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: Courtney Clayton			Date Prepared: 8/12/19				
Course Title:	Teaching Lab: Elementary						
Department/discipline and course number*:	EDUC 451						
Prerequisites:	Prerequisites: EDUC 351A and EDUC 385 or EDUC 388. Corequisite EDUC 303.						

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**		**NO**	x
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**			Spring Semester, 2021		
Proposed frequency of offering of the course:			Once per year in the spring semester		
Proposed enrollment limit for the course:			8		
List the faculty who will likely teach the course:			Courtney Clayton, Melissa Wells, John Broome, Marie Sheckels, George Meadows, Christy Irish		
Are ANY new resources required?	**NO**	*x*	**YES**		*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):					
Required in the major	x	Required in the minor		General Elective	
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)**:**

In this teaching lab course, students will develop and demonstrate proficiency in monitoring student progress, using educational technology, evaluating practice, and reflecting deeply on their professional teaching practices in preparation for the full-time internship. Students will develop and teach four lesson plans for a minimum of five hours of instructional time, one of which will be video recorded, and reflect on their implementation.

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*: _____ **Date:** 8/12/19

CCC Chair Approval: Marie P. Sheckels **Date:** 8/29/19

***COB and COE proposals approved by the Associate Dean. *BEFORE* consideration by the UCC, the proposal must 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:

In 2018, a change in Virginia state regulations allowed for a Bachelor's degree in education. Additionally, the state has released an updated set of regulations for teacher licensure programs Elementary, Secondary/PK-12, along with content-specific regs such as 290, 310, etc. While some institutions in Virginia (Longwood is one example) have offered an undergraduate path to licensure--this may have been a major in Interdisciplinary Studies, followed by a full-time internship, but no Master's degree--UMW has most recently offered a Master's in Education that can be completed in five years and that leads to licensure.

A representative group of faculty and administrators from the College of Education met over the summer of 2018 to discuss the feasibility of and potential need for adjusting our programs. We concluded that we would like to propose a path to licensure in four years, and during the course of this academic year (2018-19), we have sought the input and involvement of all COE faculty in this process.

Elementary Licensure

Students seeking elementary licensure in recent years have completed a Master's degree during a fifth year program. A major component of the 5th-year courses has been a part-time internship during the fall semester of their fifth year. Faculty have determined that we can reconfigure our current program to lead to a Bachelor's degree in Education. As part of this new program, EDUC 541 will work like the "part-time internship" worked in the 5-year program, with an emphasis on prolonged teaching in a practicum placement. This course, EDUC 451: Teaching Lab: Elementary will be taken in conjunction with EDUC 303: Scientific Inquiry and Instructional Technology. New topics and assignments in this lab course will include advanced content area instructional methods and assessment, student progress monitoring, data analysis of teaching practices, and demonstrating knowledge of current uses of educational technology.

Credit Hour Justification:

This is a lab course and therefore does not meet on the UMW campus. Students will be placed in an intensive practicum placement in a local school, and complete assignments for that course that will be assessed by a UMW instructor. This lab represents 30 hours of lab time in addition to the 20 hours already attached to EDUC 303: Scientific Inquiry and Instructional Technology. Separating these hours will allow us to utilize recurring time blocks when our students will available to visit their school placements and complete the required assignments. In the past students would work in conjunction with their mentor teacher to determine convenient times to visit their school placements. However, the assignments for this lab course will require reliably longer blocks of time to complete. Furthermore, the new four-year path to licensure will remove courses that exist in the fifth year that serve the purpose of providing students an in-depth experience in schools.

Impact Statement:

The impact of adding this course will be minimal. Some current courses will no longer be taught when we move to the four-year program, freeing up faculty to supervise this lab course. No additional requirements are needed in terms of other offices or staff.

Core Syllabus
EDUC 451: Teaching Lab: Elementary
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 351A; Co-requisites: EDUC 45x: Teaching of _____.
Intensive off-campus teaching experience in a K-12 school setting exploring the instruction and assessment of learners in content area courses.

Course Goals

Students will understand that:

- Effective teaching in the content area requires the use of evidence-based practices and thorough and constant reflection
- Independent teaching requires careful planning based on the context and flexibility during instructional delivery

Students will know:

- Evidence-based best practices of teaching in the content area
- Lesson and unit planning strategies
- Multiple forms, uses, and timing of formative and summative assessments
- How to seek feedback and any needed professional development
- How to reflect on lesson practices

Students will be able to:

- Construct lessons that reflect recent research and best practices in the content area
- Teach independently for a minimum of five hours over the course of the semester
- Reflect on their teaching practice, demonstrating understanding of strengths and areas for improvement
- Implement instructional technology as part of instruction and assessment

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 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 instructor. 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 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 or sitting 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]

Lesson Plans:

You will plan and teach at least four lessons during this practicum, for a minimum of five hours of instructional time. Mentor teachers may wish to co-teach during this time; they retain the right to determine the level of their involvement in this extended instructional delivery.

Your lesson plans need to include a detailed description of lesson objectives, materials, instructional methods, and assessments, following the provided lesson plan outline.

Reflections:

A reflection and analysis will be done for each lesson. You will discuss your instructional decisions and strategies—what choices did you make, how were they implemented, and how do you know they were successful (or not) for your students? Your response should reference instructional models and methods discussed in prior courses.

Teaching Video Reflection:

You will video record one of your lessons. Some of the best experience in learning to teach is to observe oneself actually teaching. You will write a structured reflection of this lesson based upon prompts that will be provided in class. You will need to submit the video to the instructor. Be careful keep the recording focused on you, not on the students for their protection. 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

Important Information about the Practicum: All candidates in UMW professional education licensure pathways must demonstrate that they are able to work with children and youth in educational settings. These skills are developed through successful completion of coursework, clinical experiences, and the demonstration of professional abilities and dispositions that all educators must possess. The College of Education professional competencies align with the Virginia Department of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers Standard 6: Professionalism: "The candidate maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in ongoing professional growth that results in enhanced pedagogical methods for student learning." These competencies also align with CAEP Standard 3.3, which requires that, "Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program." Your grade in this course includes your performance in your practicum placement. The practicum grade is pass/fail. If you fail your practicum, you fail the course, regardless of your performance on other requirements of the course. In addition, if you fail this course, you may not be permitted to continue in the teacher education program. A passing grade for practicum means you have successfully completed all required practicum hours and practicum assignments. In addition, any student who receives an "unacceptable" rating from a mentor teacher on the practicum evaluation must make arrangements to meet with their instructor before the end of finals week of the corresponding semester. Further, any student who receives 2 "unacceptable" ratings from a mentor teacher on the practicum evaluation must make arrangements to also meet with the Associate Dean before the end of finals week of the corresponding semester.

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

Confidential Resources

Talley Center for Counselling Services –
Lee Hall 106

Student Health Center

540-654-5656
toldfiel@umw.edu

Lee Hall 112

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

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.

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** *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.*	Video Reflection Lesson Implementation Lesson Plans Reflections
	Learning Differences *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*	Video Reflection Lesson Implementation Lesson Plans Reflections

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

	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	

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 EDUC 45x instructor reviews lab expectations and assignments
4-5	Lab assignments sent to students Contact mentor to set up a first meeting Mentor meeting: establish schedule for visits, share assignments, learn about assigned school and community If carpooling, make arrangements with fellow students re: meeting times and locations
6-13	Attend teaching lab! 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 14**
14-15	Submit final assignment reports by due dates (see syllabus and Canvas course calendar)