CCONSERVATION MEDICINE

Syllabus

GEORGE MASON UNIVERSITY

Fall Semester 2025

3 Credit Hours

EVPP 527-DL2 (CRN: 71555)/BIOL 527-DL1 (CRN 78711)

Meets synchronously online weekly on Tuesdays from 4:30–7:00 p.m. in our Zoom meeting room.*

You will be responsible for preparing for the meeting by completing readings and assignments asynchronously. You will take quizzes and exams in Canvas when scheduled.

"At the place George Mason University occupies, we acknowledge the land of the Rappahannock, Pamunkey, Upper Mattapoini, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Patawomeck, Nottaway and Piscataway tribes, whose presence—past, present, and future—we recognize and respect."

Instructor: Dr. Esther Peters
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Student Hours: 3:30–4:30 p.m. Tuesdays* in Canvas Zoom meeting room or BY APPOINTMENT with Dr. Peters, send email to me to receive a Zoom link for the meeting or arrange an in-person meeting.

Prerequisite(s): Courses on evolution, ecology, zoology, and conservation biology or Instructor's permission.

Sign up for Mason Alert (e.g., weather closings, emergencies) at **https://alert.gmu.edu**

See Emergency Preparedness Guides at (http://ehs.gmu.edu/guides_EP.html)

*Please note that the syllabus may need to be changed after the start of the semester. Check your GMU e-mails and Blackboard announcements frequently and respond to requests.

Course Description

Conservation of biological diversity faces multiple challenges. The relationship of humans to impacts on terrestrial and aquatic organisms has been recognized, but conservation strategies traditionally have not included investigations of the symbioses and linkages among all organisms and the continuum of environment and health to frame protection policies and educate the public. In the 1990s, conservation medicine emerged as a transdisciplinary field that studies the relationships between human, animal, and ecosystem health and environmental conditions. Biomedical sciences are combined with conservation biology and other disciplines to trace the environmental sources of biotic and abiotic pathogens, develop an understanding of the ecological causes of changes in human, biotic, and ecosystem health and address the consequences of diseases to populations and ecological communities. This advanced course will provide a framework in which to examine the connections between the condition of the planet and health of all species. It will also challenge students in the ecological sciences, health sciences, and the natural sciences to think about new, collaborative ways to address ecological health. Understanding infectious and noninfectious diseases, pathogens, processes, impacts, and how to maintain healthy populations of species—and the ecosystem services the species provide—is the key to conservation.

Course Objectives and Student Learning Outcomes

The course will examine health issues from various standpoints, including the emergence and resurgence of infectious disease agents and how they are investigated; the effects of global climate change on health; the increasing impacts of toxic chemicals and hazardous substances; and the health implications of habitat fragmentation, degradation, and loss of biodiversity. Students will participate in individual and team assignments to be able to:

- Explain the difference between health and disease and impacts of diseases on ecosystems;
- Discuss the paradigm of disease using appropriate terminology in this field derived from pathology, ecology, epidemiology, and medicine;
- Identify and characterize 10 types of biotic and abiotic agents causing diseases;
- Describe and explain the rationale behind 5 methods used to investigate diseases of plants, animals, and humans;
- Identify ecological alterations and processes that can affect the health of plants, wildlife, domestic animals, and humans;
- Discuss 10 examples of diseases occurring in terrestrial and aquatic organisms (vertebrates) and their broader implications;
- Discuss 10 examples of diseases occurring in terrestrial and aquatic organisms (plants, invertebrates) and their broader implications;
- Analyze recent reports on emerging diseases in plants, wildlife, domestic animals, and humans and synthesize their effects on ecosystems;
- Apply processes and procedures used in the practice of conservation medicine;
- Explain how disease investigations can improve the success of conservation projects; and
- Know where to find and how to access transdisciplinary resources that may be needed to help solve conservation medicine challenges.

Course Format

The synchronous online sessions will meet from 4:30–7:00 p.m. on Tuesdays in Zoom (https://gmu.zoom.us/j/99170601090?pwd=pkSXrBuvxQc9gLciWORiFQApg7fHN9.1).

These sessions will feature micro-lectures given by the instructor and guest speakers with breakout group discussions or other activities. The recorded lectures, readings, and other materials will be available asynchronously, posted on Canvas. Access Canvas from https://www2.gmu.edu by clicking on CANVAS in the upper bar, click on Canvas, then log in with your Mason username and secure password. Then click on Log Into Canvas and enter your Mason username and secure password (you may not have to do this more than once), and you will arrive at your Canvas Dashboard. Select this course from the Fall 2025 course tiles.

Course Expectations

Each session will combine readings, lectures, class exercises, quizzes, occasional guest speakers and student discussions. As with any cross-listed course (undergraduate/graduate) offering, ***this will not be an easy course***. The successful student **must read assignments, study supporting materials, take quizzes, and prepare assignments outside of class**. Self-directed study skills are important. Students need to organize material logically and communicate well orally and in writing. Experiment with how, when, and where you read and study!

Class Preparation

"He who hesitates is lost...." Reading, research, and assignments are detailed on the following class schedule. Any concerns about keeping up with assignments should be discussed with Dr. Peters. More students are juggling work, research, internships, shadowing, families, and illnesses. Please note that employment must not take priority over academic responsibilities. Students employed more than 20 hours a week are strongly urged not to attempt a full-time academic load. Students employed more than 40 hours a week should attempt no more than 6 credits per semester. Please consider your responsibilities and interests and plan accordingly to protect your health and GPA!

Class Participation

Students should join each synchronous session ready to participate in all activities. Each new learning unit begins after the online session on Tuesdays, so that you will read or review materials, write assignments, and complete a Pre-Class Quiz by Monday evening before the Tuesday online session. After each online session, you will complete a Post-Class Quiz. Then the next week's learning module begins. **Please turn off cell phones and eliminate other distractions before class begins.**

Absenteeism should be limited to illness or emergencies or discuss concerns with the instructor. Students should notify Dr. Peters by e-mail before class if they must miss a class (or as soon as possible following class). **Multiple missed classes will affect student grades** as

exercises are given in almost every lecture and the post-session quizzes will include questions based on the materials presented online.

If you need to miss class due to religious observances, please let Dr. Peters know. (The University Life religious holiday calendar is here: https://ulife.gmu.edu/calendar/religious-holiday-calendar.)

If you are a student with a disability and you need academic accommodations (see https://ds.gmu.edu) please notify Dr. Peters and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS and require appropriate documentation.

Student privacy and student rights are subject to the FERPA (https://registrar.gmu.edu/ferpa).

E-mail Communications

Students are required to use their GMU email accounts for all class-related communications. Students are encouraged to have a professional email signature. Please check your email often and respond to queries from Dr. Peters. If you have questions about content for a missed class, please contact your classmates. If you are not getting messages, please send Dr. Peters an alternate email address. You can **Send Email** to the instructor or classmates in Canvas. Dr. Peters will send updates on how to continue learning by email if the campus is closed.

Basic Course Technology Requirements

Activities and assignments in this course will regularly use the Canvas learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. You can check your speed settings using the speed test on this website.)

Activities and assignments for this course will also regularly use web-conferencing software (Zoom links will be provided in Canvas). In addition to the requirements above, students are **required to have a device with a functional camera and microphone**. In an emergency, students can connect through a telephone call, but video connection is the expected norm during breakout rooms.

All synchronous meetings in this class will be recorded to provide necessary information for students in this class. Recordings will be stored in Canvas and will only be accessible to students taking this course during this semester; they are private and must not be shared outside the class or with others in your household.

Required Textbook

Aguirre, A. A., R. S. Ostfeld and P. Daszak. 2012. *New Directions in Conservation Medicine: Applied Cases of Ecological Health*, Oxford University Press, New York, 646 pp.

Chapters from the textbook or other resources that will be required for you to read will be provided as PDF copies in the weekly Canvas learning modules.

This new textbook link is provided in case you want to use it as supplementary reading:

Häsker, B., A. Tvarijonaviciute, and S. Savic. 2025. *Principles of One Health for a better planet.* CABI Digital Library. (online, free access: https://www.cabidigitallibrary.org/doi/book/10.1079/9781800623002.0000).

Course Assignments and Assessments

Assignments should be submitted by their due dates; let Dr. Peters know if you will not be able to meet the deadline. No work will be accepted after the last day of the course.

Assignments should be prepared neatly (either hand- or type-written or computer-generated). Be sure to proofread your work to double-check facts, grammar, spelling, and consistency, completeness, and correctness. Be sure you have followed all directions.

Weekly Required Readings, Lectures, Quizzes, Other Activities (Asynchronous)

These are indicated in the Course Schedule below and in the **Modules** tab in Canvas, which will show detailed information for each week of the semester. PDF versions of the chapters will be posted in the appropriate week in Canvas. Pre-recorded lectures will also be posted in the designated week in Canvas. Students will review and study these materials on their own before taking the Pre-class Quiz each week. Students will also take a Post-class Quiz after the online synchronous session, based on selected materials and discussions. The 10 highest scores on each of these quizzes will count toward the final grade.
*Graduate students will read one extra assigned peer-reviewed article each week and contribute 5 sentences to the **Discussion**, briefly summarizing what you learned, questions you may have had while reading it, or critical thoughts on the value of the paper. Do not describe the content of the paper.*

Definitions of Terms

Each graduate student is expected to identify and define 100 common terms related to conservation medicine and disease ecology and submit them ***written neatly by hand***. This is a way to expose you to common terminology used in conservation medicine, and to help you remember some of these definitions by writing them. The first 50 terms are provided in a list on Canvas that everyone "needs to know." The remaining terms will be ones each student "wants to know." Further instructions are provided in Week 2 in Canvas.

Commentaries

Graduate students will prepare <u>two (2) commentaries</u>. These single-spaced assignments, <u>limited to 400 words</u>, may compare, contrast, or critique a **technical (scientific) article recently published (2018 or later) on a disease ecology issue** (e.g., anthrax outbreak in bison; dolphins stranding on the Virginia coast; global Ebola outbreak; Zika virus spreading in the Americas). Instructions are provided in Week 4 in Blackboard.

Final Exam

Graduate students will be assigned to transdisciplinary teams to work together as a team to find solutions to conservation medicine scenarios, then write their responses to specific questions provided by Dr. Peters and submit them as the final examination in this course. Students will have three weeks to develop their solutions. For the final online synchronous meeting, each team will report briefly on their solution for one of the questions (to be assigned) and all will compare their solutions for additional insights. The final exam is worth 20% of the grade. **Team members who do not contribute will lose points; team members who have concerns about a team member's participation may contact Dr. Peters confidentially during or after the exam.**

Final PowerPoint Presentation

Graduate students are required to submit a prerecorded **10-min presentation** using PowerPoint slides on a *contemporary* issue/topic relevant to conservation medicine. These presentations are worth *20% of your grade*. The issues/topics (*but not the contents*) for the presentations are not limited to those covered in the textbook. *Choose your favorite infectious or non-infectious disease, in a terrestrial or marine species or ecosystem, from a newspaper, magazine article, or scientific journal article*. In your presentation, provide a brief background of the problem; describe the impacts of this disease to wildlife, domestic animals, humans, and ecosystems, and concerns from an economic, cultural, environmental, and conservation medicine perspective. More guidance and the grading rubric will be posted in Week 6 in Blackboard. The class will view the presentations online during the final exam period; undergraduates will listen, ask questions, and rate them.

Grading Criteria

The total grade received for this course will be based on the following assignments and assessments:

Activity	EVPP527/BIOL507 Contribution to Total Grade
Definitions of Terms	10%
Class participation (synchronous sessions)	5%
11 Extra Readings (lowest grade dropped, 10 count)	5%
Written commentaries	20% (10% each)

11 Quizzes (Pre- and Post- synchronous sessions), lowest grades for each dropped, so 20 count	20%
Movie or Reading Comments	5%
Final Exam	20%
PowerPoint presentation	15%
TOTAL	**100%**

The final grade for graduate students will be based on this scale: A= 100–90%, B= 89–80, C = 79–70%, F < 69%. **A CURVE WILL NOT BE APPLIED.**

Course Schedule*

Modifications may be required as the semester progresses… ***Start Date*** is the date after the ***Meeting Date***, when the online synchronous session meeting in Zoom is held to discuss the past week's work and prepare for the next week's work. ***The Textbook Chapters and Tasks to do Before Online Class Meeting and Assessments*** provides the assigned readings and tasks to be done during the week of study (e.g., pre-recorded PowerPoint lecture, other reading assignments, writing assignments, quizzes), which you will work on asynchronously. These will be provided each week in Blackboard (click on **Learn Here: Weekly Lessons**). Quizzes will be completed both before and after the synchronous class meetings online. The ***Online Focus Talks or Activities for Discussion and Assessments by ALL*** will be presented each week, usually in this order (e.g., review/questions/answers, graduate students present their reading assignment reflections, break, Focus Talk, break, Breakout Group discussion/synthesis). Note due dates for the Pre- and Post-class Quizzes (open book).

** Chapter 29 from Aguirre et al. 2002 will be provided as a PDF.

Week	***Start Date***	***Textbook Chapters* and Tasks to do Before Online Class Meeting and Assessments***	***Meeting Date***	***Online Focus Talks or Activities for Discussion and Assessments by ALL***
		The following readings and associated assignments in Canvas should be done BEFORE CLASS EACH WEEK, but not before we meet the first week. **The Pre-class Quizzes are due by 4:30 p.m. on the Meeting Date.**		This is what we will do each week (changes may be required as the semester progresses). **The Post-class Quizzes must be completed by the Sunday following the Meeting Date before midnight (11:59 p.m.).**
1	08/26	Nothing to be done before the first meeting in Zoom.	08/26	Online meeting to start the semester: Introductions, Syllabus

Week	***Start Date***	***Textbook Chapters* and Tasks to do Before Online Class Meeting and Assessments***	***Meeting Date***	***Online Focus Talks or Activities for Discussion and Assessments by ALL***
				review, course expectations, general concepts and definitions. ALL view pre-recorded Lecture: Conservation Medicine: Ecological Health in Practice No Post-class Quiz this week
	08/27	Review materials in the folder ALL read Chapter 1 ALL view pre-recorded Lecture: Conservation Medicine: Ecological Health in Practice Grad students work on 20 "Need to Know" Definitions Grad students read assigned extra paper and post comment in Discussion ALL take Pre-class Quiz	09/02 *Last Day to Add Classes*	Focus Talk: Building Eco-health, Dr. Peters Breakout Groups discuss biotic and abiotic pathogens, how will transdisciplinarity help conservation, and what is "systems thinking" and how do we implement this (see https://thesystemsthinker.com/systems-thinking-what-why-when-where-and-how/), general discussion together Take Post-class Quiz
2	09/03	ALL read Chapter 37 ALL view pre-recorded Lecture: Health and Disease: Concepts and Models Grad students work on 20 "Need to Know" Definitions Grad students read assigned extra paper and post comment in Discussion	09/09	Focus Talk: Focus Talk: Watch video, Bahamas National Trust, ecotourism studies on iguanas and conservation medicine Breakout Groups discuss the video, general discussion together Take Post-class Quiz

Week	***Start Date***	***Textbook Chapters* and Tasks to do Before Online Class Meeting and Assessments***	***Meeting Date***	***Online Focus Talks or Activities for Discussion and Assessments by ALL***
		ALL take Pre-class Quiz		
3	09/10	ALL read Chapter 6 ALL view pre-recorded Lecture: Eco-epidemiological Approaches to Infectious Disease Grad students work on 10 "Need to Know" and 10 "Want to Know" Definitions Grad students read assigned extra paper and post comment in Discussion ALL take Pre-class Quiz	09/16	Focus Talk: Dr. Peters, Habitat Loss, Fragmentation, and Disease Ecology Breakout Groups and general discussion together Take Post-class Quiz
4	09/17	ALL read Chapter 5 and Alaska Veterinary Pathologist Story ALL view pre-recorded Lecture: Disease, Biodiversity, and Species Extinction Grad students work on 20 "Want to Know" Definitions Grad students read assigned extra paper and post comment in Discussion ALL take Pre-class Quiz	09/23	Focus Talk: Watch video, St. Louis Zoo turtles and conservation medicine Breakout Groups read resources on diseases affecting box turtles and discuss, general discussion Take Post-class Quiz

Week	***Start Date***	***Textbook Chapters* and Tasks to do Before Online Class Meeting and Assessments***	***Meeting Date***	***Online Focus Talks or Activities for Discussion and Assessments by ALL***
5	09/24	ALL read Chapter 10 Grad students work on 20 "Want to Know" Definitions Pre-recorded Lecture: NOT THIS WEEK Grad students read assigned extra paper and post comment in Discussion ALL take Pre-class Quiz		Focus Talk: Listen to Dr. Peters pre-recorded lecture on Diseases of Plants Breakout Groups find information on another plant disease of concern to discuss and present Take Post-class Quiz
6	10/01	ALL read Chapters 21 ALL view pre-recorded Lecture: Principles of Emerging Infectious Diseases (EIDs) Grad students read assigned extra paper and post comment in Discussion Grad students finish 100 definitions ***Definitions due October 6 (submit in Blackboard)*** ALL work on Commentary 1 ALL take Pre-class Quiz	10/07	Focus Talk (Dr. Sally Lahm): Case Studies in Conservation Medicine from Africa Breakout Groups discussion Take Post-class Quiz
7	10/08	ALL read Chapter 23 ALL view pre-recorded Lecture: Terrestrial and	10/14	Focus Talk: Dr. Peters introduces highly pathogenic avian influenza (HPAI)

Week	***Start Date***	***Textbook Chapters* and Tasks to do Before Online Class Meeting and Assessments***	***Meeting Date***	***Online Focus Talks or Activities for Discussion and Assessments by ALL***
		Aquatic Emerging Infectious Diseases – Vertebrates Grad students read assigned extra paper and post comment ALL work on Commentary 1 ALL take Pre-class Quiz		Breakout Groups conduct research online to learn more about the recent changes in this disease Return to online synchronous session for discussion Take Post-class Quiz
8	10/15	ALL read Chapter 20 ALL view pre-recorded Lecture: Disease Ecology of Invertebrates Grad students read assigned extra paper and post comment ALL work on Commentary 1 ***Written Commentary 1 due October 21*** ALL take Pre-class Quiz	10/21	Focus Talk: Dr. Peters, Diseases of Coral Reef Organisms with Breakout Groups and general discussion together Take Post-class Quiz
9	10/22	ALL read Chapters 11 and 12 ALL view pre-recorded Lecture: Wildlife Trade, Bushmeat and the Spread of Disease	10/28	Focus Talk (Guest Speaker: Zachary Combs): Historical Context of the HIV Outbreak: The SIV Connection Class activities and discussion Take Post-class Quiz

Week	***Start Date***	***Textbook Chapters* and Tasks to do Before Online Class Meeting and Assessments***	***Meeting Date***	***Online Focus Talks or Activities for Discussion and Assessments by ALL***
		Grad students read assigned extra paper and post comment Grad students work on Commentary 2 ALL take Pre-class Quiz		
10	10/29	**Watch one of the listed movies or read a paper and enter your impressions of it in the Discussion Board forum in Blackboard**	11/04	**NO CLASS DUE TO ELECTION DAY**
11	11/05	ALL read Chapter 29 from Aguirre et al. 2002 and bioterrorism resources (will be provided in Blackboard) ALL view pre-recorded Lecture: Disease ecology, bioterrorism, and environmental security Grad students read assigned extra paper and post comment Grad students work on Commentary 2 ALL take Pre-class Quiz	11/11	Focus Talk: Dr. Peters, Environmental Security Class discussion Take Post-class Quiz

Week	***Start Date***	***Textbook Chapters* and Tasks to do Before Online Class Meeting and Assessments***	***Meeting Date***	***Online Focus Talks or Activities for Discussion and Assessments by ALL***
12	11/12	ALL read Chapter 42 (and Chapter 28, if not already done) ALL view pre-recorded Lecture: Prediction and Prevention of the Next Epidemic Grad students read assigned extra paper and post comment Grad students work on Commentary 2 ***Written Commentary 2 due November 18*** ALL take Pre-class Quiz	11/18	General and Breakout Groups discussion on Chapters 42, 28, and how do we deal with disease prospects in conservation medicine? Take Post-class Quiz Final Exams released during online class, Teams review their questions and the rubric, questions answered, Teams meet to discuss how they will work on the exams in Breakout Groups **TEAMS BEGIN WORK ON FINAL EXAM**
13	11/19	Teams work on Final Exam	11/25	Zoom session will be open. Teams can meet in their Breakout Groups for the entire 2 hours 45 minutes (must start at 4:35 p.m. so Dr. Peters can set up the groups) to work on their exams. Dr. Peters will be available to answer any questions. This session is optional.
14	11/26	Teams work on Final Exam	12/02	Zoom session will be open. Teams can meet in their Breakout Groups for the entire 2 hours 45 minutes (must start at 4:35 p.m. so Dr. Peters can set up the groups) to work on their exams. Dr. Peters will be available to answer any questions. This session is optional.

Week	***Start Date***	***Textbook Chapters* and Tasks to do Before Online Class Meeting and Assessments***	***Meeting Date***	***Online Focus Talks or Activities for Discussion and Assessments by ALL***
15	12/03	***Final Exams due December 8***		
16	12/16	Final Exams Week – meet online 5:00 p.m.–7:00 p.m.	12/16	**Graduate Student PPT Presentation and Discussion of Final Exam answers by Teams**

Academic Integrity

GMU is an Honor Code university; please see link to the Mason Honor Code at https://oai.gmu.edu/mason-honor-code/full-honor-code-document/ 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. Students are expected to complete the work on their own or as a team, depending on the assignment.

All quizzes and exams will be completed by individuals or as a team outside the classroom (those registered for the course). The purpose of these assessments is to evaluate the student's progress in understanding the material. Although course materials and other resources may be used to complete these assessments, students may not discuss the questions with others and must adhere to the time limits in completing them. Thus, studying, and **learning** from the materials will help you most. Information is provided in Blackboard to help you.

Sharing of materials may be limited by what those materials contain and where they are shared Some kinds of participation in online study sites violate the Mason Honor code: these include accessing exam or quiz questions for this class; accessing exam, quiz, or assignment answers for this class; uploading of any of the instructor's materials or exams; and uploading any of your own answers or finished work. If you have any questions, let Dr. Peters know by e-mail.

It is important to note that some materials produced for this course require creativity in organization and presentation, and the information presented in the paper or other product must be properly acknowledged as to its source. While you may use artificial intelligence (AI) software (e.g., ChatGPT) to help you (generate ideas, brainstorm, review your writing), please add a note to your assignment that describes where in your process you used AI and which platform(s) you used. Material generated by these programs may be inaccurate or incomplete. You may need to add more resources and text to fully address the prompt or topic to achieve the

highest grade, e.g., what has been discussed in class or based on assigned readings. Think critically! And consider whether you are authentically learning. Statements of a general nature or that synthesize information from several sources need not be attributed to a specific source; however, material generated by an AI program should be cited like any other reference material (be sure to check if the AI citations are accurate or fake). Statements of specific details or direct quotations ("between quotation marks") from books, journals, newspaper or other media articles, Internet web pages, or other authorities must be identified with the name of the author and year in the text and the full citation provided in a literature cited section at the end of the paper using the format required by the instructor. To cite, for example, use of ChatGPT-3, use this format: "ChatGPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/." You are responsible for the content of your products. And if you get behind and need more time on an assignment, just let Dr. Peters know and we can discuss a later submission date so you can focus on learning!

Gender Identity and Pronoun Use

If you wish, please share your name and pronouns with me and how best to address you in class and via email. You may also choose to update your chosen name and pronouns here: https://registrar.gmu.edu/updating-chosen-name-pronouns/ . I use "she/her/hers" for myself and you may address me as "Dr. Peters" or as "Esther" (graduate students) in email and verbally.

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 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 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).

University Policies

The University Catalog, https://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 https://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

Other Useful Campus Resources

Many are now available to students, including the University Writing Center, Learning Center, Libraries, Counseling and Psychological Services. Please go to:

https://stearnscenter.gmu.edu/knowledge-center/knowing-mason-students/student-support-resources-on-campus/

and click on the one you need for the most up-to-date information!

RELIGIOUS HOLIDAYS: the calendar of religious holidays and observations is posted here (https://ulife.gmu.edu/religious-holiday-calendar/). Please let Dr. Peters know in advance if any religious observances affect your participation in class activities and assignments.

NEW! TIMELYCARE: Mason students now have FREE access to TimelyCare – a virtual mental health and well-being platform crafted specifically for college students!
With TimelyCare, Mason students will have access to a multitude of virtual mental health and well-being resources that are free and available 24/7. Find out more about the resources available online or download the app.

Student communication of e-mail information (Opt-in Form):
https://provapps.gmu.edu/OptInApp/Default.aspx

NAMES AND PHONE NUMBERS OF CLASSMATES:

_____ _____

Notes: