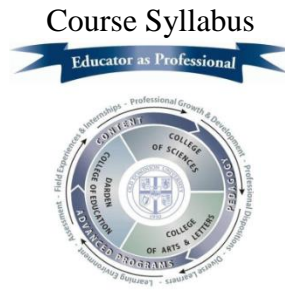


Old Dominion University
Communication Disorders and Special Education
Applied Behavior Analysis Certificate Program



[Darden College of Education Conceptual Framework](#)

Course Number by University:

- Old Dominion University (ODU): SPED 640
- George Mason University (GMU): EDSE 619
- Virginia Commonwealth University (VCU): SEDP 621
- Lynchburg College: SPED 654

Course Title: Applied Behavior Analysis: Principles, Procedures, and Philosophy

Professor: Laura C. Chezán, Ph.D., BCBA-D

Email: lchezan@odu.edu

Office Phone: (757) 683-7055

Office Location: Child Study Center (CSC) Room 110

Preferred form of communication: email

Office Hours: By appointment on: Mondays, 1:15 pm – 4:15 pm

Wednesdays, 12:30 pm – 3:30 pm

Meeting Times: Mondays, 4:30 pm – 7:00 pm

Mission Statement of the Darden College of Education

Old Dominion University's major purpose in its education program is to prepare individuals who have knowledge of their discipline, ability to practice state-of-the-art instruction with students of various cultural and socioeconomic backgrounds, and attitudes that reflect commitment to teaching and learning as well as lifelong professional growth and development. The [conceptual framework, Educator as Professional](#), reflects the development of professional educators who can use their pedagogical and academic abilities to educate all students.

Course Description

Lecture 3 hours; 3 credits. This course focuses on basic principles and procedures of applied behavior analysis; identification of factors that contribute to behavioral problems and improved performance; and procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.

Prerequisite (s): Admission to applied behavior analysis graduate certificate program.

Course Purpose

This course is one of a six-course sequence leading to a post-masters certificate in applied behavior analysis (ABA) from Old Dominion University. The certificate program is designed to teach participants to develop and implement behavioral programs based on data and assessments that increase positive skills and/or reduce interfering behavior in real life environments while maintaining ethical and responsible programming. The ODU Post-Masters Certificate in Applied Behavior Analysis (ABA) provides course work derived from the standards of the Behavior Analyst Certification Board (BACB) and the Board's Guidelines for Responsible Conduct (www.bacb.com). Successful completion of the certificate program, in addition to a supervised internship that meets BACB guidelines, will allow the participant to sit for the national Board Certified Behavior Analyst (BCBA) exam.

Nature of Course Delivery

Learning activities include the following:

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

Student Outcomes

Upon completion of this course, students will:

1. Describe educational, experiential, degree, and examination requirements for Behavior Analyst Certification.
2. Define, describe, and identify basic philosophical assumptions of applied behavior analysis.
3. Define, describe, and identify basic characteristics of applied behavior analysis.
4. Define, describe, and identify respondent behavior and respondent conditioning.
5. Define, describe, and identify operant behavior and operant conditioning.
6. Define, describe, and exemplify operant and respondent principles.
7. Define, describe, and exemplify operant and respondent procedures.
8. Describe, identify, and exemplify behavior analytic teaching procedures.
9. Describe and identify factors affecting behavioral variables.

Required Textbooks

1. Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.
2. Skinner, B.F. (1974). *About behaviorism*. New York, NY: Knopf.

Required Resources

You will need to go to the Behavior Analyst Certification Board website (www.bacb.com), and download the Task List, the Guidelines for Responsible Conduct, and the Disciplinary Standards. We will refer to these documents throughout this course and all others in this Certificate Program.

Additional Readings

None. However, if you wish to complete the extra optional, extra credit portion of the course, you will need to purchase a subscription to the BCBA Examination Study software, available through Behavior Development Solutions at <http://www.behaviordevelopmentsolutions.com/>.

Course Policies and Expectations

Attendance

Students are expected to be present at the beginning of every class session, attend all sessions of this course, and remain in attendance and attentive throughout each class session. Students missing a class session will be responsible for obtaining the notes for missed content and materials for that session from a classmate. Students attending class sessions from home are expected to have the video and audio capabilities turned on throughout the duration of the entire class unless prior arrangements are made with the instructor.

Late Work

NO LATE WORK WILL BE ACCEPTED. In the rare cases (e.g., documented emergency) in which I accept late assignments the available point value will be reduced to half. No work will be accepted after the time the final exam has been registered as complete through Blackboard.

TaskStream Submission:

Every student registered for any Special Education course with a required performance-based assessment must submit this assessment, *Final Exam Feedback* to TaskStream (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in course instructor reporting the course grade as Incomplete (I). Unless the Incomplete grade is changed upon the completion of the required TaskStream Submission, the Incomplete will convert to an F during the next semester.

If you have never used TaskStream before, you **MUST** use the login and the password information that has been created for you. This information is distributed to students through their university email, so it is very important that you set up your university email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Course Requirements, Performance-based Assessments, and Criteria for Evaluation

Performance-based Assessment (TaskStream submission required) (100 points)

The final examination is the TaskStream assignment for this course. The final exam will consist of 50 multiple-choice items. The exam will be available online in Blackboard (BB) and will have a time limit. You must complete the exam during this time. Once you open the exam, you must complete it in one seating – you may not close it and then reopen it. You will have only one opportunity to complete the exam. You will earn 2 points toward your final grade for each correct response. The exam requires Respondus Lockdown Browser (see instructions posted in BB on how to download and use the browser). You will also take the examination during the second week of class as a pretest. Using the exam in this way permits the instructor an evaluation of the extent to which the course objectives were met. It also removes any mystery, for the students, as to what constitutes the final exam. You will receive feedback on your

pretest performance during the third or fourth class session, including a breakdown of percentage correct by content area. Your final exam is your **NCATE Assessment Assignment**. After completing the exam, you will receive a feedback form by e-mail which you will be required to then submit electronically to Taskstream. Once the feedback form has been submitted, it will be rated according to the final exam rubric posted in BB.

Due Date: December 8, 2014 by 11:59 pm US Eastern Time

Total Points Possible: 100 points

Performance-based Assignments (No TaskStream submission required)

Blackboard Discussion Board Items (2 points each)

For weeks indicated in the course schedule and in conjunction with readings from *About Behaviorism*, you will respond to the week's Discussion Board Item (DBI). To respond to DBI, complete the following steps:

1. Read the instructor's question or statement.
2. Read your classmates' comments (if available).
3. Respond directly to the instructor's question (statement) or to the comment posted by one of your classmates.

Due Dates: Each class session except September 15 and 22, 2014 and December 8, 2014 by 4:00 pm US Eastern Time

Total Points Possible: 18 points

Lesson Tests (10 points each)

Each lesson ends with one or two 10 multiple-choice item tests. Lesson tests are based on class lecture, discussions, flashcards, guided notes, and content of Cooper, Heron, and Heward (2007) textbook. You will receive 1 point for each correct test response. Please complete these tests only after completing the readings and attending class session. Each item on the test is worth one point toward your final grade. You will be able to retake each test up to 3 times. All tests in this course require Respondus Lockdown Browser (see instructions posted in BB on how to download and use the browser).

Due Dates: Each class session except September 15 and 22, 2014 by 4:00 pm US Eastern Time

Total Points Possible: 110 points

Flashcards:

You will be assigned one or two sets of flash cards during most weeks. You are strongly encouraged to complete these assignments to mastery – responding correctly on each card in the deck in 30 seconds or less per deck (and, the faster, the better). These assignments will help you build fluency with some basic vocabulary and concepts that you will encounter throughout the Applied Behavior Analysis courses at Old Dominion University, and throughout your career as a Behavior Analyst. Fluent behavior (e.g., behavior that is correct, quickly – almost automatically) is generally more durable, likely to generalize, and likely to persist in the face of distraction than non-fluent behavior. Please practice every deck, as assigned, several times each day, until you are regularly completing each deck with 100% accuracy in fewer than 30 seconds. (Even shorter timings are better!)

Participation Points (up to 2 points per class session)

Students are expected to participate during class sessions. You can earn up to 2 points for participating in each class session. The point distribution is as follows:

- 0 points = no participation
- 2 points = one or more interventions

Please note that participation points are contingent on speaking and contributing to discussion – not solely on the basis of attendance. You may not make up missed participation points due to attendance without participation, or due to absence.

Due dates: Each class session

Total Points Possible: Up to 22 points

Research Profile (20 points for paper and 5 points for presentation)

This assignment will:

1. Provide you experience using PsychInfo to conduct literature searches;
2. Acquaint students with library resources;
3. Provide individual students with exposure to the behavior analytic literature; and
4. Provide exposure to behavior analysis as a transcendent discipline and practice to the class.

To do this assignment:

1. Choose your author from the following list, on the Wiki available in the Research Profiles Tab on BB (Note: the first student to claim an author gets the author! Please check and see who your classmates have selected before making your selection. Students selecting an author who has already been selected an author will be asked to select another author).

| | | | | |
|-----------------------|---------------------|-------------------------|----------------------|---------------------|
| Timothy R. Vollmer | Beth Sulzer-Azaroff | Gina Green | Sigrid Glenn | Kathryn J. Saunders |
| Kennon A. Lattal | Linda J. Hayes | Edward G. Carr | Michael J. Dougher | Gerald L. Shook |
| Mark Sundberg | Judith E. Favell | Raymond G. Miltenberger | Donald Baer | Johnny Matson |
| Thomas S. Critchfield | James Halle | Jon S. Bailey | Deromt Holmes-Barnes | Aubrey C. Daniels |
| Julie S. Vargas | R. Douglas Greer | Timothy D. Hackenberg | Lawrence E. Fraley | Dennis H. Reid |
| Glen Dunlap | Robert Horner | Robert Koegel | Paul Touchette | Murray Sidman |

2. Once you have an author assignment, do a PsychInfo search for articles, chapters, and books written by the author. Conduct the list such that you not only get the references for the author's work, but also the abstracts.
3. Print the outcome of the search.
4. Read the abstracts.
5. Obtain at least 5 articles, or 3 chapters, or 2 books from the library, or a combination of all the above-mentioned items (e.g., 3 articles, 1 chapter, and 1 book).

6. Read them.
7. Prepare a report in which you:
 - a. Identify the type of work the author has done, and the population(s) considered.
 - b. Describe three notable themes you found in the author's work.
 - c. Discuss possible applications of the authors work to other populations or problems.
 - d. Cite the articles, chapters, and/or books you read in preparing your report (using APA 6th edition style).
8. Present your report to your classmates:
 - a. Prepare 3 slides addressing the main points in your report
 - b. Deliver your report in 5 minutes or less, leaving 2 minutes for questions or comments afterward, during one of the class sessions so indicated on the class schedule.
 - c. Note: Point deduction will be applied for using extra time.

Your written report will receive up to 15 points for accurately describing salient themes in your author's work, and up to 5 points for good composition (including correct spelling, grammar, punctuation, and syntax; and for adhering to APA style). Your presentation will earn up to 5 points for accurately describing and citing salient themes in your author's work without reading the paper to the class, correct pronunciation, and addressing others' questions and comments.

Due Date: December 1, 2014 by 4:00 pm US Eastern Time

Total Points Possible: 25 points (20 points for paper + 5 points for presentation)

Extra Credit Assignments

Students can select one of the following extra credit options:

Extra Credit Option 1: (10 points per module)

Complete the following Behavior Development Solutions modules:

- Definition and Characteristics
- Principles, Procedures, and Concepts

Upload your proof of completion to BB (under the Extra Credit tab).

Information on purchasing a subscription to the Behavior Development Solutions Behavior Analyst Certification Exam study software can be found at www.behaviordevelopmentsolutions.com

Due Date: December 1, 2014 by 4:00 pm US Eastern Time

Total Points Possible: 20 points

Extra Credit Option 2 (5 points per certificate submitted)

You may go to the Autism Modules at www.autisminternetmodules.org. Create an account (This is free of charge.) Complete the following modules:

- Differential reinforcement
- Extinction
- Prompting
- Reinforcement

Upload your proof of completion to BB (under the Extra Credit tab).

Due Date: December 1, 2014 by 4:00 pm US Eastern Time

Total Points Possible: 20 points

Point Distribution:

Given these assignments, the distribution of total possible points per assignment type, and grading scale, are as follows:

| Assignment | Points Possible Per Instance | Number of Instances | Total Points Possible | Cumulative Points |
|-------------------------------|------------------------------|---------------------|-----------------------|-------------------|
| Discussion Board Items | 2 points | 9 items | 18 points | 18 |
| Lesson Tests | 1 point | 11 tests | 110 points | 128 |
| Participation Points | 2 points | 11 sessions | 22 points | 150 |
| Research Profile Paper | 20 points | 1 paper | 20 points | 170 |
| Research Profile Presentation | 5 points | 1 presentation | 5 points | 175 |
| Final Exam | 100 points | 1 test | 100 points | 275 |

Grading Scale

- A = 275 – 256 points;
- A- = 255 – 238 points;
- B = 237 – 200 points;
- C = 199 – 164 points;
- F < 164 points

Contacting Your Instructor:

You can contact Dr. Laura C. Chezan by phone at (757) 683-7055 or by e-mail at lchezan@odu.edu

The preferred mode of communication is by email. The instructor will respond to your email within **48 hours**.

Use of Electronic Devices in This Class:

All computers, cell phones, iPads, recording equipment, and devices similar to any of these must be turned off and put away during class – UNLESS THEY ARE BEING USED AS PART OF A CLASS ACTIVITY OR PRESENTATION.

Policies and Resources for Students:

ODU Students

Honor Pledge:

All written work must be submitted with a signed statement of ODU's Honor Pledge. "I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to the Honor Council if summoned." This is an institutional policy approved by the Board of Visitors.

Code of Conduct:

Students shall comply with Old Dominion University's educational mission. Students are expected to conform to rules of classroom decorum and inform the professor and/or site director when any disruption to the teaching occurs. Students are expected to assume responsibility for their own classroom behavior and are expected to participate fully and positively in the teaching/learning process. Students do not have the right to engage in behavior that is disruptive or otherwise interferes with the learning of others (e.g., talking during lectures, using a cell phone, bringing children to class) and may be disciplined for misconduct that adversely affects instruction. Faculty will follow the guidelines established by the University when confronted with disruptive students. A student who violates the Code of Student Conduct will be subject to administrative action(s) or disciplinary sanction(s).

Withdrawal.

A syllabus constitutes a contract between the student and the course professor. Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. Please preview this syllabus and the course requirements **before the deadline to drop**. If you believe that the nature of this course does not meet your interests, needs, or expectations, if you are not prepared for the amount of work involved-or if you anticipate that the class meetings, assignment deadlines or abiding by the course policies will constitute an unacceptable hardship for you, you should drop the class by the drop deadline, which is located in the ODU Schedule of Classes.

Observation/Participation/Practicum (if applicable).

Candidates in all professional educational programs must engage in the practices and behaviors that are characteristic of developing career teachers. In addition to knowledge of academic content and the instructional skills necessary to teach that content, teacher candidates must demonstrate the values, attitudes, and commitments of the developing professional educator and must assume responsibility for the effects that these dispositions have on student learning. Therefore, in all observation/practicum experiences teacher candidates will be evaluated through the use of professional attributes scale, as well as any specific instructional evaluation required for the experience. This evaluation contains items on attendance, punctuality, oral expression, written expression, tact and judgment, reliability and dependability, self-initiative and independence, organizational skills, interaction with students, collegiality and interaction with peers, and response to feedback. Candidates who do not satisfactorily demonstrate these attributes may be withdrawn from the observation, practicum, or internship experience.

Accommodating Students with Disabilities

Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation

letter from OEA so that we can work together to ensure that appropriate accommodations are available to you. If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary. The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA website:

<http://www.odu.edu/educationalaccessibility/> Information on service animals:

<http://www.odu.edu/life/diversity/accessibility/service-animals>

Student Email & MIDAS Accounts.

An ODU student email & MIDAS account are required to successfully participate in and complete this course. Students must [activate all accounts](#) before beginning this class. You may forward your student email to another email address. If you have any difficulty activating your account online or using it, please contact Customer Service at ocshelp@odu.edu or 757-683-3192. Plan to check your email often for communications about this class.

Course Management System/Blackboard. Course Management System / Blackboard:

This course will use the Blackboard course management system exclusively. All courses will be delivered through George Mason University's Blackboard site:

<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp> Log in information will be sent to students prior to class.

GMU Students

Please access the links below for more specific information on your university policies:

Honor Code: <http://oai.gmu.edu/the-mason-honor-code/>

Responsible Use of Computing: <http://universitypolicy.gmu.edu/university-policies/computing/>

Students with Disabilities: <http://ods.gmu.edu/>

Writing Center: <http://masononline.gmu.edu/student-resources/writing-center/>

Lynchburg Students

Please access the link below for more specific information on your university policies:

<http://www.lynchburg.edu/master-education-special-education/va-aba-consortium>

VCU Students

Please access the link below for more specific information on your university policies:

<http://www.assurance.vcu.edu/policyprogram.html>

Teacher Disposition Statement:

Teachers and other school professional candidates at ODU are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective educators throughout their program. Candidates understand that they must adequately and consistently demonstrate these dispositions in order to maintain good standing in their Teacher Education program at Old Dominion University. The candidate shows a disposition toward and commitment to each of the following:

1. Attends functions when required (punctual)

2. Maintains a professional appearance
3. Solicits feedback from others
4. Adjusts behavior based on professional feedback
5. Communicates effectively orally (articulate, animated, few grammatical errors)
6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
7. Demonstrates sensitivity to others' feelings and opinions (e.g., diplomatic)
8. Participates with others in a collaborative manner
9. Treats others with respect
10. Provides information to all constituents in a professional and timely manner
11. Demonstrates a commitment to remain current in knowledge of subject area content
12. Demonstrates knowledge about my teaching subject area
13. Participates in professional development activities that represent subject area currently or in the near future
14. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners.
15. Demonstrates effective decision-making and problem-solving skills
16. Displays excitement about teaching subject area

More information about the Policies and Procedures for Assessing Teacher Candidate Dispositions at Old Dominion University can be found at

<http://education.odu.edu/tes/pages/forms1.shtml>

Responsible Conduct of Research (RCR) Modules

All graduate students, whether degree seeking or non-degree, must complete the Elective CITI RCR modules within the first 12 months of admittance. If a student has not completed the CITI RCR modules after the 4th semester of study, the Office of the Registrar will place a fatal hold on registration and other university transactions, including transcript orders. RCR module

website: <https://www.citiprogram.org/rcrpage.asp?language-english&affiliation=100>

Additional instructions from the Darden College of Education:

http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf

Schedule

Throughout the following table, ABA refers to the Cooper, Heron, & Heward (2007) text and AB to *About Behaviorism*

| Date | Topic/Objectives | Readings | Assignments All assignments are due by <u>4:00 pm</u> on the due date unless otherwise specified! |
|-------------|--|--|--|
| 09/15 | Concepts and Principles of Behavior Analysis: <ul style="list-style-type: none"> • Orientation to Applied Behavior Analysis (ABA), Behavior Analyst Certification, and the Virginia Behavior Analysis Consortium Program • Syllabus Review | Read the course syllabus | Use the “Introduction” Forum under the Discussion Board tab to introduce yourself to classmates and instructor Have a copy of the course syllabus available during class Complete the student opinion survey |
| 09/22 | Concepts and Principles of Behavior Analysis: <ul style="list-style-type: none"> • Basic Philosophy and Terminology • Respondent Behavior • Respondent Conditioning | Read <u>ABA</u> Ch. 1 & 2 Read <u>AB</u> Introduction & Ch. 1 | Complete Pretest Choose your author for the Research Profile Paper Schedule your presentation in Doodle using the link provided Complete asynchronous session |
| 09/29 | Concepts and Principles of Behavior Analysis: <ul style="list-style-type: none"> • Operant behavior and operant conditioning; • Positive and negative reinforcement; | Read <u>ABA</u> Ch. 11 & 12 Read <u>AB</u> Ch. 2 | Respond to DBI 1 Master Flashcards Deck 1 Take test 1 Complete asynchronous session |
| 10/06 | Concepts and Principles of Behavior Analysis: <ul style="list-style-type: none"> • More operant behavior and operant conditioning; • Positive and negative punishment; | Read <u>ABA</u> Ch. 14 & 15 Read <u>AB</u> Ch. 3 | Respond to DBI 2 Master Flashcards Deck 2 Take test 2 Complete asynchronous session |
| 10/13 | No class – Fall break | | |

| | | | |
|-------|--|---|---|
| 10/20 | <p>Concepts and Principles of Behavior Analysis:</p> <ul style="list-style-type: none"> • Operant and Respondent Extinction; • Alternative methods of producing operant extinction effects | <p>Read <u>ABA</u> Ch. 21 Read <u>AB</u> Ch. 4</p> | <p>Respond to DBI 3 Master Flashcards Deck 3 Take test 3 Complete asynchronous session</p> |
| 10/27 | <p>Concepts and Principles of Behavior Analysis:</p> <ul style="list-style-type: none"> • Schedules of Reinforcement; • Differential Reinforcement | <p>Read <u>ABA</u> Ch. 13 & 22 Read <u>AB</u> Ch. 5 & 6</p> | <p>Respond to DBI 4 Master Flashcards Set 4 Take test 4 Complete asynchronous session</p> |
| 11/03 | <p>Concepts and Principles of Behavior Analysis:</p> <ul style="list-style-type: none"> • Motivating Operations • Stimulus Generalization • Response Generalization • Stimulus Equivalence | <p>Read <u>ABA</u> Ch. 16 & 17 Read <u>AB</u> Ch. 7 & 8</p> | <p>Respond to DBI 5 Master Flashcards Decks 5 & 6 Take tests 5 & 6 Complete asynchronous session</p> |
| 11/10 | <p>Fundamental Elements of Behavior Change and Specific Behavior Change Procedures:</p> <ul style="list-style-type: none"> • Instructions • Prompting • Prompt Fading | <p>Read <u>AB</u> Ch. 9</p> | <p>Respond to DBI 6 Master Flashcards Decks 7 & 8 Take tests 7 & 8 Complete asynchronous session</p> |
| 11/17 | <p>Fundamental Elements of Behavior Change and Specific Behavior Change Procedures:</p> <ul style="list-style-type: none"> • Instructions; • Compliance; • Shaping; • Chaining | <p>Read <u>ABA</u> Ch. 19 & 20 Read <u>AB</u> Ch. 11</p> | <p>Respond to DBI 7 Master Flashcards Deck 9 Take test 9 Complete asynchronous session</p> |
| 11/24 | <p>Concepts and Principles of Behavior Analysis</p> <ul style="list-style-type: none"> • Discrimination • Conditional Discrimination • Student research profile presentations | <p>Read <u>ABA</u> Ch. 18 Read <u>AB</u> Ch. 10</p> | <p>Respond to DBI 8 Master Flashcards Deck 10 Take test 10 Complete asynchronous session</p> |
| 12/01 | <p>Discretionary</p> <ul style="list-style-type: none"> • Student research profile presentations | <p>Read <u>AB</u> 13 & 14</p> | <p>Respond to DBI 9 Master Flashcards Deck 11 Take test 11 Research Profile Paper Extra Credit Activity</p> |

| | | | |
|-------|--|--|---|
| 12/08 | Final exam – available online in BB from 8:00 am on 12/2/2014 to 11:59 pm on 12/8/2014 | | <i>Complete the final exam no later than 11:59 pm 12/08/14. Submit Final Exam Feedback Form as soon as received from instructor</i> |
|-------|--|--|---|