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

Spring 2018
EDSE 621 DL1: Applied Behavior Analysis: Empirical Bases
CRN: 20189, 3 – Credits

Instructor: Dr. Theodore Hoch	**Meeting Dates**: 01/22/18 – 05/16/18
Phone: 703-987-8928 (can also text to this number)	**Meeting Day(s)**: Synchronous Discussions through Blackboard Collaborate Ultra on 1/23. 2/6. 4/10, 4/17, and 4/24 only
E-Mail: thoch@gmu.edu	**Meeting Time(s)**: Synchronous discussions 5:30 pm – 6:30 pm
Office Hours: Mondays 1:30 – 3:30 pm	**Meeting Location**: Online
Office Location: Suite 100, Finley Building, GMU Fairfax Campus, 4400 University Drive, Fairfax, VA 22030 USA	**Other Phone**: Office phone: 703-993-5245 Skype: drtheodorehoch

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

Prerequisite(s): EDSE 619
Co-requisite(s): EDSE 619

Course Description
Focuses on basic content of applied behavior analysis. Teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs. Offered by Graduate School of Education. May not be repeated for credit.
Registration Restrictions:
Required Prerequisite: EDSE 619*B-.
* May be taken concurrently.
B- Requires minimum grade of B-.
Enrollment limited to students with a class of Advanced to Candidacy, Graduate or Senior Plus.
Enrollment is limited to Graduate or Undergraduate level students.
Schedule Type: Lecture

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

Advising Tip
Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to http://gse.gmu.edu/special-education/advising/.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using both asynchronous and synchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 20 January 2018.

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

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a working microphone and webcam for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
  - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

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

Learner Outcomes

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

1. Describe philosophical assumptions underlying data-based decision making in applied behavior analysis.
2. Define, describe, identify, exemplify, and use direct measures of behavior.
3. Define, describe, identify, exemplify, and use indirect measures of behavior.
4. Construct and interpret equal interval graphs.
5. Construct and interpret standard celeration charts.
6. Describe, identify, and exemplify single subject experimental design.
7. Describe and exemplify data-based decision making using visual inspection of graphically presented behavioral data in the context of single subject experimental designs.
8. Describe and identify utility and factors affecting use of single subject designs for evaluating instructional, behavioral, and other interventions in applied settings.
9. Describe, identify, and exemplify ethical factors regarding data collection, data management, and data based decision making as described by the Guidelines for Responsible Conduct and the Disciplinary Standards.
10. Read, interpret, and evaluate articles from the behavior analytic literature.

Course Relationship to Program Goals and Professional Organizations

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

Required Textbooks

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). Applied behavior analysis (2nd Ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 0-13-142113-1

Foxx, R.M., & Mulick, J.A. (2015). Controversial therapy for autism and intellectual disabilities: Fad, fashion, and science in professional practice (2nd Edition). New York, NY: Routledge. ISBN 978-1-138-80223-0

Recommended Textbooks

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

Required Resources

Given the possibility of computer or internet difficulties some students may experience from time to time, students must consider and identify alternative availability of computers and internet access (e.g., public libraries, their employer (if permissible by the

employer), internet cafes, etc.) within the first week of this course to ensure that they will be able to complete their assignments in a timely manner.

Students will need to have access to a scanner in order to scan and upload their completed assignments. Each assignment must be scanned into a single document and saved as a pdf file. No photographs will be accepted. Likewise, multiple one page scans (e.g., 5 single page pdf files instead of a single 5 page file) will also not be accepted. Many home printers have scanning capability, and one can also scan at Fedex Office, Staples, or other stores. Finally, one's employer may be able to make scanning available on request.

Only assignments submitted in Microsoft Word or in PDF files will be accepted. No assignments in any other file format will be accepted.

Additional Readings

Dermer, M.L., & Hoch, T.A. (1999). Improving descriptions of single-subject experiments in research texts written for undergraduates. Psychological Record, 49 (1), 49-66.

McGonigle, J.J., Rojahn, J., Dixon, J., & Strain, P.S. (1987). Multiple treatment interference in the alternating treatments design as a function of the intercomponent interval length. Journal of Applied Behavior Analysis, 20 (2), 171-178.

Sindelar, P.T., Rosenberg, M.S., & Wilson, R.J. (1985). An adapted alternating treatments design for instructional research. Education and Treatment of Children, 8 (1), 67-76.

Watson, J.E., Singh, N.N., & Winton, A.S. (1985). Comparing interventions using the alternating treatments design. Behaviour Change, 2 (1), 13-20.

Course Performance Evaluation

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

Tk20 Performance-Based Assessment Submission Requirement

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

For EDSE 621, the required PBA is Make Your Own Experiment and Final Exam Feedback. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)
There are two assignments for this course that require submission through TK20. They are as follows:

Final Examination. This test will consist of 50 items (worth 2 points each), and will be given as a pretest on the first night of class, and a parallel form as a final exam on the last night of class. Credit toward your final score will only be given for your performance on this test on the last night of class. After you have completed your final exam, you'll be emailed a document that details your performance by content area covered by the exam. You'll need to upload this document to TK20 after receiving it.

Make Your Own Experiment. You will be provided with 10 scenarios. You will choose two scenarios for which you will complete this project. You will use a different experimental design and a different data collection method for each of the two scenarios you choose. For each of these scenarios, instructions are as follows:

A- develop a behavioral definition for the identified problem behavior (2 points);
B- select a measure for the behavior of interest (and give the rationale for selecting this measure) (2 points);
C- develop a recording form for collecting data (2 points);
D- write step by step instructions for collecting data, ensuring that these instructions:
  a. are bulleted
    b. use active voice
    c. specify only one implementer behavior per step
    d. instruct the implementer what *to do*
    e. use only as many words as is necessary
    f. provide steps in linear order
    g. include only necessary steps (necessary)
    h. include all necessary steps (sufficient) (8 points);
E- select a design that will best answer the question asked (and give the rationale for that design) (2 points);
F- describe, step by step, how you will implement that design, indicating:

a. How you will begin baseline data collection (1 point);
b. Decision rules for introducing your intervention (1 point)
c. Decision rules for withdrawing and for reintroducing your intervention (if appropriate) or for introducing your intervention in another setting (or for another therapist, subject, behavior, etc.) (if appropriate) (1 point); and
d. How you will control for relevant threats to internal validity (1 point)

G- Construct a graph of possible data that would show functional control of the intervention over the behavior, using the design you chose (2 points).

H- Scan all of this into a single document, and submit, in PDF form.

College Wide Common Assessment (TK20 submission required)
None

Performance-based Common Assignments (No Tk20 submission required.)
Blackboard Discussion Board Items. For weeks indicated below, in conjunction with your readings from Controversial therapies for developmental disabilities, respond to the week's two Discussion Board items. To respond, first do the assigned reading. Next, go to the week's Discussion Board items on Blackboard. Read your instructor's question and respond directly to that question for one point. Then, go back later that day or on another day and read your classmates' posts. Respond to one or more of those posts for a second point. Making both posts on time earns up to 2 points per discussion board forum. Links for discussion board forums will only be available until the week after postings were due; no postings can be made after that time. Missed posts will earn zero points

Problem Sets. You will complete these per instructions contained on each problem set, and submit them through Blackboard no later than at the end of the dates for which they are indicated as due in the schedule below. A total of 10 points is possible for each correctly completed Problem Set submitted on time; up to 9 points for those submitted late. ALL PROBLEM SETS MUST BE SUBMITTED AS EITHER SINGLE WORD DOCUMENTS OR SINGLE PDF FILES. NO OTHER FORMATS WILL BE ACCEPTED. MULTIPLE FILES WILL NOT BE SUBMITTED – ONLY A SINGLE FILE PER PROBLEM SET. ALL GRAPHS MUST BE HAND DRAWN, ON GRAPH PAPER, AND MUST BE SCANNED FULL SIZE AND INCLUDED IN THE SINGLE DOCUMENT WITH THE REST OF THE PROBLEM SET. JPGS, OR PHOTOGRAPHS DROPPED INTO WORD DOCUMENTS OR OTHER DOCUMENTS WILL NOT BE ACCEPTED.

CITI Training Module. You will access and complete the CITI Human Subjects Protections training module before Week 8, and upload the certificate of completion in the link provided in the Week 8 folder. You will earn 10 points for completing this module.

Other Assignments

Weekly Quizzes. Beginning with Week 1, you will have a 10 item, multiple choice quiz each week, covering content presented during that week. (Week 1's quiz will cover the syllabus.) Each question will be worth 1 point toward your final grade. You will be provided with 15 minutes in which to complete each quiz. Once you answer a quiz question, you will not be able to return to it.

Reaction Papers. During the weeks indicated on the syllabus, you will either access a recording through that week's blackboard folder, or will follow the instructions in that folder to access one or more recordings. You will watch / listen two these recordings in their entirety, and will then write a 1 – 2 page paper in which you:

1. Summarize the presentation.
2. Explain what was new to you in the presentation.
3. Explain how you can incorporate what you learned in that presentation into your work.

You will upload these papers through the links in the weeks' respective Graded Activities folders. Each paper will be worth up to 10 points.

EDSE 619 Final Exam. You will already completed EDSE 619, or you will be taking it at the same time you are taking this course. During the first week of this course, you will complete the final exam for EDSE 619 that this instructor gives as a final exam when he teaches EDSE 619. Your instructor will provide you with written feedback regarding your performance by the end of the fourth week of the course. The purpose of this assignment is to promote maintenance and retention of content learned during EDSE 619, and / or to help each student identify areas of weakness needing attention that may impact the student's performance in EDSE 621. This final exam must be completed during the first week 0f the course. It is no longer available after 11:59 pm on 28 January 2018. You will receive 0.2 points for each correct response on this final exam.

Course Policies and Expectations

Attendance/Participation. All students are expected to be present, in Blackboard Collaborate, and ready to work, at 5:30 pm on Synchronous Discussion days. Your instructor will take a screen shot of the listing of those present at the beginning of each session. All whose names are listed at in that screen shot will earn 1 point for being present on time. All students are expected to remain for the entire Synchronous Discussion session, each session. Your instructor will likewise take a screen shot of the listing of names at the end of each Synchronous Discussion session, and all students whose names are on the list at that time will earn 1 point for being present at that time. Arriving late, leaving early, or absence from a Synchronous Discussion will preclude

opportunity for earning attendance points. Each student is expected to contribute to each Synchronous Discussion by speaking. This means that each student's microphone must work; participating from a computer without a working microphone will preclude opportunity to participate. Likewise, typing one's comments or questions will not count toward contribution points. Contributing to a synchronous discussion by speaking will earn 2 points per synchronous discussion. Absence form a discussion precludes opportunity to earn participation points.

Late Work. All assignments are due no later than the due dates indicated on the syllabus. Late assignments will not be accepted.

Grading Scale

Assignment Type	Number of Opportunities	Points Possible per Opportunity	Points Possible by Type	Cumulative Points Possible
EDSE 619 Final Exam	1 test	10 points	10 points	10 points
Weekly Quizzes	13 quizzes	10 points	130 points	140 points
EDSE 621 Final Exam	1 test	100 points	100 points	240 points
Make Your Own Experiment Project	2 projects	20 points	40 points	280 points
Discussion Board Posting	24 forums	2 points	48 points	322 points
Problem Sets	8 problem sets	10 points	80 points	402 points
CITI Training Module	1 module	10 points	10 points	412 points
Reaction Papers	3 papers	10 points	30 points	442 points
Synchronous Discussions	4 Discussions	2 points	8 points	450 points
A 428 – 450 points	A- 400 – 427 points	B 355 – 399 points	C 310 – 344 points	F Fewer than 310 points

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student

members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/

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

Date	Topics	Assignments / Activities	Content Hours Distribution
Week 1 Week of 22 Jan 2018	Review Syllabus Review Honor Code	☐ Complete Week 1 Quiz (covering the syllabus) by 11:59 pm 1/29/18 ☐ Complete EDSE 619 Final Exam by 11:59 pm 1/29/18 ☐ Complete pretest online by 11:59 pm 1/29/18 ☐ Synchronous Discussion 5:30 pm 1/23/18	☐ Recorded content: 45 min ☐ Test / quiz: 195 min ☐ Synchronous Discussion: 60 min
Week 2 Week of 29 Jan 2018	Introduction to Single subject design – Pinpointing and Defining Behavior	☐ Read CT Ch 1 and 2 ☐ Read ABA Ch 1, pp. 65 – 69 ☐ Complete Week 2 Quiz by 11:59 pm 2/4/18 ☐ Complete DB 1 and 2 NLT 11:59 pm 2/4/18	☐ Recorded content: 55 min ☐ Test / quiz: 15 min
Week 3 Week of 5 Feb 2018	Measurement – Why bother? Direct Measures of Behavior: count, cumulative count, duration, rate, latency, interresponse time, extensity, intensity	☐ Read CT Ch 3 and 4 ☐ Read ABA pp. 73 – 80, 83 – 90 ☐ Complete Week 3 Quiz by 11:59 pm 2/11/18 ☐ Complete DB 3 and 4 by 11:59 pm 2/11/18 ☐ Submit Problem Set 1 by 11:59 pm 2/11/18	☐ Recorded content: 110 min ☐ Test / quiz: 15 min ☐ Synchronous discussion: 60 min

Date	Topics	Assignments / Activities	Content Hours Distribution
Week 4 Week of 12 Feb 2018	Measurement – Indirect Measures of Behavior: accuracy, intensity, trials to criterion, percentage, percentage occurrence, percentage intervals occurrence, permanent products, and other estimates; Selecting appropriate measures; General data collection issues	☐ Read <u>CT</u> Ch 5 and 6 ☐ Read <u>ABA</u> pp. 81 – 82, 85 – 87, 90 – 100 ☐ Complete Week 4 Quiz by 11:59 pm 2/18/18 ☐ Complete DB 5 and 6 by 11:59 pm 2/18/18 ☐ Submit Problem Set 2 by 11:59 pm 2/18/18	☐ Recorded content: 120 min ☐ Test / quiz: 15 min
Week 5 Week of 19 Feb 2018	Data Management: Graphic data display and graph preparation; maintaining data tables; data summary; equal interval graphs; cumulative count graphs	☐ Read <u>CT</u> Ch 7 and 8 ☐ Read <u>ABA</u> Ch 6 ☐ Complete Week 5 Quiz by 11:59 pm 2/25/18 ☐ Complete DB 7 and 8 by 11:59 pm 2/25/18 ☐ Submit Problem Set 3 by 11:59 pm 2/25/18	☐ Recorded content: 85 min ☐ Text / quiz: 15 min
Week 6 Week of 26 Feb 2018	Standard Behavior Charts	☐ Read <u>CT</u> Ch 9 and 10 ☐ Read <u>ABA</u> Ch 7 ☐ Complete Week 6 Quiz by 11:59pm 3/4/18 ☐ Complete DB 9 and 10 by 11:59 pm 3/4/18 ☐ Submit Problem Set 4 by 11:59 pm 3/4/18	☐ Recorded content: 85 min ☐ Text / quiz: 15 min
Week 7 Week of 5 March 2018	Withdrawal Designs (AB, ABA, ABAB, BAB, etc.); Component Analysis; Parametric Analysis	☐ Read <u>CT</u> Ch 11 and 12 ☐ Read <u>ABA</u> pp. 177 – 186 ☐ Complete Week 7 Quiz by 11:59 pm 3/18/18 ☐ Complete DB 11 and 12 by 11:59 pm 3/18/18 ☐ Submit Problem Set 5 by 11:59 pm 3/18/18	☐ Recorded content: 85 min ☐ Test / quiz: 15 min

Date	Topics	Assignments / Activities	Content Hours Distribution
Week 8 Week of 19 March 2018	Alternating Treatments Designs and Pairwise Comparison Designs	☐ Read <u>CT</u> Ch 13 and 14 ☐ Read <u>ABA</u> pp. 187 – 194 ☐ Read Watson et al. (1985), Sindelar et al. (1985), & McGonigle et al. (1987) ☐ Complete Week 8 Quiz by 11:59 pm 3/25/18 ☐ Complete DB 13 and 14 by 11:59 pm 3/25/18 ☐ Submit Problem Set 6 by 11:59 pm 3/25/18	☐ Recorded content: 75 min ☐ Test / quiz: 15 min
Week 9 Week of 26 March 2018	Multiple Baseline Designs	☐ Read <u>CT</u> Ch 15 and 16 ☐ Read <u>ABA</u> Ch 9 ☐ Complete Week 9 Quiz by 11:59 pm 4/1/18 ☐ Complete DB 15 and 16 4/1/18 ☐ Submit Problem Set 7 by 11:59 pm 4/1/18	☐ Recorded content: 70 min ☐ Test / quiz: 15 min
Week 10 Week of 2 April 2018	Review of Single Subject Design and Functional Control; Human Subjects Protection	☐ Read <u>CT</u> Ch 17 and 18 ☐ Read <u>ABA</u> Ch 5, 10 ☐ Complete Week 10 Quiz by 11:59 pm 4/8/18 ☐ Complete DB 17 and 18 by 11:59 pm 4/8/18 ☐ Complete PS 8 by 11:59 pm 4/8/18 ☐ Submit CITI Training Certificate by 11:59 pm 4/8/18	☐ Recorded content: 450 min ☐ Test / quiz: 15 min
Week 11 Week of 9 April 2018	Talking with Non-behavior analysts about data collection and databased decision making; Begin Make Your Own Experiment Projects	☐ Read <u>CT</u> Ch 19 and 20 ☐ Complete Week 11 Quiz by 11:59 pm 4/15/18 ☐ Complete DB 19 and 20 by 11:59 pm 4/15/18 ☐ Synchronous Discussion at 5:30 pm 4/10/18	☐ Recorded content: 70 min ☐ Test / quiz: 15 min ☐ Synchronous Discussion: 60 min

Date	Topics	Assignments / Activities	Content Hours Distribution
Week 12 Week of 16 April 2018	Fluency, Agility, and Data Collection with Individuals with Autism	☐ Read <u>CT</u> Ch 21 and 22 ☐ Complete Week 12 Quiz by 11:59 pm 4/22/18 ☐ Submit Reaction Papers for Johnston and Morrison recordings by 11:59 pm 4/22/18 ☐ Complete DB 21 and 22 by 11:59 pm 4/22/18 ☐ Synchronous Discussion at 5:30 pm on 4/17/18	☐ Recorded content: 120 min ☐ Test / quiz: 15 min ☐ Synchronous discussion: 60 min
Week 13 Week of 23 April 2018	Measuring Signs and Symptoms of Psychiatric Disorders, and issues in behavioral pharmacology	☐ Read <u>CT</u> chapters 23 and 24 ☐ Complete Week 13 Quiz by 11:59 pm 4/29/18 ☐ Complete DB 23 and 24 by 11:59 pm 4/29/18 ☐ Synchronous Discussion 5:30 pm on 4/24/18	☐ Recorded content: 90 min ☐ Test / quiz: 15 min ☐ Synchronous Discussion: 60 min
Week 14 Week of 30 April 2018	Radical Behaviorism and measurement of overt and covert behavior	☐ Listen to *Whatever happened to psychology as the science of behavior* (Skinner, 1986). ☐ Submit Skinner reaction paper no later than 11:59 5/618	☐ Recorded content: 60 min
Week 15 Week of 7 May 2018	Final Exam and Make Your own Experiment Project Due No Later than 11 May 2018	☐ Submit Make Your own Experiments documents to TK20 no later than 11:59 pm on 5/11/18 ☐ Complete your final exam online by 5/11/18	☐ Test: 120 min

Core Values Commitment

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

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

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

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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