



ASSESSMENT REPORT

MASON DEPARTMENT SURVEY REPORT

JULY 2012

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**OFFICE OF STUDENT SCHOLARSHIP, CREATIVE ACTIVITIES, & RESEARCH
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Background

The OSCAR Department Survey was developed by the Office of Institutional Assessment and the Office of Student Scholarship, Creative Activities, & Research (OSCAR) in spring 2012. It was adapted from a previous survey that was administered in spring 2010. The current survey items reflect the evolving programmatic and formative assessment needs of OSCAR.

The primary goals of the survey were to determine the extent to which academic units are engaged with the goals and activities of the *Students as Scholars* initiative; to ascertain general faculty attitudes and practices regarding undergraduate research and creative activities; and to learn how information about *Students as Scholars* and related activities is being shared with students and faculty at Mason. See Appendix A for the instrument.

The OSCAR Department Survey was administered in late April 2012, to all chairs of academic departments at Mason that offered undergraduate degree programs as of spring 2012. A department-specific link to the online survey was sent to the chair of each department, who was instructed to either complete the survey or forward the link to a designated respondent (such as the coordinator of the undergraduate program). Of the 50 departments targeted, 45 completed the survey for a response rate of 90%. An additional academic department that does not currently have an undergraduate program but serves undergraduates volunteered to participate, for a total of 46 participating departments. See Table 8 in Appendix B for a list of participating departments.

Data Analysis and Results

Data were aggregated and frequencies were reported for each survey item. Most respondents entered a response for all items. The number of respondents to the items is designated at the foot of each table. Percentages are listed with the corresponding frequency in parentheses. Percentages may not add to 100% due to rounding.

Beliefs About the Current Culture and Practices Regarding Undergraduate Scholarship in the Department

Participants were asked to rate their agreement on four items relating to their department’s culture and practices regarding undergraduate scholarship (see Table 1). Most (85%) agreed that providing opportunities for undergraduates is a priority for their faculty, and most (85%) also agreed that their students could do the work if given the opportunity. Respondents were less likely to agree (33% disagreed and 11% reported “don’t know”) that supervising undergraduate scholarship is rewarded in promotion and tenure or annual review.

Table 1. Participant Beliefs About the Current Culture and Practices Regarding Undergraduate Scholarship in the Department

Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Providing opportunities for undergraduate scholarship is a priority in my department	39% (18)	46% (21)	15% (7)	0	0
The activity of supervising undergraduate scholarship is stated as a criterion in my department’s yearly faculty review	13% (6)	15% (7)	61% (28)	4% (2)	7% (3)
The activity of supervising undergraduate scholarship counts positively towards faculty promotion and tenure in my department	15% (7)	41% (19)	33% (15)	0	11% (5)
Upper-division students in my department are able to perform scholarly activities if given the opportunity	41% (19)	44% (20)	7% (3)	2% (1)	7% (3)

N=46; Percentages may not add to 100% due to rounding

Respondents were given an opportunity to share comments about the ways in which faculty are rewarded for supervising undergraduate scholarship. Forty responses were received. Responses were read for themes and were coded. Six themes emerged, and are summarized below. Four responses did not address the question, and were removed from the analysis.

1. **Financial Compensation** (10 responses): Faculty in five departments can receive funding for travel or professional development, or a small stipend for their participation in undergraduate scholarship. Three respondents noted that faculty would not necessarily receive pay increases for their work with undergraduate scholars, but their efforts would be considered positively with other criteria when funds are available for increases. Two noted that faculty who include undergraduate research in external grant proposals would receive funds from the grants, but the college or department may not offer any internal funding for this purpose. One respondent pointed to OSCAR as the only means for faculty to earn funds for this work.
2. **No Reward** (8 responses): For eight departments, faculty participation in undergraduate scholarship is not rewarded, or it is considered to be a normal expectation of being a faculty member. Three department chairs suggested that while it has not been rewarded in the past, rewards could be implemented for the future.
3. **Considered in Annual Evaluation** (8 responses): Faculty who supervise student scholarship outside of the regular teaching load may be given positive consideration in annual reviews and promotion and tenure; however, several respondents noted that this activity is not especially or significantly rewarded. One respondent surmised, “Such activities are considered as part of an overall focus on scholarship and teaching which are the base for granting tenure.”
4. **Not Applicable to Department** (7 responses): Several respondents who noted that this question was not applicable asserted that there is not much activity in their department regarding undergraduate scholarship. A set of three respondents reported that because their programs are interdisciplinary, there is no department, and thus, no means of rewarding faculty for their work with undergraduates.
5. **Department or College Recognition** (7 responses): Although faculty are not necessarily compensated for their work with undergraduate scholarship, they may receive collegial recognition for their efforts. Faculty may be recognized on their department’s website, annual report, or awards ceremony. One respondent noted that faculty are rewarded with leadership positions for academic programs or committees.
6. **Workload Reduction** (6 responses): Faculty may be awarded a course release for mentoring students, but it appears that this may be negotiated with the individual faculty member, and is not an explicit department policy. One respondent noted that faculty might only be given a course release if they earned a grant to do the work.

Curricular Opportunities for Undergraduate Student Scholarship in the Department

Participants were asked to report the kinds of curricular opportunities that their departments offer for undergraduate students. Almost two-thirds (61%) reported that their department offers a capstone course that requires undergraduate scholarship, and the course is required in 47% of departments (see Table 2). Most (78%) departments offer independent study or course credit for undergraduates to participate in scholarship, but the course is only required for three departments. Sixty-four percent of departments offer other curricular options, such as internships, and 75% offer non-credit bearing opportunities for students to participate in independent or faculty-mentored student scholarship—however, most of these experiences are not required for graduation. Three departments reported that they offer no credit-bearing opportunities for participation in undergraduate scholarship. See Table 9 in Appendix B for a list of courses that departments reported.

Table 2. Curricular Opportunities for Undergraduate Student Scholarship in the Department

Item	Yes, Required for Graduation	Yes, but NOT Required	No
A capstone course that requires undergraduate student scholarship (N=43)	47% (20)	14% (6)	40% (17)
An independent study/course credit specifically for undergraduate students who participate in independent or faculty-mentored scholarship (N=44)	7% (3)	71% (31)	23% (10)
Other regularly taught courses that require undergraduate student scholarship (N=45)	49% (22)	27% (12)	24% (11)
Other curricular option (e.g. internship/practicum/etc.) for undergraduates who participate in student scholarship (N=45)	4% (2)	60% (27)	36% (16)
Non-credit bearing opportunities for students to participate in independent or faculty-mentored student scholarship (N=44)	23% (10)	52% (23)	25% (11)

Percentages may not add to 100% due to rounding

Students as Scholars Program Outcomes

Participants were asked to report on how their department “fits” or identifies with the *Students as Scholars* program outcomes. Frequencies are reported in Table 3. Overall, most responded positively, reporting that their department fit at least “somewhat” with the outcomes. Respondents reported most frequently that their department’s undergraduate degree programs offer opportunities for scholarship (42%), and were the least sure about whether their students who have participated in scholarship activities are prepared for their career goal and/or advanced study (16%).

Table 3. Department Reports on *Students as Scholars* Program Outcomes

Item	Completely	Mostly	Somewhat	Not at all	Not sure
Student scholarship is pervasive in my department (N=44)	16% (7)	25% (11)	48% (21)	2% (1)	9% (4)
My department’s undergraduate degree programs offer opportunities for scholarly inquiry, creative activities and/or research (N=45)	42% (19)	29% (13)	22% (10)	2% (1)	4% (2)
My department’s faculty support undergraduate students in scholarly inquiry, creative activities and/or research (N=44)	36% (16)	36% (16)	25% (11)	0	2% (1)
My department’s undergraduate students participate in scholarship, creative activities and/or research (N=45)	18% (8)	33% (15)	44% (20)	2% (1)	2% (1)
My department’s undergraduate students have opportunities to communicate the results of their research or creative activities (N=44)	30% (13)	23% (10)	39% (17)	5% (2)	5% (2)
My department’s undergraduate students who have participated in student scholarship are prepared for their career goal and/or advanced study (N=44)	39% (17)	30% (13)	14% (6)	2% (1)	16% (7)

Percentages may not add to 100% due to rounding

Sharing Information About Student Scholarship

The survey asked respondents to report how their departments share information about opportunities for student scholarship with students and faculty. Respondents were instructed to select all options that applied (see Table 4). In terms of sharing information with students, the most common response was faculty talking about their own scholarly activity in courses (91%), followed by the department forwarding information through an email listserv (72%), and faculty talking about other undergraduates in classes (61%). “Other” comments are summarized after Table 4.

Table 4. How the Department Shares Opportunities for Student Scholarship with Students

Item	%
Faculty talk about their scholarly activities in classes	91% (42)
Faculty talk about other undergraduates who are involved in scholarship in classes	61% (28)
The department holds a symposium to expose undergraduates to research or creative opportunities	30% (14)
The department forwards information to students through email listserv	72% (33)
The department posts information on Facebook or Twitter	33% (15)
The department’s website links to the <i>Students as Scholars</i> page	7% (3)
Other	37% (17)

Other:

- Department seminars, brown bag events, or lecture series (6)
- Student demonstration, presentation, performance, competition, or festival (3)
- Bulletin boards, website or email (3)
- Academic advising (2)
- Informal conversations with certain students (2)
- Guest speakers or artists (2)
- Capstone course that includes research requirement
- Internships or service-learning
- Student club or honor society

In terms of sharing information about *Students as Scholars* activities with faculty, respondents reported forwarding emails (89%), conversations with colleagues (72%), and discussions in department meetings (61%) as the most common means of communication (see Table 5). “Other” comments are displayed after Table 5.

Table 5. How the Department Shares Information with Faculty About *Students as Scholars* Activities

Item	%
Forwarded emails from deans, department chairs, or undergraduate coordinators	89% (41)
Discussed in department meetings	61% (28)
Attended <i>Students as Scholars</i> workshops or information sessions	46% (21)
Through conversations with colleagues	72% (33)
Other	9% (4)

N=46

Other:

- Honors seminar presents work at departmental meeting every May
- Student presentation of project posters
- We have applied for a Track B curriculum development grant to build undergraduate scholarship into the intro and capstone core classes for the degree
- Main topic at our Annual Retreat

Undergraduate Participation in Scholarship Activities in the 2011-2012 Academic Year

The survey asked about how departments' undergraduates were involved in scholarship activities in the 2011-12 academic year. Eighty-five percent of departments reported that their students were involved in independent or faculty-mentored research or creative activities; 63% had students presenting results at a department or college event; and 57% applied for a URSP award. Over half (52%) of departments reported that their undergraduate students have presented the results of their scholarly activities at an off-campus venue, such as a national or regional conference, competition, or show (see Table 6). It should be noted that the survey item asked whether students in their departments were involved in these activities, and did not ask them to report the extent to which they were involved, or how many participated. "Other" comments were not notable.

Table 6. Undergraduate Participation in Scholarship Activities in the 2011-2012 Academic Year

Item	%
Independent or faculty-mentored undergraduate research or creative activities	85% (39)
Applied for an Undergraduate Research Scholars Program award for their research or creative activity	57% (26)
Presented the results of their scholarly activities at a department or college-wide event	63% (29)
Presented the results of their scholarly activities at an off-campus venue (e.g. national or regional conference, competition, or show)	52% (24)
Applied for an OSCAR Undergraduate Student Travel grant	11% (5)
Not sure or unaware	11% (5)
Other	11% (5)

N=46

Department Plans to Participate in Undergraduate Scholarship

Participants were asked to report their department-level activities and plans regarding *Students as Scholars*. One quarter (24%) reported that they had already submitted an OSCAR Scholarship Development Grant application in 2011-12, and 35% plan to do so in the future. It should be noted that while 35% were "not sure" and 9% had "no plans" to submit an application for an OSCAR grant, this figure is far lower than program targets. It appears that more departments intend to participate in the SDGs than OSCAR originally planned. The finding that 24% were "not sure" whether their department would apply for an RS course designation, and another 9% had no plans to do so may be a concern, as OSCAR's target is 100% by 2016. See Table 7.

Table 7. Department Plans to Participate in Undergraduate Scholarship

Item	Done in 2011-12	Plan to do in 2012-13	Plan to do in 2013 or future	Have no plans to do	Not sure
How likely is it that your department will submit a Scholarship Development Grant application to OSCAR?	24% (11)	20% (9)	15% (7)	9% (4)	35% (16)
How likely is it that your department will apply for an RS (Research & Scholarship Intensive) course designation for at least one course?	22% (10)	26% (12)	9% (4)	9% (4)	24% (11)
Does the department have at least one faculty member who is planning to apply for an external grant that includes support for student scholarship?	15% (7)	20% (9)	13% (6)	22% (10)	33% (15)

N=46; May select all that apply

Comments and Suggestions

Survey respondents were given an opportunity to respond to open-ended items about undergraduate student scholarship. Comments were analyzed for themes, and are summarized by item below.

Other Strategies the Department Uses to Encourage Undergraduate Student Scholarship

1. **Curriculum Requirement or Option** (15 responses): Students are expected to participate in research or creative activities through the required curriculum in 7 departments. These departments offer a course or sequence of courses in which students conduct research or design projects, participate in case or design competitions, or experiential learning. In the College of Visual and Performing Arts, creative scholarship is “central” to the undergraduate program of study. In another 7 departments, undergraduate scholarship is a curricular option. These departments offer elective courses or concentrations for students to have an intensive research experience. The College of Science is participating in initiatives focused on student scholarship, and provides opportunities to travel to international labs and conferences. One department infuses research into their honors program.
2. **Internships and Partnerships** (5 responses): Departments pursue partnerships with professionals in their respective fields so that students can get hands-on experience through internships, creative festivals, distance education, luncheons and other events.
3. **Funding and Infrastructure** (5 responses): These departments have made significant efforts to fund undergraduate research, whether from external funding, or through careful budgeting of department funds. This funding has built summer fellowships and lab spaces where students can work. One department is creating strategies to involve their doctoral students as mentors for undergraduate scholars.
4. **Faculty-Driven** (4 responses): These departments rely on faculty to decide whether they will work with undergraduates in their research. Two departments reported that this was an expectation for their research faculty, and their faculty take this responsibility seriously.
5. **Other** (3 responses): Undergraduates are encouraged to participate in scholarship through advising (1), awards (1), and the status they earn from their participation (1).

Do you have any additional suggestions of programs or activities that would help enhance the opportunities for and visibility of undergraduate scholarship in your department?

1. **Resources** (6 responses): Resources are needed to support undergraduate scholarship. Undergraduate research creates a strain on faculty and department resources; lab space and supplies are needed, as well as funding for the technicians who run the lab equipment. Physical and virtual space are limited for projects that require it, such as film, art, video, and programming projects. Students need funding for fellowships, and faculty mentors are in short supply in some departments.
2. **Communications and Education** (6 responses): One department noted that OSCAR “is doing a great job promoting student scholarship,” and a second department would like program staff to speak to the department faculty to educate them about the opportunities available through *Students as Scholars*. One department requested that OSCAR facilitate artist involvement and promote creative scholarship to encourage more students in that field to connect to OSCAR. Three departments are increasing their communications regarding undergraduate scholarship, including articles on their website and in their newsletters. Two departments suggested a university- or college-level conference (although this already exists).
3. **Curriculum** (2 responses): Two departments are working on integrating more research into their undergraduate curriculum, either through a concentration or honors program.
4. **Student Preparation** (2 responses): Two respondents requested that students be better prepared to work in a lab or research setting; these comments focused on professional behavior, ethics, and integrity.

Additional Comments Regarding Student Scholarship

Comments are reported verbatim, and are sorted by theme.

About OSCAR and Students as Scholars:

- I just don't know much about it. Always seems to focus on traditional scholarship.
- The \$\$ put to the Undergraduate Research Scholars Program is a great move and hopefully it can continue and expand in the future.
- I am a huge fan of OSCAR and the work this office (and the people in this office) are doing on campus. Keep up the great work!
- I am just so thrilled that this initiative exists.
- Excellent idea, but it requires encouragement and resources.
- I think the OSCAR program is off to a great start. As I wrote above, it doesn't work so well at the unit level for interdisciplinary programs, but otherwise, it's going well in my view.
- We're very excited to have SaS support for building undergrad scholarship opportunities into our major. Thanks!
- The College of Health and Human Services will have a new Dean starting July 1st. He is forthcoming in saying that he does not have experience with undergraduate programs. It is important that he become aware of all of the fantastic opportunities offered by OSCAR at the beginning of his tenure.

About student involvement:

- We have just started an Honors Program and hope to have more intensive research opportunities for undergrad students once this program ramps up.
- This is my own view, not a department consensus. I think it very important that we think of student scholarship not as an exceptional achievement, but as something expected of all our students. I am afraid of on the one hand overestimating the abilities of even our best undergraduates to do genuine independent scholarship--which seems to me putting the cart before the horse by ignoring the years of apprenticeship involved in developing the ability to work independently as a scholar (even "independently" with a mentor, as in graduate school). And on the other hand I am afraid of then seeing the ordinary work we do in our major as something other than scholarship. Yet that scholarship is the very kind of apprentice work that leads, for some, to independent research or creative achievement. I suppose my students as scholars pyramid would look more like a trapezoid, with less emphasis on the top, and a broader middle.

About faculty involvement:

- I have answered the survey, with the interpretation, per Bethany Usher's explanation, that "scholarship" = "research". As you can appreciate, research that creates new and valuable knowledge in science and engineering requires that students first grasp the foundations in their fields, which is what we spend 4 to 5 years doing in engineering. Promotion and tenure of our engineering faculty requires development of new engineering science that is accepted in peer reviewed archival journals. The best return for that level of research comes from faculty investing in graduate student research.
- Much of our coursework and outside activities are focused on students' creative research and the presentation of their original work. These experiences are always supported by faculty mentors.

APPENDIX A

OSCAR Department Survey

The *Students as Scholars* QEP was developed to foster a culture of student scholarship (undergraduate research and creative activities) at Mason, and we began to pilot *Students as Scholars* activities during the 2011-2012 academic year. We would appreciate your feedback on this survey. The results will be used by the *Students as Scholars* QEP Leadership Council this summer to adapt our programs so that we are providing opportunities for our students and support for our faculty as we promote student scholarship. Please note that the responses to these questions will be kept confidential, although we may contact you for further information about your answers.

Student scholarship is the *process of undergraduates generating and sharing knowledge or creative works*. It includes undergraduate research and creative activities, as conducted within your discipline.

1. Please answer the following questions based on the current culture and practices in your department:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a. Providing opportunities for undergraduate scholarship is a priority in my department	<input type="checkbox"/>				
b. The activity of supervising undergraduate scholarship is stated as a criterion in my department's yearly faculty review	<input type="checkbox"/>				
c. The activity of supervising undergraduate scholarship counts positively towards faculty promotion and tenure in my department	<input type="checkbox"/>				
d. Upper-division students in my department are able to perform scholarly activities if given the opportunity.	<input type="checkbox"/>				

1e. Other than promotion and tenure, in what ways are faculty rewarded for supervising undergraduate scholarship? [text box]

2. Please tell us about curricular opportunities for undergraduate student scholarship in your department.

	Yes, Required for Graduation	Yes, but NOT Required	No	If yes, please specify the course name(s) and number(s)
a. A capstone course that requires undergraduate student scholarship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. An independent study/course credit <u>s</u> pecifically for undergraduate students who participate in independent or faculty-mentored scholarship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Other regularly taught courses that require undergraduate student scholarship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Other curricular option (e.g. internship/ practicum/etc.) for undergraduates who participate in student scholarship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Non-credit bearing opportunities for students to participate in independent or faculty-mentored student scholarship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. *Students as Scholars* Program Outcomes:

The following outcomes are used to determine Mason's success in fostering a culture of student scholarship. Where do you think your department fits in terms of these outcomes?

	Completely	Mostly	Somewhat	Not at all	Not sure
a. Student scholarship is pervasive in my department	<input type="checkbox"/>				
b. My department's undergraduate degree programs offer opportunities for scholarly inquiry, creative activities and/or research	<input type="checkbox"/>				
c. My department's faculty support undergraduate students in scholarly inquiry, creative activities and/or research	<input type="checkbox"/>				
d. My department's undergraduate students participate in scholarship, creative activities and/or research	<input type="checkbox"/>				
e. My department's undergraduate students have opportunities to communicate the results of their research or creative activities.	<input type="checkbox"/>				
f. My department's undergraduate students who have participated in student scholarship are prepared for their career goal and/or advanced study.	<input type="checkbox"/>				

4. How does the department share opportunities for student scholarship **with students**? Select all that apply.

- a. Faculty talk about their scholarly activities in classes
- b. Faculty talk about other undergraduates who are involved in scholarship in classes
- c. The department holds a symposium to expose undergraduates to research or creative opportunities
- d. The department forwards information to students through email listserv
- e. The department posts information on Facebook or Twitter
- f. The department's website links to the *Students as Scholars* page
- g. Other: [text box]

5. How has the department shared information **with faculty** about *Students as Scholars* activities?

- a. Forwarded emails from deans, department chairs, or undergraduate coordinators
- b. Discussed in department meetings
- c. Attended *Students as Scholars* workshops or information sessions
- d. Through conversations with colleagues
- e. Other: [text box]

6. Have undergraduate students in your department participated in any of the following activities during the 2011-2012 academic year? Select all that apply.

- a. Independent or faculty-mentored undergraduate research or creative activities
- b. Applied for an Undergraduate Research Scholars Program award for their research or creative activity
- c. Presented the results of their scholarly activities at a department or college-wide event
- d. Presented the results of their scholarly activities at an off-campus venue (e.g. national or regional conference, competition, or show)
- e. Applied for an OSCAR Undergraduate Student Travel grant
- f. Not sure or unaware
- g. Other: [text box]

7. Please tell us about your department's plans to participate in undergraduate scholarship.

	Done in 2011-12	Plan to do in 2012-13	Plan to do in 2013 or future	Have no plans to do	Not sure
a. How likely is it that your department will submit a Scholarship Development Grant application to OSCAR?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How likely is it that your department will apply for an RS (Research & Scholarship Intensive) course designation for at least one course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Does the department have at least one faculty member who is planning to apply for an external grant that includes support for student scholarship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.					
Comments:					

8. What other strategies does your department use to encourage undergraduate student scholarship (research/creative activity)?
Comments:

9. Do you have any additional suggestions of programs or activities that would help enhance the opportunities for and visibility of undergraduate scholarship in your department? If yes, please describe.
Comments:

Please use the space below to provide any additional comments you have regarding student scholarship.
Comments:

APPENDIX B

Table 8. List of Survey Respondents, by College/School

College/School	Department/Unit
Conflict Analysis & Resolution	Conflict Analysis & Resolution
Visual & Performing Arts	Film & Video Studies Computer and Game Design School of Art School of Dance School of Music Theatre
Education & Human Development	Recreation, Health & Tourism
Health and Human Services	Global and Community Health Health Administration & Policy Nursing Social Work
Humanities & Social Sciences	Bachelor Individualized Study Communication Criminology, Law, and Society Economics English Latin American Studies Global Affairs Russian & Eurasian Studies Environmental and Sustainability Studies New Century College Philosophy Psychology Public & International Affairs Religious Studies Sociology & Anthropology
Krasnow Institute for Advanced Study	Krasnow Institute for Advanced Study
Management	Finance Accounting Information Systems & Operations Management Management
Science	Atmospheric/Oceanic/Earth Science Biology Chemistry Environmental Science & Policy Geography/Geoinformation Science Mathematics Physics/Astronomy/CompDataSci
Volgenau School of Engineering	Bioengineering Civil, Environ & Infrastr Engineering Computer Science Electrical & Computer Engineering

Table 9. Course Opportunities for Undergraduate Students to Participate in Scholarship

Item	Course Information
A capstone course that requires undergraduate student scholarship	ACCT 461 (capstone) AVT 497 - Senior Project, AVT 498 - Senior Design Project BENG 492, BENG 493 BI 490/491 CONF 490 (Integration) CRIM 495 Capstone in CLS CS 490 (Design Exhibition), CS 426 (Game Programming II) DANC 490 (Synthesis) EVPP 480: Sustainability in Action FAVS 499 GEOL 420 GGS 415 GOVT 490, 491 HAP498 LAS 499 MUSI 490 / 491 NCLC 491 PRLS 450, ATEP 441 SOCW 417 - Integrative Methods in Social Work Practice Honors thesis SOM 498 SOM 498
An independent study/course credit specifically for undergraduate students who participate in independent or faculty-mentored scholarship	AVT 491 - Independent Study BENG 395 BIOL 495, 497 and 499 BIS 489 Chem 451, 452, 455, 456, 355 CONF 499 (Independent Research) CRIM 499 Independent Study CRIM 498, Research Practicum, will be added in the fall CS 498 (Independent Study) DANC 399 (Independent Study) DANC 418 (Global Dance Intensive) ECON 499 Independent Study EVPP 395, EVPP396 FAVS 490 GEOL 410/411 GGS 495, GGS 499 GOVT 399, 496 LAS 491 MUSI 497 / 498 NCLC 365/465 OM499, MIS499 Psyc 460, 491, 492, 493, 499 SOCW 499

Item	Course Information
Other regularly taught courses that require undergraduate student scholarship	<p>400, 401 other 400-level courses All Upper Division Learning Communities AVT 104 - Studio Fundamentals I, AVT 105 Studio Fundamentals II, AVT 222 Drawing I AVT 323 Drawing II, AVT 324 Figure Drawing, AVT 232 Painting I, AVT 333 Painting II, AVT 336 Experimental Painting, AVT 432 Painting III, AVT 433, Painting IV, AVT 434 Painting V, AVT 435 Painting VI, AVT 215 Typography, AVT 311 Graphic Design Methods, AVT 313 Editorial Design, AVT 414 Corporate Design and Branding, AVT 411 Motion Design, AVT 412 Adv. Typography, AVT 413 Professional Practices, AVT 416 Advertising Design, AVT 417 Package Design, AVT 420 Advanced Web Design, AVT 415 Web Design, AVT 232 Printmaking I, AVT 343 Printmaking II, AVT 345 Artists Book as Visual Language, AVT 442 Printmaking III, AVT 443 Printmaking IV, AVT 252 Fundamentals of Photography, AVT 353 Photography II, AVT 359 About Photography, AVT 452 Adv. Trad. Photo Methods, AVT 43 Professional Photo Practices, AVT 454 Alt. Photo Practices, AVT 455 Digital Printing Techniques, AVT 456 Large Format Photo, AVT 458 Documentary Photo, AVT 458 Advanced Studio Lighting, AVT 262 Sculpture I, AVT 462 Sculpture III, AVT 463 Sculpture IV, AVT 280 Intro to New Media, AVT 382 2D Animation, AVT 383 3D Animation, AVT 385 EcoArt, AVT 374 - Sound Art, AVT 394 - Honors Seminar, AVT 307 - Aesthetics, AVT 472 - Critical Theory BENG 302 BIOL 308 BIS 390 COMM 355, COMM 358, FAVS 365, etc., COMM 400 CONF 301 Research and Inquiry in Conflict Resolution CONF 302 Culture, Identity, and Conflict CONF 340 Global Conflict Analysis and Resolution CRIM 491 and 492 Honors Seminar CS 321 (Software Engineering) ECON 435 Energy Economics ECON 470 Economics of Regulation ECON 309 Economic Problems and Public Policies (depending on the instructor) EVPP110/111, 306, GEOL 303 / GEOL 306 GGS 398, GGS 399, and many other regular courses HAP480: Required for undergrad Minors Improvisation DANC 150, Composition I DANC 251, Composition II DANC 252, Choreography DANC 360, Directed Choreography DANC 362, Intro to Production DANC 170, Production DANC 270, Advanced Production DANC 372, Performance 370, Residency DANC 371 LAS various but not specific courses MUSI 216 / 319 / 331 / 332 / 415 / 431 / 432 / 251 / 491 / 485 / 490 NCLC 210:Sustainable World, EVPP 37 7:Applied Ecology SOCI 313: Statistics for the Behavioral Sciences PRLS 450, ATEP 441 SOAN all upper division courses SOM 301, MKTG 471, MKTG 350</p>
Other curricular option (e.g. internship/practicum/etc.) for undergraduates who participate in student scholarship	<p>ad hoc and informal CONF: over the last three years the undergraduate program in conflict analysis and resolution has sponsored an undergraduate research conference that has provided an opportunity for students to present their independent scholarly work George Mason Review</p>

Item	Course Information
	Grant- funded research Inova and other internships Mason Cable Network, Music production, etc. MUSI 380 / 381 / 383 / 385 / 387 / 485 Several students work on faculty research projects SMART Laboratory students occasionally volunteer for the experience Various internships
Non-credit bearing opportunities for students to participate in independent or faculty-mentored student scholarship	AVT 393 - Field Experience in the Arts AVT 489 - Internship in AVT BIS 495 COMM 499 Independent Study in Communication and an honors section of COMM 420, CONF 375 (Special Programs Field Experience) CONF 370 (Internship Field Experience) CONF 385 (International Field Experience) CRIM 480 Internship FAVS 450 GGS 480, GGS 490 GLOA 490 GOVT 480 HAP498; required for BSHA program Inova internship for example LAS 490 MUSI 395 NCLC 390/490 NCLC 490: Internship Psyc 422, 427 SOCW 301 - Interpersonal Communications (requires a 60 hour field experience; SOCW453, SOCW 456 - 450 hour field practicum over the course of the academic year SOM 492 SOM491, MIS491 TOUR 480