



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

Summer 2019

EDSE 664 001: Ethical and Professional Conduct for Behavior Analysis

CRN: 40705, 3 – Credits

<b>Instructor:</b> Dr. Diana Davis-Wilson	<b>Meeting Dates:</b> 6/24/2019 – 8/18/2019
<b>Phone:</b> 480-407-7951	<b>Meeting Day(s):</b> Online
<b>E-Mail:</b> ddaviswi@gmu.edu	<b>Meeting Time(s):</b> NA
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> NA
<b>Office Location</b> Video Conference/ Phone	<b>Other Phone:</b>

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

**Prerequisite(s):** 619 B-

**Co-requisite(s):** None

**Course Description**

Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board Guidelines for Responsible Conduct and Disciplinary Standards, and professional conduct consistent with the practice of applied behavior analysis. Offered by Graduate School of Education. May not be repeated for credit.

**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 teacher candidates/students should contact Student Services at (703) 348-5006 (Option 2) for assistance. All other teacher candidates/students should refer to their faculty advisor.

**Advising Tip**

Did you know you can order an official transcript through Patriotweb? Logon to Patriotweb. Select Student Services. Select Student Records. Select Order Official Transcript.

**Course Delivery Method**

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

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available in accordance with the posted start date.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday at midnight and finish on Monday at 11:59 pm. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## Learner Outcomes

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

1. Identify and describe content from each section of the Behavior Analyst Certification Board's (BACB's) Professional and Ethical Compliance Code for Behavior Analysts.
2. 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.
3. 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.
4. Identify and provide examples of conduct consistent and inconsistent with the Commonwealth of Virginia BOM's Regulations Governing the Practice of Behavior Analysis.
5. 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.
6. Prepare a Declaration of Professional Service that is consistent with current ethical and professional practice of applied behavior analysis.
7. Describe steps and conditions for proper and ethical case termination.
8. Describe the BACB's and Commonwealth of Virginia BOM's complaint process and the manner in which these boards handle complaints made to them.

## Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for Applied Behavior Analysis Graduate Certificate. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>. For more information on the Board and the examination, please visit the Board's website at [www.bacb.com](http://www.bacb.com). 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.

## Required Textbooks

Bailey, J.S. and Burch, M.R. (2010). *25 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.S., and Burch, M.R. (2016). *Ethics for behavior analysts (3<sup>rd</sup> Edition)*. New York, NY: Routledge. ISBN 978-1-138-94920-1

Daniels, A.C. (2016). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement (3<sup>rd</sup> Edition)*. New York, NY: McGraw-Hill.

### **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **Additional Readings**

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

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.

Behavior Analyst Certification Board's *Professional and Ethical Compliance Code for Behavior Analysts*, available at [www.bacb.com](http://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](http://www.dhp.virginia.gov/medicine/medicine_laws_regs.htm)

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 Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 664, the required PBA is Ethics Final Exam. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### **Assignments and/or Examinations**

#### **Performance-based Assessment (Tk20 submission required)**

***Final Exam.*** You will complete and submit a five item, essay test. Each item will be an ethics scenario. You will identify all 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, you will give at least 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, you will identify the course of action you 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. This project must be submitted through TK20.

#### **Performance-based Common Assignments (No Tk20 submission required)**

***Recorded Material Quizzes.*** For weeks 1 – 5, there will quiz questions after each recording, with a total of 136 quiz questions worth 1 point each distributed across those five modules. You must complete those quizzes during the week for which they're assigned. You will have 1.5 minutes per question, or a quiz availability time of 1.5 times the number of questions on that quiz. Once you answer a question, you may not return to it. In Weeks 6 and 7, you will complete fill in the blank quizzes by downloading the word document that pertains to that quiz, following the instructions on that document to complete it, and uploading it at the upload link for those quizzes. Fill in the blanks quizzes in Weeks 6 and 7 are worth 25 points each.

***Interteaching Group Discussions.*** For Modules 1 - 8, you will be assigned to a Discussion Group. (You will be in a different group each week.) Your group will meet through Blackboard Collaborate at some point during the week, and will have a discussion that will last at least 90 minutes. This discussion will center around the items presented on that week's Discussion Guide. To have a discussion:

1. Log into Blackboard.
2. Click on Tools.
3. Click on Blackboard Collaborate Ultra.
4. Locate your group's discussion.
5. Click on the discussion (Group #, with appropriate date).
6. Once all group members who are attending are present, one group member must:
  - a. Click on the chevron near the upper left corner of the chat screen (and the chevron is three horizontal parallel lines), and
  - b. Click on Record.
7. Discuss all items listed on that week's Discussion Guide.
8. Take notes as you discuss.
9. Discuss any other content you wish to discuss, but be sure to discuss all content on the Discussion Guide.

After the discussion,

1. Share your notes with the other members of the group.
2. (You may wish to do this while you're meeting – this will save time.)
3. Develop one set of notes, in a word document.
4. On top of that set of notes,
  - a. List names of all participants.
  - b. List the Week number for that discussion.
  - c. Submit that set of notes (each group member, individually), through Blackboard.

Each discussion and submitted discussion guide (combined) is worth up to 7 points. Missed discussions cannot be made up. Points missed for failing to submit notes on time cannot be made up.

***Mandated Reporter Training.*** During the week indicated on the syllabus, you will go to this website - <http://www.dss.virginia.gov/abuse/mr.cgi> - 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 the child training for another course or for your employment, please complete the adult training and submit that certificate of completion.*

***Final Exam Preparation Practice.*** Prior to class time for weeks 5, 6, and 7, you will be presented with two scenarios. You will complete the Decision Sequence indicated for each scenario, and will submit that completed decision sequence by the due date. You will receive detailed feedback on your analysis and final summation during the following week. Each submitted Decision Sequence is

worth up to 2 points. These six completed decision sequences (two for each of weeks 5, 6, and 7) will provide you practice for your final exam, in that you will be doing the same sort of analysis and final summation on these as you will for your final, and so these are considered quizzes.

***EDSE 619 Final Exam.*** During the first week of this course, you will complete the EDSE 619 Final Exam that your instructor gives when he teaches that course. Each question you answer correctly will be worth 0.2 points. A total of 10 points is possible for this text. Your instructor will provide you with detailed feedback regarding your performance no later than the end of week four. You may use this information as you prepare for your certification exam.

***Reaction Papers.*** During Modules 2, 4, 6, 7, and 8, you will view videos prepared for this course in which Dr. Hoch interviews members of our field who are expert in areas pertinent to the content of this course. After viewing each recording, you will prepare and submit a brief paper, following the instructions for that video presentation, in which you summarize the video's content, discuss its relation to other content of this course, and otherwise indicate how it will be useful in your practice. Each of these papers is worth up to 5 points.

## **Course Policies and Expectations**

### **Attendance/Participation**

You will schedule your interteaching group discussions with your other groupmates, and you are expected to attend every discussion and to be on time. Being late to a discussion will be disruptive to others, as your classmates may have already split into groups, and may already have begun their discussions. Please attend every session, please be on time, and please stay until the discussion is complete. As mentioned above, 5 points is possible per discussion— 4 if you are late, 4 if you leave early, and 3 if you are late and leave early. Missed points cannot be made up.

### **Late Work**

All work is due by 11:59 pm (US East Coast Time) on the due dates listed on the syllabus. Generally speaking, a week's assignments are due by 11:59 pm on the next Monday. Late work is not accepted.

### **Grading Scale** (traditional rounding principles apply)

93-100% = A  
90-92% = A-  
87-89% = B+  
83-86% = B  
80-82% = B-  
70-79% = C  
< 69% = F



Assignment Type	Possible Points per Instance	Number of Instances	Possible Points for Activity Type	Cumulative Possible Points		
EDSE 619 Final Exam	10 points	1 exam	10 points	10 points		
Reaction Papers	5 points	5 papers	25 points	35 points		
Discussion Group Participation and Discussion Guides	7 points	8 discussions and guides	56 points	91 points		
Recorded Material Quizzes	1 point per question	137 questions	137 points	228 points		
Fill in the blanks quizzes	25 points per quiz	1 instances	25 points	253 points		
Mandated Reporter Training	1 completion certificate	5 points	5 points	258 points		
Final Exam Prep Practice	2 points	6 Preps	12 points	270 points		
Final Exam	100 points	1 exam	100 points	370 points		
A 345 – 370 points	A- 333 – 343 points	B+ 323 – 332 points	B 308 – 322 points	B- 296 – 307 points	C 259 – 295 points	F Fewer than 258 points

\*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

### Class Schedule

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. In the schedule that appears below, *Ethics* refers to the Bailey and Burch (2016) *Ethics* text, *25 ES* refers to the Bailey and Burch (2010) text, *Daniels* refers to the Daniels (2016) text, and *PECCBA* refers to the Professional and Ethical Compliance Code.

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Topics	Read / View	Complete / Submit
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1	<ul style="list-style-type: none"> <li>History of Ethics in Applied Behavior Analysis</li> <li>Core Ethical Principles</li> <li>Business Skills</li> </ul>	<ul style="list-style-type: none"> <li><i>Ethics</i> Ch 1 – 5</li> <li><i>25 ES</i> Preface, Ch 1 – 4</li> <li>Barrett et al. (1991)</li> <li>Van Houten et al. (1988)</li> <li>ABAI (2011)</li> <li>Week 1 Recordings</li> <li>Week 1 Transcript</li> <li>Week 1 Powerpoint</li> </ul>	<p>Due any time:</p> <ul style="list-style-type: none"> <li>EDSE 619 Final Exam</li> </ul> <p>Due by Monday at 11:59</p> <ul style="list-style-type: none"> <li>RM Quizzes</li> <li>Group Discussion</li> <li>Discussion Guide</li> </ul>
2	<ul style="list-style-type: none"> <li>Responsible Conduct of Behavior Analysts</li> <li>Behavior Analysts' Responsibility to Clients</li> <li>Business Skills</li> <li>Consulting Repertoires</li> </ul>	<ul style="list-style-type: none"> <li><i>Ethics</i> Chapters 6 and 7</li> <li><i>25 ES</i> Chapters 5 – 11</li> <li>Johnston &amp; Sherman (1993)</li> <li>Linscheid et al. (1990)</li> <li><i>PECCBA</i> Sections 1 and 2</li> <li>Fuqua Video</li> <li>Week 2 Recordings</li> <li>Week 2 Transcript</li> <li>Week 2 Powerpoint</li> </ul>	<p>Due by Monday at 11:59 pm</p> <ul style="list-style-type: none"> <li>RM Quizzes</li> <li>Group Discussion</li> <li>Discussion Guide</li> <li>Fuqua Video Reaction Paper</li> </ul>
3	<ul style="list-style-type: none"> <li>Assessing Behavior</li> <li>Behavior Analysts and the Behavior Change Program</li> <li>Behavior Analysts as Supervisors,</li> <li>Consulting Repertoires</li> <li>Vital Work Habits</li> <li>Mandated Reporting</li> </ul>	<ul style="list-style-type: none"> <li><i>Ethics</i> Chapters 8 – 11</li> <li><i>25 ES</i> Chapters 12 – 18</li> <li>Hastings &amp; Noone (2005)</li> <li><i>PECCBA</i> Sections 3 - 5</li> <li>Mandated Reporter Training video module</li> <li>Week 3 Recordings</li> <li>Week 3 Transcript</li> <li>Week 3 Powerpoint</li> </ul>	<p>Due by Monday at 11:59 pm</p> <ul style="list-style-type: none"> <li>RM Quizzes</li> <li>Group Discussion</li> <li>Discussion Guide</li> <li>Mandated Reporter Training Certificate of Completion</li> </ul>
4	<ul style="list-style-type: none"> <li>Behavior Analysts' Ethical Responsibility to the Profession of Behavior Analysis</li> <li>Behavior Analysts and Research</li> <li>Behavior Analysts' Ethical Responsibility to the BACB</li> <li>Vital Work Habits</li> <li>Advanced Consulting Strategies</li> </ul>	<ul style="list-style-type: none"> <li><i>Ethics</i> Chapters 14 - 17</li> <li><i>25 ES</i> Chapters 19 – 25</li> <li><i>PECCBA</i> Sections 6 - 10</li> <li>Todd video</li> <li>Week 4 Recordings</li> <li>Week 4 Transcript</li> <li>Week 4 Powerpoint</li> </ul>	<p>Due by Monday at 11:59 pm</p> <ul style="list-style-type: none"> <li>RM Quizzes</li> <li>Group Discussion</li> <li>Discussion Guide</li> <li>Todd video reaction paper</li> </ul>
5	<ul style="list-style-type: none"> <li>Making and Using a Declaration of Professional Service</li> </ul>	<ul style="list-style-type: none"> <li><i>Ethics</i> Chapters 18 - 20</li> <li><i>Daniels</i> Chapters 1 – 7</li> <li>Week 5 Recordings</li> <li>Week 5 Transcript</li> </ul>	<p>Due by Monday at 11:59 pm</p> <ul style="list-style-type: none"> <li>Practice Ethical Dilemmas 1 and 2</li> </ul>

	<ul style="list-style-type: none"> <li>Ethical Conduct in Organizations</li> <li>Perils of Traditional Management</li> <li>Power of Positive Reinforcement in Business</li> <li>Managing Ethical Dilemmas</li> </ul>	<ul style="list-style-type: none"> <li>Week 5 Powerpoint</li> </ul>	<ul style="list-style-type: none"> <li>RM Quizzes</li> <li>Discussion</li> <li>Discussion Guide</li> </ul>
6	<ul style="list-style-type: none"> <li>Behavior Analyst Licensure Regulations</li> <li>More Power of Positive Reinforcement in Business</li> <li>Scientific Approach to Leadership</li> <li>Managing Ethical Dilemmas</li> </ul>	<ul style="list-style-type: none"> <li><i>Daniels</i> Chapters 8 – 13</li> <li>State Licensure Regs (or, Virginia Licensure Regs if state our country doesn't license behavior analysts)</li> <li>Week 6 Recordings</li> <li>Week 6 Transcript</li> <li>Week 6 Powerpoint</li> <li>Dzyak and ElTagi and Gross videos</li> </ul>	<p>Due by Monday at 11:59 pm</p> <ul style="list-style-type: none"> <li>Practice Ethical Dilemmas 3 and 4</li> <li>Group Discussion</li> <li>Discussion Guide</li> <li>Dzyak and ElTagi and Gross Video Reaction Paper</li> </ul>
7	<ul style="list-style-type: none"> <li>More Behavior Analyst Licensure Regulations</li> <li>Turning Good Intentions into High Performance</li> <li>Managing Ethical Dilemmas</li> </ul>	<ul style="list-style-type: none"> <li><i>Daniels</i> Chapters 14 – 17</li> <li>Strydom Video</li> <li>Week 7 Recordings</li> <li>Week 7 Transcript</li> <li>Week 7 Powerpoint</li> </ul>	<p>Due by Monday at 11:59 pm</p> <ul style="list-style-type: none"> <li>Practice Ethical Dilemmas 5 and 6</li> <li>Group Discussion</li> <li>Discussion Guide</li> <li>Strydom Video Reaction Paper</li> <li>Module 7 Licensure Regs Comparison Quiz</li> </ul>
8	<ul style="list-style-type: none"> <li>Performance Management</li> <li>Managing Ethical Dilemmas</li> </ul>	<ul style="list-style-type: none"> <li><i>Daniels</i> Chapters 18 – 20</li> <li>Lattal video</li> </ul>	<p>Due by Monday at 11:59 pm</p> <ul style="list-style-type: none"> <li>Group Discussion</li> <li>Discussion Guide</li> <li>Lattal video reaction paper</li> <li>Final Exam</li> </ul>

### Core Values Commitment

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

## GMU Policies and Resources for Students

### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

## Appendix

### Assessment Rubric(s)

The TK20 Assignment (Final Exam) rubric is as follows:

	Does Not Meet Expectations	Meets Expectations 2	Exceeds Expectations 3
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	1 Further Learning Needed	Competence	Mastery
Ethical Standards	<p>Candidate demonstrates further learning needed by correctly answering fewer than 80% of questions pertaining to:</p> <ul style="list-style-type: none"> <li>▪ Responsible conduct of a behavior analyst.</li> <li>▪ The behavior analyst’s responsibility to clients.</li> <li>▪ Assessing behavior.</li> <li>▪ The behavior analyst and the individual behavior change program.</li> <li>▪ The behavior analyst as a teacher and / or supervisor.</li> <li>▪ The behavior analyst and the workplace.</li> <li>▪ The behavior analyst’s ethical responsibility to the field of behavior analysis.</li> <li>▪ The behavior analyst’s responsibility to colleagues.</li> <li>▪ The behavior analyst’s ethical responsibility to society.</li> <li>▪ The behavior analyst and research.</li> </ul>	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> <li>▪ Responsible conduct of a behavior analyst.</li> <li>▪ The behavior analyst’s responsibility to clients.</li> <li>▪ Assessing behavior.</li> <li>▪ The behavior analyst and the individual behavior change program.</li> <li>▪ The behavior analyst as a teacher and / or supervisor.</li> <li>▪ The behavior analyst and the workplace.</li> <li>▪ The behavior analyst’s ethical responsibility to the field of behavior analysis.</li> <li>▪ The behavior analyst’s responsibility to colleagues.</li> <li>▪ The behavior analyst’s ethical responsibility to society.</li> <li>▪ The behavior analyst and research.</li> </ul>	<p>Candidate demonstrates mastery by correctly answering 100% of items pertaining to:</p> <ul style="list-style-type: none"> <li>▪ Responsible conduct of a behavior analyst.</li> <li>▪ The behavior analyst’s responsibility to clients.</li> <li>▪ Assessing behavior.</li> <li>▪ The behavior analyst and the individual behavior change program.</li> <li>▪ The behavior analyst as a teacher and / or supervisor.</li> <li>▪ The behavior analyst and the workplace.</li> <li>▪ The behavior analyst’s ethical responsibility to the field of behavior analysis.</li> <li>▪ The behavior analyst’s responsibility to colleagues.</li> <li>▪ The behavior analyst’s ethical responsibility to society.</li> <li>▪ The behavior analyst and research.</li> </ul>
Professional Conduct	<p>Candidate demonstrates further learning needed by correctly answering fewer than 80% of items pertaining to:</p> <ul style="list-style-type: none"> <li>▪ BACB Professional Disciplinary and Ethical Standards</li> <li>▪ Reporting requirements.</li> <li>▪ Limits on applying.</li> <li>▪ The Review Committee.</li> <li>▪ Virginia Board of Medicine Standards of Professional Conduct</li> </ul>	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> <li>▪ BACB Professional Disciplinary and Ethical Standards</li> <li>▪ Reporting requirements.</li> <li>▪ Limits on applying.</li> <li>▪ The Review Committee.</li> <li>▪ Virginia Board of Medicine Standards of Professional Conduct</li> </ul>	<p>Candidate demonstrates mastery by correctly answering 100% of questions pertaining to:</p> <ul style="list-style-type: none"> <li>▪ BACB Professional Disciplinary and Ethical Standards</li> <li>▪ Reporting requirements.</li> <li>▪ Limits on applying.</li> <li>▪ The Review Committee.</li> <li>▪ Virginia Board of Medicine Standards of Professional Conduct</li> </ul>

<p>Licensure and Certification</p>	<p>Candidate demonstrates further learning needed by correctly answering fewer than 80% of items pertaining to:</p> <ul style="list-style-type: none"> <li>▪ General provisions of Virginia Behavior Analyst Licensure Regulations</li> <li>▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst</li> <li>▪ Scope of Practice</li> <li>▪ BACB Certification Requirements</li> <li>▪ BACB Application Process</li> <li>▪ BACB Examination Process</li> <li>▪ BACB Continuing Education Requirements</li> </ul>	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> <li>▪ General provisions of Virginia Behavior Analyst Licensure Regulations</li> <li>▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst</li> <li>▪ Scope of Practice</li> <li>▪ BACB Certification Requirements</li> <li>▪ BACB Application Process</li> <li>▪ BACB Examination Process</li> <li>▪ BACB Continuing Education Requirements</li> </ul>	<p>Candidate demonstrates mastery by correctly answering 100% of questions pertaining to:</p> <ul style="list-style-type: none"> <li>▪ General provisions of Virginia Behavior Analyst Licensure Regulations</li> <li>▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst</li> <li>▪ Scope of Practice</li> <li>▪ BACB Certification Requirements</li> <li>▪ BACB Application Process</li> <li>▪ BACB Examination Process</li> <li>▪ BACB Continuing Education Requirements</li> </ul>