights.
Course Competencies: Upon completion of this course students will:

* Readings in required texts
** Readings in reserve section of library
   Additional credit readings in reserve section of library

September

4th Sept. (Tues.) Introduction

6th Sept. (Thur.) Lecture 1: Introduction to Applied Behavioral Analysis Behavior Modification

(1) define behavior
(2) list other terms closely related to behavior modification
(3) define and give two examples of a behavior deficit
(4) define and give two examples of a behavior excess
(5) define environment and give an example of an environment
(6) describe seven defining characteristics of behavior modification

Required Readings


Assignments

Application Exercise A
Application Exercise B
Multiple Choice Questions

11th Sept. (Tues.) Lecture 2: Areas of Application: An Overview

(1) identify five areas in which behavior modification is being applied
(2) list four behaviors in education that have been modified with behavior modification
(3) describe what Personalized System of Instruction is
(4) list at least four behaviors that have been modified by behavior modification with persons with developmental disabilities
(5) list at least four behaviors that have been modified by behavior modification with children with autism
describe the effectiveness of behavior therapy with clinical populations

list at least four behavior that have been modified by behavior modification in the are of self-management of personal problems

Required Readings


Assignments

Study Questions
Multiple Choice Questions

13th Sept. (Thur.) Lecture 3: Getting A Behavior to Occur More Often with Positive Reinforcement

(1) define positive reinforcement and give an example
(2) describe what is the principle of positive reinforcement
(3) describe the steps to test if a particular item is a reinforcer for someone and give an example
(4) describe the Premack Principle and give an example
(5) identify how you would conduct a test to determine if a specific behavior of a particular individual is or is not reinforcing
(6) distinguish between the direct-acting and indirect-acting effects of reinforcement
(7) identify what a baseline is and give an example
(8) describe an example of contingent reinforcement
(10) describe an example of non-contingent reinforcement
(11) define natural environment
(12) define natural reinforcers
(13) describe the seven factors that influence the effectiveness of reinforcement
(14) identify why it is necessary to be specific when selecting a behavior for a reinforcement program
(15) identify the four qualities that a reinforcer should have

Required Readings

Lecture 4: Decreasing Behavior with Extinction

(1) define extinction
(2) identify the two part to the principle of extinction
(3) describe why it is important to consider the setting as a factor influencing an extinction program
(4) describe eight general factors influencing the effectiveness of extinction
(5) identify three possible reasons for the failure of an extinction program
(6) identify certain behaviors and certain situations in which extinction should not be applied
(7) describe possible pitfalls of extinction and give an example

Required Readings


Lecture 5: Getting A New Behavior To Occur: Shaping

(1) identify the three basic stages in any shaping procedures and give examples
(2) describe how shaping involves successive applications of the principles of positive reinforcement and extinction
(3) identify another name for shaping
(4) list four aspects of a behavior that can be shaped
(5) define terminal behavior
(6) describe when you would use shaping
(7) define shaping
(8) describe how you would know if you have enough successive approximation
(9) describe how you would know if you are allowing enough reinforced trials to occur at each of the approximations
(10) give an example of how shaping might be accidentally used to develop an undesireable behavior
(11) give an example of how the failure to apply shaping might have an undesireable result
(12) describe why it is necessary to avoid reinforcing too many times at any shaping step
(13) describe why it is necessary to avoid underreinforcement at any shaping step
(14) describe why is shaping a procedure and not a principle

Required Readings


Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions

**Lecture 6: Developing Behavioral Persistence Through The Use of Intermittent Reinforcement**

(1) define and give an example of intermittent reinforcement
(2) define and give an example of schedule of reinforcement
(3) define and give an example of continuous reinforcement
(4) describe four advantages of intermittent over continuous reinforcement for maintaining a behavior
(5) identify the schedules of reinforcement used to develop behavior persistence
(6) explain what a fixed-ratio schedule is and give an example
(7) identify three characteristic effects of a fixed-ratio schedule
(8) describe what ratio strain is
(9) explain what a variable-ratio schedule is and give an example
(10) describe how a fixed-ratio and a variable-ratio schedule are similar and different, procedurally
(11) identify three characteristic effects of a variable-ratio schedule
(12) describe what a fixed-interval schedule is and give an example
(13) describe what a variable-interval schedule is and give an example
(14) identify why simple fixed interval schedules are not often applied in training programs
(15) describe and give an example of a fixed-interval/limited hold schedule is
(16) describe how a fixed-interval/limited hold schedule is similar and different, procedurally from a simple fixed-interval schedule
(17) describe and give an example of a variable-interval/limited hold schedule is
(18) identify three characteristic effects of a variable-interval/limited hold schedule
(19) describe and give two example of how variable-interval/limited hold might be applied in training programs
(20) explain and give an example of a fixed-duration schedule
(21) explain and give an example of a variable-duration schedule

Required Readings


Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions
Practicum 3

Lecture 7: Types of Intermittent Reinforcement To Decrease Behavior

(1) describe and give an example of differential reinforcement of low rates
(2) distinguish between limited-responding differential reinforcement and spaced-responding reinforcement
(3) describe how spaced-responding differential reinforcement of low rates is procedurally different from a fixed-interval schedule
(4) describe how spaced-responding differential reinforcement of low rates is procedurally different from fixed-duration schedule
(5) describe and give examples of how differential reinforcement of low rates can be useful in treating behavioral problems
(6) describe and give an example of differential reinforcement of zero responding
(7) describe and give examples of how differential reinforcement of zero responding can be useful in treating behavioral problems
(8) describe what the O in DRO stands for
(9) explain what a differential reinforcement of incompatible responding is and give an example
(10) describe what happens if the frequency of reinforcement on differential reinforcement of in differential reinforcement of limited responding or differential reinforcement of limited responding or differential reinforcement of incompatible responding is too low or is decreased too rapidly
(11) identify how differential reinforcement of limited responding, differential reinforcement of zero responding, and differential reinforcement of limited responding differ from the intermittent-reinforcement

Required Readings


Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions

October

2\textsuperscript{nd} Oct. (Tues.) Lecture 8: Doing The Right Thing At the Right Time And Place: Stimulus Discrimination Training

(1) describe the difference between a stimulus that is and is not discriminative
(2) distinguish between stimulus control and stimulus discrimination training
(3) identify how shaping and stimulus discrimination are similar and different
(4) define and give an example of a discriminative stimulus and identify the response
(5) define and give an example of a stimulus and identify the response
(6) explain what contingencies for reinforcement are and give an example
(7) identify the questions that should be asked when considering the selection of a stimulus to be Set up as a discriminative stimulus for another person
(8) describe what is meant by an error in discrimination training
(9) describe the different ways an environment can be arranged to present distinct signals and to minimize the likelihood of errors
(10) distinguish between rule-governed and contingency-shaped behavior
(11) describe how ignorance of stimulus discrimination training may lead to the development of an undesirable behavior

Required Readings


Assignments

Study Questions
Application Exercise - Exercises Involving Others
Application Exercise - Self-Modification Exercises
Multiple Choice Questions
Practicum 4

4th Oct. (Thur.)

**Lecture 9: Developing Appropriate Behavior with Fading**

(1) define fading and give an example
(2) describe why it is important to establish a stimulus control without errors
(3) identify three stimulus dimensions along which fading has occurred
(4) identify an example in which the training situation remained constant but a specific stimulus dimension was faded
(5) describe an example in which the general training situation was faded but the specific training tasks remained relatively constant
(6) describe the difference between fading and shaping
identify two stimulus dimensions that were faded
(8) define and give an example of final desired stimulus
(9) define and give an example of starting stimulus
(10) define and give an example of a prompt
(11) define the four major categories of prompts and give examples of each
(12) identify how to determine how many reinforced trials should occur at any given fading step before the stimuli of the particular step are changed

Required Readings


Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions

Lecture 10: Developing and Maintaining Behavior With Conditioned Reinforcement

explain and give an example of an unconditioned reinforcer
(2) explain and give an example of a conditioned reinforcer
(3) describe and give an example of a backup reinforcer
(4) describe and give an example of a neutral reinforcer
(5) define token
(6) define what a token system is
(7) give two examples of stimuli that are conditioned reinforcers but not tokens
(8) explain and give an example of a conditioned punisher
(9) explain and give an example of a generalized reinforcer
(10) describe why a conditioned reinforcer that is generalized reinforcer is more effective than one that is not
(11) explain what extinction of a conditioned reinforcer is
(12) explain how the schedule of pairing a conditioned and backup reinforcer affect the strength of the conditioned reinforcer
Required Readings


Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions

**11th Oct. (Thur.)**

Lecture 11: Getting A New Behavior To Occur With Behavioral Chaining

1. describe and give an example of a chaining procedure
2. describe and give an example of a stimulus-response chair
3. identify the discriminative stimulus and conditioned reinforcer in a stimulus chain
4. identify a behavioral sequence that is a chain and one that is not a chain
5. name and describe three major chaining methods
6. distinguish among the types of terminal behavior established by shaping, fading, and chaining
7. describe what is meant by tasks analysis
8. task analyze a variety of behaviors
9. describe and give examples of pitfalls of chaining
10. identify how pitfalls of chaining can be avoided

Required Readings


Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions
16th Oct. (Tues.)

Lecture 12: Transferring Behavior To New Settings And Making It Last: Generality Of Behavior Change

(1) describe and give examples of the three aspects of behavioral generality
(2) explain the difference between stimulus generalizations and response generalization
(3) give an example of stimulus generalization
(4) give an example of response generalization
(5) explain the difference between stimulus generalization and stimulus discrimination
(6) describe four tactics for programming stimulus generalization and give examples of each
(7) describe how the teaching of a rule facilitates stimulus generalization
(8) describe two tactics for programming response generalization and give examples of each
(9) describe four tactics for programming behavior maintenance in a target situation and give examples of each
(10) identify what is meant by behavioral trapping and give an example
(11) give examples of pitfalls of response generalization
(12) give examples of pitfalls of behavior maintenance

Required Readings:


Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions
Practicum 5

18th Oct. (Thur.)

Lecture 13: Eliminating Inappropriate Behavior Through Punishment

(1) define what a punisher is
(2) identify the principles of punishment
(3) describe the four different types of punishers and give an example of each
(4) define conditioned punisher and give an example
(5) distinguish between exclusionary and nonexclusionary timeouts
(6) identify the factors influencing the effectiveness of a punishment
(7) describe the problems with gradually increasing the intensity of a punishing stimulus over successive applications of that stimulus
(8) identify the steps you might follow to experimentally determine if something is a punisher
(9) give an example of responsive-contingent withdrawal of positive reinforcement
(10) describe procedurally the differences between extinction, response cost, and exclusionary timeout
(11) identify the four concerns in regards to delivering a punisher
(12) identify six potential harmful side effects of the application of punishment
(13) give an example illustrating how punishment is applied when people are not aware they are doing so

Required Readings


Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions

Lecture 14: Establishing A Desirable Behavior By Using Escape and Avoidance Conditioning

(1) define and give an example of escape conditioning
(2) describe how escape conditioning is similar to punishment
(3) identify how the procedural differences between escape conditioning and punishment
(4) identify the procedural differences between escape conditioning and positive reinforcement
(5) identify the procedural differences between escape conditioning and avoidance conditioning
(6) describe the similarities and differences between conditioned positive reinforcers and conditioned punishers
(7) give two other names for conditioned punishers
(8) describe two examples of escape conditioning
(9) give two examples of avoidance conditioning
(10) describe the similarities and differences between conditioned aversive stimulus and a discriminative stimulus
(11) explain why individuals frequently reinforce undesirable behavior of other individuals
(12) explain and give an example of how escape conditioning procedures might maintain a behavior
(13) identify why escape- and avoidance-conditioning procedures should only be considered as a last resort
(14) describe and give examples of the three pitfalls of escape and avoidance
(15) describe why avoidance procedures are often preferred to escape procedures

Required Readings

Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions
Practicum 6

25th Oct. (Thur.)

Lecture 15: Procedures Based On Principles Of Respondent Conditioning

(1) identify the basic tenant of operant conditioning
(2) given an example of an unconditioned reflex and identify the stimulus and response
(3) identify the principle of respondent conditioning
(4) describe and give an example of respondent conditioning
(5) define and give an example of unconditioned stimulus
(6) define and give an example of unconditioned response
(7) define and give an example of conditioned stimulus
(8) define and give an example of conditioned response
identify four variable that can influence the development of a conditioned reflex
identify the principle and give an example of respondent extinction
describe and give an example of the process of counterconditioning
compare respondent and operant conditioning in terms of behavior, reinforcement, extinction, and spontaneous recovery
give an example of how respondent conditioning and operant conditioning can interact to cause an individual to escape or avoid a particular stimulus
describe physiological activities that we experience in a moment of great fear
describe unconditioned reflexes that appear to characterize the emotions of fear, anger, and joy
given an example will be able to identify the unconditioned stimulus, unconditioned response, conditioned stimulus, and conditioned response
identify for what general type of problem aversion therapy is used
describe why aversion therapy should only be used by competent professional practitioners
describe the basic procedures and rational of aversion therapy
give an example of aversion therapy

Required Readings


Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions
Practicum 7

30\textsuperscript{th} Oct. (Tues.) Lecture 16: Capitalizing On Existing Stimulus Control: Rules and Goals

(1) define a rule and give an example
(2) give an example of how a rule might function as a discriminative stimulus
(3) describe the differences between rule-governed versus contingency-shaped behavior
(4) give two examples of direct-acting reinforcers of behavior
(5) give two examples of indirect-acting reinforcers of behavior
(6) describe and give examples in which the addition of rules to a behavior modification program might be helpful
(7) explain why the tone of voice when giving instructions might determine whether or not the instructions are followed
(8) describe and give an example of a goal
(9) identify six guidelines that summarize effective versus ineffective goal setting as a behavior modification strategy
(10) identify why public goals are sometimes more effective than private goals

Required Readings


Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions

November

1st Nov. (Thur.)

Lecture 17: Capitalizing On Existing Stimulus Control: Modeling, Guidance, and Situational Inducement

(1) list four strategies that influence the effectiveness of modeling as a behavior modification technique
(2) describe what is meant by symbolic modeling
(3) describe an example and identify the steps you would go through using modeling to overcome the extreme withdrawal behavior of a child who never interacts with other children
(4) describe what is meant by physical guidance and give an example
(5) describe the differences between physical guidance and gestural prompting
(6) describe and give an example of generalized imitation

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(7) identify a behavior that they were influenced to perform as a result of physical guidance
(8) describe what is mean by the term situational inducement
(9) identify and describe each of the four proposed categories of situational inducement

Required Readings


Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions
Practicum 8

6th Nov. (Tues.) Lecture 18: Behavioral Assessment: Initial Considerations

(1) describe the minimal components of a behavior modification program
(2) describe the difference between a training program, therapy program, and an intervention strategy
(3) give five reasons for collecting accurate data during baseline and throughout a program
(4) identify the various types of error in data collection
(5) describe what a prebaseline phase is called and the functions it serves
(6) distinguish between direct and indirect assessment procedures
(7) list and describe the five main types of indirect assessment procedures
(8) list and describe the four types of questionnaires used in behavioral assessments

Required Readings

8th Nov. (Thur.)

**Lecture 19: Direct Behavioral Assessment: What To Record And How**

1. describe and give an example of what is meant by the topography of a response
2. identify, define, and give an example of two measures of the amount of behavior
3. describe three ways of keeping track of the number of times a certain response occurs during a day
4. prepare a cumulative graph of instances of a behavior that was observed during successive sessions
5. describe four ways in which a cumulative graph of a set of data differs from a frequency graph of the same data
6. identify on a graph the following: a step slope; a low slope; and a flat line
7. identify two characteristics behaviors recorded in terms of frequency usually show
8. identify another word for the intensity of a response
9. describe and give an example of what is meant by the latency of a response
10. identify the behavioral characteristic the Objective Behavioral Assessment of Severely and Moderately Mentally Handicapped assesses
11. describe and give examples of the behavioral characteristics used to assess the quality of a response
12. describe with an example the continuous-recording system
13. describe with an example the interval-recording system
14. describe with an example the time-sampling recording system
15. describe a situation(s) when one would select an interval-recording system over a continuous-recording system
16. identify the five sources of error in recording observations
17. define inter-rater reliability

**Required Readings**

Lecture 20: Assessing And Treating the Causes of Problem Behavior

(1) describe the difference between a functional analysis and a descriptive analysis of a problem behavior
(2) describe six possible causes of problem behaviors
(3) identify three indicators that a problem behavior is maintained by the social attention that follows it
(4) describe and give an example of sensory extinction
(5) identify indicators that a problem behavior is being reinforced by nonsocial external sensory stimulation
(6) identify indicators that a problem behavior is being maintained as a way of escaping from demands placed on an individual
(7) identify the main indicator that a problem behavior is elicited by prior stimuli
(8) describe the components in habit reversal

Required Readings

Lecture 21: Planning, Applying, And Evaluating A Treatment Program

(1) identify under what conditions you would not treat a behavioral problem
(2) describe how you would proceed with a behavioral problem that was vague
(3) identify how to evaluate the importance of a behavioral problem
(4) describe how to evaluate the ease with which a behavioral problem might be solved
(5) identify how to evaluate the ease with which the desired behavioral change might be generalized to, and maintained in, the natural environment
(6) identify some considerations that should be reviewed before and during a behavioral assessment procedure
(7) identify four questions that should be answered before proceeding to the design of the treatment program
(8) identify five categories to consider when capitalizing on existing stimulus control
(9) identify the questions that should be asked to specify the details of a reinforcement system
(10) identify the factors that should be considered in programming for generalization
(11) describe a strategy to ensure accountability of the therapist
(12) describe how to increase the likelihood that the client=s initial contact with the program will be favorable
(13) describe two thing that should be done prior to the successful termination of a program
(14) describe the steps that should be followed if a program is not producing satisfactory results

Required Readings


Assignments

Study Questions
Application Exercise A
Multiple Choice Questions
Lecture 22: Token Economies

(1) define token economy
(2) describe two major advantages to using token reinforcers
(3) list a number of settings in which token economies have been used
(4) list a number of behaviors that token economies have been designed to develop
(5) list and describe the six initial steps in setting up a token economy
(6) describe and give an example of the store of a token economy
(7) identify the six characteristics a token economy should have
(8) describe the advantages in having the members of the token economy themselves function as the main source of help
(9) describe the eight specific procedures that must be decided on and implemented before and during a token economy
(10) identify some of the advantages and disadvantages of assigning only one person to reinforce a particular response at a particular time in a token economy
(11) describe how tokens should be delivered
(12) identify how many tokens there should be for each person in a group
(13) identify general guidelines to follow in deciding which behaviors no longer require token reinforcement
(14) describe precautions to take to help ensure high ethical standards for the token economy

Required Readings


Assignments

Study Questions
Application Exercise A
Multiple Choice Questions

Holiday
Lecture 23: Helping An Individual To Develop Self-Control

(1) describe what willpower is
(2) describe three causes of self-control problems in behavioral excesses and give an example
(3) describe three causes of self-control problems in behavioral deficiencies and give an example
(4) describe and give examples of two types of short-circuiting
(5) describe the model of self-management
(6) list five steps that characterize many programs in self-adjustment
(7) identify the steps to unfuzzify a vaguely stated problem or self-control goal
(8) describe the four steps that could be taken to strengthen and maintain commitment to a program of self-control
(9) define commitment
(10) list six major classes of stimuli that might be considered when planning how to manage the situation in a self-control program
(11) define and give an example of mastery criterion
(12) describe three different ways of manipulating consequences in self-control programs
(13) describe four possible causes of relapse in situations, and indicate how each might be handled
(14) describe three possible causes of relapse in the specification of the response and indicate how each might be handled
(15) describe two possible causes of relapse in consequences and indicate how each might be handled
(16) define behavioral contract
(17) describe the essential features of a behavioral contract
(18) identify the important stimulus-control functions a behavioral contract serves
(19) describe several ways in which another person can be used to help prevent short-circuiting in a self-control program

Required Readings

Assignments

Study Questions
Application Exercise A
Application Exercise B
Multiple Choice Questions
Practicum 12

29th Nov. (Thur.)

Lecture 24: Systematic Self-Desensitization

(1) describe three characteristics of an anxiety disorder
(2) describe three different types of anxiety disorder
(3) describe flooding
(4) describe participant modeling
(5) identify the three main phases of systematic desensitization
(6) describe the difference between systematic desensitization and systematic self-sensitization
(7) define fear hierarchy
(8) describe how fast one should go through the hierarchy in a self-desensitization program
(9) describe the conditions under which self-desensitization should be discontinued and professional advice sought

Required Readings


Assignments

Study Questions
Application Exercise: Self-Modification Exercise
Multiple Choice Questions
Practicum 13

December

4th Dec. (Tues.)

Lecture 25: Cognitive Behavior Modification

(1) describe the two types of treatment utilized in cognitive behavior modification
(2) define cognition
(3) describe an example of respondent thinking
(4) describe an example of operant thinking
(5) identify the two major assumptions of cognitive therapy
(6) identify what cognitive restructuring is
(7) identify what rational emotive therapy is

Required Readings


Assignments

Study Questions
Application Exercise: Self-Modification Exercise
Multiple Choice Questions
Practicum 14

6th Dec. (Thur.) Lecture 26: Ethical Issues

(1) describe what the term ethics means from a behavioral point of view
(2) describe why all helping professions are involved in control of behavior
(3) identify characteristics of intervention methods used by behavior modifiers
(4) describe three possible meanings of intrusive and restrictive interventions
(5) identify three important steps for ensuring ethical and effective treatment programs by behavior modifiers

Required Readings


Assignments

Study Questions
Multiple Choice Questions
Practicum 15
Required Text:


Course Grading:
Scoring: 0 - unsatisfactory - redo
   1 - satisfactory - pass with some minor mistakes
   2 - exemplary - pass with no mistakes

For a C in the course must receive either a 1 for each of the following:

   Attendance/Participation
   Study Questions
   Applied Exercises
   Multiple Choice Questions
   Team Assignments

For a B in the course must receive a score of 2 for each of the following:

   Attendance/Participation
   Study Questions
   Applied Exercises
   Multiple Choice Questions
   Team Assignments
   Applied Experience

For an A in the course must receive a score of 2 for each of the following:

   Attendance/Participation
   Study Questions
   Applied Exercises
   Multiple Choice Questions
   Team Assignments
   Applied Experience
   Increase/Decrease Program

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. For those students who are taking the course for graduate credit, additional competencies will be assigned.
If you are a student with an identified disability, it is your responsibility to inform me, at the outset of this course, of the disability and the way(s) in which I may be able to accommodate your needs. I will consult with Disabled Student Services and arrange for the needed accommodations.