

EDUCATIONAL PLAN
OF
GEORGE MASON COLLEGE
OF THE
UNIVERSITY OF VIRGINIA

January 1968

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PREFACE

Long-range educational planning for George Mason College of the University of Virginia began shortly after the General Assembly raised the College to four-year status in March 1966. In June 1966, President Edgar F. Shannon, Jr., appointed a Committee on Educational Planning for George Mason College consisting of the following persons:

Mrs. Zula Mae Bice, School of Nursing
Lester A. Beaurline, Faculty of Arts and Sciences
Dean E. Brundage, Director, Northern Virginia Center,
School of General Studies
Stephen T. Early, Jr., George Mason College
Frank S. Kaulback, Jr., School of Commerce
James J. Kauzlarich, School of Engineering and
Applied Science
Robert C. Krug, George Mason College
Max Levitan, George Mason College
William C. Lowry, School of Education
Eugenie V. Mielczarek, George Mason College
Lorin A. Thompson, Chairman
Joseph L. Vaughan, School of Engineering and
Applied Science
D. Alan Williams, Secretary
Edward Younger, Graduate School of Arts and Sciences

President Shannon asked the Committee "to prepare a long-range plan for the academic program and development for George Mason College. This will include review of the program of the College and future prospects for its development both as a four-year liberal arts college and as an institution offering various kinds of graduate and professional education, as the Committee deems will be necessary to provide adequate educational oppor-

tunities for Northern Virginia and the State as a whole.

The Committee organized in October 1966 and met throughout the fall and winter, submitting its report to President Shannon in April 1967. After receiving and reviewing the report, President Shannon asked Chancellor Lorin Thompson and D. Alan Williams, Assistant Provost of the University, to relate the report to a new Master Development Plan which had for its purpose the translation of the educational goals and the prospective growth of the student body into an appropriate campus design. During the last six months revisions in the educational plan have been made in conjunction with representatives of John Carl Warnecke and Associates, the firm chosen to prepare the Master Development Plan.

The present report makes recommendations for specific academic programs and the academic structure of George Mason College through 1976-1977. General recommendations have been extended through 1985, at which time George Mason College of the University of Virginia will be a regional university.

HISTORY OF THE COLLEGE
The Board of Visitors of the University of
Virginia, in its resolution of 1927, authorized
the establishment of George Mason College to
be a part of the University of Virginia.
The College opened in 1927 as Ball's
College, named for the famous Vir-
ginian patriot and statesman.
The name was changed to George Mason College
in 1937.

GEORGE MASON COLLEGE
OF THE
UNIVERSITY OF VIRGINIA

The College is a part of the University of Virginia,
and the University of Virginia is a public
institution of higher learning.
The College is located on the University of Virginia
campus in Fairfax County, Virginia.
The College is a part of the University of Virginia,
and the University of Virginia is a public
institution of higher learning.

A Regional University
For Northern Virginia

The College is a part of the University of Virginia,
and the University of Virginia is a public
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HISTORY OF THE COLLEGE

In April 1955, the Board of Visitors of the University of Virginia authorized the establishment of George Mason College to serve Northern Virginia. The College opened in 1957 at Bailey's Crossroads as a part of the School of General Studies of the University of Virginia. In 1960 it was named for the famous Virginia statesman, George Mason, and given the status of a Community College of the University of Virginia.

In 1964 the College occupied the first four buildings on the 150 acre site donated by the city of Fairfax. In 1966 four other governments in Northern Virginia, the counties of Arlington and Fairfax, and the cities of Alexandria and Falls Church provided \$3,000,000 to enlarge the site to approximately 600 acres.

In December 1965 the Higher Education Study Commission recommended "to the General Assembly that a four-year State University be established in Northern Virginia." The General Assembly responded at the 1966 session by making the College a four-year degree granting division of the University of Virginia. George Mason College is now a University College of the University of Virginia under the direction of a resident Chancellor.

PURPOSE OF GEORGE MASON COLLEGE

George Mason College, within the scope of its authorized

educational programs and with special attention to the needs of its region of the state and nation, seeks to fulfill the Statement of Institutional Purpose adopted by the Board of Visitors of the University of Virginia on 5 June 1964:

A University is a community of scholars having as its central purpose the enrichment of the human mind by stimulating and sustaining a spirit of free inquiry directed to an understanding of the nature of the universe and man's role in it. This central purpose is served by activities designed:

- (a) To quicken, discipline, and enlarge the intellectual capacities of the members of the University; and
- (b) To record, preserve, and disseminate the results of intellectual inquiry.

The University of Virginia, committed to this central purpose, seeks to achieve its aims through the pursuit of the following goals:

1. To make a living reality in the consciousness and the daily lives of the students and faculty the special historic commitment of the University of Virginia to the character of its members, symbolized in the invitation carved upon its portals to "Enter by this gateway and seek the way of honor, the light of truth, the will to work for men."

2. To give to able undergraduates the highest quality instruction leading to baccalaureate degrees in the arts and in the sciences, not merely by transmitting established skills, and knowledge, but by developing their ability to think, to respond to ideas, and to test hypotheses and interpret human experience anew.

3. To train young men and women for the professions in:

(a) Undergraduate schools and programs leading to degrees in Architecture, City Planning, Commerce, Education, Engineering and Applied Science, and Nursing. (At George Mason College in Commerce, Education, Applied Science, Nursing, and such other fields as time and circumstances warrant.)

(b) Graduate school and graduate professional programs leading to advanced degrees in Arts and Sciences, Architecture and Planning, Business Administration Education, Engineering and Applied Science, Law, and Medicine. (At George Mason College in Arts and Sciences, Education, and such other fields as time and circumstances warrant.)

4. To perform graduate instruction, study, and research directed to the advancement of knowledge, and to make discoveries on the frontiers of knowledge available to student, scholars, and the general public through all appropriate means.

5. To offer various kinds of public service to the Commonwealth of Virginia and the nation through specialized knowledge and research as may be provided by the various special divisions and institutes of the University.

6. To provide programs of continuing education.

7. To cooperate with and assist other colleges and educational institutions, especially in the Commonwealth of Virginia, through the experience, counsel, and facilities of the University, to make the greatest possible contribution to education in the Commonwealth, and beyond its borders.

8. To establish appropriate new programs, schools, and degrees, and to undertake such advanced and special research as the educational requirements of the Commonwealth of Virginia and the nation may indicate.

9. To serve as the intellectual and cultural center of Northern Virginia, especially through special programs, lectures, drama, music, and library services.

THE MISSION OF GEORGE MASON COLLEGE

Specifically, the mission of George Mason College as a division of the University of Virginia is to be a university with strong, active colleges of arts and sciences, substantial graduate and professional programs, and an active research program which is an integral part of the teaching-learning process. George Mason College will be a regional university offering both undergraduate, graduate, and continuing education programs to meet the needs of Northern Virginia and the Commonwealth. It shall pursue those programs which are peculiar to it and avoid unnecessary duplication of efforts by other state institutions. While the College must meet specific demands of the area, the temptations to parochialism will be offset by the great opportunities of a heterogeneous metropolitan population. George Mason College is located in a rapidly growing urban area unserved by other four-year public institutions of higher learning and set alongside the Capital of the United States. This gives the College unlimited opportunities to serve the region, the state, and the nation.

Northern Virginia is the most rapidly growing region in the state. The people have high social mobility and have achieved that mobility primarily through educational attainments. They

have the highest percentage of college degrees, the highest percentage of advanced degrees, and the highest percentage of children going to college of any segment of the Virginia population. Consequently, they expect George Mason College to provide a high quality of collegiate education.

George Mason College will be more than a center of collegiate education, it will provide cultural leadership and a sense of community.

To meet the needs of the region, George Mason College will provide for 5,700 undergraduate and 700 graduate students by 1976-77 and for 10,000 students by 1980. Immediate campus plans will provide for a total of 12,500 students by 1985. In addition, a continuing education program based at the College should reach an additional 10,000 students by 1975-76. See Appendix I.

Imaginative academic leadership, generous support from local and state government, and a creative physical environment must be combined to meet this challenge.

The College has the opportunity to experiment, and within the limits of academic integrity, it shall develop a distinctive academic character.

THE LIBERAL ARTS TRADITION

Fundamental to any successful university is a strong, vibrant

program in the Arts and Sciences, for the Liberal Arts develop the resourcefulness, imagination, initiative, leadership, and ability to solve problems. Training in the Liberal Arts enables students to practice responsible citizenship in a complex and dynamic society and prepares them for the fullest measure of successful living in their chosen fields. George Mason College asserts the proposition that students shall be free to experiment intellectually while acquiring the basic knowledge of the educated man.

The Challenge of Rapid Growth

Underlying the educational philosophy of Thomas Jefferson and the political philosophy of George Mason was a belief in the dignity and worth of the individual. A fundamental concern, indeed the pervasive concern, in contemporary collegiate education is how one can teach and train students in numbers mounting into the thousands while retaining and stimulating individual intellectual initiative central to creative scholarship.

Traditionally, there have been two models for American colleges and universities--the small liberal arts college and the centralized university made up of undergraduate and professional schools. In the small college the emphasis has been on the community of scholars. But in recent years the small coeducational

liberal arts colleges are discovering that the college of 600-800 students is neither as economically feasible, nor as academically sound as they once were. Many of the strongest colleges are making plans to grow to between 1,500-2,000 undergraduates.

In the centralized university, the emphasis has been on the tough-minded academic discipline. The essential strength of the academic department is its ability to transmit a disciplined approach to knowledge, to give to faculty a sense of professional identification, and to serve as the agent for taking students from the broad general education of the early years of undergraduate work to the more advanced work of professional and graduate programs, or the preparation for post-baccalaureate careers. Within the university the component schools and colleges were often rather small in size. Recently, however, under pressures of growing enrollments individual departments are approaching the size of small colleges and the component schools with the thousands of students in each are approaching the size of the university only a generation earlier. They find themselves deeply concerned about internal fragmentation, impersonalization, and a loss of central purpose. This is especially true of institutions in urban areas with a large transient student population.

There is general agreement among educational planners that new public institutions will be large, indeed must be large to

meet legitimate educational needs and to be academically and economically efficient, and they must be controlled to take advantage of their size without losing individual identities for students, faculty, and institutions - this George Mason College proposes to do.

An analysis of the high school student population of Northern Virginia indicates that George Mason College will need to provide for approximately 2,700 students in 1970, 4,900 students in 1973, 6,400 students in 1976, 10,000 students in 1980, and 12,500 students in 1985. An overwhelming number of these students will be undergraduate students in the Arts and Sciences. Not until 1976 will graduate students exceed ten percent of the student population. But by that time the undergraduate population will be 5,700. Moreover, the projected number of students in the last two years of undergraduate work will equal the number in the first two years. This projection recognizes that George Mason College will have a high percentage of transfer students, particularly from the well-established Northern Virginia Community College.

The challenges to George Mason College will be rapid growth in the next ten years, the need for flexibility to meet demands not foreseen, the capability to preserve gains made, and above all the means to retain the individual dimension in the educational process.

GEORGE MASON COLLEGE OF THE UNIVERSITY OF VIRGINIA

Estimated Number of High School Graduates*, Number Entering College anywhere and George Mason Enrollment for Lower Division, Upper Division and Graduate and Total Enrollment 1966-67 to 1976-77.

| | High School Graduates | Entering College | George Mason Lower (Levels) | George Mason Upper | Bachelor's Degrees Awarded | Graduate | Total |
|---------|-----------------------|------------------|-----------------------------|--------------------|----------------------------|----------|-------|
| 1966-67 | 12,300 | 7,630 | 701 | 127 | - | - | 828 |
| 1967-68 | 13,125 | 8,150 | 814 | 376 | 110 | | 1,170 |
| 1968-69 | 13,950 | 8,800 | 1,075 | 555 | 235 | | 1,630 |
| 1969-70 | 14,800 | 9,470 | 1,375 | 701 | 275 | 25 | 2,101 |
| 1970-71 | 15,625 | 10,140 | 1,700 | 945 | 360 | 75 | 2,720 |
| 1971-72 | 16,100 | 10,630 | 1,975 | 1,281 | 500 | 150 | 3,406 |
| 1972-73 | 16,575 | 11,100 | 2,210 | 1,682 | 675 | 250 | 4,142 |
| 1973-74 | 17,050 | 11,570 | 2,437 | 2,063 | 875 | 400 | 4,900 |
| 1974-75 | 17,525 | 12,100 | 2,670 | 2,425 | 1,025 | 550 | 5,660 |
| 1975-76 | 18,000 | 12,500 | 2,875 | 2,840 | 1,200 | 700 | 6,415 |
| 1976-77 | 18,475 | 12,970 | 3,400 | 3,200 | 1,450 | 800 | 7,400 |

Notes - Lower Division enrollments at George Mason based on the following assumptions: Lower division total equals 1st and 2nd years.

1. Ratio of college entrants to high school graduates increased from .61 to .70.
2. Per cent of high school graduates entering George Mason will increase from 3% in 1966 to 9% in 1976.
3. Second year (sophomore) enrollment is equal to 85% of the first year enrollment one year earlier. Upper Division enrollment equals sum of 3rd and 4th years.
4. Third year (junior) enrollment is equal to 65% of the second year enrollment one year earlier plus an increasing percentage of transfers at the beginning of the third year. Transfers increase from 25% of the survivors (65% of the second year enrollment) in 1967 to 100% in 1974.
5. Fourth year (senior) enrollment is 90% of third year (junior) class.

Total number of students, including part-time students, is expected to be from 10 to 15% larger than the above figures.

* Northern Virginia: Alexandria, Arlington, Falls Church, Fairfax City and County, Loudoun, Fauquier, and Prince William.

THE COLLEGES OF GEORGE MASON

George Mason College will be not one Liberal Arts College, but a university of several liberal arts colleges of approximately 2,500 students and 175 faculty members on the same campus. These colleges will be small enough to retain contact among students and faculty, yet large enough to be academically strong and economically efficient, for at about 2,500 students an institution must begin to duplicate its facilities.

Each college shall have its own character and its own general educational program meeting approximately two-thirds to three-fourths of the requirements of its undergraduates.

Each college will have strong elements of the basic academic disciplines in the natural sciences, social sciences, and humanities, although not necessarily all of them. Each college will be free to develop its own emphases within these areas. Students will be given a wide choice of courses essential to an understanding of the basic disciplines. Care will be taken to develop courses which are truly introductory and not superficial surveys or the first courses in an academic specialty.

Interdisciplinary and independent study courses, seminars, and degree programs which cut across traditional departmental course lines shall be encouraged by the various colleges to meet any legitimate request, limited only by the imagination and the availability

of personnel. Such an approach will free students to explore intellectual frontiers under faculty guidance without necessitating the costly proliferation of formal courses and departments.

Programs offered in one college and not offered in another would be open to all students.

Each college would have its own dean and internal administration charged with the responsibility for developing the curricula for that college, and advising and counseling students.

While the faculty of each college would determine its own academic mission and the degree requirements to best fulfill that mission, final faculty authority for approval of those requirements would rest with the University Senate.

The development of cluster colleges will allow each college to consolidate its gains without being faced with the constant pressure to expand; allow for the development of different approaches to the same educational goals; permit the colleges to interact and to challenge each other; to counter the very presence of size and the monumental nature of institutional change, which itself is often the main deterrent to change; and above all keep the personal quality in the educational process.

Each college will have its own distinctive physical characteristics. By growing in planned increments, George Mason College will

facilitate a harmonious relationship between educational and architectural planning. As each college defines its academic goals, consulting architects will design an aesthetic environment most conducive to achieving those goals. Since under any circumstances the institution must be continuously constructing facilities for the next two decades, the college will find it more expedient and economical to plan and construct a group of buildings at the same time rather than constructing each building separately. The latter process frequently leads to educational as well as architectural incongruities.

Projected Timetable for Creating New Colleges:

1969-70: The baccalaureate degree programs in the First College will have matured and attention will be directed toward master's degree programs in those subject fields where sufficient faculty and facilities exist.

During this year a dean for Second College will be appointed. He will spend full time with developing an educational plan in conjunction with a planning architect for that college.

1971-72: Second College will open. At this time total enrollment of George Mason will be 2,700 students.

1972-73: A dean will be appointed and planning for Third College will begin.

1974-75: Second College will graduate its first complete class. Total enrollment will be 5,600. Third College will open.

1976-77: The total capacity of the first three colleges will be 7,500, departments will be at full strength, facilities will be in place for advanced work, and graduate programs will be under way in a number of departments. George Mason College, as a division of the University of Virginia, will at this time be a true regional university and can turn its attention to developing colleges to meet new opportunities and programs.

Physically Each College Will Contain:

Classroom and study facilities sufficient to meet its specific program; faculty offices, research offices and laboratories, and departmental offices for those disciplines which have their main emphasis in that college; dormitories to house approximately forty percent of the ultimate enrollment in that college, dining and social facilities, and informal recreational areas. Large lecture halls, advanced laboratories, and exhibit halls within a given college will be shared and used by other colleges within the university.

Central Facilities at George Mason College will be:

The Library, Administration Building, main Student Union, Fine Arts Center, Educational Communications Center, gymnasiums, and the center for continuing education. These will be located convenient to all the colleges.

THE ACADEMIC DEPARTMENTS

The second basic organization of the university will be the Academic Departments. Departments will be university-wide and include all faculty in that discipline in all the colleges. Faculty members, will in accordance with the dean of each college and the department chairman, hold a dual appointment, one in a college and one in his department. Thus, faculty members will be able to preserve their vital commitments to both teaching and research, to the broad-based community of scholars and to their academic discipline.

Academic Departments would have primary responsibility for developing graduate and professional programs, and determining the standards for major programs within the colleges. The departments will be particularly concerned with graduate programs.

It is to be emphasized that although it is planned to appoint faculty to individual colleges, this cannot be done arbitrarily. Sufficient attention will be given both to the interests of the individual faculty member and to the program of the college. Therefore, no exact breakdown is possible. Ultimate decisions will be made at the time a new college is established, and will in any case have to be reconsidered with each new appointment and change in curriculum.

Again, it should be noted that a faculty member appointed to one college for teaching purposes may have his research and laboratory facilities in another college where the primary research emphasis in his discipline is located. This will be true especially for scientists.

Conversely, an historian of Latin America, for instance, although his departmental offices are in one college, might find his "home" in another college which has a strong program in Spanish literature.

The emphasis will be on providing a balance of broad academic interests within each college rather than intricately worked out distribution of faculty from each department. Therefore, care will be taken to place some departmental offices in the natural sciences, social sciences, and humanities in each college. Small departments, like Classics, would probably have all of its faculty members in one college.

In admitting undergraduate students, George Mason College will attempt insofar as possible to admit students to the college of their own choosing. Consideration will be given to the expressed academic interest of the student and attempt to place him in the college which has a program best-suited to that interest. Since most students, upon entering college, are undecided about their

ultimate degree programs, they can be distributed in nearly equal numbers among the various colleges.

Should a student in one college find that his interests can be met better by transferring to another college, this would be done. However, it is anticipated that most students will find individual college general degree requirements flexible enough to accommodate their changing academic interests.

Schedule of Major Subjects for the Baccalaureate
Degree* by First Year of Award

| <u>Subject</u> | <u>1968</u> | <u>1969</u> | <u>1970</u> | <u>1971</u> | <u>1972</u> | <u>1973</u> | <u>1974</u> | <u>1975</u> |
|----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Astronomy | | | | | ----- | | | |
| Biology | ----- | | | | | | | |
| Business Administration | ----- | | | | | | | |
| Chemistry | | ----- | | | | | | |
| Classics | | | | | | | ----- | |
| Economics | | | ----- | | | | | |
| Education* | ----- | | | | | | | |
| English | ----- | | | | | | | |
| Fine Arts - Art | | | | | ----- | | | |
| Geology & Earth Sciences | | | | | | ----- | | |
| German | | | | ----- | | | | |
| History | ----- | | | | | | | |
| International Relations | | | | | | ----- | | |
| Latin American Studies | | | | ----- | | | | |
| Mathematics | | ----- | | | | | | |
| Non-Western Studies | | | | | | | ----- | |
| Nursing | | | | ----- | | | | |
| Philosophy | | | ----- | | | | | |
| Physics** | | | ----- | | | | | |
| Political Science & Gov't. | | | ----- | | | | | |
| Psychology | | | | | ----- | | | |
| Romance Languages | | | | | | | | |
| French | | | | ----- | | | | |
| Italian | | | | | ----- | | | |
| Spanish | | | | ----- | | | | |
| Russian | | | | | | ----- | | |
| Sociology-Anthropology | | | | ----- | | | | |

* Elementary Education and Courses for Teacher Certification in conjunction with departmental majors.

** Includes Applied Physics, as developed.

The above schedules assume that funds will be available to construct the physical facilities and to provide for the recruitment of appropriate faculty. The introduction of graduate work is not included in the tabulation.

THE GRADUATE PROGRAM

The demand for quality graduate programs in the Northern Virginia area is nearly equal to that for undergraduate programs. The Higher Education Study Commission report clearly shows the need to develop graduate capabilities at George Mason College. The General Assembly, specifically granted authority for George Mason College to confer advanced degrees.

In establishing graduate programs, George Mason College will choose those which meet the needs of the area and which will build upon the strengths of its faculty, students, research facilities, and local resources. In most instances the initial graduate programs will be in the basic arts and sciences. However, George Mason College has a special mission to the region with the challenging problems of the fastest growing urban and suburban population in the nation. As one example, the metropolitan Washington area is a vast laboratory for the study and training of personnel in metropolitan government, urban planning, urban sociology and social psychology, urban land use, and the environmental sciences.

Essential to a strong graduate program will be the building of suitable physical facilities, laboratories, libraries, study facilities, and the recruitment of outstanding teacher-scholars.

The capital-outlay requests submitted to the General Assembly for the 1968-1970, 1970-1972, and 1972-1974 biennia are based upon the experience of other new institutions of the projected size of George Mason. Specific building needs in detail will accompany the Master Campus Plan.

Graduate programs will be the special responsibility of academic departments and shall be coordinated by a dean of graduate studies. All graduate degree programs proposed by the departments will be approved by the University Senate before submission to the Chancellor, the President, the Board of Visitors, and the State Council of Higher Education.

Although graduate students will naturally work closely with their departments, they will also be attached to the college in which their department is located. It is anticipated that, while graduate students will not be as intimately connected to the colleges as the undergraduate students, they will nevertheless, find the colleges stimulating communities drawing them out of the insularity of graduate instruction.

This latter point is particularly important, for George Mason College is intended to be a regional university. A significant part of that mission will be achieved through selective graduate and professional programs. Strong graduate programs are built upon strong

Schedule for Start of Master's Degree Programs

| <u>Subject</u> | <u>1969</u> | <u>1970</u> | <u>1971</u> | <u>1972</u> | <u>1973</u> | <u>1974</u> | <u>1975</u> |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Biology | | ----- | | | | | |
| Business Administration | | | | | ----- | | |
| Chemistry | | | ----- | | | | |
| Economics | | | | ----- | | | |
| Education | | ----- | | | | | |
| English | | | ----- | | | | |
| History | | | ----- | | | | |
| Government | | | | ----- | | | |
| Mathematics | | | | | ----- | | |
| Modern Languages | | | | ----- | | | |
| Physics | | | | | ----- | | |
| Psychology | | | | | | ----- | |

Actual date for introduction of degree programs will be determined by building program, library, and capabilities and interests of the staff.

SCHEDULE FOR START OF MASTER'S DEGREE PROGRAM

| Subject | 1968 | 1970 | 1971 | 1972 | 1973 | 1974 | 1975 |
|-------------------------|------|------|------|------|------|------|------|
| Biology | | | | | | | |
| Business Administration | | | | | | | |
| Chemistry | | | | | | | |
| Economics | | | | | | | |
| Education | | | | | | | |
| English | | | | | | | |
| History | | | | | | | |
| Government | | | | | | | |
| Mathematics | | | | | | | |
| Modern Languages | | | | | | | |
| Physics | | | | | | | |
| Psychology | | | | | | | |

Actual date for introduction of degree program will be determined by building program, library, and capabilities and interests of the staff.

The following table shows the estimated dates for the introduction of the degree program in various subjects. The actual dates may vary due to changes in the program or the availability of staff.

The following table shows the estimated dates for the introduction of the degree program in various subjects. The actual dates may vary due to changes in the program or the availability of staff.

undergraduate departmental foundations. There is a natural, necessary and beneficial overlapping of the undergraduate and graduate programs involving the same faculty, facilities, and at some levels the same students.

Graduate instruction in Education is scheduled to begin in 1970-1971 with the Masters of Education degrees being awarded in 1972. Once the First College reaches maturity, it is planned to offer graduate work in the Arts and Sciences beginning in 1970-71 with the Masters of Arts or Masters of Science degrees being awarded in 1972. At present graduate work can begin in Biology in 1970; English, Chemistry, and History in 1971; Economics, Government, and Modern Languages in 1972. By 1974 most of the other disciplines will be able to offer some graduate work.

PROFESSIONAL PROGRAMS

One of the particular values of the college system proposed is that it can prevent the fragmentation of the academic disciplines into individual professional schools separate from academic departments. Professional schools in American education are in an era of transition from an emphasis on the mastery of technical information to a firm grounding in the basic sciences and principles underlying professional practice. Parallel to this change is a movement away from undergraduate professional schools

beginning with the freshman year to the common first two-year undergraduate program throughout an institution with professional work beginning fully in the third year. George Mason College will adopt these trends as the basis for its institution of professional programs.

Traditionally, professional schools have developed for three reasons: a) to meet specific professional needs--nursing and engineering schools are examples; b) in response to special opportunities which grow to the place where a formal structure is beneficial--schools of government, business, education, and the independent research institute; c) the limitations of departmental structure which forces a legitimate need to be met outside the existing department by the creation of a separate school.

At George Mason College professional programs will be an integral part of the college system. The flexible college system will permit the undergraduate student interested in a professional program to find a college whose requirements are compatible with his needs. The major and graduate professional programs will be developed by departments in the same manner as any other baccalaureate and graduate program. Many and varied are the demands for professional programs. In meeting the needs of the George Mason College shall establish professional programs consonant with its overall goals and capabilities.

BUSINESS

George Mason College created as one of its first baccalau-
reate programs a degree in Business and Public Administration. By
1970 the Business Administration program will become self-contained
and a separate department of Economics and Business Administration
will be established. Both the department and its degree programs
shall be integral parts of the colleges and no separate degree-
granting school is contemplated. A successful Business Administration
program pre-supposes a vigorous economics degree program. When the
undergraduate programs in business and economics are well estab-
lished and fully accredited by the American Association of Col-
legiate Schools of Business, the department will offer graduate
work in business. This is projected as early as 1973.

ENGINEERING

The national enrollment trends in undergraduate engineering
programs are static or declining. George Mason College has a two-
year engineering program for students planning to transfer to
other colleges for completion of their degrees. Outstanding es-
tablished engineering programs exist at the University of Virginia
in Charlottesville, Virginia Polytechnic Institute, and at Vir-
ginia Military Institute, and the promising new programs at Old
Dominion College. There does not appear to be a need for a full

undergraduate engineering program at George Mason College in the foreseeable future. However, the two year program will be continued and in fact its course offerings expanded in order that students can transfer easily into programs at Charlottesville or other institutions. The present second year courses in the four year program in the School of Engineering in Charlottesville will be offered beginning in 1970.

NURSING

The shortage of nurses nationally at a time when the functions of nursing are being expanded is one of the most serious problems in providing proper medical care today. A recent study of nursing personnel in the metropolitan Washington area indicates that the shortage there has already reached critical proportions in both center city and suburban hospitals and there is a note of despair as to where the nurses will come from in the next ten years unless additional training facilities are established. Hospitals in Alexandria and Fairfax have indicated their desire to work with George Mason College and to provide space and personnel for a nursing degree program.

George Mason College is proceeding at once to plan a major in nursing leading to a Bachelor of Science degree. It will coordinate its efforts with those of the School of Nursing in Charlottesville and with the Governor's Study Commission on Nursing.

A student in the nursing program would enroll in one of the colleges with a strong concentration in the Life Sciences, fulfill that college's general degree requirements, and complete her work in the hospital.

As an interim measure the College will offer additional courses in Physiology, Nutrition, and Bacteriology beginning in 1968-69 if staff and student interest warrant. These courses are prerequisite to any nursing major and will permit students to transfer to Charlottesville, or other schools of nursing, pending full operation of a department of nursing education at George Mason College.

The Nursing degree program is scheduled to begin in the 1969-1970 session.

EDUCATION

George Mason College has two advantages which aid its development of good teacher education programs: a) the College is located in an area which includes one of the best school divisions in Virginia, as well as the many educational opportunities in the District of Columbia, schools which will make excellent laboratories for observation and student teaching; b) as a new institution its staff can experiment with new avenues of education at the college level, especially in the application of technology to educational practices.

At the undergraduate level, teacher education will stress a strong general education in the liberal arts and sciences, depth in a teaching field with basic understanding of areas closely related to that field, and adequate preparation in professional courses and laboratory experiences. Students will enroll in the various colleges in the same manner as other students. Faculty of the Department of Education will also hold dual appointments.

The major contribution of George Mason College to teacher education in Northern Virginia will be at the graduate level. The growing emphasis on post-baccalaureate professional training, the need to match experience with professional growth, the demands for graduate education certification by State and area school systems, and the rapid expansion of secondary school facilities all support this observation.

Graduate courses in education fall into three categories:

a) courses in professional education and administration; b) courses in special education in all its ramifications; and c) courses in academic teaching fields. Courses in professional education and administration will begin in 1969-70, with some special education courses offered at the same time, but the true development of graduate programs will depend upon the development of graduate courses in the arts and sciences. Therefore, a full program in

graduate education will begin in 1970. A collateral prerequisite will be the expansion of the library.

In expanding, the graduate education program will complement the healthy development of the graduate program in arts and sciences.

Judicious use will be made of the Northern Virginia Center of the School of General Studies in effecting teacher education programs at this level.

RESEARCH INSTITUTES AND CENTERS

In the physical planning for George Mason College notice is being taken of the fact that public institutions frequently serve as locations for research activities and state bureaus of a quasis-academic nature which best thrive in a university atmosphere. Activities of this nature at the University of Virginia in Charlottesville include the Bureau of Education Research, Bureau of Population and Economic Research, Institute of Government, Institute of Chartered Financial Analysis, Judge Advocate's General School, National Radio Astronomy Observatory, University Press of Virginia, Virginia Business Review, Virginia Division of Forestry, Virginia Division of Mineral Resources, and the Virginia Highway Research Council. It is reasonable to assume that George Mason College will attract similar activities and space should be provided for them.

CONTINUING EDUCATION

In recent years higher education has experienced a multi-faceted growth of continuing education. In the University of Virginia system continuing education has been offered through the various centers of the School of General Studies. The Northern Virginia Center of the School of General Studies has been operating for twenty-five years. George Mason College is an outgrowth of the Center.

There is no doubt of the Center's importance in the community, for in 1965-66 there were 7,300 students in its courses. Predicted growth is for 10,000 students by 1975-76.

The establishment of George Mason College and the Northern Virginia Community College has brought the Center to a point of decision as to what its future will be. Eventually George Mason will absorb most of the Center's activities in formal undergraduate and graduate instruction, and the Northern Virginia Community College is obviating the need for most of its lower division extension courses. Nevertheless, the Center has unlimited opportunities in offering conferences, workshops, seminars, lectures and non-credit informational and short courses. The Center will have the major responsibility for the University of Virginia continuing education programs in Northern Virginia. In the next ten

years it will offer graduate and some undergraduate courses, especially in teacher education, which will supplement and complement courses offered at George Mason College.

The Northern Virginia Center will be moved to the George Mason College campus as soon as possible and a building constructed, for learning is enhanced and made more effective within a university environment in a specially designed facility. The new building will be planned in the next biennium and built during the 1970-72 biennium. The Center will draw the community into the campus and help make maximum use of College resources. It is reasonable to assume that as George Mason College reaches maturity, the Center will be attached administratively to the College.

THE LIBRARY

The intellectual center of any collegiate institution is the library. Symbolically, this has been expressed by placing the library at the center of the campus in a striking physical setting where its presence and meaning are unmistakable.

At George Mason College the development of all academic programs depends on the proper sequence of construction, staffing and collection growth in the library. The present library, handsome as it is, was designed for a two-year college and has a capacity of 50-60,000 volumes, inadequate to the needs of a senior institution.

A new library addition should be in place by 1970 to handle the student and faculty needs of a full-service regional university.

The present collection of 20,000 volumes and 350 periodicals is inadequate for a four year program and its growth rate is too slow to meet minimum needs.

According to guidelines suggested for minimum library collections set down by the American Association of College and Research Libraries, a four year institution should have:

50,000 volumes for the first 600 students
10,000 volumes for each additional 200 students

Therefore, the College with 1128 students should have nearly 80,000 volumes, a figure well above the capacity of the recently dedicated library.

Based upon the AACRL guidelines the Library should have the following holdings:

| | <u>Enrollment</u> | <u>Volumes</u> |
|------|-------------------|----------------|
| 1968 | 1,630 | 100,000 |
| 1970 | 2,701 | 155,000 |
| 1972 | 4,142 | 230,000 |
| 1974 | 5,660 | 300,000 |
| 1975 | 6,415 | 340,000 |

Therefore, the first priority in quality education at George Mason College must be the library. A "crash" construction and acquisition program must be initiated if the College is to reach its potential.

FACULTY FACILITIES

An excellent library and laboratory facilities are indispensable to a vital and alert faculty. Faculty, like students, must have places where they can be accessible to students, individually or in small groups, and where they meet and exchange ideas with each other. But at the same time they must have their places of retreat to read, to write, to do research free from intrusions by students and colleagues alike. Considerable thought is being given to arranging departmental offices, commons rooms, and private offices so that each serves its own function.

EDUCATIONAL TECHNOLOGY

Physical planning will take into consideration the fact that George Mason College will participate in the growing movement away from the traditional lecture method of instruction to individual instruction, tutorials, independent study, and self-instruction of remedial work at all levels. To a large extent this instruction will make use of the latest developments in educational technology. Educational television, teaching machine, recorded lectures, video tape and closed circuit programing in addition to the conventional audio-visual aides will be a part of this instruction. They will enable George Mason College to plan for the fullest utilization of undergraduate education, stimulate student self-education, and

provide the student with greater flexibility in terms of how, when, and where he undertakes his learning tasks.

Present planning envisages a central production and reproducing Special Learning Center with connections to other buildings on the campus. Students in residence can be given access to electronic instructional facilities built into the dormitories while commuting students will have study space with access to carrels linked to the programming centers.

STUDENT UNION

The center for campus-wide student activities will be the Student Union, one of the core buildings. The Union will include space for agencies of the student government, newspaper, literary magazines, extra-curricular organizations, informal and formal lounges, an auditorium, and dining rooms and snack bars. In addition to facilities located in the Student Union, dining and other facilities will also be provided for the individual colleges, once they reach maturity.

HOUSING

George Mason College students will be primarily, though not entirely, commuter students. However, many who start out as commuters will complete their education as resident students, for their parents will have been transferred outside the area. Other

students will want to live at least one or two years away from home as a part of their preparation for adult independence. As the College matures, it will attract students from throughout Virginia and adjoining states.

It is projected that at maturity of the first three colleges, forty percent of the undergraduates will live on or adjacent to the campus. Dormitory and dining facilities for 800-1000 single students will be built in each College. To determine the extent to which residence will be a factor in long-range plans, rooms for 300 men and 300 women will be built by 1970. By the time the Second College goes into operation fuller data on residence facilities requirements will be available.

Space will be set aside for development of a married student housing area. However, at the present time cost factors would indicate that married students will be able to secure apartments in the community at a rate commensurate with institutional building costs.

Two vital aspects of student life are the opportunity for social contact and privacy. A student must have both in large measure. Students need facilities where they can meet, exchange ideas, have "bull" sessions, test the ideas presented in class or just relax. Such meeting places ought to be informal and scattered

throughout the campus. In some instances they ought to be adjacent to and even a part of classroom facilities.

Equally vital for the educational process is privacy. Such places of retreat and privacy are especially important where a large percentage of students will arrive on the campus from a distance and will remain there until they return to their homes, often late in the evening. While these places of retreat may be found throughout the campus, they most properly should be found in the colleges and should include study carrels, small reading rooms, typing rooms, and lounges.

ATHLETICS

The primary thrust of athletics program will be toward physical fitness, sports activities which have a carry over value in adult life, and intramural and club sports. Playing fields and informal recreation areas will be located adjacent to each college where possible.

A physical education complex with a gymnasium for basketball and large crowd activities, handball courts, wrestling, exercise rooms, etc is provided for in a three phase building program across the 1968-70, 1970-72, and 1972-74 biennia. One building in this complex will be used for women's recreation purposes.

Intercollegiate sports programs will arise from intramural and club sports and will be kept consonant with the College's program for academic excellence. Single-purpose athletic facilities with low use and high cost and space demands will not be built on the campus.

CENTRAL ADMINISTRATION

The chief resident administrative officer of George Mason College shall be the Chancellor. There shall be a Vice Chancellor for Academic Affairs, Vice Chancellor for Business and Finance, and a Vice-Chancellor of Student Affairs.

The primary function of the central administration will be to coordinate the efforts of the colleges and departments, determine priorities, and carry on long-range planning. It is proposed by this separation of functions between the deans of the colleges and the departmental chairman on one hand and the central administration on the other to permit the deans and chairman to concentrate their efforts upon instruction, curricula, and faculty activities. Some Central Administration officers will be freed to devote their time to special long-range planning problems as they develop, rather than day-to-day operations.

Of particular concern to the College in its period of rapid physical expansion will be a full staff in the planning department

to work closely with academic and architectural planning in seeing that buildings are in place in proper sequence. The construction of over thirty million dollars worth of buildings in the next decade make it mandatory that George Mason College have a planning staff on the campus in Fairfax.

UNIVERSITY SENATE

The central voice for faculty matters in university policy will be the Senate. Its primary responsibility will be the approval of all degree programs submitted by the colleges and academic departments before they are submitted to the Chancellor, the President, and the Board of Visitors of the University of Virginia for adoption before submission to the State Council of Higher Education.

The Senate also will consider and make recommendation on matters effecting faculty and academic affairs which are brought to its consideration by the faculties of the colleges, the departments, or the central administration.

The awarding of degrees shall be by a Convocation of the General Faculty of George Mason College upon recommendation of the faculties of the individual colleges.

The Senate will be composed of faculty members elected from the colleges and departments in a ratio to be determined at the time of formation, but in a manner to insure representation to all disciplines.

TABLE I

Population of Northern Virginia

Total and College Age (18-21) Population
Estimates of Northern Virginia
1960 - 1985

| <u>Year</u> | <u>Total</u> | <u>18-21</u> |
|-------------|--------------|--------------|
| 1960 | 633,819 | 31,299 |
| 1970 | 954,500 | 62,489 |
| 1980 | 1,235,714 | 81,034 |
| 1985 | 1,420,000 | 84,740 |

Source: Prospective College Age Population in Virginia, 1960-1985
Staff Report #1 - Virginia Higher Education Study Commission.

Educational Level of Northern Virginia Adults

Median Years of School Completed
for Selected Areas of Virginia

| <u>Area</u> | <u>Median Years Completed</u> |
|-----------------------|-------------------------------|
| <u>Virginia</u> | <u>9.9</u> |
| Arlington County | 12.8 |
| Fairfax County | 12.6 |
| Falls Church | 12.8 |
| Alexandria | 12.3 |
| Prince William County | 11.5 |
| Loudoun County | 8.8 |
| Clark County | 8.5 |
| Fauquier County | 8.5 |

1960 - State of Virginia. Number 18-21 = 216,880. Adjusted from
244,677 1960 Census, Total attending College 50,406: 29,679 males
and 20,727 females. Total 18-21 attending college 31,876 or 63.3%
of all persons attending college.

TABLE II
Per Cent of Total Enrollment by
Divisions and Areas of Study*

| Subject | Lower Division | Upper Division | Graduate |
|-----------------------------------|----------------|----------------|----------|
| 1. Fine Arts | 4.00 | 8.5 | 1.0 |
| 2. Physical & Natural Sciences | 18.00 | 17.7 | 17.2 |
| 3. Social Science | 17.0 | 17.5 | 17.5 |
| 4. Psychology | 5.0 | 5.0 | - |
| 5. Education | 1.5 | 14.0 | 19.0 |
| 6. Math & Philosophy | 12.0 | 5.5 | 7.5 |
| 7. English | 16.0 | 7.0 | 6.4 |
| 8. Foreign Language | 12.0 | 4.2 | 2.0 |
| 9. Bus. Admin. | 4.0 | 10.5 | 11.8 |
| 10. Physical Education | 4.0 | 1.5 | .5 |
| 11. Other | 6.5 | 8.6 | 17.0 |
| | 100.0 | 100.0 | 100.0 |

* Based on: Appendix D, Student Enrollment in State Controlled Institutions of Higher Education, SCHEV, 1966-67

TABLE III

Estimates of FTE Enrollment by Subject Groups
Lower, Upper, and Graduate Divisions, 1968-1976
Using Table II as Experience Base

| Subject Area and Year | Lower Division | Upper Division | Graduate | Total |
|--|-------------------|-------------------|----------|-------|
| <u>Natural and Physical Sciences</u> | | | | |
| 1968 | 194 | 98 | | 292 |
| 1970 | 306 | 167 | 13 | 486 |
| 1972 | 399 | 298 | 43 | 740 |
| 1974 | 481 | 429 | 95 | 1005 |
| 1976 | 612 | 556 | 138 | 1306 |
| <u>Fine Arts</u> | | | | |
| 1968 | 43 | 47 | | 90 |
| 1970 | 68 | 80 | | 148 |
| 1972 | 88 | 143 | 3 | 234 |
| 1974 | 107 | 261 | 6 | 374 |
| 1976 | 136 | 272 | 8 | 416 |
| <u>Social Science</u> | | | | |
| 1968 | 183 | 97 | | 280 |
| 1970 | 289 | 165 | 13 | 467 |
| 1972 | 376 | 294 | 44 | 714 |
| 1974 | 454 | 424 | 96 | 974 |
| 1976 | 578 | 560 | 140 | 1278 |
| <u>Psychology</u> | | | | |
| 1968 | 54 | 28 | | 82 |
| 1970 | 85 | 47 | | 132 |
| 1972 | 111 | 84 | | 195 |
| 1974 | 134 | 121 | | 255 |
| 1976 | 170 | 160 | | 330 |

TABLE III (continued)

| Subject Area and Year | Lower Division | Upper Division | Graduate | Total |
|----------------------------|-------------------|-------------------|----------|-------|
| <u>Education</u> | | | | |
| 1968 | 16 | 78 | | 94 |
| 1970 | 26 | 132 | 14 | 172 |
| 1972 | 33 | 235 | 48 | 316 |
| 1974 | 40 | 340 | 105 | 485 |
| 1976 | 51 | 448 | 152 | 651 |
| <u>Mathematics</u> | | | | |
| 1968 | 129 | 31 | | 160 |
| 1970 | 204 | 52 | 6 | 258 |
| 1972 | 265 | 93 | 19 | 377 |
| 1974 | 320 | 133 | 41 | 494 |
| 1976 | 408 | 176 | 60 | 644 |
| <u>English</u> | | | | |
| 1968 | 172 | 39 | | 211 |
| 1970 | 272 | 66 | 5 | 343 |
| 1972 | 353 | 118 | 16 | 487 |
| 1974 | 427 | 170 | 35 | 632 |
| 1976 | 544 | 224 | 51 | 819 |
| <u>Foreign Language</u> | | | | |
| 1968 | 129 | 24 | | 153 |
| 1970 | 204 | 40 | 2 | 246 |
| 1972 | 265 | 71 | 5 | 341 |
| 1974 | 320 | 102 | 11 | 433 |
| 1976 | 408 | 134 | 16 | 558 |
| <u>Bus. Administration</u> | | | | |
| 1968 | 43 | 58 | | 101 |
| 1970 | 68 | 99 | 9 | 176 |
| 1972 | 88 | 177 | 30 | 295 |
| 1974 | 107 | 255 | 65 | 427 |
| 1976 | 136 | 336 | 94 | 566 |
| <u>All Others</u> | | | | |
| 1968 | 113 | 56 | | 169 |
| 1970 | 179 | 95 | 13 | 287 |
| 1972 | 232 | 170 | 44 | 446 |
| 1974 | 280 | 245 | 96 | 621 |
| 1976 | 357 | 323 | 140 | 820 |

TABLE IV

FTE Faculty by Subject Area 1968-1976*
Faculty/Student Ratio 15:1

| | <u>1968</u> | <u>1970</u> | <u>1972</u> | <u>1974</u> | <u>1976</u> |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| Natural and Physical Sciences | 20 | 33 | 50 | 67 | 87 |
| Fine Arts | 6 | 10 | 16 | 25 | 28 |
| Social Science | 19 | 31 | 47 | 65 | 85 |
| Psychology | 5 | 9 | 16 | 17 | 22 |
| Education | 6 | 11 | 21 | 32 | 43 |
| Mathematics | 11 | 17 | 25 | 33 | 43 |
| English | 14 | 23 | 32 | 42 | 55 |
| Foreign Language | 11 | 16 | 23 | 29 | 37 |
| Bus. Administration | 7 | 12 | 20 | 28 | 38 |
| All Others | <u>11</u> | <u>19</u> | <u>30</u> | <u>41</u> | <u>55</u> |
| Totals | 110 | 181 | 270 | 379 | 493 |

* Does not include excluded Faculty-Administrative Personnel.

C. UNIVERSITY OF VIRGINIA - GEORGE MASON COLLEGE

1968-1970 BIENNIUM

| STRUCTURES | STATE FUNDS | STATE FUNDS | TOTAL COST | SQ.FT. AREA |
|--|---------------|---------------|---|---------------------|
| | REQUESTED | NOW AVAILABLE | | |
| | THIS BIENNIUM | AVAILABLE | | |
| 1. Conversion of Classroom Space to Administration Building A (Plan. & Constr.) | \$ 24,000 | \$ 24,000 | \$ 24,000 | 5,080 |
| 2. Arts & Sciences Classroom Building Phase II (Constr.) | \$1,980,100 | \$ 87,163 | \$2,067,263 | 60,000 |
| 3. Student Union Building Plan. & Constr., Ph. I, \$1,325,750 (Plan. Phase II, \$101,250) | \$1,427,000 | | \$1,325,750 Ph. I * (\$2,630,000 Ph. II) | 36,000 (71,000)* |
| 4. Remodeling for Scientific Labs. (Plan. & Constr.) | \$ 207,750 | | \$ 207,750 | 4,300 |
| 5. Addition to Library (Plan. & Constr.) | \$2,075,000 | | \$2,075,000 | 50,000 |
| 6. Gymnasium, Phase I (Plan. & Constr., Ph. I, \$1,858,000) (Plan. Phase II, \$40,500) | \$1,888,500 | | \$1,858,000 Ph. I * (\$ 840,000 Ph. II) | 60,000 (27,000)* |
| 7. Buildings and Grounds Office and Maintenance Building, Phase I (Plan. & Constr., Ph. I, \$260,000) (Plan. Phase II, \$26,400) | \$ 286,400 | | \$ 260,000 Ph. I (\$ 608,000 Ph. II)* | 13,000 (23,400)* |
| 8. Life Science Building (Planning) | \$ 97,100 | | (\$2,600,000)* | (65,000)* |

C. UNIVERSITY OF VIRGINIA - GEORGE MASON COLLEGE (continued)

1968-1970 BIENNIUM

| STRUCTURES | STATE FUNDS REQUESTED | STATE FUNDS NOW AVAILABLE | TOTAL COST | SQ. FT. AREA |
|--|-----------------------|---------------------------|----------------|--------------|
| | THIS BIENNIUM | AVAILABLE | | |
| 9. Education Building (planning) | \$ 59,600 | | (\$1,480,000)* | (40,000)* |
| 10. Professional Classroom Building (Planning) | \$ 59,600 | | (\$1,480,000)* | (40,000)* |
| 11. Dormitory for approximately 300 women (Planning & Constr.) | Bond issue | | \$1,590,000 | 70,000 |
| 12. Dormitory for approximately 300 men (Planning & Constr.) | Bond issue | | \$1,590,000 | 70,000 |
| Sub-Total Structures | \$8,105,050 | \$ 87,163 | \$10,997,763 | 368,380 s.f. |
| <u>LAND & UTILITIES</u> | | | | |
| 1. Outside Utilities (Planning & Constr.) | <u>\$1,564,725</u> | | | |
| Sub-Total Land & Utilities | <u>\$1,564,725</u> | | | |
| TOTAL Structures, Land and Utilities | \$9,669,775 | | | |

*Not Counted This Biennium

C. UNIVERSITY OF VIRGINIA - GEORGE MASON COLLEGE

1970-1972 BIENNIUM

| STRUCTURES | STATE FUNDS | | TOTAL COST | SQ. FT. AREA |
|--|-------------------------|----------------------|--|---------------------|
| | REQUESTED THIS BIENNIUM | PREVIOUSLY REQUESTED | | |
| 1. Student Union, Phase II (Constr.) | \$ 2,528,750 | \$ 101,250 | \$ 2,630,000 | 71,000 |
| 2. Life Sciences Building (Constr.) | \$ 2,502,900 | \$ 97,100 | \$ 2,600,000 | 65,000 |
| 3. Education Building (Constr.) | \$ 1,420,400 | \$ 59,600 | \$ 1,480,000 | 40,000 |
| 4. Professional Classroom Building, Phase I (Constr.) and Professional Classroom Building, Phase II (Planning) | \$ 1,519,400 | \$ 59,600 | \$ 1,480,000 Ph. I * (\$2,470,000 Ph. II) | 40,000 (65,000)* |
| 5. Gymnasium, Phase II (Constr.) | \$ 809,500 | \$ 30,500 | \$ 840,000 | 27,000 |
| 6. Buildings & Grounds Office and Maintenance Building, Phase II (Constr.) | \$ 581,600 | \$ 26,400 | \$ 608,000 | 23,400 |
| 7. Fine Arts Center (Planning) | \$ 133,000 | | (\$3,230,000)* | (85,000)* |
| 8. Physics & Engineering Building Planning | \$ 112,000 | | (\$2,850,000)* | (75,000)* |
| 9. Addition to Administrative Bldg. Planning | \$ 23,700 | | (\$ 525,000)* | (15,000)* |
| Sub-Total Structures | \$ 9,631,250 | \$ 374,450 | \$ 9,638,000 | 266,400 |

C. UNIVERSITY OF VIRGINIA - GEORGE MASON COLLEGE (continued)

1970-1972 BIENNIUM

| | STATE FUNDS REQUESTED THIS BIENNIUM | STATE FUNDS PREVIOUSLY REQUESTED | TOTAL COST | SQ. FT. AREA |
|---|---|--|------------|-----------------|
| <u>LAND & UTILITIES</u> | | | | |
| 1. Outside Utilities (Plan. & Constr.) | \$1,066,400 | | | |
| Sub-Total Land & Utilities | <u>\$1,066,400</u> | | | |
| TOTAL Structures, Land & Utilities | \$10,697,650 | | | |

* Not Counted This Biennium

C. UNIVERSITY OF VIRGINIA - GEORGE MASON COLLEGE

1972-1974 BIENNIUM

| STRUCTURES | STATE FUNDS | STATE FUNDS | TOTAL COST | SQ. FT. AREA |
|--|-------------------------|----------------------|----------------|--------------|
| | REQUESTED THIS BIENNIUM | PREVIOUSLY REQUESTED | | |
| 1. Fine Arts Center, Phase I (Constr.) | \$ 3,097,000 | \$ 133,000 | \$ 3,230,000 | 85,000 |
| 2. Professional Classroom Bldg. Phase II (Constr.) | \$ 2,371,000 | \$ 99,000 | \$ 2,470,000 | 65,000 |
| 3. Physics & Engineering Bldg. (Constr.) | \$ 2,738,000 | \$ 112,000 | \$ 2,850,000 | 75,000 |
| 4. Addition to Administration Bldg. (Constr.) | \$ 501,300 | \$ 23,700 | \$ 525,000 | 15,000 |
| 5. Student Union Bldg., Phase III (Planning) | \$ 75,600 | | (\$1,869,000)* | (50,000)* |
| 6. Gymnasium - Athletic Facilities (Planning) | \$ 73,800 | | (\$1,858,000)* | (60,000)* |
| Sub-Total Structures | \$ 8,856,700 | \$ 367,700 | \$ 9,075,000 | 240,000 s.f. |
| <u>LAND & UTILITIES</u> | | | | |
| 1. Outside Utilities (Plan. & Constr.) | \$ 990,000 | | | |
| Sub-Total Land & Utilities | \$ 990,000 | | | |
| TOTAL Structures, Land & Utilities | \$ 9,846,700 | | | |

*Not Counted This Biennium

