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

Fall 2020
EDSE 501: Introduction to Special Education
Section 611; CRN: 83539
Section 6V1; CRN: 83551
3 – Credits

Instructor: Carmen Rioux-Bailey	**Meeting Dates:** 8/24/20 – 12/16/20
Phone: 202-302-3223	**Meeting Day(s):** Asynchronous
E-Mail: criouxba@gmu.edu	**Meeting Time(s):** Asynchronous
Office Hours: by appointment by phone or by Zoom	**Meeting Location:** N/A; Online
Office Location: N/A	**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.**

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. Includes historical factors, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals having needs for intervention ranging from mild to severe. Includes the impact of disabilities on academic, social, and emotional performances framed within the teaching profession as a whole.

Course Overview
EDSE 501 is a foundational course exploring essential concepts regarding individuals with disabilities within the context of human growth and development across the life span. The course includes information about historical factors, legal aspects, etiology, characteristics, assessment,

evidence-based practices, and support services for individuals with disabilities having needs for intervention ranging from mild to severe. Students will examine the impact of disabilities on academic, social, and emotional performances framed within the teaching profession as a whole.

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
Did you know that students in "quick admit" and non-degree status are restricted in the number of classes they can take? Students planning to complete a program should apply as soon as possible. Apply at http://cehd.gmu.edu/admissions/steps.

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) asynchronous 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 Monday, August 24, 2020 at 4pm

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) (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 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/)
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Expectations
- Course Week:
- Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday. Course dates are Monday, August 24 to Monday, December 13, 2020. Note the specific due dates: There are specific due dates in advance of the last day! Please read this syllabus carefully!

- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. Failure to do so may negatively impact your progress in this course.
- 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. Students who enroll in the course after the start date are expected to engage immediately and are held to all due dates listed in the schedule in the syllabus. You will need to "catch up" quickly, as the course end date is the same for everyone.

- 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, teacher candidates/students will be able to:

1. Analyze how educators and other professionals address the variance between "typical" and "atypical" behaviors across the lifespan.
2. Distinguish characteristics of children and youth with disabilities across all IDEA categories relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning.
3. Interpret information on individual differences and formulate ways to create meaningful learning experiences and interaction opportunities for all students.
4. Discuss current regulations governing special education policies and practices including rights, responsibilities, and legal status of all parties within the context of schools and communities.
5. Analyze historical perspectives, models, theories, philosophies, and trends that provide the basis for special education practice within the context of organized public education in the United States.
6. Examine legal aspects of special education regarding litigation, legislation, and expectations associated with the identification, education, and evaluation of students with disabilities.
7. Explain the etiological factors and medical aspects associated with various disabilities.
8. Summarize and evaluate past, present, and future models of assessment and intervention, including use of innovative technology.

9. Illustrate how principles of learning influence the selection of relevant, appropriate, and culturally responsive materials for all learners (e.g., gifted, English learners, students with disabilities).
10. Identify individual needs such as dyslexia and related evidence-based practices for intervention.
11. Evaluate the dynamic influence of family systems relative to the education of students with disabilities.
12. Evaluate the dynamic influence of culture and environmental settings relative to the education of students with disabilities.
13. Consider ethical considerations for the treatment of all children within the context of professional standards of practice.
14. Recognize child abuse and implement research-based interventions to address abusive and traumatic situations.

Professional Standards
Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning differences (InTASC 1,2) & CEC Standard 3: Curricular content knowledge (InTASC 4,5).

Required Texts
Hallahan, D. P., Kauffman, J. M., & Pullen, P. C., (2018). *Exceptional Learners: An introduction to special education*, 14th ed. Upper Saddle River, NJ: Pearson

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

Required Resources
On Blackboard

Additional Readings
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 501, 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

1. This course is set up in module form. Each module is focused on a certain topic in special education and contains a similar structure. Each module contains individual lessons, a module assignment, and a self-reflection. Each lesson includes a reading, lecture, video or media component, and a reading check.

    At the end of each lesson, there is a **reading check assignment**. In most lessons, these checks are 5-10 multiple choice questions. These reading checks assess your understanding and recall of the chapter in the textbook you were assigned. You may use materials such as books or notes to help you complete these checks, but **you may take each reading check no more than twice**.
    There is also a reflection paper for each module.

    > Please see the course schedule in this syllabus for an outline of all course assignments.

    Modules 1 and 4 require students to write (single-spaced) papers individually.
    a. The paper in Module 1 is a personal philosophy statement. It also requires you to choose two activities from a list of school- and community-based online options. You will include a summary of the activities in your paper. This paper will be 4+ single spaced/8 double spaced pages in length. Because of Covid 19 and the lack of access to community and school resources, you may watch **Crip Camp** (on Netflix) as one of your activities. You may also attend the Parent/Student panel on 9/29 by zoom from 6:30-8:30pm if you have no contacts to interview by phone or zoom.
    b. In Module 4, you must choose a topic related to special education, research the topic, and write about it. You will likely use information from the other module assignments to inform the final paper. This paper will be 10+ pages (single space) in length.
    Modules 2 and 3 are intended to help you collect information from multiple types of sources to dig deeper into one disability group for each. At the beginning of the module, you will choose a disability group (Module 3: high incidence, Module 4: low incidence) that corresponds to the module's focus.

2. There are 2 **Beyond the Modules** activities which require you to complete: The Dyslexia Awareness Training and the Child Abuse Awareness training. Save and upload your certificate of completion (make sure it is the final certificate and shows your date and name) and **make sure you keep a copy for yourself** as your hiring school system will need a copy as well. Note: This course will close at the end of the semester so you will be unable to retrieve your submission!

3. All written assignments MUST BE FORMATTED IN APA STYLE! It is mandatory for academic integrity that citations and references are used appropriately. You will use single-spaced formatting since you are submitting online.

College Wide Common Assessment
None

Performance-based Common Assignments
(No VIA submission required)

Course Policies and Expectations
Attendance/Participation
I expect that you will budget your time responsibly and communicate with me if you are having difficulty. I expect that you will read all communications and check GMU email at least two-three times a week. There will be NO excuses for not using GMU email for all course communications. Please use EDSE 501-611 in your subject line so I know which class you are in—I teach several during the semester.

Late Work
Work can be turned in early, and you will do better in the course if you stick to a rhythm of completing assignments at a reasonable rate. It is up to you as to how to budget your time so that you complete **ALL** course requirements (except the final Module 4 paper) **by 11:59 pm on Sunday 11/30.** The completion/submission of the **Module 4 final paper** is due by **11:59 pm on Sunday 12/6**. I do not give Incompletes for this course unless there are *significant* documented extenuating circumstances.
There will be NO extension consideration for any assignments. Please understand that a high degree of self-management and organization is required for an online class and don't let work pile up! The Class Schedule of this syllabus outlines a reasonably-paced workload.

Grading Scale
100 – 95 A
90 – 94 A-
89 – 86 B+
85 – 80 B
79 - 77 B-
76 – 73 C
< 73 F

*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.

Course Action Items	Earned Points	Possible Points
Beyond the Modules Activities • Professional Child Abuse training • Dyslexia Awareness Module		REQUIRED for a passing grade in the course (50 points each) 100
Reading checks		(25 points each) 400 (8)
Module Self-Reflections		(25 points each) 100 (4)
Module 1 Assignment		100
Module 2 Assignment		75
Module 3 Assignment		75
Module 4 Assignment		150 (final paper) Must be submitted for a final grade regardless of points earned prior to this assignment. In other words, **you may NOT opt-out of this assignment and pass the course no matter how many points you have!**
TOTAL POINTS FOR COURSE		1000

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.

	Topic:	Deliverables: Remember this course is self-paced, so due dates are suggestions ONLY until the last 2 weeks, which have firm deadlines	Suggested Due Dates Submit by Sundays 11:59 pm for grading the next day. Note the final firm deadlines.
Week 1	Course Overview **YOU WILL NOT SUCCESSFULLY COMPLETE THIS COURSE UNLESS YOU HAVE ACCESS TO YOUR GMU EMAIL! It is possible to forward it to your most-checked account (https://its.gmu.edu/knowledge-base/can-i-forward-my-email-out-of-masonlive-and-into-another-account/)** 1. Review the syllabus and Blackboard site AND make sure you have ordered the required textbook 2. Complete the Child Abuse Training 3. Complete the Dyslexia Awareness Module 4. Write an introduction to our class and post it on the Discussion Board. Click on the "Introduce Yourself" forum and then Create a Thread to post.	1. Child Abuse Training Certificate 2. Dyslexia Awareness Module These are found on the main blackboard menu under the BEYOND THE MODULES link	**Sunday 9/6**
Week 2	*Module 1: History of Special Education, Disability, Legislation, Issues, and Services* Lesson 1: History of Special Education and Disability Lesson 2: Legislation Lesson 3: Issues and Services	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check 3. Lesson 3 Reading Check 4. Module 1 Assignment 5. Reflection 1	**Sunday 9/13**
Week 3	*Module 2: Higher Incidence Disabilities* Lesson 1: Students with Intellectual Disabilities Lesson 2: Students with Learning Disabilities	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check	**Sunday 9/20**

Week 4	*Module 2: Higher Incidence Disabilities* Lesson 3: Students with Speech/Language Impairments Lesson 4: Students with Emotional/ Behavioral Disorders	1. Lesson 3 Reading Check 2. Lesson 4 Reading Check	**Sunday 9/27**
Week 5	*Module 2: Higher Incidence Disabilities* Lesson 5: Students with Autism Spectrum Disorders	1. Lesson 5 Reading Check 2. Module 2 Worksheets 3. Reflection 2	**Sunday 10/4**
Week 6	*Module 3: Lower Incidence Disabilities* Lesson 1: Students with Other Health Impairments Lesson 2: Students with Visual Impairments, Including Blindness	1. Lesson 1 Reading Check 2. Lesson 2 Reading Check	**Sunday 10/11**
Week 7	*Module 3: Lower Incidence Disabilities* Lesson 3: Students with Hearing Impairments or Who are Deaf Lesson 4: Students with Severe/Multiple Disabilities, Including Deaf/Blindness or TBI *Module 3: Lower Incidence Disabilities* Lesson 5: Students with Orthopedic Impairments	1. Lesson 3 Reading Check 2. Lesson 4 Reading Check 3. Lesson 5 Reading Check 4. Module 3 Worksheets	**Sunday 10/18**
Week 8	*Module 4: Issues and Collaborations* Lesson 1: Students with Special Gifts and Talents *Module 4: Issues and Collaborations* Lesson 2: Parents and Families *Module 4: Issues and Collaborations*	1. Reflection 3 2. Lesson 1 Reading Check Lesson 2 Reading Check 3. Lesson 3: The Future of Special Education	**Sunday 10/25**
Week 9	CATCH UP! Start to plan Module 4 Final paper	CATCH UP! Start to plan Module 4 Final paper	**Sunday 11/8**
Week 10	**Firm Deadline 11:59pm** **All coursework besides Module 4 Final Paper**	**ANY/ALL remaining coursework submitted this week for grading ==EXCEPT== final paper.**	**Sunday 11/30** ==**No late work considered or grades given for late work submitted after this date.**==
Week 11	Module 4 Final Paper Due. **Firm Deadline 11:59 pm**		**Sunday 12/6** ==**No late work considered or grades given for final papers submitted after this date.**==

Week 12	Complete Student Self-Assessment under the Assessment" link on Blackboard Grades posted in Patriotweb		**Sunday 12/13**

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 VIA Help support@watermarkinsights.com. 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/).

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 the Title IX Coordinator (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).**

- 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 Module 4 final paper

The final Module Assignment (Final Paper) is an opportunity to show growth in your knowledge about learners with disabilities. S**elect one specific disability area** and demonstrate your knowledge of all four topics outlined in Paper Guidelines below. Combine what you have learned from coursework, independent learning, and the exploratory activity you completed in this Module.

Paper Guidelines:

Your goal is to clearly show how your own perceptions of disability have changed and evolved this semester AND demonstrate that you clearly understand the important content you have learned. Use these elements as section headings for your paper. YOU MUST USE APA Style correctly!! You MUST cite all sources properly within the body of the paper and on your reference page!

Regardless of your approach to this assignment, your paper must address the following areas:

A. Disability Characteristics	What are some characteristics of the disability? for example: • What is its prevalence? Is it a high- or low- incidence disability? • How is it diagnosed? • Are physical/medical issues associated with this disability? • Are there social or behavioral implications associated with this disability?
B. Learning Needs	How does the disability affect learning? For example: • What areas of learning might be impacted by this disability? • What teaching strategies might benefit learners with this disability? • What IEP considerations might be needed? • What accommodations might students with this disability need? • Where might a student with this disability receive services? (Think LRE.) • What skills will teachers need to work with students who have this disability?
C. Lifespan Issues (including Impact on Individual and Family)	How does having this disability impact an individual? For example: • What are the early childhood issues that need to be considered? • What are community issues that need to be considered? • What are post-secondary (after high school – job, college, independent living factors that need to be considered? • What impact does having this disability have on social relationships? What is the impact of the disability on family? For example: • What daily living skills might be impacted by this disability? • How does this disability impact family dynamics? • What information do families need to advocate for their children who have disabilities?

D. Similarities and Differences to Other Disabilities	How is this disability similar and different to other disabilities (or other disability areas)? For example: • Is there a difference in the prevalence of the chosen disabilities? • What are differences in possible school placements for students with the selected disabilities? • What types of instructional strategies or accommodations/modifications may be different for students with the chosen disabilities? **Note: For this category, you should contrast your selected disability with TWO other disabilities. For example, if my paper were on students with ADHD (mild disability), I might contrast it to LD, or VI, or Cerebral Palsy, etc.**
E. Information Synthesis	**Integrate what was learned through independent learning activities (IRIS modules, field experiences, and exploratory activities) and from other coursework (lectures, discussions, articles, and textbook readings to demonstrate knowledge about learners with disabilities.** • What are the key takeaways for this paper? • How do you tie all the ideas you presented throughout this paper together?

Additional Final Paper Details:
- ✓ Be sure to include all required topics as outlined in the paper guidelines above.
- ✓ There is no maximum page length, but your paper should probably be at least 10+ single spaced pages.
- ✓ The paper should be written in APA format and style (see https://owl.english.purdue.edu/owl/section/2/10/ for help with APA)
- ✓ I recommend **using the headings you see in the Grading Rubric below to organize your paper.**
- ✓ Notice the synthesis portion of the paper is the most heavily weighted and therefore should receive the most attention. **All sections should have citations from outside sources to support your ideas, credit research, and demonstrate your learning.**

Final Paper Requirements	Possible Points	Earned Points
Disability Characteristics **Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.**	**25**	
Learning Needs **Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.**	**25**	
Lifespan Issues (including Impact on Family) **A clear description of the impact of the disability across the lifespan is provided.**	**25**	
Similarities and Differences to Other Disabilities **The paper compares and contrasts the chosen disability with 2 other disabilities (or disability categories: mild, severe, or sensory).**	**25**	
Information Synthesis **Student demonstrates personal growth in knowledge about learners with disabilities. Student demonstrates completion of**	**40**	

independent learning activities (IRIS modules, field experiences, and exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings).		
APA Style **Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.**	**10**	
Total Points	**150**	

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.