



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

Spring 2015

EDSE 664 DL1: Ethical and Professional Conduct in Applied Behavior Analysis
CRN: 15289, 3 - Credits

Instructor: Dr. Theodore Hoch Office: 203B Finley Building ? MS 1F2, 4400 University Drive / Fairfax, VA 22030	Meeting Dates: 1/20/2015 - 5/5/2015
Phone: 703-987-8928 / 703-993-5245	Meeting Day(s): Tuesdays
E-Mail: thoch@gmu.edu	Meeting Time(s): 6:30 pm-8:00 pm
Office Hours: Office Hours: Wednesdays 1:00 pm – 4:00 pm; Thursdays 11:00 pm – 1:00 pm	Meeting Location: NET

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

Course Description

Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board's Guidelines for Responsible Conduct and Disciplinary Standards, and professional conduct consistent with the practice of applied behavior analysis. Prerequisite(s): EDSE 619 (May be taken concurrently) or permission of instructor. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

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

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

DELIVERY METHOD:

This course will be delivered online using both synchronous and asynchronous formats via the Blackboard learning management system (LMS) housed in the MyMason portal. Each week, you will have one or more recorded lessons and related materials to review, and one or more quizzes over those lessons and materials, that you will complete asynchronously. We will also have a synchronous class session on Tuesdays from 6:30 pm – 8:00 pm through Blackboard Collaborate. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on Monday 19 January 2015.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency:** Refer to the asynchronous bullet below is your course is asynchronous or the synchronous bullet if your course is synchronous.
 - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week. Beginning after the second week, you will also need to contribute to asynchronous discussion board discussions at least twice weekly, except that week’s Discussion Leaders, who will need to respond to at least 50% of the discussion board posts their classmates make in response to the prompt they provide.

- **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Nature of Course Delivery

Learning activities include the following:

1. Class presentations and discussions
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

Learner Outcomes

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

- Identify and describe content from each of the Behavior Analyst Certification Board's ten Guidelines for Responsible Conduct sections.
- Identify and provide examples of conduct consistent and inconsistent with each of the Behavior Analyst Certification Board's ten Guidelines for Responsible Conduct sections.
- Identify and describe content from each section of the Behavior Analyst Certification Board's Disciplinary Standards.
- Identify and provide examples of conduct consistent and inconsistent with each section of the Behavior Analyst Certification Board's Disciplinary Standards.
- Identify and describe content from relevant Commonwealth of Virginia licensure regulations for behavior analysts.
- Identify and provide examples of conduct consistent and inconsistent with Commonwealth of Virginia licensure regulations for behavior analysts.
- Describe steps to resolving ethical dilemmas that are consistent with the Behavior Analyst Certification Board's Guidelines for Responsible Conduct and Disciplinary Standards, as well as relevant Commonwealth of Virginia licensure regulations for behavior analysts.
- Prepare a Declaration of Professional Practice that is consistent with current ethical and professional practice of applied behavior analysis.
- Describe steps and conditions for proper and ethical case termination.
- Describe the Behavior Analyst Certification Board's and Virginia Board of Medicine's complaint processes and the manner in which these boards handle complaints made to them.

Required Textbooks

Bailey, J., & Burch, M. (2010). *Twenty-five essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge. ISBN 978-0-415-80068-6.

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

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

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format.

The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks: None.

Required Resources

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

Behavior Analyst Certification Board's Guidelines for Responsible Conduct. Available at www.bacb.com, in the Downloads area.

Behavior Analyst Certification Board's Disciplinary Standards. Available at www.bacb.com, in the Downloads area.

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

Additional Readings

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

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

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

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

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

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

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

Course Relationships to Program Goals and Professional Organizations

This course is part of a sequence of courses (that has been approved by the Behavior Analyst Certification Board as meeting the educational requirements necessary to sit for the Board Certified Assistant Behavior Analyst (BCABA) examination, when part of a completed, relevant Bachelor's Degree program, or taken after completion of a Bachelor's degree program. It addresses the following Behavior Analyst Certification Board Content Areas: Ethical and Professional Conduct, Identification of the Problem and Assessment, Behavior Change Systems, Intervention and Behavior Change Considerations, and Implementation, Management, and Supervision.

GMU POLICIES AND RESOURCES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Attendance will be taken at the beginning of every session. Students present at the beginning of the session and remaining for the entire session will earn 2 points for attendance; students arriving at the session after attendance has been taken or leaving before the session ends will earn 1 point for attendance; and students not attending a session will earn 0 points for attendance. Missed attendance points may not be made up. Likewise, missed discussion participant points may not be made up.

Late Work.

No work will be accepted after the final examination has been submitted. No credit will be given for Discussion Board posts made after the next class period has begun.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment to TaskStream, *Ethics Final Exam*, (regardless of whether a course is an elective, a onetime 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 the course

instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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

Grading Scale

Assignment Description	Points Per Instance	Number of Instances	Points Possible	Cumulative Points Possible
Attendance	2 points	13 instances	26 points	26 points
Final Exam	100 points	1 instance	100 points	128 points
Live Material Quizzes	10 points	13 instances	130 points	258 points
Recorded Material Quizzes	1 point per question	180 questions	180 points	438 points
Discussion Leader	10 points	2 instances	20 points	458 points
Discussion Participant	5 points	13 instances	65 points	523 points
A: 507 – 523 points	A- : 471 – 506 points	B: 419 – 470 points	C: 367 – 418 points	F: < 367 points

Assignments

Performance-based Assessment (TaskStream submission required).

- **Final Examination.** Each student will complete and submit a five item, essay test. Each item will be an ethics scenario. The student will identify the portions of the *Guidelines for Responsible Conduct, Disciplinary Standards*, and Virginia Behavior Analyst Licensure Regulations that pertain to the scenario. Next, the student will give three possible courses of action based on the *Guidelines*, the *Disciplinary Standards*, the Licensure Regulations, and the readings and discussions throughout the course. Finally the student will identify the course of action she or he would select, and would give the rationale for selecting that course of action over the other two. **Up to 100 points may be earned on the final examination. As the final examination is your NCATE Assessment assignment, it will not be accepted in print form. It must be submitted through Taskstream. Taskstream information is available at <http://gse.gmu.edu/programs/sped/>.**

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

- **Weekly Quizzes.** Prior to each session during Weeks 2 through 14, students will complete a 10 item true / false quiz covering the reading assigned for that week. Quizzes must be taken before the class period for which they were assigned **and may not be made up if missed. 10 Quizzes at 10 points possible each, for a total of 130 possible points.**

- **Discussion Leader.** Each student will be discussion leader at least once (and possibly more than once, depending on enrollment) during the semester in this course. Each student will select the chapter(s) from the assigned reading about which they will lead discussion. During the appointed class session, the discussion leader will conduct a learning activity or otherwise present the material from the chapter(s) read, and will lead her or his classmates in discussion on that material. Activities and discussions must deepen or extend classmates' understanding of the material and its applications. Finally, after the class session, the Discussion Leader will provide the instructor with a Discussion Board Prompt (a question, several questions, a "what if," etc.) which the Instructor will post on Blackboard. This prompt must promote discussion about how the classmates would apply what was discussed in the class discussion to their own work, to a particular hypothetical or actual situation, or to must in some other way extend class discussion, online, asynchronously. Classmates will respond to this prompt. The Discussion Leader will reply to at least 50% of classmates responses to their prompts, thereby continuing to moderate the discussion. There will be 10 points per instance of serving as Discussion Leader – 5 for in class discussion, 2 for providing the discussion prompt, and 3 for contributing to the online continuation of the discussion by replying to classmate's responses..

- **Discussion Participant.** Each week, each student is expected to participate actively in discussions and activities led that week by the Discussion Leaders. Your instructor will record data on your participation, and will give 1 point for each instance of contributing to discussion with a question, answer, comment, or other contribution, for up to two points per class period. You will also reply at least three times to Discussion Board prompts provided by the Discussion Leaders following in-class discussion (e.g., three total responses, distributed across all of the Prompts provided for that week, rather than three responses to each prompt). You will earn one additional point for each of these three responses, for up to 5 points (2 in class and three through Discussion Board) for being a Discussion Participant per week.

Other Assignments.

- **Recorded Material Quizzes.** Weeks 2 – 14 will have recorded material that you will view through Blackboard. There will be quiz questions associated with each of these recordings. You will answer each of these. You may retake these quizzes once if

needed to master the content, and the higher of your two scores (e.g., original and retake scores) will be counted. You are strongly encouraged to re-view the associated recording before retaking a quiz. **180 one point questions.**

Schedule

In the following schedule, 25ES refers to the Bailey and Burch (2009) text, Ethics to the Bailey and Burch (2011) text, and AD to the Aubrey Daniels text. ***Read bold and italicized readings before watching and responding to recorded content.***

Class Date	Presenters	Read Before Class	Participation and Products
20 Jan Week 1	Introduction, review syllabus, general discussion	Nothing	Select presentations
27 Jan Week 2	<i>Ethics Ch 1 & 2 Barrett et al. (1991)</i> 25ES Ch 1&2 AD Ch 1- 3	<i>Ethics Ch 1 (How we Got Here) and 2 (Core Ethical Principles); Barrett et al. (1991); ABAI (2011)</i> 25ES Ch 1 (Business Etiquette)& 2 (Assertiveness) AD Ch 1 (Fads, Fantasies, and Fixes), 2 (Management by Common Sense is not Management at All), & 3 (Louder, Longer, Meaner)	<i>Recorded Material Quizzes</i> Quiz 1 Participate in Discussions
3 Feb Week 3	<i>Ethics 3 & 4 Van Houten et al. (1988)</i> 25ES Ch 3 & 4 AD Ch 4&5	<i>Ethics 3 (What Makes Behavior Analysis Unique) and 4 (Most Frequent Ethical Problems); Van Houten et al (1988), ABAI (2011)</i> 25ES Ch 3 (Leadership) and 4 (Networking) AD Ch 4 (Behavior is a Function of its Consequences) & 5 (The ABCs of Performance Management)	<i>Recorded Material Quizzes</i> Quiz 2 Participate in Discussions
10 Feb Week 4	<i>Ethics 5 & 6 Johnston & Sherman (1993)</i> 25ES Ch 5 & 6 AD Ch 6 & 7	<i>Ethics Ch 5 (Everyday Ethical Challenges for Average Citizens and Behavior Analysts) and 6 (Responsible Conduct of a Behavior Analyst – Guideline 1); Johnston & Sherman (1993)</i> 25ES Ch 5 (Public Relations) and 6 (Total competence in applied behavior analysis and in your specialty) AD Ch 6 (The High Price of Negative Reinforcement) & 7 (Capturing Discretionary Effort Through Positive Reinforcement)	<i>Recorded Material Quizzes</i> Quiz 3 Participate in Discussions

17 Feb Week 5	<i>Ethics Ch 7</i> <i>Linscheid et al (1990)</i> 25ES Ch 7 & 8 AD Ch 8&9	<i>Ethics Ch 7 (The Behavior Analyst's Responsibility to Clients – Guideline 2); Linscheid et al (1990)</i> 25ES Ch 7 (Ethics in daily life) and 8 (Interpersonal communications) AD Ch 8 (Decreasing Behavior – Intentionally or Otherwise) and 9 (Effective Delivery of Reinforcement)	<i>Recorded Material Quizzes</i> Quiz 4 Participate in Discussions
24 Feb Week 6	<i>Ethics Ch 8</i> <i>Johnston (1991)</i> 25ES Ch 9 & 10 AD Ch 10 & 11	<i>Ethics Ch 8 (Assessing Behavior – Guideline 3); Johnston (1991)</i> 25ES Ch 9 (Persuasion and influence) and 10 (Negotiation and lobbying) AD Ch 10 (Pinpoint Precision) & 11 (The Effective Use of Measurement)	<i>Recorded Material Quizzes</i> Quiz 5 Participate in Discussions
3 Mar Week 7	<i>Ethics Ch 9</i> <i>Hastings et al. (2005)</i> 25ES Ch 11 & 12 AD Ch 12 & 13	<i>Ethics Ch 9 (Ethics and the Individual Behavior Change Program – Guideline 4); Hastings et al. (2005)</i> 25ES Ch 11 (Public speaking) and 12 (Handling difficult people) AD Ch 12 (Performance Feedback) & 13 (A Model for Problem Solving)	<i>Recorded Material Quizzes</i> Quiz 6 Participate in Discussions
17 Mar Week 8	<i>Ethics Ch 10 & 11</i> 25ES Ch 13 & 14 AD Ch 14	<i>Ethics Ch 10 (The Behavior Analyst as Teacher or Supervisor – Guideline 5) and 11 (The Behavior Analyst and the Workplace – Guideline 6)</i> 25ES Ch 13 (Think function) and 14 (Use shaping effectively) AD Ch 14 (Goal Setting to Shape Behavior)	<i>Recorded Material Quizzes</i> Quiz 7 Participate in Discussions
24 Mar Week 9	<i>Ethics Ch 12, 13, and 14</i> 25ES Ch 15 & 16 AD Ch 15 & 16	<i>Ethics Ch 12 (The Behavior Analysts' Ethical Responsibility to the Field of Behavior Analysis – Guideline 7), 13 (The Behavior Analyst's Ethical Responsibility to Colleagues – Guideline 8), and 14 (The Behavior Analyst's Ethical Responsibility to Society – Guideline 9)</i> 25ES Ch 15 (Can you show me that? The key to effective consulting) and 16 (Performance management) AD Ch 15 (The Missing Link in Quality) and 16 (Teams and Empowerment)	<i>Recorded Material Quizzes</i> Quiz 8 Participate in Discussions

31 Mar Week 10	Ethics Ch 15 Dorsey et al. (2009) 25ES Ch 17 &18 AD Ch 17 &18	<i>Ethics Ch 15 (The Behavior Analyst and Research – Guideline 10); Dorsey et al. (2009)</i> 25ES Ch 17 (Time management the behavioral way) and 18 (Become a trusted professional) AD Ch 17 (Turning downsizing into rightsizing) and 18 (Recognition, reward, reinforcement, and relationships)	<i>Recorded Material Quizzes</i> Quiz 9 Participate in Discussions
7 April Week 11	<i>Ethics Ch 16</i> <i>Disciplinary Standards, Part 1</i> 25ES Ch 19 &20AD Ch 19	<i>Ethics Ch 16 (Conducting a Risk Benefit Analysis), Disciplinary Standards, Part 1</i> 25ES Ch 19 (Learn to deal behaviorally with stress) and 20 (Knowing when to seek help (and how to receive feedback)) AD Ch 19 (Compensation and Performance Appraisal)	<i>Recorded Material Quizzes</i> Quiz 10 Participate in Discussions
14 April Week 12	<i>Ethics Ch 17</i> <i>Disciplinary Standards, Part 2</i> 25ES Ch 21 &22 AD Ch 20	<i>Ethics Ch 17 (Delivering the Ethics Message Effectively) Disciplinary Standards, Part 2</i> 25ES Ch 21 (Critical thinking) and 22 (Creative problem solving and troubleshooting) AD Ch 20 (Performance Management: The Executive Function)	<i>Recorded Material Quizzes</i> Quiz 11 Participate in Discussions
21 April Week 13	<i>Ethics Ch 18</i> <i>Licensure Regs, Part 1</i> 25ES Ch 23&24 AD Ch 21 & 22	<i>Ethics Ch 18 (Avoiding the Slippery Slope of Ethical Problems by Using a Declaration of Professional Services), Licensure Regs Part 1</i> 25ES Ch 23 (Understanding and using power), and 24 (Training, Coaching, and Mentoring) AD Ch 21 (Accelerated Learning: Teaching More with Less) and 22 (Increasing Creativity and Managing Change)	<i>Recorded Material Quizzes</i> Quiz 12 Participate in Discussions
28 Apr Week 14	<i>Ethics Ch 19</i> <i>Licensure Regs, Part 2</i> 25ES Ch 25 AD Ch 23 & 24	<i>Ethics Ch 19 (A Dozen Practical Tips for Ethical Conduct on your First Job), Licensure Regs, Part 2</i> 25ES Ch 25 (Aggressive Curiosity) AD Ch 23 (Managing the Nintendo Generation and Beyond) and 24 (Thank God It’s Monday – Celebrating Work)	<i>Recorded Material Quizzes</i> Quiz 13; Participate in Discussion
5 May	Final exam due through Taskstream by 11:59 pm on 5 May 15		

Week 15	
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