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

Summer 2024
EDSE 414: Orientation and Mobility for Students with Blindness and Visual Impairments
2 – Credits
Summer 2024, Section: 6V1*, CRN 43584
Summer 2024, Section: A01*, CRN 43737

Instructor: Dr. Kimberly Avila	**Meeting Dates:** 5/15/24 – 6/24/24
Phone: 703.993.5625	**Instructional Method:** Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework, or purely asynchronous.
E-Mail: kavila@gmu.edu	**Meeting Days & Time:** Friday/Saturday 6/14; 4 pm – 9 pm & 6/15/; 7 am – 5 pm only.
Office Location: Finley 203A and online through web-conference Office Hours: By appointment	**Meeting Location:** Online and Fairfax; Finely 114/119

Quick Links: Course Schedule Assignments

> *Note:*
>
> 1. **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.**
>
> 2. **If you are unable to attend face-to-face sessions, please speak with your advisor about moving your face-to-face coursework to a future semester and determining if you can take one an online course offerings. Any accommodation requests should be submitted to Disability Services.**

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).

Advising Tip
The Virginia Communication & Literacy Assessment (VCLA) and CPR/First Aid/AED should be completed during the summer between your Junior and Senior year. This is REALLY important. Passing scores for VCLA and certificateion for CPR/First Aid/AED have to be on record when you apply for internship, which you will do a semester in advance. It takes 4-6 weeks for Mason to receive scores after taking VCLA. Email speced@gmu.edu for access to a free VCLA prep program.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

A percentage of this course will be delivered online using synchronous and/or asynchronous instruction 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

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/Ultra/Getting_Started/Browser_Support) (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- 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/): https://get.adobe.com/reader/
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player): https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - [Apple Quick Time Player](www.apple.com/quicktime/download/): 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
- 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.
  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 Service.

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 blindness and 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
1. orientation and mobility.
5. Demonstrate basic knowledge of a variety of orientation and mobility devices, both low and high-tech, for persons with blindness and 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 blindness and 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 Texts
Required Texts
Pogrund, R. L., & Griffin-Shirley, N. (2017). *Partners in orientation and mobility.* AFB Press.

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

Mason Library Access: the following book is free on Mason's electronic library; you do not need to purchase the book below:

Chen, D. (2014). *Essential elements in early intervention: Visual impairment and multiple Disabilities.* AFB Press.

Other Recommended Texts:
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
- Blindfold/sleep shade

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/SLL (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/SLL.

For EDSE 514: No requirement to upload a Performance-based Assessment (PBA) to VIA/SLL.

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)
NO ASSESSMENT REQUIRED FOR THIS COURSE.

College Wide Common Assessment
(VIA submission required)
NO ASSESSMENT REQUIRED FOR THIS COURSE

Other Assignments

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 be required to share their tactile map project during our face-to-face weekend at GMU and will participate in a familiarization teaching activity. Please be sure to bring your tactile map with you. I will not keep your projects, so please also provide a digital photo of your project for grading and documentation purposes.

O&M Lesson Observation

Arrange for an observation of a student who is blind/visually impaired during an O&M lesson with a qualified O&M instructor and a student or client who is blind or visually impaired. Lesson observations may be with a student/client of any age. Please arrange this observation well in advance, as this course is on a shortened timeline.

Write a 3–4-page paper describing the following:
- Introduction
  - Name of O&M instructor and qualifications
  - Pseudonym of student/client
  - Short summary of the student/client's vision condition and functioning
  - Lesson setting (e.g. school, community, facility, residential, urban, etc.)
- The goal and purpose of the lesson
- Summary of the lesson, including methods and instructional strategies used, tools and devices, and travel techniques
- Your reflection: what did you learn from this lesson and how has it shaped your understanding of O&M instruction?

Grading Rubric

# of points	Item
__/10	Introduction: Instructor name; pseudonym of student, student summary, lesson setting
__/5	Goal and purpose of the lesson
__/15	Lesson summary
__/15	Lesson reflection

# of points	Item
__/5	Spelling and grammar; APA format: 1-inch margins, references, double spaced
___/50	Total

Participation: Face-to-face Weekend; Including Demonstration of Technical Skills
Our face-to-face weekend is scheduled for June 14-15 at GMU's Fairfax campus. Active participation is required for this session. Students will engage in basic technical skills in orientation and mobility and will be asked to demonstrate proficiency with these techniques.

Assignment Summary

Task	Points	Due
Weekly participation: interactive responses, online discussions, and reflections	90	Weekly
O&M Lesson Observation	50	June 9, 2024
Tactile map project	30	June 14, 2024
Participation in-person O&M skills lab	90	June 14-15, 2024
Total	**260**	

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Grading

Grade	Points	Percent
A	257-280	93-100%
A-	252-256	90-92%
B+	246-251	88-89%
B	232-245	83-87%
B-	224-231	80-82%
C	210-223	75-79%
C-	196-209	70-74%
F	≤196	69% and below

Student Evaluations of Teaching:
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Course Policies and Expectations
Attendance/Participation
      Attendance during the face-to-face weekend class at the Fairfax campus of George Mason University is mandatory. No absence from this weekend will be excused. In the event a circumstance arises that an individual candidate cannot attend all or part of this session, a withdrawal from the course will be recommended. Each week asynchronous content and participation will be assigned via Blackboard with participation points available.

        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	241-260	93-100%
A-	234-240	90-92%
B+	228-233	88-89%
B	215-227	83-87%
B-	208-214	80-82%
C	195-207	75-79%
C-	182-194	70-74%
D	156-181	60-69%
F	≤153	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/policies-procedures/) (https://cehd.gmu.edu/students/policies-procedures/). Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in VIA/SLL at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education undergraduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator.

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 13-19	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	**Video lectures: syllabus overview and Intro to O&M** *Partners in O&M:* Ch. 1 and appendices A and B Additional readings on Blackboard **Due May 19: Introductions on Blackboard, interactive responses, and participation discussion 1**

Week	Task	Readings, assignments, and due dates
Week 2 May 20-May 26	**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 lecture: 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 26: Interactive responses and participation discussion 2**
Week 3 May 27-June 2	**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 2: Interactive response and participation discussion 3**
Week 4 June 3-9	**O&M through transition and adulthood** • Concepts and skills • Tools and techniques • TBVIs role with students, families, O&M service providers, and rehabilitation specialists • Safety considerations • O&M and liability	**Guiding techniques: videos posted on Bb.** **Video: lecture on O&M transition and adulthood** *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

Week	Task	Readings, assignments, and due dates
	• Independent living	Additional readings and resources posted on Blackboard **Due: June 9: Interactive response and participation discussion 4** **Due June 9: O&M observation reflection**
Week 5 June 10-16 **Including in-person lab June 14-15 at Mason in Fairfax**	**O&M skills** In-person Session Independent Living Skills Overview Physical Education, Sports, Recreation, and Leisure	**Videos, readings, and resources posted on Blackboard** **Due:** Tactile map project **Bring to in-person session on Friday June 14** **Due: June 16 Interactive response and participation discussion 5** Gross Motor Development Curriculum for Children with Visual Impairments Gross Motor Skills Curriculum videos and rubrics
Week 6 June 17-June 23	**Research and the field of orientation and mobility** Course conclusion	**Graduate Students Only**

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 VIA should be directed to viahelp@gmu.edu or 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/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the 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 or support measures 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 College of Education and Human Development (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; braille labels are transcribed properly when necessary; a legend is optimally used when appropriate	Tactile graphic is adequately organized and relatively clear; adaptations, spacing and arrangement are adequate; braille labels are transcribed properly when necessary; a legend is adequately used when appropriate	Tactile graphic is poorly organized and constructed; graphic adaptations, spacing and arrangement is inadequate or inappropriate; legend is omitted or improperly identified	
Familiarization and	Student provided	Student provided	Teaching strategies were	

Criteria	Exemplary 9-10 points	Average 7-8 points	Unsatisfactory 0-6 points	Points Earned
presentation; photo and description	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.	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.	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.