



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

Spring 2016

EDSE 664 DL1: Ethical and Professional Conduct for Behavior Analysis

CRN: 13944, 3 - Credits

Instructor: Theodore Hoch, Ed.D., B.C.B.A.- D., L.B.A.	Meeting Dates: 01/19/16 - 05/6/16
Phone: 703-987-8928 / 703-993-5244	Meeting Day(s): Tuesday
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, and professional conduct consistent with the practice of applied behavior analysis.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): EDSE 619 (May be taken concurrently) or permission of instructor.

Co-requisite(s): None

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 both synchronous and asynchronous formats 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 on Monday 11 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 Google Chrome 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.
 - **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on Tuesday, and **finish** on Monday. (Please note, though: All final exams are due on a Friday – 6 May 2016.)

- **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 and describe content from each section of the Behavior Analyst Certification Board's (BACB's) Professional and Ethical Compliance Code for Behavior Analysts.
- Identify and provide examples of conduct consistent and inconsistent with each of the ten sections of the BACB's Professional and Ethical Compliance Code for Behavior Analysts.
- Identify and describe content from each section of the Commonwealth of Virginia Board of Medicine's (BOM's) Regulations Governing the Practice of Behavior Analysis.
- Identify and provide examples of conduct consistent and inconsistent with the Commonwealth of Virginia BOM's Regulations Governing the Practice of Behavior Analysis.
- Describe and exemplify steps to resolving ethical dilemmas that are consistent with the BACB's Professional and Ethical Compliance Code for Behavior Analysts and the Commonwealth of Virginia BOM's Regulations Governing the Practice of Behavior Analysis.
- Prepare a Declaration of Professional Service 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 BACB's and Commonwealth of Virginia BOM's complaint process and the manner in which these boards handle complaints made to them.

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.

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

Daniels, A.C. (1999). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement*. Atlanta, GA: McGraw-Hill. ISBN 978-0-07135145-4

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

None.

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.

Association for Behavior Analysis, International. (2011). *ABAI Statement on Restraint and Seclusion*. Available at www.abainternational.org .

Behavior Analyst Certification Board's *Professional and Ethical Compliance Code for Behavior Analysts*, available at www.bacb.com in the Downloads area.

Commonwealth of Virginia Board of Medicine's *Behavior Analyst Licensure Regulations*. http://www.dhp.virginia.gov/medicine/medicine_laws_regs.htm

Additional Readings

You will need to locate these articles using PsychInfo, through the George Mason University website.

Barrett, B.H., Beck, R., Binder, C., Cook, D.A., Engelmann, S., Greer, R.D., Kyrklund, S.J., Johnson, K.R., Maoney, M., McCorkle, N., Vargas, J.S., & Watkins, C.L. (1991). The right to effective education. *The Behavior Analyst, 14* (1), 79-82.

Dorsey, M.F., Weinberg, M., Zane, T., & Guidi, M.M. (2009). The case for licensure of applied behavior analysts. *Behavior Analysis in Practice, 2*(1), 53-58.

Hastings, R.P., & Noone, S.J. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. *Education and Training in Developmental Disabilities, 40* (4), 335-342.

Johnston, J.M. (1991). What can behavior analysis learn from the aversives controversy? *The Behavior Analyst*, 14 (2), 187-196.

Johnston, J.M. & Sherman, R.A. (1993). Applying the least restrictive alternative principle to treatment decisions: A legal and behavioral analysis. *The Behavior Analyst*, 16 (1), 103-115.

Linscheid, T.R., Iwata, B.A., Ricketts, R.W., Williams, D.E., & Griffin, J.C. (1990). Clinical evaluation of the self-injurious behavior inhibiting system (SIBIS). *Journal of Applied Behavior Analysis*, 23 (1), 53-78.

Van Houten, R., Axelrod, S., Bailey, J.S., Favell, J.E., Foxx, R.M., Iwata, B.A., & Lovaas, O.I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis*, 21 (4), 381-384.

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.

This is a course in ethics and professional conduct. Part of behaving ethically and professionally is being where one needs to be, when one needs to be there. Given this, attendance will be taken at the beginning of each session. All students present on Blackboard Collaborate whose microphones and webcams are working during the attendance check will receive one point. (Those arriving late or whose microphones or webcams aren't working won't receive this point.) All students present when the class session ends will receive a second point. (Those who are not present – for whatever reason – at the end of the session will not receive this point.) Missed attendance points cannot be made up.

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.

Late Work.

Live material quizzes must be taken before the class session for which they are assigned. They may not be taken after the class session has begun, and will no longer be available once the class session has begun. Similarly, recorded material quizzes must be taken before the class session for which they are assigned. They may not be taken after the class session has begun, and will no longer be available once the class session has begun. Quizzes missed may not be made up. Students absent during sessions for which they were scheduled to be Discussion Leader may not make up that opportunity. Students absent for sessions may not make up Discussion Participant points that would have been earned during that session. No late final exams will be accepted.

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

Description	Possible Points	Cumulative Possible Points
Attendance	26 points	26 points
Final Exam	100 points	126 points
Live Material Quizzes	130 points	256 points
Recorded Material Quizzes	167 points	423 points
Discussion Leader	20 points	443 points
Discussion Participant	26 points	469 points
Mandated Reporter Training	5 points	474 points
Human Subjects Protection Training	10 points	484 points
BACB 90 Min Supervision	5 points	489 points

A = 461 – 489 points; A- = 437 - 460 points; B = 388 - 436 points; C = 340 - 387 points; F < 340 points

Assignments

Performance-based Assessment (TK20 submission required).

Final Examination. Each student will complete and submit a five 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 100 points may be earned on the final examination. As the final examination is your PBA assignment, it will not be accepted in print form. It must be submitted through TK20.

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

Recorded Material Quizzes. Students will complete a 10 item, true / false quiz through Blackboard prior to attending class during Weeks 2 through 14. A week's quiz will not be available once the class session has begun, and cannot be made up if missed. Quiz questions will cover content read for that evening's class session. 13 Quizzes at 10 points possible each, for a total of 130 possible points.

Discussion Leader. Each student will present a portion of an evening's readings, as indicated in the schedule, below, for two evenings. Depending on number of students enrolled in the course, presentations may be individual presentations, or by pairs of students. Presenters must prepare a lesson based on the portion of the evening's readings assigned that teaches their classmates the content of that reading. These lessons may involve lecture, powerpoint presentations, activities, demonstrations, or other activities. Discussion leaders must generate discussion about their topic among their classmates. Up to 10 points may be earned per instance of being discussion leader (or co-leader) for accurately presenting and leading discussion on the material; and up to 5 additional points for generating class discussion on the topic. Two opportunities at up to 10 points per opportunity for up to 20 possible points.

Discussion Participant. Clearly, the discussion leader isn't entirely responsible for the discussion. The discussion leader's classmates must also discuss! Two points per session may be earned for making comments, asking or answering questions, or otherwise participating in discussion on the topics presented. Missed points due to absence may not be made up. 13 opportunities at 2 points each for a total of 26 points.

Other Assignments.

Mandated Reporter Training. During the week indicated on the syllabus, you will go to this website -

http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html - and complete the Child Abuse: Recognizing, Reporting, and Responding for Educators

training course that is there. You will submit the certificate of completion that comes with this course by the date indicated on the syllabus for 5 points. *Note: If you have already completed this training course for another course or for your employment, you may submit the certificate of completion for that course, provided that you completed the course within the last two years. If the course was completed more than two years ago, you must complete this course.*

CITI Human Subjects Basic Course. During the week indicated on the syllabus, you will go to this website - <https://www.citiprogram.org/index.cfm?pageID=88> - and complete the Human Subjects Research Basic course. You will submit the certificate of completion that comes with this course by the date indicated on the syllabus for 10 points. *Note: If you have already completed this course for another GMU course, you may submit the certificate of completion that you earned at that point, provided that the completion date is within the last three years. If the completion date was more than three years ago, you must complete the Refresher Course, and submit the certificate of completion for that course.*

BACB Supervisor Training Module and Behavior Analysis Supervisor Training Course. During the week indicated on the syllabus, complete and submit the certificate of completion for the BACB's 90 min Supervisor Training Module (available through the BACB Portal). *If you have already completed this training module, you may submit the certificate of completion you already have.* You will earn 5 points for this assignment.

Students may earn 5 points extra credit per 1 day of attendance at any of the following:

- Association for Professional Behavior Analysts Convention, to be held 31 March – 2 April in Washington, D.C. Students will attend at their own expense, and must provide documentation demonstrating their attendance, or must check in with Dr. Hoch at the conference, for each day of attendance. More information is available at www.apbahome.net.
- Virginia Association for Behavior Analysis Conference, to be held on 15 and 16 April in Newport News, VA. Students will attend at their own expense, and must provide documentation demonstrating their attendance, or must check in with Dr. Hoch at the conference, for each day of attendance. More information available at www.virginiaaba.org.
- Attendance at the verbal behavior workshop presented by Dr. Mark Sundberg on the Prince William Campus of George Mason University on 5 and 6 May. Students will attend at their own expense, and must check in with Dr. Hoch at the workshop. More information will be made available in late January or early February.

Additionally,

- 8 Hour Behavior Analyst Supervisor Training Course.* If you anticipate becoming certified within 6 months of completion of this course, you may wish to complete the 8 hour Behavior Analyst Supervisor Training Course that the BACB requires for those who will supervise BCABAs, RBTs, and those working toward eventual certification. If you would like to exercise this option, please email Dr. Hoch and request enrollment in this course through a non-GMU entity. You will have two weeks from your date of enrollment to complete this 8 hour course (which takes 8 hours to complete). You will earn 10 points for submitting the completion certificate you earn from this course.
- Final Exam Preparation Practice.* Prior to sessions 9 – 14, you may submit your work on the final exam preparation practice scenario posted for that week, prior to that week’s class session. You will be provided feedback on your submission. You may earn up to 2 points per scenario addressed.

Up to 20 points of extra credit may be applied to one’s final grade. No more than 20 points of extra credit may be applied to one’s final grade.

Schedule

In the schedule that appears below, 25ES refers to the Bailey and Burch (2009) text, Ethics to the Bailey and Burch 2011 text, PECCBA refers to the *Professional and Ethical Compliance Code for Behavior Analysts*, and AD to the Aubrey Daniels text. All assignments are to be completed and submitted before the class period for which they are listed in this table begins.

Date	Presenters	Before Class:
19 Jan Week 1	Hoch	<input type="checkbox"/> N / A <input type="checkbox"/> In-class introduction and syllabus review <input type="checkbox"/> Selection of presenters <input type="checkbox"/> Recommendations for presentations <input type="checkbox"/> Review of GMU Honor Code
26 Jan	Hoch – What do you call yourself?	<input type="checkbox"/> Read <i>Ethics</i> Ch 1 - 4

Week 2	25ES Ch 1&2 – AD Ch 1-3 –	<input type="checkbox"/> Read Barrett et al. (1991) <input type="checkbox"/> Read Van Houten et al. (1988) <input type="checkbox"/> Read ABAI (2011) <input type="checkbox"/> Read 25ES Ch 1&2 <input type="checkbox"/> Read AD Ch 1-3 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz
2 Feb Week 3	Hoch – Multiple relationships 25ES Ch 3&4 – AD Ch 4&5 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 5 & 6 <input type="checkbox"/> Read PECCBA Section 1 <input type="checkbox"/> Read Johnston & Sherman (1993) <input type="checkbox"/> Read 25ES Ch 3 & 4 <input type="checkbox"/> Read AD Ch 4 & 5 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material quiz
9 Feb Week 4	Hoch – Business Practices 25ES Ch 5&6 – AD Ch6&7 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 7 <input type="checkbox"/> Read PECCBA Section 2 <input type="checkbox"/> Read Linscheid et al. (1990) <input type="checkbox"/> Read 25ES Ch 5&6 <input type="checkbox"/> Read AD Ch 6&7 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz <input type="checkbox"/> Submit Mandated Reporting Course Certificate
16 Feb Week 5	Hoch – is it a behavior analytic intervention? 25ES Ch 7&8 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 8 <input type="checkbox"/> Read PECCBA Section 3

	AD Ch 8&9 –	<input type="checkbox"/> Read Johnston (1991) <input type="checkbox"/> Read <i>25ES</i> Ch 7&8 <input type="checkbox"/> Read <i>AD</i> Ch 8&9 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz
23 Feb Week 6	Hoch – Non-behavior analytic interventions 25ES Ch 9&10 – AD Ch 10&11 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 9 <input type="checkbox"/> Read <i>PECCBA</i> Section 4 <input type="checkbox"/> Read Hastings et al. (2005) <input type="checkbox"/> Read <i>25ES</i> Ch 9&10 <input type="checkbox"/> Read <i>AD</i> Ch 10&11 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz
1 March Week 7	Hoch – working through an ethical dilemma 25ES Ch 11&12 – AD Ch 12&13 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 10 <input type="checkbox"/> Read <i>PECCBA</i> Section 5 <input type="checkbox"/> Read <i>25ES</i> Ch 11&12 <input type="checkbox"/> Read <i>AD</i> Ch 12&13 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz
15 March Week 8	Hoch – working through an ethical dilemma 25ES Ch 13&14 – AD Ch 14 – Kellie	<input type="checkbox"/> Read <i>Ethics</i> Ch 11 and 12 <input type="checkbox"/> Read <i>PECCBA</i> Section 6 <input type="checkbox"/> Read <i>25ES</i> Ch 13&14 <input type="checkbox"/> Read <i>AD</i> Ch 14 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz <input type="checkbox"/> Submit BACB 90 Min Supervisor Training

		Module Screenshot showing module completion
22 March Week 9	Hoch – working through an ethical dilemma 25ES Ch 15&16 – AD Ch15&16 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 13 <input type="checkbox"/> Read <i>PECCBA</i> Section 7 <input type="checkbox"/> Read <i>25ES</i> Ch 15&16 <input type="checkbox"/> Read <i>AD</i> Ch 15&16 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Pre-presentation Quiz
29 March Week 10	Hoch – working through an ethical dilemma 25 ES Ch17&18 – AD Ch17&18 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 14 <input type="checkbox"/> Read <i>PECCBA</i> Section 8 <input type="checkbox"/> Read <i>25ES</i> Ch 17&18 <input type="checkbox"/> Read <i>AD</i> Ch 17&18 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz
5 April Week 11	Hoch – working through an ethical dilemma 25ES Ch19&20 – AD Ch19 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 15 <input type="checkbox"/> Read <i>PECCBA</i> Section 9 <input type="checkbox"/> Read <i>25ES</i> Ch 19&20 <input type="checkbox"/> Read <i>AD</i> Ch 19 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz <input type="checkbox"/> Submit CITI Training Course Completion Certificate
12 April Week 12	Hoch – working through an ethical dilemma 25ES Ch21&22 – AD Ch20 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 16&17 <input type="checkbox"/> Read <i>PECCBA</i> Section 10 <input type="checkbox"/> Read <i>25ES</i> Ch 21&22 <input type="checkbox"/> Read <i>AD</i> Ch 20

		<input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz
19 April Week 13	Hoch – working through an ethical dilemma 25ES Ch 23&24 - AD Ch21&22 –	<input type="checkbox"/> Read <i>Ethics</i> Ch 18&19 <input type="checkbox"/> Read Virginia Behavior Analyst Licensure Regulations <input type="checkbox"/> Read 25ES Ch 23&24 <input type="checkbox"/> Read AD Ch 21&22 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz
26 April Week 14	Hoch – final exam preview 25ES Ch 25 – AD Ch 23&24 –	<input type="checkbox"/> Review <i>PECCBA</i> <input type="checkbox"/> Review Virginia Behavior Analyst Licensure Regulations <input type="checkbox"/> Read 25ES Ch 25 <input type="checkbox"/> Review AD Ch 23 & 24 <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Materail Quiz
6 May Week 15	<p style="text-align: center;">Final Exam Due through TK20 by 11:59pm on this date</p> <p style="text-align: center;">All extra credit must be submitted prior to submission of your final exam. No extra credit will be accepted after you have submitted your final exam.</p>	