



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

Summer 2020
EDSE 664 001: Ethical and Professional Conduct for Behavior Analysis
CRN: 41515, 3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Brandis Ruise	Meeting Dates: 06/01/20 – 08/22/20
Phone: 352-359-4092	Meeting Day(s): Monday, Wednesday
E-Mail: Bruise2@gmu.edu	Meeting Time(s): 7:20 pm – 9:05 pm
Office Hours: By arrangement	Meeting Location: N/A; Online
Office Location: By arrangement	Other Phone: N/A

❖ 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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you familiar with Mason career resources? Email speced@gmu.edu to be added to the Special Education employment listserv, and check out Career Services: <https://careers.gmu.edu/>.

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 a synchronous 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 on Friday, May 29, 2020.

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: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](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 \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
 - [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](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:
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 four 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.

Professional Standards

This course is part of the George Mason University, School of Education, 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. 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., & 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: 978-0-415-80067-9.

Bailey, J., Burch, M. (2016). *Ethics for behavior analysts: 3rd expanded 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* (3rd ed.). Atlanta, GA: McGraw-Hill. ISBN: 9781259644900.

Recommended Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Additional Readings

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

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.

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

Quizzes. For modules 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 prior to the dates specified on the syllabus calendar. You will have 1.5 minutes per question, or a quiz availability time of 1.5 times the number of questions on that quiz. You will have two opportunities to take the multiple-choice quizzes. 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. Each of the fill-in-the-blank quizzes is worth 20 points.

Interteaching Group Discussions. For Modules 1 - 8, you will sign up for a Discussion Group. Your group will meet through Blackboard

Collaborate at some point during the week, and will have a discussion that will last at least 40 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.

Peer-led Discussions. It should also be noted that your interteaching group will be responsible for facilitating one Wednesday class session in relation to the assigned discussion guide. In order to facilitate this discussion, each group should make use of visuals and Blackboard Collaborate features (e.g., screen sharing).

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, 5, 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

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 near the end of each class session. All students present in the classroom when the class session ends will receive one point. (Those who are not present, for whatever reason, when the class session ends will not receive this point.) Missed attendance points cannot be made up. Given the possibility of computer or internet difficulties 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. *You get one free "Class Pass" if you are going to be absent for whatever reason but you must email me before class begins and this can't be used on the day you are presenting. If you miss your presentation day, you will not receive those points, they can't be made up regardless of reason. Note: If you are ill, please arrange ahead of time*

for a classmate to switch presentation days with you and confirm this by CCing me on the email.

Late Work

Late work is not accepted.

Grading Scale

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
Multiple Choice Quizzes	1 point per question	136 questions	136 points	227 points
Fill-in-the-Blank Quizzes	20 points per quiz	2 quizzes	40 points	267 points
Mandated Reporter Training	1 completion certificate	5 points	5 points	272 points
Final Exam Prep Practice	2 points	6 Preps	12 points	284 points
Final Exam	100 points	1 exam	100 points	384 points
Attendance	1 point	22 sessions	22 points	406 points
A 386 - 406 points	A- 365 - 385 points	B 324 - 364 points	C 284 - 323 points	F < 284 points

***Note:** The George Mason University Honor Code will be strictly enforced (see [Academic Integrity Site \[https://oai.gmu.edu/\]](https://oai.gmu.edu/) and [Honor Code and System \[https://catalog.gmu.edu/policies/honor-code-system/\]](https://catalog.gmu.edu/policies/honor-code-system/)). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](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.

Week (Mod #)	Topics	Read / View	Complete / Submit
Week of June 1 (Intro and Mod 1)	<ul style="list-style-type: none"> • Introductions 	<ul style="list-style-type: none"> • Syllabus • Course Site • Begin on Module 1 Content • <i>25 ES</i> Preface, Ch 1 – 4 	Due by Monday (Jun 8) at 11:59pm <ul style="list-style-type: none"> • EDSE 619 Final Exam
Week of June 8 (Mod 1)	<ul style="list-style-type: none"> • History of Ethics in Applied Behavior Analysis • Core Ethical Principles • Business Skills 	<ul style="list-style-type: none"> • <i>Ethics</i> Ch 1 – 5 • Barrett et al. (1991) • Van Houten et al. (1988) • ABAI (2011) • Week 1 Recordings • Week 1 Powerpoint 	Due by Monday (Jun 15) at 11:59pm <ul style="list-style-type: none"> • Module 1 Quizzes • Group Discussion Guide
Week of June 15 (Mod 2)	<ul style="list-style-type: none"> • Responsible Conduct of Behavior Analysts • Behavior Analysts' Responsibility to Clients • Business Skills • Consulting Repertoires • Peer-led discussion 1 on Wednesday 	<ul style="list-style-type: none"> • <i>Ethics</i> Chapters 6 and 7 • <i>25 ES</i> Chapters 5 – 11 • Johnston & Sherman (1993) • Linscheid et al. (1990) • Johnston (1991) • <i>PECCBA</i> Sections 1 and 2 • Fuqua Video • Week 2 Recordings • Week 2 Powerpoint 	Due by Monday (Jun 22) at 11:59pm <ul style="list-style-type: none"> • Module 2 Quizzes • Group Discussion Guide • Fuqua Video Reaction Paper
Week of June 22 (Mod 3)	<ul style="list-style-type: none"> • Assessing Behavior • Behavior Analysts and the Behavior Change Program • Behavior Analysts as Supervisors, • Consulting Repertoires • Vital Work Habits • Mandated Reporting • Peer-led discussion 2 on Wednesday 	<ul style="list-style-type: none"> • <i>Ethics</i> Chapters 8 – 11 • <i>25 ES</i> Chapters 12 – 18 • Hastings & Noone (2005) • <i>PECCBA</i> Sections 3 - 5 • Mandated Reporter Training video module • Week 3 Recordings • Week 3 Powerpoint 	Due by Monday (Jun 29) at 11:59 pm <ul style="list-style-type: none"> • Module 3 Quizzes • Group Discussion Guide • Mandated Reporter Training Certificate of Completion
Week of June 29 (Mod 4)	<ul style="list-style-type: none"> • Behavior Analysts' Ethical Responsibility to the Profession of Behavior Analysis • Behavior Analysts and Research • Behavior Analysts' Ethical 	<ul style="list-style-type: none"> • <i>Ethics</i> Chapters 14 - 17 • <i>25 ES</i> Chapters 19 – 25 • <i>PECCBA</i> Sections 6 - 10 • Todd video • Week 4 Recordings • Week 4 Powerpoint 	Due by Monday (Jul 13) at 11:59 pm <ul style="list-style-type: none"> • Module 4 Quizzes • Group Discussion Guide • Todd video reaction paper

Week (Mod #)	Topics	Read / View	Complete / Submit
	Responsibility to the BACB <ul style="list-style-type: none"> • Vital Work Habits • Advanced Consulting Strategies • Peer-led discussion 3 on Wednesday (Part A) 		
Week of July 6 (Mod 4)	<ul style="list-style-type: none"> • Behavior Analysts' Ethical Responsibility to the Profession of Behavior Analysis • Behavior Analysts and Research • Behavior Analysts' Ethical Responsibility to the BACB • Vital Work Habits • Advanced Consulting Strategies • Peer-led discussion 4 on Wednesday (Part B) 	<ul style="list-style-type: none"> • <i>Ethics</i> Chapters 14 - 17 • <i>25 ES</i> Chapters 19 – 25 • <i>PECCBA</i> Sections 6 - 10 • Todd video • Week 4 Recordings • Week 4 Powerpoint 	Due by Monday (Jul 13) at 11:59 pm <ul style="list-style-type: none"> • Module 4 Quizzes • Group Discussion Guide • Todd video reaction paper
Week of July 13 (Mod 5)	<ul style="list-style-type: none"> • Making and Using a Declaration of Professional Service • Ethical Conduct in Organizations • Perils of Traditional Management • Power of Positive Reinforcement in Business • Managing Ethical Dilemmas • Peer-led discussion 5 on Wednesday 	<ul style="list-style-type: none"> • <i>Ethics</i> Chapters 18 - 20 • <i>Daniels</i> Chapters 1 – 7 • Dzyak and ElTagi and Gross videos • Week 5 Recordings • Week 5 Powerpoint 	Due by Monday (Jul 20) at 11:59 pm <ul style="list-style-type: none"> • Practice Ethical Dilemmas 1 and 2 • Module 5 Quizzes • Group Discussion Guide • Dzyak and ElTagi and Gross Video Reaction Paper
Week of July 20 (Mod 6)	<ul style="list-style-type: none"> • Behavior Analyst Licensure Regulations • More Power of Positive Reinforcement in Business • Scientific Approach to Leadership • Managing Ethical Dilemmas • Peer-led discussion 6 on Wednesday 	<ul style="list-style-type: none"> • <i>Daniels</i> Chapters 8 – 13 • State Licensure Regs (or, Virginia Licensure Regs if state our country doesn't license behavior analysts) • Week 6 Recordings • Week 6 Powerpoint • 	Due by Monday (Jul 27) at 11:59 pm <ul style="list-style-type: none"> • Practice Ethical Dilemmas 3 and 4 • Group Discussion Guide • Module 6 Licensure Fill in Quiz •

Week (Mod #)	Topics	Read / View	Complete / Submit
Week of July 27 (Mod 7)	<ul style="list-style-type: none"> • More Behavior Analyst Licensure Regulations • Turning Good Intentions into High Performance • Managing Ethical Dilemmas • Peer-led discussion 7 on Wednesday (Part A) 	<ul style="list-style-type: none"> • <i>Daniels</i> Chapters 14 – 17 • Strydom Video • Week 7 Recordings • Week 7 Powerpoint • 	Due by Monday (Aug 10) at 11:59 pm <ul style="list-style-type: none"> • Practice Ethical Dilemmas 5 and 6 • Group Discussion Guide • Strydom Video Reaction Paper • Module 7 Licensure Reg. Comparison Quiz
Week of Aug 3 (Mod 7)	<ul style="list-style-type: none"> • More Behavior Analyst Licensure Regulations • Turning Good Intentions into High Performance • Managing Ethical Dilemmas • Peer-led discussion 8 on Wednesday (Part B) 	<ul style="list-style-type: none"> • <i>Daniels</i> Chapters 14 – 17 • Strydom Video • Week 7 Recordings • Week 7 Powerpoint 	Due by Monday (Aug 10) at 11:59 pm <ul style="list-style-type: none"> • Practice Ethical Dilemmas 5 and 6 • Group Discussion Guide • Strydom Video Reaction Paper • Module 7 Licensure Reg. Comparison Quiz
Week of Aug 10 (Mod 8)	<ul style="list-style-type: none"> • Performance Management • Managing Ethical Dilemmas • Peer-led discussion 9 on Wednesday 	<ul style="list-style-type: none"> • <i>Daniels</i> Chapters 18 – 20 • Lattal video 	Due by Monday (Aug 17) at 11:59pm <ul style="list-style-type: none"> • Group Discussion Guide • Lattal video reaction paper
Week of Aug 17 (Mod 9)	<ul style="list-style-type: none"> • No class meeting this week 		Due by Wednesday (Aug 19) at 11:59pm <ul style="list-style-type: none"> • Final Exam

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>)

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) [<https://catalog.gmu.edu/policies/honor-code-system/>]).
- Students must follow the university policy for Responsible Use of Computing (see [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-) [<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 [Disability Services \[https://ds.gmu.edu/\]](https://ds.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 [Tk20 Help \(tk20help@gmu.edu\)](mailto:tk20help@gmu.edu) or CEHD's [Online Assessment System \(https://cehd.gmu.edu/aero/tk20\)](https://cehd.gmu.edu/aero/tk20). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

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

	Does Not Meet Expectations 1 Further Learning Needed	Meets Expectations 2 Competence	Exceeds Expectations 3 Mastery
	<ul style="list-style-type: none"> ▪ The Review Committee. ▪ Virginia Board of Medicine Standards of Professional Conduct 	<ul style="list-style-type: none"> ▪ The Review Committee. ▪ Virginia Board of Medicine Standards of Professional Conduct 	<ul style="list-style-type: none"> ▪ Virginia Board of Medicine Standards of Professional Conduct
Licensure and Certification	<p>Candidate demonstrates further learning needed by correctly answering fewer than 80% of items pertaining to:</p> <ul style="list-style-type: none"> ▪ General provisions of Virginia Behavior Analyst Licensure Regulations ▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst ▪ Scope of Practice ▪ BACB Certification Requirements ▪ BACB Application Process ▪ BACB Examination Process ▪ BACB Continuing Education Requirements 	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> ▪ General provisions of Virginia Behavior Analyst Licensure Regulations ▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst ▪ Scope of Practice ▪ BACB Certification Requirements ▪ BACB Application Process ▪ BACB Examination Process ▪ BACB Continuing Education Requirements 	<p>Candidate demonstrates mastery by correctly answering 100% of questions pertaining to:</p> <ul style="list-style-type: none"> ▪ General provisions of Virginia Behavior Analyst Licensure Regulations ▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst ▪ Scope of Practice ▪ BACB Certification Requirements ▪ BACB Application Process ▪ BACB Examination Process ▪ BACB Continuing Education Requirements