



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

Summer 2021

EDSE 664 004: Ethical and Professional Conduct for Behavior Analysis
CRN: 44430, 3 – Credits

Instructor: Dr. Theodore Hoch	Meeting Dates: 05/17/210 – 08/07/21
Phone: 703-987-8928 (may also text here)	Meeting Day(s): Monday; Wednesday
E-Mail: thoch@gmu.edu	Meeting Time(s): 7:20 pm – 9:05 pm
Office Hours: by appointment	Meeting Location: Online
Office Location: virtual →	https://www.gotomeet.me/TheodoreHoch

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 with a grade of B- or XS.

Co-requisite(s):

None

Course Description

Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board 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 in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you familiar with Mason career resources? Email speced@gmu.edu to be added to the Special Education employment listserv, and check out Career Services: <https://careers.gmu.edu/>.

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 a synchronous and an asynchronous format via the 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 Thursday 13 May 2021.

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:

- A computer other than a Chromebook.
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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 may wish to use a headset microphone 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.
 - [Adobe Acrobat Reader \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)

- [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
- [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **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 ensure 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. 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.

Professional Standards

This course is part of the George Mason University, School of Education, 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. 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 Texts

Bailey, J.S. and Burch, M.R. (2010). *25 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.S., and Burch, M.R. (2016). *Ethics for behavior analysts (3rd Edition)*. New York, NY: Routledge. ISBN 978-1-138-94920-1

Daniels, A.C. (2016). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement (3rd Edition)*. New York, NY: McGraw-Hill.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. <https://doi.org/10.1037/0000165-000>

Additional Readings

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

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.

Behavior Analyst Certification Board's *Professional and Ethical Compliance Code for Behavior Analysts*, available at www.bacb.com in the Downloads area.

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

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, VIA, hard copy). All written assignments must be submitted either in Microsoft Word or as a pdf document.

VIA Performance-Based Assessment Submission Requirement

No required upload.

Assignments and/or Examinations

Performance-based Assessment

Final Exam. 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.

Quizzes. Where indicated in the calendar, you will have a quiz (through Blackboard) covering the content addressed since the last quiz, and including some items covered in EDSE 619. There will be 175 quiz questions in total, across the course. Each correctly answered quiz question will be worth 1 point toward your final grade. (Some questions may be repeated across quizzes.)

Interteaching Group Discussions. You will be assigned to an interteaching discussion group. For dates indicated in the calendar, your group will meet through Blackboard Collaborate and will have a discussion that will center around the items presented on that week's Discussion Guide. To have a discussion:

1. Log into Blackboard.
2. Click on Tools.
3. Click on Blackboard Collaborate Ultra.
4. Locate your group's discussion.
5. Click on the discussion (Group #, with appropriate date).
6. Once all group members who are attending are present, one group member must:
 - a. Click on the chevron near the upper left corner of the chat screen (and the chevron is three horizontal parallel lines), and
 - b. Click on Record.

7. Discuss all items listed on that week's Discussion Guide.
8. Take notes as you discuss.
9. Discuss any other content you wish to discuss, but be sure to discuss all content on the Discussion Guide.

After the discussion,

1. Share your notes with the other members of the group.
2. (You may wish to do this while you're meeting – this will save time.)
3. Develop one set of notes, in a word document.
4. On top of that set of notes,
 - a. List names of all participants.
 - b. List the Week number for that discussion.
 - c. Submit that set of notes (each group member, individually), through Blackboard.

Each discussion and submitted discussion guide (combined) is worth up to 7 points. Missed discussions cannot be made up. Points missed for failing to submit notes on time cannot be made up.

Mandated Reporter Training. During the week indicated on the syllabus, you will go to this website - <http://www.dss.virginia.gov/abuse/mr.cgi> - 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 the child training for another course or for your employment, please complete the adult training and submit that certificate of completion.*

Final Exam Preparation Practice. During weeks indicated in the syllabus, you will be presented with a scenario. You will complete the Decision Sequence indicated for that scenario, and will submit that completed decision sequence by the due date. You will receive detailed feedback on your analysis and final summation during the following week. Each submitted Decision Sequence is worth up to 2 points. These six completed decision sequences will provide you practice for your final exam, in that you will be doing the same sort of analysis and final summation on these as you will for your final, and so these are considered quizzes.

Reaction Papers. For dates indicated in the calendar, you will view videos prepared for this course in which Dr. Hoch interviews members of our field who are expert in areas pertinent to the content of this course. After viewing each recording, you will prepare and submit a brief paper, following the instructions for that video presentation, in which you summarize the video's content, discuss its relation to other content of this course, and otherwise indicate how it will be useful in your practice. Each of these papers is worth up to 5 points.

Assignment Summary and Grading Scale

Final Exam	100 points					
Quiz Questions	175 points					
Interteaching Discussion Guides	56 points					
Mandated Reporter Training	5 points					
Final Exam Prep Practice	12 points					
Reaction Papers	20 points					
Total Points:		368 points				
A	A-	B+	B	B-	C	F
342 - 368 points	331 – 341 points	320 – 330 points	305 – 319 points	294 – 304 points	257 – 293 points	Fewer than 275 points

Course Policies and Expectations

Attendance/Participation

Each course session scheduled to meet synchronously online will be recorded, and recordings will be made available to you in the respective weekly folders as soon as they are available. That having been said, please attend each course session that is synchronous as you are able, and please participate actively in each. When you are unable to be present in a synchronous class session, please be sure to view the recording before you complete any of the work pertaining to it. Please also keep up with your Interteaching discussion partner(s), responding to their emails, and meeting with them at the agreed upon times.

No work submitted after 8 August 2021 will be accepted.

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

Class Schedule

In this calendar, *25 ES* Refers to the 25 Essential Skills text; *Ethics* refers to the Ethics text; *Daniels* refers to the text authored by Dr. Daniels; *PECCBA* refers to the Professional and Ethical Compliance Code for Behavior Analysts; and *EC* refers to the Ethics Code for Behavior Analyst.

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

Date	Topics	Read	Complete and submit (before next class date)
M 5/17	<ul style="list-style-type: none"> ○ University honor code ○ History of ethics in applied behavior analysis ○ Ethics at Work 	<ul style="list-style-type: none"> ○ Lattal Video 	<ul style="list-style-type: none"> ○ Lattall Video reaction paper
W 5/19	<ul style="list-style-type: none"> ○ Core ethical principles ○ Professional and Ethical Compliance Code ○ Ethics Code for Behavior Analysts 	<ul style="list-style-type: none"> ○ <i>Ethics</i> Ch 1 & 2 ○ Barrett et al. (1991) ○ Van Houten et al. (1988) ○ ABAI (2011) ○ Johnston & Sherman (1993) ○ Linscheid et al. (1990) 	<ul style="list-style-type: none"> ○ Quiz 1
M 5/24	<ul style="list-style-type: none"> ○ Responsible conduct for behavior analysts 	<ul style="list-style-type: none"> ○ <i>PECCBA</i> Section 1 ○ <i>EC</i> Introduction and Sections 1.01, 1.02, 1.03, 1.04, 1.05, 1.06, 1.07, 1.08, 1.09, 1.10, 1.11, 1.12, 1.13, 1.14, 2.01, 2.08, 3.05 	<ul style="list-style-type: none"> ○ Quiz 2
W 5/26	<ul style="list-style-type: none"> ○ Business Skills ○ Consulting Repertoires No “in class” session today 	<ul style="list-style-type: none"> ○ <i>25ES</i> Preface and Ch 1-4 	<ul style="list-style-type: none"> ○ Interteaching Discussion Guide 1
W 6/2	<ul style="list-style-type: none"> ○ Behavior analysts’ responsibility to clients ○ Dual Relationships 	<ul style="list-style-type: none"> ○ <i>PECCBA</i> Section 2 ○ <i>EC</i> Sections 1.15, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.10, 2.11, 2.14, 2.18, 3.01, 3.02, 3.03, 3.04, 3.05, 3.07, 3.08, 3.09, 3.10, 3.11, 3.12, 3.14, 3.15, 3.16, 4.11, 4.12 5.11 ○ Fuqua Video 	<ul style="list-style-type: none"> ○ Mandated reporter training ○ Fuqua Video reaction paper
M 6/7	<ul style="list-style-type: none"> ○ Continue discussion of Behavior analysts’ responsibility to clients 	<ul style="list-style-type: none"> ○ <i>Ethics</i> Ch 6 & 7 ○ Linscheid et al. (1990) 	<ul style="list-style-type: none"> Quiz 3
W 6/9	<ul style="list-style-type: none"> ○ Consulting Repertoires No “in class” session today No “in class” session today 	<ul style="list-style-type: none"> ○ <i>25ES</i> Ch 5- 11 	<ul style="list-style-type: none"> Interteaching Discussion Guide 2

M 6/14	<ul style="list-style-type: none"> ○ Assessing Behavior ○ Behavior Analysts and the Behavior Change Program ○ Behavior Analysts as Supervisors ○ Pseudoscientific Interventions 	<ul style="list-style-type: none"> ○ <i>PECCBA</i> Sections 3 – 5 ○ <i>EC</i> Sections 2.01, 2.08, 2.09, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 3.14, 3.15, 3.16, 4.02, 4.03, 4.04, 4.06, 4.08, 4.09, 4.10, 6.09 ○ Todd Video 	<ul style="list-style-type: none"> ○ Todd Video reaction paper
W 6/16	Continue discussion from previous session	<ul style="list-style-type: none"> ○ <i>Ethics</i> Ch 8 – 11 ○ Hastings & Noone (2005) 	<ul style="list-style-type: none"> ○ Quiz 4
M 6/21	<ul style="list-style-type: none"> ○ Consulting Repertoires ○ Vital Work Habits No “in class” session today	<ul style="list-style-type: none"> ○ <i>25 ES</i> Ch. 12 - 18 	<ul style="list-style-type: none"> ○ Interteaching Discussion Guide 3
W 6/23	<ul style="list-style-type: none"> ○ Behavior analysts’ ethical responsibility to the profession of behavior analysis ○ Behavior analysts and research ○ Behavior analysts’ ethical responsibility to the BACB 	<ul style="list-style-type: none"> ○ <i>Ethics</i> Ch 14 – 17 ○ <i>PECCBA</i> Sections 6 – 10 ○ <i>EC</i> Introduction, Glossary, Sections 1.01, 1.02, 1.15, 1.16, 2.01, 2.06, 4.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09, 5.11, 6.01, 6.02, 6.03, 6.04, 6.05, 6.06, 6.08, 6.09, 6.11 	
M 6/28	<ul style="list-style-type: none"> ○ Continue discussion from previous session ○ Starting your own business 	<ul style="list-style-type: none"> ○ <i>Ethics</i> Ch 14 – 17 ○ Dzyak video ○ El Tagi & Gross video 	<ul style="list-style-type: none"> ○ Dzyak video reaction paper ○ El Tagi & Gross reaction paper
W 6/30	Continue discussion from previous session		Quiz 5
W 7/7	<ul style="list-style-type: none"> ○ Vital Work Habits ○ Advanced Consulting Strategies No “in class” session today	<ul style="list-style-type: none"> ○ <i>25 ES</i> Ch 19-25 	<ul style="list-style-type: none"> ○ Interteaching Discussion Guide 4
M 7/12	<ul style="list-style-type: none"> ○ Making and using a declaration of professional service ○ Ethical conduct in organizations 	<ul style="list-style-type: none"> ○ <i>Ethics</i> Ch 18-20 	<ul style="list-style-type: none"> ○ Quiz 6
W 7/14	<ul style="list-style-type: none"> ○ Decision sequences for managing ethical dilemmas ○ Cultural considerations 	<ul style="list-style-type: none"> ○ Strydom video 	<ul style="list-style-type: none"> ○ Practice Ethical Dilemma 1 ○ Strydom video reaction paper
M 7/16	<ul style="list-style-type: none"> ○ Perils of Traditional Management ○ Power of positive Reinforcement in Business No “in class” session today	<ul style="list-style-type: none"> ○ <i>Daniels</i> Ch 1-7 	<ul style="list-style-type: none"> ○ Interteaching Discussion Guide 5 ○ Practice Ethical Dilemma 2

W 7/18	<input type="radio"/> Behavior Analyst Licensure Regulations	<input type="radio"/> Commonwealth of Virginia Behavior Analyst Licensure Regulations	<input type="radio"/> Quiz 7 <input type="radio"/> Practice Ethical Dilemma 3
M 7/23	<input type="radio"/> Continued discussion of Behavior Analyst Licensure Regulations (if needed) <input type="radio"/> More power of positive reinforcement in business <input type="radio"/> Scientific Approach to leadership <i>Maybe no “in class” session today</i>	<input type="radio"/> <i>Daniels</i> Ch 8 – 13	<input type="radio"/> Interteaching Discussion Guide 6 <input type="radio"/> Practice Ethical Dilemma 4
W 7/26	<input type="radio"/> Turning Good Intentions into High Performance No “in class” session today	<input type="radio"/> <i>Daniels</i> Ch 14-17	<input type="radio"/> Interteaching Discussion Guide 7 <input type="radio"/> Practice Ethical Dilemma 5
M 8/2	<input type="radio"/> More Behavior Analyst Licensure Regulation	<input type="radio"/> Review Virginia Behavior Analyst Licensure Regulations <input type="radio"/> Review <i>Ethical Code</i>	<input type="radio"/> Ethical Standards Fill in the Blanks worksheet
W 8/3	<input type="radio"/> Performance Management No “in class” session today	<input type="radio"/> <i>Daniels</i> Ch 18-20	<input type="radio"/> Interteaching Discussion Guide 8 <input type="radio"/> Practice Ethical Dilemma 6
M 8/8	Final exam and all other work must be submitted no later than 12:01 am on this date. No work submitted after that time will be accepted.		

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services \(https://ds.gmu.edu/\)](https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “non-confidential employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take **Safe Return to Campus Training** prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#).

All students in face to face and hybrid courses must also complete the **Mason COVID Health Check daily**, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
 - You may only come to class if you receive a Green email response to the Mason COVID Health Check.
 - If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
 - Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
-

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

- Activities and assignments in CEHD courses regularly use the [Blackboard](#) learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc.), with a consistent 1.5 Mbps [megabits per second] download speed or higher.
 - Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
 - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
 - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
 - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
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Testing with LockDown Browser:

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). [Information on installing and using LockDown Browser may be found here.](#)

You will need the following system requirements for online exams:

- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by-step instructions linked above.

To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into Blackboard and select your course.
- Locate and select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the [Knowledge Base](#). Further troubleshooting is available through the [ITS Support Center](#).
- Exit the Help Center and locate the practice quiz.
- Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

To produce a good webcam video, do the following:

- Do not wear a baseball cap or hat with a brim that obscures your face.
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.