George Mason University
College of Education and Human Development
School of Sport, Recreation, and Tourism Management

SRST 450 – 001 – Research Methods
3 Credits – Fall 2020
Mondays 7:20 – 10:00pm – Thompson Hall 2021

FACULTY
Instructor: Ivan Levin M.S.
Office: 213 Krug Hall (School of Sport, Recreation, and Tourism Management)
Office Hours: By Appointment
Email: ilevin@gmu.edu
Phone Number: 540-818-5818 (9am-10pm Call or Text)

PREREQUISITES: 60 credits and one of the following: STAT 250, DESC 210 OM 210, SOC 313, OM 250, or IT 250.

UNIVERSITY CATALOG COURSE DESCRIPTION: Covers the development of empirical research designs for both practical and theoretical problems in health, fitness, and recreation resources management. Includes literature review of hypothesized relationships, and formulation of research proposals.

Fulfills writing intensive requirement in the major.

COURSE OVERVIEW: This course is a designated "Writing Intensive" (WI) – fulfilling, in part, the WI requirements for all AT, HFRR and TEM majors – therefore, each student will complete at least 3,500 words of graded writing assignments. To help make this a manageable task, we divided the course into 5 smaller writing exercises that you will complete over the semester. These will be critiqued, graded, and will form the basis for your final Research Proposal.

For this course, you can choose to follow the guidelines of either the *Publication Manual of the American Psychological Association* (APA) (6th Edition) or the *American Medical Association* (10th Edition).

Communication is an important facet of this course. As such, I ask that you **email** for messages and updates. Keep a special eye out for weather related announcements!

Everyone is expected to attend all class sessions, actively participate in class discussions, complete in-class exercises, and fulfill all assignments.

COURSE DELIVERY METHOD: This course will be delivered using both a face to face lecture method and online approach. The online portion of the course will be delivered via Blackboard learning management system (LMS) housed in the MyMason portal (http://mymason.gmu.edu). The course will use primarily an asynchronous format with minimal synchronous instruction. Students will log in to the Blackboard course site using their Mason email name (everything before "@masonlive.gmu.edu) and email password.

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.

LEARNER OBJECTIVES: At the completion of the course, students should be able to:
1. Define and demonstrate appropriate use of research terminology;
2. Critically evaluate published research in scientific journals and the popular press;
3. Formulate research problem statements;
4. Enumerate the values inherent in the practice of scientific research;
5. Conduct a thorough review of literature and synthesize the findings; and,
6. Prepare and sound and feasible research proposal.

LEARNER OUTCOMES: Written communication is one of the foundation requirements of Mason's general education curriculum. Mason's nationally recognized writing program emphasizes writing as a process: it is not simply a way of communicating already formulated thoughts, but a way of discovering, exploring and developing new ideas. On your way to completing your proposal, you will go through the recursive processes of researching, drafting, and revising and will engage in critical thinking at all stages.

As part of the written communication component and in addition to our course objectives, upon successfully completing this course, you will be able to:
- Analyze and synthesize research using methods appropriate to Recreation, Health, and Tourism (RHT);
- Make reasoned, well-organized arguments with introductions, thesis statements, supporting evidence, and conclusions appropriate to RHT;
- Use credible evidence to include, as applicable, data from credible primary and/or secondary sources, integrated and documented accurately according to APA or AMA styles;
- Employ rhetorical strategies suited to the purpose(s) and audience(s) for the writing, to include appropriate vocabulary, voice, tone, and level of formality;
- Produce writing the employs the organizational techniques, formats, and genres typical to RHT; and,
- Produce writing that demonstrates proficiency in standard edited American English, including correct grammar/syntax, sentence structure, word choice, and punctuation.

(For additional information, please see
https://assessment.gmu.edu/Genedassessment/outcomes.cfm)

PROFESSIONAL ASSOCIATION STANDARDS: Further, upon completion of this course, students will meet the following professional accreditation standards for the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT):

7.02:   Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

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 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.
- 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/getwindows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/
- Activities and assignments in this course will regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
- The use of laptop computers is required in this class. You will only be permitted to work on material related to the class, however. Engaging in activities not related to the course (e.g., gaming, email, chat, etc.) will result in a significant deduction in your participation grade.
- We will frequently be using the internet as a means to enhance our discussions. We will also be using computers for our in-class writing assignments. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to the class. Such disruptions show a lack of professionalism and may affect your participation grade.
- Some/All of our synchronous meetings in this class will be recorded to provide necessary information for students in this class. Recordings will be stored on Blackboard [or other secure site] and will only be accessible to students taking this course during this semester.

REQUIRED TEXTS:
Riddick, C.C. & Russell, R.V. (2015). *Research in recreation, parks, sport, and tourism* (3rd Edition). Champaign, IL: Sagamore Publishing.

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). This course will be graded on a percentage system for a total of 100% distributed as follows:

COVID-19 – SAFE RETURN TO CAMPUS STATEMENT:
All students taking courses with a face-to-face component are required to take Safe Return to Campus Training prior to visiting campus. 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*. Similarly, all students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive

either a Green, Yellow, or Red email response. Only students who receive a "green" notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

- Complete your daily [Mason COVID Health Check](#) online health survey before coming to campus or leaving their residence hall;
- Quarantine at home if their health survey produces a yellow or red condition;
- Be prepared to show their daily green health status upon entering any classroom; and
- Practice all enhanced hygiene practices, including wearing a face covering that covers the nose and mouth, washing hands, maintaining at least six feet of physical distance, and staying away from campus and getting tested if they feel any symptoms consistent with COVID-19.

ASSIGNMENTS AND EXAMINATIONS:

Article Review & Research Classification	5%
Introduction, Problem Statement, Lit Review, Hypothesis, Variables	15%
Sampling Plan	10%
Research Design, Measurement and Data Collection	15%
Analysis Plan	10%
Research Presentation	10%
Final Research Proposal (This is a Performance Based Assessment)	20%
Class Participation (attendance, in-class exercises)	15%
TOTAL	**100%**

***NOTE – FULL ASSIGNMENT DESCRIPTIONS WITH GRADING RUBRICS ARE POSTED ON BLACKBOARD**

ASSIGNMENT SUMMARIES:

Article Review & Research Classification
The intent of this assignment is to increase your familiarity with evidence-based peer-reviewed journal articles. Select **one** of the articles posted on http://courses.gmu.edu in our "Assignments" folder. Read the article thoroughly and respond to each of the following **using complete sentences** (bulleted responses are not acceptable for this course):
   a. What was the topic studied?
   b. What procedures were used to gather data?
   c. Who were the participants?
   d. What scales or instruments were used?
   e. What was the method of data analysis?
   f. What were the major conclusions and implications?

Introduction, Problem Statement, Lit Review, Hypothesis Variables
The intent of this assignment is to apply your curiosity, conceptual and practical understanding of health, fitness and recreation resources to asking questions and defining research problems. This assignment will benefit you in developing an awareness of research potential in your field of interest and planning for your final research proposal. Specifically, you are to write an introduction to your research proposal and your preliminary review of literature AND submit a copy of each research article used in the review. The literature review will include:
   a. An **introduction** to the specific topic to be investigated in your study (including the background and significance of the problem);

b. A specific **statement of the problem** (which could be the last sentence in your introduction);

c. An integrated **review of** pertinent **literature** (*at least* 5 *current*, evidence-based/empirical and peer-reviewed research articles – do not confuse these with articles from newspapers which are NOT empirical nor peer-reviewed);

d. **TWO** testable **hypotheses** regarding the outcome of your study; and

e. **Identification of** your independent and dependent **variables and definitions** in each of your hypotheses.

Sampling Plan

Having selected a problem, formulated a hypothesis and completed a preliminary literature review, describe a sample appropriate for evaluating your two hypotheses. This assignment is to be written in proposal format and should be specific to your PROPOSED full study (NOT your Pilot Study of 20 people that will happen shortly). Include:

a. A complete definition of the target and accessible populations from which the sample would be drawn. This definition should **thoroughly describe** the **size** of these populations and **relevant characteristics** (e.g., age, ability, socioeconomic status, etc.). This is based on your PROPOSED study.

b. A description of how you will determine the sample size. Include a summary statement that indicates the sample size that will be selected and justification for this size. Be sure to identify your anticipated response rate and cite your source!

c. An explanation of the procedural techniques by which you would select the sample and form it into groups (if appropriate). This technique should be described in detail, including justification of the technique selected. For example, if using "stratified sampling", do not just say that stratified sampling will be used; indicate on what basis (i.e. characteristic) the population will be stratified and how group members (and how many) will be selected.

d. Indicate the possible sources of sampling bias.

Research Design, Measurement & Data Collection

The intent of this assignment is to continue development of the research proposal, specifically identifying the research design to be used, measurement tools available and detailing the data collection procedures. Having selected a problem, formulated a hypothesis, completed a preliminary literature review, and described your population and sample, **Identify the measures and data collection procedures to be used in this study and design an appropriate cover letter and survey instrument.** This assignment is to be written in proposal format (with cover letter and instrument in appendices). You are to address the following:

Measurement, Design and Data Collection

I. Briefly explain the sources for questions to be used in the survey and how you would validate and confirm the reliability of your instrument. In other words, if you plan to use one or more already existing scales or measures, describe each. Explain, as well, **how** you plan to check the validity and reliability of scores obtained with your instruments. If you plan to use an existing instrument, summarize what you have been able to learn about the validity and reliability of previous results.

II. Identify and describe the research design to be used in this study (go back to your reading on "Research Designs"). Describe why the design was selected; potential threats to internal validity (e.g., subject characteristics, location, instrumentation, maturation, subject attitude, and implementation) and how you have designed the study to minimize the potential effects of these threats.

III. Describe the procedural technique(s) by which you would collect the data for a complete

study (e.g., structured face-to-face or telephone interviews; mail, fax or email surveys; pre/post). The specific data collection technique(s) should be described in detail (when, where, how long, etc.). Indicate the exact procedures for how you will make contact with subjects and the advantages and disadvantages of your chosen method of collection. Justify why you selected the technique you did.

IV. Identify any possible ethical problems in carrying out such a study and how the problems could be remedied. Be sure to include: possible *harm* to participants (if any); possible *problems of confidentiality* (if any); and possible *problems of deception* (if any).

Instrument and Cover Letter Development
Develop an appropriate cover letter written <u>to your theoretical participants</u> that will reference the collection procedures you have determined. This letter <u>must include</u>, but is not limited to the following:
   a. Letterhead, date, name and address, greeting, signature and title;
   b. What the study is about and why it is useful;
   c. Why the recipient is important and why they should complete your questionnaire;
   d. A promise of confidentiality or anonymity and an explanation of a numbering system if used; and,
   e. Assurance that the information will be used, incentives that will be given, if appropriate, and a thank you.

Analysis Plan
The intent of this assignment is to develop a plan for analysis of survey data. Having developed a survey instrument by which to collect your data (Assignment #4), you are to conduct a pilot study and write about it. Specifically, you are to:
   I. Distribute your questionnaire electronically to 30 people [similar to those you hope to study] and input the data in SPSS.
   II. Using SPSS, analyze **all** variables using appropriate **<u>descriptive</u>** statistics and write up the results. In this case, you will be analyzing more than just the variables you are using to test your hypothesis. You should **<u>provide at least 2 Tables and 1 Figure</u>** accompanying your data descriptions. In your text, highlight the key information in those Tables/Figures.
   III. Using SPSS, analyze **all** appropriate variables and relationships using appropriate **<u>inferential</u>** statistics and write up the results. Include a discussion of the appropriate statistics and variables to be used to assess your hypothesis. A minimum of 5 statistical tests must be performed using chi-square, t-test and correlations to determine if relationships exist.

Research Presentation (10%)
The intent of this assignment is for you to share your research proposal with your colleagues via a 10-minute PowerPoint presentation. This assignment will allow you to gain experience in oral presentation skills and will help to improve your final written proposal. As part of our experience, we (your colleagues & I) will offer summary critiques of your presentations and may ask questions about your study. This presentation will happen at the end of the semester via ZOOM or Google Hangout.
- Introduce the topic, research problem and its significance to theory and practice (including reference to pertinent literature)
- Identify your two hypotheses and the relevant variables
- Identify the potential limitations and delimitations of this <u>proposed</u> study
- Define the population of interest and how your <u>proposed</u> large sample will be drawn (i.e.,

size of sample, method of sampling)
- Describe the ALL results of your pilot study
- Discuss the potential results and implications of your <u>pilot study</u> findings

Final Research Proposal (20%)
The intent of this assignment is for you to apply your conceptual and practical understanding of your research topic to prepare a final and complete research proposal. Your proposal should illustrate your familiarity with problem formation and hypothesis development, review and critical analysis of the scholarly literature related to your study, justification of appropriate methodology, and consideration of the implications of your research. This assignment is a revision and **extension** of all content included in previous assignments.

SPECIAL NOTE: Because the data we collect for our pilot study is for educational purposes only (i.e. we share our results as part of our process to understand research), we do not complete the Human Subject's Review Board application. Therefore, the data we collect in this course may not be presented in any context other than this course. However, if you wish to use these data for a conference presentation or as the foundation for a research process, please let me know and I will be happy to work with you to obtain approval from Mason's HSRB.

GRADING POLICIES:
Unless otherwise notes, assignments must be printed and will be due at the beginning of class on the specific due date**.** All written papers are to be submitted in WORD (.doc or .docx). **Papers received after the beginning of class will be considered late and receive a 20% deduction in points per 24-hour period**. If you encounter extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, these must be discussed with me to determine if they fall in this category. I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.

GRADING SCALE:

A+ = 98-100	B+ = 88-89	C+ = 78-79	D = 60-69
A = 94-97	B = 84-87	C = 74-77	F = 0-59
A- = 90-93	B- = 80-83	C- = 70-73	

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

TENTATIVE COURSE SCHEDULE:

WEEK	In-Class/ Online	TOPIC	READINGS/ASSIGNMENTS
Week 1 8/24	In-Class	Introduction to PRLS 450, Research, & Research Topics Developing Research Topics	Intro to Research Step 1: Decide on a Topic
Week 2 8/31	In-Class	Research Plan Hypotheses & Variables (Bring RQs to class)	**Journal Article Review DUE** **RQ Worksheet Due**
Week 3 9/14	In-Class	Using our resources to conduct effective literature reviews Pulling together literature for your review	Step 2: Review the Literature Step 3: Identify Theoretical Underpinnings Step 4: Develop a Scope of Study **RQ Final Worksheet Due (In Class)**
Week 4 9/21	Online	Literature Review Work Continued	**ONLINE CLASS**
Week 5 9/28	In-Class	Sampling	Step 6: Select a sample **Intro/Literature Review DUE**
Week 6 10/5	Online	Work on Sampling Plan	
Week 7 10/13 **TUES**	In-Class	Instrument & Measurement Qualitative Research Ethics	Step 10: Address Ethical Responsibilities **Sampling Plan DUE**
Week 8 10/19	In-Class	Reliability & Validity Internal Validity	**Bring DRAFT Survey to Class** Step 7: Choose a Design Step 8: Consider Measurement Step 9: Specify Data-Collection Tools
Week 9 10/26	In-Class	Pilot Study Intro to SPSS SPSS – setting up your survey	Step 12: Conduct a pilot test Step 14B: Analyze qualitative data **Methods Paper DUE** ***ONLINE COMPUTER LAB**
Week 10 11/2	Online	Statistics – Descriptive Descriptive Class Example	***ONLINE COMPUTER LAB**
Week 11 11/9	Online	Statistics- Inferential Inferential Class Example	***ONLINE COMPUTER LAB**
Week 12 11/16	Online	Data Analysis and Interpreting Results -Entering Survey Results and Interpreting What They Mean Work on Analysis Plan in class	REQUIRED – Bring Everything to Class – Step 15: Present Results Using Visual Aids Step 16: Deliver an Oral Report ***ONLINE COMPUTER LAB**
Week 13 11/23	In-Class	Final Paper discussion Presenting your results Sample Presentations	**Analysis Plan DUE**
Week 14 11/30	Online	Presentations	**Presentations**
Exam Day 12/14	Online	Presentations	**Presentations** **Final Research Proposal DUE** **Email Electronic copy by 10:00pm**

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

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 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 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

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible 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 titleix@gmu.edu.

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

George Mason University
School of Sport, Recreation, and Tourism Management
SRST 450 Sec 001 - Research Methods
Fall 2020
Final Proposal Performance Based Assessment

Final Proposal (100 points)
The intent of this assignment is for you to apply your conceptual and practical understanding of health, fitness and recreation resources to prepare a final and complete research proposal. The development of such a proposal will illustrate your familiarity with problem formation and hypothesis development, review and critical analysis of the scholarly literature in health, fitness and recreation resources, justification of appropriate methodology, and consideration of the implications of such research. This assignment is, in essence, a revision and **extension** of all content included in previous assignments. **It should include**:

PRELIMINARY PAGES (All in APA Format)
 Title Page
 Table of Contents
 List of Tables and Figures
 Abstract (A short summary of your overall project & findings) *Look at your journal articles for examples

MAIN BODY OF THE PROPOSAL
 Introduction/Literature Review
  Introduction – background and significance
  Literature Review (themed and with appropriate sources)
  Research Questions
  Hypotheses – Direct and Null
  Independent and Dependent Variables
  Definitions
 Sampling
  Populations (Target and accessible population descriptions)
  Sample size
  Sampling procedure
  Sampling bias
 Methods
  Survey Description
  Reliability, Validity and Internal Validity
  Procedures for Data Collection and Triangulation
  Ethics
 Analysis
  Pilot Study Results
   Descriptive statistics (Graphs and tables)
   Inferential statistics (Graphs and tables)
 Discussion and Conclusions (recommendations, and implications for theory, research and practice, what it

all means)
Reference List (at least 10 scholarly journals and ALL SOURCES USED)

APPENDICES
Cover Letter
Blank Questionnaire

Guidelines:
- This assignment should be clearly typewritten in paragraph format.
- Use subheadings appropriate to your final proposal and to ensure that you have responded to all requirements.
- **APA format**
- Make a copy (for yourself) of the assignment submitted.

Grading:
- Grading will be based on completeness of responses, clarity and accuracy of written presentation**.**
- Exclusive of the reference list, the final research proposal must be not less than 3,500 words in length.
- Responses should demonstrate independent thought and attention to detail (e.g., grammar and spelling).

Again, this is a writing intensive course; as such, you should be using feedback from previous assignments to improve your writing skills.

ASSIGNMENT DUE: **Electronic copy submitted <u>Monday December 14, 2020 by 10:00 p.m.</u>** Papers received AFTER 10:00 p.m. will be considered late and will receive a 20% reduction in points per 24-hour period after noon (Saturdays & Sundays are included).

Item	0 Points	1-2 Points	3-4 Points	5 Points
	Student made no changes to original section based on feedback and suggestions from draft review.	Student made some changes to original section based on feedback and suggestions from draft review but further changes were required.	Student made extensive changes to original section based on feedback and suggestions from draft review.	Student made all changes to original section based on feedback and suggestions from draft review and/or no changes were required.
Preliminary Pages				
Introduction				
Integrated Review of the Literature				
Synthesis of Literature				
Rationale for the Study				
Problem Statement				
Research Questions				
Variables and Definitions				
Hypotheses				
Populations and Sample Size				
Sampling Procedure and Bias				
Instrumentation Reliability/Validity				
Procedures for Data Collection/Triangulation				
Data Analysis/Pilot Study Results				
Conclusion/Discussion				
References (at least 10)				
Survey				
Cover Letter				
Overall Flow				
Language Control				

College of Education and Human Development

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.

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.

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.