



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

Spring 2018

EDSE 461 DL1: Analysis and Intervention in Applied Behavior Analysis

CRN: 13039, 3 – Credits

Instructor: Christina Long	Meeting Dates: 01/22/2018 – 05/16/2018
Phone: 571-247-8689	Meeting Day(s): Monday
GMU E-Mail: cfarmer4@masonlive.gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: By appointment	Meeting Location: Internet
Office Location: GMU ABA Office	Other Phone: NA

*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, or permission of instructor

Co-requisite(s): EDSE 460, or permission of instructor

Course Description

Teaches students basic data collection, presentation, and analysis as it pertains to applied behavior analysis; as well as procedures for determining intervention efficacy and selecting, developing, or modifying interventions based on data, in educational and other settings to satisfy part of the educational requirement to sit for the Board Certified Assistant Behavior Analyst (BCaBA) examination. Offered by Graduate School of Education. May not be repeated for credit.

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

Did you know Mason has an Accelerated Masters program in Special Education that allows students to count some of their undergraduate coursework for graduate credit? For more information, meet with an advisor: <http://gse.gmu.edu/special-education/advising/>.

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 a synchronous format 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 Monday, January 22, 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 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: 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 [2] 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. Describe how informed consent is obtained within ethical and legal standards.
2. Describe rationale for conducting a functional assessment and for conducting a functional analysis.
3. Describe procedures for conducting a functional assessment.
4. Interpret functional assessment data.
5. Describe procedures for conducting a functional analysis.
6. Interpret functional analysis data.
7. Collect behavioral data using direct and indirect measures.
8. Construct and interpret graphs of behavioral data.
9. Describe and identify various single subject design methods.
10. Interpret single subject design data and literature.

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 Undergraduate Minor. 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.

Required Textbooks

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis (2nd Ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN 0-13-142113-1. (Note: You probably purchased this for EDSE 460, and so will not need to purchase this book again.)

O'Neill, R.E., Albin, R.W., Storey, K., Horner, R.H., & Sprague, J.R. (2014). *Functional assessment and program development for problem behavior: A practical handbook. (3rd Ed.)* Stamford, CT: Cengage Learning. ISBN 9781285734828.

Recommended Textbooks

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

Required Resources

Behavior Analyst Certification Board's 4th Edition *Task List* and *Professional and Ethical Compliance Code for Behavior Analysts*, both available for free download from www.bacb.com.

Given the possibility of computer or internet difficulties some 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.

Your computer access must include a working webcam and working microphone. You will need to use your webcam and microphone in every class session. Attending a class session without a working webcam or working microphone will result in loss of one attendance point for that class session.

You will need earbuds or headphones to use with your computer during online class sessions. This will prevent feedback that can occur when your microphone is on and sound is coming through your speakers.

Students will need to scan multiple pages into single documents at several points during this course. Uploading multiple single page documents to comprise an assignment is not acceptable; instead, pages must be scanned into a single document, and uploaded as a single, multipage document. Students must secure scanner access that will permit such scanning, and it is strongly recommended that students identify back-up scanning access, should the first identified scanning access become unavailable.

Additional Readings may be assigned throughout the course, at the instructor's discretion.

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 461*, the required PBA is Behavior Intervention Program Development Evaluation Project AND Problem Set. 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)

Behavior Intervention Program Development and Evaluation Project. To pull together all you have learned in this course, you will develop a behavioral treatment program that includes data collection, graphing, and parent / instructional staff training procedures, in addition to the behavioral or instructional procedures themselves. You will be provided with a completed functional assessment. From this, you will do the following:

1. Write an operational definition for the behavior to be decreased. (5 points possible)
2. Develop a measurement system for this behavior. You will need to write step by step instructions on how to collect data on the behavior and develop and include a data collection form. (5 points possible – 1 for selection of appropriate measure, 1 for thoroughness of data collection instructions, 1 for clarity of data collection instructions, 1 for thoroughness of recording form, and 1 for clarity of recording form)
3. Analyze the functional assessment interview provided to you and:
 - a. Determine consequences likely maintaining the problem behavior (2 points possible)
 - b. Determine the type of contingency (e.g., positive reinforcement, negative reinforcement, etc.) likely maintaining the problem behavior (2 points possible)
 - c. Determine the settings, people in whose presence, times of day, and days of week when the behavior is most and least likely to occur (4 points possible)
 - d. Determine an alternative behavior already exhibited by the person that would be a suitable replacement for the problem behavior (1 point)
 - e. Determine alternative behavior not already exhibited by the person, but which the person could be taught, that would be a suitable replacement for the problem behavior (1 point)
4. Develop an operational definition for the potential alternative behavior you list in 3d (1 point possible)
5. Develop a measurement system for your potential alternative behavior listed in 3d. Must include data collection instructions and a recording form. (4 points possible)
6. Develop an operational definition for the potential alternative behavior you list in 3e (1 point possible)
7. Develop a measurement system for your potential alternative behavior you list in 3e. Must include data collection instructions and a recording form. (4 points possible)
8. Complete a competing behavior model diagram for the functional assessment and the potential alternative behaviors you've selected (15 points possible)

9. From your competing behavior model diagram, select one MO variable, one immediate antecedent variable, and one consequence variable to address, for purposes of decreasing the identified problem behavior and increasing either your alternative behavior from 3d or your alternative behavior from 3e.
 - a. Write Preventive / Preparatory procedures (your MO intervention), in step-by-step, task analysis fashion, explaining to the implementer (e.g., parent or instructional staff person) exactly what to do, when (10 points possible – 4 for thoroughness of instructions, 4 for clarity of instructions, and 2 for logical order of instructions)
 - b. Repeat, for your Instructional Procedures (e.g., intervention targeting the SDs for the problem behavior, and SDs for the alternative behavior you've selected). (10 points possible – 4 for thoroughness of instructions, 4 for clarity of instructions, and 2 for logical order of instructions)
 - c. Repeat, for your Consequence Procedures (e.g., intervention targeting the contingency / contingencies you identified as maintaining the problem behavior, and those you're arranging or enhancing to promote the alternative behavior). (10 points possible – 4 for thoroughness of instructions, 4 for clarity of instructions, and 2 for logical order of instructions)
10. Select the experimental design that would best examine instructional or treatment efficacy. Why that design is the best for the circumstances and question to be answered (2 points), how you would accomplish it given your procedures, implementers, and circumstances (6 points), and how you would control for threats to internal validity (2 points).
11. Develop a generality plan, which explains how you would assure a sufficient range of responses, occurring in a sufficient range of circumstances, and would maintain over time. (10 points possible – 4 for how you would establish setting/stimulus generality, 4 for how you would establish response generality, and 2 for how you would ensure and assess maintenance).

On the last day of class, you will present your project to the class (5 points)

College Wide Common Assessment (TK20 submission required)

Final Examination. This test will consist of 50 items, and will be given as a pretest on the first night of class, and as a final exam on the last night of class. Credit toward your final score will only be given for your performance on this test on the last night of class. After scoring the pretest, your instructor will provide you with a breakdown of your scores per content area addressed by the test. When taken as a final exam, a total of up to 50 points will be possible.

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

Problem Sets 1 – 8. These eight problem sets are designed to provide additional practice with content practiced and discussed during the prior class sessions. Each of these Problem Sets is worth 10 possible points.

Problem Set 9. This project will have you completing and submitting a draft of parts 1 – 4 of the Behavioral Intervention Program Development and Evaluation Project. Submitting this draft on time is worth 10 possible points.

Problem Set 10. This project will have you completing and submitting a draft of parts 5 – 8 of the Behavioral Intervention Program Development and Evaluation Project. Submitting this draft on time is worth 10 possible points.

Problem Set 11. This project will have you completing and submitting a draft of parts 9 – 11 of the Behavioral Intervention Program Development and Evaluation Project. Submitting this draft on time is worth 10 possible points.

Peer Review and Peer Review Presentation. You will be presented with a format for providing a peer review presentation. You will prepare your peer review presentation and will make this presentation during the 14th class session. Your classmates will ask questions and make suggestions during and after your presentation, and you will field these comments and questions. Similarly, while your classmates are making their peer review presentations, you will make constructive suggestions and comments. Participating in peer review and making your peer review presentation is worth 5 points.

Other Assignments

Extra Credit – Behavioral Development Solutions Modules. Students who would like to purchase the Behavior Analyst Certification Exam study software from Behavior Development Solutions (www.behaviordevelopmentsolutions.com) may do so. Those who do, and who complete the following modules and submit to their instructor documentation of completion will receive 10 points of extra credit for each module completed. Modules you may complete for extra credit for this course are:

Experimental Evaluation of Interventions

Measurement of Behavior

Displaying and Interpreting Behavioral Data

A maximum of 20 points of extra credit may be earned for this course

Course Policies and Expectations

Attendance/Participation

Students are expected to attend each scheduled meeting and participate in discussions and activities. The instructor will take attendance at the beginning of each session. Students who are on time and logged in, with their cameras and microphones turned on, will receive 1 point for the session. Students who are late or not logged in with their camera or microphones turned on will receive ½ point. Students who leave early or are absent will receive 0 points. Additionally, students will earn 1 point for contributing at least 5 responses (question or comment) per class session. ***Missed attendance points cannot be made up. Students should contact the instructor and/or classmates for materials and information from the missed session.***

Late Work

10% of possible points will be deducted from work submitted late. No work will be accepted after the final exam has been taken.

Grading Scale

Assignment Type	Possible Points Each	Number	Total Points Possible	
Attendance/Participation	2 / session	14 sessions	28 points	
Problem Sets 1 – 11	10 each	11 Sets	110 points	
Behavior Intervention Program Development and Evaluation Project	95 points	1 project	95 points	
Project Presentation	5 points	1 time	5 points	
Final Exam	50 points	1 exam	50 points	
Total			288 points	
A = 259 - 288 pts	B = 230 - 258 pts	C = 201 – 229 pts	D = 172 - 200 pts	F < 172 pts

*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 this table, ABA refers to the Cooper, Heron, & Heward text, and FA to the O’Neill et al. text. NLT means “no later than.”

Date	Topic / Objectives	Assignments Due / Activities
1/22/18 1 st Ssn	Orientation to Course / Review Syllabus / Pretest	<input type="checkbox"/> Take Pretest
1/29/18 2 nd Ssn	Getting started: Consent, confidentiality, documentation, and Declaration of Professional Service; Pinpointing and defining behavior	<p>Before Class</p> <input type="checkbox"/> Read ABA Ch 1 and 2 <p>During Class</p> <input type="checkbox"/> Discuss activities done at the outset of a case <input type="checkbox"/> Practice pinpointing and defining behavior <p>After Class</p> <input type="checkbox"/> Complete PS 1, submit prior to next class
2/5/18 3 rd Ssn	Behavioral Measurement: Direct Measures of Behavior (Count, rate, latency, duration, interresponse time, intensity, extensity)	<p>Before Class</p> <input type="checkbox"/> Read ABA pp. 81-82, 85-87, 90-100 <p>During Class</p> <input type="checkbox"/> Practice Measurement <input type="checkbox"/> Complete relevant sections of <i>Behavioral Data Collection Summary Table</i> <p>After class</p> <input type="checkbox"/> Complete PS 2, submit prior to next class
2/12/18 4 th Ssn	Measuring Behavior: Indirect Measures (e.g., partial interval sampling, whole interval sampling, momentary time sampling, permanent products, PLACHEK, ratings)	<p>Before Class</p> <input type="checkbox"/> Read ABA Ch 6 <p>During Class</p> <input type="checkbox"/> Practice measurement

		<input type="checkbox"/> Complete relevant sections of <i>Behavioral Data Collection Summary Table</i> After Class <input type="checkbox"/> Complete PS 3, submit prior to next class
2/19/18 5 th Ssn	Introduction to Experimental Design: Interobserver Agreement, Internal Validity, External Validity, Social Validity, Independent Variables, Dependent Variables	Before Class <input type="checkbox"/> Read ABA Ch 7 During Class <input type="checkbox"/> Collect and calculate IOA <input type="checkbox"/> Complete <i>Internal Validity Summary Table</i> <input type="checkbox"/> Discuss measurement of social validity <input type="checkbox"/> Identify dependent and independent variables After Class <input type="checkbox"/> Complete PS 4, submit prior to next class
2/26/18 6 th Ssn	Withdrawal, Alternating Treatments, and Pairwise Comparison Designs	Before Class <input type="checkbox"/> Read ABA Ch 8 During Class <input type="checkbox"/> Discuss, demonstrate, write procedures, control for threats to internal validity, play Stay or Change After Class <input type="checkbox"/> Complete PS 5, submit prior to next class
3/5/18 7 th Ssn	Multiple Baseline, Multiple Probe, and Changing Criterion Designs	Before Class <input type="checkbox"/> Read ABA Ch 9 During Class <input type="checkbox"/> Discuss, demonstrate, write procedures, control for threats to internal validity, play Stay or Change After Class <input type="checkbox"/> Complete PS 6, submit prior to next class

<p>3/19/18 8th Ssn</p>	<p>Experimental Functional Analysis and Functional Analysis Driven Instruction or Treatment</p>	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read ABA Ch 24 <p>During Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss, practice, write functional analysis procedures <input type="checkbox"/> Identify contingencies determined by FA <input type="checkbox"/> Select potential interventions on basis of FA <p>After Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete PS 7, submit prior to next class
<p>3/26/18 9th Ssn</p>	<p>Functional Assessment and Functional Assessment Driven Instruction or Treatment (ABC, Checklists, Interviews, FAI)</p>	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read FA pp. 1-84 <p>During Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss, practice, write functional assessment procedures <input type="checkbox"/> Practice FA interpretation <input type="checkbox"/> Determine next steps <p>After Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete PS 8, submit prior to class
<p>4/2/18 10th Ssn</p>	<p>Other Behavior Analytic Assessments – ABLLS-R, VB-MAPP, AFLS, Reinforcer Assessment</p>	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read ABA Ch 28 <p>During Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss, write procedures, play “is it a reinforcer” <p>After Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete PS 9 (BIPDEP Part 1 Draft), submit prior to next class
<p>4/9/18 11th Ssn</p>	<p>Putting it all together: Behavioral reduction programs, behavioral acquisition programs, verbal behavior instructional programs</p>	<p>Before Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit PS 9 (as above) <p>During Class</p>

		<input type="checkbox"/> Practice, discuss development and writing of behavioral intervention program procedures After Class <input type="checkbox"/> Complete PS 10 (BIPDEP Part 2 Draft), submit prior to next class
4/16/18 12 th Ssn	Parent and Staff Skills Assessment and Training	Before Class <input type="checkbox"/> Submit PS 10 (as above) During Class <input type="checkbox"/> Practice, discuss development and writing of parent and staff skills assessment and training procedures After Class <input type="checkbox"/> Complete PS 11 (BIPDEP Part 3 Draft), submit prior to next class
4/23/18 13 th Ssn	Empirically Supported Interventions and Research in Applied Behavior Analysis	Before Class <input type="checkbox"/> Visit www.quackwatch.org and www.autism-watch.org During Class <input type="checkbox"/> Participate in discussion regarding empirically supported interventions After Class <input type="checkbox"/> Continue work on BIPDEP, complete so that it may be submitted after next class session
4/30/18 14 th Ssn	Peer Review, Presentations, and Review	Before Class <input type="checkbox"/> Submit draft of BIPDEP <input type="checkbox"/> Prepare peer review presentation of BIPDEP During Class <input type="checkbox"/> Participate in peer review <input type="checkbox"/> Present peer review After class

		<input type="checkbox"/> Submit BIPDEP through TK 20 no later than 5/5/16
5/7/18 15 th Ssn	Final Examination	<input type="checkbox"/> Complete online, submit no later than 11:59 pm on 5/9/16

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/>.