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Foundation year programs
for conditionally admitted international applicants: Two models
George Mason University
ACCESS Program

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- I. Goals: Program intended to provide opportunities for undergraduate students to be admitted to the university with built-in academic language support and culturally adaptive programming to provide students opportunities to succeed using in-house resources.
- II. Key Programmatic Components
 - A. *Custom Academic Coursework* utilizing teaching methods supported by theory and research for content-based English language acquisition
 1. Provisional admission to Mason as a Freshman
 2. Student earns 24-27 academic credits toward his/her degree
 3. Receives added academic English language support
 4. Taught by Mason's academic and English Language Institute faculty
 - B. *Advising and acculturation support* in an environment designed to elicit comfort and trust
 - C. *Co- and extra- curricular* programming and activities designed to engage and enrich international students in the larger university community
 - D. *Coordinated university resources and assessment* made possible through collaborative efforts among units and faculty
- III. Inter-area Coordination
 - A. Consultation with liaison from ELI (*English Language Resource & Development Coordinator*)
 - B. Faculty/Staff trainings
 - C. Cross-course coordinated assignments
 - D. Communication & resource sharing
 - E. Academic department resources & English language support resource coordination
 - F. Inter-unit activities and collaborations:
 1. University English Language Institute
 2. International Programs & Services (Immigration)
 3. Honors College
 4. Global Studies (Living-Learning Community)
 5. Diversity Programs & Services
 6. Peer Empowerment Program (Counseling Services)
 7. Student Involvement/University Life
- IV. Prescribed Curriculum:
 - A. Year Round: Stretch English Course [6 credits]
 - B. Fall:
 1. World History* [3 credits]
 2. Public Speaking* [3 credits]
 - *Academic Language Support for World History & Public Speaking [2 credits]
 4. Freshman Transition [1 credit]
 5. Seminars: Math Placement, English Grammar, Western Ed Culture [0 credits]
 - C. Spring:

1. Mathematics [3 credits]
 2. American Cultures [3 credits]
 3. Introduction to Research Methods [3 credits]
 4. Major course(s) [3-6 credits]
- V. Co-curricular Connections:
- A. *Peer Mentorship Program* to provide an ethos of caring for student success
 - B. *Peer Learning Partnership Program* to provide cross-cultural learning experiences with Honors program
 - C. *Peer Tutoring Program*
 - D. *Student Leadership Council* to engage students in planning for activities, workshops and memory book
 - E. *Living Learning Community* with international students paired with American students for cross-cultural learning experiences
 - F. Specialty extra-curricular activities:
 1. *Fall Focus: Academic/Acculturation;*
 2. *Spring Focus: Community & Self-directed Success*
- VI. Student Matters:
- A. Issues:
 1. Academic Acculturation, Culture Shock, and Skills Development
 2. Distributed locations
 3. Third Party Influences (e.g., Sponsors)
 - B. Unexpected benefits:
 1. Cross-cultural connections
 2. Community building connection to institution simplified
 3. Innovative cross-departmental collaborations
 4. Active award-winning faculty
- VII. Enrollment Management:
- A. *Financial Model:*
 1. Out of state tuition rates + flat-rate premium cost to cover specialty programming;
 2. Short seminars are set up as 0 credit courses costing between \$60-250 each.
 - B. *Enrollment forecasts:*
 1. Strategically planned with a fairly aggressive growth (45% average increase from years 3-5) within the program
 2. Modest increase of ~2% university-wide
 - C. *Recruitment:*
 1. Fairly aggressive recruitment schedule with visits covering Far East, Indonesia, and Middle East
 2. Strategic development currently with focus on South America
 3. Translation of recruitment materials
 4. Use of agents (related to recently disassembled Hobson's team) & tours (e.g., Linden, Idealist, etc.)
 5. Current students, faculty, & community
- VIII. Program Evaluation:
- A. Ongoing—Resource Coordinator leading data collection and analysis
 - B. Strategic planning and development to be done on a deeper level once 3/4 s is completed
- IX. Learning in Motion/Recommendations:
- A. Program development is always a work in progress; but why invent the wheel? Find functioning academic model already in place
 - B. Bring on the staff early—early planning & staff in place cannot be undervalued!
 - C. Upper level support critical to success—but so is faculty buy-in!