GEORGE MASON UNIVERSITY
COLLEGE OF SCIENCE

GGS 121 – Dynamic Atmosphere/Hydrosphere
On-Line Distance Education Lecture & Laboratory
Summer- 2019
June 1 – July 4, 2020

Syllabus

Contents

Instructor:

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Office Hours: **In Person**: Exploratory 2209; by appointment
Virtual: Email, Phone, Skype (prhouser),

I am generally available Monday at 9 am to Friday at 5 pm for student inquiries. During this 5 day period, I will respond to student inquiries within 24 hours.

Course Description:
This Mason Core Natural Science Lab course is a systematic study of weather, climate, energy, and hydrologic systems and their relationship to global and environmental change, viewed from a geo-spatial and global perspective. We will study the spatial distribution and relationships of earth's climate and hydrologic systems to other earth systems and the processes driving and changing them, including energy, climate, weather, and water resources. This physical geography course designed as a series with GGS 122 (Dynamic Geosphere/Ecosphere), but there are no course perquisites, and this course is open to any student.

Laboratory:
This class has a mandatory laboratory session, where students will complete a series of laboratories. One combined grade will be assigned for the lab and course.

Mason Green Leaf Course:
This is a Mason "Green Leaf" course focused on learning about sustainability, i.e., meeting our present needs without compromising the ability of future generations to meet their own needs. The Green Leaf designation recognizes offerings that contribute significantly to students' understanding and practice of sustainability. These offerings extend beyond environmental management, natural resources protection and conservation studies alone as Mason's Green Leaf curricula comprise both sustainability-focused and sustainability-related courses. This is a sustainability-related course.

Mason Core Course: Natural Science Lab
This Mason Core Natural Sciences Laboratory course engages students in scientific exploration; fosters their curiosity; enhances their enthusiasm for science; and enables them to apply scientific knowledge and reasoning to personal, professional and public decision-making. This course addresses the Mason Core Natural Sciences Lab Learning Outcomes:

- Understand how scientific inquiry is based on investigation of evidence from the natural world, and that scientific knowledge and understanding: a) evolves based on new evidence, and b) differs from personal and cultural beliefs.
- Recognize the scope and limits of science.
- Recognize and articulate the relationship between the natural sciences and society and the application of science to societal challenges.
- Evaluate scientific information.
- Participate in scientific inquiry and communicate the elements of the process, including: a) making careful and systematic observations, b) developing and testing a hypothesis, c) analyzing evidence, and d) Interpreting results.

Mason Core: Engagement Series - Sustainability
This course is part of the Mason Core Sustainability Engagement Series. Sustainability programs at Mason seek to guide students as they critically assess the environmental, social, economic and ethical impacts of technology and policy decisions. The Engagement Series in Sustainability identifies Green Leaf Programs and Courses designated offerings that contribute significantly to students' understanding and practice of sustainability. These offerings extend beyond environmental management, natural resources protection and conservation studies alone to embrace economic development and social responsibility. Both sustainability-focused and sustainability-related courses may receive the green leaf designation. Students who complete the Engagement Series in Sustainability will be able to:

- Characterize the meaning of sustainability (including its focus on fulfilling needs and its social, economic and ecological dimensions).
- Distinguish sustainable from unsustainable human activities and practices.
- Integrate concepts and principles of sustainability to analyze and address complex societal issues.
- Present working knowledge of the University's sustainability history, goals, initiatives and pertinent decision-making processes.
- Demonstrate the ability to lead and apply sustainability knowledge to make a positive societal impact on campus and/or in our community.

Course Prerequisites:
None.

Course Overview:
The class is entirely online and asynchronous. Students are responsible for keeping up with course assignments and due dates. Assigned materials are due at the end of each session at midnight. The course grade is determined based on homework, discussion participation, session quizzes, and laboratory workbooks. Each point you earn is worth 1% of your final grade. There will be some limited opportunities for extra credit, and there is no final exam. The course has no formal lectures and makes extensive use of Pearson MasteringGeography online materials – which will be accessed through the mymason.gmu.edu blackboard account. The course covers materials from the first half of the Elemental Geosystems textbook, so eText and Lab chapter numbering may not be congruent.

Goals:
Why do we study the global distribution of weather and water? To understand the spatial variation of climate, weather, and water; to understand how atmospheric processes create global and regional climate and hydrologic variation and weather activity; to understand the connection between the spatial distribution and processes of energy, moisture, gases, chemistry, and motion in our atmosphere and hydrosphere and how that drives other earth systems and influences their global distribution; to understand the importance of our atmospheric system in maintaining the delicate balance of physical and biological systems on earth and the interconnectedness of the Atmosphere, the Hydrosphere, the Biosphere, and the Geosphere; and to understand how these interconnected processes respond to global scale change, and human impact and response to these natural systems.

Through the lecture and lab projects, the students will learn the critical approach of the scientific method, to relate theory and experiment, become skilled at the use of quantitative and qualitative information, and will learn about the development and elaboration of major ideas in atmospheric and hydrologic science such as the global atmospheric and ocean circulation models, Earths energy budget model, and the hydrologic cycle. Students will be assessed through a series of graded laboratory projects, discussions, homework, and quizzes.

Course Expectations:

1. Working online requires dedication and organization. Proper preparation is expected every week. You are expected to log in to the course on a **daily** basis and complete the assignments and activities on or before the due dates.
2. Students must check their GMU email messages on a **daily** basis for course announcements, which may include reminders, revisions, and updates.

3. It is expected that you will familiarize yourself with and adhere to the Honor Code. Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.
4. It is essential to communicate any questions or problems to me promptly.

Online Learning Community:
This online course is taught via Blackboard Courses (Log into http://mymason.gmu.edu, select the Courses Tab, and the course can be found in the Course List).

This course is offered completely online and is asynchronous (meaning there are no live sessions). In our online learning community, 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 learn more about Netiquette.

Technology Requirements:
The technology requirements for this online course are listed below:

Hardware:
You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and to a fast, reliable broadband Internet connection (e.g., cable, DSL, 4G). For optimum visibility of course material, the recommended computer monitor and laptop screen size is 13-inches or larger. You will need computer speakers or headphones to listen to recorded content. A headset microphone is recommended for recording your project presentations. For the amount of computer hard disk space required to take an online course, consider and allow for the space needed to: 1) install the required and recommended software and, 2) save your course assignments.

For hardware and software purchases, visit Patriot Computers.

Software:

- Web browser (See Blackboard Support for supported web browsers)
- Blackboard Courses (Log into http://mymason.gmu.edu, select the Courses Tab)
- Adobe Acrobat Reader (free download)
- Flash Player (free download)
- Microsoft Office (purchase)

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.

Learning Outcomes:
At the end of this course, students will be able to:
- LECTURE:
    - Understand how scientific inquiry is based on investigation of evidence from the natural world.
    - Recognize the scope and limits of science.

- Recognize and articulate the relationship between the natural sciences and society (e.g. sustainability, global warming).
- Evaluate scientific information (e.g., distinguish primary and secondary sources, assess credibility and validity of information)

- LAB:
  - Participate in scientific inquiry and communicate the elements of the process, including:
    - Making careful and systematic observations
    - Developing and testing a hypothesis
    - Analyzing evidence
    - Interpreting results

Required TextBook: *Elemental Geosystems, 9e,* Christopherson and Birkeland

**get a eTEXT version with MasteringGeography access – this is best done on blackboard*

a. Enter your Blackboard course.
b. Click Tools in the left navigation bar.
c. Click Pearson's MyLab and Mastering on the Tools page. The Pearson's MyLab and Mastering page is now displayed. The top area of the page lists the links into the MyLab and Mastering course. The lower area displays the course's Support Tools.
d. Click any course link in the top area of the page. The End-User License Agreement and Privacy Policy is displayed.
e. Continue with the procedure in 2. Register and pay for your Pearson course.

NOTE: you can get temporary access for 14 days.
Course ID is available on blackboard

Required LabBook: *Applied Physical Geography: Geosystems in the Laboratory, 10e*
Thomsen and Christopherson
Labs will be printed and scanned to turn in on Blackboard.

NOTE: GGS121 covers the first half of these texts, and GGS122 covers the second half.

Performance-based Assessments:

1. **On-line Discussions:**
   There are three on-line class discussions, and the general knowledge café discussion. Check back with discussions often so that you can reply to your peer's threads. One point is awarded for each quality post up to a maximum of 3 points per discussion. A quality post adds information to the discussion. Successful students typically contribute more than the minimum to the discussion. See the Discussion Rubric.

2. **Session Quizzes:**
   Session quizzes will assess student progress toward learning objectives. At the end of each textbook chapter, students will be presented with random questions (selected from a larger database of questions), and will have 10min to present their answers. Students are expected to do their own work.

3. **Activities:**
   Two homework activities will be assigned during the course to hone student skills. These homework activities are assigned and turned in on the Pearson MasteringGeography site.

4. **Lab Assignments:**
   Laboratories will be assigned on a session basis to hone student skills. Assignments will be submitted in PDF format. A short quiz of 3 questions will assess student mastering of Lab exercises. Students will have 10min to answer the Lab questions and submit their scanned Lab PDF worksheets. The CamScanner App on most smartphones can be used to scan workbook pages into a single PDF, which can be transferred to a computer using email and turned in as part of the lab questions.

Grading:
Students will be evaluated in the following areas:

- **Discussions** (11%)
  - Discussion 1 – 3 points (1 point for each thoughtful/useful post)
  - Discussion 2 – 3 points (1 point for each thoughtful/useful post)
  - Discussion 3 – 3 points (1 point for each thoughtful/useful post)
  - Knowledge Café – 2 points (1 point for each thoughtful/useful post)
- **Homework Activities** (9%)
  - 3 activity assignments at 3 points each
- **Quizzes** (24%)
  - 8 quizzes at 3 points each
- **Laboratories** (56%)
  - 14 laboratories at 4 points each

Each point is worth 1% in the class. The total points is 100. Students can get over 100 points with extra credit, but the scale below will be based on 100 total points. A combined lab and class grade will be assessed.

Grades are assigned using a ten point scale BASED ON NUMBER OF POINTS (+/- grades determined at instructor discretion):
A= 90 – 100 B = 80 – 90 C= 70 – 80 D= 60 – 70 F= 0 – 60

Example of +/- grades instructor discretion: Due to extra credit opportunities, some students earn more than 100 points. If this happens, the +/- distribution may be >100=A+, 95-100=A, 90-95=A-

A combined course-lab grade will be assessed.

Late Work Policy: Late work will not be accepted unless arrangements are made with the instructor(s).

Learning Module	Readings	eMaterials	**Assessments** (due at session end)
Session1: June 1-2 • **Course Welcome** • **Geographic Essentials**	• **Getting Started** • **TextBook**: Ch 1 • **LabBook**: Ch 4	• **Orientation** • **Videos/PPT** • **Pearson Mastering**	• **Student Intro: Submit** Blog Post • **Quiz** • **Lab**
Session2: June 3-4 • **Solar Radiation**	• **Textbook**: Ch 2 • **LabBook**: Ch 5	• **Videos/PPT** • **Pearson Mastering**	• **Quiz** • **Lab**
Session3: June 5-6 • **Insolation & Seasons**	• **LabBook**: Ch 6	• **Videos/PPT** • **Pearson Mastering**	• **Lab** • **Homework 1**
Session4: June 8-9 • **Energy Cycle**	• **Textbook**:Ch 3 • **LabBook**: Ch 7	• **Videos/PPT** • **Pearson Mastering**	• **Quiz** • **Lab**
Session 5: June 10-11 • **Temperature**	• **LabBook**: Ch 8	• **Videos/PPT** • **Pearson Mastering**	• **Lab** • **Discussion 1**
Session6: June 12-13 • **Pressure**	• **LabBook**: Ch 10	• **Videos/PPT** • **Pearson Mastering**	• **Lab** • **Homework 2**
Session7: June 15-16 • **Wind**	• **LabBook**: Ch 11	• **Videos/PPT** • **Pearson Mastering**	• **Lab** • **Discussion 2**
Session8: June 17-18 • **General Circulation**	• **Textbook**: Ch 4 • **LabBook**: Ch 12	• **Videos/PPT** • **Pearson Mastering**	• **Quiz** • **Lab**
Session9: June 19-20 • **Stability**	• **LabBook**: Ch 13	• **Videos/PPT** • **Pearson Mastering**	• **Lab** • **Homework 3**
Session10: June 22-23 • **Weather**	• **Textbook**: Ch 5 • **LabBook**: Ch 14	• **Videos/PPT** • **Pearson Mastering**	• **Quiz** • **Lab**
Session11: June 24-25 • **Cyclones**	• **LabBook**: Ch 15	• **Videos/PPT** • **Pearson Mastering**	• **Lab** • **Discussion 3**
Session12: June 26-27 • **Water Resources**	• **Textbook**: Ch 6 • **LabBook**: Ch 16	• **Videos/PPT** • **Pearson Mastering**	• **Quiz** • **Lab**
Session13: June 29-30 • **Climate**	• **Textbook**: Ch 7 • **LabBook**: Ch 17	• **Videos/PPT** • **Pearson Mastering**	• **Quiz** • **Lab**
Session14: July 1-2 • **Climate Change**	• **Textbook**: Ch 8 • **LabBook**: Ch 18	• **Videos/PPT** • **Pearson Mastering**	• **Quiz** • **Lab**

For the academic version of this class, there is one session per week with assignments due at the end of the day on Fridays. For the summer version of this course, there are 3 sessions per week, with assignments due at the end of the day Tuesday, Thursday, and Saturday. Assignments include Labs and Discussions on Blackboard, and Homework and Quizzes on Pearson MasteringGeography. There are no midterms or final exams in this class.

Academic Integrity

The University Honor Code is upheld and supported by the Office for Academic Integrity.

- The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. 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 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 me.
- As in many classes, a number of projects in this class are designed to be completed within your study group. With collaborative work, names of all the participants should appear on the work. Collaborative projects may be divided up so that individual group members complete portions of the whole, provided that group members take sufficient steps to ensure that the pieces conceptually fit together in the end product. Other projects are designed to be undertaken independently. In the latter case, you may discuss your ideas with others and conference with peers on drafts of the work; however, it is not appropriate to give your paper to someone else to revise. You are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently.
- Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously, and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Disability Accommodations

Please contact the instructor concerning accommodations for disabilities. For more information about accommodations and other information related to students with disabilities, please contact Mason's Disability Services. Disability Services also offers a faculty guide. Please note that faculty are not expected to provide accommodations unless the student presents a letter from DS–but also that students can request approved accommodations from faculty at any point in the semester (going forward, not retroactively).

- 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 http://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

- Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email:ods@gmu.edu | Phone: (703) 993-2474

Diversity and Inclusion

Diversity, one of the university's core values, is also a core value of this course. See Mason Non-Discrimination Policy or the Mason Diversity Statement. ***This course*** seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the material personally, but to also be open to exploring and learning from experiences different than their own. This course is an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students. As a faculty member, you may wish to include information about this on your syllabus. In addition to using any of the above language, consider including the following:

- As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's ***Title IX Coordinator*** per ***university policy 1412***. If you wish to speak with someone confidentially, please contact the ***Student Support and Advocacy Center*** (703-380-1434) or ***Counseling and Psychological Services*** (703-993-2380). You may also seek assistance from ***Mason's Title IX Coordinator*** (703-993-8730; titleix@gmu.edu).

Privacy

Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and is an essential aspect of any course. Instructor responsibilities with respect to student privacy are an important consideration when designing your syllabus, especially–though certainly not exclusively–when it comes to faculty and student digital communication. For that reason, please require students to use their Mason email. As an employee of the state of Virginia, it is also required that you use your Mason email when communicating with students. Sample syllabus language for email usage:

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

Student emails: In addition, please be aware that as of Fall 2018, Virginia law designates student email addresses as among the records that must be kept strictly private unless students give written consent for sharing. Please **use bcc when emailing to multiple students**, to shield their email addresses, or email students from within Blackboard; you should not require students to share email addresses with other students.

Undergraduate Course Repetition
Students should be aware of their options for repeating an undergraduate class for credit; these policies changed in 2018. Faculty teaching high-volume undergraduate courses (such as those required for Mason Core or the major) are especially encouraged to inform students of the course repetition policy through a statement on the syllabus:

- Beginning fall 2018, there is a limit of three graded attempts for this course. A W does not count as a graded attempt. Please see AP. 1.3.4 in the University Catalog and consult with your academic advisor if you have any questions.

University Policies
Students must follow the university policies. [See http://universitypolicy.gmu.edu].

Responsible Use of Computing
Students must follow the university policy for Responsible Use of Computing. [See http://universitypolicy.gmu.edu/1301gen.html].

University Calendar
Students must follow the university policies. [See http://catalog.gmu.edu].

Religious Holidays
A list of religious holidays is available on the University Life Calendar page (http://ulife.gmu.edu/calendar/religious-holiday-calendar/). Any student whose religious observance conflicts with a scheduled course activity must contact the Instructor at least 2 weeks in advance of the conflict date in order to make alternative arrangements.

Students are expected to follow courteous Internet etiquette.

Student Services:

NAME OF RESOURCE	DESCRIPTION OF RESOURCE
Advising for Exploratory Students	Provides advisors and coaches for students seeking or changing their major.
Assistive Technology Initiative	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.
Copyright Resources Office	Provides assistance to faculty and students regarding copyright policies.
Counseling and Psychological Services	Offers faculty and staff consultation about how to help students that experience difficulties that impact their learning, including how to respond to students in crisis. In particular, the Mason Cares, faculty referral guide, and students of concern are primary resources for faculty and staff. Students can take advantage of psychological services, a variety of learning services, multicultural services, and educational programs that support students' educational goals.
Disability Services	Implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities.
International Programs and Services	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	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.
Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Resources	Promotes the academic success, health and well-being of lesbian, gay, bisexual, transgender, and queer (LGBTQ) students and their allies. Also works to sustain and strengthen a campus climate of safety, equity, inclusion, and respect in which LGBTQ and ally students can succeed and thrive at Mason.
Mason Student Services	Provides one-stop, integrated information and referrals regarding admissions, registrar, student

NAME OF RESOURCE	DESCRIPTION OF RESOURCE
Center	accounts, and financial aid.
Mathematics Tutoring Center	Offers tutoring on a walk-in basis for all George Mason University students who are enrolled in math courses up to MATH 290.
Military Alliance Program (M.A.P.)	Provides faculty and staff participants with an understanding of military students at Mason and how they can be supported. Upon completion of M.A.P. training, participants are certified by the Office of Military Services as a “Military Friendly Staff Member”.
Office of Academic Integrity	Provides information on the honor code and resources for students and faculty.
Office of Diversity, Inclusion, and Multicultural Education (ODIME)	Serves students, cultural organizations, and the Mason community by promoting an environment that fosters and values human understanding and diversity. ODIME seeks to provide services and programs that will instill university-wide appreciation for diverse perspectives and ensure equal levels of inclusion, participation, and retention of underrepresented student groups in their quest for a quality.
Office of the Ombudsman	Acts as a unique resource for students to discuss concerns and complaints and serves as a safe space to facilitate the resolution of conflicts. As an impartial party, the office does not take sides in any conflict and operates independently of any formal channels at the university.
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)	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	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	Provides high quality health care, counseling, education, and prevention services in support of student learning and retention.

NAME OF RESOURCE	DESCRIPTION OF RESOURCE
Student Support and Advocacy Center	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.
UNIV Courses and Programs	Serves as a resource and development center for undergraduates, providing courses, programs, and services to facilitate students' personal and academic success.
University Career Services	Provides information on career choices, internships and employment, and graduate and professional school.
University Life	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	Offers both in-person and online writing assistance for students, including online writing guides, reference guides, and style manuals. 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.