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

Spring 2018
EDSE 464 DL1: Ethical and Professional Conduct in Applied Behavior Analysis
CRN: 20100, 3 – Credits

Instructor: Dr. Theodore Hoch	**Meeting Dates**: 01/22/18 – 05/16/18
Phone: 703-987-8928 / 703-993-5245	**Meeting Day(s)**: Monday
E-Mail: thoch@gmu.edu	**Meeting Time(s)**:7:20 pm - 10:00 pm
Office Hours: Mondays 12:30 – 3:30	**Meeting Location**: Online
Office Location: Suite 100, Finley Building, GMU Fairfax Campus, 4400 University Drive, Fairfax, VA 22030	**Skype:** drtheodorehoch

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

Prerequisite(s): EDSE 460
Co-requisite(s): EDSE 460

Course Description
Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Boards Guidelines for Responsible Conduct and Disciplinary Standards, Virginia Assistant Behavior Analyst Licensure Regulations, and professional conduct consistent with the practice of applied behavior analysis. Incorporates overseeing instructional or program implementation, working with behavior change systems, managing interventions, and behavior change considerations. Offered by Graduate School of Education. May not be repeated for credit. Recommended Prerequisite: EDSE 460. Concurrent enrollment is also permitted.
Schedule Type: Lecture

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

Advising Tip
Would you like the opportunity to work on campus with students with special needs? The LIFE Program (http://masonlife.gmu.edu/) is an innovative post-secondary program at Mason for young adults with intellectual and developmental disabilities who desire a university experience in a supportive academic environment. Mason students can work as instructors, resident advisors and mentors in the LIFE program.

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

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

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a working microphone and webcam for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player:
    - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday at 10:00 pm, and finish on Monday at 7:20 pm.
  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 insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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

1. Identify, describe, and select examples and non-examples of content from each of the Behavior Analyst Certification Board's ten Guidelines for Responsible Conduct sections.
2. Identify, describe, and select examples and non-examples of content from each section of the Behavior Analyst Certification Board's Disciplinary Standards.
3. Identify and describe content from relevant Commonwealth of Virginia licensure regulations for assistant behavior analysts.
4. Describe and demonstrate steps to resolving ethical dilemmas that are consistent with the Behavior Analyst Certification Board's Guidelines for Responsible Conduct and Disciplinary Standards, as well as relevant Commonwealth of Virginia licensure regulations for behavior analysts.
5. Prepare a Declaration of Professional Practice that is consistent with current ethical and professional practice of applied behavior analysis
6. Describe steps and conditions for proper and ethical case termination.
7. Describe the Behavior Analyst Certification Board's and Virginia Board of Medicine's complaint processes and the manner in which these boards handle complaints made to them.
8. State and plan for possible unwanted effects of various behavior change procedures.
9. Describe, identify, and exemplify at least three different behavior change systems.
10. Describe, identify, and exemplify competency-based training, performance monitoring and management, and supervision of applied behavior analysis services provided by others.

Course Relationship to Program Goals and Professional Organizations

This course is part of a sequence of courses (that has been approved by the Behavior Analyst Certification Board as meeting the educational requirements necessary to sit for the Board Certified Assistant Behavior Analyst (BCABA) examination, when part of a completed, relevant Bachelor's Degree program, or taken after completion of a Bachelor's degree program. 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

If you are unable to locate these texts at the GMU bookstore under EDSE 464, please check under EDSE 664. Alternatively, you may purchase these books through Amazon.com, alibris.com, barnesandnoble.com, or elsewhere. Several of them are available as audiobooks, if you'd prefer to purchase them in that form.

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 Textbooks

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

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., Wiliams, 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 464, the required PBA is Applied Ethics Project and 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 three 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 60 points may be earned on the final examination. This project must be submitted through TK20.

College Wide Common Assessment (TK20 submission required)
None

Performance-based Common Assignments (No Tk20 submission required.)
Recorded Material Quizzes. Weeks 2 – 14 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.

Other Assignments
Pre-Class Quizzes. Students will complete a 10 item, true / false quiz through Blackboard prior to attending class during Weeks 2 through 14. 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. 13 Quizzes at 10 points possible each, for a total of 130 possible points.

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 9 – 14, you will submit your work on the final exam preparation practice scenario posted for that week, prior to that week's class session. These practice assignments will only be accepted if

submitted prior to the 9th through 14th class session, respectively. You will be provided feedback on your submission. You may earn up to 2 points per scenario addressed.

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 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.*

BACB Supervision Training Module. During the week indicated on the syllabus, 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.* You will earn 5 points for this assignment.

Attendance / Participation. Students will receive two points per session for sessions 2 – 14 for contributing to class discussions during the weekly synchronous meeting. Students missing a weekly synchronous meeting cannot make up missed attendance / participation 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 on Blackboard Colalborate and whose microphones and webcams are working during the attendance check will receive one point. (Those arriving late or whose microphones or webcams aren't working won't receive this point). All students present when the lcass 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.) Missed attendance points cannot be made up.

Late Work. Live material quizzes must be taken before the class session for which they are assigned. They may not be taken after the class session has begun, and will no longer be available once the class session has begun. Similarly, recorded material quizzes must be taken before the course session for which they are assigned. They will not be available once the class session has begun, and will no longer be available once the class session has begun. Quizzes missed may not be made up. Students absent during sessions for which they were scheduled to be Discussion Leader may not make up that opportunity. Students absent for sessions may not make up Discussion Participant points that would have been earned during that session. No late final exams will be accepted.

Grading Scale

Description	Points possible per instance	Number of Instances	Points possible by type	Cumulative points possible
Final Exam	60 points	1 exam	60 points	60 points
Attendance / Participation	2 points per session	13 sessions	26 points	86 points
Discussion Leader	5 points per discussion	8 discussions	40 points	126 points
Supervision Training Module	5 points	1 module	5 points	131 points
Pre-Class Quizzes	10 points per quiz	13 quizzes	130 points	261 points
Recorded Material Quizzes	1 point per question	151 questions	151 points	422 points

A = 402-422 points	A- = 380-401 points	B = 338-379 points	C = 296-337 points	D = 254-295 points	F < 254 points

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions

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

Class Schedule

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

In the schedule that appears below, 25ES refers to the Bailey and Burch (2009) text, Ethics to the Bailey and Burch 2016 text, PECCBA refers to the *Professional and Ethical Compliance Code for Behavior Analysts*, and AD to the Aubrey Daniels text. Bold and italicized readings are to be completed before watching and responding to recorded content.

Date	Presenters	Before Class:
30 Aug 17 Week 1	Hoch	☐ N / A ☐ In-class introduction and syllabus review ☐ Selection of presenters ☐ Recommendations for presentations ☐ Review of GMU Honor Code
6 Sept 17 Week 2	Hoch – What do you call yourself? 25ES Prefaces and Ch 1 & 2 - AD Prefaces and Ch 1 & 2 -	☐ Read *Ethics* Ch 1 - 5 ☐ Read Barrett et al. (1991) ☐ Read Van Houten et al. (1988) ☐ Read ABAI (2011) ☐ Read *25ES* Ch 1& 2 ☐ Read *AD* Ch 1 & 2 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation Quiz
13 Sept 17 Week 3	Hoch – Multiple relationships 25ES Ch 3&4 – AD Ch 3 & 4–	☐ Read *Ethics* Ch 6 ☐ Read *PECCBA* Section 1 ☐ Read Johnston & Sherman (1993) ☐ Read *25ES* Ch 3 & 4 ☐ Read *AD* Ch 3 & 4 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation quiz

Date	Presenters	Before Class:
20 Sept 17 Week 4	Hoch – Business practices 25ES Ch 5 & 6 – AD Ch 5 & 6 –	☐ Read *Ethics* Ch 7 ☐ Read *PECCBA* Section 2 ☐ Read Linscheid et al. (1990) ☐ Read *25ES* Ch 5 & 6 ☐ Read *AD* Ch 5 & 6 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation Quiz ☐ Submit Mandated Reporting Certificate
27 Sept 17 Week 5	Hoch – Non-behavior analytic interventions 25ES Ch 7 & 8 – AD Ch 7 & 8 –	☐ Read *Ethics* Ch 8 ☐ Read *PECCBA* Section 3 ☐ Read Johnston (1991) ☐ Read *25ES* Ch 7 & 8 ☐ Read *AD* Ch 7 & 8 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation Quiz
4 Oct 17 Week 6	Hoch – Working through an ethical dilemma 25ES Ch 9& 10 – AD Ch 9 & 10 –	☐ Read *Ethics* Ch 9 ☐ Read *PECCBA* Section 4 ☐ Read Hastings et al. (2005) ☐ Read *25ES* Ch 9&10 ☐ Read *AD* Ch 9 & 10 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation Quiz

Date	Presenters	Before Class:
11 Oct 17 Week 7	Hoch – Working through an ethical dilemma 25ES Ch 11&12 – AD Ch 11 & 12 –	☐ Read *Ethics* Ch 10 ☐ Read *PECCBA* Section 5 ☐ Read *25ES* Ch 11&12 ☐ Read *AD* Ch 11 & 12 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation Quiz
18 Oct 17 Week 8	Hoch – Working through an ethical dilemma 25ES Ch 13 & 14 AD Ch 13 & 14	☐ Read *Ethics* Ch 11 ☐ Read *PECCBA* Section 6 ☐ Read *25ES* Ch 13&14 ☐ Read *AD* Ch 13 & 14 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation Quiz ☐ Submit BACB 90 Min Supervisor Training Module Screenshot showing module completion
25 Oct 17 Week 9	Hoch – Working through an ethical dilemma 25ES Ch 15 & 16 – AD Ch15 & 16 –	☐ Read *Ethics* Ch 12 ☐ Read *PECCBA* Section 7 ☐ Read *25ES* Ch 15&16 ☐ Read *AD* Ch 15&16 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation Quiz ☐ Complete and submit Practice Exam Prep Scenario before class

Date	Presenters	Before Class:
1 Nov 17 Week 10	25 ES Ch17 & 18 – AD Ch17 & 18 –	☐ Read *Ethics* Ch 13 ☐ Read *PECCBA* Section 8 ☐ Read *25ES* Ch 17&18 ☐ Read *AD* Ch 17&18 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation Quiz ☐ Complete and submit Practice Exam Prep Scenario before class
8 Nov 17 Week 11	25ES Ch19 & 20 – AD Ch 19 –	☐ Read *Ethics* Ch 14 ☐ Read *PECCBA* Section 9 ☐ Read *25ES* Ch 19&20 ☐ Read *AD* Ch 15 ☐ Read CT Ch 26 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation Quiz ☐ Submit CITI Training Course Completion Certificate ☐ Complete and submit Practice Exam Prep Scenario before class

15 Nov 17 Week 12	25ES Ch21 & 22 – AD Ch20 –	☐ Read *Ethics* Ch 16&17 ☐ Read *PECCBA* Section 10 ☐ Read *25ES* Ch 21&22 ☐ Read *AD* Ch 20 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation Quiz ☐ Complete and submit Practice Exam Prep Scenario before class

29 Nov 17 Week 13	25ES Ch 23&24 -	☐ Read *Ethics* Ch 18&19 ☐ Read Virginia Behavior Analyst Licensure Regulations ☐ Read *25ES* Ch 23&24 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation Quiz ☐ Complete and submit Practice Exam Prep Scenario before class
6 Dec 17 Week 14	25ES Ch 25 –	☐ Read *Ethics* Ch 20 ☐ Review *PECCBA* ☐ Review Virginia Behavior Analyst Licensure Regulations ☐ Read *25ES* Ch 25 ☐ Complete Recorded Material Quiz ☐ Complete Pre-presentation Quiz
13 Dec 17 Week 15	Final Exam Due through TK20 (Link under Assessments Tab on our Blackboard site) by 11:59pm on this date	

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

GMU Policies and Resources for Students

Policies

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

- Students must follow the university policy for Responsible Use of Computing (see

http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

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

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

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

Campus Resources

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

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

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