

Course 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.

Instructional Method

This class is designated as a "Fully Online Class" with no on-campus attendance requirements.

Prerequisites/Corequisites

EEX 5612, EEX 6615, EEX 6609, EEX 6602, EEX 7618 with grades of "B" or higher; admission in Special Education graduate degree program or a closely related major OR permission from instructor.

Guidelines Used for Developing Course

- Behavior Analyst Task List-Fifth Edition- www.bacb.com/wpcontent/uploads/2017/09/170113-BCBA-BCaBA-task-list-5th-ed-.pdf
- BACB Professional and Ethical Compliance Code www.bacb.com/ethics/#ethics_requirements
- Council for Exceptional Children. (2010). Special educational professional ethical principles. Reston, VA: Council for Exceptional Children. (CECEP; see Appendix A)

Course Objectives/Student Learning Outcomes

By the end of this semester, students will have demonstrated their ability to describe the Behavior Analyst Task List-Fifth 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 E-1 thru E-10)
- 2. Discuss relevant ethical issues as they are depicted in various professional scenarios. (CECEP: B, C, D, G, I, K) (BACB Task List E-1 thru E-10)

- 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-1 thru E-10)
- 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 E-1 thru E-10)
- 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 E-1, E-2, E-5 thru E-8)
- 6. Identify and use evidence-based criteria for examining empirically-validated interventions. (CECEP: F, G, H, A) (BACB Task List E-1, E-4, E-9)

Assessment Procedures

Assignment	Points
Online quizzes (10 quizzes @ 10 pts. each)	100
Exam (50 pts)	50
Presentations (3 presentations @ 15 pts. each)	45
Interview	25
Discussion posts (5 posts @ pts. each)	25
Case Studies (4 @ 5 pts each)	20
Role Plays (2 @ 5 pts. each)	10
TOTAL	275

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

Department 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

Course Assignments

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 Canvas and in class.

a. Online Quizzes

Each week, there will be a short online quiz on Canvas. 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 Board

Throughout the semester, there will be 5 discussion prompts posted on the discussion forum of Canvas. 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. Responses 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 2 other posts. 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. Groups Case Studies

Case studies encourage students to think critically about probable-related scenarios that may happen in the field. Throughout the semester, during live designated class sessions, students will be divided into random breakout groups to discuss and answer questions related to a case study posing ethical challenges in ABA. To earn participation points, each group member will demonstrate active participation during the breakout session. Active participation and engagement must be in the form of verbal contributions statements, providing comments (i.e., opinions, constructive criticism, use of appropriate terminology, and thought-provoking feedback), on-topic and demonstrating active listening skills (i.e., hearing what others have to say, being respectful, and building on group peer remarks-based dialogue). To assist with facilitation and determine participatory actions from each member of the group, the course instructor will monitor group work activity via breakout rooms. One student will be chosen by the group members to summarize the group responses to share with the class.

3. Presentation

Each student will conduct 3 mini-lessons in which they present the content from 2 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 for no more than 15 minutes in length. PowerPoints are to be submitted to me prior to the due date for posting on Canvas. Students will include 3 behavioral objectives for the mini-lesson and explicit connections to the Compliance Code in their presentations.

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

4. BCBA interview

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with a BCBA or BCaBA to discuss one ethical issue (deviation or violation of the Ethics Code) and one professional issue (typically violations of appropriate organizational behavior and norms) that he/she may have encountered in his/her practice. Students should briefly describe each issue as shared by the BCBA or BCaBA 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 connect 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 or

Students will conduct a face-to-face or phone interview of approximately 30 minutes

BCaBA 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 Canvas.

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.

Virtual Learning Expectations

In this virtual learning space, rules of engagement are constantly shifting. As such, the Department of Special Education (DSE) devised student expectations for engaging within the virtual learning space.

Where applicable, such as during class sessions or virtual office hours, you are expected to adhere to the Department's Virtual Learning Expectations available in our course on Canvas. Students are expected to review this document, sign the last page, and upload the signed document to the assignment link.

Classroom Etiquette Policy

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." *Please be respectful of your instructor and classmates by adhering to this policy.*

Professional Ethics/Policies and Expectations (if applicable)

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. DSE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the DSE program.

Technology

Email: Your FAU email address will be used.

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Canvas: This course may be web assisted through FAU Canvas site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: https://canvas.fau.edu/ (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Canvas is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

Course Communication Policy

Please allow your instructor 24-48 hours to respond to an email. Teachers and school staff constantly use email as they communicate so please practice professionalism through all communication within this course with your instructor and with your classmates. When writing an email, please conduct yourself in a professional manner and use a salutation (Dear Dr.___) and a signature (E.g., Sincerely, your name). Please also be professional with all communication within the course. In addition, please use **people first** language. What is people first language? (https://odr.dc.gov/page/people-first-language)

Attendance Policy

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as 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 non-attendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

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. If you have any kind of emergency that will affect your class performance and grade, please talk to your instructor as soon as possible. Your professor is unable to assist you if he/she is not aware of potentially hindering circumstances.
- All written assignments must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
- 4. **Attendance is required.** Any more than 3 unexcused absences will result in a failing grade. Viewing of recorded class lessons does not supplant class attendance.

- Due dates for assignments are provided in the course outline and will be enforced.Late assignments will not be accepted.
- 6. University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities and religious accommodation will be made for students who request them. You must request accommodations before you are absent from class.
- 7. Changes to the syllabus: Amendments to schedules, assignments, grading criteria, or any other course policy may be changed based on the class performance. If there is any change, it will be announced in class and students are responsible for those changes.
- 8. Grades of Incomplete ("I") are very rarely provided and are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.
- 9. Recording, copying, and/or sharing any course lectures, quizzes, and/or exam without instructor permission is **strictly prohibited**.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which all students enjoy an equal opportunity to succeed. 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. For more information, see <u>University Regulation 4.001</u>.

Required Texts

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

**FREE ACCESS to digital version:

https://fauflvc.primo.exlibrisgroup.com/permalink/01FALSC_FAU/pnquja/alma9903674714 70306568

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

Behavior Analyst Certification Board™ Compliance Code https://bacb.com/ethics-code/

Required Readings

- Bannerman, D., Shledon, J. B., Sherman, J. A., & Harchick, A. E. (1990). Balancing the right to habilitiation 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 Canvas.

Bibliography

(A partial list of resources used in the development 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.

Commented [ECT3]: NEW edition!! Summer 2023. update quizzes!

- 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). I
- 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.

Appendix A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

BACB TASK LIST-FIFTH EDITION

	SECTION 2: APPLICATIONS
	F. ETHICS (45 hrs.)
Section 1	RESPONSIBILITY AS A PROFESSIONAL
Section 2	RESPONSIBILITY IN PRACTICE
Section 3	RESPONSIBILITY TO CLIENTS AND STAKEHOLDERS
Section 4	RESPONSIBILITY TO SUPERVISEES AND TRAINEES
Section 5	RESPONSIBILITY IN PUBLIC STATEMENTS
Section 6	RESPONSIBILITY IN RESEARCH

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.
- 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 skill

Appendix B Tentative Course Outline Dates, assignments, and topics are subject to change

Appendix C Rubrics

Rubric for Discussion Posts

	Levels of Achievement				
Criteria	Below Expectations	Exemplary			
Responsiveness	0 Points	1 Points			
to Prompt	No posting credit at all for postings outside of the date range.	Posts original contribution, addresses all discussion questions and directions in depth, and responds to at least two peers' postings.			
Mechanics of	0 Points	1 Points			
Writing	Poor spelling and grammar in posts; format is extremely hard to read would be deemed as unprofessional documentation by common business standards.	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	1 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.	Consistently posts topics related to assigned topic; cities at least one but preferably severa 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	0 Points	1 Points			
Community	Argumentative or abrasive. No peer interaction.	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	0 Points	1 Points			
Thinking/Analysis	Makes errors in interpreting topics; opinion based comments only; superficial commentary.	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

Ratings				
3 pts Exemplary The information presented is concise yet clear and summarizes the most relevant information presented in the selected chapter; accurate connection made to the Ethics Code.	2 pts Proficient The information presented is reasonable but does not summarize most of the relevant information presente in the selected chapter; some accurate connection made to the Ethics Code.	vague and does not summarize most of the	3 pts	
3 pts Exemplary Presentation demonstrates in depth understanding of the implications of the leadership and management in ABA.	2 pts Proficient Presentation demonstrates understanding of the implications of the leadership and management in ABA.	1 pts Below Expectations Presentation demonstrates Little to no understanding of the implications of the leadership and management in ABA.	3 pts	
3 pts Exemplary No or minimal grammar and spelling errors. Writing is fluent. References are cited correctly.	2 pts Proficient A few minor grammar and spelling mistakes. Writing is fluent. Most references are cited correctly.	1 pts Below Expectations Writing is incoherent and full of grammar and spelling mistakes. No references are made. 0 pts No submission	3 pts	
3 pts Exemplary Presentation content was appropriate to selected chapter; was not longer than 1 minutes; submitted to instructor in a timely manner.		reflective of selected r chapter, was longer than 15	3 pts	
Exemplary Presentation was clearly audible and slide transitions were coherent	2 pts Proficient Presentation was somewhat audible and slide transitions were fairly coherent and sequential.	1 pts Below Expectations Presentation was barely audible and slide transitions were not consistently coherent and/or sequential.	3 pts	
	Exemplary The information presented is concise yet clear and summarizes the most relevant information presented in the selected chapter; accurate connection made to the Ethics Code. 3 pts Exemplary Presentation demonstrates in depth understanding of the implications of the leadership and management in ABA. 3 pts Exemplary No or minimal grammar and spelling errors. Writing is fluent. References are cited correctly. 3 pts Exemplary Presentation content was appropriate to selected chapter; was not longer than 1 minutes; submitted to instructor in a timely manner. 3 pts Exemplary Presentation was clearly audible and slide transitions were coherent	3 pts Exemplary The information presented is concise yet clear and summarizes the most relevant information presented in the selected chapter; accurate connection made to the Ethics Code. 3 pts Exemplary Presentation demonstrates in depth understanding of the implications of the leadership and management in ABA. 3 pts Exemplary No or minimal grammar and spelling errors. Writing is fluent. References are cited correctly. 3 pts Exemplary Presentation content was appropriate to selected chapter; was not longer than 15 minutes; submitted to instructor in a timely manner. 2 pts Proficient Presentation demonstrates in depth understanding of the implications of the leadership and management in ABA. 2 pts Proficient Presentation demonstrates understanding of the implications of the leadership and management in ABA. 3 pts Exemplary No or minimal grammar and spelling errors. Writing is fluent. Most references are cited correctly. 2 pts Proficient Presentation content was appropriate to selected chapter; was not longer than 15 minutes; submitted to instructor in a timely manner. 2 pts Proficient Presentation content was somewhat reflective of selected chapter, was longe than 15 minutes or submitted late to instructor.	3 pts Exemplary The information presented is concise yet clear and summarize most of the relevant information presented in the selected chapter; accurate connection made to the Ethics Code. 3 pts Exemplary Presentation demonstrates in depth understanding of the implications of the leadership and management in ABA. 3 pts Exemplary Presentation demonstrates in depth understanding of the implications of the leadership and management in ABA. 3 pts Exemplary Proficient Proficient Proficient Presentation demonstrates in depth understanding of the implications of the leadership and management in ABA. 3 pts Exemplary No or minimal grammar and spelling errors. Writing is fluent. References are cited correctly. 3 pts Exemplary Presentation content was appropriate to selected chapter, was not longer than 15 minutes; submitted to instructor in a timely manner. 2 pts Proficient Presentation was clearly audible and slide transitions were coherent Presentation was colearly audible and slide transitions were coherent Presentation was coleared transitions were coherent Presentation was coleared transitions were coherent Presentation was coleared transitions were coherent Presentation was somewhat audible and slide transitions were not consistently coherent and/or	

Grading Rubric for Writing Assignments

Criteria	Ratings				Pts	
Reasoning and Analysis	5.0 pts Exemplary: Clear and accurate answers; insightful, specific connections and assessments provided. 3.0 pts Proficient: Reasons support answers with some / an important reason(s) and/or irrelevant or confusing reasons given that don't support the answers; incomplete answers.		5.0 pts			
Focus on Topic	5.0 pts Exemplary: Suggestions for I are clear and accurate, show analysis and synthesis of the principles of ABA. Interview discussion of an ethical and issue.	r handling issues Proficient: Some suggestions for bandling issues are not fully clear, accurate, and/or unrelated to core ethical ethical principles of ABA; only one of the required issues was		0.0 pts Below Expectations: Suggestions did not relate to the core ethical principles of ABA; did not address any ethical or professional issues.	5.0 pts	
Accuracy of Citations	5.0 pts Exemplary: Provided 2-5 citations throughout paper using the BACB Compliance Codes, textbook, interview and/or other related documentation.	disproportionate amount of opinion or "work consulte based without substantive citations. Less than 2 citations were made to the connected to the		tations: No direct quotes sulted" used or referred to Citations were incorrectly the BACB Compliance book, interview and/or documentation.	5.0 pts	
APA	5.0 pts Exemplary: Works cited is fo the correct APA style.	3.0 pts formatted in Proficient: Works cited is not formatted the correct APA style.		ot formatted in	0.0 pts Below Expectations: No works cited.	5.0 pts
Mechanics/Organization	5.0 pts Exemplary: 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.		3.0 pts Proficient: 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.		0.0 pts Below Expectations: Numerous errors, paper hard to read; questions are not stated before answers; format details are not adhered to.	5.0 pts