

GEORGE MASON UNIVERSITY

BOARD OF VISITORS

Academic Programs, Diversity, and University Community Committee Meeting

Tuesday, November 19, 2024, 10:00 a.m.

AGENDA

I. Call to Order

II. Approval of Academic Programs, Diversity and University Community Committee Minutes from September 17, 2024 (Action Item)

III. New Business

A. Provost's Report (J. Antony)

B. The Use of Standardized Tests in Undergraduate Admissions (D. Burge)

C. Institutional Neutrality Discussion Updates (L. Burke, J. Antony)

D. Program Actions (**Action Item**)

1. New Degree Programs

a. MEd in Elementary Education (CEHD)

b. MEd in Secondary Education (CEHD)

E. Faculty Actions (**Action Items**)

1. Conferral of Emeritus/Emerita Status

F. Announcements

1. Appointment of Faculty

2. Appointment of Administrative and Professional Faculty

3. Appointment & Reappointment of Deans, Department Chairs and School Directors

4. Renewals and Reappointments

5. Separations

6. Other Announcements

7. Summary Sheet- December 2024

IV. Adjournment

The November 19, 2024 meeting of the Academic Programs, Diversity, and University Community Committee will be held in person. Gallery seating will be available in Merten Hall 1201 (Hazel Conference Room).

*Written comments will be accepted until the full board meeting adjourns on December 5, 2024. To submit a written public comment, please complete the form at the following link: <https://forms.office.com/r/9AcSrVQwiz>. Written comments will be entered into the public record of this meeting. **No oral public comment will be taken at this meeting.***

GEORGE MASON UNIVERSITY
BOARD OF VISITORS
Academic Programs, Diversity, & University Community Committee

MINUTES

Tuesday, September 17, 2024

COMMITTEE MEMBERS PRESENT: Chair: Lindsey Burke; Visitors: Ken Marcus, Mike Meese, Nina Rees; Staff Representatives: Provost Jim Antony, Sharnnia Artis, Faculty Senate President: Solon Simmons; Staff Senate Chair: William Gautney; Faculty Representatives: Cameron Harris, Melissa Broeckelman-Post; Student Representatives: Maria Cuesta, Carolyn Faith Hoffman

ABSENT: Visitors: Nancy Prowitt, Jeff Rosen, Marc Short

ALSO PRESENT: Rector Stimson, President Washington; Visitors:

I. The meeting was called to order by Chair Lindsey Burke at 12:02 p.m.

II. Approval of Minutes (Action Item)

It was **MOVED** by Chairperson Burke to approve the minutes from the May 2, 2024 APDUC Committee Meeting. Approval of the meeting minutes was unanimously approved with no changes or discussion.

III. New Business

A. Provost's Update

James Antony – Provost and Executive Vice President

Dr. James Antony, the new provost and executive vice president, began by highlighting his reasons for joining George Mason University, emphasizing its mission to broaden access to education and its rapid growth as a research institution. He shared insights from his first two months, where he has been actively listening and learning about the university's operations, programs, and budget. Key emerging priorities include streamlining faculty hiring, improving communication, and refining graduate education. Provost Antony welcomed Dr. Joshua Park as the new dean of the Mason Korea Campus and provided an update on the search for the next dean of the College of Science, with recruitment of candidates taking place now and in person interviews anticipated in the spring. Next Provost Antony provided an update on Just Societies and communicated his commitment to follow through with the plan that his predecessor began, which was outlined in a campus-wide note detailing the university's pause of any implementation of a requirement. Through this pause, the campus will engage in an assessment of the learning outcomes of all courses that are being offered that meet the intended Just Societies learning outcomes. He also offered an overview of one of the reports included in the materials on degrees awarded in the last academic year. He concluded his report with highlights of accomplishments by some of our students and faculty members.

B. Enrollment Update

David Burge – Vice President for Enrollment Management

Alan Byrd – Dean of Admissions

David Burge, vice president for enrollment management, and Alan Byrd, dean of Admissions, reported on admissions and enrollment for the fall 2024 semester. The enrollment report emphasized George Mason's growth trajectory, especially within Northern Virginia. The university is experiencing significant enrollment growth, with fall 2024 marking the largest first-year class in its history—over 4,500 students. The university now has over 29,000 undergraduates, 10,500 graduate students, and 650 law students, including those students enrolled at Mason Korea. He noted that while there is a nationwide decline in out-of-state master's students due to decreased international enrollment, in-state master's enrollment has slightly increased. George Mason is one of five Virginia universities experiencing growth, driven by Northern Virginia. Enrollment targets are aligned with state obligations, with instances given where the university has increased enrollment for these reasons. Despite the national "enrollment cliff" challenge, George Mason's leadership remains optimistic due to projected increases in high school graduates in Northern Virginia, and continued growth is supported by SCHEV-approved plans.

Alan Byrd provided an overview of the Mason Ambassador programs and student tour information, highlighting the ongoing training and meetings that they receive and how the program is unique from other institutions.

C. Program Actions and Faculty Actions

Provost Antony provided an overview of both the Program Actions and Faculty Actions.

Chairperson Burke called for a **MOTION** to approve the Program Actions and Faculty Actions en bloc; Visitor Meese **MOVED**; Visitor Rees **SECONDED** the following program actions:

1. New Degree Programs
 - a. MS Behavior Analysis
 - b. PhD in Cyber Security Engineering
2. Conferral of Emeritus/Emerita Status

MOTION CARRIED BY VOICE VOTE.

Yes – 4

Absent – Visitors: Nancy Prowitt, Jeff Rosen, Marc Short

D. Announcements and Reports

Announcements and reports were acknowledged for the Committee's benefit. It was noted that the Admissions & Student Profile Report will be added to the board materials in the post-committee meeting update to the materials. No further discussion was held.

IV. Adjournment

The meeting was adjourned at 1:09 p.m.

Respectfully submitted,

Sarah Parnell
Secretary Pro Tem



Academic Programs, Diversity, and University Community Committee

Board of Visitors



*Office of the Provost
November 19, 2024*

Agenda

- I. Call to Order
- II. Approval of Minutes (**Action Item**)
- III. New Business
 - A. Provost's Report
 - B. The Use of Standardized Tests in Undergraduate Admissions
 - C. Institutional Neutrality Discussion Updates
 - D. Program Actions (**Action Item**)
 - E. Faculty Actions (**Action Item**)
 - F. Announcements
- IV. Adjournment



Action Item

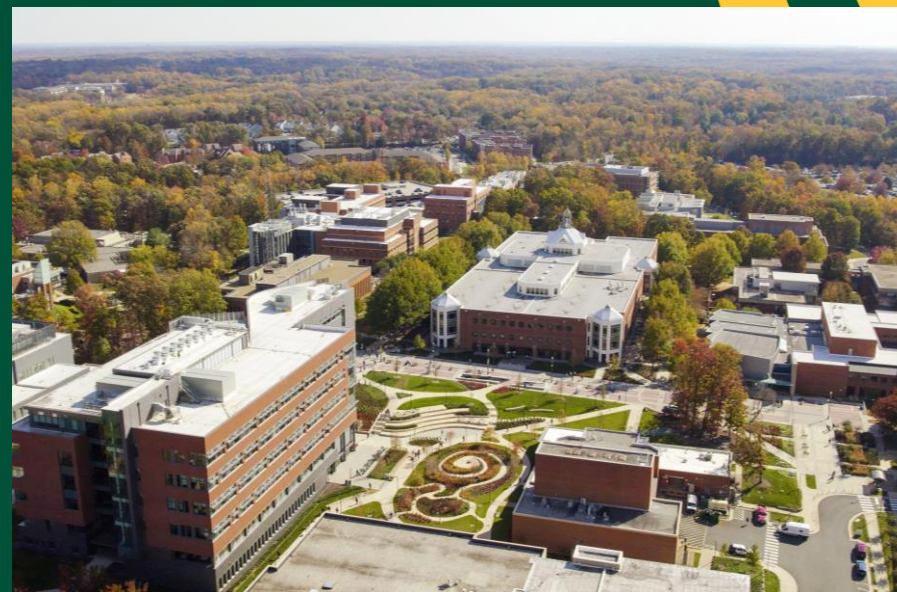
Approval of Minutes

September 17, 2024

Provost's Update

James Antony, PhD

Provost and Executive Vice President



Enrollment Overview

Fall 2024

40,449
Students



Undergraduate Enrollment: **29,009**

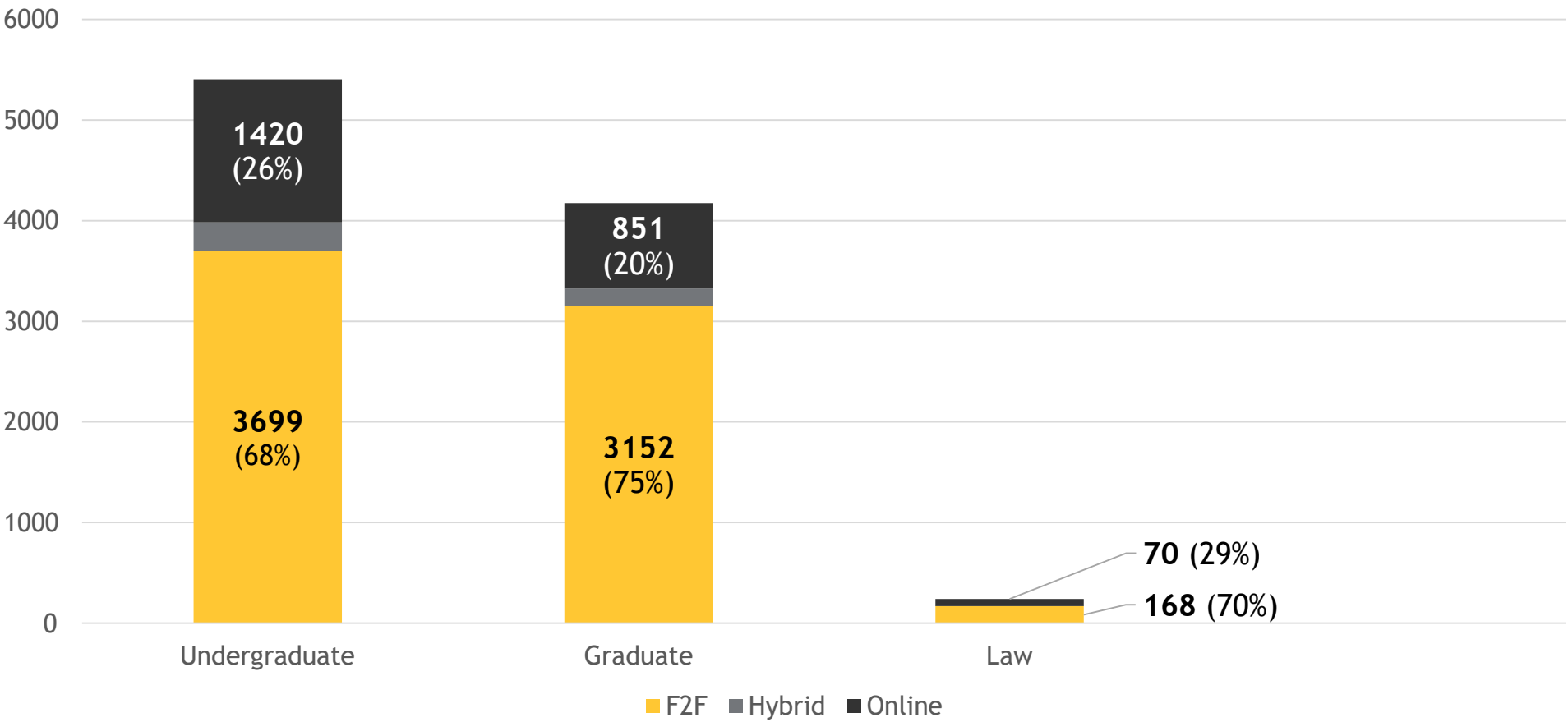
Graduate Enrollment: **10,772**

Law Enrollment: **668**

New Student Numbers:

- 4,551 *New Freshmen*
- 2,774 *New Transfer*
- 2,472 *New Masters*
- 363 *New Doctorates*
- 346 *New Graduate Certificates*
- 227 *New JD*

Sections by Modality: Fall 2024



Winter Graduation



Commencement Ceremony

- Thursday, December 19
- 9:30 a.m. EagleBank Arena
- Formal faculty procession, music, keynote speaker, etc.
- Doctoral student recognition



Degree Celebrations

- December 18, 4:30 p.m.
 - CEHD / CVPA / SCHAR / CARTER
- December 19:
 - 2:00 p.m. COS / CPH / CHSS
 - 6:30 p.m. CCB / CEC



Winter Graduates^{*}

- 106 Doctoral Students
- 1,230 Graduate Students
- 1,921 Undergraduate Students
- 71 Law Students

**Applied to graduate as of 11/06/24*

Spring Academic Calendar



**Spring
Semester**

Tuesday, January 21 -
Monday, May 5



**Spring
Recess**

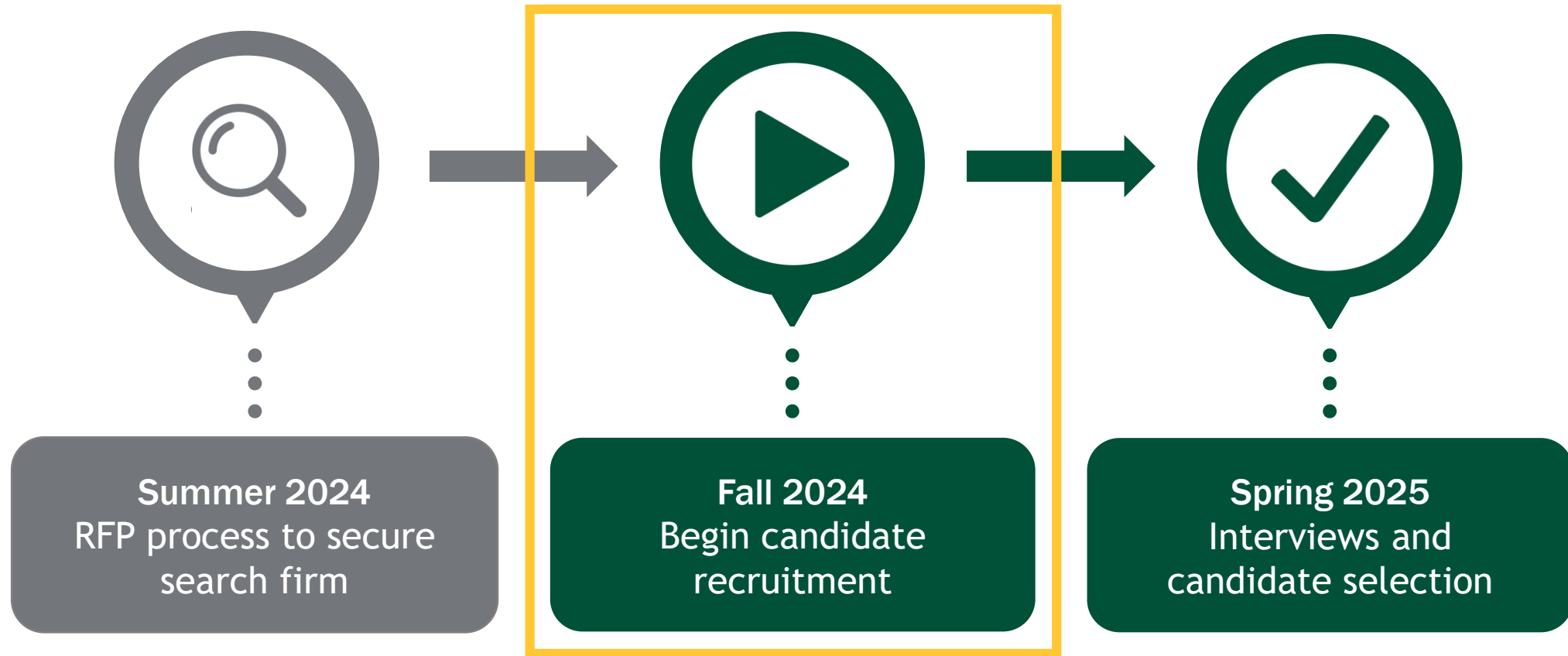
Monday, March 10 -
Sunday, March 16



**Spring
Commencement**

Thursday, May 15

COS Dean Search Update



Artificial Intelligence (AI)



**Amarda Shehu, Vice President
and Chief AI Officer**

Create a collaborative path forward

Form an inclusive AI Visioning Task Force

Perform a comprehensive landscape analysis



Provost Priorities



Communication



Research



Budget Model Redesign

Budget Model Redesign: Engagement

The Budget Model Redesign is a university-wide effort to improve alignment of resource allocation and incentivize progress toward key strategic goals.

Committees	Website	Inquiry Form	Feedback Forums
<ul style="list-style-type: none">• Executive Committee• Cost of Space Workgroup• Indirect Cost (IDC) Workgroup	<ul style="list-style-type: none">• Overview• Timeline• Governance and Committees• FAQs• Engagement Opportunities <p>https://fiscal.gmu.edu/budget-model-redesign/</p>	<p>Submit questions, comments, and feedback</p>	<ul style="list-style-type: none">• Faculty Senate• Staff Senate• Deans' Council• Executive Committee• Way and Means• University Information Network• Department Chairs' Meeting

Provost's Critical Vacancies Review Prioritization

- Accelerated review (if budgeted):
 - Faculty and student-facing positions
 - Existing fully-funded and budgeted vacancies
 - Grant-funded direct charge positions
 - Philanthropic-funded positions
- Anything that requires new money is reviewed more carefully, with analysis of proposed funding sources and long-term sustainability of funding.
- Administrative positions that are similar across units will be examined for strategic priorities and alignment potential.

Student Highlights



Jasmine Haskins

First recipient of the Bill Miller BFA Scholarship
in Creative Writing



Samuel Best, Noah Korzak, and Tommy Chin

Won first place in the Naval Surface Warfare
Center Dahlgren Division (NSWCDD) Cyber
Resiliency and Measurement Challenge

Faculty Highlights

Schar School of Policy and
Government



David Hart

Senior Fellow for
Climate and Energy at
the Council on Foreign
Relations

College of Humanities and
Social Sciences



Yasemin Irvin-Erickson

ASC Division of
Victimology Faculty
Teacher of the Year
Award

Schar School of Policy and
Government



Jennifer Victor

2024 NCAPSA Pi Sigma
Alpha Award for
Undergraduate
Mentoring

SCHEV Outstanding Faculty Award Nominations



**Antonios
Anastasopoulos**

Computer Science,
*College of Engineering
and Computing*



**Christianne
Esposito-Smythers**

Psychology, *College of
Humanities and Social
Sciences*



**Anna
Evmenova**

Special Education
and disAbility Research,
*College of Education
and Human
Development*



**Allison
Redlich**

Criminology, Law, and
Society, *College of
Humanities and Social
Sciences*

Staff Highlights



Amir Hasan
Office Manager

*Department of
Statistics*



Isela Caballero
Communications Coordinator

*Department of Health
Administration and Policy*



Katie Richards
Senior Graduate Program
Coordinator

Higher Education Program

The Use of Standardized Tests in Undergraduate Admissions

David Burge

Vice President for Enrollment Management



Since Going Test Optional in 2007, George Mason Has...



Increased Our Market

Every year, more Virginia high school graduates submit applications

18.4% of fall 2024 seniors



Stronger Freshmen Profile

Standardized test scores **AND** high school GPA median scores have increased



Improved Retention

Other than COVID-19 stress, George Mason's retention has consistently been between 86.5% and 87.5%

Up from 83.5%

How is the SAT Playing Out in Virginia?

2024
49,631

2019
61,182

CollegeBoard Suite of Assessments Annual Reports

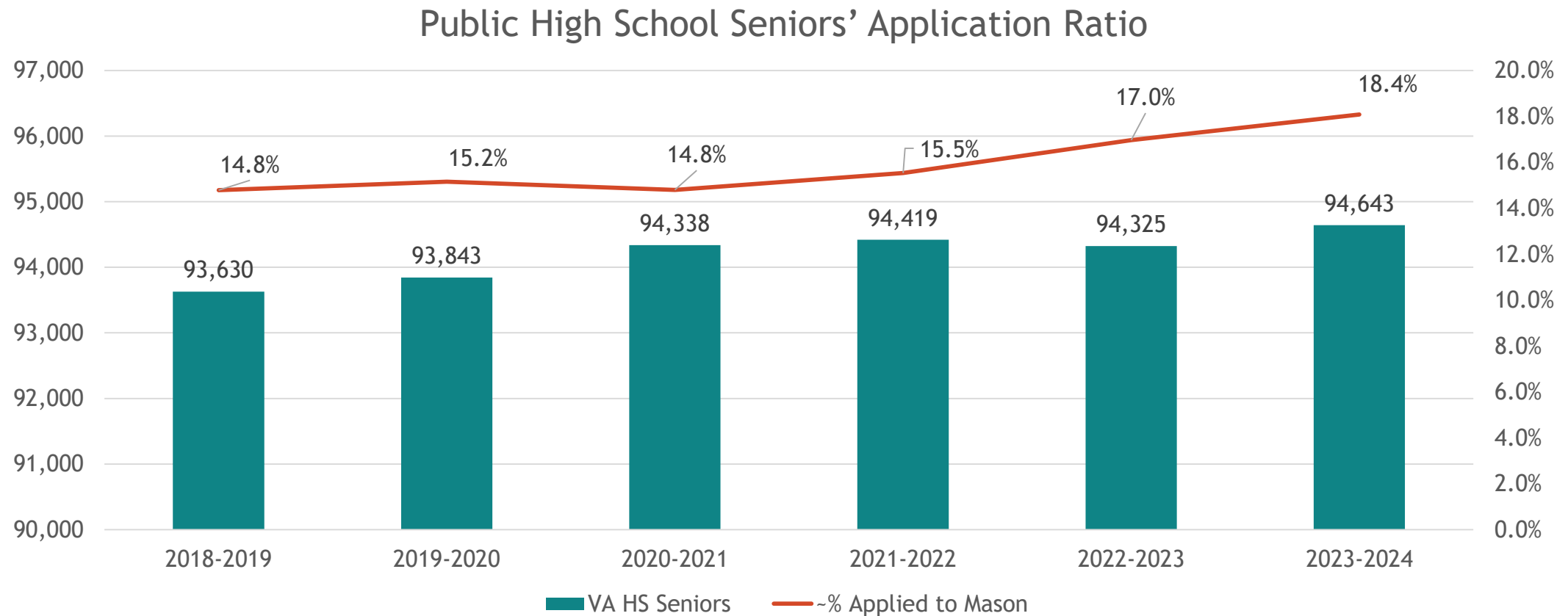
18.9% Decrease in the number of Virginia SAT test takers



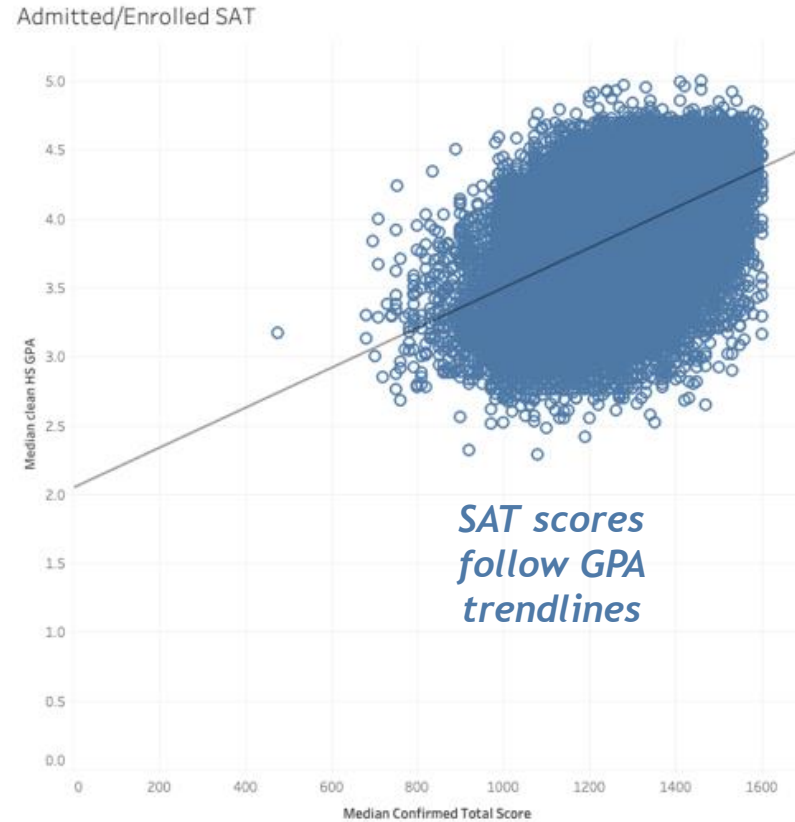
FairTest
The National Center for Fair & Open Testing

Institution Name	Current Testing Policy	Temporary?
Christopher Newport University	Test Optional	No
George Mason University	Test Optional	No
James Madison University	Test Optional	No
Longwood University	Test Optional	No
Old Dominion University	Test Optional	No
Radford University	Test Optional	No
University of Mary Washington	Test Optional	No
Virginia Commonwealth University	Test Optional	No
Virginia State University	Test Optional	Unannounced
William & Mary	Test Optional	No
Norfolk State University	Test Optional	Yes
University of Virginia-Main Campus	Test Optional	Yes
Virginia Military Institute	Test Optional	Yes
Virginia Tech	Test Optional	Yes

George Mason Market Share of VA High School Graduates



George Mason SAT Test Scores and GPA



Median of Confirmed Total Score vs. median of clean HS GPA. Details are shown for App G Number. The data is filtered on Valid High Total SAT, App Admit and App Enroll App. The Valid High Total SAT filter keeps Valid SAT. The App Admit filter keeps Y. The App Enroll App filter keeps N and Y.

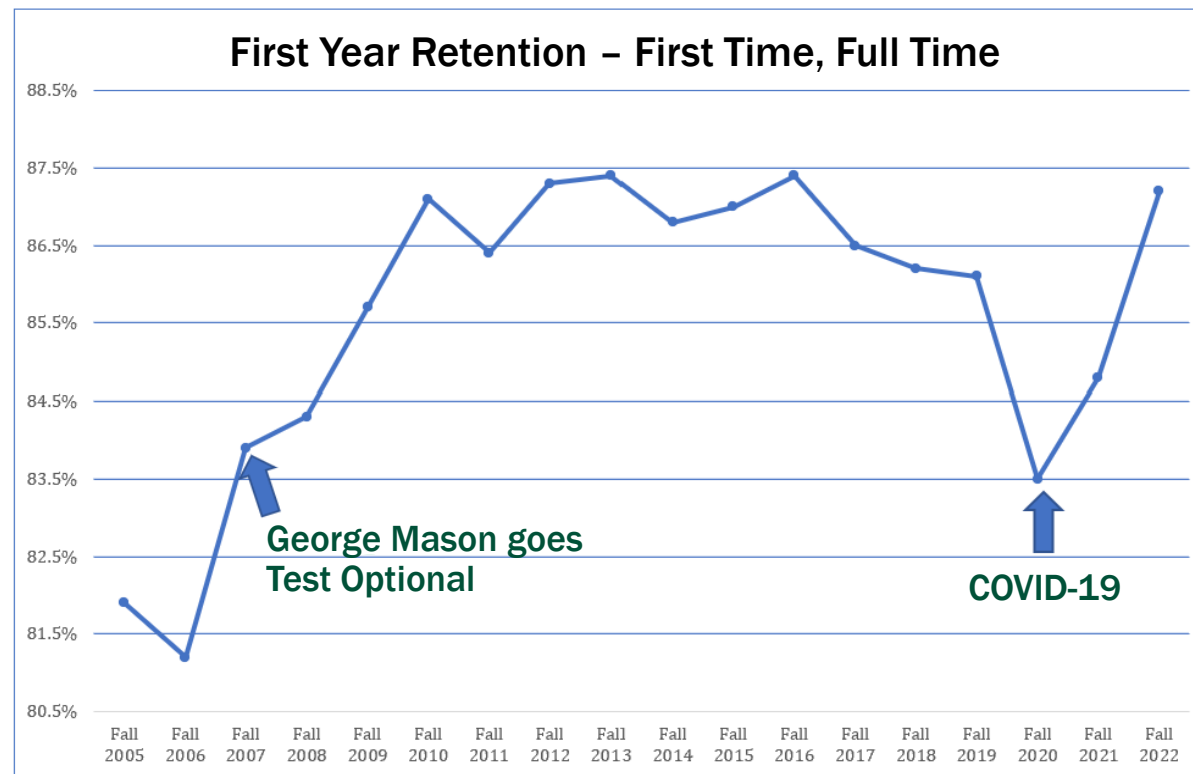
George Mason Freshman Profile

	Total # of Entering Freshmen	Total # w/ SAT	% w/ SAT	Median SAT	Median HS GPA
2006-07	2,435	2,356	96.8%	1100	3.36
2007-08	2,229	2,000	89.7%	1110	3.4
2008-09	2,549	2,101	82.4%	1110	3.4
2009-10	2,656	2,068	77.9%	1130	3.5
2010-11	2,601	2,089	80.3%	1140	3.56
2011-12	2,659	2,050	77.1%	1150	3.6
2012-13	2,696	2,058	76.3%	1150	3.6
2013-14	3,011	2,245	74.6%	1140	3.6
2014-15	3,091	2,236	72.3%	1140	3.64
2015-16	3,227	2,178	67.5%	1140	3.65
2016-17	3,219	2,114	65.7%	1150	3.64
2017-18	3,497	2,465	70.5%	1190	3.67
2018-19	3,720	2,627	70.6%	1210	3.47
2019-20	3,779	2,726	72.1%	1210	3.7
2020-21	3,577	2,438	68.2%	1190	3.7
2021-22	4,016	1,484	37.0%	1230	3.75
2022-23	4,156	1,565	37.7%	1240	3.76
2023-24	4,462	1,558	34.9%	1240	3.75
2024-25	4,498	838	18.6%	1260	3.75

SCHEV B10: Admissions First Time Freshman Profile

Retention Since Moving to Test Optional in Freshmen Admissions

George Mason was one of the first institutions to make such a move



SCHEV RT02: 10-Year Retention Rates of First-time, Full-time Undergraduate

The Freshmen Application Process



Most George Mason Majors

- Official high school transcript
- Standardized test scores (*optional*)
- Essay (*optional*)
- Letters of recommendation (*optional*)



Honors College

- Required essay
- Resume or activity section of application
- Letters of recommendation encouraged



Engineering and Computing

Pursue four years of math in high school and receive a B or higher in each course

OR

550 SAT or 24 ACT (math section)

Institutional Neutrality Discussion Updates



ACTION ITEMS

Program Actions

New Degree Programs

MEd in Elementary Education



*College of Education and
Human Development*

MEd in Secondary Education



*College of Education and
Human Development*

Faculty Actions

Conferral of Emeritus/Emerita Status



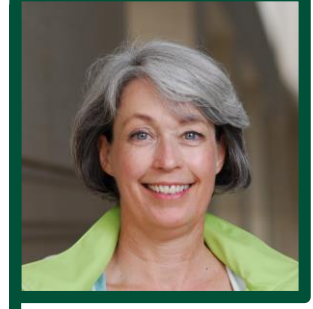
Deborah Goodings
CEC, 15 years of
service



David Hart
SCHAR, 20 years of service



Anthony Maiello
CVPA, 38 years of service



Elizabeth Price
CVPA, 30 years of service



Louise Shelley
SCHAR, 17 years of service



Glenn Smith
CVPA, 46 years of service



Valeriu Soltan
COS, 25 years of service

Action Items

MOTION

To approve the following actions, en bloc, as they are outlined in the meeting materials:

- New Degree Programs
 - a. MEd in Elementary Education
 - b. MEd in Secondary Education
- Conferral of Emeritus/Emerita Status

Announcements

- Appointment of Faculty
- Appointment of Administrative and Professional Faculty
- Appointment and Reappointment of Deans, Department Chairs, and School Directors
- Renewals and Reappointments
- Separations
- Other Announcements
- Summary Sheet, December 2024





Adjournment
[PROVOST.GMU.EDU](https://provost.gmu.edu)



Subject: Institutional Neutrality Discussion Invitation

Dear Faculty Senate Leaders/Deans/Student Leaders/Executive Council,

At its most recent meeting, the Board of Visitors raised the question of whether George Mason University should adopt the principles of the University of Chicago's *Report on the University's Role in Political and Social Action*, widely known as the [Kalven Report](#). The BOV agreed this topic was worthy of robust discussion, and directed its committee on Academic Programs, Diversity, and University Community (APDUC) to lead an inclusive conversation, with the goal of helping guide the BOV's consideration of the question. APDUC Chair, Visitor Lindsey Burke, and I would therefore like to host a series of conversations that allow us to hear from others, and to gather input.

Specifically, we would like to discuss the implications of institutional neutrality, as outlined in the Kalven Report, and hear what others believe might be the benefits and drawbacks of adopting such a stance. Perhaps others have ideas about alternative approaches or frameworks that also can be brought to bear on the question, and we would welcome hearing those, as well.

As a start, Visitor Burke and I would like to have a discussions with Deans, the Executive Committee of Faculty Senate, and with Student Government Leaders. In preparation for these discussions we are attaching several items to stimulate discussion:

- 1) A link to the Kalven Report
- 2) Mason's "When the University Speaks" document, shared by Paul Allvin (attached)
- 3) Faculty Senate's correspondence to President Washington on October 2, 2024 (attached)
- 4) President Washington's response to Faculty Senate on October 8, 2024 (attached)
- 5) Link(s) to articles

My office will reach out soon to schedule these discussions.

Jim

When the university speaks

When should George Mason University deploy its institutional voice, particularly via its president? Outside of pedestrian administrative announcements, there are times when university leaders may be called upon, or feel the need, to speak out on issues impacting the university. At all times, it strives to maintain strict impartiality.

When to consider a presidential message

Consideration begins with demand signals either from members of the community, or when events or dialogue on campus call for a message of clarification or de-escalation. When a leader – administrative, faculty, staff, or student – alerts the Office of the President, consideration begins, which starts with engaging the Office of University Branding, but usually widens to include representatives from other, relevant offices.

Four reasons to speak

Throughout the administration of President Gregory Washington, leadership has spoken out when events have arisen that impact the university community enough to merit a presidential voice to:

- Instruct – At times, the university community must act in unison to respond to events in a particular way, such as the many COVID messages that President Washington issued to guide the campus through an uncertain and often frightening unknown. The voice of a leader was instructive in holding the shaken community together. [Here is an example from August 10, 2020.](#)
- Explain – Sense-making from the top leader can help to maintain productivity and a sense of normalcy in times of duress. When the US Supreme Court decision ending Affirmative Action in college admissions was issued, it was important to correct an inaccurate narrative spreading on campus, that the decision would deeply impact George Mason diversity. The inaccurate narrative could have deeply discouraged student applications. This [June 29, 2023 message](#) explained how the landmark decision would (and would not) impact the university.
- Console – The community can come together around events that are devastating, and a message from leadership may be very helpful to move the community along with offers of solace and help for those in crisis. This [January 30, 2023 message](#) acknowledged a string of violent episodes around the nation that were taking a collective toll on the well-being of campus community members, particularly students.
- De-escalate – Volatile social conditions elsewhere may give way to volatile campus conditions that threaten campus safety and the ability to deliver on our mission without disruption. Heading off unrest and even violence was the goal of [this May 1, 2024 message](#) about campus safety measures used, as well as rules of engagement that must be observed, in light of the Israel-Hamas fighting.

In fact, most presidential messages address more than one of these conditions, but any one of them may be present to consider issuing such a message. Vetting of message drafts to determine if and what to issue occurs in collaboration with the Office of University Branding, the Office of the President, and whatever additional offices are relevant to the subject matter being addressed.



President Gregory Washington

Office of the President
George Mason University
4400 University Drive
Fairfax, VA 22030
United States

October 2, 2024

Dear President Washington:

At the Board of Visitors meeting on September 26th 2024, we discussed the issue of adopting the principles of the 1967 Kalven Committee of the University of Chicago. There were a number of questions raised about what the adoption would mean for the university and the faculty were specifically invited to share our views on the matter.

The Executive Committee of Faculty Senate met on October 2 to discuss the issue and decided to initiate a process to develop what we would call “the Mason Way” to approach the issue of institutional neutrality. We are in agreement that a document produced over fifty years ago and under very different circumstances should be examined carefully before being adopted. We also plan to hold a formal debate on the issue in our October Faculty Senate meeting.

In preparation for the Senate debate on the issue, we request that you share your view on what adoption of the Kalven Committee principles would mean for the university.

Sincerely,

A handwritten signature in black ink that reads 'Solon J. Simmons'.

Solon Simmons
President of the Faculty Senate
George Mason University

October 8, 2024

Professor Solon Simmons
President of the Faculty Senate
George Mason University

Dear Professor Simmons:

This is a direct response to your request for me to provide formal feedback on the concept of **Institutional Neutrality**. Towards that end, I will outline the arguments for and against our university adopting such an endeavor. I will also offer a final assessment of the direction we should consider as we move forward.

The definition:

It is important to define what we mean by "institutional neutrality," as each word in the phrase can be misconstrued:

"Institutional" – In question is not whether faculty or students should be free to speak out, but rather university leadership.

"Neutrality" – This word is being equated with silence, but the meaning – and I believe the true benefit of neutrality – is to refrain from taking sides on events outside of university business. Neutrality does not mean silence. In fact, in times of urgency or distress, university leadership must be able to speak to the impact of outside events that affect significant university populations or operations, while remaining neutral, in order to effectively lead what equates to a small city of students, faculty, staff, contractors, and campus visitors.

Arguments for institutional neutrality:

1. *Greater University Focus:* The chance of the university being distracted by external political pressures will be reduced. This provides the institution with more time to focus on the pursuit of knowledge. Students from 114 countries attend George Mason University. If the leadership spends a significant amount of time addressing the challenges of just a fraction, it can be a huge distraction.
2. *Simpler Management Environment:* The world in which we live is incredibly polarized from a political standpoint and as such any stance the institution takes, whether neutral or not, will be upsetting to some group complicating the management environment of the leadership team.
3. *Support of Individual Freedom and Responsibility:* Neutrality encourages students, faculty and staff to exercise their freedoms independent of university influence. This encourages personal responsibility for one's actions.

Arguments against institutional neutrality:

1. *Limitations on addressing institutional values:* While the original version of the Kalven report expressly allows for an institution to engage when its core institutional values or academic freedom is threatened, adaptations of the report remove or underemphasize this exception. Should an institution be silent even when its core tenets, ideals and values are threatened?

2. *The current process is occurring within a politically polarized moment:* Institutional neutrality since its inception has been politically divisive. Early adoption of neutrality by many institutions followed pressure from faculty, staff and students at those institutions to officially support the Civil Rights movement or not support the Vietnam War. Most institutions who have adopted neutrality over the last few years have done so via pressure or outright requirements from state leaders who have politicized the issue. Any acceptance of a process that is itself political for the express purpose of avoiding politics should invoke a heavy amount of skepticism.
3. *Perceived Indifference:* When institutional neutrality becomes silence on issues of social or political import, it can make the university project indifference to those in need of its help, support, and sense of belonging in an environment they find suddenly threatening. This projection of indifference, whether perceived or actual, can be perceived as a lack of support to the students, faculty, and staff who are affected by them. For those from marginalized groups this can lead to feelings of institutional abandonment, or even hostility, which in turn can do lasting damage to employee and student recruitment and retention, alumni engagement, and private donor support.
4. *Missed Opportunities for Responsibility and Leadership:* In today's environment, institutions are expected to have significant social and cultural influence, and many argue that they have the responsibility to take a leadership role in addressing societal challenges in times of moral urgency.

My Assessment:

The original Kalven Committee report's principle of neutrality was developed for a specific type of institution at a specific time in our nation's development. George Mason University is simply a different institution. For example, private institutions don't have to abide by the First Amendment and some other parts of the Constitution in the way public universities must. Thus, they may need an additional set of principles that protect their faculty and students relative to free inquiry and expression. Private Institutions are often beholden to their trustees and benefactors. Large Public Institutions are beholden to the citizens of the states that support them and that's a broader more complex responsibility. I can't imagine this institution with its focus on upward mobility and inclusivity not addressing the institutional impact of atrocities surrounding the Israel-Gaza war or the death of George Floyd. Both had profound effects on campus life and operations. Students sought out our support services. They sought out guidance on how they can express themselves within the guardrails of laws and university policies. They sought out a greater understanding of what is unfolding, and a stronger support system than what was available to them when they left home to join our community. As an educational family, we have collectively accepted and embraced these responsibilities not from a platform of indoctrination, but from a platform of neutrality and its paying huge dividends for our students.

Thus, my assessment is that we should adhere to – *and have adhered to* – neutrality for social and political issues that affect our campus without being silent about their impacts on university life. Our core values describe a standard that can be utilized to determine when university leadership should speak and when it should not. I also agree with the original assertion of the Kalven Committee that an institution can't be silent when our core institutional values or academic freedom are threatened. Towards that end, we need a modified philosophy that incorporates who we are: A large, diverse and inclusive institution dedicated to both free inquiry and inclusivity. We thus need a set of "Mason Principles" as you have so eloquently described it. I

believe that we (the faculty, staff, students, administration and the board of visitors) can develop such a framework and that it can be a model for similar institutions nationally.

Sincerely

A handwritten signature in black ink, appearing to read 'Gregory Washington', with a long, sweeping horizontal line extending to the right.

Gregory Washington

GW/sg

ITEM NUMBER:

Master of Education (MEd) in Elementary Education Degree Program Proposal

PURPOSE OF ITEM:

The MEd in Elementary Education degree program proposal is in development for submission to the State Council of Higher Education for Virginia (SCHEV) for Fall 2025. Prior to SCHEV submission, Board action is required.

APPROPRIATE COMMITTEE:

Academic Programs, Diversity and University Community Committee

BRIEF NARRATIVE:

The MEd in Elementary Education degree program proposal has been prepared according to specialized SCHEV guidance to promote the development of new licensure-qualifying degree programs by Virginia public higher education institutions that will contribute to alleviating shortages of licensed personnel in Virginia's school districts.

The proposed degree program will prepare educators who are responsive to the needs of PK-6 learners. Through course and field-based experiences, students will acquire the professional and pedagogical knowledge and skills necessary for creating developmentally appropriate classroom communities that support all learners in grades PK-6. Students will learn to plan and implement engaging, differentiated instruction that meets the diverse social-emotional, cognitive, linguistic, and physical needs of elementary learners.

Through the proposed MEd, students will acquire an understanding of critical concepts and principles of elementary education. Students will learn to create safe and equitable learning environments. Students will develop a robust understanding of learners as a foundation for planning, instruction, and management. Students will learn how educators collaborate with families, students, and colleagues. Students will enact the ethical and professional responsibilities required of PK-6 teachers.

The curriculum for the proposed degree program has been designed to meet Virginia Department of Education (VDOE) licensure standards for Elementary Education. The proposed program fulfills accreditation standards for initial preparation programs outlined by the Council for the Accreditation of Educator Preparation (CAEP).

REVENUE IMPLICATIONS:

The MEd in Elementary Education program will be revenue neutral. All courses required for the degree currently exist as part of the MEd in Curriculum and Instruction, concentration in Elementary Education.

STAFF RECOMMENDATION:

Staff recommends Board approval.

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Description of Proposed Program

Program Background

George Mason University seeks approval for a Master of Education (MEd) degree program in Elementary Education. The proposed degree program will be administered by the College of Education and Human Development, School of Education. The anticipated initiation date is Fall 2025.

First opening in 1957 as the Northern Virginia branch of the University of Virginia, George Mason University was established as an independent four-year, degree-granting institution in 1972. Since its inception the University has offered teacher preparation degree programs. Currently, the College of Education and Human Development's School of Education has more than 2,500 students enrolled. Degree offerings in teacher preparation include undergraduate and graduate pathways to more than 30 different licensure and endorsement areas in Virginia.

To identify the proposed MEd degree program as appropriate for submission, the College of Education and Human Development examined degree programs that would address critical shortages in teaching endorsement areas in Virginia as identified by the Virginia Department of Education (VDOE).¹ Data from market studies, professional organizations, and considerations of legislative changes were also used to determine new degree programs. The proposed MEd degree program in Elementary Education provides pathways for Virginia licensure in Elementary Education, PreK-6. The proposed degree program will address the 2024-2025 top critical shortage teaching endorsement area identified by the Virginia Department of Education: Elementary Education, PreK-6.² Critical shortages have consistently been identified for this teaching endorsement area since the 2005-2006 school year.

Elementary education is key to a child's intellectual and social development. There is a critical demand for the preparation of individuals to assume teaching elementary aged students. Currently, George Mason University offers two pathways to licensure for Elementary Education. Students can earn a Master of Education (MEd) degree in Curriculum and Instruction with a concentration in Elementary Education, or students can earn a Bachelor of Science in Education (BSEd) degree in Elementary Education. The proposed degree program will expand the existing concentration from the MEd in Curriculum and Instruction degree program into a stand-alone MEd degree program in order to address the demand for licensed educators in grades PK-6.

Accreditation

The proposed MEd in Elementary Education will be accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a professional accreditor for education

¹ Virginia Department of Education. (n.d.) *Commonwealth of Virginia critical shortage teaching endorsement areas for 2023-2024 school year*. <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/education-workforce-data-reports>. [www.doe.virginia.gov.docx \(live.com\)](https://www.doe.virginia.gov/docx/live.com)

² Virginia Department of Education. (n.d.) *Critical Teaching Shortage Areas in Virginia, 2024-2025 Critical Teaching Shortage Areas*. Accessed at: <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/education-workforce-data-reports>

preparation providers. The CAEP accreditation process ensures educator preparation providers whose programs lead to certification, licensure, or endorsement meet demanding standards for the preparation of educators and other professional school personnel. Through standards that focus on systematic assessment of candidate learning, CAEP encourages accredited institutions to engage in continuous improvement based on accurate and consistent data.

George Mason University's existing Master of Education (MEd) in Curriculum and Instruction degree program with a concentration in Elementary Education is presently accredited by CAEP through Spring 2026. George Mason University will comply with the following re-accreditation timeline:

February 2025	Submit self-study document
October 2025	Site visit by accreditation team
April 2026	Decision rendered about accreditation status

State Licensing Agency Virginia Department of Education

The proposed MEd degree program in Elementary Education is required to meet the biennial measures prescribed by the Virginia State Board of Education. The Virginia Department of Education provides detailed and specific information for meeting the standards and competencies expected of Virginia's educators in their respective disciplines. The requirements are extensive, and all educator preparation programs must meet all the licensure regulations, professional studies, and endorsement requirements for each discipline/teaching area to be approved to offer Educator Preparation Programs.

The existing Master of Education (MEd) in Curriculum and Instruction, concentration in Elementary Education is designed to meet the Virginia Department of Education standards and regulations. In 2021, George Mason University submitted its biennial report for 2019-2021, which evaluates all educator preparation programs offered by the University. The Virginia Department of Education approved the existing concentration in Elementary Education in this report. The biennial report for 2021-2023 was submitted in fall 2023. The next report to address 2023-2025 will be submitted to the Virginia Department of Education in fall 2025.

Admission Criteria

All students will be required to fulfill the graduate admission requirements of the University. Applicants must:

- Complete an online Application for Graduate Study.
- Pay a nonrefundable application fee or receive a fee waiver.
- Have earned a baccalaureate from an institution of higher education accredited by a Mason-recognized U.S. institutional accrediting agency, or international equivalent, with verified official transcripts.
- Have a minimum 3.00 GPA on a 4.00 scale in baccalaureate study.
- Submit official transcripts from all institutions attended for each program applied to unless the programs are in the same college or school.

- Submit a goals statement.
- Submit two letters of recommendation as required by the program.
- Submit an application for Virginia In-State Tuition Rates, if claiming entitlement to these rates.

The College of Education and Human Development will require applicants to the proposed degree program to satisfy additional requirements. Applicants must:

- Submit a resume.

Applicants who have not earned a baccalaureate or graduate degree in the U.S. must submit:

- Applicants who have not earned a baccalaureate or graduate degree in the U.S. must submit:
- Official English translations of all diplomas, certificates, and transcripts that are not already in English. Also, documents from foreign institutions must meet the university's guidelines for international transcript submission.
- Documents required to receive the Form I-20 can be submitted with the application and fee or after an admission decision has been received. Those required documents are:
 - A Certificate of Financial Responsibility (CFR)
 - Financial support documents
 - Copy of passport identification page
 - For those present in the United States, copies of immigration documents verifying current nonimmigrant status
- Proof of English proficiency: either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) academic exam, or the Pearson Tests of English (PTE) meeting the minimum requirements:
 - TOEFL: 88 points total and a minimum of 20 points in each section
 - IELTS: 7.0 and 6.5 each subsection
 - PTE: 67 overall score
 - Duolingo English Test: 120 (accepted through 2024)
 - INTO Mason Academic English Test: 7

Curriculum

The proposed MEd degree program in Elementary Education will require 39 credit hours. An internship course is required.

The curriculum of the proposed degree program focuses on preparing and enhancing elementary educators' professional and pedagogical knowledge and skill in creating engaging and differentiated classroom communities. The core coursework integrates evidence-based recommended practices to support all learners in grades PK-6. Students will learn to engage diverse learners in developmentally appropriate and disciplinary specific ways to support children's social-emotional, cognitive, linguistic, and physical development. Students will develop pedagogical and assessment knowledge and skills to provide differentiated and equitable learning experiences for children in grades PK-6. The curriculum emphasizes the students' responsibility to provide effective, differentiated instructional experiences for ability-diverse and culturally diverse students.

The core curriculum has been designed to meet Virginia Department of Education (VDOE) licensure standards for Elementary Educators (PK-6). The proposed program also fulfills accreditation standards for initial preparation programs outlined by the Council for the Accreditation of Educator Preparation (CAEP). Coursework meets the professional standards articulated by the Interstate Teacher Assessment and Support Consortium (InTASC).

No new courses were developed for the proposed degree program.

Program Requirements

Core Courses: 36 credits

ELED 542: Foundations of Elementary Education (3 credits)
ELED 543: Children, Family, Culture, and Schools, ages 4-12 Years (3 credits)
ELED 544: Introduction to Elementary Methods and Management (3 credits)
ELED 545: Differentiating Elementary Methods and Management (3 credits)
ELED 552: Mathematics Methods for the Elementary Classroom (3 credits)
ELED 553: Science Methods for the Elementary Classroom (3 credits)
ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom (3 credits)
ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I (3 credits)
ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II (3 credits)
ELED 559: Research and Assessment in Elementary Education (3 credits)
ELED 790: Internship in Elementary Education (1-6 credits)

Elective Courses: 3 credits

Students select from a list of courses.

EDSE 501: Introduction to Special Education (3 credits)
EDUC 537: Introduction to Culturally and Linguistically Diverse Learners (3 credits)
ELED 558: Cambridge Schools Experience (3 credits)
ELED 790: Internship in Elementary Education (1-6 credits)

Total credit hours: 39

Internship Requirement

Students in programs leading to licensure are required to take a supervised internship course in which they will complete a minimum of 10 weeks supervised experience. In the MEd in Elementary Education, students will complete ELED 790 per VDOE requirements. Students must document a minimum of 300 clock hours of direct teaching experience with students in endorsement area. Six (6) credits of ELED 790 are required for licensure. Year-long internship students must register for three (3) credits in the fall semester and six (6) credits in the spring semester. Semester-long internship students must register for six (6) credits during their internship and complete three (3) credits of elective coursework. Throughout the internship, the student will be evaluated based on observations of instruction and assignments using standardized rubrics. Students will be required to maintain a log to track their instructional hours. Students will be assessed on completion of online modules, maintaining a reflection journal, formal internship meetings, and observations by the University Supervisor. If students do not

successfully complete all hours or assignments, they may be required to repeat the internship. If a student fails the internship course, students will be given an opportunity to retake the course at an alternative location.

See Appendix A for Sample Plans of Study.

See Appendix B for Course Descriptions.

Transfer Virginia Common Curriculum

The agreements framed under the Virginia Common Curriculum and Transfer VA are not applicable to students entering master's-level, education specialist (EdS), or doctoral (PhD) degree programs at George Mason University.

Faculty Resources

The College of Education and Human Development's School of Education includes six (6) full time and six (6) part time faculty members teaching elementary education coursework. Three (3) of these faculty have expertise in literacy, four (4) in general methods, and four (4) in elementary content areas (math, science, social studies, and technology). These faculty will teach required courses for the proposed MEd in Elementary Education degree program. Faculty hold doctoral degrees in Education, Elementary Education, Curriculum and Instruction, and Literacy.

Faculty teaching elementary education coursework collectively have more than 100 years of higher education teaching experience and are active in their professional organizations including Virginia Association of Colleges and Teacher Educators, American Educational Research Association, Association of Literacy Educators and Researchers, Association of Teacher Educators, Literacy Research Association, National Science Teachers Association, National Council for Teachers of Mathematics, International Society for Technology in Education, and the National Council for the Social Studies. They share their knowledge through presentations at conferences, maintain ongoing research programs, pursue grant funding, and publish in top-tier peer-reviewed journals such as *Action in Teacher Education*, *Reading Psychology*, *Educational Researcher*, *The New Educator*, *Teaching and Teacher Education*, *Reading Research Quarterly*, *Journal of Research in Science Teaching*, and *Journal of Mathematics Teacher Education*.

Faculty members have extensive experience working with diverse children and school partners in grades PK-6. Faculty members have worked in elementary settings as classroom teachers (PK-grade 8), instructional coaches, resource teachers, and reading specialists. The Elementary Education faculty possesses the proper academic training, teaching experience, experience with school partners, and professional expertise to provide competent instruction, supervision, and mentoring in elementary education courses.

The proposed MEd degree program in Elementary Education will also be supported by eight (8) adjunct faculty members who have earned doctoral degrees in Elementary Education, Teacher Education, Literacy, and/or related fields and graduate lecturers (i.e., doctoral candidates), working in collaboration with full-time faculty, who provide course instruction and field

supervision. The credentials of all instructors in the program are evaluated by the College to ensure they have the required experience to teach each course they are assigned.

Student Learning Assessment

Students who complete the proposed MEd in Elementary Education degree program will possess the required expertise to work in elementary classrooms serving diverse learners. Assessment of student learning in the proposed degree program will be conducted through analysis of systematic metrics specifically designed to measure student performance. Student assessment outcomes are aligned with InTASC Teaching Standards and Learning Progressions for Teachers.³

Student learning will be assessed throughout the program through a variety of evaluative assessment experiences. Assessment measures will include but not be limited to course assignments, activities and an array of applied projects designed to facilitate the achievement of learning outcomes in field-based settings. The capstone course options are completed at or near the end of a student's program of study. Capstone course opportunities are designed to meet students' individual professional goals through the completion of an internship experience, as well as a classroom, school, or community-based action research project or proposal.

Learning Outcomes

Grounded in InTASC standards, graduates will demonstrate knowledge and skill in four general categories (1) The Learner and Learning, (2) Content, (3) Instructional Practice, and (4) Professional Responsibility. These outcomes align with licensure requirements articulated by the VDOE for Elementary Educators (PK-6).

The Learner and Learning: Demonstrate knowledge of developmentally appropriate pedagogies and recommended instructional practices to create inclusive learning environments and experiences that honor diverse cultures and individual learning differences to meet high standards and promote learners' cognitive, linguistic, social, emotional, and physical development. Students will be able to:

- Standard #1/Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2/Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3/Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

³ Council of Chief State School Officers. 2013. InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Content: Demonstrate an ability to apply deep and flexible content area knowledge in real world secondary education contexts to assure learners achieve mastery of targeted developmentally appropriate content knowledge and skills. Students will be able to:

- Standard #4/Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5/Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice: Design, implement, and refine instructional practices (including assessment practices, and the integration of diverse instructional strategies) to maximize and individualize learning. Students will be able to:

- Standard #6/Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility: Model practices demonstrating professional responsibility to include engaging in cycles of continuous self-improvement, collaborative professional environments with colleagues, learners, families, school professionals, and community members, and ethical behavior to enact change in practice.

- Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Curriculum map for MEd in Elementary Education

InTASC Standards/Learning Outcomes	Courses	Assessment Measures
Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the	ELED 543: Children, Family, Culture, and Schools (ages 4-12)	Formative: class discussions, application activities (lesson planning, field observation reflective assignments)

cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	<p>ELED 544: Introduction to Elementary Methods and Management</p> <p>ELED 545: Differentiating Elementary Methods and Management</p> <p>ELED 790: Internship in Elementary Education</p>	Summative: Internship experiences (formal observations), final projects
<p>Standard #2: Learning Differences</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>ELED 543: Children, Family, Culture, and Schools (ages 4-12)</p> <p>ELED 544: Introduction to Elementary Methods and Management</p> <p>ELED 545: Differentiating Elementary Methods and Management</p> <p>ELED 790: Internship in Elementary Education</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments)</p> <p>Summative: Internship experiences (formal observations), final projects</p>
<p>Standard #3: Learning Environments</p> <p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>ELED 543: Children, Family, Culture, and Schools (ages 4-12)</p> <p>ELED 544: Introduction to Elementary Methods and Management</p> <p>ELED 545: Differentiating Elementary Methods and Management</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments)</p> <p>Summative: Internship experiences (formal observations), final projects</p>

	ELED 790: Internship in Elementary Education	
Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	ELED 552: Mathematics Methods in Elementary Classrooms ELED 553: Science Methods for the Elementary Classroom ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II ELED 790: Internship in Elementary Education	Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, mini units Summative: Internship experiences (formal observations); content area review documentation; passing Praxis II scores; final projects
Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	ELED 552: Mathematics Methods in Elementary Classrooms ELED 553: Science Methods for the Elementary Classroom ELED 554: Methods of Teaching Social	Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, mini units Summative: Internship experiences (formal observations); final projects

	<p>Studies and Integrating Fine Arts</p> <p>ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I</p> <p>ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II</p> <p>ELED 790: Internship in Elementary Education</p>	
<p>Standard #6: Assessment</p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>ELED 544: Introduction to Elementary Methods and Management</p> <p>ELED 545: Differentiating Elementary Methods and Management</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities</p> <p>Summative: Internship experiences (formal observations); final projects</p>
<p>Standard #7: Planning for Instruction</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>ELED 544: Introduction to Elementary Methods and Management</p> <p>ELED 545: Differentiating Elementary Methods and Management</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities</p> <p>Summative: Internship experiences (formal observations); final projects</p>
<p>Standard #8: Instructional Strategies</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and</p>	<p>ELED 544: Introduction to Elementary Methods and Management</p>	<p>Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities</p>

their connections, and to build skills to apply knowledge in meaningful ways.	ELED 545: Differentiating Elementary Methods and Management	Summative: Internship experiences (formal observations); final projects
Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	ELED 542: Foundations of Elementary Education ELED 544: Introduction to Elementary Methods and Management ELED 545: Differentiating Elementary Methods and Management ELED 790: Internship in Elementary Education	Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities Summative: Internship experiences (formal observations); final projects
Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	ELED 542: Foundations of Elementary Education ELED 544: Introduction to Elementary Methods and Management ELED 545: Differentiating Elementary Methods and Management ELED 790: Internship in Elementary Education	Formative: class discussions, application activities (lesson planning, field observation reflective assignments), quizzes, instructional cycle activities Summative: Internship experiences (formal observations); final projects

During the teaching internship experiences, students are expected to demonstrate the principles and practices of educators working in grades PK-6 in accordance with the InTASC Teaching

Standards and Learning Progressions for Teachers. Students will be mentored during the internship experiences and demonstrate their abilities to meet the learning outcomes outlined above by designing learning assignments, constructing methods for assessing, integrating instructional strategies for teaching culturally, linguistically, and ability diverse students, demonstrating effective classroom management techniques, and communicating/collaborating with stakeholders.

Relation to Existing George Mason University Degree Programs

George Mason University's College of Education and Human Development offers a Master of Education (MEd) degree program in Curriculum and Instruction with a concentration in Elementary Education (PK-6) and a Bachelor of Science in Education (BSed) degree program in Elementary Education (PK-6). Currently, all students seeking licensure as an elementary (PK-6) educator complete one of these two degree programs. If the proposed MEd in Elementary Education is approved, prospective students seeking licensure at the graduate level as an elementary educator or seeking to develop expertise in the field will be admitted directly into the proposed MEd in Elementary Education. The current Elementary Education concentration in the MEd in Curriculum and Instruction will be discontinued.

Because the proposed degree program will draw from the same pool of prospective students as the current degree programs, there is no anticipated overall negative impact on student enrollment. Resources currently used to support the operation of the MEd in Curriculum and Instruction, concentration in Elementary Education will be reallocated to support the initiation and operation of the proposed MEd in Elementary Education.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

The Commonwealth of Virginia and the nation as a whole is experiencing a severe and growing shortage of qualified teachers. The shortage is at a crisis level especially in high-poverty and diverse school divisions. In Virginia, 4.5% of teaching positions were vacant at the start of the 2023-24 school year—an increase from 3.9% in the 2022-23 school year.⁴ In response to the growing teaching shortage, Governor Glenn Youngkin signed Executive Directive 3, charging the field to: 1) Reduce barriers for qualified individuals to enter the profession, 2) Increase the number of candidates eligible to fill public school divisions' hard-to-staff positions, and, 3) Strengthen strategies to recruit and retain a diverse, highly-qualified educator workforce.⁵

The Virginia Department of Education has also identified 10 critical shortage areas (i.e., those disciplinary areas for which school divisions face the largest difficulty filling positions with

⁴ Joint Legislative Audit and Review Commission (JLARC). (2023). Virginia's K-12 Pipeline. Retrieved from: [https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp#:~:text=4.5%20percent%20of%20teaching%20positions,to%20the%20pandemic\)%3B%20and](https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp#:~:text=4.5%20percent%20of%20teaching%20positions,to%20the%20pandemic)%3B%20and)

⁵ Commonwealth of Virginia Executive Department (2022). Executive Directive Number Three. Retrieved from: <https://www.governor.virginia.gov/media/governorviriniagov/governor-of-virginia/pdf/ed/ED-3---Addressing-Teacher-Shortages-in-Virginia-Schools.pdf>

qualified educators). Elementary PreK-6 has been in the top ten areas on the list since 2005, and is currently ranked second in terms of difficulty filling positions behind Special Education. As a result of instituting the proposed stand-alone degree program, George Mason University anticipates producing a total of 70 Elementary PreK-6 teachers annually by program maturity in 2029-2030. This is an annual net increase of 10 elementary teachers over the current degree program.

The proposed degree program will enable the increased production of teachers with elementary expertise by providing expanded access and clarity for marketing to prospective students. A stand-alone degree program in "Elementary Education," as opposed to a concentration buried within a "Curriculum and Instruction" degree program, will clearly identify for students the specific degree they wish to pursue. The proposed degree program will also provide expanded access by offering students the opportunity to begin study in either the fall or spring semesters and providing options to complete some coursework through online delivery.

Duplication

Ten (10) four-year, public universities in Virginia offer degree programs similar to the proposed degree program. Christopher Newport University, the College of William & Mary in Virginia, Norfolk State University, Old Dominion University, Radford University, the University of Mary Washington, the University of Virginia, Virginia Commonwealth University, Virginia State University, and the Virginia Polytechnic Institute and State University offer degree programs similar to the proposed degree program.

Christopher Newport University (CNU)

CNU offers a Master of Arts in Teaching (MAT) with Licensure. The degree program is offered face to face.

College of William & Mary in Virginia (William & Mary)

William & Mary offers a Master of Arts in Education (MAEd) in Curriculum and Instruction with a concentration in Elementary Education. The degree program is offered face to face.

Norfolk State University (NSU)

NSU offers a Masters of Arts in Teaching (MAT) in Elementary Education (PreK-6). The degree program is offered online.

Old Dominion University (ODU)

ODU offers a Master of Science in Education (MSEd) degree in Elementary Education, concentration in Initial Licensure-PreK-6. The degree program is offered online and fully face to face.

Radford University (Radford)

Radford offers a Master of Science (MS) in Education with a concentration in Curriculum and Instruction with licensure. The degree program is offered face to face.

University of Mary Washington (UMW)

UMW offers a Master of Education (MEd) in Elementary Education. The degree program is offered face to face and online.

University of Virginia (UVA)

UVA offers a Masters of Teaching (MT), concentration in Elementary Education. The degree program is offered face to face.

Virginia Commonwealth University (VCU)

VCU offers a Masters of Teaching (MT), concentration in Elementary Education. The degree program is offered face to face.

Virginia Polytechnic Institute and State University (Virginia Tech)

Virginia Tech offers a Masters of Arts in Education (MAEd) in Curriculum and Instruction, with professional licensure in PK-6. The degree program is offered face to face.

Virginia State University (VSU)

Virginia State University offers a Masters of Education (MEd) with a concentration in Elementary Education, with professional licensure in PK-6. The degree program is offered face to face.

State Council of Higher Education for Virginia
Summary of Projected Enrollments in Proposed Program

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2025 - 2026		2026 - 2027		2027 - 2028		2028 - 2029			2029 - 2030		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>75</u>	<u>45</u>	<u>144</u>	<u>86</u>	<u>217</u>	<u>130</u>	<u>289</u>	<u>173</u>	<u> </u>	<u>298</u>	<u>179</u>	<u>70</u>

Assumptions:

85% Retention

40 % Full-time students 60% part-time students

Full-time students graduate in 2 years

Part-time students graduate in 3 years

Full-time students: 9 credit hours per semester

Part-time students: 6 credit hours per semester

Projected Resource Needs for the Proposed Program

Resource Needs

George Mason University and the College of Education and Human Development have the resources needed to transition and sustain the proposed MEd in Elementary Education. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the Fall 2025 semester through the target year 2029-2030. Assessments of need for full-time faculty and adjunct faculty are based on the following ratio of student enrollment to faculty effort: 10 FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 4.50 FTE to initiate increasing to 17.9 FTE by the target year of 2029-2030.

Full-time Faculty

A faculty member currently teaching in the School of Education will serve as program coordinator for the proposed program. The program coordinator will be responsible for curriculum oversight, scheduling, marketing and recruitment strategy, and student satisfaction. The program coordinator will devote 0.50 FTE to teach core and required courses in the proposed program from the initiation year through the target enrollment year.

Five (5) faculty members currently teaching in the School of Education will devote .50 FTE each to teach required courses in the proposed program in the initiation year, rising to 1.00 FTE each by the target enrollment year.

The proposed program will require 3.00 FTE of full-time faculty effort to initiate, rising to 5.50 FTE by the target enrollment year.

Part-time Faculty

Six (6) existing faculty members in the School of Education will devote .25 FTE each to teach required courses beginning in the initiation year of the program's operation, rising to .75 by the target enrollment year.

The proposed program will require 1.50 FTE of part-time faculty effort to initiate, rising to 4.50 FTE by the target enrollment year.

Adjunct Faculty

Eight (8) adjunct faculty members teaching in the School of Education will devote 1.00 FTE each to teach required courses beginning in the second year of the program's operation through the target enrollment year. Adjunct faculty teaching graduate courses in the College of Education and Human Development are paid approximately \$5,313 per course with no fringe benefits. The cost for adjunct faculty teaching in the proposed degree program is expected to be \$127,512 by the target enrollment year.

The proposed program will require 0.0 FTE of adjunct faculty effort to initiate, rising to approximately 8.00 FTE by the target enrollment year.

Graduate Assistants

No graduate assistants will be utilized to initiate or sustain the proposed program.

Classified Positions

No additional classified support will be utilized to initiate or sustain the proposed program.

Equipment (including computers)

No additional equipment will be utilized to initiate or sustain the proposed program.

Library

George Mason University Libraries has an extensive collection of journals and publications to support the proposed degree program. As a member of the Virtual Library of Virginia (VIVA), online access to journals is available.

Telecommunications

No new telecommunications will be required to initiate or sustain the proposed program.

Space

No additional space will be required to initiate or sustain the proposed program.

Targeted Financial Aid

No targeted financial aid is required or designated to initiate and sustain the proposed degree program.

Special Tuition or Fee Charges

No special tuition or fee charges will be utilized or instituted to initiate and sustain the proposed degree program.

Other Resources

No additional College of Education and Human Development resources will be utilized to initiate or sustain the proposed program.

Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution's assumptions are correct, or require modifications as a condition of approval.

Note: Institutions must use the recommended student-faculty ratio when estimating FTES enrollments and required faculty FTEs.

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year	Program Target Year
		20 <u>25</u> - 20 <u>26</u>	20 <u>29</u> - 20 <u>30</u>
1.	Projected Enrollment (Headcount)	75	298
2.	Projected Enrollment (FTES)	45	179
3.	Projected Enrollment Headcount of In-State Students	71	283
4.	Projected Enrollment Headcount of Out-of-State Students	4	15
5.	Estimated Annual Tuition and E&G Fees for In-State Students in the Proposed Program	\$17,954	\$17,954
6.	Revenue from Tuition and E&G Fees for In-State Students Due to the Proposed Program	\$1,274,734	\$5,080,982
7.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$22,764	\$22,764
8.	Revenue from Tuition and E&G Fees for Out-of-State Students Due to the Proposed Program	\$91,056	\$341,460
9.	Projected Revenue Total from Tuition and E&G Fees Due to the Proposed Program	\$1,365,790	\$5,422,442
10.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business, private sources, university funds)	\$0	\$0
11.	Total Funding	\$1,365,790	\$5,422,442

Part V: Certification Statements

1. A request of any kind will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the proposed degree program.

Yes ☐

No ☒

If “Yes” is checked, include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

2. The proposed degree program is included in the institution’s most recent six-year plan.

Yes ☒

No ☐

If “No” is checked, include narrative text to explain why the program is being advanced at the present time despite not being included in the six-year plan.

3. The institution’s governing board has been provided information regarding duplication (if applicable) and labor market projections as part of its approval action.

Yes ☐

No ☒

If “No” is checked, include narrative text to explain why the governing board has not been provided the information.

George Mason University's Board of Visitors' approval is anticipated at the December 5, 2024 meeting.

The institution’s Chief Academic Officer attests to the accuracy of the above statements.

James Antony, PhD

Name (Printed)

October 14, 2024

Signature

Date

Appendices

**Appendix A - Sample Plan of Study
Full-Time Students**

Yr	Fall Semester	Spring Semester	Summer Semester
1	<p>ELED 542: Foundations of Elementary Education (3 cr)</p> <p>ELED 543: Children, Family, Culture, and Schools, ages 4-12 Years (3 cr)</p> <p>ELED 544: Introduction to Elementary Methods and Management (3 cr)</p>	<p>ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I (3 cr)</p> <p>ELED 545: Differentiating Elementary Methods and Management (3 cr)</p> <p>ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom (3 cr)</p>	Elective (3 cr)
2	<p>ELED 552: Mathematics Methods for the Elementary Classroom (3 cr)</p> <p>ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II (3 cr)</p> <p>ELED 553: Science Methods for Elementary Classroom (3 cr)</p>	<p>ELED 790: Internship in Elementary Education (6 cr)</p> <p>ELED 559: Research and Assessment in Elementary Education (3 cr)</p> <p>Elective (3 cr)</p>	

Credit Hours – First Year – Fall Term	9
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	3
Year 1 Subtotal:	21 credits
Credit Hours – Second Year – Fall Term	9
Credit Hours – Second Year – Spring Term	9
Year 2 Subtotal:	18 credits
Total Credit Hours	39 credits

**Sample Plan of Study
Part time Students**

Yr	Fall Semester	Spring Semester	Summer Semester
1	ELED 542: Foundations of Elementary Education (3 cr) ELED 543: Children, Family, Culture, and Schools, ages 4-12 Years (3 cr)	ELED 544: Introduction to Elementary Methods and Management (3 cr) ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I (3 cr)	ELED 545: Differentiating Elementary Methods and Management (3 cr) ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom (3 cr)
2	ELED 552: Mathematics Methods for the Elementary Classroom (3 cr) ELED 553: Science Methods for Elementary Classroom (3 cr)	ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II (3 cr) ELED 790: Internship in Elementary Education (6 cr)	ELED 559: Research and Assessment in Elementary Education (3 cr) Elective (3 cr)
3			

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
Year 1 Subtotal:	18 credits

Credit Hours – Second Year – Fall Term	6
Credit Hours – Second Year – Spring Term	6
Credit Hours – Second Year – Summer Term	6
Year 2 Subtotal:	18 credits

Total Credit Hours	39 credits
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Appendix B – Course Descriptions

Core Courses

ELED 542: Foundations of Elementary Education (3 credits)

Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Develops an understanding of the relationship between society and education.

ELED 543: Children, Family, Culture, and Schools, ages 4-12 Years (3 credits)

Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.

ELED 544: Introduction to Elementary Methods and Management (3 credits)

Introduces general methods of teaching and management in elementary schools with an emphasis on using the foundational principles of curriculum, instruction, assessment, and management to plan instruction for diverse learners.

ELED 545: Differentiating Elementary Methods and Management (3 credits)

Provides an introduction to differentiated instruction and management for children in grades PK-6. Emphasizes the assessment of learners, incorporation of varied instructional and management strategies to meet the needs of all learners.

ELED 552: Mathematics Methods for the Elementary Classroom (3 credits)

Introduces methods for teaching topics in arithmetic, geometry, algebra, probability, and statistics in elementary grades. Focuses on using manipulatives and technologies to explore mathematics and solve problems.

ELED 553: Science Methods for the Elementary Classroom (3 credits)

Develops skills and abilities in science teaching methods, applications of technology, safety practices, and creation of integrated science curricula. Examines science teaching based on contemporary theory, practice, and standards.

ELED 554: Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom (3 credits)

Focuses on the design and delivery of standards-based integrated curriculum centered on the social sciences. Includes integration of fine arts and examines the central role of the arts in learning.

ELED 555: Literacy Teaching and Learning in Diverse Elementary Classrooms I (3 credits)

Provides research-based introduction to literacy teaching and learning for ages 4-12 years. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

ELED 556: Literacy Teaching and Learning in Diverse Elementary Classrooms II (3 credits)
Provides research-based introduction to literacy teaching and learning for PK-6 learners. Emphasizes literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum.

ELED 559: Research and Assessment in Elementary Education (3 credits)
Provides an understanding of research paradigms utilizing systematic evidence to improve practice and further skills in assessment of learning outcomes. Emphasizes the linkage of research and practice and making instructional decisions based on systematically collected data.

ELED 790: Internship in Elementary Education (6-9 credits) (semester-long interns complete 6 credits; year-long interns complete 9 credits)
Provides intensive supervised clinical experience for one full semester in an accredited professional development school. Provides supervision for teacher candidates in a school placement setting that includes observations and seminar experiences.

Elective Courses

EDSE 501: Introduction to Special Education (3 credits)
Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. Includes historical factors, legal aspects, etiology, characteristics, assessment, evidence-based practices, and support services for individuals having needs for intervention ranging from mild to severe. Includes the impact of disabilities on academic, social, and emotional performances framed within the teaching profession as a whole.

EDUC 537: Introduction to Culturally & Linguistically Diverse Learners (3 credits)
Examines the ways intersections of race, ethnicity, language, socioeconomic status, gender, sexual orientation, and ability affect equity for PK-12 culturally and linguistically diverse (CLD) learners. Invites educators to interrogate ways that personal cultural identity and biases influence instructional and assessment practices with CLD learners and relationships with families.

ELED 558: Cambridge Schools Experience (3 credits)
Provides intensive supervised clinical experience in a primary school in Cambridge, England.

ITEM NUMBER:

Master of Education (MEd) in Secondary Education Degree Program Proposal

PURPOSE OF ITEM:

The MEd in Secondary Education degree program proposal is in development for submission to the State Council of Higher Education for Virginia (SCHEV) for Fall 2025. Prior to SCHEV submission, Board action is required.

APPROPRIATE COMMITTEE:

Academic Programs, Diversity and University Community Committee

BRIEF NARRATIVE:

The MEd in Secondary Education degree program proposal has been prepared according to specialized SCHEV guidance to promote the development of new licensure-qualifying degree programs by Virginia public higher education institutions that will contribute to alleviating shortages of licensed personnel in Virginia's school districts.

The proposed degree program will develop the requisite knowledge and skills needed by secondary teachers. The MEd in Secondary Education will prepare students to advocate for adolescents' academic success and well-being, develop respectful relationships with young people, inquire into and reflect on professional practices, and engage as partners with colleagues and students' families. Students will learn to teach a wide diversity of learners in developmentally appropriate and content-specific ways.

Through the proposed MEd, students will develop an understanding of essential concepts and principles of their respective disciplines (history/social science, English, biology, chemistry, Earth science, physics, math, and computer science). The proposed program will develop prospective teachers' skills to collaborate and co-teach with other professionals.

The curriculum for the degree program is designed to meet the Virginia Department of Education (VDOE) licensure standards for secondary education learners (grades 6-12) in all eight of the program's proposed content area tracks. The proposed program fulfills accreditation standards for initial preparation programs outlined by the Council for the Accreditation of Educator Preparation (CAEP). Coursework addresses the professional standards articulated by the National Council for the Social Studies, the National Council of Teachers of English, the National Science Teachers Association, the National Council of Teachers of Mathematics, and the Computer Science Teachers Association.

REVENUE IMPLICATIONS:

The MEd in Secondary Education will be revenue neutral. All courses required for the degree currently exist as part of the MEd in Curriculum and Instruction, Secondary Education Concentration and the Graduate Certificate in Secondary Education.

STAFF RECOMMENDATION:

Staff recommends Board approval.

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Description of Proposed Program

Program Background

George Mason University seeks approval for a Master of Education (MEd) degree program in Secondary Education. The proposed degree program will be administered by the College of Education and Human Development, School of Education. The anticipated initiation date is Fall 2025.

First opening in 1957 as the Northern Virginia branch of the University of Virginia, George Mason University was established as an independent four-year, degree-granting institution in 1972. Since its inception the University has offered teacher preparation degree programs. Currently, the College of Education and Human Development's School of Education has more than 2,500 students enrolled. Degree offerings in teacher preparation include undergraduate and graduate pathways to more than 30 different licensure and endorsement areas in Virginia.

To identify the proposed MEd degree program as appropriate for submission, the College of Education and Human Development examined degree programs that would address critical shortages in teaching endorsement areas in Virginia as identified by the Virginia Department of Education (VDOE).¹ Data from market studies, professional organizations, and considerations of legislative changes were also used to determine new degree programs. The proposed MEd degree program in Secondary Education provides pathways for licensure in biology, chemistry, computer science, Earth science, English, history/social science, math, and physics in grades 6-12. All of these endorsement areas are currently identified as high need by the Virginia Department of Education (VDOE). Virginia is expected to have an annual average of approximately 6,700 secondary teacher openings between 2022 and 2032.²

Secondary teacher education is critical to the development and increase of teachers to the middle and high schools of the northern Virginia region and the Commonwealth. Secondary teachers are responsible for educating their students in the core content of the Virginia Standards of Learning. Secondary teachers also prepare students to be informed and engaged citizens, and to be career- and college-ready citizens.

Currently, George Mason University offers four pathways to licensure for Secondary Education: 1) an MEd in Curriculum and Instruction with a concentration in Secondary Education, 2) a BSEd in Secondary Education, 3) seven (7) undergraduate certificates in content area licensure, and 4) a post-baccalaureate certificate in secondary education. The proposed degree program will replace the concentration in Secondary Education in the MEd in Curriculum and Instruction. The proposed degree program will expand the existing concentration from the MEd in Curriculum and Instruction degree program into a stand-alone MEd degree program in order to address the demand for licensed educators in secondary education settings. The post-baccalaureate certificate

¹ Virginia Department of Education. (n.d.) *Commonwealth of Virginia critical shortage teaching endorsement areas for 2023-2024 school year*. <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/education-workforce-data-reports>. www.doe.virginia.gov/docx (live.com)

² US Department of Labor (2024). Retrieved from <https://www.onetonline.org/link/details/25-2031.00>

in secondary education will remain active for students who already have earned a master's degree or who do not elect to pursue a full graduate degree.

Delivery Format

The proposed MEd degree program in Secondary Education will be offered in a hybrid delivery format. The proposed degree program will be offered in a face-to-face delivery format, with two core courses, EDRD 619 and SEED 540, available only as online courses. The online courses are supported by a personal support center through the university's primary learning management system, Canvas. Canvas is centrally supported by the university's Information Technology Services (ITS), which provides technical assistance, training, and system administration 24 hours a day every day. ITS also supports a portfolio of academic technology applications for use in online courses. The ITS Learning Support Center and the Stearns Center for Teaching and Learning provide training to faculty in both the use of the Canvas software and in the design of courses.

All students will have access to online resources through security-protected access credentials. Support services for students will include access to online systems such as electronic mail, online library resources, PatriotWeb (a self-service site for students to manage their administrative records and accounts), financial aid, academic services, career services, disability services, and the University Bookstore. Computer support is available 24 hours a day every day. Phone support is available every day at hours posted on the ITS Support Center website. For the traditional, face-to-face delivery of the two-day residency, George Mason University has adequate classroom space and associated equipment to successfully deliver the proposed degree program.

Accreditation

The proposed MEd in Secondary Education will be accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is a professional accreditor for education preparation providers. The CAEP accreditation process ensures educator preparation providers whose programs lead to certification, licensure, or endorsement meet demanding standards for the preparation of educators and other professional school personnel. Through standards that focus on systematic assessment of candidate learning, CAEP encourages accredited institutions to engage in continuous improvement based on accurate and consistent data.

George Mason University's existing Master of Education (MEd) in Curriculum and Instruction degree program with a concentration in Secondary Education is presently accredited by CAEP through Spring 2026. George Mason University will comply with the following re-accreditation timeline:

February 2025:	Submit self-study document
October 2025:	Site visit by accreditation team
April 2026:	Decision rendered about accreditation status

State Licensing Agency Virginia Department of Education

The proposed MEd degree program in Secondary Education is required to meet the biennial measures prescribed by the Virginia State Board of Education. The Virginia Department of Education provides detailed and specific information for meeting the standards and competencies expected of Virginia's educators in their respective disciplines. The requirements are extensive, and all educator preparation programs must meet all the licensure regulations, professional studies, and endorsement requirements for each discipline/teaching area to be approved to offer Educator Preparation Programs.

The existing Master of Education (MEd) in Curriculum and Instruction, concentration in Secondary Education is designed to meet the Virginia Department of Education standards and regulations. In 2021, George Mason University submitted its biennial report for 2019-2021, which evaluates all educator preparation programs offered by the University. The Virginia Department of Education approved the existing concentrations in Secondary Education (biology, chemistry, computer science, Earth science, English, history/social science, math, and physics) in this report. The biennial report for 2021-2023 was submitted in fall 2023. The next report to address 2023-2025 will be submitted to the Virginia Department of Education in fall 2025.

Admission Criteria

All students will be required to fulfill the graduate admission requirements of the University. Applicants must:

- Graduate application and fee
- 750- to 1,000-word written statement of applicant's goals and interest in the program
- Two letters of recommendation
- Transcripts from all previous institutions attended in the United States.
- Applicants with transcripts from institutions outside of the United States could have additional requirements.

The College of Education and Human Development will require applicants to the proposed degree program to satisfy additional requirements. Applicants must:

- Submit a resume.
- Complete an admissions interview.

Applicants who have not earned a baccalaureate or graduate degree in the U.S. must submit:

- Official English translations of all diplomas, certificates, and transcripts that are not already in English. Also, documents from foreign institutions must meet the university's guidelines for international transcript submission.
- Documents required to receive the Form I-20 can be submitted with the application and fee or after an admission decision has been received. Those required documents are:
 - A Certificate of Financial Responsibility (CFR)
 - Financial support documents
 - Copy of passport identification page

- For those present in the United States, copies of immigration documents verifying current nonimmigrant status
- Proof of English proficiency: either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) academic exam, or the Pearson Tests of English (PTE) meeting the minimum requirements:
 - TOEFL: 88 points total and a minimum of 20 points in each section
 - IELTS: 7.0 and 6.5 each subsection
 - PTE: 67 overall score
 - Duolingo English Test: 120 (accepted through 2024)
 - INTO Mason Academic English Test: 7

Curriculum

The proposed MEd degree program in Secondary Education will require 30 credit hours. An internship course is required.

Through the proposed program, students will develop an understanding of essential concepts and principles of their respective disciplines (history/social science, English, biology, chemistry, Earth science, physics, math, and computer science). Through a field-based approach to teacher education, students will be guided by university- and school-based teacher educators to provide inclusive learning experiences for adolescents in both high school and middle school contexts. The proposed program will develop prospective teachers' skills to collaborate with other professionals, young people, and their families. The program ensures all students exit the program with essential knowledge, skills, abilities, and dispositions for teaching and learning in grades 6-12 in terms of learner development, learner differences, classroom environments, content knowledge, content application, planning, assessment, management, professional learning/ethical practice, and leadership/collaboration.

The curriculum incorporates all licensure requirements into courses completed by all students in the Secondary Education program. In addition, the course content addresses each of the ten Interstate Teacher Assessment and Support Consortium (InTASC) standards.

All students select one of five concentration areas: 1) Computer Science, 2) English, 3) History and Social Science, 4) Mathematics, or 5) Science. The concentration area coursework is designed to meet the Virginia Department of Education (VDOE) licensure standards for secondary education learners (grades 6-12) in eight (8) content areas: biology, chemistry, computer science, Earth science, English, history/social science, mathematics and physics. Coursework addresses the professional standards articulated by the National Council for the Social Studies, the National Council of Teachers of English, the National Science Teachers Association, the National Council of Teachers of Mathematics, and the Computer Science Teachers Association.

New courses are indicated with an asterisk.

Program Requirements

Core Courses: 12 credits

SEED 522: Foundations of Secondary Education (3 credits)

SEED 540: Human Development, Learning, and Teaching (3 credits)

EDRD 619: Disciplinary Literacy (3 credits)

SEED 677: Studying Teaching Impact on Student Learning (1 credits)

SEED 678: Implementing Teacher Impact on Student Learning (2 credits)

Concentration Areas: 18 credits

Computer Science

Students take coursework that leads to licensure in Computer Science (grades 6-12).

Required Courses (12 credits)

SEED 566: Teaching Computer Science in the Secondary School (3 credits)

SEED 676: Advanced Teaching of Computer Science in the Secondary School (3 credits)

SEED 796: Internship: Secondary Education Computer Science (1-6 credits) (Students take 6 credits.)

Elective Courses (6 credits)

Students work with their advisor to select six (6) credits of education or computer science coursework at the 500-level or above.

English

Students take coursework that leads to licensure in English (grades 6-12).

Required Courses (15 credits)

SEED 569: Teaching English in the Secondary School (3 credits)

SEED 669: Advanced Teaching of English in the Secondary School (3 credits)

SEED 502: Young Adult Literature in Multicultural Settings (3 credits)

SEED 792: Internship: Secondary Education English (1-6 credits) (Students take 6 credits.)

Elective Course (3 credits)

Students work with their advisor to select an education or English course at the 500-level or above.

History and Social Science

Students take coursework that leads to licensure in History/Social Science (grades 6-12).

Required Courses (15 credits)

SEED 567: Teaching Social Studies in the Secondary School (3 credits)

SEED 667: Advanced Teaching of Social Sciences in the Secondary School (3 credits)

SEED 505: Teaching and Learning Difficult Histories (3 credits)

SEED 795: Internship: Secondary Education Social Studies (1-6 credits) (Students take 6 credits)

Elective Course (3 credits)

Students work with their advisors to select an education or history/social science course at the 500-level or above.

Mathematics

Students take coursework that leads to licensure in Math (grades 6-12).

Required Courses (12 credits)

SEED 572: Teaching Math in the Secondary School (3 credits)

SEED 672: Advanced Teaching of Math in the Secondary School (3 credits)

SEED 793: Internship: Secondary Education Math (1-6 credits) (Students take 6 credits)

Elective Courses (6 credits)

Students work with their advisors to select six (6) credits of education or mathematics coursework at the 500-level or above.

Science

Students in the Science concentration take coursework that leads to licensure in Biology (grades 6-12), Chemistry (grades 6-12), Earth Science (grades 6-12), or Physics (grades 6-12).

Required Courses (15 credits)

SEED 573: Teaching Science in the Secondary School (3 credits)

SEED 583: Advanced Teaching of Science in the Secondary School (3 credits)

EDUC 545: Teaching Science and Engineering Practices (3 credits)*

SEED 794: Internship: Secondary Education Science (1-6 credits) (Students take 6 credits)

Elective Course (3 credits)

Students work with their advisors to select an education or science course at the 500-level or above.

Total credit hours: 30

Internship Requirement

Students in the MEd concentrations leading to licensure are required to take a supervised internship course in which they will complete a minimum of 10 weeks supervised experience. Based on concentration area students will complete an internship, per VDOE requirements. Students must document a minimum of 300 clock hours of direct and indirect teaching experience with students in their respective endorsement area (biology, chemistry, computer science, Earth science, English, history/social science, mathematics and physics). Throughout the internship, the student will be evaluated based on observations of instruction and assignments using standardized rubrics. Students will be required to maintain a log to track their instructional hours. Students will be assessed on completion of weekly reflections, formal internship meetings, and observations by the University Supervisor. If students do not successfully complete all hours or assignments, they may be required to repeat the internship. If a student fails the internship course, students will be given an opportunity to retake the course at an alternative location.

See Appendix A for a Sample Plan of Study.
See Appendix B for Course Descriptions.

Transfer Virginia Common Curriculum

The agreements framed under the Virginia Common Curriculum and Transfer VA are not applicable to students entering master's-level, education specialist (EdS), or doctoral (PhD) degree programs at George Mason University.

Faculty Resources

The College of Education and Human Development's School of Education includes five (5) full-time and three (3) part-time faculty members teaching in the secondary education program. All of these faculty members have expertise in general instructional methods and teacher research. Each of the full-time faculty members has an expertise in their respective content area (English/literacy, science, math, computer science, history/social science), and the three part-time faculty members collectively have expertise in teacher research, literacy, educational psychology, foundations of education, and history/social science. Full- and part-time also have expertise in educational psychology, educational foundations, and assessment. These faculty will teach the required courses for the proposed MEd in Secondary Education. Faculty hold doctoral degrees in Education, Curriculum and Instruction, Teacher Education, and Literacy.

Secondary education faculty collectively have more than 80 years of higher education teaching experience and are active in their professional organizations including Virginia Association of Colleges and Teacher Educators, American Educational Research Association, Association of Teacher Educators, Literacy Research Association, National Science Teachers Association, National Council for Teachers of Mathematics, International Society for Technology in Education, the National Council for the Social Studies, Computer Science Teachers Association, National Council for the Teaching of English, and the American Association of Colleges for Teacher Education. They share their knowledge through presentations at conferences, maintain ongoing research programs, pursue grant funding, and publish in top-tier peer-reviewed journals such as *Action in Teacher Education*, *Educational Researcher*, *The New Educator*, *Teaching and Teacher Education*, *Journal of Research in Science Teaching*.

Faculty members have extensive experience working with diverse young adults and school partners in grades 6-12. Faculty members have worked in secondary settings as classroom teachers, instructional coaches, and resource teachers. The Secondary Education faculty members possess the proper academic training, teaching experience, experience with school partners, and professional expertise to provide competent instruction, supervision, and mentoring in secondary education courses.

The proposed MEd degree program in Secondary Education will also be supported by seven (7) adjunct faculty members who have earned doctoral degrees in Curriculum and Instruction, Educational Psychology, Literacy, Teacher Education, Literacy, and/or related fields and graduate lecturers (i.e., doctoral candidates), working in collaboration with full-time faculty, who provide course instruction and field supervision. The credentials of all instructors in the program

are evaluated by the College to ensure they have the required experience to teach each course they are assigned.

Student Learning Assessment

Students who complete the proposed MEd in Secondary Education degree program will possess the required expertise to work in a variety of secondary education contexts serving diverse adolescent learners and families. Assessment of student learning in the proposed degree program will be conducted through analysis of systematic metrics specifically designed to measure student performance. Student assessment outcomes are aligned with InTASC Teaching Standards and Learning Progressions for Teachers³.

Student learning will be assessed throughout the program through a variety of evaluative assessment experiences. Assessment measures will include but not be limited to course assignments, activities, and an array of applied projects designed to facilitate the achievement of learning outcomes. The capstone course options are completed at or near the end of a student's program of study. Capstone course opportunities are designed to meet students' individual professional goals through the completion of an internship experience and a classroom action research project.

Each of the program assessment structures differs based on their need to address both college-wide and program specific standards and accrediting agencies. The specific assessments germane to each program are detailed below.

Learning Outcomes

Grounded in InTASC standards graduates will demonstrate knowledge and skill in four general categories: (1) The Learner and Learning, (2) Content, (3) Instructional Practice, and (4) Professional Responsibility. Each of these categories includes specific outcomes, articulated below. These outcomes align with licensure requirements articulated by the VDOE for Secondary Educator (grades 6-12).

The Learner and Learning: Demonstrate knowledge of developmentally appropriate pedagogies and recommended instructional practices to create inclusive learning environments and experiences that honor diverse cultures and individual learning differences to meet high standards and promote learners' cognitive, linguistic, social, emotional, and physical development. Students will be able to:

- Standard #1/Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2/Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

³ Council of Chief State School Officers. 2013. InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0. https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

- Standard #3/Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content: Demonstrate an ability to apply deep and flexible content area knowledge in real world secondary education contexts to assure learners achieve mastery of targeted developmentally appropriate content knowledge and skills. Students will be able to:

- Standard #4/Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5/Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice: Design, implement, and refine instructional practices (including assessment practices, and the integration of diverse instructional strategies) to maximize and individualize learning. Students will be able to:

- Standard #6/Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility: Model practices demonstrating professional responsibility to include engaging in cycles of continuous self-improvement, collaborative professional environments with colleagues, learners, families, school professionals, and community members, and ethical behavior to enact change in practice.

- Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Curriculum map for MEd in Secondary Education

Learning Outcomes	Core or Required Courses	Assessment Measures
Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	<p><u>Foundations course</u> SEED 522: Foundations of Secondary Education</p> <p><u>Human Development and Learning course</u> SEED 540: Human Development & Learning</p> <p><u>Methods I courses</u> SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School</p> <p><u>Methods II courses</u> SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School</p>	<p><u>Foundations course</u> Formative: Multiple rounds of iterative feedback on Clinical Experience Project</p> <p>Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Human Development and Learning course</u> Formative: Multiple rounds of iterative feedback on Lesson Plan Analysis and Application</p> <p>Summative: Final summative feedback on and assessment of Lesson Plan Analysis and Application</p> <p><u>Methods I courses</u> Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u> Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p>

	<u>Internship courses</u> SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science SEED 795: Internship: Secondary Education Social Studies SEED 796: Internship: Secondary Computer Science	<u>Internship courses</u> Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom
Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<u>Foundations course</u> SEED 522: Foundations of Secondary Education <u>Human Development and Learning course</u> SEED 540: Human Development & Learning <u>Methods I courses</u> SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School <u>Methods II courses</u> SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School	<u>Foundations course</u> Formative: Multiple rounds of iterative feedback on Clinical Experience Project Summative: Final summative feedback on and assessment of Clinical Experience Project <u>Human Development and Learning course</u> Formative: Multiple rounds of iterative feedback on Lesson Plan Analysis and Application Summative: Final summative feedback on and assessment of Lesson Plan Analysis and Application <u>Methods I courses</u> Formative: Multiple rounds of iterative feedback on lesson plan drafts Summative: Final summative feedback on and

	<p>SEED 672: Advanced Methods of Teaching Math in the Secondary School</p> <p>SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School</p> <p>SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u></p> <p>SEED 792: Internship: Secondary English</p> <p>SEED 793: Internship: Secondary Math</p> <p>SEED 794: Internship: Secondary Science</p> <p>SEED 795: Internship: Secondary Education Social Studies</p> <p>SEED 796: Internship: Secondary Computer Science</p>	<p>assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u></p> <p>Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u></p> <p>Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p> <p>Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom</p>
<p>Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p><u>Foundations course</u></p> <p>SEED 522: Foundations of Secondary Education</p> <p><u>Methods I courses</u></p> <p>SEED 566: Teaching Computer Science in the Secondary School</p> <p>SEED 567: Teaching Social Studies in the Secondary School</p> <p>SEED 569: Teaching English in the Secondary School</p> <p>SEED 572: Teaching Math in the Secondary School</p> <p>SEED 573: Teaching Science in the Secondary School</p>	<p><u>Foundations course</u></p> <p>Formative: Multiple rounds of iterative feedback on Clinical Experience Project</p> <p>Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Methods I courses</u></p> <p>Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and</p>

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<p>Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p><u>Methods I courses</u> SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School</p>	<p><u>Methods I courses</u> Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u> Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and</p>

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Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	<p><u>Foundations course</u> SEED 522: Foundations of Secondary Education</p> <p><u>Methods I courses</u> SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School</p>	<p><u>Foundations course</u> Formative: Multiple rounds of iterative feedback on Clinical Experience Project</p> <p>Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Methods I courses</u> Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and</p>

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<p>Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p><u>Foundations course</u> SEED 522: Foundations of Secondary Education</p> <p><u>Methods I courses</u> SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School</p>	<p><u>Foundations course</u> Formative: Multiple rounds of iterative feedback on Clinical Experience Project</p> <p>Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Methods I courses</u> Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and</p>

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<p>Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p><u>Foundations course</u> SEED 522: Foundations of Secondary Education</p> <p><u>Human Development and Learning course</u> SEED 540: Human Development & Learning</p> <p><u>Methods I courses</u> SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School</p>	<p><u>Foundations course</u> Formative: Multiple rounds of iterative feedback on Clinical Experience Project</p> <p>Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Human Development and Learning course</u> Formative: Multiple rounds of iterative feedback on Lesson Plan Analysis and Application</p>

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Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage	<p><u>Foundations course</u> SEED 522: Foundations of Secondary Education</p>	<p><u>Foundations course</u> Formative: Multiple rounds of iterative feedback on Clinical Experience Project</p>

<p>learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p><u>Human Development and Learning course</u> SEED 540: Human Development & Learning</p> <p><u>Methods I courses</u> SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School</p> <p><u>Methods II courses</u> SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u> SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science SEED 795: Internship: Secondary Education Social Studies</p>	<p>Summative: Final summative feedback on and assessment of Clinical Experience Project</p> <p><u>Human Development and Learning course</u> Formative: Multiple rounds of iterative feedback on Lesson Plan Analysis and Application</p> <p>Summative: Final summative feedback on and assessment of Lesson Plan Analysis and Application</p> <p><u>Methods I courses</u> Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u> Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u> Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p>
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	SEED 796: Internship: Secondary Computer Science	Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom
Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	<p><u>Methods I courses</u> SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School</p> <p><u>Methods II courses</u> SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u> SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science</p>	<p><u>Methods I courses</u> Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u> Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u> Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p> <p>Summative: Using INTASC rubric and evaluation form, mid-semester and end-of-semester feedback on and assessment of implementation in internship classroom</p>

	SEED 795: Internship: Secondary Education Social Studies SEED 796: Internship: Secondary Computer Science	
Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	<p><u>Methods I courses</u> SEED 566: Teaching Computer Science in the Secondary School SEED 567: Teaching Social Studies in the Secondary School SEED 569: Teaching English in the Secondary School SEED 572: Teaching Math in the Secondary School SEED 573: Teaching Science in the Secondary School</p> <p><u>Methods II courses</u> SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School SEED 669: Advanced Methods of Teaching English in the Secondary School SEED 672: Advanced Methods of Teaching Math in the Secondary School SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School SEED 683: Advanced Methods of Teaching Science in the Secondary School</p> <p><u>Internship courses</u> SEED 792: Internship: Secondary English SEED 793: Internship: Secondary Math SEED 794: Internship: Secondary Science SEED 795: Internship: Secondary Education Social Studies</p>	<p><u>Methods I courses</u> Formative: Multiple rounds of iterative feedback on lesson plan drafts</p> <p>Summative: Final summative feedback on and assessment of lesson plan using INTASC rubric</p> <p><u>Methods II courses</u> Formative: Multiple rounds of iterative feedback on unit plan drafts</p> <p>Summative: Final summative feedback on and assessment of unit plan using INTASC rubric</p> <p><u>Internship courses</u> Formative: Using INTASC rubric and observation form, multiple rounds of iterative feedback on lesson plans and observations of implementation in internship classroom</p> <p>Summative: Using INTASC rubric and evaluation form, mid-semester and end-of- semester feedback on and assessment of implementation in internship classroom</p>

	SEED 796: Internship: Secondary Computer Science	
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Effect on Existing George Mason University Degree Programs

George Mason University's College of Education and Human Development offers a Master of Education (MEd) degree program in Curriculum and Instruction with a concentration in Secondary Education (grades 6-12), a Bachelor of Education in Secondary Education (grades 6-12), seven post-baccalaureate certificates in licensure content areas, and a post-baccalaureate certificate in secondary education. Currently, all students seeking licensure as a secondary (grades 6-12) educator complete one of these four pathways. If the proposed MEd in Secondary Education is approved, prospective graduate students seeking licensure as a secondary educator or seeking to develop expertise in the field will be admitted directly into the proposed MEd in Secondary Education. The Secondary Education concentration in the MEd in Curriculum and Instruction will be discontinued.

Because the proposed degree program will draw from the same pool of prospective students as the current degree programs, there is no anticipated overall negative impact on student enrollment. Resources currently used to support the operation of the MEd in Curriculum and Instruction, concentration in Secondary Education will be reallocated to support the initiation and operation of the proposed MEd in Secondary Education degree program.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

The Commonwealth of Virginia and the nation as a whole are experiencing a severe and growing shortage of qualified teachers. The shortage is at a crisis level especially in high-poverty and diverse school divisions. In Virginia, 4.5% of teaching positions were vacant at the start of the school year—an increase from 3.9% in the 2022-23 school year.⁴ In response to the growing teaching shortage, Governor Glenn Youngkin signed Executive Directive 3, charging the field to: 1) Reduce barriers for qualified individuals to enter the profession, 2) Increase the number of candidates eligible to fill public school divisions' hard-to-staff positions, and, 3) Strengthen strategies to recruit and retain a diverse, highly-qualified educator workforce.⁵

The proposed MEd degree program in Secondary Education provides pathways for licensure in biology, chemistry, computer science, Earth science, English, history/social science, math, and physics (all in grades 6-12). All of these endorsement areas are currently identified as high need

⁴ Joint Legislative Audit and Review Commission (JLARC). (2023). Virginia's K-12 Pipeline. Retrieved from: [https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp#:~:text=4.5%20percent%20of%20teaching%20positions,to%20the%20pandemic\)%3B%20and](https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp#:~:text=4.5%20percent%20of%20teaching%20positions,to%20the%20pandemic)%3B%20and)

⁵ Commonwealth of Virginia Executive Department (2022). Executive Directive Number Three. Retrieved from: <https://www.governor.virginia.gov/media/governorviriniagov/governor-of-virginia/pdf/ed/ED-3---Addressing-Teacher-Shortages-in-Virginia-Schools.pdf>

by the Virginia Department of Education (VDOE). Virginia is expected to have an annual average of approximately 6,700 secondary teacher openings between 2022 and 2032.⁶

The proposed MEd in Secondary Education program is responsive to current trends in secondary education. The proposed degree program will support an efficient transition from pre-service to in-service teacher. The curriculum emphasizes development of knowledge, skills, and dispositions for creating instruction and classroom environments that meet the diverse needs of grade 6-12 learners across all core subject areas through coursework and field experiences. The degree program's design includes a core of courses that are completed in cross-subject area groups to enhance collaboration amongst future teachers. To specialize in a licensure content area, students take content-specific courses to hone their disciplinary teaching expertise.

Approximately 50 students graduate each year from the existing Secondary Education concentrations embedded in the existing MEd degree programs in Curriculum and Instruction. As a result of instituting the proposed stand-alone degree program, George Mason University anticipates producing a total of 61 Secondary Education graduates yearly by the target enrollment year 2029-2030. This is a net increase of 11 graduates over the existing production of graduates in these areas.

The proposed degree program will be able to fulfill the asserted increased production of teachers by providing expanded access to prospective students, as well as clarity for marketing. George Mason University's current graduate-level secondary education licensure program is delivered by a concentration embedded within a degree in Curriculum and Instruction. By clearly identifying the specialized knowledge and skill that students will obtain (i.e., "MEd in Secondary Education"), the proposed degree program will have increased visible relevance for prospective students. Offering program pathways that can be completed with varied semester start options and with hybrid course offerings will also increase access. Expanding the existing concentration into a stand-alone degree program will increase visibility and therefore access to the licensure degree program.

Duplication

Seven (7) public institutions in Virginia offer degree programs similar to the proposed degree program. The College of William & Mary in Virginia, James Madison University, Old Dominion University, Radford University, the University of Mary Washington, Virginia Commonwealth University, and the University of Virginia offer degree programs similar to the proposed degree program.

College of William & Mary in Virginia (William & Mary)

William & Mary offers a Master of Arts in Education (MAEd) in Curriculum and Instruction, with a concentration in Secondary Education. The degree program is offered face to face.

⁶ US Department of Labor (2024). Retrieved from <https://www.onetonline.org/link/details/25-2031.00>

James Madison University (JMU)

JMU offers a Master of Arts in Teaching (MAT) degree program in Education with a concentration in Initial Licensure in Secondary Education. The degree program is offered face to face.

Old Dominion University (ODU)

ODU offers a Master of Science in Education (MSEd) with a concentration in Secondary Education 6-12. The degree program is offered face to face and online.

Radford University (Radford)

Radford offers a Master of Science (MS) in Curriculum and Instruction with a Licensure concentration. The degree program is offered face to face.

University of Mary Washington (UMW)

The University of Mary Washington offers a Master of Education (MEd) in Secondary Education. The degree program is offered online and face to face.

Virginia Commonwealth University (VCU)

VCU offers a Master of Teaching (MT) degree with concentrations in English, History/Social Studies, and Math. The degree program is offered face to face.

University of Virginia (UVA)

UVA offers a Master of Teaching (MT) degree in Education with concentrations in Science Education, English Education, Mathematics Education, and Social Studies Education. The degree program is offered face to face.

State Council of Higher Education for Virginia
Summary of Projected Enrollments in Proposed Program

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
<u>2025 - 2026</u>		<u>2026 - 2027</u>		<u>2027 - 2028</u>		<u>2028 - 2029</u>			<u>2029 - 2030</u>		
HDCT <u>65</u>	FTES <u>37</u>	HDCT <u>125</u>	FTES <u>72</u>	HDCT <u>190</u>	FTES <u>109</u>	HDCT <u>254</u>	FTES <u>146</u>	GRAD _____	HDCT <u>262</u>	FTES <u>151</u>	GRAD <u>61</u>

Assumptions:

85 % Retention

30 % Full-time students 70 % part-time students

Full-time students: 9 credit hours per semester

Full-time students: 6 credit hours per semester

Full-time students graduate in 2 years

Part-time students graduate in 3 years

Projected Resource Needs for the Proposed Program

Resource Needs

George Mason University and the College of Education and Human Development have the resources needed to transition and sustain the proposed MEd in Secondary Education. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the Fall 2025 semester through the target year 2029-2030. Assessments of need for full-time faculty and adjunct faculty are based on the following ratio of student enrollment to faculty effort: 10 FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 3.7 FTE to launch increasing to 15.1 FTE by the target year of 2029-2030.

Full-time Faculty

A faculty member currently teaching in the School of Education will serve as program coordinator for the proposed program. The program coordinator will be responsible for curriculum oversight, scheduling, marketing and recruitment strategies, and student satisfaction assessments. The program coordinator will devote .50 FTE to teach core and required courses in the proposed program from the initiation year rising to .80 through the target enrollment year.

Five (5) faculty members currently teaching in the School of Education will devote .50 FTE each to teach required courses in the proposed program in the initiation year, rising to 1.0 FTE each by the target enrollment year.

The proposed program will require 3.0 FTE of full-time faculty effort to initiate, rising to 5.80 FTE by the target enrollment year.

Part-time Faculty

Three (3) existing faculty members in the School of Education will devote .25 FTE each to teach required courses beginning in the initiation year of the program's operation rising to .75 by the target enrollment year.

The proposed program will require .75 FTE of part-time faculty effort to initiate, rising to 2.25 FTE by the target enrollment year.

Adjunct Faculty

Seven (7) adjunct faculty members teaching in the School of Education will devote 1.0 FTE each to teach required courses beginning in the second year of the program's operation through the target enrollment year. Adjunct faculty teaching graduate courses in the College of Education and Human Development are paid approximately \$5,313 per course with no fringe benefits. The cost for adjunct faculty teaching in the proposed degree program is expected to be \$111,573 by the target enrollment year.

The proposed program will require 0.0 FTE of adjunct faculty effort to initiate, rising to 7.0 FTE by the target enrollment year.

Graduate Assistants

No graduate assistants will be utilized to initiate or sustain the proposed program.

Classified Positions

No additional classified support will be utilized to initiate or sustain the proposed program.

Equipment (including computers)

No additional equipment will be utilized to initiate or sustain the proposed program.

Library

George Mason University Libraries has an extensive collection of journals and publications to support the proposed degree program. As a member of the Virtual Library of Virginia (VIVA), online access to journals is available.

Telecommunications

No new telecommunications will be required to initiate or sustain the proposed program. Telecommunications are available and will be utilized for the new hires.

Space

No additional space will be required to initiate or sustain the proposed program.

Targeted Financial Aid

No targeted financial aid is required or designated to initiate and sustain the proposed degree program.

Special Tuition or Fee Charges

No special tuition or fee charges will be utilized or instituted to initiate and sustain the proposed degree program.

Other Resources

No additional College of Education and Human Development resources will be utilized to initiate or sustain the proposed program.

Funds to Initiate and Operate the Degree Program

Figures provided in the table below will be compared to SCHEV funding estimates using the current adequacy model. This comparison will serve as a reference for the estimated costs. If there are large discrepancies, SCHEV may request additional clarification to ensure the institution's assumptions are correct, or require modifications as a condition of approval.

Note: Institutions must use the recommended student-faculty ratio when estimating FTES enrollments and required faculty FTEs.

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year	Program Target Year
		20 <u>25</u> - 20 <u>26</u>	20 <u>29</u> - 20 <u>30</u>
1.	Projected Enrollment (Headcount)	65	262
2.	Projected Enrollment (FTES)	37	151
3.	Projected Enrollment Headcount of In-State Students	59	236
4.	Projected Enrollment Headcount of Out-of-State Students	6	26
5.	Estimated Annual Tuition and E&G Fees for In-State Students in the Proposed Program	\$17,954	\$17,954
6.	Revenue from Tuition and E&G Fees for In-State Students Due to the Proposed Program	\$1,059,286	\$4,237,144
7.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$22,764	\$22,764
8.	Revenue from Tuition and E&G Fees for Out-of-State Students Due to the Proposed Program	\$136,584	\$591,864
9.	Projected Revenue Total from Tuition and E&G Fees Due to the Proposed Program	\$1,195,870	\$4,829,008
10.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business, private sources, university funds)	\$0	\$0
11.	Total Funding	\$1,195,870	\$4,829,008

Part V: Certification Statements

1. A request of any kind will be submitted to the Virginia General Assembly for funds to initiate and/or maintain the proposed degree program.

Yes ☐
No ☒

If “Yes” is checked, include narrative text to describe: when the request will be made, how much will be requested, what the funds will be used for, and what will be done if the request is not fulfilled. Additional information may be required.

2. The proposed degree program is included in the institution’s most recent six-year plan.

Yes ☒
No ☐

If “No” is checked, include narrative text to explain why the program is being advanced at the present time despite not being included in the six-year plan.

3. The institution’s governing board has been provided information regarding duplication (if applicable) and labor market projections as part of its approval action.

Yes ☐
No ☒

If “No” is checked, include narrative text to explain why the governing board has not been provided the information.

George Mason University's Board of Visitors' approval is anticipated at the December 5, 2024 meeting.

The institution’s Chief Academic Officer attests to the accuracy of the above statements.

James Antony, PhD

Name (Printed)

Signature

October 14, 2024

Date

Appendices

Appendix A – Sample Plan of Study Full-Time Students

Computer Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 566: Teaching Computer Science in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) Elective (3 cr) SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School (3 cr)	Elective (3 cr) SEED 540: Human Development and Learning (3 cr) SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 796: Internship in Secondary Education Computer Science (6 cr)		

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	7
Year 1 Subtotal:	22 credits
Credit Hours – Second Year – Fall Term	8
Year 2 Subtotal:	8 credits
Total Credit Hours	30 credits

Sample Plan of Study Part-Time Students

Computer Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 566: Teaching Computer Science in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr) Elective (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr) Elective (3 cr)	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 796: Internship in Secondary Education Computer Science (6 cr)	

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
Year 1 Subtotal:	18 credits

Credit Hours – Second Year – Fall Term	4
Credit Hours – Second Year – Spring Term	8
Year 2 Subtotal:	12 credits

Total Credit Hours	30 credits
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**Sample Plan of Study
Full-Time Students**

English concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 569: Teaching English in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) Elective (3 cr) SEED 669: Advanced Methods of Teaching English in the Secondary School (3 cr)	Elective (3 cr) SEED 540: Human Development and Learning (3 cr) SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 792: Internship in Secondary Education English (6 cr)		

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	7
Year 1 Subtotal:	22 credits
 Credit Hours – Second Year – Fall Term	 8
Year 2 Subtotal:	8 credits
 Total Credit Hours	 30 credits

Sample Plan of Study Part-Time Students

English concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 569: Teaching English in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) SEED 669: Advanced Methods of Teaching English in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr) Elective (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr) Elective (3 cr)	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 792: Internship in Secondary Education English (6 cr)	

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
Year 1 Subtotal:	18 credits

Credit Hours – Second Year – Fall Term	4
Credit Hours – Second Year – Spring Term	8
Year 2 Subtotal:	12 credits

Total Credit Hours	30 credits
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**Sample Plan of Study
Full-Time Students**

History/Social Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 567: Teaching Social Studies in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) Elective (3 cr) SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School (3 cr)	Elective (3 cr) SEED 540: Human Development and Learning (3 cr) SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 795: Internship in Secondary Education Social Studies (6 cr)		

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	7
Year 1 Subtotal:	22 credits
 Credit Hours – Second Year – Fall Term	 8
Year 2 Subtotal:	8 credits
 Total Credit Hours	 30 credits

Sample Plan of Study Part-Time Students

History/Social Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 567: Teaching Social Studies in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr) Elective (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr) Elective (3 cr)	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 795: Internship in Secondary Education Social Studies (6 cr)	

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
Year 1 Subtotal:	18 credits
Credit Hours – Second Year – Fall Term	4
Credit Hours – Second Year – Spring Term	8
Year 2 Subtotal:	12 credits
Total Credit Hours	30 credits

Sample Plan of Study Full-Time Students

Math concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 572: Teaching Math in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) Elective (3 cr) SEED 672: Advanced Methods of Teaching Math in the Secondary School (3 cr)	Elective (3 cr) SEED 540: Human Development and Learning (3 cr) SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 793: Internship in Secondary Education Math (6 cr)		

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	7
Year 1 Subtotal:	22 credits
Credit Hours – Second Year – Fall Term	8
Year 2 Subtotal:	8 credits
Total Credit Hours	30 credits

Sample Plan of Study Part-Time Students

Math concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 572: Teaching Math in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) SEED 672: Advanced Methods of Teaching Math in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr) Elective (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr) Elective (3 cr)	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 793: Internship in Secondary Education Math (6 cr)	

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
Year 1 Subtotal:	18 credits
Credit Hours – Second Year – Fall Term	4
Credit Hours – Second Year – Spring Term	8
Year 2 Subtotal:	12 credits
Total Credit Hours	30 credits

Sample Plan of Study Full-Time Students

Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 573: Teaching Science in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) Elective (3 cr) SEED 673: Advanced Methods of Teaching Science in the Secondary School (3 cr)	EDUC 545: Teaching Science and Engineering Practices (3 cr) SEED 540: Human Development and Learning (3 cr) SEED 677: Action Research Methods in Secondary Education (1 cr)
2	SEED 678: Action Research Seminar in Secondary Education (2 cr) SEED 794: Internship in Secondary Education Science (6 cr)		

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	9
Credit Hours – First Year – Summer Term	7
Year 1 Subtotal:	22 credits
Credit Hours – Second Year – Fall Term	8
Year 2 Subtotal:	8 credits
Total Credit Hours	30 credits

Sample Plan of Study Part-Time Students

Science concentration

YR	Fall Semester	Spring Semester	Summer Semester
1	SEED 522: Foundations of Secondary Education (3 cr) SEED 573: Teaching Science in the Secondary School (3 cr)	EDRD 619: Disciplinary Literacy (3 cr) SEED 673: Advanced Methods of Teaching Science in the Secondary School (3 cr)	SEED 540: Human Development and Learning (3 cr) EDUC 545: Teaching Science and Engineering Practices (3 cr)
2	SEED 677: Action Research Methods in Secondary Education (1 cr) SEED 678: Action Research Seminar in Secondary Education (2 cr) Elective (3 cr)	SEED 794: Internship in Secondary Education Science (6 cr)	

Credit Hours – First Year – Fall Term	6
Credit Hours – First Year – Spring Term	6
Credit Hours – First Year – Summer Term	6
Year 1 Subtotal:	18 credits
Credit Hours – Second Year – Fall Term	6
Credit Hours – Second Year – Spring Term	6
Year 2 Subtotal:	12 credits
Total Credit Hours	30 credits

Appendix B – Course Descriptions

New course are indicated with an asterisk.

Core Courses

SEED 522: Foundations of Secondary Education (3 credits)

Analyzes philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings. Notes: 15 hours school-based field experience required.

SEED 540: Human Development, Learning, and Teaching (3 credits)

Explores developmental issues associated with middle and high school students, and theories that provide basis for understanding learning process. Addresses implications for designing instruction and curriculum.

EDRD 619: Disciplinary Literacy (3 credits)

Examines language and literacy processes of adolescent learners. Builds understanding of reading, writing, listening, speaking, viewing, and visually representing in content areas. Evaluates disciplinary instructional strategies to support students' development of academic language and comprehension, including adaptations for diverse learners' needs. Fosters an awareness of the role of multiple texts and independent reading in adolescent learners' literacy practices.

SEED 677: Studying Teaching Impact on Student Learning (1 credits)

Links evidence of student learning to make informed instructional decisions. Engages students in critiquing various research paradigms and reviewing literature, to plan for systematically collecting and interpreting evidence to improve practice.

SEED 678: Implementing Teacher Impact on Student Learning (2 credits)

Focuses on critical reflection regarding the effects of teacher actions on others; develops skills as a reflective practitioner. Links evidence of student learning collected in instructional setting to make informed instructional decisions. Engages students in systematic collection and interpretation of evidence to improve practice. Presents research-based rationales for instructional decision-making. Serves as a follow-up for SEED 677. Note: Requires students to be working daily in or have access to a classroom setting to implement the classroom-based teacher research project designed in SEED 677.

Concentration Areas

Computer Science

SEED 566: Teaching Computer Science in the Secondary School (3 credits)

Emphasizes developing different styles of teaching and covers curricula, current issues, and research literature in secondary school computer science. Note: School-based field experience required.

SEED 676: Advanced Methods of Teaching Computer Science in the Secondary School (3 credits)

Emphasizes learning processes for computer science (CS). Introduces national and state standards regarding content and methodologies for teaching CS. Examines instructional methods and materials in relation to secondary CS content, curriculum, and assessment. Note: School-based field experience required.

SEED 796: Internship: Secondary Education Computer Science (1-6 credits)

Provides an intensive, supervised clinical experience in a computer science grade 6-12 classroom in an approved school for fall and/or spring semester. Note: The internship can be completed either in a full-time 16-week experience in one semester (for 6 credits) or in a half-time 32-week experience in two consecutive semesters (for 3 credits each semester, with registration required in both semesters).

English

SEED 569: Teaching English in the Secondary School (3 credits)

Provides study of methods, materials, content, and organization of English programs in secondary school. Notes: 15 hours school-based field experience required.

SEED 669: Advanced Methods of Teaching English in the Secondary School (3 credits)

Guides students in working effectively with national and local standards for teaching secondary English. Note: School-based clinical experience required.

SEED 502: Young Adult Literature in Multicultural Settings

Examines the historical development of literary works written for and about young adults. Considers critical issues surrounding the use and teaching of young adult literature in today's culturally diverse public schools. Requires the reading and review of young adult literature in a variety of genres.

SEED 792: Internship: Secondary Education English (1-6 credits)

Examines the historical development of literary works written for and about young adults. Considers critical issues surrounding the use and teaching of young adult literature in today's culturally diverse public schools. Requires the reading and review of young adult literature in a variety of genres.

History and Social Science

SEED 567: Teaching Social Studies in the Secondary School (3 credits)

Provides teacher candidates an introduction to methods, frameworks, and practices of teaching social studies in secondary schools. Notes: Requires 15 hours of school-based field experience.

SEED 667: Advanced Methods of Teaching Social Sciences in the Secondary School (3 credits)

Emphasizes interdisciplinary curriculum and instruction and implementing national state standards, authentic assessment, and adaptations for diverse populations. Notes: School-based clinical experience required.

SEED 505: Teaching and Learning Difficult Histories

Provides study of the issues, concepts, and problems of secondary education practice related to difficult history, including traumatic historical events and moments. Enables students to create culturally responsive, student-centered secondary education lesson plans focused on difficult history topics.

SEED 795: Internship: Secondary Education Social Studies (1-6 credits)

Provides an intensive, supervised clinical experience in a social studies grade 6-12 classroom in an approved school for fall and/or spring semester. Note: The internship can be completed either in a full-time 16-week experience in one semester (for 6 credits) or in a half-time 32-week experience in two consecutive semesters (for 3 credits each semester, with registration required in both semesters).

Mathematics

SEED 572: Teaching Math in the Secondary School (3 credits)

Emphasizes developing different styles of teaching and covers curricula, current issues, and research literature in secondary school mathematics. Notes: 15 hours of school-based field experience required.

SEED 672: Advanced Methods of Teaching Math in the Secondary School (3 credits)

Focuses on learning processes for mathematics. Introduces national and state standards regarding content and methodologies for teaching mathematics. Examines instructional methods and materials in relation to secondary mathematical content, curriculum, and assessment. Note: School-based field experience required.

SEED 793: Internship: Secondary Education Math (1-6 credits)

Provides an intensive, supervised clinical experience in a math grade 6-12 classroom in an approved school for fall and/or spring semester. Note: The internship can be completed either in a full-time 16-week experience in one semester (for 6 credits) or in a half-time 32-week experience in two consecutive semesters (for 3 credits each semester, with registration required in both semesters).

Science

SEED 573: Teaching Science in the Secondary School (3 credits)

Provides advanced study of teaching and curriculum development based on research and current issues. Emphasizes integrating science and technology, and adapting instruction to the needs of diverse learners. School-based field experience required.

SEED 673: Advanced Methods of Teaching Science in the Secondary School (3 credits)

Provides advanced study of teaching and curriculum development based on research and current issues. Emphasizes integrating science and technology, and adapting instruction to the needs of diverse learners. School-based field experience required.

EDUC 545: Teaching Science and Engineering Practices (3 credits)*

Incorporates understanding about teaching science and engineering practices in K-12 classrooms. Builds fundamental knowledge of science and engineering disciplinary practices and skills to

weave this knowledge explicitly in curriculum. Focuses on developing researched-based lessons for students to investigate science phenomenon and engineering problems.

SEED 794: Internship: Secondary Education Science (1-6 credits)

Provides an intensive, supervised clinical experience in a math grade 6-12 classroom in an approved school for fall and/or spring semester. Note: The internship can be completed either in a full-time 16-week experience in one semester (for 6 credits) or in a half-time 32-week experience in two consecutive semesters (for 3 credits each semester, with registration required in both semesters).

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

December 5, 2024

CONFERRAL OF EMERITUS/EMERITA STATUS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Baker	Robert E.	2/2/2025

Title: Professor Emeritus of Sport, Recreation, and Tourism Management

Local Academic Unit: College of Education and Human Development

Goodings	Deborah J.	2/2/2025
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Title: Dewberry Professor Emerita of Civil, Infrastructure and Environmental Engineering

Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Hart	David M.	2/2/2025
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Title: Professor Emeritus of Policy and Government

Local Academic Unit: Schar School of Policy and Government

Maiello	Anthony J.	12/5/2024
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Title: Distinguished University Professor Emeritus

Local Academic Unit: Music (CVPA)

Price	Elizabeth C.	12/5/2024
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Title: Associate Professor Emerita

Local Academic Unit: Dance (CVPA)

Shelley	Louise I.	2/2/2025
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Title: Distinguished University Professor Emerita of Policy and Government

Local Academic Unit: Schar School of Policy and Government

ACTION ITEMS

Academic Programs, Diversity, and University Community Committee

December 5, 2024

CONFERRAL OF EMERITUS/EMERITA STATUS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Smith	Glenn E.	12/5/2024

Title: Professor Emeritus

Local Academic Unit: Music (CVPA)

Soltan	Valeriu	12/5/2024
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Title: Professor Emeritus

Local Academic Unit: Mathematical Science (COS)

To: James Soto Antony, PhD, Provost and Executive Vice President
Gregory Washington, PhD, President

From: Ingrid Guerra-López, PhD, Dean
College of Education and Human Development (CEHD)



Subject: Emeritus Designation for Dr. Robert E. Baker

Date: October 17, 2024

I am writing to request that Dr. Robert E. Baker be awarded the title Professor Emeritus of Sport, Recreation, and Tourism Management, effective February 2, 2025.

Dr. Baker began at Mason in 2005 as an associate professor and earned promotion to the rank of professor in 2014. His numerous leadership positions include serving as Interim Dean; School Director of the School of Sport, Recreation, and Tourism Management; Interim School Director of the School of Kinesiology; and Director of the Center for Sport Management.

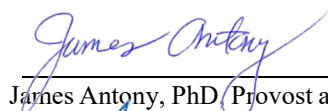
Dr. Baker's research has had a major impact in advancing the field, including in the areas of sport diplomacy and sport analytics. His output includes six books; 18 book chapters; 28 journal articles, including in top journals in the field; and 29 other publications. He has delivered 14 keynote presentations and scholarly workshops, and 86 refereed state/national/international presentations. His numerous grant awards include continuous funding from such organizations as the U.S. Department of State's prestigious Bureau of Education and Cultural Affairs Sport Visitors Program, totaling over \$7M.

During his time at Mason, Dr. Baker taught multiple sections of 19 distinct courses, made significant contributions to curriculum development and transitioning courses to online formats, and developed a Research Mentoring program. He received the Distinguished Sport Management Educator Award by the North American Society for Sport Management and was the finalist for the GMU Teaching Excellence Award and GMU Career Connection Award for his student mentoring.

Dr. Baker's service has been outstanding at all levels. He has served on multiple college and university committees, served as President of the North American Society for Sport Management, and was a founding Board Member of the World Association for Sport Management. He received the Sport Management Outstanding Achievement Award by the National Association for Sport and Physical Education for his lifetime achievements in scholarship, teaching, and service in sport management.

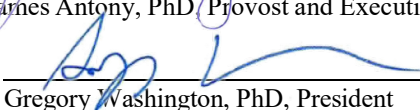
Dr. Baker is a highly respected and an outstanding member of the Mason community who has made extraordinary across-the-board contributions. I highly recommend him for emeritus status.

Approved ☒ Not Approved ☐



James Antony, PhD, Provost and Executive Vice President

Approved ☒ Not Approved ☐



Gregory Washington, PhD, President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service; nominated by the home unit with the Dean, Provost, and President's recommendations.



College of Engineering and Computing

Nguyen Engineering Building, Suite 5100
4400 University Drive, MS 4A3, Fairfax, Virginia 22030
Phone: 703-993-1497; Fax: 703-993-1734
Web: cec.gmu.edu

To: James Anthony, Provost and Executive Vice President
Gregory N. Washington, President
From: Kenneth S. Ball, P.E., Dean
College of Engineering and Computing
Subject: Emeritus Designation for Dr. Deborah J. Goodings
Date: 17 October 2024

I am writing to request that Dr. Deborah J. Goodings be awarded the title **Dewberry Professor Emerita of Civil, Infrastructure and Environmental Engineering (CEIE)** effective **February 2, 2025**. Dr. Goodings received her Ph.D. in Geotechnical Engineering from Cambridge University. She joined Mason in 2009 as Chair of the Sid and Reva Dewberry Department of Civil, Environmental, and Infrastructure Engineering and to hold the endowed Dewberry Chair in Civil Engineering. Prior to that she had served as a Professor in the Department of Civil and Environmental Engineering at the University of Maryland. Between 2015 to 2018 she joined the National Science Foundation (NSF) through an IPA, to serve as a member of the Senior Management Team for the Engineering Directorate as Director of the Civil, Mechanical, and Manufacturing Innovation (CMMI) Directorate. Since 2018 she has served as Associate Dean of Graduate Affairs for the College of Engineering and Computing (CEC).

Dr. Goodings has made significant contributions to education within CEC. As Department Chair of CEIE, she grew the faculty by 50%, updated the undergraduate and graduate curricula, raised funds for a new undergraduate teaching laboratory, an endowed chair and student fellowships, and strengthened engagement with the Department's board of industry advisors, which today is a marked strength of the department. As Associate Dean, she oversaw graduate education during a period of tremendous growth in the CEC graduate student population, and provided proactive leadership, supervision, guidance, and accountability for CEC graduate education, including its intersection with research and administration. She was also very involved in graduate education initiatives across the university, working with other colleges and central university administrative offices to advance the university's broader goals in research, education, and administrative vitality.

In her role as a Director at NSF, she was an advocate for U.S. university research and education in engineering through both direct awards and support of shared national facilities, with broader impacts leading to breakthroughs that advanced the nation's health, economy, and sustainability and resilience. That experience exposed her to the national landscape of academic research and led her to create a seminar series for incoming CEC faculty on research portfolio development when she completed her NSF detail. Her experience and expertise led to her current appointment to the White House National Infrastructure Advisory Council (NIAC) workforce development sub-committee and to a parallel committee of the American Society of Civil Engineers. Her past appointments include service to the U.S. National Academies/National Research Council, as well as to institutional visiting and review committees both in the United States and Canada. She is a Fellow of the American Society of Civil Engineers and a registered professional engineer.

In summary, Dr. Goodings has over 15 years of exemplary service to Mason with significant contributions in education, research and advancing our reputation. In recognition of her many contributions, I recommend that Dr. Deborah Goodings be granted the status of Dewberry Professor Emerita of Civil, Infrastructure, and Environmental Engineering.,

Approval ☒ Disapproval ☐

James Anthony, PhD, Provost and Executive Vice President

Approval ☒ Disapproval ☐

Gregory Washington, PhD, President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service; nominated by the home unit with the Dean, Provost, and President's recommendations



To: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, President

From: Mark J. Rozell, Dean
Schar School of Policy and Government

Subject: Emeritus Designation for Distinguished Professor David Hart

Date: October 1, 2024

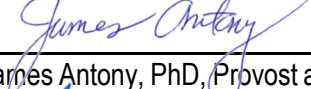
This memo nominates Dr. David Hart as Professor Emeritus of Policy and Government. Dr. Hart first joined Mason as Associate Professor in 2004 after ten years as a professor at Harvard University's Kennedy School of Government. He served our school as Senior Associate Dean from 2013 to 2015.

Dr. Hart is a senior fellow for climate and energy at the Council on Foreign Relations (CFR), and previously was assistant director for innovation policy at the White House Office of Science and Technology Policy, and director of the Center for Clean Energy Innovation at the Information Technology and Innovation. Dr. Hart was named a lifetime Fellow of the American Association for the Advancement of Science, the world's largest multidisciplinary scientific society, in 2023.

Dr. Hart's work contributed to the expansion of the federal energy R&D budget, the establishment of the U.S. Department of Energy's Office of Clean Energy Demonstrations and the creation of the Foundation for Energy Security and Innovation. Dr. Hart co-authored the books *Energizing America* (Columbia University Center for Global Energy Policy, 2020) and *Unlocking Energy Innovation* (MIT Press, 2012).

Dr. Hart earned a BA in the Science in Society Program at Wesleyan University, and a PhD from the Department of Political Science at the Massachusetts Institute of Technology.

It gives me great honor to nominate Dr. David Hart for consideration as Professor Emeritus of Policy and Government, effective February 2, 2025.

Approval ☒ Disapproval ☐ 
James Antony, PhD, Provost and Executive Vice President


Approval ☒ Disapproval ☐ 
Gregory Washington, President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service; nominated by the home unit with the Dean, Provost, and President's recommendations.



College of Visual and Performing Arts
Office of the Dean

To: James Antony, Provost and Executive Vice President
Gregory Washington, President

From: Rick Davis, Dean, CVPA 

Re: Emeritus designation for Anthony Maiello

Date: October 15, 2024

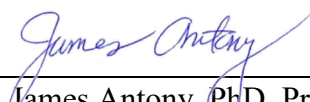
It is my honor to recommend Distinguished University Professor Anthony (Tony) Maiello (ret.) of the Dewberry School of Music for appointment to the rank of Distinguished University Professor Emeritus, effective December 5, 2024. Tony retired in June, 2024 having served George Mason University for 38 years with distinction, generosity, and (a word I use very seldom) zeal. His work as a teacher and conductor was one of the most important factors in the growth of the Music program at George Mason, and he created a foundation on which the current Dewberry School of Music is still building.

As Director Linda Monson's letter details, Tony Maiello combined a passion for teaching with an internationally-acclaimed career as a conductor, clinician, author, and arranger. His laurels include serving as a cover conductor for Leonard Slatkin and the National Symphony Orchestra; numerous recordings in the band/wind ensemble area; conductor for the Gold Medal Ceremonies at the Lake Placid Winter Olympics; Honorary Conductor, U.S. Navy Band; and many others.


Closer to home, Prof. Maiello founded the American Festival Pops Orchestra under the auspices of our Center for the Arts and Hylton Performing Arts Center's professional presenting series, and built it into one of the premier attractions at both venues. His twelve years of service to AFPO (he retired from that podium in 2022) have created a legacy of top-level music-making that continues to delight audiences in Northern Virginia, and offers professional performance opportunities for select Mason faculty and students (and the occasional Dean).

I endorse this Emeritus appointment with wholehearted enthusiasm.

☒ approved ☐ not approved


James Antony, PhD, Provost


☒ approved ☐ not approved


Gregory Washington, PhD, President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service; nominated by the home unit with the Dean, Provost, and President's recommendations.



College of Visual and Performing Arts
Office of the Dean

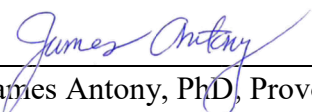
To: James Antony, Provost and Executive Vice President
Gregory Washington, President
From: Rick Davis, Dean, CVPA 
Re: Emeritus designation for Elizabeth Price
Date: October 15, 2024

It is my honor to recommend Associate Professor Elizabeth (Buffy) Price (ret.) of the School of Dance for appointment to the rank of Associate Professor Emerita, effective December 5, 2024. Buffy retired in May, 2021 having served George Mason University for 30 years, in a series of increasingly consequential positions culminating in her brilliant service as Chair/Director of the Department/School of Dance from 2003 to 2013. As Director Susan Shields's letter details, she shaped many aspects of the School, both curricular and production-based, that helped create the nationally-competitive program that we have today.


Buffy's career in New York and D.C. as a dancer, artistic director, and choreographer prepared her well for her innovative and effective approach to integrating professional artists into the School of Dance, both as faculty and guests, another continuing factor in our School's high reputation. Her teaching was always highly regarded, so much so that she won the university's highest teaching honor, the David King Award. And she has continued to support the School as a member of the Dance Partnership Council.

I endorse this Emerita appointment with wholehearted enthusiasm.

☒ approved ☐ not approved


James Antony, PhD, Provost

☒ approved ☐ not approved


Gregory Washington, PhD, President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service; nominated by the home unit with the Dean, Provost, and President's recommendations.



To: James Antony, PhD, Provost and Executive Vice President
Gregory Washington, President

From: Mark J. Rozell, Dean
Schar School of Policy and Government

Subject: Emerita Designation for Distinguished University Professor Louise Shelley

Date: October 1, 2024

This memo nominates Dr. Louise Shelley as Distinguished University Professor Emerita of Policy and Government. Dr. Shelley first joined Mason as Professor in 2007, bringing with her the Transnational Crime and Corruption Center (TraCCC), first founded in 1997. She was designated Distinguished University Professor in 2011.

Dr. Shelley, among other grants and awards, has held fellowships from the Carnegie Corporation, the Guggenheim, NEH, IREX, Kennan Institute, and Fulbright, and is the recipient of a MacArthur grant. She has testified before numerous U.S. House and Senate committees on issues concerning organized crime, corruption, and trafficking, on which she is an internationally recognized expert. Shelley served on the Global Agenda Council on Illicit Trade and Organized Crime of the World Economic Forum (WEF) and was the first cochair of its Council on Organized Crime. She is a life member of the Council on Foreign Relations.

Dr. Shelley is the author of books *Dirty Entanglements: Corruption, Crime and Terrorism* (Cambridge University Press), *Human Trafficking: A Global Perspective* (Cambridge University Press), *Dark Commerce: How a New Illicit Economy is Threatening our Future* (Princeton University Press), among other books, book chapters, and articles.

Dr. Shelley earned a BA in penology and Russian literature from the Cornell University, and a MA in criminology and PhD in sociology from the University of Pennsylvania.

It gives me great honor to nominate Dr. Louise Shelley for consideration as Distinguished University Professor Emerita of Policy and Government, effective February 2, 2025.

Approval ☒ Disapproval ☐

James Antony, PhD, Provost and Executive Vice President


Approval ☒ Disapproval ☐

Gregory Washington, President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service; nominated by the home unit with the Dean, Provost, and President's recommendations.



College of Visual and Performing Arts
Office of the Dean

To: James Antony, Provost and Executive Vice President
Gregory Washington, President
From: Rick Davis, Dean, CVPA 
Re: Emeritus designation for Glenn Smith
Date: October 15, 2024

It is my honor to recommend Professor Glenn Smith (ret.) of the Dewberry School of Music for appointment to the rank of Emeritus Professor, effective December 5, 2024. Glenn retired in June, 2023 having served George Mason University for 46 years, helping to build the music and arts profile of the young university with his artistry as a composer, his dedication and passion as a teacher, and his commitment to innovation in matters of curriculum.

As Director Linda Monson's letter details, Glenn Smith's work as a composer achieved wide acclaim, with performances at venues such as Carnegie Recital hall, Wolf Trap Farm Park, National Gallery of Art, Library of Congress, CBC Television, and National Public Radio. He has been repeatedly lauded by ASCAP, the professional society for composers and arrangers.

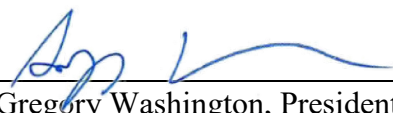
Glenn's compositional and pedagogical interests have broadened to include music as a healing art, and his creation of an undergraduate minor and a graduate certificate program in this area leaves a lasting legacy of his commitment to the power of music as a positive force in the world beyond its purely aesthetic qualities. In addition, Glenn has been a generous mentor to students, colleagues, and alumni working in this emerging area.

I endorse this Emeritus appointment with wholehearted enthusiasm.

☒ approved ☐ not approved


James Antony, Provost

☒ approved ☐ not approved


Gregory Washington, President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service; nominated by the home unit with the Dean, Provost, and President's recommendations.

To: James Antony, Provost and Executive Vice President
Gregory Washington, President

From: Cody W. Edwards, Interim Dean, College of Science



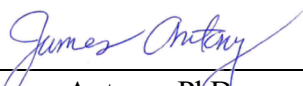
Subject: Emeritus Designation for Dr. Valeriu Soltan

Date: October 14, 2024


Dr. Valeriu Soltan joined George Mason on January 25, 1999 and began work in the Department of Mathematics as an Associate Professor on August 25, 2001. He retired in May 2024 with an exemplary record of teaching and research, and service as a Professor in the College of Science and to the George Mason community. Dr. Soltan also forged relationships and mentored students and junior colleagues and has garnered international recognition in his field. Post retirement, Dr. Soltan is continuing to focus on his research and continues to maintain a relationship with the College of Science.

I am pleased to support the nomination of Dr. Soltan for the rank of Emeritus Professor, as recommended by Dr. Maria Emelianenko, Chair of his former department, Mathematical Sciences. Given Dr. Soltan's contributions and impact at George Mason, it seems fitting that we confer this honor effective upon approval by the Board of Visitors.

Approval ☒ Disapproval ☐


James Antony, PhD
Provost and Executive Vice President

Approval ☒ Disapproval ☐


Gregory Washington, PhD
President

This memo certifies that the criteria have been met by this Emeritus candidate according to the Faculty Handbook requirements: full-time Associate or Full Professor with ten or more years of continuous academic service, home unit and/or Dean recommendation, Provost recommendation, and the President's recommendation.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Cohen	Martin	1/10/2025	1.5 years

Title: Instructional Associate Professor
Rank: Instructional Associate Professor
Classification: Term - Instructional
Local Academic Unit: Health Administration and Policy (CPH)

Das	Sanchari	12/1/2024	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Information Sciences and Technology (CEC)

Gomez	Patricia	9/10/2024	1 year
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Title: Term Instructor of Spanish
Rank: Instructor
Classification: Term - Instructional
Local Academic Unit: Modern and Classical Languages (CHSS)

Johnston	Craig D.	8/25/2024	1 year
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Title: Research Assistant Professor
Rank: Research Assistant Professor
Classification: Term - Research
Local Academic Unit: Physics and Astronomy (COS)

Kwon	Suyoung	1/10/2025	3 years
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Title: Assistant Professor
Rank: Assistant Professor
Classification: Tenure Track - Instructional
Local Academic Unit: Nursing (CPH)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

APPOINTMENT OF FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Mehta	Kumar	1/10/2025	3.5 years

Title: Instructional Associate Professor

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: Costello College of Business

Mobahi	Hedyeh	1/10/2025	1.5 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Health Administration and Policy (CPH)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Bergene	Karissa	9/10/2024

Title: Assistant Director of Research Operations (CISPDS Lab)

Classification: At will - Admin/Professional

Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Billups	Kesha A.	9/23/2024
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Title: Health Promotion Nurse Practitioner

Classification: At will - Admin/Professional

Local Academic Unit: Student Health Services (UL)

Butler	Derek	9/9/2024
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Title: Deputy University Auditor

Classification: At will - Admin/Professional

Local Academic Unit: University Audit

Caputy	Kiersten J.	10/21/2024
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Title: Associate Director of Constituent Engagement, CEHD

Classification: At will - Admin/Professional

Local Academic Unit: College of Education and Human Development

Crickenberger	Taylor	9/25/2024
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Title: Assistant Director for Financial Well-Being

Classification: At will - Admin/Professional

Local Academic Unit: Student Support and Advocacy Center (UL)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Edney	Marshell N.	9/16/2024

Title: Assistant Director for Orientation

Classification: At will - Admin/Professional

Local Academic Unit: New Student and Family Programs (UL)

Estell	Janard A.	10/25/2024
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Title: Associate Director of Development (Major Gift Officer)

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Foley	Hannah S.	9/9/2024
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Title: Assistant Director, Athletic Communications

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Gandolfo-Muller	Marissa L.	10/7/2024
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Title: Assistant Director for Sexual and Interpersonal Violence and Student Support Services

Classification: At will - Admin/Professional

Local Academic Unit: Student Support and Advocacy Center (UL)

Gibson	Kristin	10/7/2024
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Title: Associate Director

Classification: At will - Admin/Professional

Local Academic Unit: Student Support and Advocacy Center (UL)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Harvey	Korrin	9/25/2024

Title: Associate Director of Graduate Recruitment and Admissions

Classification: At will - Admin/Professional

Local Academic Unit: Schar School of Policy and Government

Marin Ciro	Nicolas	10/7/2024
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Title: User Experience Manager

Classification: At will - Admin/Professional

Local Academic Unit: University Life Process and Project Management (UL)

Murin	Max M.	9/27/2024
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Title: Head Assistant Coach, Wrestling

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Podesta	Kristina	9/16/2024
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Title: Senior Research Associate

Classification: At will - Admin/Professional

Local Academic Unit: Institutional Effectiveness and Planning (Provost)

Romail	Hoorab	9/9/2024
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Title: Coordinator of Residence Life for Residential Academic Engagement

Classification: At will - Admin/Professional

Local Academic Unit: Housing and Residence Life (UL)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

APPOINTMENT OF ADMINISTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Rothstein	Emily C.	9/16/2024

Title: International Advisor

Classification: At will - Admin/Professional

Local Academic Unit: International Programs and Services (UL)

Ryan	Alexis	10/28/2024
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Title: Assistant Director for First-Gen+ Center

Classification: At will - Admin/Professional

Local Academic Unit: First Gen+ Center (UL)

Sarro	Victoria L.	9/10/2024
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Title: Business Analyst for Operations and Continuity

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Registrar

Severo	Kelly M.	11/10/2024
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Title: Director of Student Success Coaching

Classification: At will - Admin/Professional

Local Academic Unit: Student Success Coaching (UL)

Sinagra	Samantha L.	8/25/2024
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Title: Assistant Director of Film and Video Studies Program

Classification: At will - Admin/Professional

Local Academic Unit: Film & Video Studies (CVPA)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

APPOINTMENT OF ADMINSTRATIVE AND PROFESSIONAL FACULTY

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>
Smith	David R.	9/23/2024

Title: Director of Professional Standards and Internal Affairs

Classification: At will - Admin/Professional

Local Academic Unit: Police and Public Safety

Zia	Hilah	10/14/2024
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Title: Director of Research Administration

Classification: At will - Admin/Professional

Local Academic Unit: College of Engineering and Computing (CEC)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

**APPOINTMENT/REAPPOINTMENT OF DEANS/DIRECTORS
AND DEPARTMENT CHAIRS/SCHOOL DIRECTORS**

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Chen	Pushih D.	8/25/2024	1 year

Title: Interim Executive Director
Local Academic Unit: Integrative Studies (CHSS)

Fuchs	Cynthia J.	8/25/2024	1 year
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Title: Interim Director
Local Academic Unit: Film & Video Studies (CVPA)

Mark	Brian L.	8/25/2024	1 year
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Title: Interim Chair, Department of Electrical and Computer Engineering
Local Academic Unit: Electrical and Computer Engineering (CEC)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Alishetty	Suman	9/10/2024	1 year

Title: Research Assistant Professor

Rank: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Bioengineering (CEC)

Birerdinc	Aybike	10/10/2024	< 1 year
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Title: Research Assistant Professor

Rank: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Systems Biology (COS)

Brown	Daniel L.	8/25/2024	1 year
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Title: Research Associate (Instructor)

Rank: Research Associate (Instructor)

Classification: Term - Research

Local Academic Unit: Collision Safety and Analysis (COS)

Casserly	Charles J.	8/25/2024	1 year
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Title: Executive in Residence/Instructor of Sport Management

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Frederick	Joanne J.	8/25/2024	1 year
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Title: Associate Professor of Education

Rank: Instructional Associate Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Geiger	Erin K.	8/25/2024	1 year

Title: Assistant Professor of Education

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Gonzalez Samudio	David Ignacio	8/25/2024	2 years
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Title: Instructional Assistant Professor

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: Computer Science (CEC)

Helsing	Jeffrey W.	10/1/2024	1 year
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Title: Research Associate Professor

Rank: Research Associate Professor

Classification: Term - Research

Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Note(s): Additional Title: Better Evidence Project Director

Horak	Anne K.	8/25/2024	1 year
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Title: Project Director

Rank: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: College of Education and Human Development

Krout	Linda M.	8/25/2024	1 year
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Title: Instructor of Physical Education and Health

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Lockhart	Christopher B.	5/10/2024	1 year

Title: Research Assistant Professor

Rank: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Systems Biology (COS)

Maloney	Brenna	8/25/2024	1 year
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Title: Instructor of Journalism

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: Communication (CHSS)

Note(s): Additional Title: Journalism Coordinator

Mitsui	Ayaka	8/25/2024	1 year
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Title: Instructor of Japanese

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: Modern and Classical Languages (CHSS)

Odstrcil	Dusan	1/10/2025	1 year
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Title: Research Professor

Rank: Research Professor

Classification: Term - Research

Local Academic Unit: Physics and Astronomy (COS)

Raines	Alexandra R.	8/25/2024	1 year
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Title: Assistant Professor of Education

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Schnur	Joel M.	1/10/2025	< 1 year

Title: Research Professor

Rank: Research Professor

Classification: Term - Research

Local Academic Unit: College of Science

Sleeter	Nathan M.	8/25/2024	1 year
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Title: Research Assistant Professor

Rank: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: History and Art History (CHSS)

Note(s): Additional Title: Director of Educational Projects

Terrell	Anthony S.	8/25/2024	1 year
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Title: Assistant Professor of Education

Rank: Instructional Assistant Professor

Classification: Term - Instructional

Local Academic Unit: College of Education and Human Development

Tomasovic	Susan K.	8/25/2024	1 year
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Title: Instructor

Rank: Instructor

Classification: Term - Instructional

Local Academic Unit: Communication (CHSS)

Yu	Bo	8/10/2024	1 year
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Title: Research Assistant Professor

Rank: Research Assistant Professor

Classification: Term - Research

Local Academic Unit: Center for Excellence in Command, Control, Communications, Computing, Intelligence and Cyber (CEC)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

RENEWALS AND REAPPOINTMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>EFFECTIVE DATE</u>	<u>APPT LENGTH</u>
Zhou	Weidong	9/25/2024	1 year

Title: Research Associate Professor

Rank: Research Associate Professor

Classification: Term - Research

Local Academic Unit: Center for Applied Proteomics and Molecular Medicine (COS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Andalibi	Ali	Retirement	08/24/2024

Title: Associate Dean Research COS
Classification: At will - Admin/Professional
Local Academic Unit: College of Science

Anthes	Daniel W.	Resignation	08/16/2024
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Title: Director, Technology Services
Classification: At will - Admin/Professional
Local Academic Unit: University Life

Note(s): Mr. Anthes has accepted a position with University of Virginia.

Baker	Robert E.	Retirement	01/24/2025
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Title: Professor without Term
Classification: Tenured (without term) - Instructional
Local Academic Unit: College of Education and Human Development

Baldelli	Elisa	Resignation	10/09/2024
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Title: Research Associate (Instructor)
Classification: Term - Research
Local Academic Unit: Center for Applied Proteomics and Molecular Medicine (COS)

Barnes	James S.	Resignation	09/24/2024
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Title: Instructional Assistant Professor
Classification: Term - Instructional
Local Academic Unit: Mathematical Science (COS)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Blackbourn	Anne	Contract expiration	10/04/2024

Title: Higher Ed Law Fellow

Classification: At will - Admin/Professional

Local Academic Unit: University Counsel

Note(s): Ms. Blackbourn has accepted a position with Department of Education.

Buchy	Jaclyn K.	Resignation	10/18/2024
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Title: Senior Director, Specialized Master's Programs

Classification: At will - Admin/Professional

Local Academic Unit: Costello College of Business

Callahan	Deniz	Resignation	10/04/2024
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Title: Engineering Planner

Classification: At will - Admin/Professional

Local Academic Unit: Facilities

Cox	Harold	Retirement	09/30/2024
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Title: Project Director

Classification: At will - Admin/Professional

Local Academic Unit: College of Education and Human Development

Freeman	Daniel	Resignation	09/20/2024
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Title: Director of Development

Classification: At will - Admin/Professional

Local Academic Unit: Advancement and Alumni Relations

Note(s): Mr. Freeman has accepted a position with Gaston College.

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Goodings	Deborah J.	Retirement	01/09/2025

Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Hart	David M.	Resignation	01/09/2025
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Schar School of Policy and Government

Hutchens	Leslie	Resignation	09/03/2024
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Title: Director of Parent and Family Philanthropy

Classification: At will - Admin/Professional

Local Academic Unit: Advancement and Alumni Relations

Kennedy	Eileen	Resignation	10/04/2024
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Title: Associate Vice President of Development

Classification: At will - Admin/Professional

Local Academic Unit: Advancement and Alumni Relations

Note(s): Ms. Kennedy has accepted a position with Harvard University.

Ledesma	Danielle I.	Contract expiration	07/24/2024
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Title: Psychology Intern

Classification: At will - Admin/Professional

Local Academic Unit: Counseling and Psychological Services (UL)

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Lewis	Jocelyn A.	Resignation	08/30/2024

Title: Head, Resource Acquisition
Classification: At will - Admin/Professional
Local Academic Unit: University Libraries

Lucal	Mary	Resignation	08/11/2024
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Title: Vice President of Human Resources and Chief Human Resource Officer
Classification: At will - Admin/Professional
Local Academic Unit: Human Resources

Martin	Ansonia	Resignation	09/04/2024
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Title: Financial Aid Counselor
Classification: At will - Admin/Professional
Local Academic Unit: Student Financial Aid (Provost)

Morehouse	Stephen G.	Retirement	10/24/2024
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Title: Executive Director of Student Centers, Event Services, and EagleBank Arena
Classification: At will - Admin/Professional
Local Academic Unit: Auxiliary Services and Operations (SVP)

Myers	Daniel	Contract expiration	11/29/2024
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Title: Technology Mentor
Classification: At will - Admin/Professional
Local Academic Unit: Office of the Provost

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Oluseyi	Hakeem M.	Contract expiration	05/24/2024

Title: Research Professor

Classification: Term - Research

Local Academic Unit: Physics and Astronomy (COS)

Osborne	Brittani G.	Resignation	10/18/2024
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Title: Employer Engagement Consultant

Classification: At will - Admin/Professional

Local Academic Unit: University Career Services (UL)

Rollins	Christine	Resignation	10/25/2024
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Title: Coordinator of Care and Outreach

Classification: At will - Admin/Professional

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Mrs. Rollins has accepted a position with University of South Carolina.

Sachedina	Abdulaziz A.	Resignation	10/23/2024
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Title: Professor without Term

Classification: Tenured (without term) - Instructional

Local Academic Unit: Religious Studies (CHSS)

Sanders	Tatiyanna	Resignation	09/06/2024
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Title: Academic Coordinator

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Shelley	Louise I.	Retirement	01/09/2025

Title: Distinguished University Professor

Classification: Tenured (without term) - Instructional

Local Academic Unit: Schar School of Policy and Government

Sommer	Philippe	Resignation	08/15/2024
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Title: Life Science Business Mentor

Classification: At will - Admin/Professional

Local Academic Unit: Office of the Provost

Stafford	Heather	Resignation	09/18/2024
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Title: Assistant Coach, Women's Rowing

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Thees	Windy	Resignation	08/15/2024
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Title: Assistant Coach, Softbal

Classification: At will - Admin/Professional

Local Academic Unit: Intercollegiate Athletics

Note(s): Mrs. Thees has accepted a position with Indiana State University.

Watkins	Wendy V.	Retirement	09/24/2024
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Title: Associate University Auditor

Classification: At will - Admin/Professional

Local Academic Unit: University Audit

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SEPARATIONS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>	<u>EFFECTIVE DATE</u>
Wheeler	Diek W.	Contract expiration	08/24/2024

Title: Research Associate Professor

Classification: Term - Research

Local Academic Unit: Bioengineering (CEC)

Winstead	Leigh M.	Resignation	08/16/2024
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Title: Deputy Director, M-VETS

Classification: At will - Admin/Professional

Local Academic Unit: Antonin Scalia Law School

Note(s): Mrs. Winstead has accepted a position with Marymount University.

Yaroslavtsev	Grigory	Resignation	05/24/2024
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Title: Assistant Professor

Classification: Tenure track - Instructional

Local Academic Unit: Computer Science (CEC)

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Academic Programs, Diversity, and University Community Committee

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Akhtari

Humaira

Title Change

Title: Assistant Chair for Undergraduate, Graduate and Online Studies

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Instructor

Albanese

Massimilano

Title Change

Title: Associate Director for the Center for Secure Information Systems

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Associate Professor without Term

Albanese

Massimilano

Title Change

Title: Associate Chair for Research, Information Sciences and Technology Department

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Associate Professor without Term

Altug

Mehmet S.

Title Change

Title: Director, Center for Retail Transformation

Local Academic Unit: Costello College of Business

Note(s): Retained Title-Associate Professor without Term

Altug

Mehmet S.

Title Change

Title: Academic Director, MS in Business Analytics

Local Academic Unit: Costello College of Business

Note(s): Retained Title-Associate Professor without Term

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Antil	Harbir	Title Change
Title: Director of the Center for Mathematics and Artificial Intelligence Local Academic Unit: Mathematical Science (COS)		
Note(s): Retained Title-Professor without Term		
Baldimtsi	Foteini	Leave with Partial Pay
Title: Associate Professor Local Academic Unit: Computer Science (CEC)		
Note(s): Professor Baldimtsi has been awarded a Faculty Study Leave for AY 2024-2025.		
Baldo	James	Title Change
Title: Director of the Master of Science in Data Analytics Engineering Program Local Academic Unit: Systems Engineering and Operations Research (CEC)		
Note(s): Retained Title-Associate Professor		
Barnes	Steven A.	Title Change
Title: Director, Russian and Eurasian Studies Program Local Academic Unit: History and Art History (CHSS)		
Note(s): Retained Title-Associate Professor		
Bellos	Ioannis	Title Change
Title: Director, Master of Business Administration (MBA) Local Academic Unit:		
Note(s): Retained Title-Associate Professor without Term		

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Berg

Colleen F.

Title Change

Title: Associate Chair, Department of Mechanical Engineering

Local Academic Unit: Mechanical Engineering (CEC)

Note(s): Retained Title-Instructor

Billingham

Lisa A.

Leave with Pay

Title: Professor

Local Academic Unit: Music (CVPA)

Note(s): Professor Billingham has been awarded a Faculty Study Leave for Fall Semester 2024.

Britt

Thomas

Leave with Pay

Title: Professor

Local Academic Unit: Film and Video Studies Program

Note(s): Professor Britt has been awarded a Faculty Study Leave for Spring Semester 2025.

Brouse

Peggy S.

Title Change

Title: Associate Chair for Undergraduate Studies, CYSE

Local Academic Unit: Systems Engineering and Operations Research (CEC)

Note(s): Retained Title-Professor

Brown

Jacquelyn D.

Title Change

Title: Instructional Assistant Professor

Local Academic Unit: Costello College of Business

Note(s): Previous Title:Senior Instructor

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Burt

Jo-Marie

Leave with Partial Pay

Title: Associate Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Burt has been awarded a Faculty Study Leave for AY 2024-2025.

Chang

Kuo-Chu

Leave with Pay

Title: Professor without Term

Local Academic Unit: Systems Engineering and Operations Research (CEC)

Note(s): Professor Chang has been awarded a Faculty Study Leave for Spring 2025.

Chitnis

Parag

Title Change

Title: Associate Chair, Graduate Program, Bioengineering Department

Local Academic Unit: Bioengineering (CEC)

Note(s): Retained Title-Associate Professor without Term

Correa-Cabrera

Guadalupe

Leave without Pay

Title: Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s):

Professor Correa-Cabrera will be on Educational Leave without pay for Academic Year 2024-2025.

Dakake

Maria M.

Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: Religious Studies (CHSS)

Note(s): Professor Dakake has been awarded a Faculty Study Leave for Fall Semester 2024.

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Danquah-Brobby

Paula

Title Change

Title: Associate Dean of Access, Belonging and Community Engagement (ABCE)

Local Academic Unit: College of Science

Note(s): Previous Title: Director of Diversity, Equity and Inclusion

Dhokai

Niyati S.

Title Change

Title: Faculty Fellow for Curriculum

Local Academic Unit: College of Visual and Performing Arts

Note(s): Retained Title-Research Associate Professor

Dunne

Kelly B.

Title Change

Title: Interim Senior Director of the School of Integrative Studies

Local Academic Unit: Integrative Studies (CHSS)

Note(s): Retained Title-Term Instructor

Dwyer

Leslie K.

Title Change

Title: Diversity Equity & Inclusion Committee Chair

Local Academic Unit: School for Conflict Analysis and Resolution

Note(s): Retained Title-Associate Professor without Term

Eshete

Zelalem

Title Change

Title: KEEN Faculty Learning Community

Local Academic Unit: Mechanical Engineering (CEC)

Note(s): Retained Title-Assistant Professor

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Evans Cuellar	Alison	Title Change
Title: Associate Dean for Research Local Academic Unit: College of Public Health		
Note(s): Retained Title-Professor without Term		
Eyman	Douglas	Leave with Pay
Title: Associate Professor Local Academic Unit: English (CHSS)		
Note(s): Professor Eyman has been awarded a Faculty Study Leave for Fall Semester 2024.		
Gaj	Krzysztof M.	Title Change
Title: Associate Chair for Graduate Programs, ECE Local Academic Unit: Electrical and Computer Engineering (CEC)		
Note(s): Retained Title-Professor without Term		
Garcia	Toni C.	Title Change
Title: Concentration Director, Business Analytics Local Academic Unit: Costello College of Business		
Note(s): Retained Title-Senior Instructor		
Garrison	Daniel J.	Title Change
Title: Director of Cardinal Education (formerly CGEP) Local Academic Unit: Information Sciences and Technology (CEC)		
Note(s): Retained Title-Assistant Professor		

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Garrison	Daniel J.	Title Change
Title: Director of Online Programs Local Academic Unit: Information Sciences and Technology (CEC) Note(s): Retained Title-Assistant Professor		
Gatling	Benjamin C.	Title Change
Title: Interim Director of MAIS in the School of Integrative Studies Local Academic Unit: English (CHSS) Note(s): Retained Title-Associate Professor		
Genaro Motti	Vivian	Leave with Partial Pay
Title: Associate Professor Local Academic Unit: Information Sciences and Technology (CEC) Note(s): Professor Genaro Motti has been awarded a Faculty Study Leave for the academic year 2024-2025.		
Gest	Justin D.	Leave with Pay
Title: Professor without Term Local Academic Unit: Schar School of Policy and Government Note(s): Professor Gest has been awarded a Faculty Study Leave for Fall Semester 2024.		
Gilman	Lisa M.	Leave with Pay
Title: Professor without Term Local Academic Unit: English (CHSS) Note(s): Professor Gilman will be on Educational Leave with pay for Academic Year 2024-2025.		

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Gonzalez Samudio

David Ignacio

Title Change

Title: Instructional Assistant Professor

Local Academic Unit: Computer Science (CEC)

Note(s): Previous Title:Instructor

Gopin

Marc

Title Change

Title: Faculty Board Chair

Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Note(s): Retained Title-Professor

Grady

Victoria M.

Title Change

Title: Academic Director, Master of Science in Management (MSM)

Local Academic Unit: Costello College of Business

Note(s): Retained Title-Associate Professor

Green

Emily H.

Title Change

Title: Faculty Fellow for Curriculum

Local Academic Unit: Music (CVPA)

Note(s): Retained Title-Associate Professor without Term

Haddad

Bassam S.

Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Haddad has been awarded a Faculty Study Leave for Fall Semester 2024.

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Horstmeyer

Derek M.

Title Change

Title: Director, Student Managed Investment Fund

Local Academic Unit: Costello College of Business

Note(s): Retained Title-Professor

Hull

David I.

Title Change

Title: Senior Associate Dean

Local Academic Unit: Antonin Scalia Law School

Note(s): Retained Title-Assistant Dean, Academic Administration

Hunter

Brett D.

Title Change

Title: Associate Chair of Education, Department of Statistics

Local Academic Unit: Statistics (CEC)

Note(s): Retained Title-Associate Professor

Irvin-Erickson

Douglas S.

Title Change

Title: Scheidt Fellow Directorship

Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Note(s): Retained Title-Assistant Professor

Islam

Khondkar R.

Title Change

Title: Associate Chair for Undergraduate Education

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Professor

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Johnson	Bret A.	Title Change
Title: Academic Director, MS in Accounting Local Academic Unit: Costello College of Business Note(s): Retained Title-Associate Professor without Term		
Jones	Rochelle R.	Title Change
Title: KEEN Faculty Learning Community Local Academic Unit: College of Engineering and Computing (CEC) Note(s): Retained Title-Associate Professor		
Jones	Rebecca M.	Title Change
Title: Interim STEM Accelerator Director Local Academic Unit: Chemistry and Biochemistry (COS) Note(s): Retained Title-Professor		
Kathir	Nathan	Title Change
Title: KEEN Faculty Learning Community Local Academic Unit: College of Engineering and Computing (CEC) Note(s): Retained Title-Professor		
Kathir	Nathan	Title Change
Title: Director Senior Projects, Department of Mechanical Engineering Local Academic Unit: Mechanical Engineering (CEC) Note(s): Retained Title-Professor		

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Kelly

Anthony E.

Leave with Pay

Title: Professor

Local Academic Unit: College of Education and Human Development

Note(s): Professor Kelly has been awarded a Faculty Study Leave for Fall Semester 2024.

Khasawneh

Khaled

Title Change

Title: Associate Director, C-TASC

Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Retained Title-Assistant Professor

Kochan

Donald J.

Title Change

Title: Executive Director, Law and Economics Center

Local Academic Unit: Antonin Scalia Law School

Note(s): Retained Title-Professor without Term

Korostelina

Karina V.

Title Change

Title: Research Committee Chair

Local Academic Unit: School for Conflict Analysis and Resolution

Note(s): Retained Title-Professor without Term

Kosoglu

Laura

Title Change

Title: Associate Chair and Graduate Program Director, Sid and Reva Dewberry, CEIE

Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Note(s): Retained Title-Term Associate Professor

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Kugler	Maurice D.	Leave with Pay
Title: Professor without Term		
Local Academic Unit: Schar School of Policy and Government		
Note(s): Professor Kugler has been awarded a Faculty Study Leave for Fall Semester 2024.		
Kurtay	Pelin A.	Title Change
Title: Senior Associate Chair, Department of Electrical and Computer Engineering		
Local Academic Unit: Electrical and Computer Engineering (CEC)		
Note(s): Retained Title-Professor		
Kurtay	Pelin A.	Title Change
Title: KEEN Faculty Learning Community		
Local Academic Unit: Electrical and Computer Engineering (CEC)		
Note(s): Retained Title-Professor		
Laporte	Todd M.	Leave with Pay
Title: Associate Professor		
Local Academic Unit: Schar School of Policy and Government		
Note(s): Professor Laporte has been awarded a Faculty Study Leave for Fall Semester 2024.		
Lee	Karen T.	Title Change
Title: Associate Director, Office of Student Creative Activities and Research (OSCAR)		
Local Academic Unit: Undergraduate Education (Provost)		
Note(s): Previous Title:Assistant Director, OSCAR		

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Lockwood

Jennifer S.

Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: English (CHSS)

Note(s): Professor Lockwood has been awarded a Faculty Study Leave for Spring 2025.

Lopez Bunyasi

Tehama M.

Title Change

Title: Curriculum Chair

Local Academic Unit: Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Note(s): Retained Title-Associate Professor without Term

Maggioni

Viviana

Title Change

Title: Undergraduate Program Director, Sid and Reva Dewberry Department of Civil, Environmental, and Infrastructure Engineering

Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Note(s): Retained Title-Associate Professor without Term

Mainkar

Avinash V.

Title Change

Title: BUS 498 Case Competition Coordinator

Local Academic Unit: Costello College of Business

Note(s): Retained Title-Instructional Associate Professor

Mandaville

Peter

Leave without Pay

Title: Professor without Term

Local Academic Unit: Schar School of Policy and Government

Note(s): Professor Mandaville will be on Educational Leave without pay for Fall 2024.

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Mason	Linda H.	Title Change
Title: Endowed Director of the Helen A. Kellar Institute for Human DisAbilities Local Academic Unit: College of Education and Human Development Note(s): Retained Title-Professor of Education		
McDermott	Michael W.	Tenure Track Contract Extension
Title: Assistant Professor Local Academic Unit: Art (CVPA) Note(s): Retained Title-Assistant Professor		
McDonald	Heather R.	Title Change
Title: Writer-in-Residence Local Academic Unit: Theater (CVPA) Note(s): Retained Title-Professor without Term		
Miller	Toyah L.	Title Change
Title: Director, Research (CIE) Local Academic Unit: Costello College of Business Note(s): Retained Title-Professor without Term		
Novak	Andrew	Leave with Pay
Title: Instructional Associate Professor Local Academic Unit: Criminology, Law and Society (CHSS) Note(s): Professor Novak has been awarded a Faculty Study leave for Spring 2025.		

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Nykyforovych	Maria	Tenure Track Contract Extension
Title: Assistant Professor Local Academic Unit: Costello College of Business		
Oh	Kyeung M.	Title Change
Title: PhD Program Director Local Academic Unit: Nursing (CPH)		
Note(s): Retained Title-Associate Professor Without Term		
Osgood	Robert	Title Change
Title: Interim Director, MS Program in Telecommunications Local Academic Unit: Electrical and Computer Engineering (CEC)		
Note(s): Retained Title-Professor		
Osgood	Robert	Title Change
Title: Director, MS in Digital Forensics (DFOR), Department of Electrical and Computer Engineering Local Academic Unit: Electrical and Computer Engineering (CEC)		
Note(s): Retained Title-Professor		
Owens	Thomas C.	Title Change
Title: Associate Director, School of Music Local Academic Unit: College of Visual and Performing Arts		
Note(s): Retained Title-Associate Professor of Music without Term		

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<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Park	Hayon	Conversion
Title: Assistant Professor Local Academic Unit: Art Education (CVPA)		
Pathak	Parth	Leave with Pay
Title: Associate Professor Local Academic Unit: Computer Science (CEC)		
Note(s): Professor Pathak has been awarded a Faculty Study Leave for Spring 2025.		
Peters-Burton	Erin E.	Title Change
Title: Donna R & David E Sterling Endowed Professor in Science Education Local Academic Unit: College of Education and Human Development		
Note(s): Retained Title-Professor		
Pettit	Robert	Title Change
Title: Associate Chair for Graduate Studies and Director of New Graduate Programs, Department of Computer Science Local Academic Unit: Computer Science (CEC)		
Note(s): Retained Title-Professor of Practice		
Pham	Anh T.	Leave with Pay
Title: Associate Professor Local Academic Unit: Schar School of Policy and Government		
Note(s): Professor Pham has been awarded a Faculty Study Leave for Spring Semester 2025.		

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Plotnick	Jeremy E.	Title Change
Title: FPWM Advisory Board Program Fellow		
Local Academic Unit: Costello College of Business		
Note(s): Retained Title-Instructional Assistant Professor		
Plotnick	Jeremy E.	Title Change
Title: Concentration Director, FPWM		
Local Academic Unit: Costello College of Business		
Note(s): Retained Title-Instructional Assistant Professor		
Plotnick	Jeremy E.	Title Change
Title: Director of Minor Programs		
Local Academic Unit: Costello College of Business		
Note(s): Retained Title-Instructional Assistant Professor		
Raffegau	Tiphannie E.	Tenure Track Contract Extension
Title: Assistant Professor of Kinesiology		
Local Academic Unit: College of Education and Human Development		
Rebhuhn-Glanz	Rebecca	Leave with Pay
Title: Associate Professor without Term		
Local Academic Unit: Mathematical Science (COS)		
Note(s): Professor Rebhuhn-Glanz has been awarded a Faculty Study Leave for Spring Semester 2025.		

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Requeijo

Tiago C.

Title Change

Title: Academic Director, MS FNAN

Local Academic Unit: Costello College of Business

Note(s): Retained Title-Assistant Professor, Finance

Robinson

Gregory J.

Title Change

Title: Director of Graduate Studies

Local Academic Unit: Music (CVPA)

Note(s): Retained Title-Associate Professor without Term

Ross

Shani E.

Title Change

Title: Associate Chair, Undergraduate Program

Local Academic Unit: Bioengineering (CEC)

Note(s): Retained Title-Instructional Associate Professor

Rothbart

Daniel

Title Change

Title: Promotion & Tenure Committee Chair

Local Academic Unit: Philosophy

Note(s): Retained Title-Professor of Conflict Analysis and Resolution

Rytikova

Ioulia

Title Change

Title: MS AIT Risepoint Online Program Director

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Professor

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OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Sanders	Quentin	Tenure Track Contract Extension
Title: Assistant Professor Local Academic Unit: Bioengineering (CEC)		
Saunders	Catherine E.	Leave with Pay
Title: Instructional Professor Local Academic Unit: English (CHSS)		
Note(s): Professor Saunders has been awarded a Faculty Study Leave for Spring Semester 2025.		
Schmidt	Bernard	Title Change
Title: Assistant Program Director, MS in Data Analytics Engineering Program Local Academic Unit: MS Data Analytics Engineering Program (CEC)		
Note(s): Retained Title-Instructor		
Schrump	Kelly R.	Title Change
Title: Interim Director for Graduate Programs and the Higher Education Program Local Academic Unit: Higher Education Program (CHSS)		
Note(s): Retained Title-Professor without Term		
Shehu	Amarda	Title Change
Title: Vice President and Chief AI Officer Local Academic Unit: Office of Research, Innovation and Economic Impact		
Note(s): Previous Title:Associate Vice President of Research for IDIA & Associate Dean for AII for CEC		

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LAST NAME

FIRST NAME

TYPE

Sherry

Lance C.

Title Change

Title: Associate Chair Research, SEOR

Local Academic Unit: Systems Engineering and Operations Research (CEC)

Note(s): Retained Title-Professor without Term

Sincere

Shakiyla

Leave with Partial Pay

Title: Community Director for Beacon Hall

Local Academic Unit: Housing and Residence Life (UL)

Note(s): Professor Sincere will be on Educational Leave with partial pay for Fall 2024.

Smith

Cassandra D.

Title Change

Title: Associate Director of Student Success Technology

Local Academic Unit: University Life Technology Services (UL)

Note(s): Previous Title: Assistant Director Off Campus Student Services

Snyder

Mark H.

Title Change

Title: Associate Chair for Undergraduate Studies, Department of Computer Science

Local Academic Unit: Computer Science (CEC)

Note(s): Retained Title-Instructional Professor

Sokolov

Vadim

Leave with Pay

Title: Associate Professor without Term

Local Academic Unit: Systems Engineering and Operations Research (CEC)

Note(s): Professor Sokolov has been awarded a Faculty Study Leave for Fall Semester 2024.

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Soundararajan

Shvetha

Title Change

Title: Associate Chair, Department of Computer Science

Local Academic Unit: Computer Science (CEC)

Note(s): Retained Title-Instructional Associate Professor

Soyata

Tolga

Title Change

Title: BS/MS Computer Engineering Coordinator

Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Retained Title-Associate Professor

Stafford

Richard T.

Title Change

Title: Director of Communications

Local Academic Unit: Honors College

Note(s): Administrative Faculty promoted to the rank of Assistant Professor.

Stufken

John

Title Change

Title: MS Program Coordinator & Associate Chair of Research, STATS

Local Academic Unit: Statistics (CEC)

Note(s): Retained Title-Professor without Term

Sun

Kun

Title Change

Title: Associate Director for the Center for Secure Information Systems

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Professor without Term

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Tanyu

Burak

Leave with Pay

Title: Professor without Term

Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)

Note(s): Professor Tanyu has been awarded a Faculty Study Leave for Spring 2025.

Taxman

Faye S.

Leave with Pay

Title: Distinguished University Professor

Local Academic Unit: Schar School of Policy and Government

Note(s):

Professor Taxman has been awarded a Faculty Study Leave with pay for AY 2024-2025.

Therrien

Gail D.

Title Change

Title: Assistant Chair for Undergraduate, Graduate and Online Studies - IST

Local Academic Unit: Information Sciences and Technology (CEC)

Note(s): Retained Title-Professor of Practice

Tsirigotis

Eugenia P.

Title Change

Title: Assistant Area Chair of Accounting

Local Academic Unit: Costello College of Business

Note(s): Retained Title-Instructor

Vlastara

Niki Maria

Title Change

Title: Associate Director, Center for Retail Transformation

Local Academic Unit: Costello College of Business

Note(s): Retained Title-Instructional Assistant Professor

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OTHER ANNOUNCEMENTS

LAST NAME

FIRST NAME

TYPE

Vough

Heather C.

Title Change

Title: Program Director, PhD

Local Academic Unit: Costello College of Business

Note(s): Retained Title-Associate Professor without Term

Waters

Nakia

Title Change

Title: Interim Director

Local Academic Unit: First Gen+ Center (UL)

Note(s): Retained Title-Assistant Director for First-Generation Student Support

Yoho

Rachel

Title Change

Title: Assistant Director

Local Academic Unit: Stearns Center for Teaching and Learning (Provost)

Note(s): Previous Title:Educational Developer, Stearns Center for Teaching and Learning

Yuckenberg

Ashley K.

Title Change

Title: Writing Intensive Coordinator

Local Academic Unit: Costello College of Business

Note(s): Retained Title-Instructional Assistant Professor

Zeng

Kai

Title Change

Title: Director, Wireless Cyber Center

Local Academic Unit: Electrical and Computer Engineering (CEC)

Note(s): Retained Title-Professor

ANNOUNCEMENT

Academic Programs, Diversity, and University Community Committee

December 5, 2024

OTHER ANNOUNCEMENTS

<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>TYPE</u>
Zhang	Xijin	Title Change
Title: KEEN Faculty Learning Community		
Local Academic Unit: Civil, Environmental and Infrastructure Engineering (CEC)		
Note(s): Retained Title-Assistant Professor		
Zolnik	Edmund J.	Leave with Pay
Title: Associate Professor without Term		
Local Academic Unit: Schar School of Policy and Government		
Note(s): Professor Zolnik has been awarded a Faculty Study Leave for Fall Semester 2024.		

Faculty and Academic Standards Committee						
December 5, 2024						
SUMMARY OF FACULTY ACTIONS AND ANNOUNCEMENTS						
APPOINTMENT OF FACULTY						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month	Research	Grant Funded
Instructor	1	0	0	0	0	0
Senior Instructor	0	0	0	0	0	0
Master Instructor	0	0	0	0	0	0
Professor of Practice	0	0	0	0	0	0
Assistant Professor	1	1	1	1	1	1
Associate Professor	1	1	0	0	0	0
Professor	0	0	0	0	0	0
Administrative/Professional	0	22	0	0	0	1
Totals	3	24	1	1	1	2
RENEWALS/REAPPOINTMENTS						
	Term		Tenure Track			
	9-month	12-month	9-month	12-month		Total
Instructor	4	2	0	0		6
Senior Instructor	0	0	0	0		0
Master Instructor	0	0	0	0		0
Professor of Practice	0	0	0	0		0
Assistant Professor	3	7	0	0		10
Associate Professor	1	2	0	0		3
Professor	0	2	0	0		2
Administrative/Professional	0	0	0	0		0
Totals	8	13	0	0		21
SEPARATIONS						
	Resignation	Retirement	Contract Expiration	Deceased		Total
	21	7	5	0		33
OTHER ANNOUNCEMENTS						
	Leave with pay and Partial pay	Leave w/o pay	Title Change	Conversion	Tenure Track Contract Extension	Total
	25	2	85	1	4	117

*Summary Excludes Postdoctoral Research Fellows and Research Staff