# eorge Mason University

**George Mason University**

**Department of Atmospheric, Oceanic & Earth Sciences**

**Department of Geography and Geoinformation Sciences
GEOL 303/GGS 308/GEOL 553: Field Mapping Techniques – Fall 2023**

**Class time:** Wednesdays from 1:30 pm – 2:45 pm

Fridays from 1:30pm – 5:45pm

**Location:** Exploratory Hall, Room 1309

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

Exploratory Hall, Room 2204
lmandabl@gmu.edu

Office: 703-993-3923

Mobile: 703-966-5316

Dr. Julia Nord (she/her)

Exploratory Hall, Room 3453

jnord@gmu.edu

703-993-3395

**Graduate** Kai Barner (he/him)

**Teaching** kbarner2@gmu.edu

**Assistant:**

**Learning** Amanda Webber

**Assistant:** awebber5@gmu.edu

**Office hours:** Lori: Mondays from 1:00pm-4:00pm in 2204 Exploratory Hall and via [Zoom](https://gmu.zoom.us/j/2749469680)

(I’m happy to schedule an appointment if these times don’t work for you – just ask!)

Julia: by appointment

 Kai:TBD

 Amanda:

**Prerequisites:** 30 credits including MATH 105 or equivalent and GEOG 102 or GEOL 102

**Overview:** Field mapping techniques is a course designed to instruct students in effective methodologies in data gathering and map creation based on the data collected. It is designated as both a Mason Impact and Green Leaf Sustainability-Related 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.” Green Leaf Sustainability-Related courses “help build knowledge about a component of sustainability (people, planet and profit) or introduce students to sustainability concepts during part of the course. They may complement sustainability-focused courses by providing students with in-depth knowledge of a particular aspect or dimension of sustainability (such as the natural environment) or by providing a focus area (such as renewable energy) for a student’s sustainability studies, or they may broaden students’ understanding of sustainability from within different disciplines.”

**Learning Objectives:**

* Learn about the recursive process of scholarly inquiry through teamwork completing ten weekly projects and one large-scale, original final project
* Learn content and skills of evaluating scholarly work as well as preparing students to conduct their own scholarly research and/or projects in the future
* Articulate scholarly questions related to map products based on research into background context and best methodologies used to produce a map
* Enable students to efficiently take field measurements, assess the precision and accuracy of these measurements, and convert these data into a contextually appropriate map
* Develop the habits of performing field reconnaissance, mission planning, equipment preparation, data collection, data processing and the ability to present/communicate the data as well as its significance within the context of existing research
* Situate the concepts, practices and results of scholarship within a broader context and be able to communicate the importance and value of your projects to others

**Required Textbook:** None. Selected readings will be given out in class and are considered assigned material. See below for required equipment for class.

### Required Field Equipment

### Most of these items can be purchased at major online retail sites such as Amazon

* + Field Notebook (waterproof – note Rite-in-the-Rain is a reputable brand) & size/binding is at the discretion of the student – most use side-bound spiral 8.5”x11” notebooks, but there is a large diversity of sizes and styles.
	+ Pencils, hardness of at least 2
	+ Waterproof, thin ink pen – don’t spend more than $15 on this 😊& again Rite-in-the-Rain is a reputable brand
	+ Protractor – 180o is sufficient, but many students prefer a 360o style or one that has a movable “arm”
	+ Clipboard with Cover – plastic or metal is fine, whichever is most comfortable
	+ **Engineers** Rule (inches) needs to be graduated in 10th, 20ths, 30ths, 40ths, 50ths, and 60ths.
	+ Smartphone (iOS or Android platform) – if this is a hardship, please see Prof. Mandable
	+ Mapping App (Free – we will discuss this in class)
	+ Calculator (with Trig Functions – most smartphones have this built in)
	+ Field Boots or Sturdy Shoes & Weather appropriate clothing (layers, rain gear, etc.)
	+ Sunscreen & Bug Repellent
	+ Water bottle
	+ Hat
	+ Rain Gear - a poncho or jacket is best
	+ Snacks
	+ All students will have access to the GGS Virtual Computer Lab, which has current copies of ArcGIS Pro

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



|  |  |
| --- | --- |
| Item | Points |
| Project 1 | 15 |
| Project 2 | 10 |
| Project 3 | 15 |
| Project 4 | 15 |
| Check-In 1 | 5 |
| Math 1 | 5 |
| Math 2 | 5 |
| Math 3 | 5 |
| Project 5 | 15 |
| Project 6 | 10 |
| Project 7 | 15 |
| Check-In 2 | 5 |
| Math 4 | 10 |
| Project 8 | 20 |
| Math 5 | 10 |
| Contour Map Worksheets | 10 |
| Project 9 | 20 |
| Project 10 | 20 |
| Check-In 3 | 5 |
| Check-In 4 | 5 |
| Final Project Paper | 35 |
| Final Project Presentation | 20 |
| Total | **275** |

**Graduate Students** taking GEOL 553 or EVPP 503 will need to do a Graduate Research Project in addition to the Project work assigned as stated above. This Project will need to be original, and students will need to meet with Dr. Julia Nord to have the topic approved. This Project will be graded in two parts: a proposal detailing the project objectives, equipment needed, timeframes, etc. that is worth 15 points and the actual project with an Executive Summary, project outline and maps that is worth 30 points. This will make the graduate student total points possible 320 instead of the 275 shown in the chart above for undergraduate students.

**Assigned Work:**

* This course will consist of 9 projects, 6 math/contour concept packets, 4 check-in assignments and 1 final project consisting of a group paper and presentation. For projects 1-9 and the 6 math/contour concept packets, if students receive a low grade these projects may be repeated and re-submitted. If this is done, they will be re-graded, however, the maximum possible score for repeated labs will be half the difference between the original grade and the maximum possible grade. Original graded work must be re-submitted with the repeated work. **Please note**: This does **NOT** apply to the final project and presentation, but students have the opportunity to submit a draft of the presentation, paper and map to the instructor by 12pm the day before the final project is due to receive commentary/feedback prior to the final project/presentation.
* For Projects 3-10, please hand-in the following (unless specified otherwise):
	+ A short summary of the Project objective
	+ A **readable** Xerox copy of your field notes that includes header data (your name, team members, project date(s)/times(s)/weather, equipment used (including equipment #)), measurements/field work conducted, a sketched (not to scale) map and prose section (do **NOT** prepare a separate copy of your data on a computer - your **NOTES MUST BE** **HANDWRITTEN**)
	+ A final, drafted copy of the Project map
	+ An analysis of the precision and accuracy of your results, and the sources of error inherent in this type of mapping, when noted in the project assignment
	+ A reflection on the assignment noting learning outcomes that were achieved, concepts that were mastered and what you would do differently next time – if requested.
	+ Projects will be graded on the basis of completeness, accuracy, error analysis, and final presentation. Remember to spell and grammar check all submissions! A rubric will be provided to detail the grading process for Projects 3-10.
* **Graded material is due as designated by the end of the class period.** Late submissions of graded material will only be accepted at the discretion of the instructor for **DOCUMENTED** absences and will be penalized one point for each business day after the due date. **Students MUST arrange a late submission with the instructor PRIOR to the due date listed on the syllabus.** Items more than 5 business days late will receive a grade of 0 points.

**Field Work:** When working in the field, please adhere to the following:

**COME PREPARED**. Have the proper equipment, and be sure it is in proper working order. Know beforehand what you are supposed to accomplish, and be familiar with the techniques and equipment involved.

**WORK IN TEAMS** and **BE PROFESSIONAL**. Be mindful that the vast majority of work in this class is done in teams and classmates as well as the instructor may not appreciate foul language, snide remarks and inappropriate jokes. If you have a conflict with a team member or instructors, it is best to communicate with that person directly regarding any issues you have in a constructive manner. If necessary, the instructors can aid in the process of constructively resolving issues.

**WORK SAFELY**. Never work alone, especially in rugged terrain. Always tell someone where you will be, just in case you don't return. Wear proper field clothes. Always keep your wits about you. Remember to drink plenty of fluids and eat!

**WORK EFFICIENTLY AND BUDGET YOUR TIME**. Develop a way to do your fieldwork in a comfortable, but efficient manner. Keep in mind there is a limited amount of time in which to complete the Project. Leave enough time after fieldwork to prepare the report.

**PLOT YOUR RESULTS IN THE FIELD**. Get in the habit of collecting data, calculating, compiling, and plotting results while at the field site. This is the most important way to check your work for accuracy. **This may save you from making unnecessary trips back to the field.**

## Instructor Policies

* **Attendance is key to doing well in this course.** Several scientific studies conclusively correlate academic success with regular class attendance. While the instructor does not take attendance for class, most of the work is team based and absences make it difficult for teams to complete their work. If you must miss a class, please let the instructor know ahead of time via email or text message. It is the student’s responsibility to meet with the instructor to follow up on any missed material.
* **Absences:** late submissions of graded material will only be accepted at the discretion of the instructor for **DOCUMENTED** extenuating circumstances. Missed work will receive a grade of 0 and it is the student’s responsibility to follow up with the instructor regarding a documented extenuating circumstance.
* **Respect for Others:** Occasional discussions may occur in class. Please be kind and respectful to fellow students, 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.
* **Use of electronic devices/cell phones:** 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. 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.
* **Email policy:** The instructor will return emails and text messages as quickly as possible Monday through Friday. If you send an email on Saturday or Sunday it could be a full 24-48 hours before the instructor is able to respond.

## 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.
* **Email:** Students must use their MasonLive email account to receive important University information, including communications related to this class. The instructor will not respond to messages sent from or send messages to a non-Mason email address.

See <http://masonlive.gmu.edu> for more information.

* **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. **Please note: we hold class rain or shine and at any temperature so long as GMU is officially in session, so dress appropriately!**
* **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 page of this syllabus.

**Course Schedule**

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| --- | --- | --- | --- |
| Week | Date | Topic | Projects/Assign |
| 1 | August 23 | Course Overview |  |
| August 25 | Maps: Types, Context, Style, Lat/Long, UTM, ProjectionsTopo Maps | Project 1: Maps & Topo Maps DUE: 9/8/2023 |
| 2 | August 30 | Safety & Equipment | Safety Presentation |
| September 1 | GPS | Project 2: GeocachingProject 2 Due in Class |
| 3 | September 6 | Mapping Projects Field Notes/Notebooks |  |
| September 8 | Mapping Mason Pond with a GPS/First fieldwork | Project 1 Due Project 3: GPS Mapping Mason Pond DUE: 9/29/2023 |
| 4 | September 13 | Mapping Projects, ArcGIS  |  |
| September 15 | Mapping Project: Mason Pond | Continue with Project 3 on ArcGIS |
| 5 | September 20 | Mapping Apps |  |
| September 22 | Mapping Apps Project | Project 4: Mapping Mason Pond with Selected App DUE 10/6/2023 |
| 6 | September 27 | 360o Math/Coordinates/Basic Trig OverviewBrunton Compasses  | Check-In 1 DueMath 1 – Trig Overview DUE: 10/11/2023Math 2 – 360o Math/Coordinates DUE: 10/11/2023 |
| September 29 | Pace & Compass | Project 3 DueProject 5: Clocks, Flamingos & Orienteering, Oh My! DUE 10/27/2023 |
| 7 | October 4 | Triangulation Measurement, Precision, Accuracy & Bruntons Part II | Math 3 – Accuracy & Precision DUE: 10/18/2023 |
| October 6 |  | Project 4 DueProject 6: Pace and Compass in front of Exploratory Hall DUE: 10/25/2023 |
| 8 | October 11 | Triangulation Measurement, Precision, Accuracy & Bruntons Part II | Math 1 DueMath 2 Due  |
| October 13 |  | Project 7: Where is the JC on campus? DUE 11/1/2023 |
| 9 | October 18 | Prep for Manassas Field Trip | Math 3 Due Project 7: Where is the JC on campus? DUE 11/1/2023 |
| October 20 |  | Project 8: Mapping the Canons at Manassas Battlefield DUE: 11/3/2023 |
| 10 | October 25 | Transits/Differential Leveling  | Check-In 2 DueProject 6 Due Math 4 - Transits DUE: 10/27/2023 |
| October 27 | Transit of Mason Pond with Transit Equipment | Project 5 Due Math 4 Due Project 9: Transit of Mason Pond DUE: 11/17/2023 |
| 11 | November 1 | Contours & Angles/Making Contour Maps | Project 7 Due Math 5 – Angles Revisited DUE: 11/17/2023Contour Map Worksheets DUE: 11/17/2023  |
| November 3 |  | Project 8 Due Project 10: Contours of Mason PondDUE: 11/29/2023 |
| 12 | November 8 | Final Project Requirements, Planning Final Project | Final Project Site Due November 10Paper & Presentation DUE: December 8 at 1:30pm  |
| November 10 | Final Project Field Site Due + Prep/Planning | Project 10: Contours of Mason PondDUE: 11/29/2023 |
| 13 | November 15 | GIS Day - Enjoy the Festivities! |  |
| November 17-18 | Final Project 10 Field Work | Check-In 3 Due Math 5 DueContour Map Worksheets DueProject 9 Due Final Project Field Work |
| November 18-19 | Northern Virginia Mineral Show at GMU (Dewberry Hall in JC)Saturday 10am-6pm; Sunday 10am-4pmFree Admission with GMU ID |
| 14 | November 22 | Thanksgiving Break – Enjoy the Holidays! ☺ |
| November 24 |
| 15 | November 29 | Work on Final Project | Project 10 DueALL REVISIONS TO GRADED WORK DUE |
| December 1 | Work on Final Project – no class meeting | Rough Draft of Paper and Map Due at 12pm on Thursday, December 7, 2023, via Blackboard |
| 16 | Thursday, December 7 |  | Rough Draft of Paper & Map Due at 12pm (NOON) |
| Friday, December 8th at 1:30pm | Final Presentations | Check-In 4 DueFinal Project Presentations and Work Due |

**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. |