

TABLE OF CONTENTS

	Application Fee – was mailed to your office
	Cover Letter from the CAO
TAB 1	Application for Renewal of MICA location
TAB 2	II. Supporting Documentation 1. Catalog - Updated Curricular Content
TAB 3	II. Supporting Documentation 2. Accreditation
TAB 4	II. Supporting Documentation 3. Registration
TAB 5	II. Supporting Documentation 4. Certificate of Compliance – Fire and Safety
TAB 6	II. Supporting Documentation 5. Board of Trustees Resolution of Financial Solvency
TAB 7	II. Supporting Documentation 6. Advertisements – N/A No Change
TAB 8	II. Supporting Documentation 7. Enrollment Data
TAB 9	II. Supporting Documentation 8. Faculty Compliance Report
TAB 10	II. Supporting Documentation 9. Teach-out-Plan
TAB 11	III. Application 1. Administrative Staff
TAB 12	III. Application 2. Library Resources – N/A No Change
TAB 13	III. Application 3. Student Services – N/A No Change
TAB 14	III. Application 3c. Students’ Rights and Responsibilities
TAB 15	III. Application 3d. Student Grievance Procedure
TAB 16	III. Application 4a. Certificate of Compliance



AMERICAN UNIVERSITY[®]

W A S H I N G T O N D . C .

Office of the Provost

MEMORANDUM

TO: Dr. Sanjay Rai, Secretary of the Maryland Higher Education Commission

FROM: Vicky Wilkins, Provost and Chief Academic Officer, Office of the Provost

DATE: March 31, 2026

SUBJ: Maryland Higher Education Commission Physical Presence Renewal Application

Please find attached American University's physical presence renewal application package for American University's City Teaching Alliance program to continue providing instruction at the Maryland Institute College of Art (MICA) in Baltimore.

Sincerely,

A handwritten signature in cursive script that reads "V. Wilkins".

Vicky Wilkins
Provost and Chief Academic Officer
Office of the Provost
American University

TAB 1

OOS RENEWAL

MARYLAND HIGHER EDUCATION COMMISSION Application for Renewal Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an *Application for Initial Approval* must be submitted for that location.

PREVIOUSLY APPROVED LOCATION IN MARYLAND.

Please provide the complete mailing address.
Maryland Institute College of Art (MICA),
1300 W Mount Royal Ave
Baltimore, MD 21217
This is a renewal application for this location.

PROPOSED START DATE OF CONTINUED OPERATION: September 1, 2026

Applications must be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution: American University

Web Address: www.american.edu

OPEID Code: 00143400

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

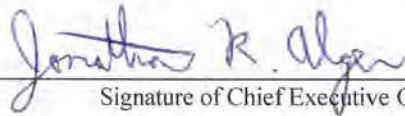
Chief Executives Officer: President Jonathan R. Alger
Mailing Address: 4400 Massachusetts Avenue, NW, Washington, DC 20016
Telephone: 202-885-1000
Email: president@american.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

Name: Ellen Klene
Title: Senior Director of Contracts and Administration
Mailing Address: 4400 Massachusetts Avenue, NW, Washington, DC 20016
Telephone: 202-885-2046
Email: eklene@american.edu

***** CERTIFICATION *****

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

<u>2/25/2026</u> Date	Jonathan R. Alger Print Name of Chief Executive Officer
 Signature of Chief Executive Officer	

Electronic applications are preferred for initial and renewal applications. You can send your application to oosauthorization.mhec@maryland.gov

All payments should be mailed to:
Maryland Higher Education Commission
Director of Academic Affairs
Institution Review
6 N. Liberty St., 10th Floor
Baltimore, Maryland 21201

A copy of these regulations can be found on the [Maryland Higher Education Commission's web site \(mhec.maryland.gov\)](http://mhec.maryland.gov) along with an application form.

I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during or after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of- State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek Extended Operation in Maryland for a period of time of up to 5 years?

Yes, we wish to seek extended renewal for 5 years.

No American University has not been operating in Maryland for five years

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each approved location, the following Supporting Documentation needs to be included only once for each entire package of applications. **CHECK EACH ITEM AS ATTACHED.**

X Cover letter from the Chief Academic Officer addressed to the Secretary of Higher Education requesting renewal/extended renewal of the site and the approval of any new programs.

■ Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

Submit a copy of the institution's home campus catalog or other publication (graduate and undergraduate as applicable) that contains information on: academic progress standards, curricular content of the proposed programs, student services information, credit for prior learning as well as credit for practica, clinical experience, internships, and cooperative work experiences.

The updated curricular content of the program is attached.

■ Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission. **The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.**

The application fee has been mailed to your office.

■ Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

■ Registration as an Out-of-State Corporation. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: <https://dat.maryland.gov/Pages/default.aspx>. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

■ Certificate of Compliance with Fire and Safety Codes (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

- Board of Trustees Resolution of Financial Solvency (Must accompany all renewals) COMAR 13B.02.01.08B(4)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

- Advertisements COMAR 13B.02.01.07D(3)(p)

Please provide copies of the promotional materials including social media accounts, websites and printed materials.

THERE HAS NOT BEEN A CHANGE FROM OUR LAST SUBMISSION

- Enrollment Data as Prescribed by the Secretary (Must accompany all renewals) COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the Student Enrollment Data Form found at the end of this application.

- Faculty Compliance Report for each program (Must accompany all renewals) COMAR 13B.02.01.16C

At least 1/3 of the classes offered shall be taught by full-time faculty of the parent institution. Submit a Faculty Compliance Report¹ for each previously approved and newly proposed program.

- Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan² allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland. This plan may vary by program.

¹ Requirements and forms for a Faculty Compliance Report are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

² A teach-out plan is an institution's written plan to ensure its students are treated fairly with regard to finishing their programs of study. Minimum requirements for a teach-out plan are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

III. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

SECTION 1: Institutional Information

1. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

For the Masters of Art in Teaching – City Teaching Alliance program, AU has a program director and program coordinator for the Maryland site. The program coordinator who is on-site routinely to handle academic administration including, but not limited to, financial aid, registration, and maintenance of academic records and degree audits. The academic administration work will be through the AU enterprise systems Colleague and Workday.

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

Carolyn Parker, Director, Master of Arts in Teaching Program

Almosa Pirela – Graduate Program Coordinator

2. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Has any previously reported library information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for technical assistance or IT/support for library resources?

THERE HAVE NOT BEEN ANY CHANGES SINCE OUR LAST SUBMISSION.

3. **Student Services.** COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well-developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provisions for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

(a) How do you plan to implement the requirements for Student Services cited above?

THERE HAVE NOT BEEN ANY CHANGES SINCE OUR LAST SUBMISSION.

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

THERE HAVE NOT BEEN ANY CHANGES SINCE OUR LAST SUBMISSION.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?

Yes No

How will it make this available to its students at the proposed instructional site?

This document is made available on American University's website at

<https://www.american.edu/academics/integrity/rights-and-responsibilities.cfm>

If this statement is in the Catalog you submitted with the application, please indicate the page number: If not in the Catalog you submitted, please provide us with a copy of the statement.

PLEASE FIND COPY ATTACHED.

(d) Does the institution have a published student grievance procedure? Yes No

If this procedure is in the Catalog you submitted with the application, please indicate the page number _____

If your policy is on your website or electronically, please provide a link and a copy of the student grievance policy.

If not in the Catalog you submitted, please provide us with a copy of the grievance procedure and the name of the administrator (name, title, contact information).

This document is made available on American University's website at

<https://catalog.american.edu/content.php?catoid=22&navoid=3933>

PLEASE FIND COPY ATTACHED.

4. **Facilities.** (See COMAR 13B.02.01.19).

INSTRUCTIONS: Has any previously reported Facilities information changed since your last approval at this location? Yes No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety? Yes No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

THERE HAVE NOT BEEN ANY CHANGES SINCE OUR LAST SUBMISSION.

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

THERE HAVE NOT BEEN ANY CHANGES SINCE OUR LAST SUBMISSION.

(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

THERE HAVE NOT BEEN ANY CHANGES SINCE OUR LAST SUBMISSION.

5. **Distance Education.** COMAR 13B.02.01.03(8). "Distance education" means education that uses one or more of the following technologies to deliver instruction to students who are separated from the instructor, and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously:

- (a) Internet;
- (b) One-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices;
- (c) Audio conferencing; and
- (d) Video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with a technology listed in (a) – (c).

An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? Yes No **If yes**, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled "A-8: Distance Education") to this application

SECTION 2: Program Information

CURRENTLY OFFERED PROGRAMS.

1. Programs.

INSTRUCTIONS. Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
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<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Masters of Art in Teaching	MAT	Classroom	36 Hours	Yes

NEW PROGRAMS

2. Programs

INSTRUCTIONS. Is the institution proposing any new programs at this location? Yes No
 (Including any new Areas of Concentration)
 If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following for each new program:

Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
There are no new programs				

For each new program complete an Out-of-State New Program and Sub Mod Cover Sheet with all required signatures and an Out-of-State New Program Application with required documentation.

Application Questionnaire Response:

Program CIP Code for the program listed.

13.1202.00 - Elementary Education and Teaching

13.1205.00 - Secondary Education and Teaching

Student Services. (a) How do you plan to implement the requirements for Student Services cited above?

The MAT-CTA students in Baltimore will have the same access to student services that all graduate students at American University have. The School of Education has graduate programs in both online and on-campus modalities. We have spent considerable time ensuring that our on-campus students and off-campus students have equitable student services.

- 1) Financial Aid- All graduate students are assigned a counselor by last name. Counselors are available online. Additionally, the School of Education hosts two financial aid webinars each academic year.
- 2) AU Central is the University's centralized student information center and helps students with registration, accounts payable and other information. AU Central is accessible online.
- 3) Student Health and Counseling Centers are available to all students. For students that are out of state, both offices will provide initial intake and recommend local offices. The university also has a new ONE application that centralizes mental health support.
- 4) Career Center - The School of Education has assigned Career Center staff who guide School of Education students through career options in education and prepares students through virtual resume and interview assistance.

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

Student records are electronic and maintained in AU's enterprise system Colleague (security statement/policy from OIT) in compliance with FERPA and in accordance with AU's Information Technology Security

Policy. <https://www.american.edu/policies/information-technology/index.cfm>

TAB 2

Supporting Documentation 1. Catalog

Updated Curricular Content of the Program

Teaching (MAT) [City Teaching Alliance]

 [Print this Page](#)

Offered by the [School of Education](#), in partnership with the City Teaching Alliance organization, the Master of Arts in Teaching [City Teaching Alliance] program prepares new teachers to succeed through a rigorous clinical professional learning model, with the goal of improving student outcomes in high-need schools and training candidates to become highly effective, equity-minded teachers. This four-year collaborative program includes a 14-month residency working in urban schools prior to becoming a lead teacher; 36 credits of graduate coursework for the MAT degree, which is completed in two years and is clinically based, allowing for teachers to practice their skills immediately in the classroom; and three years of coaching and mentoring to assist in developing outstanding practice once in the field. American University awards the MAT upon completion of the graduate coursework. The coaching and mentoring in the field, as well as licensure, is conducted by City Teaching Alliance.

Admission to the Program

Applicants for the American University School of Education City Teaching Alliance collaborative program follow a two-stage application process. First, applicants must apply and be admitted into City Teaching Alliance; second, once accepted into City Teaching Alliance, candidates must apply for admission to the American University School of Education for a Master of Arts in Teaching (MAT) degree.

Degree Requirements

- 36 credit hours of approved graduate work
- Participation in the City Teaching Alliance clinical training program during enrollment in Teaching (MAT) [City Teaching Alliance] program is required to maintain satisfactory academic progress. This includes but is not limited to maintaining good standing at an approved school site, completing all required coaching activities, meeting end-of-year teaching practice expectations, and fulfilling all state requirements for certification/licensure. Students dismissed from the City Teaching Alliance program are not in good standing in their academic program and may be removed or dismissed from the Teaching (MAT) [City Teaching Alliance] program. Students should refer to the City Teaching Alliance clinical program requirements and expectations in the City Teaching Alliance Teacher Handbook for more information about the process for dismissal from City Teaching Alliance
- Students who need to retake one course may do so in the summer of that academic year. Retaking more than one course in an academic year may not be possible due to district requirements and state-level standards. Students who need to retake more than one course in one academic year would need to be approved by the CTA Program Liaison.
- Students dismissed from the City Teaching Alliance clinical experience are considered not in good academic standing and will be removed or dismissed from the City Teaching Alliance MAT program. However, if the student identifies extraordinary circumstances that justify their continued enrollment, SOE will assess the facts and may allow the student to continue pursuing their program Alliance
- Capstone Experience:
 - Elementary Education and Special Education Specialization: [EDU-746 Building Productive and Nurturing Classroom Communities II \(Elementary\) \(1\)](#)
 - Secondary English Language Arts and Special Education Specialization: [EDU-749 Building Productive and Nurturing Classroom Communities II \(Secondary\) \(1\)](#)
 - Secondary Mathematics and Special Education Specialization: [EDU-749 Building Productive and Nurturing Classroom Communities II \(Secondary\) \(1\)](#)

Course Requirements

Specialization (36 credit hours)

Complete one of the following specializations:

Elementary Education and Special Education

Core (4 credit hours)

- [EDU-744 Specialized Instructional Techniques \(2\)](#)
- [EDU-750 Race, Culture, and Equity in Urban Education \(2\)](#)

Special Education (7 credit hours)

- [EDU-740 Special Education: Promises and Challenges I \(1\)](#)
- [EDU-778 Trauma-Informed Practices and Behavioral Supports for Diverse Learners \(3\)](#)
- [EDU-787 Assessment, Diagnosis, and Planning for Individualized Instruction for Diverse Learners \(3\)](#)

Required (24 credit hours)

- [EDU-721 STEM and the Human Experience \(1\)](#)
- [EDU-722 Fractions for Everyday Life \(2\)](#)
- [EDU-745 Building Productive and Nurturing Classroom Communities I \(Elementary\) \(1\)](#)
- [EDU-757 Reading, Writing, and Language Development \(2\)](#)
- [EDU-758 Making Meaning with Numbers and Operations \(2\)](#)
- [EDU-759 Foundational Literacy for All \(3\)](#)
- [EDU-761 Early Counting and Connections for Young Children \(1\)](#)
- [EDU-762 Children's Critical Literacy \(2\)](#)
- [EDU-763 Shape, Space, and Culture \(2\)](#)
- [EDU-764 Measurement, Data, and Community \(2\)](#)
- [EDU-766 Supporting Young Writer Development \(2\)](#)
- [EDU-767 Elementary Methods for Transformative STEM Teaching \(2\)](#)
- [EDU-768 Social Studies for Social Justice \(2\)](#)

Capstone (1 credit hour)

- [EDU-746 Building Productive and Nurturing Classroom Communities II \(Elementary\) \(1\)](#)

Secondary English Language Arts and Special Education

Core (4 credit hours)

- [EDU-744 Specialized Instructional Techniques \(2\)](#)
- [EDU-750 Race, Culture, and Equity in Urban Education \(2\)](#)

Special Education (7 credit hours)

- [EDU-740 Special Education: Promises and Challenges I \(1\)](#)
- [EDU-778 Trauma-Informed Practices and Behavioral Supports for Diverse Learners \(3\)](#)
- [EDU-787 Assessment, Diagnosis, and Planning for Individualized Instruction for Diverse Learners \(3\)](#)

Required (24 credit hours)

- [EDU-725 Accelerated Literacy Learning for All \(2\)](#)
- [EDU-748 Building Productive and Nurturing Classroom Communities I \(Secondary\) \(1\)](#)
- [EDU-754 Secondary English Language Arts Immersion and Discourse \(3\)](#)
- [EDU-770 Creating Culturally Responsive Literacy Curriculum I \(3\)](#)
- [EDU-771 Disciplinary Literacy: Communities of Practice I \(3\)](#)

- [EDU-772 Supporting Adolescent Writer Development \(3\)](#)
- [EDU-773 Creating Culturally Responsive Literacy Curriculum II \(3\)](#)
- [EDU-774 Language Acquisition \(2\)](#)
- [EDU-776 Motivation and Engagement of Adolescent Readers and Writers \(1\)](#)
- [EDU-777 Disciplinary Literacy: Communities of Practice II \(3\)](#)

Capstone (1 credit hour)

- [EDU-749 Building Productive and Nurturing Classroom Communities II \(Secondary\) \(1\)](#)

Secondary Mathematics and Special Education

Core (4 credit hours)

- [EDU-744 Specialized Instructional Techniques \(2\)](#)
- [EDU-750 Race, Culture, and Equity in Urban Education \(2\)](#)

Special Education (7 credit hours)

- [EDU-740 Special Education: Promises and Challenges I \(1\)](#)
- [EDU-778 Trauma-Informed Practices and Behavioral Supports for Diverse Learners \(3\)](#)
- [EDU-787 Assessment, Diagnosis, and Planning for Individualized Instruction for Diverse Learners \(3\)](#)

Required (24 credit hours)

- [EDU-726 Calculus in Context: Cultivating Change through STEM \(2\)](#)
- [EDU-748 Building Productive and Nurturing Classroom Communities I \(Secondary\) \(1\)](#)
- [EDU-755 Math Immersion and the Human Experience \(3\)](#)
- [EDU-771 Disciplinary Literacy: Communities of Practice I \(3\)](#)
- [EDU-777 Disciplinary Literacy: Communities of Practice II \(3\)](#)
- [EDU-780 Proportional Reasoning for Today's World \(2\)](#)
- [EDU-781 Transformative Mathematics Teaching I \(2\)](#)
- [EDU-782 Transformative Mathematics Teaching II \(2\)](#)
- [EDU-783 Data and Community: Statistics and Probability in Action \(1\)](#)
- [EDU-784 Algebra, Functions, and Modeling in the Real World \(3\)](#)
- [EDU-785 Geometric Modeling and Urban Spaces \(2\)](#)

Capstone (1 credit hour)

- [EDU-749 Building Productive and Nurturing Classroom Communities II \(Secondary\) \(1\)](#)

TAB 3



MSCHE
MIDDLE STATES COMMISSION
ON HIGHER EDUCATION

1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801
www.msche.org
Follow us: @mscheorg

STATEMENT OF ACCREDITATION STATUS

The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.

Institution: AMERICAN UNIVERSITY
Washington, DC

Address: 4400 Massachusetts Ave. N. W.
Washington, DC 20016

Phone: (202) 885-6000

Accreditation Liaison Officer (ALO): Ms. Robin Beads

Commission Staff Liaison: Kathy Feith, Vice President

Accreditation Summary

For more information, see the Commission's [Accreditation Actions Policy and Procedures](#).

Phase: Accredited

Status: Accreditation Reaffirmed

Accreditation Granted: 1928

Last Reaffirmation: 2024

Next Self-Study Evaluation: 2031-2032

Alternative Delivery Methods

The following represents approved alternative delivery methods included in the scope of the institution's accreditation:

Distance Education

Approved to offer programs by this delivery method

Correspondence Education

Not approved for this delivery method

Credential Levels

☑ Approved Credential Levels

The following represents credential levels included in the scope of the institution's accreditation:

- **Postsecondary award (< 1 year)**
Included within the scope
- **Postsecondary award (1-2 years)**
Included within the scope
- **Associate's Degree or Equivalent**
Included within the scope
- **Bachelor's Degree or Equivalent**
Included within the scope
- **Post-baccalaureate Certificate**
Included within the scope
- **Master's Degree or Equivalent**
Included within the scope
- **Doctor's Degree - Professional Practice**
Included within the scope
- **Doctor's Degree- Research/Scholarship**
Included within the scope

Locations

The following represents branch campuses, additional locations, and other instructional sites that are included within the scope of the institution's accreditation:

Location	Type
American University 4400 Massachusetts Ave. N. W. Washington, DC 20016	Main Campus
Uplift Heights Primary School 2202 Calypso Street Dallas,, TX 75212	Additional Location
Airlie Conference Center 6809 Airlie Road Warrenton, VA 20817	Other Instructional Site
Jackson-Reed High School 3950 Chesapeake Street, NW Washington, DC 20016	Other Instructional Site
Maryland Institute College of Art (MICA) 1300 W Mount Royal Avenue Baltimore, MD 21217	Other Instructional Site
The Lab School of Washington's Foxhall Campus 1550 Foxhall Road NW Washington, DC 20007	Other Instructional Site
The Lab School of Washington's Reservoir Campus 4759 Reservoir Road, NW Washington, DC 20007	Other Instructional Site
University of Dallas 1845 East Northgate Drive Irving, TX 75062	Other Instructional Site

Location	Type
University of Dallas 1845 East Northgate Drive Irving, TX 75062	Other Instructional Site

*Definitions: For definitions of branch campus, additional locations, or other instructional sites, see the **Commission's Substantive Change Policy and Procedures**.*

Accreditation Actions

The following represents the MSCHE accreditation actions taken in the last ten (10) years. For more information, see the [Commission's Accreditation Actions Policy and Procedures](#) and [the Substantive Change Policy and Procedures](#).

- November 7, 2025** Staff acted on behalf of the Commission to acknowledge receipt of the supplemental information report requested by the Commission action of April 25, 2025. To request a supplemental information report, due September 1, 2026, providing (1) an update on the status of the investigation related to the action of April 25, 2025 (Standard II and Standard IV) and (2) copies of report(s) that follow from the investigation (Standard II and Standard IV). The next evaluation visit is scheduled for 2031-2032.
- April 25, 2025** Staff acted on behalf of the Commission to request a supplemental information report, due July 18, 2025, that provides additional information on Standard II: Ethics and Integrity and Standard IV: Support of the Student Experience. The next evaluation visit is scheduled for 2031-2032.
- December 19, 2024** To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 2500 Hillen Road, Baltimore, MD 21218 that ceased operations effective December 12, 2023. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind this action if any developments reveal additional information that might have affected the Commission's decision. The next evaluation visit is scheduled for 2031-2032.
- November 21, 2024** To acknowledge receipt of the supplemental information report requested by the Commission action of April 29, 2024. The next evaluation visit is scheduled for 2031-2032.
- June 27, 2024** To acknowledge receipt of the self-study report. To note the on-site evaluation visit by the Commission's representatives to the main campus at 4400 Massachusetts Avenue NW, Washington, DC 20016 on April 14-17, 2024. To note the following additional location was visited: 2202 Calypso Street, Dallas, TX 75212. To reaffirm accreditation. The next evaluation visit is scheduled for 2031-2032.
- April 29, 2024** Staff acted on behalf of the Commission to request a supplemental information report, due May 27, 2024, that provides additional information on Standard II:

Ethics and Integrity and Standard VI: Planning, Resources, and Institutional Improvement. To note the evaluation visit has occurred and will be acted upon by the Commission at the June meeting.

January 4, 2024

To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 3950 Chesapeake St. N.W. Washington, D.C. 20016 that ceased operations effective May 9, 2017. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind this action if any developments reveal additional information that might have affected the Commission's decision. The next evaluation visit is scheduled for 2023-2024.

October 31, 2023

To rescind the substantive change action of January 3, 2023 to include within the institution's scope of accreditation the establishment of an additional location at 4701 North Charles Street, Baltimore, MD 21210. To note that the institution decided not to implement the substantive change. The action to rescind a substantive change request is not an adverse action; therefore, it is not subject to appeal. The next evaluation visit is scheduled for 2023-2024.

April 27, 2023

To acknowledge receipt of the substantive change request. To rescind the substantive change action of February 17, 2022, for inclusion of the additional location at 1305 North Center Street, Arlington, TX 76011 in the institution's scope of accreditation because the change was not implemented within one calendar year. The action to rescind a substantive change request is not an adverse action, therefore, it is not subject to appeal.

April 27, 2023

To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 1845 East Northgate Drive, Irving, TX 75062 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2023-2024.

January 3, 2023

To acknowledge receipt of the substantive change request. To include the additional location at 4701 North Charles Street, Baltimore, MD 21210 within the institution's scope of accreditation. To note that written evidence of necessary approvals has been provided. To require immediate notification when instruction commences at the additional location. To note that the Commission reserves the right to rescind approval of this substantive change if the requested

substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2023-2024.

February 17, 2022

To acknowledge receipt of the substantive change request. To include the additional location at 1305 North Center Street, Arlington, Texas 76011 within the institution's scope of accreditation. To require written evidence of approvals from the Texas Higher Education Coordinating Board. To require immediate notification when instruction commences at the additional location. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2023-2024.

February 17, 2022

To acknowledge receipt of the substantive change request. To include the additional location 1845 E. Northgate Drive, Irving, Texas 75062 within the institution's scope of accreditation. To require written evidence of approvals from the Texas Higher Education Coordinating Board. To require immediate notification when instruction commences at the additional location. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action.

February 17, 2022

To acknowledge receipt of the substantive change request. To include the additional location at 2500 Hillen Road, Baltimore, MD 21218 within the institution's scope of accreditation. To note that the Commission reserves the right to rescind this action if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action. To require immediate notification when instruction commences at the additional location.

February 17, 2022

To acknowledge receipt of the substantive change request. To include the additional location at 2202 Calypso Street, Dallas, Texas 75212 within the institution's scope of accreditation. To require written evidence of approvals from the Texas Higher Education Coordinating Board. To require immediate notification when instruction commences at the additional location. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action.

March 4, 2021

To note that the Mid-Point Peer Review has been conducted and no further evidence is required at this time. The next evaluation visit is scheduled for 2023-2024.

- October 29, 2020** To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Corciano, Italy that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2023-2024.
- October 29, 2020** To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 4121 Wilson Blvd, Arlington, VA 22203 that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action.
- October 29, 2020** To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 8250 Jones Branch Drive, McLean, VA 22102 that has ceased operations. To remove the additional location from the institution's scope of accreditation. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action.
- August 28, 2017** To acknowledge receipt of the substantive change request. To include the contractual arrangement with Ritsumeikan University, College of International Relations, 56-1 Toji-in, Kitamachi, Kita-ku Kyoto, 603-8577 Japan. The next evaluation visit is scheduled for 2023-2024.
- June 26, 2014** To reaffirm accreditation and to commend the institution for the quality of its self-study report and process. The Periodic Review Report is due June 1, 2019.
- July 1, 2013** To acknowledge receipt of the substantive change request. To approve the reclassification of the instructional site at Freddie Mac, 8250 Jones Branch Drive, McLean, VA 22102 as an additional location and to include the location

within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2013-2014.

November 19, 2009

To accept the Periodic Review Report, to reaffirm accreditation, and to commend the institution for the quality of the report and the periodic review process. The next evaluation visit is scheduled for 2013-2014.

Information about the Middle States Commission on Higher Education

The Middle States Commission on Higher Education (MSCHE) is a global institutional accreditor recognized since 1952 by the United States Secretary of Education. As an institutional accreditor and member of the regulatory triad, MSCHE assures students and the public of the educational quality for its over 500 institutions of higher education.

MSCHE accreditation applies to an institution as a whole rather than the specific programs within an institution. MSCHE does not approve or accredit individual programs. Each institution is regularly and consistently evaluated and monitored in accordance with the Commission's policies and procedures.

An institution maintains its accreditation unless it is voluntarily surrendered, whether through institutional closure or otherwise, or it is denied or withdrawn by the Commission. For more information, visit [msche.org](https://www.msche.org).

TAB 4

STATE OF MARYLAND
Department of Assessments and Taxation

I, BOB YEAGER OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF THE STATE OF MARYLAND, DO HEREBY CERTIFY THAT THE DEPARTMENT, BY LAWS OF THE STATE, IS THE CUSTODIAN OF THE RECORDS OF THIS STATE RELATING TO THE FORFEITURE OR SUSPENSION OF CORPORATE CHARTERS, OR THE RIGHTS OF CORPORATIONS TO TRANSACT BUSINESS IN THIS STATE AND THAT I AM THE PROPER OFFICER TO EXECUTE THIS CERTIFICATE.

I FURTHER CERTIFY THAT THE AMERICAN UNIVERSITY (F00622050) , QUALIFIED APRIL 08, 1976, IS A CORPORATION DULY INCORPORATED AND EXISTING UNDER AND BY VIRTUE OF THE LAWS OF THE STATE OF DISTRICT OF COLUMBIA AND THE CORPORATION HAS FILED ALL ANNUAL REPORTS REQUIRED, HAS NO OUTSTANDING LATE FILING PENALTIES ON THOSE REPORTS, AND HAS A RESIDENT AGENT. THEREFORE, THE CORPORATION IS AT THE TIME OF THIS CERTIFICATE IN GOOD STANDING WITH THIS DEPARTMENT AND DULY AUTHORIZED TO EXERCISE ALL THE POWERS RECITED IN ITS CHARTER OR CERTIFICATE OF INCORPORATION, AND TO TRANSACT INTERSTATE, INTRASTATE AND FOREIGN BUSINESS IN MARYLAND.

IN WITNESS WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY SIGNATURE AND AFFIXED THE SEAL OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF MARYLAND AT BALTIMORE ON THIS JANUARY 14, 2026.



Bob Yeager
Director



700 East Pratt Street, 2nd Flr, Ste 2700, Baltimore, Maryland 21202
Telephone Baltimore Metro (410) 767-1344 / Outside Baltimore Metro (888) 246-5941
MRS (Maryland Relay Service) (800) 735-2258 TT/Voice

Online Certificate Authentication Code: qQgocfq85EGW86zTpjUJBw
To verify the Authentication Code, visit <http://dat.maryland.gov/verify>

Department ID Number: F00622050

Business Name:

THE AMERICAN UNIVERSITY

Principal Office: MASSACHUSETTS & NEBRASKA AVES.
WASHINGTON DC 20016

Resident Agent:

CSC-LAWYERS INCORPORATING SERVICE
COMPANY
7 ST. PAUL STREET
SUITE 820
BALTIMORE MD 21202-2264

Status: INCORPORATED

Good Standing:

THIS BUSINESS IS IN GOOD STANDING

Business Type: FOREIGN CORPORATION

Business Code: 04 ORDINARY BUSINESS - NON-STOCK

Date of Formation/ Registration: 04/08/1976

State of Formation: DC

Stock Status: NONSTOCK

Close Status: N/A

TAB 5

TAB 6




AMERICAN UNIVERSITY

W A S H I N G T O N D C

MEMORANDUM

To: Maryland Higher Education Commission

From: Bronté Bureigh-Jones, CFO, Vice President and Treasurer 

Date: July 15, 2025

Re: Maryland Physical Presence Application: Resolution of Financial Solvency

This memo is written to inform you that the American University Board of Trustees approved its FY26 Budget on May 16, 2025, thereby confirming and providing documentation of American University's financial solvency through at least June 30, 2026. Enclosed please find the accompanying documentation of the board resolution.

We understand that this documentation is needed as part of the School of Education's (SoE) renewal for physical presence in the state of Maryland.

American University and City Teaching Alliance are currently partnered to meet Baltimore City Public Schools' unique staffing needs as a vital aspect of its strategic talent plan. This partnership includes City Teaching Alliance participants completing the Masters-of-Arts in Teaching (MAT) degree at SoE. As part of City Teaching Alliance's residency model, participants complete coursework in Baltimore.

Background on City Teaching Alliance. City Teaching Alliance is a teacher residency program that offers high-need schools a supply of effective teachers who not only receive a master's degree but also coaching after becoming a teacher-of-record. Aligned with SoE's vision and mission to supply urban districts with highly prepared and diverse teachers, City Teaching Alliance has a strong record of recruiting, training, and retaining hundreds of individuals to become lifelong teachers - particularly in geographies and classrooms with predominantly high-need students. The AU SoE City Teaching Alliance partnership began in Summer 2022.

For more information about City Teaching Alliance, see the link [here](#).

AMERICAN UNIVERSITY
Washington, D.C. 20016

BOARD OF TRUSTEES

May 16, 2025

**Authorization of a One Year Operating Budget for
Fiscal Year 2026**

Resolution

BE IT RESOLVED, that the Board of Trustees, after due consideration and upon the recommendation of the President of the University, adopts the following resolution.

BE IT RESOLVED, that the annual operating budget for FY 2026 shall be \$834.6 million and balanced.

Approved by the Board of Trustees

Filed by: _____

Traevena L. Byrd
Secretary, Board of Trustees

TAB 7

Supporting Documentation 6. Advertisements –

N/A No Change

Master of Arts in Teaching (MAT)



City Teaching Alliance

	Benefits of Our Program
1 - Multiple Locations	Complete your degree in DC, Philadelphia, Baltimore, or Dallas!
2 - An MAT Plus Two High-value Teaching Certifications	Students will earn certifications in elementary education, secondary English language arts, or secondary math . Additionally, each participant receives a secondary certification in special education, preparing them to meet the needs of all students they teach. Participants in the Dallas cohort will receive a third certification in English as a Second Language .
3 - Lower Tuition Cost	City Teaching Alliance fellows pay \$1,366 per credit*, compared to the traditional \$2,080 per credit graduate student rate for the 2025/26 Academic Year. <i>*This is the rate for Cohort 2025.</i>
4 - 85 Hours of Individual Coaching	A dedicated City Teaching Alliance coach will provide support to accelerate your effectiveness in your first year and assist during your second and third years as the leader in your own classroom.
5 - Graduate Faster	With our accelerated course sequencing, complete your master's degree in only five semesters!

Financial Aid and FAFSA

Financial award packages will be sent by the Office of Financial Aid within 10 business days of receiving your **completed** FAFSA. AU's FAFSA code is **001434**.

Note: All aid given to students by FAFSA or AU is optional. Students can choose to accept or decline.

YOUR AMERICAN UNIVERSITY SUPPORT TEAM



Dr. Sherita Flake

Senior Professorial Lecturer, CTA Program Director
(202) 885-8218

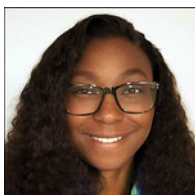
flake@american.edu



Almosa Pirela

Graduate Program Coordinator, DC and Baltimore
(202) 885-3720

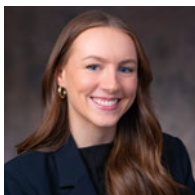
apirela@american.edu



Kashena Crenshaw

Graduate Program Coordinator, Dallas and Philadelphia
(202) 885- 3710

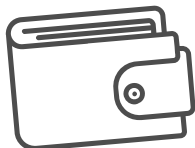
kcrenshaw@american.edu



Emma LaPrade

Acting Director of Academic Enrollment and Admissions
(202) 885-3761

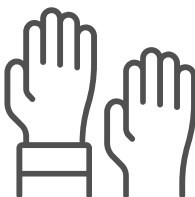
laprade@american.edu



Financial Aid Office

(202) 885-6500

FinancialAid@american.edu



General Information

SOEAdmissions@american.edu

STEPS TO APPLY



↳ **Start the Online Application:**

[Click here](#) to upload a copy of your resume and answer the two prompts to submit your application.

↳ **Meet with a Recruiter:**

Meet with a recruiter before pressing submit on your application to gain a better understanding of what it means to join the alliance.

↳ **Submit Application Materials:**

Submit a copy of your undergraduate transcripts and two recommenders before the final interview.

↳ **Click here to learn more about City Teaching Alliance through a short video!**

↳ **Final Interview:**

Participate in a 90-minute virtual interview and deliver a mock teaching lesson to your interviewers



APPLY TODAY



Aspiring educators with a bachelor's degree

who want to pursue a master's at American University through the City Teaching Alliance must apply to City Teaching Alliance via the online application. We're looking for emerging teachers who are ready to learn, grow, and lead alongside the communities we serve.

Our strongest applicants are:

- Driven by purpose. You're committed to a career in public education and believe every child deserves an excellent, caring, and well-prepared teacher.
- Equity-minded and student-centered. You're committed to helping students succeed and ensuring every learner has access to fair, supportive, and high-quality instruction.
- Inspired by young people. You're energized by working with public school students and building meaningful relationships with families and communities.
- Academically prepared. You bring a strong academic foundation, including a minimum undergraduate GPA of 2.75.
- Eager to learn and grow. You're coachable, reflective, and ready to develop into the transformational educator our future leaders deserve.
- Values-aligned. You believe in the mission, values, and Signature Approach of City Teaching Alliance and are ready to commit to the work ahead



WHAT KIND OF EDUCATOR WILL YOU BE THIS FALL?

At City Teaching Alliance, we are redefining what it means to be an excellent teacher.



Jazz Jordan, 2nd grade teacher
Cohort 2018, Baltimore



GIVING STUDENTS MIRRORS AND TELESCOPES

Step into your role as a transformative educator with City Teaching Alliance. Our Signature 2x2 residency-style model gives you two years of hands-on training and two years of ongoing support. You'll deepen your impact and ensure every student receives the **high-quality education they deserve.**



SCAN TO LEARN MORE

AS AN EDUCATOR, YOU WILL:

- ✓ Grow under the **mentorship** of a master teacher during year one
- ✓ Earn up to **\$70,800** by your second year and dual-certification
- ✓ **Master of Arts in Teaching**, through our partnership with American University
- ✓ Receive **80+ hours of real-time coaching** from experienced advisors
- ✓ **Choose your location:** Baltimore and Central Maryland, Greater DC Metro, Philly, or Dallas



EARN MORE THAN A MASTER'S DEGREE WITH CITY TEACHING ALLIANCE



OUR APPROACH

American University has a proven commitment to serving children in urban public schools and is institutionally aligned with the City Teaching Alliance's teaching methods and pedagogy.

Founded in 2019, the new American University School of Education is on the leading edge of teacher preparation with a unique approach emphasizing action, partnership, and local impact in one of our four regions: Baltimore and Central Maryland, Dallas, Greater DC Metro, and Philadelphia.

WITH CITY TEACHING ALLIANCE YOU WILL GET:

- Master's in Teaching -
- Paid Year One Stipend -
- 80+ hours of 1:1 Coaching -
- Dual Certification -



SCAN THE QR CODE FOR MORE INFO ON
CITY TEACHING ALLIANCE & AMERICAN UNIVERSITY

cityteachingalliance.org/apply

APPLICATION TIMELINE

1. ONLINE APP

Upload a copy of your resume and answer the two prompts to submit your application!

3. SUBMIT MATERIALS

All applicants must submit a copy of their undergraduate transcripts and two recommenders.

2. PHONE INTERVIEW

Select applicants advance directly to the final interview, while some will have a supplemental phone interview.

4. FINAL INTERVIEW

Participate in a 90-minute virtual interview with members of the City Teaching Alliance community.

BEFORE YOU PRESS SUBMIT!



Schedule a 1-1 meeting with a recruiter. Candidates who meet with a recruiter are more likely to advance to the final interview.



Know your WHY! Having this will help you give the strongest short-answer responses.



Familiarize yourself with our mission and program details.



Be sure to fully answer all parts of the short-answer responses.



Give yourself time to proofread your responses and check for clarity.

CORE COMPETENCIES

→ Commitment to City Teaching Alliance's mission

→ Learning Continuously Improving

→ Valuing Students and Communities

→ Adaptability and Perseverance

→ Relationship Building

→ Workplace Excellence



City Teaching Alliance - Master of Arts in Teaching

City Teaching Alliance Partnership for Teacher Preparation/MAT Partnership

The Baker School of Education at American University is proud to partner with [City Teaching Alliance](#) to deliver a one-of-kind teacher preparation experience resulting in a Master of Arts in Teaching (MAT).



The City Teaching Alliance's mission is to **improve the educational and life outcomes of children in urban schools** by preparing culturally competent, effective career teachers who accelerate student achievement and disrupt systems of racial and socioeconomic inequity. To learn more about their commitment to publicly educated students click [here](#).

Since its founding in 2010, City Teaching Alliance (formerly Urban Teachers) has welcomed more than 2,700 aspiring teachers who have taught 404,000 students in Baltimore, Dallas, DC, and Philadelphia. More than 90 percent of principals reported that first-year teachers hired from the City Teaching Alliance program were well-prepared for the classroom, and 85% of educators competing this program are still in education.

The City Teaching Alliance Advantage

As an aspiring teacher in the City Teaching Alliance teacher certification and development program, you will earn a Master of Arts in Teaching (MAT) from American University and become a teacher in Baltimore, Dallas, DC, or Philadelphia. City Teaching Alliance faculty have years of high-quality classroom teaching experience and are uniquely equipped to provide you with a meaningful learning experience. Coursework in this program will give you the knowledge and theoretical foundation you need while also giving you plenty of opportunities for hands-on practice to apply your learning. You will also receive support from a dedicated City Teaching Alliance coach whose goal is to accelerate your effectiveness in your first year as a resident teacher and during your first two years as the leader in your own classroom.

Exclusive to American University, students who choose the City Teaching Alliance program will earn certifications in elementary education, secondary English language arts, or secondary math. Additionally, each participant receives a special education teaching license, preparing them to

meet the needs of all students they teach. Participants in the Dallas cohort are also certified in English as a Second Language. Participants in Maryland will be educated virtually beginning in the summer of 2026.

City Teaching Alliance's teams on the ground in our partner cities are composed of former educators and invested local leaders who have deep knowledge of the local educational and cultural landscape. They work with you to find a quality school placement, and are fully accessible to support you with every detail of your transition into our program from placement support to housing and relocation.

Apply Here! (<https://cityteachingalliance.org/apply/>)

City Teaching Alliance Participant Benefits

- A residency year stipend to support living expenses
- Full-time teaching salary starting in year two
- 85 hours of individualized coaching
- Learning opportunities within a community of fellow aspiring teachers who are also committed to accelerating student achievement and disrupting systems of inequity
- Transitional assistance to support relocation expenses
- Scholarship and financial aid opportunities through AmeriCorps, UNCF, and the Teacher Education Assistance for College and Higher Education Grants Program
- A master's degree and two high-value teaching certifications

The City Teaching Alliance Experience

Year One

—

Year One – Learning to Lead as a Resident Teacher

In your first year you will be assigned to a host teacher's classroom in one of our 315 partner schools across four cities. As a student, you will work beside an experienced teacher while receiving individualized coaching from American University faculty and City Teaching Alliance expert coaches. In this resident year, you'll practice leading lessons, rehearsing classroom management techniques, and performing one-on-one interventions. Graduate coursework takes place in the evening, at the conclusion of the school day.

Year Two

Now, you lead your very own classroom as a full-time teacher and a City Teaching Alliance Fellow. While you complete your final year of master's coursework, you hone your teaching practice with the support of dedicated faculty and coaches.

Year Three

With the endorsement of City Teaching Alliance, you will earn two state teaching certifications while coaches continue to support your growth as a classroom instructor.

Year Four

You are now equipped with the tools and resources needed to excel in a lifelong education career. In this final year as a City Teaching Alliance Fellow, you are encouraged to pursue leadership opportunities within your respective school communities.

Applying to City Teaching Alliance

Do you see yourself positively impacting the lives of deserving public school students?

Aspiring teachers who have earned a bachelor's degree and wish to enroll in American University through the City Teaching Alliance program must first submit an application to City Teaching Alliance. The best applicants are:

- Committed to a career in public education
- Committed to accelerating student achievement and disrupting systems of racial, gender, and socioeconomic inequity

- Eager to work with public school students
- A strong student with a minimum undergraduate GPA of 2.5
- A coachable team player prepared to become the teacher our future leaders deserve
- Aligned with the mission and values of City Teaching Alliance
- Eligible - any of the following may apply: a US citizen, permanent resident, or DACA recipient.

Apply Here! (<https://cityteachingalliance.org/apply/>)

Questions?

- Dallas and Philadelphia students may [email Kashena Crenshaw](mailto:kcrenshaw@american.edu) (<mailto:kcrenshaw@american.edu>) with any questions or concerns.
- Washington, DC, and Baltimore students may [email Almosa Pirela](mailto:apirela@american.edu) (<mailto:apirela@american.edu>) with any questions or concerns.

Latest News



AU's Baker School and City Teaching Alliance are excited to announce that Sherita Flake joined the Baker faculty as the City Teaching Alliance Program Liaison. As the first faculty hired for the City Teaching Alliance Master of Arts in Teaching program at the Baker School, Flake brings a longstanding commitment to urban education in practice, scholarship on the Black STEM teacher pipeline, tireless devotion to ensuring success for Black and Brown students, and experience as an City Teaching Alliance Clinical Faculty of Mathematics at Johns Hopkins University for the past several years.

4400 Massachusetts Avenue, NW
Washington, DC 20016

(202) 885-1000 [Contact Us \(/contact-au.cfm\)](/contact-au.cfm) [Visit AU \(/about/visiting-campus.cfm\)](/about/visiting-campus.cfm)

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[Disclosure \(/disclosure/\)](/disclosure/) [EEO \(/eeo/\)](/eeo/)

[Title IX \(/policies/au-community/title-ix-sexual-harassment-policy.cfm\)](/policies/au-community/title-ix-sexual-harassment-policy.cfm)

<http://www.american.edu/>



The American University

Incorporated by Act of Congress of the United States of America 1893
By authority of the Board of Trustees and on the recommendation of
the Faculty of The School of Education

hereby confers upon



the Degree

Master of Arts in Teaching
Elementary and Special Education

With all rights, privileges, responsibilities, and honors thereto

In witness whereof the Seal of the University and the signatures
of duly authorized officers are affixed to this diploma

Washington, District of Columbia
United States of America

May Eleventh, Two Thousand Twenty-Five

Lisa P. Adams
Chair of the Board of Trustees



Jonathan R. Alger
President of the University



The American University

Incorporated by Act of Congress of the United States of America 1893
By authority of the Board of Trustees and on the recommendation of
the Faculty of The School of Education

hereby confers upon



the Degree

Master of Arts in Teaching
Secondary Language Arts and Special Education

With all rights, privileges, responsibilities, and honors thereto

In witness whereof the Seal of the University and the signatures
of duly authorized officers are affixed to this diploma

Washington, District of Columbia
United States of America

May Eleventh, Two Thousand Twenty-Five

Lisa P. Adams
Chair of the Board of Trustees



Jonathan R. Alger
President of the University

The American University

Incorporated by Act of Congress of the United States of America 1893
By authority of the Board of Trustees and on the recommendation of
the Faculty of The School of Education

hereby confers upon



the Degree

Master of Arts in Teaching
Secondary Math and Special Education

With all rights, privileges, responsibilities, and honors thereto

In witness whereof the Seal of the University and the signatures
of duly authorized officers are affixed to this diploma

Washington, District of Columbia
United States of America

May Eleventh, Two Thousand Twenty-Five

Leia P. Adams
Chair of the Board of Trustees



Jonathan R. Alger
President of the University

TAB 8

Student Enrollment Data Form

Out-of-State Degree Granting Institutions Operating in Maryland

Institution: American University

Location: Baltimore, MD

Unduplicated Headcount at this location for the past academic year: September 1, 2024 to May 31, 2025

Person Completing the Student Enrollment Data Form: Sherita Flake Telephone: 202.885.8218 Email: flake@american.edu

County/Jurisdiction	Full-Time Undergraduates	Part-Time Undergraduates	Full-Time Graduates	Part-Time Graduates	TOTAL Enrollment
Allegany	0	0	0	0	0
Anne Arundel	0	0	1	0	0
Baltimore County	0	0	4	0	4
Baltimore City	0	0	11	6	17
Calvert	0	0	0	0	0
Caroline	0	0	0	0	0
Carroll	0	0	0	0	0
Cecil	0	0	1	0	1
Charles	0	0	1	0	1
Dorchester	0	0	0	0	0
Frederick	0	0	1	0	1
Garrett	0	0	0	0	0
Harford	0	0	1	0	1
Howard	0	0	2	0	2
Kent	0	0	0	0	0
Montgomery	0	0	1	0	1
Prince George's	0	0	3	1	4
Queen Anne's	0	0	0	0	0
St. Mary's	0	0	0	0	0
Somerset	0	0	0	0	0
Talbot	0	0	0	0	0
Washington	0	0	0	0	0
Wicomico	0	0	1	0	1
Worcester	0	0	0	0	0
Non-Maryland Residents	0	0	16	6	22
TOTALS	0	0	43	13	56

Please utilize a new form per location

Name of Institution: _____ American University _____

Location of Institution: _____ Washington, DC _____

Date Completed: _____ Augst 22, 2025 _____

For each program at this location please provide the Total Student Enrollment and Number of Graduates for the past academic year; September 1, _____ 2024__ to May 31, _____ 2025___. (Please duplicate the form as needed)

Individual Course or Program Major and Award	Full- Time Undergraduates		Part-Time Undergraduates		Full- Time Graduates		Part-Time Graduates		TOTAL Enrollment
	Enrolled	Graduate d	Enrolled	Graduate d	Enrolled	Graduate d	Enrolled	Graduate d	
Elementary Education	0	0	0		23	0	8		31
Secondary English Language Arts	0	0	0	0	15	0	4		19
Secondary Mathematics	0	0	0	0	5	0	1		6
TOTALS:					43		13		56

TAB 9



MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution

Program Title (complete a separate form for each approved program (for each approved site, if applicable)

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16.

Total # of credits required in program

Total # of courses required in Program

List Full-time Faculty (add rows as necessary)

Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program
Gillian DiMuzio	Education	M.S. Reading and Literacy Towson University	8	16
Patrice LaHair	Education	M.A. Teaching (Secondary English) Johns Hopkins University	4	11
Rebecca Stoyanova	Education	M.S. Education Johns Hopkins University	11	14
Shawn Simon	Education	M.S. Instructional Technology Towson University	9	12
Emily Yanisko	Education	Ph.D. Teaching and Learning University of Maryland	5	9
D'Anyia Brezzell	Education	MS in Mathematics Learning & Teaching Drexel University	6	15
Shereen Holmes	Education	Ph.D Education Leadership Arkansas University	1	1
Desmond Rudd	Education	Doctor of Education, Education Policy & Leadership, American University	2	4
Rebecca Lubin	Education	Doctor of Education: Education Leadership & Management, Drexel University	4	4
Kathleen Kennedy	Education	M.Ed. Early Childhood Education, Cambridge MA	1	2
Amy Wendel	Education	Ed.M Elementary Education; Boston University School of Educator	1	2
Golnar Abedin	Education	Ph.D. in Education Leadership & Policy Studies University of Maryland,	2	1
Kristen Watson	Education	Master of Educational Administration; University of North Texas, Dallas, TX	1	2
Alicia Leggett	Education	Specialization: Teaching and Teacher Education; George Mason University,	1	2
Jola Lawal	Education	Masters of Science, Education - Johns Hopkins University	4	5
Shasha Lowe-Anderson	Education	Ph.D., Minority and Urban Education; University of Maryland	2	4
LeeChel Moesch	Education	Master of Secondary Education, University of North Texas, Denton, TX	1	3
Gayle Warmbrodt	Education	Ed. D. Education Administration and Leadership	1	2

Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)

64

List Part-time Faculty (add rows as necessary)

Steven Gorschboth		Masters of Science, Education - Johns Hopkins University	2	3
Nia Ladson		Ed.D Drexel University,	2	3
Calago Hipps		Doctoral Degree	1	3
Eulanda Seals		M.S Curriculum and Instruction Texas A&T	2	5
Emmanuel Taiwo		Ed.D, Johns Hopkins University	1	1
Mora Owens		M.S. Early Childhood Education Wheelock College	1	3
Deepa Srikantaiah		Ed.D University of Maryland-College Park,	1	2
Tijean Harris		MSMD Johns Hopkins University	1	2
Catrish Griffin		MEd University of Maryland-College Park	2	5

Total courses taught by PART- time faculty

13

* % of courses taught by FULL-TIME faculty:

83%

* (# of courses taught by FULL-TIME faculty / total number of courses in program;this MUST exceed 33%)



AMERICAN UNIVERSITY
W A S H I N G T O N , D C

SCHOOL OF EDUCATION

**Faculty – City Teaching Alliance
Job Description**

American University's School of Education is located in Baltimore, MD., a city with committed and innovative urban educators and access to some of the nation's largest and most diverse school districts. The School of Education, with commitments to anti-racism and increasing equitable educational outcomes for students in all learning environments, is a growing school with programs in teacher education, special education, international education, and educational policy and leadership. American University is a private research institution within easy reach of the many centers of government, business, research, and the arts. For more information about American University, visit www.american.edu. Additional information about the School of Education is available at <https://www.american.edu/soe/>.

Through this partnership with City Teaching Alliance, the American University School of Education offers a two-year Master of Arts in Teaching degree that is integrated into a four-year teacher preparation program that results in the degree as well as eligibility for dual certification in a content area and special education. The mission of City Teaching Alliance is to prepare highly effective teachers who significantly accelerate student achievement in the nation's highest-need schools by recruiting outstanding candidates, equipping them with state-of-the-art and research-based pedagogy and professional development, and linking their certification to their demonstration of effective teaching practices and skills. We seek qualified candidates who are deeply committed to antiracism in urban education and with expertise in the Mathematics/ Literacy/ Special Education department.

We are currently hiring one full-time Professorial Lecturer with experience in mathematics/ literacy/ special education education to teach and provide instructional coaching support to early-stage educators in our City Teaching Alliance MAT program in Baltimore, MD. The salary range for this position is \$65,000-\$75,000.

Role:

School of Education faculty who teach in the City Teaching Alliance MAT program have practice-based responsibilities throughout the school year, during the day, and/or in the evenings. With a lens on cultural and clinical relevance, the Professorial Lecturer will perform duties related to:

- Teaching graduate courses (Faculty are on a 3-3-2 load, with 2 course releases for coaching responsibilities).



AMERICAN UNIVERSITY
WASHINGTON, DC

SCHOOL OF EDUCATION

- Providing situated instructional coaching support to participants, i.e. observing, evaluating, and providing written and verbal feedback on instructional practices using instructional practice rubrics.
- Engaging in professional learning.
- Collaborating with colleagues on program and governance responsibilities.
- Working closely with Lead Clinical Faculty, Director of Clinical Faculty, site, and national level City Teaching Alliance staff to provide an excellent program for candidates.

Specific Responsibilities Include:

- Lead coursework by demonstrating high-quality instructional practices, providing ongoing written and verbal feedback, supporting and grading assignments, and utilizing technology.
- Enact culturally responsive instructional coaching practices through goal setting, observing, evaluating, and providing feedback with early-stage educators and collaborate with their mentor/host teachers at the clinical placement.
- Evaluate participant performance in coursework and clinical placement contexts.
- Contribute to the design and innovation of existing and new City Teaching Alliance coursework and coaching activities.
- Reliably rate observed (virtual or in-person) teaching practice using instructional practice rubric(s).
- Maintain appropriate data on all program participants.
- Gather and/or support the maintenance of crucial coursework/clinical placement data for program participants using the established systems & dashboards, e.g. Learning Management Systems, Instructional Coaching platform, etc.
- Contribute to the various professional learning communities within American University, The School of Education, and City Teaching Alliance, e.g. by sharing best practices in program delivery of coursework and/or instructional coaching, contributing to knowledge sharing in collaboration spaces, engaging in and presenting at annual professional learning institutes and site-based meetings, and teaming with others in support of participants.
- Provide ongoing feedback on the quality of curriculum, instructional coaching (i.e. tools, technology, practices), and programmatic support.
- Participate in personal professional growth opportunities in collaboration with other Education faculty and our City Teaching Alliance partners.
- Participate in City Teaching Alliance, School Of Education, and American University service, such as admissions work or on City Teaching Alliance, School Of Education, and/or American University committees.

TAB 10



AMERICAN UNIVERSITY
WASHINGTON, DC

SCHOOL OF EDUCATION

American University / City Teaching Alliance Teach Out Program

In the event that the partnership between American University and City Teaching Alliance is dissolved, AU will enact the following teach-out plan. Since the MAT: City Teaching Alliance degree is 6 semesters, we would offer American University courses to all current students for the remaining semesters of the cohort. If, after this time, there are still students that need coursework done, we will work with students on an individual basis to provide online course options to finish the MAT.

TAB 11

TAB 12

III. Application 2. Library Resources – N/A No Change

TAB 13

III. Application 2. Student Services – N/A No Change

TAB 14

Students' Rights and Responsibilities

Students are responsible for knowing their rights and responsibilities as defined by the *Academic Integrity Code*. By registering as a student at American University, all students acknowledge their awareness of the *Academic Integrity Code* each semester at the time they acknowledge their awareness of university registration policies.

Following are the responsibilities and rights identified by the code.

Each student is responsible for:

- Pursuing conscientiously the academic objectives which he or she has set.
- Conforming to the regulations of the university and the school or college in which the student is enrolled, and of the classes in which he or she is registered.
- Knowing the requirements for their particular courses regarding such issues as collaborative work, use of study aids, or take home examinations.
- Completing all examinations, tests, written papers and other assignments according to the standards set forth in the Academic Integrity Code.
- Learning the conventions of documentation and acknowledgment of sources required in academic discourse.
- Reporting suspected violations through the faculty member in whose course the alleged violation occurred, if the student wishes to bring forth a charge.

Each student charged with a code violation has the right to:

- Prompt, written notification of any charge brought against the student.
- An impartial review of any charge throughout the adjudication process.
- A preliminary meeting, where the student will be presented with the charge made and the evidence submitted by the faculty member, advised of the procedures including her or his right to a hearing before the code review panel, and given the opportunity to respond.
- Call relevant witnesses to a code review hearing and ask questions of witnesses.
- The standard of proof of "clear and convincing evidence" for any instance of academic dishonesty.

- Appeal to the provost in cases concerning notation to the permanent record (penalties (e) - (g) in .03.C).
- Inspect her or his records of violations of the code.

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Student Academic Grade Grievances Policy

Scope

The Policy on Student Academic Grade Grievances provides a formal process for students to grieve a final grade in an undergraduate or graduate course.

Policy Statement

The purpose of this policy is to provide the American University community with the process for submitting an academic grade grievance. This policy applies only to final course grades. Grades on individual assignments and exams may not be grieved until a final course grade is assigned and only if they impacted the final course grade.

Judgment regarding a student's academic performance in a course is solely the instructor of record's responsibility; disagreement with the instructor's professional judgment about the quality of academic work is not a basis for a grievance.

Students may grieve a grade only if:

- an instructor fails to enter a course grade by 10 (ten) business days after the last day of the semester in which the course was taken;
- there was an error in calculation which had a material impact on the final course grade



- the instructor failed to comply with the syllabus or posted revisions to the syllabus, or other written and established course requirements, or the University discrimination policies, which had a material impact on the final course grade.

Only complaints based on the above criteria are grievable.

For the full Student Academic Grade Grievances Policy, go to:

<https://www.american.edu/policies/students/academic-grade-grievances-policy.cfm>



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(202) 885-1000

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TAB 15

University Policy: Student Academic Grade Grievances Policy

Policy Category: Academic

Subject: The Policy on Student Academic Grade Grievances provides a formal process for students to grieve a final grade in an undergraduate or graduate course.

Office Responsible for Review of this Policy: Office of the Provost

Supplemental Documents: N/A

Related University Policies: Title IX Sexual Harassment Policy, Discrimination and Non-Title IX Sexual Misconduct Policy

I. SCOPE

The Policy on Student Academic Grade Grievances provides a formal process for students to grieve a final grade in an undergraduate or graduate course.

II. POLICY STATEMENT

The purpose of this policy is to provide the American University community with the process for submitting an academic grade grievance. This policy applies only to final course grades. Grades on individual assignments and exams may not be grieved until a final course grade is assigned and only if they impacted the final course grade.

Judgment regarding a student's academic performance in a course is solely the instructor of record's responsibility; disagreement with the instructor's professional judgment about the quality of academic work is not a basis for a grievance.

Students may grieve a grade only if:

- a. an instructor fails to enter a course grade by 10 (ten) business days after the last day of the semester in which the course was taken; or
- b. there was an error in calculation which had a material impact on the final course grade; or
- c. the instructor failed to comply with the syllabus or posted revisions to the syllabus, or other written and established course requirements, or the University discrimination policies, which had a material impact on the final course grade.

Only complaints based on the above criteria are grievable.

III. DEFINITIONS

Instructor unavailable to grade. Instructors are required to evaluate all work and assign grades for each student in their course. If an instructor is unavailable to evaluate a student's work due to illness, death, or other emergency, or has failed to respond in a reasonable time to the Chair's/Division Director's request to enter an outstanding grade, the instructor will be considered unavailable to grade. A determination that an instructor is unavailable should only be made in extraordinary circumstances.

Department Chair or Division Director. The Chair of the department or the Director of the division in which the course or program is offered, or the Dean's designee in the academic unit in which the course is offered

Dean. The Dean of the academic unit in which the course or program is offered. The Dean may choose to appoint the unit's undergraduate or graduate Associate Dean as his or her designee.

IV. POLICY

A. Resolution Process

- i. If a student disputes a course grade, the student must notify the instructor of record within ten (10) business days from the posting of the course grade. Both parties are encouraged to resolve the issue in an informal manner. Instructors must correct grades if they have made an error in calculation.
- ii. If no informal resolution can be reached (which includes a situation where the instructor is unavailable for a discussion), the student may seek the review of the Department Chair or Division Director within the school or college that the course is offered. Such review must be sought no later than five (5) business days after attempts at informal resolution have failed. The student's written grievance must fully describe the nature of the complaint and the informal resolution efforts, and should include any relevant evidence or documentation.
- iii. Upon receipt of the grievance, the Chair/Director will, within ten (10) business days of receipt, notify the instructor of the grievance, consult with the student and the instructor, review any relevant evidence related to the course grade, and enter judgement on the merits of the grade grievance.
 1. If the student alleges that the final course grade resulted from a violation of the University's discrimination policies, the Chair/Director will immediately refer the case to the Assistant Vice President for Equity and Title IX Officer who will review the case in accordance with either the University's Title IX Sexual Harassment Policy and/or Discrimination and Non-Title IX Sexual Misconduct Policy, whichever is applicable.

2. If the instructor has not entered a course grade within ten (10) business days of the end of the semester in which the course was offered, the Chair/Director will direct the instructor to enter a course grade.
 - i If the instructor is unavailable to evaluate the student's work, as defined in Section II, the Chair/Director will consult the academic unit's Associate Dean and designate an instructor within the same department/division to act as the instructor of record and evaluate and grade the student's work. The Associate Dean will provide any necessary documentation to the Office of the Registrar to facilitate the change in instructor of record.
3. If the Chair/Director determines there is no grievable basis, as described in Section I, for the complaint, then the Chair/Director may dismiss the case. The dismissal shall be issued in writing to the student and the instructor.
 - i The student may appeal such a dismissal to the Dean; such an appeal must be in writing and transmitted to the Dean within five (5) business days of the Chair's/Director's written dismissal.
 - ii If, after review of the record, the Dean determines that the complaint is grievable, the Dean will determine the corrective action to be taken, including but not limited to recalculating the grade, and shall issue the decision in writing to the instructor, Chair/Director, and the student. If the Dean determines that the complaint is not grievable, the Dean shall issue the decision in writing to the student, Chair/Director, and instructor. In either case, the Dean's decision is final.
4. If the Chair/Director determines that there is evidence that the grade was computed in error or did not comply with the syllabus or a posted revision to the syllabus, other written and established course requirements, and/or university policy, the Chair/Director will issue a written recommendation for corrective actions, including but not limited to recalculating the grade.
 - i If the student and instructor agree to the proposed corrective action, the process is concluded. The Chair/Director is responsible for ensuring that the corrective action is implemented.
 - ii If either the student or instructor disagree with the Chair's/Director's recommendation for corrective action, either party may appeal in writing to the Dean within five (5) business days of the Chair's/Director's written recommendation.
 - iii The Dean will review all submitted statements and evidence, including the Chair's/Director's recommendation. The Dean may require corrective action or determine that no corrective action is warranted. The Dean's

decision will be issued in writing to the instructor, Chair/Director, and the student. In either case, the Dean's decision is final.

B. *Records*

- i. All records pertaining to a grade grievance case shall be maintained confidentially for a period of three years by the Department/Division in which the grievance occurred.
- ii. The student and instructor involved shall be given reasonable access to the case file before, during, and after the proceeding.

V. **EFFECTIVE DATE AND REVISIONS:**

This Policy is effective September 14, 2016.

This Policy was reviewed or revised August 31, 2020.

TAB 16

