

Descriptions of Many Current Courses And Many Planned Courses

The descriptions of courses in the Institute's primary certificates come from pages 181-185 of the book *Origins and Components of Behaviorology—Second Edition* (2002; Canton, NY: ABCs). Those descriptions included logical prerequisites as well as an asterisk (*) for courses that were explicitly specified for the BLBC (with the exception that either BEHG 495 or BEHG 496 fills the same explicit requirement). *The descriptions used in the actual course syllabi may differ somewhat from these early descriptions.* (Course offerings are subject to faculty availability.) *Additional courses are also offered, with descriptions in their syllabi.* Here are the descriptions, with any TIBI-adopted changes, and including a range of potential elective courses:

BEHG 101*: Introduction to Behaviorology I. *Introduction to Behaviorology* is a two-course sequence, for both majors and non-majors, on the science of the variables controlling the behavior of humans and other animals. This first course of that sequence introduces the student to the range of components that comprise the discipline of behaviorology including (a) its philosophy of science and selection paradigm, and (b) its experimental methods, theory, and technology. The philosophy and paradigm include the criteria for natural science, the fallacy of inner causes, the significance of control and selection, the status of private events, and the behavior of the scientist. Methods include basic single-subject designs and measurement. Theory includes the fundamental natural laws describing the antecedent and postcedent relations between behavior and its controlling variables; these include such basic principles as added and subtracted reinforcement and punishment, extinction, simple schedules, stimulus control, and establishing operations. Technology includes the basic practices used to apply behaviorological principles to change accessible variables so as to change and especially to expand behavior repertoires through behavioral engineering. Basic techniques include differential reinforcement, shaping, fading, chaining, modeling and imitation, and time out. Other topics include superstitious behavior, emotion, escape and avoidance, and deprivation and satiation. The course includes a laboratory component on the basic principles and methods.

BEHG 102*: Introduction to Behaviorology II. *Introduction to Behaviorology* is a two-course sequence for both majors and non-majors. This second course of that sequence begins by introducing the student to the basic application of behaviorological principles and techniques to the prevention and solution of mild to moderate (non-incapacitating) behavior problems in the most common

settings (e.g., child rearing, education, business and industry and organization management). The course includes a laboratory component on applied behaviorology research and methods, starting with the student changing his or her own behavior. The course also introduces analyses of complex behaviors and the variables of which they are a function, such as event-shaped and verbally-mediated behaviors, social behavior, verbal behavior, stimulus equivalence relations, multi-term contingencies, personal control, group control, cultural design, and various controlling agencies (such as in economics, education, government, law, religion). The course also includes analyses of (a) the preference for design rather than accident or chance in the control of both individual behavior and, especially, cultural practices, and (b) the relevance of science to ethics and morality. (Pre: BEHG 101.)

BEHG 201*: The Behaviorology of Child-Rearing Practices. This course covers, in two parts, the science and technology of behaviorology applied to the child-care repertoires of parents. The first part covers some methods applicable throughout pre-adult years which encourage the *prevention* of the common behavior problems of these years. Some common problems that can be avoided are associated with bedtime, eating, dressing, shopping, and automobile travel. Some methods to prevent these problems include "catch 'em being good," let kids help, monitor kids, orderly routines, time out, and other forms of discipline. The second part covers some methods applicable to helping distraught parents change problem behaviors that have occurred (i.e., "cure" techniques, rather than prevention techniques). Other topics include toilet training, language, intelligence, creativity, achievement, reading, Aircribs, and morality. (Pre or Co: BEHG 102.)

BEHG 320*: History and Philosophy of Behaviorology. This course is an in-depth treatment both of the history of the emergence of behaviorology as a discipline and of the philosophy of science of this discipline, tracing the development of the philosophy since the early twentieth century, comparing and contrasting it with other philosophies of the times, examining its role in the emergence of the behaviorology discipline, and considering its implications for experimental and applied work at the individual and cultural levels. (Pre or Co: BEHG 102.)

BEHG 325*: Behaviorology and Culture. This course is a probe of the relevance of behaviorology to cultures and their survival and improvement (a) by examining such previously progressive concepts as freedom and dignity and the current effect of these on the development of more effective cultural practices, and (b) by examining a range of scientifically based and improved cultural practices working in concert and producing a better world as represented in the behavioral "utopian" literature. (Pre: BEHG 102.)

BEHG 326*: Readings in Behaviorology: Skinner's Later Writings. This course (continuing the content of BEHG 325) includes coverage of the implications, relevant to the present and future of behavior science and its professionals, the culture, and the world at large, that are inherent in the later writings of B.F. Skinner (i.e., *Reflections on Behaviorism and Society* [1978] and later works). (Pre: BEHG 325.)

BEHG 335: Survey of Behaviorology Applications. This course surveys the application of behaviorological principles and techniques to therapy and clinical behaviorology with respect to the common and uncommon solutions for moderate to severe (incapacitating) abnormal behavior problems in common and uncommon settings. The course includes the measurement and classification of the behaviors it surveys. The course also includes lab/fieldwork in measurement and applied methods and research. (Pre: BEHG 201.)

BEHG 340*: Behaviorology in Education. This course is an examination of the interaction between instructional design and human behavior in educational settings from two vantage points: (a) the theoretical, historical, and philosophical aspects of the facts of teaching and learning, including the reasons for effective and non-effective methods, the role of technology in teaching, and the teaching of thinking, motivation, creativity, and discipline, and (b) the practical aspects of the teaching effort, including teaching as the management of the learning environment, the measurement and evaluation of behavior change, the educational techniques of behavior change, and the expansion of the learner's behavior repertoire as a function of teaching. The course includes a laboratory component in which the student prepares and tests teaching materials, designs a course, and addresses the issues of systematic mastery, fluency, and cybernetics in instructional design. (Pre: ABC.)

BEHG 345*: Experimental Behaviorology: A Survey. This course surveys complex behavior-environment relationships including stimulus equivalence classes and complex schedules of reinforcement, as well as other complex antecedent and postcedent factors of which behavior is a function. The course includes a laboratory component on the complex relationships surveyed. (Pre: ABC.)

BEHG 350/450: Behaviorology Research Lab: General. In this course the student will assist in the ongoing work of two to four current research experiments, in two or more different laboratories or under two or more different project researchers in the same laboratory. For each of the two or more projects, the student will become familiar with the background experiments and issues of the project, the current work of the project, and some of the potential directions of the project. (Pre: BEHG 345.)

BEHG 355*: Verbal Behavior I. This course is an introduction to B.F. Skinner's scientific approach to consid-

ering language as verbal behavior (VB), including coverage of multiple control and the elementary relationships between the controlling environment and verbal behavior, plus investigation of the development and applications of this approach from its appearance, through evaluative and technological research reported in the literature, to the present. The course includes not only an introduction to the book *Verbal Behavior* (Skinner, 1957) but also reviews of the book (the book itself being more thoroughly covered in a more advanced course). The course includes a laboratory component on VB research. (Pre: ABC.)

BEHG 360/460: Non-Humans and Verbal Behavior. This course covers the research, controversy, and further developments in the non-human language field, emphasizing the work with sign language and primates as well as the implications of this research to understanding human verbal behavior. (Pre: BEHG 355.)

BEHG 365*: Advanced Behaviorology I. This course is a theoretical analysis of phylogenic and ontogenic contingencies. Topics related to this analysis include the design of cultures and the environments that produce the designs, the question of purpose in light of the experimental analysis of behavior, the concern with problem solving behavior and the related issues of event-shaped and verbally mediated behavior, the critique of theories alternative to this analysis, the question of whether or not "theories" of learning are necessary, and the problem of freedom and control as it relates to the control of human beings. (Pre: ABC.)

BEHG 370/470: Advanced Behaviorology II. In this course the student will learn to evaluate criticisms of behaviorological science. The course includes review of critical commentary, and response to that commentary, such as is available in the "Canonical Papers of B.F. Skinner" issue of *The Behavioral and Brain Sciences* (7, 4, 1984) and/or other similar sources. (Pre: BEHG 365.)

BEHG 375/475: Verbal Behavior II. This course provides comprehensive coverage of all aspects of verbal behavior (VB) as presented in the original work on this topic (i.e., the book, *Verbal Behavior*, by B.F. Skinner, 1957) and in more recent literature updates. The course includes a laboratory component on VB research. (Pre: BEHG 355.)

BEHG 380/480: Human Development. This course is an analysis of the phylogenic and ontogenic contingencies operating in the subject matter of the field of human development. (Pre: BEHG 355.)

BEHG 385*: Behavior Technology: A Survey. This course provides training in two major repertoires that are needed for effectiveness in the work of behavioral engineering: (a) training *about* the techniques stemming from the laws of behavior that are used to generate, maintain, increase, and decrease behavior in applied settings,

and (b) training *in the actual use*, or application, of these techniques as reported in the research literature. The course includes a lab/fieldwork component in course-related applied research. (Pre: BEHG 345.)

BEHG 390/490: Behavior Technology Fieldwork: General Experience. In this course the student will assist in ongoing behaviorological engineering work at two to four different field settings such as clinics, schools, and other institutions. Data gathering and paper presentation will be included. (Pre: BEHG 385.)

BEHG 395*: The Teaching of Behaviorology. This course introduces the student to the application of scientific teaching methods (e.g., self-paced, systematic mastery and fluency designs, precision teaching, and instructional designs that are cybernetic) while the student practices these methods by assisting comprehensively in the teaching of another behaviorology course (such as BEHG 101 and BEHG 102). May be repeated for credit. (Pre: BEHG 340 plus the course in which the student is to assist.)

BEHG 440: Seminar: A Survey of the Contributions of Behaviorology. This course is a seminar on selected materials from relevant sources elaborating on the actual and potential contributions of behaviorology to a wide variety of applied behavioral fields and other disciplines. (Pre: ABC.)

BEHG 465: Seminar: Current Issues in Behaviorology. This course considers the major current issues in behaviorology as represented in current and recent issues of the discipline's journals, and in recent books in the discipline. (Pre: ABC.)

BEHG 485: Directed Reading in Behaviorology. This course provides directed reading on discipline-related topics or sources not comprehensively covered in other courses. (Pre: ABC.)

BEHG 495*: Personal Project or Paper. This course is a project (with a report), or a paper (with the goal of publication), relating behaviorology to (and/or improving, with a behaviorological perspective) the popular cultural view of a topic selected by the student and the faculty member in consultation. (Pre: BEHG 355 plus others that are program specific.)

BEHG 496*: Professional Paper. This course is a library and/or field research paper, with the goal of publication, relating behaviorology to the student's preferred applied behavioral field, including the importance, relevance, and contributions of behaviorology to the selected area. (Pre: BEHG 355 plus others that are program specific.)

A Selection of Additional Courses

Several additional behaviorology courses are probably more valuable to the advanced student, according to his or her specific career focus. So these courses are more likely to be found in graduate programs. Here, however,

course numbers reflect both undergraduate and graduate status in order to show the relation of such courses to the courses already described. The amount of course credit earned will range from one to three, depending on variables inherent in the subjects actually covered. Here is a sample of such courses:

BEHG 346/446, 347/447, 348/448, 349/449: The Experimental Analysis of [a Selected Topic]. This course is an examination of the background experiments and issues of [the topic], the current work on [the topic], and some of the potential directions of research on [the topic]. (Pre: BEHG 345.)

BEHG 351/451, 352/452, 353/453, 354/454: Behaviorology Research Lab on [a Selected Topic]. In this course the student will assist in ongoing experimental research on [the topic], including the preparation of reports for publication. (Pre: BEHG 350/450 and the course on The Experimental Analysis of [the same Topic].)

BEHG 386/486, 387/487, 388/488, 389/489: Behavior Technology in [a Selected Setting]. This course is an examination of the concerns and issues relevant to technological applications in [the selected setting] and of the prevalent techniques (and their supporting research) that are used in [the selected setting]. (Pre: BEHG 385.)

BEHG 391/491, 392/492, 393/493, 394/494: Behavior Technology Fieldwork in [a Selected Setting]. In this course the student will assist in ongoing behaviorological engineering work in [the selected setting]. Data gathering and paper presentation will be included. (Pre: BEHG 390/490 and the course on Behavior Technology in [the same Setting].)

BEHG 430, 431, 432, ..., 439: Seminar on Behaviorology and [a Selected Topic]. This course provides a seminar on [the selected topic] in behaviorology. (Pre: ABC.) [These would be topics not covered in depth in another course. Examples of potential topics include ethics or epistemology.]

BEHG 441, 442, ..., 449: Seminar: The Contributions of Behaviorology in [a Selected Area]. This course provides a seminar on the contributions, both actual and potential, of behaviorology to [the selected area]. (Pre: BEHG 440.) [The selected area would be one that is not already covered in depth in another offered course. Such areas could involve the impact of behaviorology specifically in a particular human service, human development, or other applied behavioral field.]

Note: For the standard sequences of experimental and applied courses, see Appendix 3 of the book: Ledoux, S.F. (2002). *Origins and Components of Behaviorology—Second Edition*. Canton, NY: ABCs (ISBN: 1-882508-08-4). ☪