

GEOGRAPHY & GEOINFORMATION SCIENCE 415

Seminar in Geographic Thought and Methodology

Spring 2025

Syllabus

1. INSTRUCTOR and TEACHING ASSISTANT

Instructor: Dr. Matt Rice

Term: Spring 2025

Class-Section (CRN): GGS 415- DL1 (20776)

Course Modality: Asynchronous online

Location: Blackboard, <https://mymasonportal.gmu.edu/>

Faculty Office: Exploratory Hall, Room 2202

Faculty In-Person Office Hours: Wednesdays & Thursdays, 4:15 – 5:00pm

Faculty Online Office Hours: Fridays, 1:00-2:00pm (zoom)

Zoom Link: <https://gmu.zoom.us/j/95951580124?pwd=OKyngirCbe1hF5sMuJnPr99NTabLdz.1>

Instructor Email: mrice4@gmu.edu subject=[GGS 415]

Phone: (703) 957-9575

Contact and Office Hours: I can be reached via email or phone, with a response within 24 hours during weekdays. If you email after 5pm on Friday, you will usually receive a response by Monday at Noon. Students must activate and use their GMU campus email to facilitate contact. **I cannot communicate with you through a non-GMU email.** Please use a subject line prefix tag [GGS 415] to help me filter and increase email visibility. Office hours will be in-person, or by appointment.

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [He/Him] for myself and you may address me as “Dr. Rice” or “Matt Rice” in email and verbally.

2. COURSE DESCRIPTION

This course is designed as a **disciplinary seminar on geography**, and a GMU [writing intensive course](#). The course focuses on the associated fundamental scientific principles, theories, and techniques of geography, including geographic information systems, quantitative analysis, research design, and research paper writing. Students will learn about the discipline of geography, its history, and its contemporary practice. Students will learn how to design and carry out a research project, with a focus on the organization and written elements. Students will learn modes and methods of academic research, as well as the basic elements of the academic peer-review process. Student will learn how the Earth’s features are modeled and stored in a computer information system. Students will learn how to use geographic information systems to answer geographic research questions and how to perform simple analytical procedures using geographic data. The writing intensive nature of the class means that students will devote time to successfully complete several written assignments totaling at least 3500 words, with feedback on drafts, revisions, editing, formatting, and citations. **Credit Hours for this course: 3**

3. COURSE PREREQUISITES

Course prerequisites include GGS 300 (Quantitative Methods for Geographic Analysis. Some students may find GGS 110 (Introduction to Geoinformation Technologies) and GGS 311 (Introduction to Geographic Information Systems) useful. Any GIS-based content for this course will assume no previous experience, and approvals for co-registration in GGS 300 will be approved on a case-by-case basis in consultation with the GGS Undergraduate Advisor, Dr. Nathan Burtch.

4. COURSE EXPECTATIONS

1. Students are expected to participate in this class weekly, and to read the assigned reading material.
2. This class requires dedication and organization. Proper preparation is expected every week. You are expected to log in to Blackboard each week and complete the assignments and activities on or before the due dates.
3. Students must check their GMU email messages on a daily basis for course announcements, which may include reminders, revisions, and updates.
4. It is expected that you will familiarize yourself with and adhere to GMU Academic Standards. Members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.
5. It is essential to communicate any questions or problems to me promptly so that we can quickly resolve any problems as soon as they arise.

5. LEARNING COMMUNITY

This course is taught online, asynchronously with all course content distributed via Blackboard Courses. To access the course Blackboard portal, log into <http://mymason.gmu.edu>, select the Courses tab, and this course should be found in your course List.

This course may use Zoom for online office hours. **In order to participate, you must be at a computer with a microphone** and optionally, a video camera.

In any online interactions, we must be respectful of one another. Please be aware that innocent remarks can be easily misconstrued. Sarcasm and humor can be easily taken out of context. When communicating, please be positive and diplomatic. I encourage you to use netiquette during any online discussions.

6. LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Demonstrate a broad knowledge-base of the fundamental scientific theories, principals and techniques of the discipline of geography.
2. Demonstrate an understanding of the societal context of geographic practice, and articulate important historical events, contemporary developments, and future trends that shape the discipline of geography.
3. Apply and demonstrate key concepts of spatial analysis using commercial GIS software.
4. Given a specific geographic research problem, identify problem parameters, characterize data needs, assemble data, and perform analysis.
5. Effectively communicate results of analysis using written form, as well as with maps and graphics produced with GIS.
6. Develop the ability to edit and revise written documents through feedback, toward a goal of fluent written communication.

7. TECHNOLOGY REQUIREMENTS & EXPECTATIONS

General Hardware:

To complete this class and use Blackboard effectively, you will need access to a Windows or Macintosh computer with at least 8 GB of RAM and a reliable broadband Internet connection. A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required to take a course such as this, consider and allow for: **1.** The storage amount needed to install any additional software and **2.** Space to store work that you will do for the course. Review general [hardware requirements for ArcGIS Pro](#), provided by Esri, the vendor of the GIS software we use for this course. If you meet the minimum requirements, you will be fine to run ArcGIS Pro 3.3. If not, you can use ArcGIS in any of the [ITS](#) and [GGs campus computer labs](#), or the [Patriot Virtual Computing Lab](#) (PVCL).

Software:

This course uses Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See [supported browsers](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online course content typically uses Acrobat Reader, Java (Windows), and QuickTime. Your computer should be capable of running current versions of those applications. GMU Information Technology Services recommends that you protect your computer from viruses: <https://its.gmu.edu/knowledge-base/does-mason-provide-antivirus-software/>.

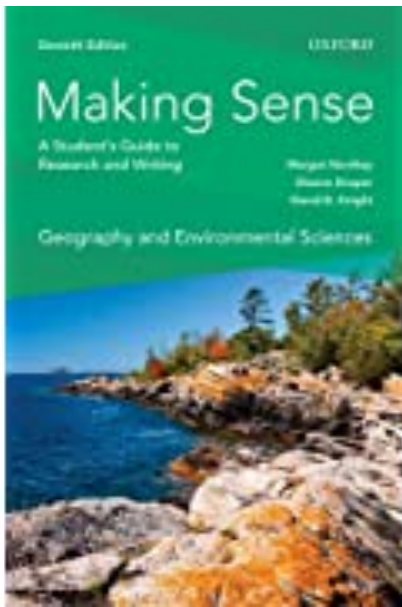
Students owning Macs or owning computer running Linux should be aware that some courses may use software that only runs on Windows, including ArcGIS. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. This following webpage <https://support.apple.com/en-us/HT201468>) contains information about using Windows on a Mac in bootcamp mode. It is also possible to run Windows using a virtual machine on your Mac. Search “running windows on my Mac”. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows. Setting up Windows on your Mac can be a bit complicated, and will require some external technical support.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Geographic Information Systems Software

We may use GIS for a few simple class exercises, which will be taught assuming you have no previous experience. You will have ArcGIS Pro 3.3 provided for you through a software download link, through campus computer labs, and through the GMU Citrix Virtual Lab, which can be accessed from off-campus using a VPN. ArcGIS installation requires administrator-level access and control of a Windows PC computer, and any virtual lab use of ArcGIS will require some familiarity with the [GMU Patriot Virtual Computing Lab](#) (PVCL).

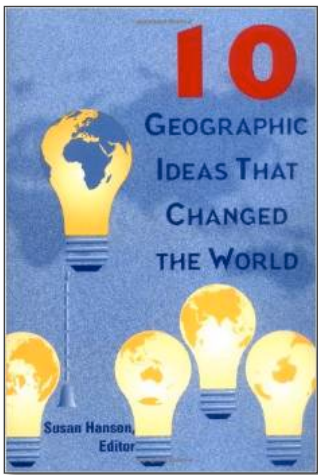
8. REQUIRED & RECOMMENDED TEXTBOOKS



REQUIRED

Making Sense in Geography and Environmental Sciences: A Student's Guide to Research and Writing, 7TH edition. Margot Northey, Dianne Draper, and David B. Knight (editors) ISBN: 978-0199026807

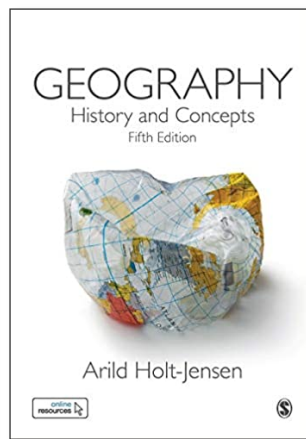
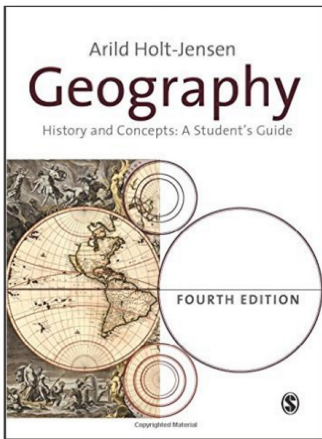
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REQUIRED

Ten Geographic Ideas that Changed the World, by Susan Hanson (editor). Rutgers University Press, 1997. ISBN: 9780813523576

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RECOMMENDED

Provided online / free by GMU Fenwick Library

Geography: History and Concepts: A Student's Guide, by Arild Holt-Jensen

4th edition: (October 8, 2009), ISBN: 9781412946506, **or**

5th edition: (April 28, 2018), ISBN: 9781526440150

NOTE: This book is available as an electronic resource through the Fenwick Library's Digital Collections: Follow the online resource link in the catalog record, **after** authenticating with your MASON NetID: https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/1giah39/alma9935160283404105

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9. PERFORMANCE-BASED ASSESSMENTS

You will achieve the course learning outcomes (**Syllabus Section 6**) through attending and participating in course lectures, reading the textbooks, preparing and writing reading summaries when required, participating in class discussions, working through methodology exercises, completing written assignments, and completing a course research paper, with associated submissions.

a. Reading Summaries: Each student will prepare a weekly textbook reading summary on the TEN GEOGRAPHIC IDEAS (Hanson) textbook using the Blackboard Journals tool. Each reading summary will be graded on both content and form, and collectively they will be worth 25% of the final grade. See the Written Assignment and Reading Summary Grading Rubric below.

b. Written Assignments: Each student will prepare several written assignments of variable nature and length based on geographic ideas, project topics, and lecture material. The written assignments will be graded on both content and form, and collectively will be worth 25% of the final grade. See the Written Assignment and Reading Summary Grading Rubric below.

c. Methodology Exercises: There will be several methodology assignments, focused on geographic data collection, analysis, graphical presentation, and cartographic methods. These exercises will be worth 25% of the final grade.

d. Final Research Paper: Students will prepare a final research paper for the course, which will be due on the final day of class. This paper will have several deliverables throughout the term, each of which will be graded and will contribute to the student's final research paper grade. The process of writing the course research paper will include the development of a pre-proposal, article abstracts, a formal project proposal, data checks, map checks, and a full-length draft of at least 2000 words. Feedback on this full-length draft will contribute to a substantially revised final paper of at least 1800 words, which will be due at the end of the term. The research paper submissions will be worth 25% of the final grade.

10. GRADING SUMMARY

Late assignments will be accepted and graded with a 10% per day penalty. Exceptions to this policy must be requested in advance and will be granted at the discretion of the instructor. Students with expected absences are encouraged to work ahead to avoid penalties.

Students will be evaluated in the following areas, with the following grade weighting:

Reading Summaries (25%)
Written Assignments (25%)
Methodology Exercises (25%)
Final Research Paper (25%)

Grades are assigned using a standard scale:

A+	> 99+
A	93 – 98.9
A-	90 – 92.9
B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9
C+	77 – 79.9
C	73 – 76.9
C-	70 – 72.9
D	60 – 69.9
F	0 – 59.9

11. RUBRICS

Written Assignments and Reading Summaries

(1) Instructions:

Each student will prepare a series of written assignments based on course readings, web material, journal articles, class lectures, and other assigned material. The written assignments will be evaluated and assessed by the Instructor and Teaching Assistant using the standard rubric below. Written assignments should be concise, comprehensive syntheses of the assigned material, and can include quotes, references, and relevant personal experiences or anecdotes. The length of a typical written assignment will be 200-500 words, unless otherwise indicated in the assignment.

(2) Rubric (Adapted from <http://ctfe.gmu.edu/teaching/grading/sample-rubric-for-grading-a-research-paper/>)

Written Assignment Rubric				
Criteria	Outstanding	Good	Fair	Poor
Organization	Written Assignment includes a short introduction, a body, and a short synopsis, and is well organized	The Written Assignment is missing an introduction or synopsis and has minor organizational errors	The Written Assignment is missing an introduction and a synopsis and is poorly organized	The Written Assignment lacks coherent organization and structure and is missing an identifiable introduction, body, and synopsis
Length	200-500 words, or as indicated in assignment	Minor length deviation (<20%)	Major length deviation (20%-40%)	Length does not adhere or approach length requirements (> 40% deviation)
Syntax	Correct grammar and syntax	Minor syntax, grammar, and spelling errors	Multiple syntax, grammar, and spelling errors throughout Written Assignment	Written Assignment is replete with syntax, grammar, and spelling errors
Research and Content	The Written Assignment contains relevant material from the lecture and assigned content material, and extends the material through a well-presented synthesis	The Written Assignment contains material from the lecture and assigned content, with minor deficiencies, omissions, or irrelevant content	The Written Assignment only partially relates to the assigned content and lecture material and contains much irrelevant content	The Written Assignment does not relate to the lecture or readings at all
Points	90-100	75-90	50-75	50 or less

Methodology Exercises

Each methodology exercise will be worth 100 points, with 1 or 2 points for each substantive answer indicated in the assigned problem set, or other significant methodological step. With regard to numerical answers, a complete answer with the relevant units will be worth full credit for that problem. Students start with 100 points and receive a 1 or 2 point deduction for incorrect answers or incorrect execution of a method, and a ½ point deduction for minor errors such as a lack of units where required. Incorrect or incomplete answers not including an omission of units (ft., yards, acres, miles, meters, etc.) will receive a full point deduction. Methodology exercises will have a full written evaluation and specific indicators of reasons for point deductions. Methodology exercises should be submitted through Blackboard in Microsoft Word format or other relevant format as specified in the assignment. Cartographic work must be submitted in PDF format in highest quality. Specific rubrics applicable to each assignment, if they differ substantially from above, will be included in the assignment directions.

Final Research Paper

(1) Instructions:

Each student will prepare a final research paper based on a pre-defined research proposal, literature review, analysis, synthesis, ancillary material, journal articles, class lectures, and other assigned material. The research paper will be evaluated and assessed by the Instructor and Teaching Assistant using the standard rubric below. The research paper should be a comprehensive synthesis of the proposed topic and can citations, quotes, illustrations, maps, graphics, images, references, and any

other relevant material. The length of the research paper proposal will be 300-500 words, the draft paper submission will be at least 1200 words, and the final paper will be at least 2000 words, or approximately 6-8 pages, double spaced, exclusive of graphics, maps, images, charts, tables, and references.

(2) Rubric (Adapted from <http://ctfe.gmu.edu/teaching/grading/sample-rubric-for-grading-a-research-paper/>)

Research paper Rubric				
Criteria	Outstanding	Good	Fair	Poor
Organization	Research paper includes a relevant title, abstract, introduction, conceptual framework, literature review, methodology, results and conclusions, future work, and reference sections. The content is well organized.	The research paper is missing a section and has minor organizational errors.	The research paper is missing several section and is poorly organized.	The research paper lacks coherent organization and structure and is missing an identifiable structure.
Length	Range as indicated for assignment	Minor length deviation (<15%)	Major length deviation (15%-30%)	Length does not adhere or approach length requirements (> 30% deviation)
Syntax	Correct grammar and syntax	Minor syntax, grammar, and spelling errors	Multiple syntax, grammar, and spelling errors throughout Research paper	Research paper is replete with syntax, grammar, and spelling errors
Research and Content	The research paper is based on an approved, well-written research proposal. The final paper contains relevant content addressing the proposed area of research. The final paper uses appropriate analytical methods and relevant maps & graphics.	The research paper contains relevant material, but deviates in some way from the proposal and lacks relevance in content. The research paper is missing some relevant analysis.	The research paper only partially relates to the proposed research, and many of the research methods are inappropriate, incorrectly applied, or missing.	The research paper does not relate to the proposal and lacks appropriate research analysis and content.
Points	90-100	75-90	50-75	50 or less

11. COURSE SCHEDULE

You are responsible for keeping up with the textbook readings, lectures, Written Assignments, discussions, GIS tutorials/methodology exercises, and assessments. No makeup exams will be available. Readings assigned for the week & session should be completed before the scheduled date. **Any changes to this schedule will be announced via email and posted to the course Blackboard page.**

	<u>Dates</u>	<u>Holt-Jensen (Geography, 5th ed.)</u>	<u>Hanson (10 ideas)</u>	<u>Northey et al. (Making Sense, 7th ed.)</u>	<u>Assignments (due date)</u>	
Week 1	Jan. 21 – 26	<i>Syllabus Review, Course Requirements, Introduction</i>				
Week 2	Jan. 27 – Feb. 2	I. What is Geography?	Intro pp.1-13	1. Thinking and Writing pp.1-20	[Online introductions, not graded]	
Week 3	Feb. 3 – Feb. 9	I. What is Geography?	1 pp.14-39	2. Searching and Researching pp.23-57	Methodology Assignment #1: Choropleth Map of US (Feb. 16 th)	
Week 4	Feb. 10 – 16	II. The Roots of Geography	2 pp.40-59	3. Writing and Reading Lecture Notes pp.61-71		
Week 5	Feb. 17 – 23	II. The Roots of Geography	3 pp.60-88	4. Writing a Report on a Book or an Article pp.72-78	Written Assignment #1: Personal Travel Narrative (Mar. 2 nd)	
Week 6	Feb. 24 – Mar. 2	III. From Cosmography to an Institutionalized Discipline	4 pp.87-107	5. Writing an Essay pp.79-98		
Week 7	Mar. 3 – Mar. 9	IV. The Regional Tradition	5 pp.108-124	6. Writing a Proposal, Research Paper, and Thesis, pp.99-111	Methodology Assignment #2: Statistical Analysis Assignment (Mar. 23 rd)	
Week 8	Mar. 10 – 16	Spring Recess (No Class)				
Week 9	Mar. 17 – 23	V. The Growth of Spatial Science	6 pp.125-144	7. Quotations and Documentation pp.112-138	Written Assignment #2: Pre-proposal + Article Abstract (Mar. 30 th)	
Week 10	Mar. 24 – 30	VI. Paradigms and Revolutions	7 pp.145-162	8. Participation, Group Work, Presentations pp.139-160		
Week 11	Mar. 31 – Apr. 6	VII. Positivism and Its Critics	8 pp.163-181	11. Doing Field Work and Writing about It pp.183-196	Written Assignment #3: Project/Paper Proposal (Apr. 13 th)	
Week 12	Apr. 7– 13	VIII. Alternatives to Spatial Science	9 pp.182-204	12. Illustrating Your Work pp.197-227		
Week 13	Apr. 14 – 20	IX. Poststructuralism and Beyond	10 pp.205-214	13. Words: Gender, Race, and Other Sensitivities, pp.228-236	Methodology Assignment #3: ArcGIS Field Maps (May 4 th)	
Week 14	Apr. 21 – 27	X. Geographical Tasks	10 pp.205-214	14: Writing with Style pp.237-253	Draft Final Course Paper (Apr. 27 th)	
Week 15	APR. 28 – May 4	Course Wrap Up: Contemporary Geographic Ideas				
Week 16	May 5 – 11					Final Course Paper (May 9 th)

12. STUDENT EXPECTATIONS, POLICIES, AND RESOURCES

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202](#): Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence. Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

13. DIVERSITY

Diversity is an important in an academic environment, and is a priority for George Mason University. See: <http://ctfe.gmu.edu/professional-development/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."

14. RELIGIOUS HOLIDAYS

I am generally aware of some religious holidays and observations, and will help minimize difficulties for students of different faiths in terms of scheduling course assignments. It is the student's responsibility to speak to me in advance should their religious observances impact their participation in class activities and assignments. [See: <http://ulife.gmu.edu/calendar/religious-holiday-calendar/>]

15. ADDITIONAL UNIVERSITY RESOURCES

University Libraries

The George Mason University Libraries provides resources for distance education students. For access to these resources and services, see <http://library.gmu.edu/for/online> .

Writing Center

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See <http://writingcenter.gmu.edu>]. You can now sign up for writing assistance through the Office of Digital Learning's Online Writing Center.

Counseling and Psychological Services

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu>].