# eorge Mason University



George Mason University

Department of Geography and Geoinformation Sciences  
GGS 110-002: Introduction to Geoinformation Technologies – Spring 2024

**Class time:** Tuesdays and Thursdays from 10:30 am – 11:45 am

**Location:** Online, Synchronous via Blackboard Collaborate Ultra **AND**

Exploratory Hall, 2310 on Tuesdays (if you prefer to be there in person)

**Instructor:** Lori Mandable (she/her)

Exploratory Hall, Room 2204  
[lmandabl@gmu.edu](mailto:lmandabl@gmu.edu)

[Zoom Personal Meeting Room](https://gmu.zoom.us/j/2749469680)

Office: 703-993-3923

Mobile: 703-966-5316

**Learning** Rebekah Wehner (she/her)

**Assistant:** Exploratory Hall, Room 2400 C/D

[rwehner@gmu.edu](mailto:rwehner@gmu.edu)

**Office hours:** Lori: Thursdays from 10:30am-11:45am via Blackboard Collaborate Ultra or in 2204 Exploratory Hall (I’m happy to schedule an appointment if these times don’t work for you and can meet via [Zoom](https://gmu.zoom.us/j/2749469680) if that is preferable - just ask!)

Rebekah: Thursdays from 10:45am – 11:45am in Exploratory Hall 2102 (GGS Lab) or 2400 C/D. Rebekah can also do meetings by appointment/virtually as well

# Course Description

Geoinformation technologies are becoming ubiquitous in our technologically connected world. This course is intended as a general introduction to a variety of geoinformation technologies, including geographic information systems (GIS), global positioning systems (GPS), remote sensing (RS), and geovisualization.

# Course Goals

Welcome to GGS 110! The goals of this course are to help spark your curiosity about what Geoinformation Technologies are and how they can be harnessed to answer questions and solve problems. The course is divided into two parts: a lecture component where concepts/theories are described, and a lab component to apply the concepts/theories learned in lecture via hands-on exercises that utilize real world datasets.

* Describe the concepts of GIS, GPS, RS, and geovisualization
* Explain how GIS, GPS, RS and geovisualization impact day-to-day life and how they can be used to solve problems
* Utilize geospatial data and software to analyze data, make basic map products and story maps.

## Mason Impact Course

This course is designated as a Mason Impact Course. Mason Impact courses are part of a Provost initiative “that prepares students to tackle significant global questions and challenges by investigating meaningful questions, engaging multiple perspectives and creating new knowledge within the context of Undergraduate Research, Civic Engagement, Entrepreneurship and Global Activities.”

Learning Outcomes:

* + - 1. Describe the fundamental concepts and basic proficiency in the areas of geoinformation science and technology, gaining an understanding of how data and knowledge are generated and communicated, and how they can be used to address questions or problems in disciplines and in society.
      2. Demonstrate awareness of fundamental remote sensing and spatial analysis techniques and how these techniques provide multiple perspectives working collaboratively across multiple social and environmental contexts, and how to engage ethically with the subject and others.
      3. Investigate a meaningful question: Students will use inquiry skills to articulate a question; engage in an inquiry process; and situate the concepts, practices, or results within a broader context.
* Students will be able to ask increasingly complex questions about significant problems, debates, or challenges.
* Students will be able to evaluate and choose inquiry methods that are appropriate to a project.
* Students will be able to explain how a project has value to local, civic, professional, scholarly, or global contexts.
  + - 1. Understand how knowledge is visualized and disseminated to the public through basic proficiency in map creation and design principles, including thematic map display, employment of map projections and cartographic design.
      2. Demonstrate how to access different sources of data, demonstrate the process of creating data, and discuss the fundamental concepts of data quality.

# Required Materials

* An aerial view of a city

  Description automatically generatedIntroduction to Geospatial Technologies. 6th ed.(either print version or eText) by Bradley A. Shellito, Print ISBN: 9781319322250 or E-book ISBN 9781319436599. NOTE: The e-book is immediately available to students via the Course Materials section of the class. The book fees have already been charged to you UNLESS you decide to opt-out by 2/6/2024. If you prefer the print version, opt-out to be refunded and then purchase the text on your own via the bookstore, Amazon, etc.
* USB Drive - 16GB or larger of free space OR MS OneDrive account.
* Access to a computer with an operating system of at least Windows 10, Mac OSX 10.13 or higher and a stable broadband internet connection. Students have access to such computers in the GGS Computer Lab, 2102 Exploratory Hall, which is open to students 24/7 via their student ID.
* Your curiosity and desire to learn!

# Grading

Grades for this course are based on individual performance in the following areas:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assignment | Frequency or Date | Possible Points | Percent of Total | Where |
| 14 Post-Reading Quizzes | Due dates listed in Course Schedule section, lowest 2 quizzes dropped | 10 points each for total of 120 points | 12% | Blackboard |
| 15 Laboratory Assignments | Due dates listed in Course Schedule section, lowest 2 labs dropped | 30 points each for a total of 390 points | 39% | Blackboard |
| Exam 1 | 2/29/2024 | 150 points | 15% | Blackboard |
| Exam 2 | 4/4/2024 | 150 points | 15% | Blackboard |
| Exam 3/Final | 5/1- 5/6/2024 | 190 points | 19% | Blackboard |
| Total |  | **1000 points** | **100%** |  |

**Grading Schema**

|  |  |  |
| --- | --- | --- |
| Grade | Percentage | Points |
| A+ | 97-100% | 970-1000 |
| A | 94-96.99% | 940-969.99 |
| A- | 90-93.99% | 900-939.99 |
| B+ | 87-89.99% | 870-899.99 |
| B | 84-86.99% | 840-869.99 |
| B- | 80-83.99% | 800-839.99 |
| C+ | 77-79.99% | 770-799.99 |
| C | 74-76.99% | 740-769.99 |
| C- | 70-73.99% | 700-739.99 |
| D | 60-69.99% | 600-699.99 |
| F | <60% | <600 |

**Quizzes:** Quizzes on each chapter (Chapters 1-15) will be given via Blackboard. **These quizzes are open book, open note, but no collaboration from other people and no use of the internet for answers.** They may be taken twice for credit and the highest grade will be used. The lowest two quiz grades will be dropped.

**Lab Assignments:** There will be 15 laboratory assignments, with each lecture topic connected to a hands-on geoinformation lab assignment. Labs are constructed to guide you through exploring specific concepts and tools in geoinformation technologies. The lowest two lab grades will be dropped.

Lab exercises will be available on Blackboard. We recommend having a 2nd screen available or printing the exercises prior to beginning your work. You may complete the exercises in class during lab days listed on the syllabus, in the GGS Computer Lab and/or at home. You should read the lab in advance, and review/note new procedures or activities. Labs may require more than the 1.25-hour class period to complete.

The GGS computer lab in Exploratory Hall 2102 has registered copies of Google Earth Pro, QGIS and ArcGIS Pro software we will use, which is accessible 24/7 via your GMU ID. Students registered for this class automatically receive permission to utilize this lab. Registered students also have access to ESRI’s ArcGIS Pro for use at home via their Mason accounts.

All lab assignments are to be submitted via Blackboard. Submit by clicking on the appropriate assignment link to open the answer submission window. Written answers may be typed in, and attachments may be added there. Click “Submit” when complete. You may submit answers as many times as you would like up to the time due, though only the final submission will be graded. Once submitted, make sure you KEEP the submission email Blackboard sends you in case of technical issues – it is your proof that you have submitted the lab on time!

Please note you may work together on labs, but **you each must do every part of each lab** and **turn in your own work for the entire portion of each assignment/lab**. That means each of you should perform every step indicated in the lab instructions. Your grade is for individual effort. Shared/copied files/maps from other students will be construed as cheating, with all parties involved receiving ZERO points for that assignment. Additionally, copied files/maps will be reported to the Honor Committee and the Office of Academic Integrity in accordance with university policy.

Lab due dates are listed on the syllabus and students have until **11:59pm** of that date to submit their labs. Makeup labs will not be given, so please anticipate conflicts and contact the instructor in advance of an absence. Labs are only accepted through the Blackboard course site - **NOT Email**! Labs MUST BE submitted as **pdf, docx or jpeg files**. **Please do not send files of any other type – Blackboard CANNOT read them, and it will result in a grade of 0 points.**

**Exams:** There will be 3 in class exams. The first exam will cover the Chapters 1-6. The second exam will cover Chapters 7-10 of the text and the final exam will be comprehensive but will focus more on the material from Chapters 11-15.

**Course Evaluations:** There is one group opportunity to earn bonus points, through completion of the course evaluation at the end of the semester. If the class has a submission rate of 80%, each student will be awarded an additional 5 bonus points. If the class has a submission rate of 90%, each student will be awarded an additional 10 bonus points. If there is 100% participation in the course evaluation, then each student will receive 15 bonus points.

# Course Policies

## Technology Information

* **How do I access course material?** You can access Blackboard through the [MyMason portal](https://mymason.gmu.edu). After logging in with your Mason ID and password, look on the far left and select the Courses tab. Our course will be listed, so click on the course to access material.

## Attendance

* **What is the attendance policy?** Attendance is key to doing well in this and any other course. Several scientific studies conclusively correlate academic success with regular class attendance.
* **What happens if I miss classwork because I have car issues, am sick, live with someone who falls ill or takes care of someone who falls ill?** If you must miss a class, please email the instructor prior to class starting for that day. It is the **student’s responsibility** to meet with the instructor and/or Learning Assistant to follow up on any missed material.
* **What if I am unable to make it to class for an extended period of time?** If students have an extended absence (i.e., beyond one week or one that includes the submission of a major assignment), they should consult the professor to develop a Make Up Work Plan.

## Late Work

* The best way to deal with late lab assignments is to avoid turning them in late! Time management, course planning and following the schedule are intended to help students submit lab assignments in a timely fashion. However, there will be circumstances in which lab assignments might be late.
* **When is my lab assignment late?** Late lab assignments are determined by Blackboard. If Blackboard says it was submitted after the due date and time, then it is late.
* **What if my lab assignment is submitted and it is within 48 hours of the due date/time?** This is the grace period. Your lab assignment will not be docked any points, but the lab assignment will not feature feedback (only a grade).
* **What if my lab assignment is turned in 48 hours after the due date/time?** Your lab assignment will receive zero points with no feedback.
* **What if a volcano erupts, lava covers the campus, and I cannot turn in my lab assignment?** There is not an active rift zone, subduction zone nor hot spot beneath the campus, so this is not an issue.☺
* **What happens if I submit my quiz late?** Missed OR late quizzes will receive a grade of zero points. The two lowest quiz grades will be dropped to help make up for missed quizzes.
* **What if I have ODS accommodations that state I can have extra time on work?** If you have ODS accommodations, please submit them to the professor as soon as possible. If your accommodations state that you have extra time, please inform the professor that you need the extra time prior to the due date of the quiz, lab assignment or exam.

## Communication

* **Can I use interpretative dance to communicate with you?** While a dance would be entertaining, I ask (and the Commonwealth stipulates that you are required) for students to use their official GMU email account to communicate, to lessen issues with miscommunication. 😊
* **How do you feel about asking questions during class?** We welcome them! Feel free to interrupt to ask questions!
* **What about class discussions – what are the expectations?** Discussions will regularly occur in class. Please be kind and respectful to fellow students, the Learning Assistant(s) and the Professor. Remember your audience and use proper professional etiquette and language. We all bring our wonderful and unique experiences and perspectives to class. A foundation of respect and acknowledgement of diverse perspectives enables everyone to benefit from our collected insights.
* **What if I need to take a phone call in class?** Please mute cell phones prior to class commencing. If you do need to receive an incoming call during the class period, please step outside the classroom to take the call.
* **What if that amazing item I have been wanting for months goes on sale during class and I must use my computer to buy it?** Please do not engage in activities that are unrelated to the class on the class computers and any private electronic devices brought into the classroom – remember that others can peer over your shoulder and can see what you are doing!
* **When do you answer email?** The instructor will return emails and text messages as quickly as possible Monday through Friday from 10:00am-6:00pm. If you send an email on Saturday or Sunday, it could be a full 24-48 hours before the instructor is able to respond.

## Grading

* **What if I have a question about my grade?** If you have a question about a graded assignment, please email the professor with **specific** concerns. I’m happy to provide additional feedback so that you can improve your performance on the next assignment. Unless there is a calculation error or clear evidence that aspects of criteria were overlooked, your grade will stay the same.
* **When should I expect to receive my graded assignment back?** The turnaround time is generally one week.

# University Policies

* **Catalog:** The University Catalog (http://catalog.gmu.edu) is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at [http://universitypolicy.gmu.edu/.](http://universitypolicy.gmu.edu/) All members of the university community are responsible for knowing and following established policies.
* **Inclement Weather and Class Cancelation:** GMU posts closings on its website (www.gmu.edu.). You can receive notification from Mason Alerts via email or text to a cell phone; please let the instructor know if you need more information.
* **Registration:** Instructors do not have the capacity to remove students from class enrollment, therefore students are responsible for any changes in enrollment.
* **Honor Code:** Students of this course must be familiar with the GMU honor code, which can be viewed via this link: <http://www.gmu.edu/catalog/9798/honorcod.html#code>.

Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask the instructor for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see the instructor.

**Any** violation of the honor code is taken seriously and will be reported.

Pursuant to OAI policy, for any cases of cheating faculty must give two recommendations for sanctions, for first and second offenses. My recommendations will be as follows:

1st Offense: ‘F’ for the course and academic probation

2nd Offense: Expulsion from the university

* **George Mason Diversity Statement**:

*George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.*

*An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.*

*The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group, and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.*

*Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group, and organization, and to make improvements as needed.*

* **Support Resources:**
* **Office of Disability Services:** If you have a documented learning disability or other condition that you believe will impact your academic performance: 1) Consult with the Office of Disability Services (SUB I, Rm. 2500; 703-993-2474; <http://ods.gmu.edu>) so that they can document the issues and determine about proper accommodations and 2) Provide the professor with the documentation of accommodations provided by ODS. As a matter of university policy, faculty cannot provide accommodations without documentation from the ODS.
* **Responsible Employee:** As a faculty member and designated “Responsible Employee,” the instructor is required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s [*Title IX Coordinator*](https://diversity.gmu.edu/sexual-misconduct) per [*university policy 1412*](https://universitypolicy.gmu.edu/policies/reporting-of-clery-act-crimes-andor-prohibited-sexual-conduct/).
* **Confidential Support Services:** If you wish to speak with someone confidentially, please contact the [*Student Support and Advocacy Center*](http://ssac.gmu.edu/) (703-380-1434) or [*Counseling and Psychological Services*](https://caps.gmu.edu/) (703-993-2380). You may also seek assistance from [*Mason’s Title IX Coordinator*](https://diversity.gmu.edu/sexual-misconduct) (703-993-8730; titleix@gmu.edu).
* **Additional Support Services:** Several departments exist to aid students in a wide variety of ways and are listed on the last pages of this syllabus.

**GGS 110 Calendar – Spring 2024**

# \*\*\*Syllabus is subject to change, so check Blackboard for the most up to date version!

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Date | Chapter(s) Covered (Please read them before class!) | Due Dates \*\* |
| 1 | 1/16 | Syllabus and Course Information  Chapter 1 It’s a Geospatial World Out There |  |
| 1/18 | Lab 1: Intro to Geospatial Concepts/Google Earth Pro |  |
| 2 | 1/23 | Chapter 2: Where in the Geospatial World Are You? | Chp 1 Quiz Due |
| 1/25 | Lab 2: Coordinates & Position Measurements | Lab 1 Due |
| 3 | 1/30 | Chapter 3: Getting Your Data to Match the Map | Chp 2 Quiz Due |
| 2/1 | Lab 3: Georeferencing | Lab 2 Due |
| 4 | 2/6 | Chapter 4: Finding Your Location with GPS | Chp 3 Quiz Due |
| 2/8 | Lab 4: GNSS Applications | Lab 3 Due |
| 5 | 2/13 | Chapter 5: Working with Digital Geospatial Data and GIS | Chp 4 Quiz Due |
| 2/15 | Lab 5a: GIS Introduction with QGIS | Lab 4 Due |
| 6 | 2/20 | Chapter 6: Using GIS for Spatial Analysis | Chp 5 Quiz Due |
| 2/22 | Lab 5b: GIS Introduction with ArcGIS Pro | Lab 5a Due |
| 7 | 2/27 | Exam Review  Lab 6: GIS Spatial Analysis | Chp 6 Quiz Due |
| 2/29 | **Exam 1: Chapters 1-6 ONLINE via Blackboard** | Lab 5b Due |
| 8 | 3/5 | **SPRING BREAK – NO CLASSES** | |
| 3/7 |
| 9 | 3/12 | Chapter 7: Using GIS to Make a Map |  |
| 3/14 | Lab 7: GIS Layouts | Lab 6 Due |
| 10 | 3/19 | Chapter 8: Getting There Quicker with Geospatial Technology | Chp 7 Quiz Due |
| 3/21 | Lab 8: Geocoding and Shortest Path Analysis | Lab 7 Due |
| 11 | 3/26 | Chapter 9: Remotely Sensed Images from Above | Chp 8 Quiz Due |
| 3/28 | Lab 9 (Chp 10): RS Imagery | Lab 8 Due |
| 12 | 4/2 | Chapter 10: How RS Works  Exam Review | Chp 9 Quiz Due |
| 4/4 | **Exam 2: Chapters 7-10 ONLINE via Blackboard** |  |
| 13 | 4/9 | Chapter 11: Images from Space | Chp 10 Quiz Due |
| 4/11 | Lab 10 (Chp 11): RS Imagery - this lab will be done in a synchronous session online during the usual class time | Labs 9 and 10 Due |
| 14 | 4/16 | Chapter 13: Digital Landscaping & Chapter 14: See the World in 3D  Lab 11 (Chp 13): Digital Terrain Analysis | Chp 11 Quiz Due |
| 4/18 | Lab 12 (Chp 14): 3D Modeling & Visualization - this lab will be done in a synchronous session online during the usual class time | Labs 11 & 12 Due |
| 15 | 4/23 | Chapter 15: Life in the Geospatial Cloud and Other Current Dev  Lab 13: Creating Web Maps with ArcGIS Online - this lab will be done in a synchronous session online during the usual class time | Chp 13 and 14 Quizzes Due  Lab 13 due |
| 4/25 | Exam Review and Lab 14: ESRI Story Maps - this lab will be done in a synchronous session online during the usual class time | Lab 14 due  Chp 15 Quiz Due |
| Final Exam | **May 1-6** | **Exam 3/Final Exam** is COMPREHENSIVE (Chp 1-15), but most of the exam will cover Chp 11-15. **Exam is online via Blackboard and is** **due May 6, 2024 at 11:59pm.** | |

**\*\* Items that are due must be submitted by 11:59pm Eastern Time on the dates indicated above for grading consideration. Student Support Services:**

|  |  |
| --- | --- |
| NAME OF RESOURCE | DESCRIPTION OF RESOURCE |
| [Academic Advising](https://advising.gmu.edu/) | [www.advising.gmu.edu](http://www.advising.gmu.edu) |
| [Assistive Technology Initiative](https://ati.gmu.edu/) | **Aquia Building Rm. 238 703-993-4329** [**www.ati.gmu.edu**](http://www.ati.gmu.edu)  Manages the production of accessible text for Mason students with disabilities. They also ensure access to information technology and communications to the entire university community through the use of adaptive equipment and provision of technical assistance. |
| [Center for Culture, Equity, and Empowerment (formerly ODIME and LBGTQ+)](https://ccee.gmu.edu/) | **SUB I Room 2400 703-993-2700** [**www.ccee.gmu.edu**](http://www.ccee.gmu.edu)  Leverages programs and services focused on advocacy and direct student support to strengthen equity and inclusion at George Mason University. Our advising fosters opportunities for identity development, cross-cultural engagement, and inclusive learning communities, affirming the indivisible aspects of all our identities. Our three areas: [Student Access and Equity (SAE)](https://ccee.gmu.edu/sae/), [Student Engagement for Racial Justice (SERJ)](https://ccee.gmu.edu/serj/), and [LGBTQ+ Resources](https://ccee.gmu.edu/lgbtq-resources/), serve as resources to those in the Mason Community who seek to meaningfully engage and interact with people with different identities and intersections to co-create an equitable campus environment. |
| [Counseling and Psychological Services](https://caps.gmu.edu/) | **SUB I Room 3129 703-993-2380** [**www.caps.gmu.edu**](http://www.caps.gmu.edu)  Students can take advantage of psychological services, a variety of learning services, multicultural services, and educational programs that support students’ educational goals. |
| [Disability Services](https://ds.gmu.edu/) | **SUB I Room 2500 703-993-2474** [**www.ds.gmu.edu**](http://www.ds.gmu.edu)  Implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. |
| [International Programs and Services](https://oips.gmu.edu/) | **SUB I Room 4300 703-993-2970** [**www.oips.gmu.edu**](http://www.oips.gmu.edu)  Provides guidance to students and scholars studying and working at George Mason University on immigration, employment and taxation, and adjustment issues, while fostering cross-cultural understanding through programs highlighting global themes. |
| [Learning Services](https://learningservices.gmu.edu/) | **SUB I Room 3129 703-993-2380** [**www.learningservices.gmu.edu**](http://www.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 skills counseling, individualized programs of study, and provision of tutoring resources. Presentations on a variety of academic skill topics are available to the university community. The programs are open to all George Mason University students free of charge. Services are confidential and use of these services does not become part of the student’s academic record. |
| [Mason Student Services Center](https://masonec.gmu.edu/) | **SUB I Room 1003** [**www.mssc.gmu.edu**](http://www.mssc.gmu.edu)  Provides one-stop, integrated information and referrals regarding admissions, registrar, student accounts, and financial aid. |
| [Mathematics Tutoring Center](http://math.gmu.edu/tutor-center.php) | **Exploratory Hall 703-993-3622**  [**www.science.gmu.edu/academics/departments-units/mathematical-sciences/math-tutoring**](http://www.science.gmu.edu/academics/departments-units/mathematical-sciences/math-tutoring)  Offers tutoring on a walk-in basis for all George Mason University students who are enrolled in math courses up to MATH 290. |
| [Office of Academic Integrity](https://oai.gmu.edu/) | **SUB I Room 4100 703-993-6209** [**www.oai.gmu.edu**](http://www.oai.gmu.edu)  Provides information on the honor code and resources for students and faculty. |
| [Office of Coalition Building and Diversity Education (CBDE)](https://cbde.gmu.edu/) | **SUB I Room 2400 703-993-2700** [**www.cbde.gmu.edu**](http://www.cbde.gmu.edu)  Through collective and collaborative work with campus and community partners, supports, builds, and enhances the understanding of interpersonal identities to respond to systemic inequities, through engagement, advocacy, and education. CBDE aims to be a catalyst for change by creating, promoting and sustaining an inclusive and equitable campus community. |
| [Office of Compliance, Diversity and Ethics](https://diversity.gmu.edu/) | **Aquia Building Room 373 703-993-8730** [**www.cde.gmu.edu**](http://www.cde.gmu.edu)  The Office of Compliance, Diversity and Ethics provides leadership and support on matters relating to equity, diversity, access, respect and inclusiveness for all members of the George Mason University community. |
| [Office of Military Service](https://military.gmu.edu/support/services) | **SUB I 703-993-1316** [**www.military.gmu.edu**](http://www.military.gmu.edu)  Assists U.S. Military veterans, their dependents and survivors with navigating the complex benefits process. Also provides career assistance and social opportunites for military and veteran students. |
| [Safe Zone](https://lgbtq.gmu.edu/safe-zone/) | **SUB I Room 2200 703-993-2702** [**www.lgbtq.gmu.edu/safe-zone/**](http://www.lgbtq.gmu.edu/safe-zone/) Creates a safer, more welcoming and inclusive campus environment to strengthen community and encourage networking among faculty, staff, and students toward the goal of supporting the well-being of LGBTQ people. |
| [Social Action and Integrative Learning (SAIL)](https://sail.gmu.edu/) | **Enterprise Hall Room 442 703-993-2900** [**www.sail.gmu.edu**](http://www.sail.gmu.edu)  Fosters experiential learning opportunities on campus, regionally, and globally for the Mason community with a particular emphasis on effecting positive social change. SAIL is Mason’s home for service-learning initiatives. |
| [Student Conduct](https://studentconduct.gmu.edu/) | **SUB I Room 4100 703-993-6209** [**www.studentconduct.gmu.edu**](http://www.studentconduct.gmu.edu) Provides information about university policies, the student conduct process, and resources for faculty related to addressing student behaviors of concerns and other disruptive behaviors. |
| [Student Health Services](https://shs.gmu.edu/) | **SUB I Room 2300 703-993-2831** [**www.shs.gmu.edu**](http://www.shs.gmu.edu)  Provides high quality health care, counseling, education, and prevention services in support of student learning and retention. |
| [Student Support and Advocacy Center](https://ssac.gmu.edu/) | **SUB I Room 3200 703-993-3686** [**www.ssac.gmu.edu**](http://www.ssac.gmu.edu)  Provides comprehensive services for students in an effort to foster the safety and well-being of the Mason community. SSAC services include assisting students who are encountering barriers to their academic success or personal growth, interpersonal violence prevention, alcohol and drug education, health promotion/healthy relationships, student crisis intervention, and connecting students with appropriate campus and off-campus resources. |
| [University Career Services](https://careers.gmu.edu/) | **SUB I Room 3400 703-993-2370** [**www.careers.gmu.edu**](http://www.careers.gmu.edu)  Provides information on career choices, internships and employment, and graduate and professional school. |
| [UNIV Courses and Programs](https://transitions.gmu.edu/) | [**www.transitions.gmu.edu**](http://www.transitions.gmu.edu)  Serves as a resource and development center for undergraduates, providing courses, programs, and services to facilitate students’ personal and academic success. |
| [University Life](https://ulife.gmu.edu/) | **Merten Hall Room 5200 703-993-8760** [**www.ulife.gmu.edu**](http://www.ulife.gmu.edu)  Enhances students’ in- and out-of-class experiences, in addition to facilitating interactions among faculty, staff, and other students. These resources help students achieve academically, stay healthy, get involved with campus life, find jobs, and identify resources to enrich their learning. |
| [University Writing Center](https://writingcenter.gmu.edu/) | **Johnson Ctr Room 227E 703-993-1200** [**www.writingcenter.gmu.edu**](http://www.writingcenter.gmu.edu)  Offers free individual writing consultations for students, who choose between meeting a tutor on Zoom or submitting a draft for the tutor’s written feedback. Also offers online writing guides on specific genres of writing, citation style, and other topics. Additionally, the Writing Center provides assistance to faculty who are interested in holding in-class writing workshops, developing effective writing assignments, or evaluating students’ writing. |