FAU

FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Graduate Programs

Department Exceptional Student Education

College Education

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number** EEX 6747	***Current* Course Title** Ethics in Applied Behavior Analysis

*Syllabus must be attached for **ANY** changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.*

All departments in the COE have been consulted; memo attached

Change title to:

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

*Review Provost Memorandum

Change description to:

Change prerequisites/minimum grades to:

See attached

Change corequisites to:

Change registration controls to:

See attached

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Date *(TERM & YEAR)* Fall 2018

Terminate course
List final active term

Faculty Contact/Email/Phone Michael Brady mbrady@fau.edu 73281

Approved by		***Date***
Department Chair	Michael Brady	11/6/2018
College Curriculum Chair	[signature]	11/28/18
College Dean	Valerie J. Bristor	11/30/18
UGPC Chair		
UGC Chair		
Graduate College Dean		
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

EEX 6747 *Ethics in Applied Behavior Analysis*

Prerequisites: EEX 5612, EEX 6602, EEX 6609, EEX 6615, EEX 7618 each with a grade of "B" or higher; enrollment in graduate degree program in Exceptional Student Education (EXST) or a closely related major (CEDU; COED; CRIN-CIYN; CUIN; ELEM; EPSY) OR permission from instructor.

Registration Controls: EXST: CEDU; COED; CRIN-CIYN; CUIN; ELEM; EPSY

FAU
COLLEGE OF EDUCATION
Florida Atlantic University

Department of Exceptional Student Education
College of Education
Florida Atlantic University

Instructor:
Office:
Phone:
E-mail:
Office Hours:
Class Day/Time:

COURSE NUMBER **EEX 6747** **CRN**

COURSE TITLE **Ethics in Applied Behavior Analysis**

CATALOG DESCRIPTION

The objective of this graduate course is to enhance understanding of ethical & legal issues behavior analysts often face when working in the field. This course also aims to build capacity for correctly implementing behavior analytic procedures & equipping students with the skills & knowledge needed to become ethically & professionally skilled behavior analysts.

PREREQUISITES:
EEX 5612, EEX 6615, EEX 6609, EEX 6602, EEX 7618 *with grades of "B" or higher*; admission to a graduate degree program in Exceptional Student Education or a closely related major (CEDU; COED; CIYN; ELEM; EPSY), OR permission from instructor.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

The Department of Exceptional Student Education has been approved to offer an *Approved Course Sequence* (ACS) for the preparation of graduate students to meet the requirements to become a *Board Certified Behavior Analyst (*BCBA). These course requirements have now been expanded by the *Behavior Analyst Certification Board* (BACB) so as to call for dedicated content in ethics. This course is designed to meet and exceed the requirements of the BACB as put forward in the *Coursework Requirements for BACB Credentials, 4th Edition Task List.* Specifically, this course meets this requirement:

Course Content Requirements: A. Ethical and Professional Conduct

> *The content must be taught in one or more freestanding courses devoted to ethical and professional conduct. The content should be based on the BACB Professional Disciplinary and Ethical Standards and the BACB Guidelines for Responsible Conduct for Behavior Analysts.*

REQUIRED TEXTS

Bailey, J., & Burch, M. (2016). *Ethics for behavior analysts: 3rd edition.* New York, NY: Routledge

Bailey, J. & Burch, M. R. (2010). *25 essential skills and strategies for the professional behavior analyst.* New York, NY: Routledge.

REQUIRED READINGS

Behavior Analyst Certification Board™ Guidelines for Responsible Conduct for Behavior Analysts. (BACB, 4th Edition, Revised July, 2010) www.bacb.com/index.php?page=57

Behavior Analyst Certification Board™ Disciplinary and Ethical Standards and Disciplinary Procedures. www.bacb.com/index.php?page=85

Bannerman, D., Shledon, J. B., Sherman, J. A., & Harchick, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis, 23*(1), 79-89.

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.

O'Donohue, W., & Ferguson, K.E. (2011). Behavior analysis and ethics. (pp. 489-497). In W.W. Fisher, C.C. Piazza, & H.S. Roane (Eds.) *Handbook of Applied Behavior Analysis.* New York, NY: Guilford Press.

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

As other readings and/or articles are assigned, they will be provided via FAU library or FAU Blackboard.

TECHNOLOGY

Your FAU email address and MyFAU will be used extensively. If you have not already signed up for an FAU email, please do so.

Students will be required to access Blackboard in a variety of ways. These include, but aren't limited to quizzes, discussion responses, and accessing class materials. This course is being taught asynchronously, which means there will be no live, face-to-face meetings- not in a classroom nor online. This is a true, distance-learning course.

Critical Assignments, *Live Text*, and the COE Assessment System

Many courses in the ESE Department contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs. For ***this*** course however, students do

not need to purchase *Live Text* to track the CA. Students are advised that they might need to purchase *Live Text* for other courses in the College of Education or this Department.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

- *Behavior Analyst Task List-Fourth Edition* www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf
- *BACB Guidelines for Responsible Conduct for Behavior Analysts – July 2010*
- www.bacb.com/index.php?page=57
- *BACB Disciplinary and Ethical Standards* www.bacb.com/index.php?page=85
- Council for Exceptional Children. (2010). *Special educational professional ethical principles.* Reston, VA: Council for Exceptional Children. (CECEP; see Appendix A)

COURSE OBJECTIVES (see Appendix A)

By the end of this semester, students will have demonstrated their ability to describe the *Behavior Analyst Task List-Fourth Edition* in the following areas:

1. Apply knowledge of these principles to make decisions about ethical practice in applied situations. (CECEP: A, F, G, H, J) (BACB Task List C-01 thru C-03; D-02 thru D-04; D-15 thru D-21; BACB Guidelines 1.01 thru 1.07)

2. Discuss relevant ethical issues as they are depicted in various professional scenarios. (CECEP: B, C, D, G, I, K) (BACB Task List H-01; I-05, I-06; BACB Guidelines 5.01 thru 5.11; 6.01 thru 6.06; 7.01 thru 7.04; 8.01)

3. Demonstrate knowledge of professional conduct and ethical behavior as it applies to personal practice and experience in the field. (CECEP: K, L) (BACB Task List E-04; F-01; K-01 thru K-06; BACB Guidelines 2.01 thru 2.16; 3.01 thru 3.05; 4.01 thru 4.12)

4. Understand how ABA research is to be conducted in an ethical manner and know the institutional and societal expectations for such practice. (CECEP: F, I) (BACB Task List A-08; K-07 thru K-10; BACB Guidelines 10.01 thru 10.24)

5. Describe the essential professional skills and strategies a behavior analyst must present when interacting with parents, clients, and related service providers. (CECEP: D, E, K) (BACB Task List G-01 thru G-08; BACB Guidelines 6.01 thru 6.06; 8.01; 9.01 thru 9.08)

6. Identify and use evidence-based criteria for examining empirically-validated interventions. (CECEP: F, G, H, A) (BACB Task List B-02; J-02, J-04 thru J-10; BACB Guidelines 2.10; 3.01 thru 3.05; 4.01 thru 4.08; 10.19; 10.23)

COURSE CONTENT/OUTLINE

- Responsible conduct of a behavior analyst
- The behavior analyst's responsibility to clients and colleagues
- Assessing behavior in a responsible and complete manner
- The behavior analyst and the individual behavior change program
- The behavior analyst as teacher and /or supervisor
- The behavior analyst and the workplace
- The behavior analyst's ethical responsibility to the field of behavior analysis and society as a whole
- The behavior analyst and research
- The disciplinary and ethical standards and disciplinary procedures of the Behavior Analysis Certification Board
- Applying knowledge of ethics in ABA to decision making
- Essential professional skills for behavior analysts
- Using ABA to work with others, for self-management, and for increasing person productivity
- The behavior analyst as behavior trainer, coach, and mentor
- Systems for ensuring ethical practice in state funded behavioral services

COURSE REQUIREMENTS

1. **Readings**
   Each week students will be responsible for completing the assigned readings. Required readings will include chapters from the textbooks, articles, and/or other materials. Students will be held accountable for the weekly reading through the online quizzes and discussions on Blackboard and in class.

   a. **Online quizzes**
   Each week, there will be a short online quiz on Blackboard. These quizzes will cover the information from the assigned readings and class discussions of that week. There will be a total of 10 multiple-choice questions per quiz. These quizzes are open-book/open-note quizzes, however they are timed. Therefore, you should read and review your materials prior to taking the quiz because there will not be enough time to look up every answer. The total amount of time allotted per quiz will equate to 2 minutes per question so students will have a total of 20 minutes to complete the quiz. Collaboration with others during the taking of the quiz is considered cheating and is prohibited. Quizzes will open after class and will close prior to the beginning of the next class. Please make sure you are aware of the due dates as deadlines are firm and no make-up quizzes will be allowed. You will only be provided access to the quiz once.

   b. Discussion posts
   Throughout the semester, there will be 5 discussion prompts posted on the discussion board of Blackboard. The prompts will be based on the reading and/or previous week's discussion and may pose a question or provide a scenario. Students will be required to provide a well-constructed, high-quality response in the form a paragraph (containing 5 or more sentences). Responses will reference the core ethical principles outlined in the BACB Codes and Burch & Bailey books. Reponses should

be a minimum of 1 paragraph and not exceed 3 paragraphs. A grading rubric is provided in Appendix B. Students are required to respond to at least 1 other post. Discussion posts cannot be made up and late responses will not be accepted. The discussion board will close when the due date expires. Posts will be reviewed and discussed further in class.

2. **Presentation**
   Each student will conduct 3 mini-lessons in which they present the content from 3 chapters in Bailey and Burch's *25 Essential Skills and Strategies for the Professional Behavior Analyst*. Students will prepare a PowerPoint for each of their selected lessons and present between 15-20 minutes in length. PowerPoints are to be submitted to me prior to the due date for posting on Blackboard. Students will include 3 behavioral objectives for the mini-lesson and turn this in with the PowerPoint for grading.

   Selections of the mini-lesson topics will be conducted via Google Docs. A grading rubric is provided in Appendix B.

3. **BCBA interview**
   Students will conduct a face-to-face or phone interview of approximately 30 minutes with a BCBA, BCaBA, or RBT to discuss one ethical and one professional issue that he/she may have encountered in his/her practice. Students should briefly describe each issue as shared by the BCBA, BCaBA, or RBT then describe how you think the issues could have been handled based on your knowledge of ethics and professional behavior. Responses should be between 3-5 pages and should be related to the BACB Codes and/or the Bailey & Burch (2016) textbook. This assignment is due midway through the semester, so it is strongly recommended that you contact your interviewee early in the semester. Students may not interview the same BCBA, BCaBA, or RBT therefore you will need to confirm with your interviewee that they have not already agreed to conduct the interview with someone else. Final interviews will be submitted through Blackboard.

4. **Participation**
   Active and meaningful participation is essential for this class. We will be discussing controversial topics related to ethics and making connections to how these areas relate and apply to our own field experiences. It is critical that students complete the readings prior to class so they are able to reflect and participate in these discussions. Of equal importance is valuing fellow classmates' opinions and maintaining a safe learning environment, therefore it is expected that courteous and respectful behavior will be maintained during classroom discussion and in response to online posts. It is expected that students will appropriately manage their use of laptops and cell phones so as to respect the instructor and fellow classmates.

   This semester, we will be using Socrative as one tool for assessing participation. You can access Socrative on the web (http://socrative.com) or download the app for free (http://socrative.com/apps.php) We will review this platform on the first day of class.

5. **Exam**
   There will be 1 final exam. The exam will be comprehensive in that they it will cover all material presented in the weeks prior. The midterm exam will focus on the content of the BCBA Compliance Codes and ethical dilemmas. The final will require students to respond to ethical scenarios with principle-based decisions. All exams will be multiple choice and short response and will be taken in class.

ASSESSMENT PROCEDURES

Assignment	Points	% of Course Grade
Online quizzes (10 quizzes/10 pts. each)	100	40%
Exam (50 pts)	50	20%
Presentations (3 presentations/15 pts. each)	45	12%
Interview	25	10%
Discussion posts (5 posts/5 pts. each)	25	10%
Participation	20	8%
TOTAL	265	100%

Points are subject to change due to academic calendar and syllabus adjustments

GRADING (ESE GRADING SCALE)

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below 60

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Successful graduate students, and students pursuing certification as professional behavior analysts, are reflective decision-makers who practice ethical behavior during class and in the community. Professional demeanor is a firm expectation in FAU courses, and includes attendance, participation, and responsible attention to requirements and deadlines. Students are also expected to demonstrate a professional demeanor in the application of their behavioral practices and consultations with students, their families, and with other educators.

Audio or Video Recording Policy: Any student wishing to record any portion of class activity must first obtain the permission of the instructor. For students with disabilities, please provide documentation from the Office for Students with Disabilities if you are seeking an accommodation in this regard.

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

***University Attendance Policy*:** Students are expected to attend all of their scheduled classes and to satisfy all academic objectives outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Course Policies:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course.
3. All **written assignments** must be typed, double-spaced with the name of the assignment. All assigned projects will be discussed in class and a format provided for each.
4. Due dates for assignments are provided in the course outline and will be enforced. Late submissions will not be accepted.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class. Reasonable accommodations are made for religious observances.

***Students With Disabilities*:** In Compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – LA-203 (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Honor Code: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

BIBLIOGRAPHY

(A partial list of resources used in support of this course.)

Bailey, J., & Burch, M. (2011). *Ethics for behavior analysts: 2nd expanded edition.* New York, NY: Routledge

Bailey, J., & Burch, M. R. (2010). *25 essential skills and strategies for the professional behavior analyst.* New York, NY: Routledge.

Council for Exceptional Children. (2010). *Special educational professional ethical principles.* Reston, VA: Council for Exceptional Children.

Bannerman, D., Sheldon, J. B., Sherman, J. A., & Harchick, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behavior Analysis, 23*(1), 79-89.

Fisher, C. B. (Ed.). (2009). *Decoding the ethics code: A practical guide for psychologists.* Thousand Oaks, CA: Sage.

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.

Iwata, B. A., (1988). The development and adoption of controversial default technologies. *The Behavior Analyst, 11*, 149-157.

O'Donohue, W., & Ferguson, K.E. (2011). Behavior analysis and ethics. (pp. 489-497). In W.W. Fisher, C.C. Piazza, & H.S. Roane (Eds.) *Handbook of applied behavior analysis.* New York, NY: Guilford Press.

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

**Supporting resources for quizzes and discussion board topics include: Florida Institute of Technology, Association of Professional Behavior Analysts, and Behavior Development Solutions.*

Tentative Schedule

Dates, assignments, and topics are subject to change

Session	Topic	For Next Class: Readings & Assignments
	Prior to Class: Orientation to the course What is this course all about? *(Syllabus, BACB "Codes", & Canvas)*	• Read **Ethics** chap. 1-6 • Rate Your Professional Skills Survey • Respond to Discussion Board post (Student Intro)
1	**Topic: Background for Ethics in Behavior Analysis** How abuse became a blessing in disguise How do "personal ethics" differ from the ethics of a professional behavior analyst? What are some of the most reported ethical problems?	• Read **O'Donohue & Ferguson** • Take Quiz 1
2	*(Online recordings)* **Topic: Responsible Conduct** (Code 1.0) How does a behavior analyst maintain high standards of professional behavior of the professional organization? **Topic: Responsibility to Clients** (Code 2.0) How does a behavior analyst operate in the best interest of the client? What rights do clients have?	• Read **Ethics** chap. 7 • Read **Van Houten et al.** article • Videos: **Boogaboo Therapy** • Take Quiz 2 • Read **Ethics** chap. 8 & 9 • Videos: **Andy & the Wad of Paper** • Respond to Discussion Board post (#2) • Take Quiz 3
3	**HOLIDAY - NO CLASS** **Select**: Student mini-lessons	
4	**Topic: Assessing Behavior & Behavior Change Programs** (Codes 3.0 & 4.0) What are the appropriate assessment techniques? How are intervention objectives derived? How are behavior programs designed and carried out?	• Read **Ethics** chap. 10 & 13 • Read **Hastings & Noone** article • Take Quiz 4
5	*(Online recording)* **Topic: Supervision & Public Statements** (Codes 5.0 & 8.0) How do behavior analysts delegate responsibilities and assign cases? How should a behavior analyst communicate services and practices to the public? **Review**: BCBA Interview assignment	• Read **Ethics** chap. 11, 12, & 15 • Take Quiz 5

6	**Topic: Ethical Responsibilities to the Profession, Colleagues, & BACB** (Codes 6.0, 7.0, & 10.0) What is the responsibility of a behavior analyst to field of ABA? What is the behavior analyst's responsibility to his/her colleagues? How does a behavior analyst demonstrate compliance with the BACB? **Activity:** *Act It Out* role-plays #1	• Read **Ethics** chap. 14, 16, & 17 • Respond to Discussion Board post (#3) • Take Quiz 6
7	**Topic: Introduction to Essential Business Skills** What do business management skills have to do with behavior analysts? How does being assertive help our clients? What kind of leadership & networking skills are beneficial for behavior analysts? Student Presentations (Chap. 1-7)	• Read **25 Skills** chap. 5-7 • Videos: **Michael & the Oranges** • Respond to Discussion Board post (#4)
8	*(Online recording)* **Topic: Research** (Code 14.0)**; Risk-Benefit Analysis, & Delivering the Message** How are behavior analysts responsible for upholding standards of scientific competency and ethical research? How does a behavior analyst determine the risks versus the benefits when creating a treatment plan? What deems a situation unethical and how can a behavior analyst effectively address it?	• Read **25 Skills** chap. 1-4 • Read **Bannerman et al.** article • Take Quiz 7
9	**Topic: Basic Consulting Repertoire** Why is it important to have good interpersonal, influential, persuasion, negotiation, and presentation skills? Student Presentations (Chap. 8-11)	• Read **25 Skills** chap. 8-11 • Take Quiz 8
10	**Topic: Applying Behavioral Knowledge** Why is it important to understand that it may not be just our clients who require antecedent manipulations, shaping, and positive reinforcement? Student Presentations (Chap. 12-16)	• Read **25 Skills** chap. 12-16 • Take Quiz 9
11	**Topic: Vital Work Habits** What habits can help you maximize your success as an effective and efficient behavior analyst who is trusted and respected? **Due:** BCBA Interview Student Presentations (Chap. 17-20) **Activity:** *Act It Out* role-plays #2	• Read **25 Skills** chap. 17-20 • Respond to Discussion Board post (#5) • Take Quiz 10 • Study for exam
12	**Topic: Advanced Consulting Strategies** How can you apply the essential skills and go beyond to think, question, and problem-solve critically? Student Presentations (Chap. 21-25)	• Read **25 Skills** chap. 21-25 Take Quiz 11
Final Exam Due ...		

Appendix A

Behavior Analyst Certification Board (2012). ***Fourth edition task list.*** Retrieved from: www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf

BACB TASK LIST-FOURTH EDITION

	SECTION 1: BASIC BEHAVIOR-ANALYTIC SKILLS
#	A. MEASUREMENT
A-08	Assess and interpret interobserver agreement.
#	B. EXPERIMENTAL DESIGN
B-02	Review and interpret articles from the behavior-analytic literature.
#	C. BEHAVIOR-CHANGE CONSIDERATIONS
C-01	State and plan for the possible unwanted effects of reinforcement.
C-02	State and plan for the possible unwanted effects of punishment.
C-03	State and plan for the possible unwanted effects of extinction.
#	D. FUNDAMENTAL ELEMENTS OF BEHAVIOR CHANGE
D-02	Use appropriate parameters and schedules of reinforcement.
D-03	Use prompts and prompt fading.
D-04	Use modeling and imitation training.
D-15	Identify punishers.
D-16	Use positive and negative punishment.
D-17	Use appropriate parameters and schedules of punishment.
D-18	Use extinction.
D-19	Use combinations of reinforcement with punishment and extinction.
D-20	Use response-independent (time-based) schedules of reinforcement (i.e., noncontingent reinforcement).
D-21	Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH).
#	E. SPECIFIC BEHAVIOR-CHANGE PROCEDURES
E-04	Use contingency contracting (i.e., behavioral contracts).
#	F. BEHAVIOR-CHANGE SYSTEMS
F-01	Use self-management strategies.
	SECTION 2: CLIENT-CENTERED RESPONSIBILITIES
#	G. IDENTIFICATION OF THE PROBLEM
G-01	Review records and available data at the outset of the case.
G-02	Consider biological/medical variables that may be affecting the client.
G-03	Conduct a preliminary assessment of the client in order to identify the referral problem.
G-04	Explain behavioral concepts using nontechnical language.
G-05	Describe and explain behavior, including private events, in behavior-analytic (non-

G-06	Provide behavior-analytic services in collaboration with others who support and/or provide services to one's clients.
G-07	Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, and training, or make referrals as necessary.
G-08	Identify and make environmental changes that reduce the need for behavior analysis
#	H. MEASUREMENT
H-01	Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.
#	I. ASSESSMENT
I-05	Organize, analyze, and interpret observed data.
I-06	Make recommendations regarding behaviors that must be established, maintained, increased, or decreased.
#	J. INTERVENTION
J-02	Identify potential interventions based on assessment results and the best available scientific evidence.
J-04	Select intervention strategies based on client preferences.
J-05	Select intervention strategies based on the client's current repertoires.
J-06	Select intervention strategies based on supporting environments.
J-07	Select intervention strategies based on environmental and resource constraints.
J-08	Select intervention strategies based on the social validity of the intervention.
J-09	Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.
J-10	When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
#	K. IMPLEMENTATION, MANAGEMENT, AND SUPERVISION
K-01	Provide for ongoing documentation of behavioral services.
K-02	Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions.
K-03	Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures.
K-04	Design and use effective performance monitoring and reinforcement systems.
K-05	Design and use systems for monitoring procedural integrity.
K-06	Provide supervision for behavior-change agents.
K-07	Evaluate the effectiveness of the behavioral program.
K-08	Establish support for behavior-analytic services from direct and indirect consumers.
K-09	Secure the support of others to maintain the client's behavioral repertoires in their natural environments.
K-10	Arrange for the orderly termination of services when they are no longer required.

BEHAVIOR ANALYST CERTIFICATION BOARD®
GUIDELINES FOR RESPONSIBLE CONDUCT

1.0 RESPONSIBLE CONDUCT OF A BEHAVIOR ANALYST.

1.1 Reliance on Scientific Knowledge.
1.2 Competence.
1.3 Professional Development.
1.4 Integrity.
1.5 Professional and Scientific Relationships.
1.6 Dual Relationships and Conflicts of Interest.
1.7 Exploitative Relationships.

2.0 THE BEHAVIOR ANALYST'S RESPONSIBILITY TO CLIENTS.

2.1 Definition of Client.
2.2 Accepting Clients.
2.3 Responsibility.
2.4 Consultation.
2.5 Third-Party Requests for Services.
2.6 Rights and Prerogatives of Clients.
2.7 Maintaining Confidentiality.
2.8 Maintaining Records.
2.9 Disclosures.
2.10 Treatment Efficacy.
2.11 Documenting Professional and Scientific Work.
2.12 Records and Data.
2.13 Fees, Financial Arrangements and Terms of Consultation.
2.14 Accuracy in Reports to Those Who Pay for Services.
2.15 Referrals and Fees.
2.16 Interrupting or Terminating Services.

3.0 ASSESSING BEHAVIOR.

3.1 Behavioral Assessment Approval.
3.2 Functional Assessment.
3.3 Explaining Assessment Results.
3.4 Consent-Client Records.
3.5 Describing Program Objectives.

4.0 THE BEHAVIOR ANALYST AND THE INDIVIDUAL BEHAVIOR CHANGE PROGRAM.

4.1 Describing Conditions for Program Success.
4.2 Environmental Conditions that Preclude Implementation.
4.3 Environmental Conditions that Hamper Implementation.
4.4 Approving Interventions.
4.5 Reinforcement/Punishment.
4.6 Avoiding Harmful Reinforcers.
4.7 On-Going Data Collection.

4.8 Program Modifications.
4.9 Program Modifications Consent.
4.10 Least Restrictive Procedures.
4.11 Termination Criteria.
4.12 Terminating Clients.

5.0 THE BEHAVIOR ANALYST AS TEACHER AND/OR SUPERVISOR
5.1 Designing Competent Training Programs and Supervised Work Experiences.
5.2 Limitations on Training.
5.3 Providing Course or Supervision Objectives.
5.4 Describing Course Requirements.
5.5 Describing Evaluation Requirements.
5.6 Providing Feedback to Students/Supervisees.
5.7 Feedback to Student/Supervisees.
5.8 Reinforcing Student/Supervisee Behavior.
5.9 Utilizing Behavior Analysis Principles in Teaching.
5.10 Requirements of Supervisees.
5.11 Training, Supervision, and Safety.

6.0 THE BEHAVIOR ANALYST AND THE WORKPLACE.
6.1 Job Commitments.
6.2 Assessing Employee Interactions.
6.3 Preparing for Consultation.
6.4 Employees' Interventions.
6.5 Employee Health and Well Being.
6.6 Conflicts with Organizations.

7.0 THE BEHAVIOR ANALYST'S ETHICAL RESPONSIBILITY TO THE FIELD OF BEHAVIOR ANALYSIS
7.1 Affirming Principles.
7.2 Disseminating Behavior Analysis.
7.3 Being Familiar with These Guidelines.
7.4 Discouraging Misrepresentation by Non-Certified Individuals.

8.0 THE BEHAVIOR ANALYST'S RESPONSBILITY TO COLLEAGUES
8.1 Ethical Violations by Behavioral and Non-behavioral Colleagues.

9.0 THE BEHAVIOR ANALYST'S ETHICAL RESPONSIBILITY TO SOCIETY.
9.1 Promotion in Society.
9.2 Scientific Inquiry.
9.3 Public Statements.
9.4 Statements by Others.
9.5 Avoiding False or Deceptive Statements.
9.6 Media Presentations and Emerging Media-Based Services.
9.7 Testimonials.
9.8 In-Person Solicitation.

10.0 THE BEHAVIOR ANALYST AND RESEARCH

10.1 Scholarship and Research.
10.2 Using Confidential Information for Didactic or Instructive Purposes.
10.3 Conforming with Laws and Regulations.
10.4 Informed Consent.
10.5 Deception in Research.
10.6 Informing of Future Use.
10.7 Minimizing Interference.
10.8 Commitments to Research Participants.
10.9 Ensuring Participant Anonymity.
10.10 Informing of Withdrawal.
10.11 Debriefing.
10.12 Answering Research Questions.
10.13 Written Consent.
10.14 Extra Credit.
10.15 Paying Participants.
10.16 Withholding Payment.
10.17 Grant Reviews.
10.18 Animal Research.
10.19 Accuracy of Data.
10.20 Authorship and Findings.
10.21 Acknowledging Contributions.
10.22 Principal Authorship and Other Publication Credits.
10.23 Publishing Data.
10.24 Withholding Data

Council for Exceptional Children. (2010). *Special educational professional ethical principles.* Reston, VA: Council for Exceptional Children.

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
D. Practicing collegially with others who are providing services to individuals with exceptionalities.
E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
F. Using evidence, instructional data, research and professional knowledge to inform

practice.

G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
K. Engaging in the improvement of the profession through active participation in professional organizations.
L. Participating in the growth and dissemination of professional knowledge and skills.

Appendix B
Rubrics

Rubric for Discussion Posts

	Levels of Achievement	
Criteria	**Below Expectations**	**Exemplary**
Responsiveness to Prompt	**0 Points** No posting credit at all for postings outside of the date range.	**1 Points** Posts original contribution, addresses all discussion questions and directions in depth, and responds to at least two peers' postings.
Mechanics of Writing	**0 Points** Poor spelling and grammar in posts; format is extremely hard to read would be deemed as unprofessional documentation by common business standards.	**1 Points** Submissions are grammatically correct, posts with rare misspellings, format is easy to read/ professional delivery, response is between 1 and 3 paragraphs.
Relevance of Post	**0 Points** Posts topics which do not relate to the discussion; remarks are not backed up by a reference; rehashes or summarizes other postings; unclear connection to topic; minimal expression of opinions or ideas.	**1 Points** Consistently posts topics related to assigned topic; cites at least one but preferably several credible references related to topic (text, website, or other credible / scholarly references); expresses opinions and ideas in a clear and concise manner with obvious connection to topic.
Creating Community	**0 Points** Argumentative or abrasive. No peer interaction.	**1 Points** Frequently attempts to motivate the group discussion; presents creative approaches to topic, can differ or counter peers points with diplomacy, if applicable. Refers to peer contributions. Creates community in the discussion and provides high quality interactions.
Critical Thinking/Analysis	**0 Points** Makes errors in interpreting topics; opinion based comments only; superficial commentary.	**1 Points** Interprets topic in accurate and insightful ways. Uses information thoughtfully, in a ways that are factually relevant and accurate; postings shows analysis, might offer alternatives or creative viewpoints based on concrete evidence related to the core ethical principles of ABA.

Grading Rubric for Presentations

	Levels of Achievement		
Criteria	**Below Expectations**	**Proficient**	**Exemplary**
Completeness	**1 Points** The information presented is vague and does not summarize most of the relevant information presented in the selected chapter.	**2 Points** The information presented is reasonable but does not summarize most of the relevant information presented in the selected chapter.	**3 Points** The information presented is concise yet clear and summarizes the most relevant information presented in the selected chapter.
Analysis	**1 Points** Presentation demonstrates some understanding of the implications of the topics to ethics in ABA.	**2 Points** Presentation demonstrates understanding of the implications of the topics to ethics in ABA.	**3 Points** Presentation demonstrates in depth understanding of the implications of the topics to ethics in ABA.
Spelling & Grammar	**1 Points** Writing is incoherent and full of grammar and spelling mistakes. No references are made.	**2 Points** A few minor grammar and spelling mistakes. Writing is fluent. Most reference are cited correctly.	**3 Points** No or minimal grammar and spelling errors. Writing is fluent. Reference are cited correctly.
Meets Requirements	**1 Points** Presentation content was not appropriate to selected chapter, was longer than 30 minutes, did not include 3 behavioral objectives, and/or was not submitted to instructor in a timely manner.	**2 Points** Presentation content was fairly appropriate to selected chapter, surpassed 30 minutes, did not include at least 3 behavioral objectives, and/or was not submitted to instructor in a timely manner.	**3 Points** Presentation content was appropriate to selected chapter, was not longer than 30 minutes, included at least 3 behavioral objectives, submitted to instructor in a timely manner.
Presentation Format and Style	**1 Points** Presentation was barely audible and slide transitions were not consistently coherent and/or sequential.	**2 Points** Presentation was somewhat audible and slide transitions were fairly coherent and sequential.	**3 Points** Presentation was clearly audible and slide transitions were coherent and sequential.

Grading Rubric for Writing Assignments

	Below Expectations (0 points)	Proficient (2 points)	Exemplary (4 points)
Reasoning & Analysis	Weak reasons and/or irrelevant or confusing reasons given that don't support the answers; incomplete answers.	Reasons support answers with some / an important reason(s) overlooked; general examination and assessment.	Clear and accurate answers; insightful, specific connections and assessments provided.
Focus on Topic	Suggestions did not relate to the core ethical principles of ABA; did not address any ethical or professional issues.	Some suggestions for handling issues are not fully clear, accurate, and/or unrelated to core ethical principles of ABA; only one of the required issues was discussed.	Suggestions for handling issues are clear and accurate, showing higher level analysis and synthesis of the core ethical principles of ABA. Interview contains discussion of an ethical and a professional issue.
Accuracy of Citations	No direct quotes or "work consulted" used or referred to in the paper. Citations were incorrectly connected to the BACB Compliance Codes, textbook, interview and/or other related documentation.	There was a disproportionate amount of opinion based without substantive citations. Less than 2 citations were made to the BACB Compliance Codes, textbook, interview and/or other related documentation.	Provided 2-5 citations throughout paper using the BACB Compliance Codes, textbook, interview and/or other related documentation.
APA	No works cited.	Works cited is not formatted in the correct APA style.	Works cited is formatted in the correct APA style.
Mechanics/ Organization	Numerous errors, paper hard to read; questions are not stated before answers; format details are not adhered to.	Enough errors to distract the reader; organization problems; questions not stated before answers; and / or format difficult to navigate. Paper does not meet page length requirements.	No more than 2 grammatical errors; paper is well organized; questions asked by author are presented before the interviewee's responses; format is easy to follow and navigate. Paper meets page length requirements.

Barbara Ridener

From: Paul Peluso
Sent: Wednesday, October 31, 2018 3:49 PM
To: Barbara Ridener; Robert Shockley; Michael Whitehurst; Michael Brady; Deena Wener; Dilys Schoorman
Subject: Re: Adding Academic Service Learning to SCE 6151 curriculum sent to College of Education GPC

No conflict with CE.

Paul R. Peluso, Ph.D., LMHC, LMFT
Professor and Chair

ACA Governing Council Representative, International Association of Marriage and Family Counselors (IAMFC)

Immediate Past-Editor, Measurement and Evaluation in Counseling and Development

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From: Barbara Ridener
Sent: Wednesday, October 31, 2018 3:10:14 PM
To: Robert Shockley; Michael Whitehurst; Michael Brady; Deena Wener; Paul Peluso; Dilys Schoorman
Subject: Adding Academic Service Learning to SCE 6151 curriculum sent to College of Education GPC

Hi Everyone,

Apparently, this was not attached to a request I sent to everyone on 10/18 for no conflict.

Departmental faculty would like to add Academic Service Learning (ASL) to existing courses, SCE 6151, Science: Elementary and Middle School and SCE 4113. Please see the attached form, syllabus, ASL signed approval from the Weppner Center, and an explanation/rationale.

Please reply either no conflict or conflict (with explanation).

Thank you,

Barbara

Barbara Ridener

From: Robert Shockley
Sent: Thursday, November 1, 2018 8:26 AM
To: Barbara Ridener
Subject: Re: Adding Academic Service Learning to SCE 6151 curriculum sent to College of Education GPC

No conflict from EDLRM.

Sent from my iPad

Barbara Ridener

From: Michael Whitehurst
Sent: Thursday, November 1, 2018 8:42 AM
To: Barbara Ridener
Subject: Re: Adding Academic Service Learning to SCE 6151 curriculum sent to College of Education GPC

Barb,
No conflict with ESHP.
Mike

From: Barbara Ridener
Sent: Wednesday, October 31, 2018 3:10 PM
To: Robert Shockley; Michael Whitehurst; Michael Brady; Deena Wener; Paul Peluso; Dilys Schoorman
Subject: Adding Academic Service Learning to SCE 6151 curriculum sent to College of Education GPC

Hi Everyone,

Apparently, this was not attached to a request I sent to everyone on 10/18 for no conflict.

Departmental faculty would like to add Academic Service Learning (ASL) to existing courses, SCE 6151, Science: Elementary and Middle School and SCE 4113. Please see the attached form, syllabus, ASL signed approval from the Weppner Center, and an explanation/rationale.

Please reply either no conflict or conflict (with explanation).

Thank you,

Barbara