

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences	Business	Education	X
Proposal Submitted By: Victoria Russell and Courtney Clayton		Date Prepared: November 1, 2018		
Course Title: Practicum in Language and Learning Diversity				
Department/discipline and course number*:		EDUC 291		
Prerequisites:		EDUC 206 and EDUC 207; co-requisites EDUC 290 and EDSE 250		

Updated by UCC action 9-19-19

**This course number must be approved by the Office of the Registrar before the proposal is submitted.*

Number of credits:	1	Will this course meet for at least 700 contact minutes for each credit hour proposed? If no, provide a credit hour justification.	YES	X	NO
Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	X	YES

Date of first offering of this new course: FALL SEMESTER, year		2020	
Proposed frequency of offering of the course:		Each semester	
Proposed enrollment limit for the course:		30/section	
List the faculty who will likely teach the course:		Victoria Russell, Courtney Clayton, Melissa Wells, Jennifer Walker	
Are ANY new resources required?	NO	X	Document in attached impact statement

**The earliest the course may be offered is the fall semester of the academic year FOLLOWING the year in which the course proposal is approved.

This new course will be (check all that apply): * This course is part of a proposed foundation sequence of courses in a 4-year teaching licensure program. It would be required for all College of Education students.			
Required in the major	X	Required in the minor	
Elective in the major		Elective in the minor	General Education**

***AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.*

Catalog Description (suggested length – less than 50 words):	
Off-campus experience in a K-12 school setting exploring the teaching and assessment of learners with linguistic and learning differences. Prospective teachers develop observation and reflection skills necessary for meeting the academic and behavioral needs of students in inclusive classrooms.	

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES		NO	X
Course Number and Title of Previous Course		Semester Offered	Enrollment		
CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).					
NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.					

REQUIRED ATTACHMENTS:

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another Department must have a written statement (such as an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval*: Peter S Kelly

Date: 3/07/2019

CCC Chair Approval: Victoria Russell

Date: 3/7/19

***COB and COE proposals approved by the Associate Dean. BEFORE consideration by the UCC, the proposal must**
New Course Proposal Cover Sheet (July 2018)

be approved the two levels noted above. Approval by the UCC and UFC are noted on the proposal “status history” at the UCC web site.

Rationale Statement:

The College of Education was charged with creating 4-year teaching licensure pathways in response to laws passed by the General Assembly in Spring 2018 to alleviate critical teacher shortages in Virginia. The *ad hoc* committee undertaking the task created a 7-course foundation sequence of coursework to be shared by all licensure pathways offered by the College of Education. Two courses focused on the specific needs of diverse learners, specifically students with disabilities (EDSE 250) and students who are English language learners (EDUC 290), were designed to be taken concurrently. Each course would benefit from a field-based experience in a K-12 school setting to support development of prospective teachers' observation and reflection skills unique to each population of students. However, securing approximately 120 individual school placements each semester that contain a sufficient number of students with disabilities AND English language learning needs is difficult in this region for several reasons:

- The current teacher shortage in special education and ELL has resulted in a significant number of teachers with provisional licenses teaching in neighboring school systems. Mentors to pre-service teachers must be fully licensed in their areas of expertise.
- Classrooms with qualified mentors must also be accessed for more advanced COE coursework focusing directly on methods and instructional design. Mentors can only take on a small number of our students for support at any given time.
- Concentrations of K-12 students with diverse learning needs are not the same across school system communities. If a field experience were tied to just EDUC 290 or EDSE 250, it would not be possible to schedule practicum in one school for a single COE student. Juggling multiple practicum sites is a time and financial burden for many COE students.

This proposed, 1-credit practicum course is designed to address the course objectives of EDUC 290 and EDSE 250 that students would take concurrently. Assignments tied to the practicum are interdisciplinary and aligned to objectives shared between the two courses. COE's Director of Clinical Experiences supports the 'floating practicum' design because it would allow us to assign teams of students to schools where diverse learning needs are met without overburdening individual mentors or classrooms.

Credit Hour Justification:

The one credit hour is based on "lab hours", which are equal to approximately 30 hours for a 1-credit course. Students will be spending a total of 30 hours in a classroom over the course of the semester as a lab experience.

Impact Statement:

This new course would have no impact on existing UMW resources because current resources are sufficient to meet the course's needs, including qualified mentor teachers to oversee the field experience and qualified faculty to evaluate student work.

Core Syllabus
EDUC 291: Practicum in Language and Learning Diversity
Semester/Year
Class Days/Times
Class Location

Instructor:
Office:
Office Phone:
Office Hours:
Email:

Mission

The University of Mary Washington's College of Education is committed to guiding all candidates through a transformative experience by which they become skilled, reflective and responsive practitioners well prepared to meet 21st century challenges.

The College of Education of the University of Mary Washington prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs. In upholding the mission of the University, the College of Education is dedicated to providing educational programs to the Commonwealth of Virginia and beyond. To accomplish this, we:

- Are grounded in a strong liberal arts curriculum.
- Emphasize school-based experiences through which candidates solidify their understanding of the nature of the learner and effective teaching and motivational practices.
- Build a diverse community of practice involving strong partnerships among candidates, faculty, local teachers, and administrators.
- Enhance teacher aptitudes for research and critical decision-making and ensure knowledge of learning theories and research-based pedagogy.
- Challenge educators to respond to the changing nature of learning in the 21st century through an emphasis on multi-literacies.

Conceptual Framework

The College of Education faculty at the University of Mary Washington continually strives to contribute to and disseminate the most up-to-date knowledge and skills in the field of education. The five components of the framework are emphasized by the faculty in implementing coursework, programs and research. They are strands that are interwoven throughout our programs.



Course Description

Prerequisites: EDUC 206 and EDUC 207; Co-requisites: EDUC 290 and EDSE 250.

Off-campus experience in a K-12 school setting exploring the teaching and assessment of learners with linguistic and learning differences. Prospective teachers develop observation and reflection skills necessary for meeting the academic and behavioral needs of students in inclusive classrooms.

Course Goals

Students will know:

- Characteristics defining the learning needs of students with disabilities and students who are English language learners
- Legal requirements for the identification, evaluation, and provision of services for students with diverse language and learning needs
- Types and levels of instructional services available to support students with diverse language and learning needs in self-contained and inclusive classroom settings

Students will understand:

- Social and cultural factors influencing the identification, evaluation, and instruction of students with diverse language and learning needs
- Roles and responsibilities of teachers within collaborative school settings and the impact of practices on the effectiveness of service delivery to students with diverse language and learning needs

Students will be able to:

- Identify learner characteristics related to disability and/or language-learning manifestations
- Identify instructional design choices that support or challenge learner needs
- Apply best practice instructional frameworks (e.g. UDL) in analyzing the effectiveness of instructional choices for learners with diverse language and learning needs

Course Policies

Ethics Statement

The Virginia Department of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* require, under the performance standard "Professionalism," that individuals "model professional, moral, and ethical standards as well as personal integrity in all interactions." A Virginia license can be revoked for "conduct with direct and detrimental effect on the health, welfare, discipline, or morale of students (*Licensure Regulations for School Personnel*, 2007)." The University of Mary Washington College of Education rigorously upholds an ethical standard that insures the safety and learning of K-12 students. All students in this program must establish appropriate professional relationships with students, colleagues, families, and community groups. They must demonstrate self-control at all times. They must show respect for self and others and always project an image of professionalism and maintain professional boundaries. During a field placement or a course, if a student's conduct fails to uphold this standard, the program faculty reserves the right of immediate removal of that student from the field placement or course and dismissal from the program. Due process will be afforded the student, including the opportunity to appeal for reinstatement.

Practicum Attendance and Participation

You are required to attend 30 hours of practicum over the course of the semester at your assigned school over a 15-week period. You will work out a schedule with your school-based mentor and must follow this schedule until hours are completed. You may miss a scheduled practicum visit only in the case of an extreme emergency or contagious illness (in other words, a test the next day is NOT a valid excuse to miss practicum). If you must miss a scheduled practicum visit, your mentor teacher must be notified by phone call and email PLUS an email must be sent to your EDUC 290/EDSE 250 instructors. Failure to notify your mentor and/or course instructors of a practicum absence is grounds for removal from the practicum.

During practicum visits, you are expected to be an engaged, contributing member of the classroom. This means that we should find you:

- Conducting observations, interviews, and other tasks related to the assignments for this practicum
- Assisting in your assigned classroom per your mentor's directions (1:1 student support, teaching a review lesson, evaluating student work, providing accommodation support, answering student questions, etc.)

We should not find you:

- On your phone. Ever. Phones should be turned off and stowed out of sight during your practicum time. If

it is too tempting to check 'just once,' leave your phone in the car.

- On social media. See the bullet point above, but this extends to any electronic device. You are working when you are at practicum.
- Standing in the back of the classroom doing nothing. If you are not working on a practicum assignment and do not know what to do, ASK. Your mentor teacher's primary concern is the students in the class—you may need to take the initiative to find a task that contributes to learning.

Assignments

All assignments must be typed in Word, double-spaced, using a standard 12-point font. APA format (6th edition) must be followed. Assignments are submitted via Canvas upload unless directed by your instructor.

Late work: [insert instructor expectations here]

Drafts and Resubmitted work: [insert instructor expectations here]

Key Course Assignments

Student Observation Report (due: insert due date here)

You will observe a student in your practicum placement identified with a disability and/or language learning need. Two observations will be conducted for a minimum of 30 minutes in each session—if possible, it is best to observe for the entire class period. Your observation report will include the following information:

- Background information about the student, including information about special education and/or ELL evaluation and services;
- Chronological description of the lessons observed, including lesson objectives, materials, instructional methods used, and assessments;
- A description of how the student displayed characteristics developmentally/and or linguistically appropriate based on developmental norms and/or language proficiency level
- A description of student characteristics showing manifestations of disability and/or language learning needs in the classroom (i.e. what evidence is there of a learning difference for this student?)
- An analysis of instructional decisions and strategies that supported the learner to meet the lesson objectives—what were those choices, how were they implemented, and how do you know they were successful (or not) for your student? Your response will reference instructional frameworks discussed in EDUC 290 and EDSE 290.

Further assignment details will be provided in class and uploaded to Canvas.

Case Study Analysis (due: insert due date here)

You will review and analyze a case study focused on the needs of a learner with a disability and/or who is an English language learner. The case study will require you to synthesize content from EDUC 290 and EDSE 290 as well as your observations during your practicum placement. Your responses to several case prompts will require you to demonstrate your understanding of:

- Social and cultural influences on how teachers, families, and related personnel interpret and respond to learning behaviors;
- Conditions for implementing best practices in inclusive settings;
- Defining and prioritizing learner needs based on observed behaviors and data.

Further assignment details will be provided in class and uploaded to Canvas.

Grading Scale

A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-64
F	59 and below

Resources:

The Office of Disability Resources

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Phone is 540-654-1266.

Title IX Statement

University of Mary Washington faculty are committed to supporting students and upholding the University's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence*. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. ***While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share.***

If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence* and to find further information on support and resources.

Resources

On-Campus

Tiffany W. Oldfield, J.D.
Title IX Coordinator
Office of Title IX
Fairfax House
540-654-5656
toldfiel@umw.edu

Myranda Thomson
Title IX Deputy for Students
Area Coordinator
540-654-1184
mthomson@umw.edu
540-371-1666

Confidential Resources

Talley Center for Counselling Services –
Lee Hall 106

Student Health Center
Lee Hall 112

Off-Campus
Empowerhouse
540-373-9373

RCASA

Policy on Recording Class and Distribution of Course Materials

Any audio or visual recording by students of class meetings, lectures, discussion, or other class activities is allowed only with the express permission of the instructor or under terms and conditions as approved by UMW's Office of Disability Resources, which will be communicated to the instructor before any recording occurs. The results of a recording may only be used for personal use, unless the instructor authorizes use by other students in the course. Recordings and course materials may not be reproduced or exchanged or distributed. This ban on distribution includes materials provided for online or hybrid courses.

All reference to specific school sites, students, and personnel must be redacted from course assignments and during in-class discussions. You may not audio or videotape within your assigned practicum placement.

The Writing Center

All writers benefit from additional feedback on written work. I highly encourage you to make use of The Writing Center's consultation services at least once this semester (either face-to-face or online). The Writing Center offers assistance on all types of writing projects: reports, papers, cover letters and resumes, and research projects.

<http://academics.umw.edu/writing-fredericksburg/>

University Emergency Information

The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about closings of the university (unplanned) due to weather or other safety hazard.

540/654-2424 (hotline)

<http://www.umw.edu/advisories/default.php>

Your work is expected to be your own and follow the UMW honor code. You must pledge your work when it is turned in by writing "I pledge" on the last page of the assignment.

InTASC Category		Assignment
The Learner and Learning	Learner Development <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i>	Student Observation Report Case Study Analysis
	Learning Differences <i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>	Student Observation Report Case Study Analysis
	Learning Environments	Student Observation Report

	<p><i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</i></p>	
Content	<p>Content Knowledge <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</i></p>	
	<p>Application of Content <i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i></p>	
Instructional Practice	<p>Assessment <i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</i></p>	
	<p>Planning for Instruction <i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i></p>	Case Study Analysis
	<p>Instructional Strategies <i>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i></p>	
Professional Responsibility	<p>Professional Learning and Ethical Practice <i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</i></p>	
	<p>Leadership and Collaboration <i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to</i></p>	

collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Practicum Calendar

NOTE: Practicum assignment timelines may vary. Do your best to make the process go smoothly by submitting all applications and paperwork BY DEADLINES. Delays in submitting requested materials means a delay in receiving your assignment.

Week	Practicum Activity
1-3	Submit all required application and clearance paperwork EDSE 250 and EDUC 290 instructors review practicum expectations and assignments
4-5	Practicum assignments sent to students Contact mentor to set up a first meeting Mentor meeting: establish schedule for visits, share practicum assignments, learn about assigned school and community If carpooling, make arrangements with fellow students re: meeting times and locations
6-13	Attend practicum! Work on assignments and consult with instructors for feedback and clarification, as needed Keep your practicum log! Practicum hours should be completed by the end of week 13
14-15	Finalize assignment reports Submit final assignment reports by due dates (see syllabus and Canvas course calendar)