**Brandman University**
**BCBA Course Sequence Application**

Assessment and Evaluation System:

Online Course Delivery Methods:

These courses are to be delivered via an online self paced means with student sign-in and direct interactive software and automation, using our third party Learning Management System (LMS).

Students will have access to power point presentations, video content and will be required to read specific text book chapters as well as readings from the behavior analytic literature.

Course content delivery will be in individual "lessons" within each course, for which the power point presentations are viewed, as well as interactive online activities and competency quizzes.
Proceeding to the next lesson will be required to proceed on to the next lesson. Courses are self-paced using PSI approach. However, instructor access for questions and discussion via a discussion board or wiki will be available.

Examples of activities:

1) Students will identify type of contingency operation (i.e. positive reinforcement, negative reinforcement, positive punishment, negative punishment, and extinction), using a drop-and-drag method with a computer mouse to select the correct place on the interface in a matrix to place each item.

2.) Identification of Differential Reinforcement schedules, including selecting the appropriate Differential Reinforcement method for each of several vignettes and types of behavior to be increased or decreased. Students select the correct choice from a list of Differential Reinforcement methods that go with each vignette

3.) Data collection: View videos of a child in a particular setting or during an intervention and select the correct data collection procedure to use in each situation.
Also, view sets of data, calculate IOA using methods provided, and select correct choice of the calculation for the data set provided.

4.) Reading vignettes or case examples and selecting:
a) Functional assessment methods
b) Data Collection methods
c) Correct functional hypothesis statement
d) Most appropriate intervention method

5.) Graphing: Based on items or vignettes with particular types of data, select the most appropriate type of graph to use

6.) Single Subject Design:

a) Based on a graphic presentation, select from choices the correct single subject design depicted
b) Based upon a vignette of a behavior problem or description of a problem best answered by a study, select the best single subject design to use from a list; and also select from a list the justification for that design (such as irreversible behavior, ethical concerns for withdrawal design; or benefits of a particular design such as carry-over effects, within vs. between comparisons, need for stability, and so on).

**Student Assessment and Evaluation:**

Brandman University will follow the following process in regards to assessment and determining candidate competence as the student moves through the program. The approved process is included below:

Each course has quizzes after each lesson and then again upon completion of the course. Participants must pass the course assessments with at least a 90% (A) pass criteria. There is no partial credit given. Grade is either a pass/no pass. Pass criteria is at least 90%. Courses are developed and student competence is assessed within very specific learning model as described in the supporting documentation. Through the comprehensive testing features candidates will demonstrate the professional skills. The following is an overview of the assessment process:

**Course Assessment**

1. Testing is our most important aspect of this online learning process. It is not enough to simply adopt True/False or Multiple choice questions as has been traditionally employed, although there is a place for these. As such, we have integrated eight different question types into the system.

- Fill-in-the-Blank
- Multiple Responses
- Multiple Choice with Fill-in-the-Blank
- Multiple Response with Fill-in the-Blank
- Drag and Drop
- Hot Spot
- Multiple Choice
- True/False

2. While all of our courses are "based" on competency, our focus is ensuring courses are competency "tested". We do this at three levels based on Bloom's Taxonomy.

1. Recall/retrieval
    a. Quizzes are designed to maximize the likelihood of recall.
2. Comprehension
    a. Recall, while obviously important, provides no indication of the degree to which someone has comprehended the material. Quizzes are specifically designed to best ensure a learner has understood information through cleverly designed "scenario" based testing. It is very easy to see whether an individual comprehends something if they can demonstrate an understanding of how to apply it.

3. Application
    a. As with comprehension, a person's ability to translate knowledge into practice is supported through scenario based testing. We do this using our unique system of "Situation Response" tests. The purpose of this question type is for demonstrating that learners have gained an understanding of what constitutes an appropriate response in a given situation. A scenario is presented and they are required to select a response on two levels:
        A. **Reactive Response:** What will they do in the "here and now"?
        B. **Proactive Response:** What can you do in the future to minimize or maximize (dependant on the desired outcome) the likelihood of a situation