



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

Summer 2017

EDSE 664 001: Ethical and Professional Conduct for Behavior Analysis

CRN: 42210, 3 – Credits

<b>Instructor:</b> Dr. Theodore Hoch	<b>Meeting Dates:</b> 5/24/2017 – 8/9/2017
<b>Phone:</b> 703-987-8928	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> thoch@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm - 10:00 pm; additional online activities to be completed every week prior to the on-campus class meeting
<b>Office Hours:</b> Mondays 5:00 pm – 7:00 pm until 24 July; Tuesdays 5:00 pm – 7:00 pm after 24 July	<b>Meeting Location:</b> Fairfax, KH 15 & Online
<b>Office Location:</b> Suite 100, Finley Building, GMU Fairfax Campus, 4400 University Drive, MS 1F2, Fairfax, VA 22030	<b>Skype:</b> 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 or permission of instructor.

**Co-requisite(s)** None

**Course Description**

Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Boards Guidelines for Responsible Conduct and Disciplinary Standards, and professional conduct consistent with the practice of applied behavior analysis.

**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**

Did you know you can order an official transcript through Patriotweb? Logon to Patriotweb. Select Student Services. Select Student Records. Select Order Official Transcript.

## **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

## **Learner Outcomes**

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

1. Identify and describe content from each section of the Behavior Analyst Certification Board's (BACB's) Professional and Ethical Compliance Code for Behavior Analysts.
2. Identify and provide examples of conduct consistent and inconsistent with each of the ten sections of the BACB's Professional and Ethical Compliance Code for Behavior Analysts.
3. Identify and describe content from each section of the Commonwealth of Virginia Board of Medicine's (BOM's) Regulations Governing the Practice of Behavior Analysis.
4. Identify and provide examples of conduct consistent and inconsistent with the Commonwealth of Virginia BOM's Regulations Governing the Practice of Behavior Analysis.
5. Describe and exemplify steps to resolving ethical dilemmas that are consistent with the BACB's Professional and Ethical Compliance Code for Behavior Analysts and the Commonwealth of Virginia BOM's Regulations Governing the Practice of Behavior Analysis.
6. Prepare a Declaration of Professional Service that is consistent with current ethical and professional practice of applied behavior analysis.
7. Describe steps and conditions for proper and ethical case termination.
8. Describe the BACB's and Commonwealth of Virginia BOM's complaint process and the manner in which these boards handle complaints made to them.

## **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](http://www.bacb.com). It addresses the following Behavior Analyst Certification Board Content Areas: Ethical and Professional Conduct, Identification of the

Problem and Assessment, Behavior Change Systems, Intervention and Behavior Change Considerations, and Implementation, Management, and Supervision.

## Required Textbooks

Bailey, J., & Burch, M. (2009). *Twenty-five essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge. ISBN 978-0-415-80068-6.

Bailey, J., & Burch, M. (2016). *Ethics for behavior analysts: 3rd expanded edition*. New York, NY: Routledge. ISBN 978-1-138-94920-1.

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

## Required Resources

Association for Behavior Analysis, International. (2011). *ABAI Statement on Restraint and Seclusion*. Available at [www.abainternational.org](http://www.abainternational.org) .

Behavior Analyst Certification Board's *Professional and Ethical Compliance Code for Behavior Analysts*, available at [www.bacb.com](http://www.bacb.com) in the Downloads area.

Commonwealth of Virginia Board of Medicine's *Behavior Analyst Licensure Regulations*. [http://www.dhp.virginia.gov/medicine/medicine\\_laws\\_regs.htm](http://www.dhp.virginia.gov/medicine/medicine_laws_regs.htm)

## Additional Readings

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

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

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

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

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

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

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

## **Course 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 664, the required PBA is Ethics Final Exam. 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)**

*Final Examination.* You will complete and submit a five item, essay test. Each item will be an ethics scenario. You will identify all portions of the Professional and Ethical Compliance Code for Behavior Analysts and of the Commonwealth of Virginia Behavior Analyst Licensure Regulations that pertain to the scenario. Next, you will give at least three possible courses of action based on the Professional and Ethical Compliance Code, the Virginia Licensure Regulations, and the readings and discussions throughout the course. Finally, you will identify the course of action you would select, and would give the rationale for selecting that course of action over the other two. Up to 100 points may be earned on the final examination. This project must be submitted through TK20.

## **Performance-based Common Assignments (No Tk20 submission required.)**

*Pre-Class Quizzes.* Students will complete a 10 item, true / false quiz through Blackboard prior to attending class during Weeks 2 through 10. A week's quiz will not be available once the class session has begun, and cannot be made up if missed. Quiz questions will cover content read for that evening's class session. 10 Quizzes at 10 points possible each, for a total of 100 possible points.

*Recorded Material Quizzes.* Weeks 2 – 10 will have recorded material that you will view through Blackboard. There will quiz questions after each recording, with a total of 151 quiz questions worth 1 point each distributed across the course. You will have access to quizzes for up to two weeks after the class session for which the reading was assigned.

*Discussion Leader.* Each student will lead discussion a portion of an evening's readings, as indicated in the schedule, below. Presenters must prepare a lesson based on the portion of the evening's readings assigned that teaches their classmates the content of that reading. These lessons may involve lecture, PowerPoint presentations, activities, demonstrations, or other activities. Discussion leaders must generate discussion about their topic among their classmates. Up to 10 points may be earned per instance of being discussion leader (or co-leader) for accurately presenting and leading discussion on the material; and up to 5 additional points for generating class discussion on the topic. Up to 10 points per discussion led.

*Final Exam Preparation Practice.* Prior to sessions 6 - 10, you will complete a Decision Sequence for a Final Exam Preparation Scenario, and will upload your document through Blackboard. You will be provided feedback on your submission. You may earn up to 2 points per scenario addressed.

*Mandated Reporter Training.* This assignment may be completed at any point during the semester. You will go to this website - [http://www.dss.virginia.gov/family/cps/mandated\\_reporters/cws5691/index.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html) - and complete the Child Abuse: Recognizing, Reporting, and Responding for Educators training course that is there. You will submit the certificate of completion that comes with this course by the date indicated on the syllabus for 5 points. *Note: If you have already completed this training course for another course or for your employment, you may submit the certificate of completion for that course, provided that you completed the course within the last two years. If the course was completed more than two years ago, you must complete this course.*

*CITI Human Subjects Basic Course.* You will go to this website - <https://www.citiprogram.org/index.cfm?pageID=88> - and complete the Human Subjects Research Basic course. You will submit the certificate of completion that comes with this course by the date indicated on the syllabus for 10 points. This assignment may be completed at any point during the semester. *Note: If you have already completed this course for another GMU course, you may submit the certificate of completion that you*

*earned at that point, provided that the completion date is within the last three years. If the completion date was more than three years ago, you must complete the Refresher Course, and submit the certificate of completion for that course.*

*BACB Supervision Training Module.* Complete and submit the certificate of completion for the BACB's 90 min Supervisor Training Module (available through the BACB Portal). *If you have already completed this training module, you may submit the certificate of completion you already have.* This assignment may be completed at any point in the semester. You will earn 5 points for this assignment.

*8 Hour Behavior Analyst Supervisor Training Course.* You will be enrolled, free of charge, in an online, 8 hour Behavior Analysis Supervisor Training Course. You may complete this course any time during the semester. When you complete the course (watching each recording in its entirety – and your instructor will check to make sure you have done this, because the BACB will check!) and you have answered at least 80% of the quiz questions correctly, you will email your instructor requesting your certificate of completion. Once received, you'll upload that certificate of completion through Blackboard for 10 points.

## **Course Policies and Expectations**

### **Attendance/Participation**

This is a course in ethics and professional conduct. Part of behaving ethically and professionally is being where one needs to be, when one needs to be there. Given this, attendance will be taken at the beginning of each class session. All students present in the classroom when the class session begins will receive one point. (Those arriving late won't receive this point). All students present when the class session ends will receive a second point. (Those who are not present, for whatever reason, when the class session ends will not receive this point.) Attendance points may only be earned for Sessions 2 – 11. Missed attendance points cannot be made up.

Given the possibility of computer or internet difficulties 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.

### **Late Work**

All quizzes must be taken before the class session for which they were assigned. Quizzes become unavailable once the class session for which they were assigned begins. Missed quizzes may not be made up.

No assignments will be accepted once one has completed and submitted one's final exam. No final exams will be accepted after 11:59 pm on 5 August 2017.

### Grading Scale

Assignment Type	Points per Opportunity	Number of Opportunities	Points Possible	Cumulative Points Possible
Final Exam	100	1 Exam	100 points	100 points
Live Material Quizzes	10 points	13 Quizzes	130 points	230 points
Recorded Material Quizzes	1 point per question	151 Questions	151 points	381 points
Discussion Leader	10 points	1 Discussion	10 points	391 points
Mandated Reporter Training	5 points	1 Assignment	5 points	396 points
BACB Supervision Training Module	5 points	1 Assignment	5 points	401 points
Attendance and Participation	2 points	10 Sessions	20 points	421 points
Behavior Analysis Supervisor Training Course	10 points	1 course	10 points	431 points
Final Exam Practice Prep Decision Sequences	2 points	5 Assignments	10 points	441 points

<b>A</b>	<b>A-</b>	<b>B</b>	<b>C</b>	<b>F</b>
<b>422 – 441 points</b>	<b>397 – 421 points</b>	<b>353 – 396 points</b>	<b>309 – 352 points</b>	<b>Fewer than 309 points</b>

\*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 <http://oai.gmu.edu/the-mason-honor-code/>).

### Professional Dispositions

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

## Class Schedule

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

“Turn in Any Time” Checklist	
Task	Date Submitted
Mandated Reporter Training Certificate	
CITI Training Certificate	
BACB Supervision Training Module Certificate	
Behavior Analysis Supervisor Training Course Certificate	

Date	Read / Do / Discussion Topics and Leaders
24 May 17 Week 1	<input type="checkbox"/> Read Syllabus <input type="checkbox"/> Purchase Textbooks <input type="checkbox"/> Explore Bb site <input type="checkbox"/> Discussion Leader – Hoch <input type="checkbox"/> After class – select discussion to lead!
31 May 17 Week 2	<input type="checkbox"/> Read <i>Ethics</i> Ch 1 – 5 <input type="checkbox"/> Read Barrett et al. (1991) <input type="checkbox"/> Read Van Houten et al. (1988) <input type="checkbox"/> Read ABAI (2011) <input type="checkbox"/> View all recordings <input type="checkbox"/> Read 25 <i>ES</i> Ch 1 & 2 <ul style="list-style-type: none"> <li>○ DL:</li> </ul> <input type="checkbox"/> Read <i>AD</i> Ch 1 -3 <ul style="list-style-type: none"> <li>○ DL:</li> </ul> <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz
7 June 17 Week 3	<input type="checkbox"/> Hoch: Multiple relationships discussion <input type="checkbox"/> Read <i>Ethics</i> Ch. 6 <input type="checkbox"/> Read PECCBA Section 1 <input type="checkbox"/> Read Johnston & Sherman (1993) <input type="checkbox"/> View all recordings <input type="checkbox"/> Read 25 <i>ES</i> Ch 3 & 4 <ul style="list-style-type: none"> <li>○ DL:</li> </ul> <input type="checkbox"/> Read <i>AD</i> Ch 4 & 5 <ul style="list-style-type: none"> <li>○ DL</li> </ul> <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz
14 June 17 Week 4	<input type="checkbox"/> Hoch; Business practices discussion <input type="checkbox"/> Read <i>Ethics</i> Ch. 7 <input type="checkbox"/> Read PECCBA Section 2 <input type="checkbox"/> Read Linscheid et al. (1990)



	<input type="checkbox"/> View all recordings <input type="checkbox"/> Read <i>25 ES</i> Ch 5 & 6 <ul style="list-style-type: none"> <li>○ DL:</li> </ul> <input type="checkbox"/> Read <i>AD</i> Ch 6 & 7 <ul style="list-style-type: none"> <li>○ DL:</li> </ul> <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz
21 June 17 Week 5	<input type="checkbox"/> Hoch – Non-behavior analytic interventions discussion <input type="checkbox"/> Hoch: Working through an ethical dilemma <input type="checkbox"/> Read <i>Ethics</i> Ch 8 <input type="checkbox"/> Read PECCBA Section 3 <input type="checkbox"/> Read Johnston (1991) <input type="checkbox"/> View all recordings <input type="checkbox"/> Read <i>25 ES</i> Ch 7 & 8 <ul style="list-style-type: none"> <li>○ DL:</li> </ul> <input type="checkbox"/> Read <i>AD</i> Ch 8 & 9 <ul style="list-style-type: none"> <li>○ DL:</li> </ul> <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz
28 June 17 Week 6	<input type="checkbox"/> Read <i>Ethics</i> Ch. 9 <input type="checkbox"/> Read PECCBA Section 4 <input type="checkbox"/> Read Hastings et al. (2005) <input type="checkbox"/> View all recordings <input type="checkbox"/> Read <i>25 ES</i> Ch 9 & 10 <ul style="list-style-type: none"> <li>○ DL:</li> </ul> <input type="checkbox"/> Read <i>AD</i> Ch 10 & 11 <ul style="list-style-type: none"> <li>○ DL:</li> </ul> <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz
5 July 17 Week 7	<input type="checkbox"/> Read <i>Ethics</i> Ch 10 & 11 <input type="checkbox"/> Read PECCBA Section 5 and 6 <input type="checkbox"/> View all recordings <input type="checkbox"/> Read <i>25 ES</i> Ch 11 & 12 <ul style="list-style-type: none"> <li>○ DL:</li> </ul> <input type="checkbox"/> Read <i>25 ES</i> Ch 13 & 14 <ul style="list-style-type: none"> <li>○ DL:</li> </ul> <input type="checkbox"/> Read <i>AD</i> Ch 12 & 13 <ul style="list-style-type: none"> <li>○ DL:</li> </ul> <input type="checkbox"/> Read <i>AD</i> Ch 14 <ul style="list-style-type: none"> <li>○ DL</li> </ul> <input type="checkbox"/> Complete Recorded Material Quiz <input type="checkbox"/> Complete Live Material Quiz <input type="checkbox"/> Complete Week 7 Decision Sequence
12 July 17 Week 8	<input type="checkbox"/> Read <i>Ethics</i> Ch 12 & 13 <input type="checkbox"/> Read PECCBA Sections 7 & 8 <input type="checkbox"/> View all recordings <input type="checkbox"/> Read <i>25 ES</i> Ch 15 & 16

	<ul style="list-style-type: none"> <li>○ DL:</li> <li><input type="checkbox"/> Read <i>25 ES</i> Ch 17 &amp; 18'</li> <li>○ DL:</li> <li><input type="checkbox"/> Read <i>AD</i> Ch 15 &amp; 16</li> <li>○ DL:</li> <li><input type="checkbox"/> Read <i>AD</i> Ch 17 &amp; 18</li> <li>○ DL:</li> <li><input type="checkbox"/> Complete Recorded Material Quiz</li> <li><input type="checkbox"/> Complete Live Material Quiz</li> <li><input type="checkbox"/> Complete Week 8 Decision Sequence</li> </ul>
19 July 17 Week 9	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Ethics</i> Ch 14 &amp; 15</li> <li><input type="checkbox"/> Read PECCBA Section 9</li> <li><input type="checkbox"/> View all recordings</li> <li><input type="checkbox"/> Read <i>25 ES</i> Ch 19 &amp; 20</li> <li>○ DL:</li> <li><input type="checkbox"/> Read <i>25 ES</i> Ch 21 &amp; 22</li> <li>○ DL:</li> <li><input type="checkbox"/> Read <i>AD</i> Ch 19</li> <li>○ DL:</li> <li><input type="checkbox"/> Read <i>AD</i> Ch 20</li> <li>○ DL:</li> <li><input type="checkbox"/> Complete Recorded Material Quiz</li> <li><input type="checkbox"/> Complete Live Material Quiz</li> <li><input type="checkbox"/> Complete Week 9 Decision Sequence</li> </ul>
26 July 17 Week 10	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Ethics</i> Ch. 16 &amp; 17</li> <li><input type="checkbox"/> Read PECCBA Section 10</li> <li><input type="checkbox"/> View all recordings</li> <li><input type="checkbox"/> Read <i>25 ES</i> Ch 23 &amp; 24</li> <li>○ DL:</li> <li><input type="checkbox"/> Read <i>AD</i> Ch 21 &amp; 22</li> <li>○ DL</li> <li><input type="checkbox"/> Complete Recorded Material Quiz</li> <li><input type="checkbox"/> Complete Live Material Quiz</li> <li><input type="checkbox"/> Complete Week 10 Decision Sequence</li> </ul>
2 Aug 17 Week 11	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Ethics</i> Ch 18 – 20</li> <li><input type="checkbox"/> Read Virginia Behavior Analyst Licensure Regulations</li> <li><input type="checkbox"/> View all recordings</li> <li><input type="checkbox"/> Read <i>25 ES</i> Ch 25</li> <li>○ DL:</li> <li><input type="checkbox"/> Read <i>AD</i> Ch 23 &amp; 24</li> <li>○ DL:</li> <li><input type="checkbox"/> Complete Recorded Material Quiz</li> <li><input type="checkbox"/> Complete Live Material Quiz</li> <li><input type="checkbox"/> Complete Week 11 Decision Sequence</li> </ul>
9 Aug 17 Week 12	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete all work not yet completed</li> <li><input type="checkbox"/> Submit all work not yet submitted BEFORE SUBMITTING YOUR FINAL EXAM</li> </ul>

## 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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 silenced during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk2ohelp@gmu.edu](mailto:tk2ohelp@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- The Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>.) to enhance students' personal experience and academic performance (see

<http://caps.gmu.edu/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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