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

Summer 2021
EDSE 414 D01: Orientation and Mobility for Students with Blindness and Visual Impairments
CRN: 43516, 2 – Credits

Instructor: Dr. Kim Avila	**Meeting Dates:** 5/17/21 – 7/5/21
Phone: 703.993.5625	**Meeting Day(s):** June 19, 2021
E-Mail: kavila@gmu.edu	**Meeting Time(s):** see above
Office Hours: By appointment	**Meeting Location:** Fairfax; Finley 119
Office Location: Finley 203A and online through web-conference	**Other Phone:** N/A

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.**

Assignments **Course Schedule**

Prerequisite(s):
EDSE 311, which may be taken concurrently.

Co-requisite(s):
None

Course Description
Provides the foundation for understanding the components and essence of orientation and mobility (O&M). Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility, including cane instruction, dog guides, and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Emphasizes motor and concept skill development.

Course Overview

EDSE 414 introduces candidates to safe and independent travel methods for students who are blind and visually impaired, including those who have multiple disabilities.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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 an asynchronous and hybrid format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, May 17, 2021.

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

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

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

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

- 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/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, and finish on Sunday. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of

this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes
Upon completion of this course, students will be able to:
1. Demonstrate knowledge of the background of the field of orientation and mobility, including historical and legal foundations.
2. Demonstrate knowledge of the role of the orientation and mobility instructor, and define the roles of other professionals who support learning in orientation and mobility.
3. Describe and demonstrate basic travel techniques for people with visual impairment, including human guide, trailing, stairs, doorways, and protective techniques.
4. Demonstrate knowledge of motor development, concept development, and sensory systems and be able to describe how these components affect orientation and mobility.
5. Demonstrate basic knowledge of a variety of orientation and mobility devices, both low and high-tech, for persons with visual impairment and the pros and cons of these systems.
6. Demonstrate knowledge of the impact of low vision on the process of orientation and mobility.
7. Identify appropriate adaptations in travel techniques for learners with multiple disabilities and for those who are preschoolers.
8. Describe and demonstrate appropriate techniques for the instruction of daily living skills to individuals with visual impairment.
9. Describe and demonstrate appropriate techniques for the instruction of physical education to individuals with visual impairment.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning Environments(InTASC 3); CEC Standard 3: Curricular Content Knowledge(InTASC 4); CEC Standard 5: Instructional Planning and Strategies(InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice(InTASC 9); CEC Standard 7: Collaboration (InTASC 10).

Required Text

Pogrund, R. L., & Griffin-Shirley, N. (2017). *Partners in orientation and mobility.* AFB Press, NY, NY.

Recommended Texts

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

Corn, A. L., & Rosenblum, L. P. (2020). *Finding wheels: Strategies to build independent travel skills for those with visual impairments.* Texas School for the Blind and Visually Impaired.

Fogg, L. (2007). Traveling blind: Life lessons from unlikely teachers. Medusa Muse Press.

Lieberman, L. J., & Haibach, P.S. (2016). *Gross motor development curriculum for children with visual impairments*. American Printing House for the Blind, Inc.

Lieberman, L. J., Ponchilla, P.E., & Poncilla, S. V. (2012). *Physical education and sports for people with visual impairments and deafblindness: Foundations of Instruction*. American Printing House for the Blind, Inc.

Pogrund, R., & Fazzi, D. (2002). Early focus: Working with young blind or visually impaired children and their families (2nd ed.). AFB Press.

Required Resources
- A white cane. Instructions on how to measure for and purchase a white cane will be provided in the first week of class.
- Blindfold
- Face masks (both paper and fabric) for the in-person lab portion
- Video/photo camera to complete and submit the skills portfolios

Additional Readings
Posted on Blackboard

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA 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 VIA (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 VIA.

For EDSE 414, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations
    Performance-based Assessment
    (VIA submission required)
    For EDSE 514, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE).
    College Wide Common Assessment
    (VIA submission required)
    For EDSE 514, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE).

Field Experience Requirement

Please note due to barriers with accessing field experience placements in Summer 2021 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified by their instructors with field experience options in their course. If the instructor allows field experiences to be completed on-the-job for students working in schools, you must have administrator approval and access to all field experience-related tasks and requirements. Please note that if you are not completing your field experience on-the-job or if your worksite does not meet the necessary requirements, you will use an alternative option provided by your instructor; you may NOT arrange your own field experience placement (i.e., do NOT reach out to teachers or administrators on your own). Check your Mason email regularly for important information regarding your field experience.

This course field experience has been replaced with a virtual observation assignment.

Other Assignments

Note: due to limitations present from COVID 19, this course has been converted and will offer students options to complete requirements.   Please do not complete mobility tasks, use heat, or sharp items or other tasks under blindfold by yourself. Direct instruction and supervision by qualified personnel for mobility and these other skills under a blindfold is necessary for beginning students.

Weekly Participation: Interactive Responses, Online Discussions, and Reflections
This course requires weekly participation on Blackboard. Each week, responses will be required for students to reflect upon information, analyze implications, and collaborate with each other. Online participation includes interactive responses from recorded lectures, videos, and readings, discussions on posted content, and other activities. Point distribution will vary each week but will include initial responses to discussion questions and activities that are a minimum of 200 words (or as specified for each assigned task), follow up to other responses, and completion of assigned questions or activities. Please use appropriate terminology and respectful, professional communication in all course correspondence.

Tactile Map Project
Students will select an environment to create a tactile map that is accessible to a student who is blind or visually impaired. The tactile map may represent either an indoor or outdoor setting, such as a cafeteria, classroom, park/playground, recreational facility, general layout of a school, etc. We will explore methods for creating tactile maps in this course, these should be included in your tactile representation. Students may use technologies or appropriate/durable materials to create this project. Symbols and a legend should be included when necessary. Braille labels may be used by students who are proficient in braille, but this is not required for students who have not taken braille courses yet. Students will share their tactile map project on a class discussion board.

Required items to post on Blackboard for this assignment:
1. Clear photo(s) of your tactile graphics that will be posted on the discussion board
2. A description of your graphic, including the following:
    a. Overview of your graphic (e.g. the setting you created in tactile form, such as a school playground)
    b. Materials you used
    c. Instructional strategies you will use to orient a student who is blind or visually impaired to the tactile graphic
    d. Feedback to at least two other students' tactile graphics posted on the discussion board

Please note: you are not required to visit the location you are depicting. Consider using photos and other sources, such as satellite images of a school park you will create with a tactile graphic.

Virtual O&M Lesson Observations
Virtual video/recorded observations of O&M lessons will be provided for students to watch and reflect upon. Prompts, directions, and the rubric for virtual observations are posted on Blackboard.

Basic O&M Skills Instruction
Candidates may choose to participate in the O&M skills laboratory in-person or can opt for the virtual alternative.

1. O&M Skills In-Person Option: Candidates who choose this option will be provided with a location to meet with an orientation and mobility specialist on June 19, 2021. Candidates must comply with COVID 19 provisions, bring multiple face masks (paper and cloth), the blindfold, and white cane. Candidates will be provided with live instruction and practice in guiding skills and basic white cane techniques and will be briefly evaluated for proficiency in guiding techniques.

   Candidates who experience any sign of illness or who have been diagnosed with illness near or at the time of this in-person class are asked to inform the course instructor and the O&M specialist assigned to their location. These candidates will be moved to the virtual option of this course.

2. O&M Skills Virtual Option: Candidates who choose to complete this course virtually will access the O&M skills portfolio. This guides candidates through videos demonstrating guide techniques and very basic white cane skills. Candidates will then complete the portfolio with written responses, photographs, and videos as prompted. Videos may be uploaded to Blackboard, a shared drive, or Kaltura. Candidates may not simulate blindness or put on a blindfold for these activities, as supervision by a qualified O&M specialist is needed to ensure the candidate is engaging with safe practices.

Activity Skills Portfolio
Each student will complete an activity skills portfolio. This portfolio will include written responses, photos, and videos of students demonstrating proficiency with tasks and skills we cannot complete in-person due to restrictions with typical course operation. Complete directions and submission information is posted on Blackboard. Do not complete mobility tasks or use heat/sharp items under blindfold.

Assignment Summary

Task	Points	Due
Weekly participation: interactive responses, online discussions, and reflections	100	Weekly
Virtual O&M observation and reflection	50	June 6, 2021
Tactile map project	30	June 13, 2021
Participation in-person O&M skills lab OR O&M virtual skills portfolio	60	June 19, 2021 for those who chose in-person Virtual O&M skills portfolio **due** June 27, 2021
Activity Skills Portfolio	30	June 27, 2021
Total	**270**	

Course Policies and Expectations

Attendance/Participation

Each week asynchronous content and participation will be assigned via Blackboard. Candidates must select either a virtual track for this course, or the hybrid with the in-person skills laboratory. Those who choose the skills portion in-person must comply with COVID safety measures and provide adequate notice if they are unable to attend due to any sign of suspected or confirmed illness or concern.

Late Work

Only in the case of serious personal/family emergency or illness will late assignment submission be considered. You must communicate via email with the instructor as soon as possible if there is an emergency circumstance. Late work for any reason is subject to loss of points or may not be accepted at all.

Grading

Grade	Points	Percent
A	251-270	93-100%
A-	243-250	90-92%
B+	237-242	88-89%
B	224-236	83-87%
B-	216-223	80-82%
C	202-215	75-79%
C-	189-201	70-74%
D	162-188	60-69
F	≤ 161	59% and below

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

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

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

Week	Task	Readings, assignments, and due dates
Week 1 May 17-23	Course and syllabus overview The field of orientation and mobility • Historical perspectives of O&M • O&M overview: professionals, clients, and students; tools and techniques • Referrals • Policies and regulations • Collaboration and TBVIs roles and responsibilities	**Videos: syllabus overview and intro to O&M lecture** *Partners in O&M:* Ch. 1 and appendices A and B Measure for and order your white cane Additional readings on Blackboard **Due May 23: Introductions on Blackboard, interactive**

Week	Task	Readings, assignments, and due dates
		responses, and participation discussion 1
Week 2 May 24-30	**Introduction to familiarization and tactile environmental mapping** **O&M in early childhood** • Concepts and skills • Developmental considerations • Tools and techniques • TBVIs role with family and O&M service providers • Promoting safety	Video: O&M in early childhood and tactile maps *Partners in O&M:* Chs 2, 3, and 4 Linked on Bb: • Guidelines and Standards for Tactile Graphics • APH: Guidelines for design of tactile graphics **Additional readings and resources posted on Blackboard** **Due May 30: Interactive responses and participation discussion 2**
Week 3 May 31-June 6	**O&M in the school years** • Concepts and skills • Developmental considerations • Tools and techniques • TBVIs role with family and O&M service providers • Promoting safety	**Video: O&M in school years lecture** *Partners in O&M:* Chs 4, 9, and 11 **Additional readings and resources posted on Blackboard** **Due June 6: Interactive response and participation discussion 3** **Due June 6: O&M virtual observation reflection**
Week 4 June 7-13	**O&M through transition and adulthood** • Concepts and skills • Tools and techniques	**Guiding techniques: videos posted on Bb.** **Video: lecture on O&M transition and adulthood**

Week	Task	Readings, assignments, and due dates
	• TBVIs role with students, families, O&M service providers, and rehabilitation specialists • Safety considerations • O&M and liability • Independent living	*Partners in O&M:* Chs 6, 7, and 8 ***Finding Wheels*: Let's Talk Nondriving and Low Vision Driving for Teens and People in Their Early 20s** **Additional readings and resources posted on Blackboard** **Due: June 13 Interactive response and participation discussion 4** **Due: June 13** Tactile map project Feedback on others' tactile graphics due by June 20
Week 5 June 14-20	**Independent Living Skills Overview** **Physical Education, Sports, Recreation, and Leisure**	**Videos, readings, and resources posted on Blackboard** Gross Motor Development Curriculum for Children with Visual Impairments Gross Motor Skills Curriculum videos and rubrics **Due: June 20 Interactive response and participation discussion 5**
O&M Skills Lab: In-person or Virtual June 19	**O&M skills** In-person Session OR Virtual activity (student choice)	
Week 6 June 21-27	**Research and the field of orientation and mobility** Course conclusion	**Due: June 27** **Everyone:** Activity skills portfolio

Week	Task	Readings, assignments, and due dates
		Virtual students: O&M skills portfolio **June 27: Graduate students only:** Online response and discussion: Research and O&M

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

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

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

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

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

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "non-confidential employee" and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) (titleix@gmu.edu).

- **For information on student support resources on campus, see [Student Support Resources on Campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) (https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**

- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development](http://cehd.gmu.edu/) (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

Criteria	Exemplary 9-10 points	Average 7-8 points	Unsatisfactory 0-6 points	Points Earned
Material selection	Student chose tactile materials that are optimal for graphic and provide ideal tactile definition for the user	Student chose tactile materials that are adequate for graphic and provide sufficient tactile definition for the user	Student chose tactile materials that are inappropriate for graphic and do not provide enough definition	
Graphic adaptation	Tactile graphic is clear and organized; graphic was ideally adapted, spaced and arranged;	Tactile graphic is adequately organized and relatively clear; adaptations, spacing and arrangement	Tactile graphic is poorly organized and constructed; graphic adaptations, spacing and arrangement is	

Criteria	Exemplary 9-10 points	Average 7-8 points	Unsatisfactory 0-6 points	Points Earned
	braille labels are transcribed properly when necessary; a legend is optimally used when appropriate	are adequate; braille labels are transcribed properly when necessary; a legend is adequately used when appropriate	inadequate or inappropriate; legend is omitted or improperly identified	
Familiarization and presentation; photo and description	Student provided optimal teaching strategies to use for a student who is b/vi A clear photo of the graphic was submitted Overview information provided with graphic submission. Feedback provided to at least 3 other students' tactile graphics.	Student provided adequate teaching strategies to use with a student who is b/vi A clear photo of the graphic was submitted Overview information provided with graphic submission. Feedback provided to at least 2 other students' tactile graphics.	Teaching strategies were inappropriate or inadequate for student who is b/vi Photo and/or overview were not provided. Feedback was not provided on at least 2 other students' tactile graphics.	

VI Consortium Syllabi Addendum

Disability Accommodations

Students with disabilities who seek accommodations in VI Consortium courses must be registered with their university disability services office and provide documentation of approved accommodations privately to instructors in a timely manner each semester. No accommodations will be implemented before official notification from the student's home Consortium university is received. Accommodations will be implemented as stated in the official notification from the university.

Honor Code

All students participating in BVI courses must adhere to their university honor code and will be asked to pledge adherence to the honor code. Additionally, all work submitted must be the students' own work and contain proper citations and any work submitted for a grade must be completed during the academic semester in which it is submitted for grading. Any deviations from the home university honor code will be reviewed by that university's governing body. The VI Consortium agrees to accept the actions or sanctions imposed by the home university's governing body.

Field Experiences

Many VI Consortium courses require field and practical experiences in schools or other settings. Students may not arrange their own field experiences. All students must comply with their home university protocol for participation in field experiences, including:

- Immediate and timely correspondence with the home university field placement office to submit field placement request procedures by home university deadlines;
- Timely compliance with submitting applications, documentation, background checks, and credentialing by the university and participating school system and/or agency for field work within the required deadlines; and
- Compliance with provisions and protocol for engaging in field experiences with the selected school, student(s), teachers, and administration.

No field experience placements will be made until all Consortium and home university requirements have been successfully met. Students may be removed from field placement settings if deemed necessary by the Consortium or home university.

Identification, Course, and Resource Access

While students apply to and register through their Consortium universities, all Consortium BVI courses operate through Mason and all VI Consortium students are

given Mason credentials and a Mason G number. Students must keep record of their Mason G number, as this will serve as their identification should they ever pursue education or employment directly through Mason. All courses require Mason credentials to log on, as does access to the electronic library and other resources used in courses. All students are also given Mason electronic mail accounts. Please activate and maintain this account, as course and program information are supplied through this account.

Advising
All students taking BVI courses must have current advising and a program of studies to ensure course enrollment follows the advised program for individual candidate circumstances.

Copyrighted Material and Intellectual Property
Materials (e.g., case studies, technology, books, articles, videos, and other media) shared through BVI courses may contain those with copyright and/or intellectual property protections. Students may not share any materials or media outside of this course, on social media, or other means. References with proper citations may be made to refer to these materials and media in all uses, whether in class or elsewhere.

Live Course Sessions and Course Recordings
Generally, synchronous courses are recorded and stored for future access should students experience a disruption to internet or power service during live sessions. Under no circumstances are these recordings to be shared with anyone. Likewise, live sessions and recordings may not be audited or accessed by individuals not currently enrolled in the specified courses. Please also do not disclose personal information about yourself or anyone else during live and recorded sessions, including messages submitted in chat functions. Any personal information needing to be relayed to the instructor must be done so privately.

Full Attention
Students must give 100% of their attention during synchronous class meetings and are expected to be fully engaged. Students may not drive or supervise others during class time or engage in non-course related activities that divert their attention away from the class.