

# Integrated Studies

## Quality Enhancement Plan

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On behalf of Student Government

### **Section 1: Vision**

Share your vision of how your proposed topic has the potential to transform an issue related to student learning at the institutional level. Consider your audience of the Mason community members – why should we embrace this topic and how will it enhance student learning at Mason?

The vision behind this Integrated Studies proposal is to offer intermediate-level courses which would be cross-listed giving students concise and structured information about two separate fields of study in the same instructional time frame. The two bodies of knowledge being studied will offer choices between which way the course is accounted for. The earned credit is applicable interchangeably through its cross-listing. Example: Sociology 301 (Criminology) would count as a Sociology, Administration of Justice, or Public Administration earned credit.

### **Section 2: Congruence with Mission and Goals**

Demonstrate how your proposed topic is consistent with Mason's mission and 2014 Strategic Plan.

Being able to analyze issues critically is an important part of Mason's new mission statement. Goal #2 states the following, "Assure student access to an affordable college education and enhance the teaching and learning opportunities, environments, and support, for an increasingly talented student body at all levels." With this QEP, students will foster the ability to think across multiple fields-of-study through enriched learning environments that are geared towards making them more skilled in the workforce.

Moreover, an affordable and more rewarding college education will be in reach of the students. The eighteenth credit hour encourages students to challenge themselves by taking more courses during the semester; an opportunity not available to them if they were worried about the cost of the additional credit. When students are able to take classes in another field, they will gain a more well-rounded education. It is unlikely that they will stay in their first job for the

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remainder of their career. Therefore, having concentrations in a major that contain integrated curriculum allows students to prepare themselves for the broad spectrum of issues that they may come across.

### **Section 3: Student Learning Outcomes**

Identify at least four measurable student learning outcomes that your proposed topic expects to address. Specifically, if your plan were to be adopted, what would students know and be able to do as a result?

1. Learners will be able to analyze issues critically using a multitude of different perspectives.
2. Learners will be more competitive in the job market and grad school applications due to their increased networking opportunities and enhanced knowledge or skill background.
3. Learners will challenge themselves more academically by taking more classes per semester and have the resource of a professor who guides them.
4. Learners will be able to apply their knowledge in a real world setting.
5. Learners will be able apply the core concepts of one curriculum to a number of others.

### **Section 4: Possible Avenues for Implementation**

Describe how your proposed QEP topic relates to an issue where there is momentum building on campus or an issue that would be significantly strengthened through added attention and resources. Include your ideas about possible strategies for implementing this topic so that we could obtain meaningful results. Where possible, highlight opportunities to build on current institutional initiatives and resources.

The Integrated Studies proposal will allow for the resiliency of the course to be accounted for under the students' discretion with available options. Students often change majors, double major or minor and Integrated Studies will allow the ease of transition. The learning styles of students vary and integrating subjects reciprocates twice the amount of education in half the time. The subjects that could be integrated are: Psychology, Philosophy, Women's Studies, Administration of Justice, Government, Social Work and Sociology. Many of these course

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offerings are similar or an exact duplicate in material. Integrated Studies would be earned credit hours in elective, undergraduate- lower division, or general education courses.