PSY 587: Practicum in Applied Behavior Analysis
Fall 2019

	Course Introduction

Instructor:	Amy Fuller, Ph.D, BCBA
E-mail and Phone:	amyfulle@usc.edu (650) 504-7118
Class Meetings	Wednesdays 10:00-11:50am, GFS 108
Office and Office Hours:	SGM by appointment
Academic Calendar:	Class starts on Wednesday, 8/28/19. Class will not meet on 11/27/19 during the Thanksgiving break. The last class will be 12/4/19.

Official Course Description

This course will provide supervised practical experience in implementing behavior analytic assessment and treatment services. The course meets the supervision requirements for the Board Certified Behavior Analyst exam. The students will meet with a course instructor to present and discuss cases each semester.

Practicum hours worked in the field will vary from 15-25 hours per week during the academic year. Students are highly encouraged to continue to accrue experience hours up to 30 hours per week during the summer but are not required to work during the summer for the practicum course. The exact number of hours worked per week may vary depending on individual student needs and practical factors. Keep in mind that if a student desires to accrue the entire 2,000 hours required to sit for the BCBA examination by the date of graduation, then you will have approximately 90 weeks to accrue 2,000 hours of work experience, which amounts to 22.22 hours per week, if no weeks were missed due to vacation and illness. If a reasonable 4 weeks were taken off across the two academic years, that would amount to an average of 23.26 hours per week needed to complete 2,000 by the time of graduation. It is the responsibility of the student to track their accrual of experience hours toward this total of 2,000 but it is not a requirement that the student complete all 2,000 in order to graduate with their MS degree.

Institutional Learning Goals Addressed

Course Learning Objectives and Outcomes

The purpose of this course is to provide you with supervised practical experience implementing all of the assessment and intervention procedures you learn about in your coursework throughout the master's program. The total practicum sequence consists of 8 course credits across four semesters. By the end of your last semester of practicum, you will have implemented and reported upon all major applied behavior analysis procedures (see competencies below).

Course Requirements

Class will meet every Wednesday for two hours. The class may be split into 2 one hour sections if students desire to receive group supervision hours (maximum of 10 allowed in a group per BACB requirements).

The BACB allows supervision to occur in two formats: 1) group, and 2) individual. As described above, on-campus group class meetings will be held for two hours every week. In order for your experience to count toward the hours required for the BCBA exam, **you must meet one-on-one with a supervisor at least two times during every calendar month**. Your one-to-one meetings will be conducted with a BCBA working at your practicum site. In order to comply with BACB requirements (and to ensure the highest levels of quality), students must arrange for the instructor to observe them implementing behavioral interventions with clients during individual meetings. This can be accomplished via live in-person observation, live videoconference, or by watching prerecorded video clips during the individual meetings.

In-Class Participation and Activities: Attendance and participation is mandatory in order to accrue supervision hours toward BCBA certification, as well as to pass the class.

Student Presentations: **Each student is expected to bring client data, video, and/or client specific questions to present for discussion two times across the semester.** For privacy purposes, do not have any identifying information associated with the data. For graphs of data, make sure to exclude real client names, addresses, social security numbers, and any other identifying information (age, diagnosis, and behavior data are not considered identifying information). For videos, make sure to obtain written consent from the client (if over 18) or his/her parent or legal guardian to share videos with the class (sample consent forms to be provided by the instructor) and make sure no identifying information (name, address, and so on) is discussed in the videos. The purpose of discussion is to provide a constructive and supportive forum for peer review. Hostile participation will not be tolerated. Discussion and feedback must be frank but supportive, constructive, and solution-oriented.

Syllabus Summary Points

1. The practicum class will meet each week for two hours.
2. Due to the size of the incoming class, the class may be divided into 2 one hour sections over time at the instructor's discretion.
3. Class will include the following activities: (a) lecture, (b) class discussion, (c) article reviews and (d) student presentations.
4. Each student will bring de-identified client data and/or videos to present two times across the semester.
5. Students will meet one-on-one with their on-site Board Certified Behavior Analyst supervisor at their practicum site two times per month.
6. All students will maintain their documentation (i.e., for supervision) in accordance with the standards and requirements of the Behavior Analyst Certification Board (BACB).

> **Required and Optional Texts and Electronic Reserves**

Required Text and On-Line Tutoring Materials

- Behavior Analyst Certification Board. Professional and Ethical Compliance Code for Behavior Analysts. https://www.bacb.com/wp-content/uploads/BACB-Compliance-Code-english_190318.pdf

- Behavior Analyst Certification Board. Fifth Edition Task List. https://www.bacb.com/wp-content/uploads/2017/09/170113-BCBA-BCaBA-task-list-5th-ed-.pdf

Optional Supplemental Text
- Bailey, J., Bailey, J. S., & Burch, M. R. (2010). 25 essential skills & strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness. Taylor & Francis.

Required Articles and Chapters:

- Available on Blackboard and assigned based on clinical needs and competencies

NOTE: The professor reserves the right to modify and adjust this syllabus.

Syllabus Summary Points

1. Throughout the practicum class, continuous reference will be made to the BACB's Professional and Ethical Compliance Code and the 5th Edition Task List for Board Certified Behavior Analysts.
2. Additional readings (i.e., articles and book chapters) will be assigned during the course of the semester. The supplementary readings, when assigned, will be uploaded to Blackboard.

Competencies

Over the course of four semesters of practicum in applied behavior analysis, you will complete 45 competencies. These competencies represent the major procedures that are broadly considered to constitute the primary assessment and intervention repertoire of professional behavior analysts. **The majority of the competencies for this semester's course must be completed with a real client for whom it is clinically appropriate. A total of up to 4 competencies may be completed for a hypothetical client or with hypothetical data.** The methods and results of each competency must be described and submitted in a written form that would be suitable for practice in the real world. The written submissions will vary in length, depending on the nature and needs of the individual competency but most will consist of 1-3 typed pages (prose and/or bulleted) plus at least one graph, where appropriate. Additional detail regarding the requirements for each competency will be provided each semester.

Please note that many competencies overlap with assignments in the other courses in the Masters in Applied Behavior Analysis Program. The difference is that course assignments are hypothetical and competencies are real, to be designed and carried out with real clients. It is acceptable for a single piece of work to satisfy both a course requirement and a competency, if indeed the piece of work satisfies both sets of requirements and is submitted according to the timelines and requirements of both.

In addition, please note that a single real-life intervention can combine many individual competencies, since top-quality ABA services always require more than one competency to be executed simultaneously. It is acceptable to satisfy the requirements of multiple competencies in a single piece of work, provided the practicum professor views the work as satisfying the requirements of all. Be sure to clearly indicate which competencies you address in each submission.

Approximately 11-12 competencies should be completed per semester, in order to keep pace with the program (i.e., 11 competencies x 4 semesters = 44 competencies). Therefore, students will receive 20 course points for each competency submitted, up to a limit of 11. Students are encouraged to complete competencies at a rate higher than 11 per semester. Doing so will help students stay ahead of the pace needed to complete the competencies on time but it will not improve the course grade, above and beyond earning the maximum points possible for competencies. In cases where students complete all of their competencies earlier than the final semester of practicum, they will not be required to earn points for competencies toward their course grade for that semester and their course grade will instead depend entirely on attendance and participation in discussion and supervision. At the end of the final semester of practicum, students will submit a portfolio of all of their competencies.

Syllabus Summary Points

1. You will complete, at a minimum, 11 competencies per semester.
2. You will demonstrate your understanding of each competency within a paper (one to three pages in length) that includes at least one data display.
3. You will create a portfolio to display your accumulated competencies.

List of Competencies

The following list of competencies do not need to be completed in the order in which they are listed below but the following list maps roughly onto the order in which students will learn about each concept and procedure in their coursework in the program. The class schedule for the syllabus contains a recommended sequence for completing competencies.

1. Evaluate a sample intervention plan in terms of the degree to which it satisfies Baer, Wolf, and Risley's (1968) seven characteristics of Applied Behavior Analysis.
2. Using Microsoft Excel™, make a graph of hypothetical data depicting an ABAB design (including baseline, treatment, return to baseline, and then return to treatment), a multi-element design, and a multiple baseline design (these templates will provide the bases for the graphs that will be required for most of the remaining competencies).
3. Use positive reinforcement on a continuous schedule and thin to an intermittent schedule
4. Token system / conditioned reinforcement
5. Manipulate motivating operations
6. Stimulus control / discrimination training
7. Chaining / task analysis
8. Shaping
9. Extinction
10. Differential reinforcement of alternative behavior / functional communication training (if you implement extinction also, this can subsume the extinction competency)
11. Differential reinforcement of other behavior
12. Verbal behavior training (any verbal operant)
13. Self-management (client, graduate student, or friend/family member)
14. Generalization and maintenance (this can be subsumed within the last phase of another competency)
15. Ethical dilemma involving Responsibility to the Client
16. Ethical dilemma involving Behavior Analysts as Supervisors
17. Ethical dilemma involving Behavior Analysts and the Behavior-Change Program
18. Collect data on behavior using frequency/rate, duration, percent correct, partial interval, and momentary time sampling (these requirements can be met by other competencies in which you are already collecting data with one or more of these methods)
19. Train to reliability with another data collector and collect inter-observer agreement (IOA) data using frequency and percent correct data, documenting agreement above 80% for three consecutive sessions
20. Procedural integrity data documenting greater than 80% integrity for at least three consecutive sessions
21. Functional assessment via structured indirect assessment (e.g., the Motivation Assessment Scale or the Questions About Behavioral Function)
22. Functional assessment via antecedent-behavior-consequence data

23. Functional assessment via experimental functional analysis (brief FA, discrete trial FA, latency FA, or IISCA is acceptable if clinically appropriate)

24. Ecological assessment for challenging behavior (the three types of functional assessment and the ecological assessment can be combined within a single functional behavioral assessment report, where appropriate)

25. Assessment of family or organizational resources and support for behavioral intervention

26. Skill assessment (e.g., direct observation, Verbal Behavior Milestones Assessment Placement Program or PEAK Relational Training System, etc.)

27. Identify and select skill acquisition target based on cognitive development literature

28. Identify and select skill acquisition target based on social development literature

29. Assess social validity of goals, procedures, and outcomes of an intervention

30. Use an ABAB design to evaluate the effectiveness of an intervention

31. Use a multi-element design to compare treatments or in the context an experimental functional analysis

32. Use a multiple baseline or multiple probe design across clients (concurrent or nonconcurrent) or across settings, behaviors, or people (concurrent) to evaluate the effectiveness of an intervention

33. Use a parametric design to assess the relative effects of various levels or parameters of an intervention

34. Paired choice and multiple stimulus without replacement preference assessments

35. Discrete trial training (can easily be combined with the stimulus control / discrimination training competency, if desired)

36. Use a natural environment training approach (e.g., Pivotal Response Training, incidental teaching, etc.) to teach a skill

37. Train a parent or other family member of a client in a behavioral intervention procedure

38. Train one or more staff members in a behavioral intervention procedure

39. Train and test for derived relational responding in accordance with stimulus equivalence or relational framing

40. When given a diagnostic or assessment report consisting primarily of results of standardized tests and recommendations from a clinical psychologist, neuropsychologist, or medical doctor, select goals and procedures for behavioral intervention

41. Collaborate on a treatment goal, protocol, or teaching strategy with another professional (e.g., SLP, OT, teacher) who provides services to your client

42. Monitor a staff member's performance (e.g., using a fidelity checklist) and provide him / her with feedback

43. Use functional assessment to identify variables affecting staff performance / function based strategies to improve staff performance

44. Integrate client / parent preference in the development of a skill acquisition or behavior reduction protocol

45. Monitor client indices of happiness as part of a behavioral program

Class Schedule, Assignments, & Due Dates

Assignments for this course are as follows:

Date	5th Edition Task List	Comments and Competencies	Directed Readings	Assignments Due at Beginning of Class
Week 1 8/28/19		**Introduction to Course and Syllabus Review** • 2022 BACB requirements for supervision • Pre-experience checklist • Monthly documentation and tracking • 5th Edition Task List / Self-Assessment • Research to practice gap • **In class activity:** values clarification	• Effectiveness of community-based early intervention for children with ASD: a meta-analysis • **Values and committed action:** on the role of values clarification and committed actions in enhancing engagement of direct care workers with severe developmental disorders *(in class)*	
Week 2 9/4/19	Foundations A-5 Application F-3	** Self-Assessment discussion **Overview of BST and case examples **Competency 1** *Evaluate a sample intervention plan in terms of the degree to which it satisfies Baer, Wolf, and Risley's (1968) seven characteristics of Applied Behavior Analysis* • Technological: fidelity vs flexible implementation • Effectiveness: change in target behavior vs social validity **performance expectations for upcoming competency paper	• **Characteristics of ABA:** some current dimensions of Applied Behavior Analysis • **BST:** efficacy of adjunct in-home coaching to improve outcomes in Parent Child Interaction Therapy / the ABC's of teaching social skills to adolescents with Autism Spectrum Disorder in the classroom: the UCLA PEERS program • **Social validity:** I can identify Saturn but I can't brush my teeth: what happens when the curricular focus for students with severe disabilities shifts *(in class)*	**Task List Self Assessment + Goal Development**

Date	5th Edition Task List	Comments and Competencies	Directed Readings	Assignments Due at Beginning of Class
Week 3 9/11/19	Application G-4 G-9 G-10	**Competency 2** *Discrimination Training / DTT* • Individualization of basic discrimination training: case examples • Flexible implementation of DTT: case examples • **In class activity:** rehearsal of flexible DTT procedures **performance expectations for upcoming competency paper	• **DTT:** Applied Behavior Analysis is a science and, therefore, progressive	**Competency Paper 1** (*7 dimensions of ABA*)
Week 4 9/18/19	Foundations C-10 D-5	**Competency 3** *Using Microsoft Excel™, make a graph of hypothetical data depicting an ABAB design (including baseline, treatment, return to baseline, and then return to treatment), a multi-element design, and a multiple baseline design* *Guest Speaker: Jonathan Tarbox*		
Week 5 9/25/19	Foundations B-8 Application G-3 G-17	** Student presentations-DTT **Competency 4** *Token system / Conditioned reinforcement* • Conditioned reinforcement: case example • Token system overview and case examples • Feasibility of implementation • Fading / self-monitoring **Feedback overview **performance expectations for upcoming competency paper	• **Conditioned reinforcement:** is teaching simple surgical skills using an operant learning program more effective than teaching by demonstration? • **Performance feedback:** an objective review of the effectiveness and essential characteristics of performance feedback in organizational settings *(in class)*	**Competency Paper 2** (*DTT*)

Date	5th Edition Task List	Comments and Competencies	Directed Readings	Assignments Due at Beginning of Class
Week 6 10/2/19	Application C-3 to C-9	** Student presentations-token systems **Competency 5** *Measurement: collecting data* • Overview of social communication and play development in young children • **In class activity:** communication assessment and data collection rehearsal • Recent research on novel measurement procedures **performance expectations for upcoming competency paper	• **Measurement:** short play and communication evaluation: teachers assessment of core social communication and play skills with young children with autism • **Measurement:** measuring treatment response in children with autism spectrum disorder: applications of the Brief Observation of Social Communication Change to the Autism Diagnostic Observation Schedule *(in class)*	**Competency Paper 3** *(token system)*
Week 7 10/9/19	Foundations D-4 Application G-9 H-2	**Competency 6** *NET approach* *Guest Speaker: Amanda Gulsrud, Ph.D.* • Overview of NDBIs • JASPER and the 7 dimensions of ABA • RCTs vs SSDs • Social communication treatment: case examples	• **NDBIs:** naturalistic developmental behavioral interventions: empirically validated treatments for autism spectrum disorder • **SSDs vs RCTs:** what is evidence-based behavior analysis?	**Competency Paper 4** *(measurement)*
Week 8 10/16/19	Application G-7	** Student presentations-measurement or NET **Competency 7** *Shaping* • Engagement: case example • Feeding: case example • PECS: case example • **In class activity:** PECS rehearsal	• **Shaping:** remaking recess intervention for improving peer interactions at school for children with autism spectrum disorder: multisite randomized trial • **Shaping:** PECS manual *(in class)*	**Competency Paper 5** *(NET)*

Date	5th Edition Task List	Comments and Competencies	Directed Readings	Assignments Due at Beginning of Class
Week 9 10/23/19		** Student presentations-NET or shaping **Review**		**Competency Paper 6** *(shaping)*
Week 10 10/30/19	Foundations B-14 Application G-11	**Competency 8** *Verbal Behavior Training* • Overview of VB • Teaching VB using AAC • Use of technology within VB programming • Advanced VB programming with peers	• **VB:** effectiveness of the PECS phase III app and choice between the app and traditional PECS among preschoolers with ASD • **VB**: improving peer engagement of children with autism on the school playground: a randomized controlled trial *(in class)*	
Week 11 11/6/19	Foundations B-9 Application G-15 H-5	** Student presentations-VB **Competency 9** *Extinction* • Escape extinction and alternatives • **In class activity:** develop behavior reduction interventions for case examples	• **Escape extinction:** seven steps to instructional control • **Treatment selection model:** function-based treatments for escape-maintained problem behavior: a treatment selection model for practicing behavior analysts *(in class)*	**Competency Paper 7** *(VB)*
Week 12 11/13/19	Application H-6	** Student presentations-extinction **Competency 10** *Procedural integrity* • Fidelity in community based interventions • Bridging the research to practice gap	• **Fidelity:** it's messy but real: a pilot study of the implementation of a social engagement intervention for children with autism in schools • Bridging the research-to-practice gap in autism intervention: an application of diffusion of innovation theory *(in class)*	**Competency Papers 8** *(extinction)*

Date	5th Edition Task List	Comments and Competencies	Directed Readings	Assignments Due at Beginning of Class
Week 13 11/20/19	Application H-3 2.09 (c)	** Student presentations-choice of topic **Competency 11** *Integrate client / parent preference in the development of a skill acquisition or behavior reduction protocol* • Integrating parent / client preferences • Role of culture • **In class activity:** risk / benefit analysis	• **Client centered healthcare:** shared decision making and evidence based practice • **Cultural influences:** the role of culture in families' treatment decisions for children with autism spectrum disorders • **Client preference:** an evaluation of the relative efficacy of and children's preference for teaching strategies that differ in the amount of teacher directedness *(in class)*	**Competency Paper 9** *(procedural integrity)*
Week 14 11/27/19		**No Class- Thanksgiving holiday		**Competency Paper 10** *(any additional papers from other topics of interest)*
Week 15 12/4/19		** Student presentations-choice of topic **Review / Student Preference**		**Competency Paper 11** *(any additional papers from other topics of interest)*

Grading

Grading for this course is as follows:

Learning Objective	Assignment	Measurement	Expected Result	Percent of Grade
Participation	In-Class Participation	3 points @ 14 classes = 42 points	Students contribute to class discussions by making interesting or insightful comments and/or asking thoughtful questions	13%
Participation	In-Class Work / Presentations	3 points @ 6 in class activities = 18 points 20 points @ 2 presentations = 40 points	Students will complete work assigned during class time, such as individual or small group assignments, submissions or presentations. Credit will be given for thoughtful completion	18%
Competency	Demonstration	20 points @ 11 competencies = 220 points	Students will demonstrate understanding of interconnections and extensions of information from the 5th Ed Task List for Board Certified Behavior Analysts	69%
TOTAL POINTS = 320				

University Policy on Religious Observance

University policy grants students excused absences from class for observance of religious holy days. Faculty are asked to be responsive to requests when students contact them IN ADVANCE to request such an excused absence. The student should be given an opportunity to make up missed work because of religious observance.

The Deans of Religious Life recommend that faculty not schedule an exam on a major holy day or plan something that cannot be made up afterwards. They are also asked to keep in mind that some holy days require additional time for preparation or travel before and/or after the actual observance.

Students are advised to scan their syllabi at the beginning of each course to detect potential conflicts with their religious observances. Please note that this applies only to the sort of holy day that necessitates absence from class and/or whose religious requirements clearly conflict with aspects of academic performance.

Should you have any questions or concerns, please contact the Office of Religious Life (213-740-6110) or the Office of Equity and Diversity. A listing of holy days and occasions also appears on the Office of Religious website, which is at http://orl.usc.edu/.

Class Presence, Participation, and Follow-Up: Active participation is crucial to the learning process. The point of attending class is to attend to the class. Texting and browsing the Internet are just two examples of behaviors that are incompatible with attending to the class content. Engaging in these behaviors during class may result in you being asked to leave. Unless you are notified that there is a school-wide systems problem, you are responsible to post on time, all the time. Plan to have back-up systems-computers at work, library, or commercial access point.

Late Assignments: Assignments are to be submitted on time. **NO late assignments will be accepted without documentation of a family or medical emergency.**

Recommended Best Practices

ELECTRONIC COMMUNICATION ETIQUETTE

Learning and working online means that communication often lacks the benefit of visual support of body language and tone of voice. This can easily lead to misunderstandings or unintentional offense. Reviewing what is written in an email or posted in a discussion forum will serve to better support successful online participation.

Students are advised to observe the below guidelines when participating in an online course or communicating with others. Professional behavior is an institutional learning goal, and all are expected to behave as professionals in all aspects of communication.

- Be respectful, professional, and careful about what is said and how it is said.
- Be aware of the image being projecting online. Use clear writing and good form.
- As others cannot read nonverbal cues such as facial expressions or easily interpret the tone of written communication, words and manners of expression must clearly indicate the intended meaning. This is particularly important when using humor (e.g. sarcasm may not be apparent in words alone).
- Respect the time of others. Keep communication short and to the point. Also, be sure to stay on topic.
- With disagreeing with others, be polite and gracious.
- On message boards or in discussion forums, use the subject line appropriately, employing meaningful and succinct labels so that receivers may immediately grasp the topic being advanced.
- When someone else errs and/or does not follow proper protocol, consider whether it is necessary to provide correction. If correction is in order, be polite and, if discretion is advised, address the issue privately rather than in a public way.
- Avoid using ALL CAPS, especially when you are disagreeing! This is perceived as shouting and is considered rude.
- Comply with copyright laws.
- Be mindful of compatibility concerns. Be sure that others can view files uploaded to online platforms.

- Be aware of issues that might arise due to cultural and languages differences.
- Do not to violate the privacy of others. Do not send commercial advertisements or SPAM to other students, instructors, or staff.

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Statement on Academic Conduct and Support Systems

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A. **Academic Conduct**

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

B. **Support Systems:**

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

C. **National Suicide Prevention Lifeline:** *1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

D. **Relationship & Sexual Violence Prevention Services (RSVP):** *(213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

E. **Sexual Assault Resource Center:**

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

F. **Office of Equity and Diversity (OED)/ Title IX Compliance:** *(213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. https://equity.usc.edu/

G. **Bias Assessment Response and Support:**

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response.https://studentaffairs.usc.edu/bias-assessment-response-support/

H. **Student Support and Advocacy:** *(213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

I. **Diversity at USC:** https://diversity.usc.edu/

The Master of Science in Applied Behavior Analysis program at the University of Southern California values diversity and equity in all aspects of graduate education in applied behavior analysis, the provision of behavior analytic services to the community, and in society more broadly. We believe that the value of diversity derives from the basic tenet that all humans are created equal and are equally deserving to be treated with dignity and respect. We believe that we, as a program, have a duty and an opportunity to contribute to a more kind and compassionate world by living our values of diversity and equity in all of our daily operations as a program. Therefore, we value the input from all members of our community, regardless of sexual orientation, gender identity, race, ethnicity, religion, disability status, socioeconomic background, first language, country of birth origin, or country of legal emigration status. We value diversity, not only for the sake of creating a more equitable future, but because when we provide a more diverse learning environment for our students, we provide a richer and more meaningful educational experience for all.