



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2016

EDSE 464 DL1: Ethical and Professional Conduct in Applied Behavior Analysis
CRN: 18265, 3 - Credits

Instructor: Theodore Hoch, Ed.D., B.C.B.A.- D., L.B.A.	Meeting Dates: 01/25/16 - 05/9/16
Phone: 703-987-8928 / 703-993-5245	Meeting Day(s): Monday
E-Mail: thoch@gmu.edu Skype: drtheodorehoch	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: Available by phone, text, email, and skype most times; in person meetings available by appointment	Meeting Location: Blackboard Collaborate

Note: *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board's Guidelines for Responsible Conduct and Disciplinary Standards, Virginia Assistant Behavior Analyst Licensure Regulations, and professional conduct consistent with the practice of applied behavior analysis. Incorporates overseeing instructional or program implementation, working with behavior change systems, managing interventions, and behavior change considerations.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): EDSE 460

Co-requisite(s): EDSE 460

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

DELIVERY METHOD:

This course will be delivered online using a both a synchronous and an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available no later than 18 January 2016.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
 - **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes

Upon completion of this course, students will be able to:

- Identify, describe, and select examples and non-examples of content from each of the Behavior Analyst Certification Board's ten Guidelines for Responsible Conduct sections.
- Identify, describe, and select examples and non-examples of content from each section of the Behavior Analyst Certification Board's Disciplinary Standards.
- Identify and describe content from relevant Commonwealth of Virginia licensure regulations for assistant behavior analysts.
- Describe and demonstrate steps to resolving ethical dilemmas that are consistent with the Behavior Analyst Certification Board's Guidelines for Responsible Conduct and Disciplinary Standards, as well as relevant Commonwealth of Virginia licensure regulations for behavior analysts.
- Prepare a Declaration of Professional Practice that is consistent with current ethical and professional practice of applied behavior analysis
- Describe steps and conditions for proper and ethical case termination.
- Describe the Behavior Analyst Certification Board's and Virginia Board of Medicine's complaint processes and the manner in which these boards handle complaints made to them.
- State and plan for possible unwanted effects of various behavior change procedures.
- Describe, identify, and exemplify at least three different behavior change systems.
- Describe, identify, and exemplify competency-based training, performance monitoring and management, and supervision of applied behavior analysis services provided by others.

Required Textbooks

Bailey, J., & Burch, M. (2009). *Twenty-five essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge. ISBN 978-0-415-80068-6.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be

aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

Bailey, J., & Burch, M. (2011). *Ethics for behavior analysts: 2nd expanded edition*. New York, NY: Routledge. ISBN 978-0-415-88030-5.

Required Resources

Given the possibility of computer or internet difficulties some students may experience from time to time, students must consider and identify alternative availability of computers and internet access (e.g., public libraries, their employer (if permissible by the employer), internet cafes, etc.) within the first week of this course to ensure that they will be able to complete their assignments in a timely manner.

Your computer access must include a working webcam and working microphone. You will need to use your webcam and microphone in every class session. Attending a class session without a working webcam or working microphone will result in loss of one attendance point for that class session.

You will need earbuds or headphones to use with your computer during online class sessions. This will prevent nasty feedback that can occur when your microphone is on and sound is coming through your speakers.

You will need a copy of the Behavior Analyst Certification Board's *Task List* and *Professional and Ethical Compliance Code for Behavior Analysts*. Download these from the Board's website at www.bacb.com. You will also need a copy of the Virginia Board of Medicine's Regulations Governing the Practice of Applied Behavior Analysis, available at http://www.dhp.virginia.gov/medicine/medicine_laws_regs.htm.

Additional Readings

None.

Course Relationships to Program Goals and Professional Organizations

This course is part of a sequence of courses (that has been approved by the Behavior Analyst Certification Board as meeting the educational requirements necessary to sit for the Board

Certified Assistant Behavior Analyst (BCABA) examination, when part of a completed, relevant Bachelor's Degree program, or taken after completion of a Bachelor's degree program. It addresses the following Behavior Analyst Certification Board Content Areas: Ethical and Professional Conduct, Identification of the Problem and Assessment, Behavior Change Systems, Intervention and Behavior Change Considerations, and Implementation, Management, and Supervision.

GMU Policies and Resources for Students:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <http://ods.gmu.edu/>.
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

You are expected to attend each class session and to participate in each class discussion. If you have questions, ask them. If you have a response to another student's question, offer it. If you have a comment, make it. You will only learn by doing, and the more you do in class, the more opportunities you'll have to learn. Your instructor will take attendance at the beginning of class (at 4:30 pm, promptly), and those students who are present and whose microphones and webcams are working will earn one point at that time; those present but with a non-functioning webcam and/or microphone will earn ½ point; those not present during the attendance check will earn 0 points. Similar, students staying for the entire class session will earn a second point; those staying for the entire class session but with a nonfunctioning microphone and / or webcam will earn ½ point; and those leaving before the end of the class session will earn 0 points. *Attendance and Class Discussion points cannot be made up. A total of 28 points are possible through reliable attendance. Missed attendance points cannot be made up. Students missing a class session must consult with their classmates for notes or other materials missed during the missed session.*

Late Work.

Work submitted more than two weeks after the original due date will be assessed a 10% possible point penalty. No work will be accepted after the final exam has been taken.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Ethics Final Exam* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Assignment Type	Points per Opportunity	Number of Opportunities	Total Points for AssignmentType	Cumulative Points
Final Exam	60 points	1 Exam	60 points	60 points
Applied Ethics Project	65 points	1 Project	65 points	125 points
Weekly Quizzes	10 points	13 Quizzes	130 points	255 points
Attendance / Participation	2 points	13 Sessions	26 points	281 points
A = 267 – 281 points	A- = 253 – 281 points	B = 225 – 252 points	C = 197 – 224 points	D = 169 – 196 points
F < 169 points				

Assignments

Performance-based Assessment (TK20 submission required).

Applied Ethics Project. The transcendent field of Applied Behavior Analysis is very large. Review of the special interest groups that are part of the Association for Behavior Analysis, International (ABAI) (<https://www.abainternational.org/constituents/special-interests/special-interest-groups.aspx>) gives some indication of just how large this field is. To do this assignment, you will choose one of the following as your area of interest for this paper:

- Applied Animal Behavior
- Behavior Analysts for Sustainable Societies
- Behavior Analysis in Military and Veteran’s Issues
- Behavioral Gerontology
- Behavioral Medicine
- Behaviorists for Social Responsibility
- Crime, Delinquency, and Forensic Behavior Analysis
- Dissemination of Behavior Analysis
- Evidence Based Practice
- Gambling
- Health, Sport, and Fitness
- Multicultural Alliance of Behavior Analysts
- Organizational Behavior Management Network
- Parent-Professional Partnership
- Pediatric Feeding Disorders
- Practitioner Issues in Behavior Analysis
- Rehab and Independent Living
- Sex Therapy and Educational Programming

1. Next, you will visit ABAI’s listing of Special Interest Groups at the link above.
2. Once there, click on the link for your area of interest.

3. Contact the person whose contact info is listed for that area, by phone, by e-mail, or both.
4. Explain that you are a student in this course, you have read the books by Drs. Bailey and Burch, and that you are hoping to interview the person with whom you're communicating about ethical and professional issues in behavior analysis as they pertain to the purview of that special interest group.
5. Set up a date and time to interview the person by phone or by or e-mail.
6. BEFORE YOU INTERVIEW THE PERSON – conduct a PsychInfo search for that area of interest.
 - a. Locate and read three articles from the behavior analytic literature that you find as a result of that search.
 - b. Develop a set of interview questions.
 - i. Ask the person to describe her or his field for you.
 - ii. Ask the person to describe what her or his ABAI special interest group does.
 - iii. You may ask as many additional questions as you wish, provided that the following questions are among them:
 1. What are three ethical challenges facing behavior analysts who work in your field, that behavior analysts working in other fields might not be aware of?
 2. What are the two largest ethical challenges facing behavior analysts working in your field today?
 3. What one thing would you recommend a behavior analyst do to remain on the ethical straight and narrow?
7. Write a paper, using this format:
 - a. *Introduction*. Identify your area of interest. Explain why you chose it. **(Up to 5 points.)**
 - b. *Literature Review*. Briefly summarize the three articles you read on your area of interest. Tell the reader what is noteworthy about this field – why it is important. Tell the reader what the literature says practitioners or researchers in this area do. **(Up to 10 points.)**
 - c. *What I would like to know*. Based on what you have read, give a list of questions you would like your interviewee to answer (including those that you were given in section 6.b.iii of this assignment. Explain your rationale for asking those questions. **(Up to 10 points.)**
 - d. *The Interview*. Summarize your interview. Describe who you contacted, how, and when. Report to the reader what questions you asked, and what the person said. Explain any follow-up questions you asked, and give the person's replies to those questions. **(Up to 20 points.)**
 - e. *What I learned*. Summarize why you selected your topic and what it is you wanted to know. Summarize what you learned. State at least three additional things that you would like to know, after exploring this topic with your interviewee. **(Up to 10 points.)**
 - f. *Email a thank-you to your interviewee*. Blind-copy Dr. Hoch on this. **(5 points.)**

- g. Ensure that your paper is written in APA Style (Sixth Edition), and that syntax, grammar, spelling, and punctuation are correct (**Up to 5 points**). While there is no minimum of number of pages required for this assignment, students are encouraged to keep the maximum number of pages to 10 or fewer. This assignment is worth a total of 65 possible points, is due no later than the beginning of the last class period, although papers will be accepted early. Students who submit their papers prior to or during the thirteenth class session will have the option to keep the score that their paper has earned, or revise and resubmit for a higher score (with ½ credit given for correctly made revisions). Late papers will be accepted, with a 10% penalty on total points earned for the paper. **This assignment must be submitted through TK20 for the points earned by this assignment to count toward one's final grade.**

Performance-based Common Assignments (No TK20 submission required).

Final Examination. Each student will complete and submit a three item, essay test. Each item will be an ethics scenario. The student will identify the portions of the Professional and Ethical Compliance Code for Behavior Analysts and of the Commonwealth of Virginia Behavior Analyst Licensure Regulations that pertain to the scenario. Next, the student will give three possible courses of action based on the Professional and Ethical Compliance Code, the Virginia Licensure Regulations, and the readings and discussions throughout the course. Finally the student will identify the course of action she or he would select, and would give the rationale for selecting that course of action over the other two. Up to 60 points may be earned on the final examination.

Other Assignments.

Attendance and Class Discussion. *You are expected to attend each class session and to participate in each class discussion.* If you have questions, ask them. If you have a response to another student's question, offer it. If you have a comment, make it. You will only learn by doing, and the more you do in class, the more opportunities you'll have to learn. Your instructor will take attendance at the beginning of class (at 4:30 pm, promptly), and those students who are present and whose microphones and webcams are working will earn one point at that time; those present but with a non-functioning webcam and/or microphone will earn ½ point; those not present during the attendance check will earn 0 points. Similar, students staying for the entire class session will earn a second point; those staying for the entire class session but with a nonfunctioning microphone and / or webcam will earn ½ point; and those leaving before the end of the class session will earn 0 points. *Attendance and Class Discussion points cannot be made up. A total of 28 points are possible through reliable attendance. Missed attendance*

points cannot be made up. Students missing a class session must consult with their classmates for notes or other materials missed during the missed session.

Quizzes. A ten-item quiz will be posted for each of weeks 2 – 14, and must be completed prior to the class session for that week. (That is, the Week 2 quiz must be completed before Week 2’s class session, Week 3 quiz must be completed before the Week 3 class session, and so forth.) Quizzes will cover content of the recordings posted for each week, and so students must view those recordings before taking the quizzes. Students each quiz will be timed, with a maximum of 20 min per quiz, and so students are encouraged to view the recordings carefully, complete any reading (from the *Professional and Ethical Compliance Code* or the Virginia Behavior Analyst Licensure Regulations) prior to taking the quiz. Students will have two opportunities to take each quiz, and the higher grade will be counted. Quizzes taken more than two weeks after the original due date will be assessed a 1 point reduction in score.

Schedule

In the table below, 25PS refers to the *Twenty-five essential skills and strategies* text, *PECCBA* refers to the *Professional and Ethical Compliance Code for Behavior Analysts*, and *LR* refers to the Virginia Behavior Analyst licensure regulations.

Date	Topic / Objectives / Read before class	Assignments Due / Activities
25 Jan 16 Week 1	Orientation to Course / Review Syllabus / Some History	<input type="checkbox"/> Introductions <input type="checkbox"/> Tour Blackboard Site <input type="checkbox"/> Review syllabus <input type="checkbox"/> Review University Honor Code <input type="checkbox"/> Select Applied Ethics Projects topics
1 Feb 16 Week 2	History, Core Ethical Principles, Business Etiquette, Assertiveness, and What do you call yourself?	<input type="checkbox"/> Read 25 PS Ch 1 & 2 before class <input type="checkbox"/> Watch Week 2 Recording before class <input type="checkbox"/> Complete Week 2 Quiz before class <input type="checkbox"/> Participate in class discussion <input type="checkbox"/> Discuss progress on Applied Ethics Projects
8 Feb 16 Week 3	PECCBA Section 1, Leadership, Networking, Multiple Relationships, and Confidentiality	<input type="checkbox"/> Read PECCBA Section 1 before class <input type="checkbox"/> Watch Week 3 Recording before class <input type="checkbox"/> Complete Week 3 Quiz before class

		<input type="checkbox"/> Participate in class discussion <input type="checkbox"/> Discuss progress on Applied Ethics projects
15 Feb 16 Week 4	PECCBA Section 2, Public Relations, and Business Practices	<input type="checkbox"/> Read PECCBA Section 2 before class <input type="checkbox"/> Read 25PS Ch 5 prior to class <input type="checkbox"/> Watch Week 4 Recording before class <input type="checkbox"/> Complete Week 4 Quiz before class <input type="checkbox"/> Participate in class discussion <input type="checkbox"/> Discuss progress on Applied Ethics projects
22 Feb 16 Week 5	PECCBA Section 3, Total Competence in Applied Behavior Analysis and in your Specialty Area, and Is that a Behavior Analytic Intervention?	<input type="checkbox"/> Read PECCBA Section 3 before class <input type="checkbox"/> Read 25PS Ch 6 before class <input type="checkbox"/> Watch Week 5 Recording before class <input type="checkbox"/> Complete Week 5 Quiz before class <input type="checkbox"/> Participate in class discussion <input type="checkbox"/> Discuss progress on Applied Ethics project
29 Feb 16 Week 6	PECCBA Section 4, Ethics in Daily Life, Interpersonal Communications, and Non-Behavior Analytic Interventions	<input type="checkbox"/> Read PECCBA Section 4 before class <input type="checkbox"/> Read 25PS Ch 7 and 8 before class <input type="checkbox"/> Watch Week 6 Recording before class <input type="checkbox"/> Complete Week 6 Quiz before class <input type="checkbox"/> Participate in class discussion <input type="checkbox"/> Discuss progress on Applied Ethics projects
14 Mar 16 Week 7	PECCBA Section 5, Persuasion and Influence, Negotiation and Lobbying, and Working Through Ethical Dilemmas	<input type="checkbox"/> Read PECCBA Section 5 before class <input type="checkbox"/> Read 25 PS Ch 9 and 10 before class <input type="checkbox"/> Watch Week 7 Recording before class <input type="checkbox"/> Complete Week 7 Quiz before class <input type="checkbox"/> Participate in class discussion <input type="checkbox"/> Discuss progress on Applied Ethics projects

<p>21 Mar 16 Week 8</p>	<p>PECCBA Section 6, Public Speaking, Handling Difficult People, and Working Through Ethical Dilemmas</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read PECCBA Section 6 before class <input type="checkbox"/> Read 25PS Ch 11 and 12 before class <input type="checkbox"/> Watch Week 8 Recording before class <input type="checkbox"/> Complete Week 8 Quiz before class <input type="checkbox"/> Participate in class discussion <input type="checkbox"/> Discuss progress on Applied Ethics project
<p>28 Mar 16 Week 9</p>	<p>PECCBA Section 7, Think Function, Using Shaping Effectively, Working Through Ethical Dilemmas</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read PECCBA Section 7 <input type="checkbox"/> Read 25 PS Ch 13 and 14 <input type="checkbox"/> Watch Week 9 Recording before class <input type="checkbox"/> Complete Week 9 Quiz before class <input type="checkbox"/> Participate in class discussion <input type="checkbox"/> Discuss progress on Applied Ethics projects
<p>4 Apr 16 Week 10</p>	<p>PECCBA Section 8, Behavior Change Considerations, Can You Show Me That?, Performance Management, Time Management the Behavioral Way, and Working Through Ethical Dilemmas</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read PECCBA Section 8 <input type="checkbox"/> Read 25 PS Ch 15 – 17 <input type="checkbox"/> Watch Week 10 Recording before class <input type="checkbox"/> Complete Week 10 Quiz before class <input type="checkbox"/> Participate in class discussion <input type="checkbox"/> Discuss progress on Applied Ethics project
<p>11 Apr 16 Week 11</p>	<p>PECCBA Section 9, Behavior Change Considerations and Behavior Change Systems, Becoming a Trusted Professional, Learn to Deal Behaviorally with Stress, Knowing When to Seek Help (and How to Accept Feedback), and Working Through Ethical Dilemmas</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read PECCBA Section 9 <input type="checkbox"/> Read 25PS Ch 18-20 <input type="checkbox"/> Watch Week 11 Recording before class <input type="checkbox"/> Complete Week 11 Quiz before class <input type="checkbox"/> Participate in class discussion <input type="checkbox"/> Discuss progress on Applied Ethics project
<p>18 Apr 16 Week 12</p>	<p>PECCBA Section 10, Behavior Change Systems and Implementation, Management, and Supervision, Critical Thinking, Creative</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read PECCBA Section 10 <input type="checkbox"/> Read 25 PS Ch 21 – 23

	Problem Solving, Using and Understanding Power, and Working through Ethical Dilemmas	<input type="checkbox"/> Watch Week 12 Recording before class <input type="checkbox"/> Complete Week 12 Quiz before class <input type="checkbox"/> Participate in class discussion <input type="checkbox"/> Discuss progress on Applied Ethics projects
25 Apr 16 Week 13	Virginia Behavior Analyst Licensure Regulations, Implementation, Management, and Supervision, Training, Coaching, and Mentoring, and Aggressive Curiosity	<input type="checkbox"/> Read first half of the Virginia Behavior Analyst Licensure Regs <input type="checkbox"/> Read 25PS Ch 24 and 25 <input type="checkbox"/> Watch Week 13 Recording before class <input type="checkbox"/> Complete Week 13 Quiz before class <input type="checkbox"/> Participate in class discussion <input type="checkbox"/> Submit your Applied Ethics Project through TK20!
2 May 16 Week 14	Applied Ethics Project Presentations	<input type="checkbox"/> Read second half of Virginia Behavior Analyst Licensure Regs <input type="checkbox"/> Watch Week 14 Recording before class <input type="checkbox"/> Complete Week 14 Qquiz before class <input type="checkbox"/> Applied Ethics Projects Presentations <input type="checkbox"/> Discuss working through Ethical Dilemmas and the Final Exam
9 May 16 Week 15	Final Examination	<input type="checkbox"/> Final Exam due through Blackboard no later than 11:59 pm tonight