

## 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.

<b>COLLEGE (check one):</b>	<b>Arts and Sciences</b>		<b>Business</b>		<b>Education</b>	x
Proposal Submitted By: Janine Davis			Date Prepared: 7/11/19			
Course Title: Internship Seminar: Secondary, Pre-K-12		Updated by UCC action 9-19-19				
Department/discipline and course number*:		EDUC 460				
Prerequisites:		Prerequisite: EDUC 452, EDUC 415, and EDUC 453 or 454 or 455 or 456 or 457 or 458 or 459. Corequisite: EDUC 499.				

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

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? <b>If no, provide a credit hour justification.</b>	<b>YES</b>	x	<b>NO</b>
Will this be a <b>new, repeatable</b> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)		<b>NO</b>	x	<b>YES</b>	

Date of first offering of this <b>new</b> course: <b>FALL SEMESTER, year</b>		Spring Semester, 2022			
Proposed frequency of offering of the course:		Every semester			
Proposed enrollment limit for the course:		30			
List the faculty who will likely teach the course:		Janine Davis, Kristina Peck			
Are <b>ANY new resources</b> required?		<b>NO</b>	x	<b>YES</b>	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.*

<b>This new course will be (check all that apply):</b>					
Required in the major		Required in the minor		General Elective	x
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.*

<b>Catalog Description</b> (suggested length – less than 50 words):	
In this seminar course, students will develop and demonstrate proficiency in monitoring student progress, using educational technology, reviewing research, and reflecting deeply on their professional teaching practices in the internship. Students will complete a digital portfolio of artifacts that demonstrate their accumulated skills and knowledge.	

<b>COURSE HISTORY:</b>	Was this course taught previously as a topics or experimental course?	<b>YES</b>		<b>NO</b>	x
<b>Course Number and Title of Previous Course</b>		<b>Semester Offered</b>	<b>Enrollment</b>		

**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: 8/22/19

CCC Chair Approval:  \_\_\_\_\_ 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.

*Secondary and PK-12 Licensure Areas*

UMW once had a four-year program that was similar to the one COE is proposing. Students completed a major in their content area and took COE courses as an undergraduate, and then returned to complete their full-time internship (often referred to as "student teaching") for one semester, which led to licensure. The Master's degree was added as a requirement for new students in 2012-13. A major component of the 5th-year courses has been conducting research on teaching practices. The full-time internship also comprises a large portion of the credits for the Master's degree.

Although it would be permissible under the new state regulations, faculty determined that because content knowledge in their licensure area is so crucial for secondary and PK-12 teachers, students would continue to earn an undergraduate degree with a major in their content area, along with a program in COE (not a Master's) that would lead to licensure.

This course, EDUC 460: Internship Seminar: Secondary, Pre-K-12 will be taught in conjunction with students being in their full-time internship (or, "student teaching"). This is similar to what happens now in the fifth year of the five-year Master's program. However, we are moving the seminar from requiring one credit hour to requiring three credit hours. This is because the seminar will contain more elements from courses that will no longer be taught as the program moves to four years. New topics and assignments in the seminar will include student progress monitoring, data analysis of teaching practices, an impact study, and demonstrating knowledge of current uses of educational technology.

**Impact Statement:**

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

**EDUC 460**  
**Internship Seminar: Secondary/PK12**  
**Spring 2022**  
**Seacobeck**  
**3 credits**

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Class: 6-8:40 Tuesday  
Office: Trinkle 217  
Office Hours: TBA

**College of Education Mission & Conceptual Framework**

**Theme: *Transformative 21st century educators***

**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 strive to contribute to and disseminate the most up to date knowledge and skills in the field of education. The six components of the framework are emphasized by the faculty in implementing coursework, programs and research. They are strands which are interwoven throughout our programs.

**Commented [JD(1):** Note: this and all required syllabus language may change in the years leading up to the first course offering. The instructor must adjust these statements according to the most recent requirements.



**Course Description:**

Prerequisite: Successful completion of the EDUC 45\_ (Teaching of \_\_\_\_\_) and all other required courses in the Initial Licensure 4-year Pathway: Secondary or Initial Licensure 4-year Pathway: PreK-12. Corequisite is EDUC 499: Initial Licensure Internship. In this seminar course, students will develop and demonstrate proficiency in monitoring student progress, using educational technology, evaluating research, and reflecting deeply on their professional teaching practices in the internship. Students will complete an impact study to demonstrate their skill in evaluating student progress and adjusting their teaching practices as a result of data analysis.

**Relationship of Course to Conceptual Framework/Program Design:** This class serves a crucial role in the transformative process from student to student teacher. Students reflect on and address issues that emerge in their internships while also learning from experts in the field.

**Course Objectives**

<b>Students will understand:</b>	<b>Students will know:</b>	<b>Students will do:</b>
<p>Effective teaching involves comprehensive knowledge of students, schools, communities, and the law.</p> <p>Constant monitoring of student performance data is crucial for student success.</p> <p>Teaching requires flexibility, professionalism, collegiality, and communication.</p> <p>Communication methods and messages will vary according to audiences and their needs.</p>	<p>Major laws affecting teachers and students</p> <p>Current educational technologies</p> <p>Methods of analyzing student performance data</p> <p>Strategies for communicating with parents, colleagues, specialists, and administrators</p> <p>Effective job search strategies, including professional resume and cover letter design</p> <p>SMART goals</p>	<p>Reflect on the effects and impact of one’s teaching practice.</p> <p>Demonstrate knowledge of legal and ethical rights and obligations as a teacher</p> <p>Strengthen one’s personal knowledge of how to handle various teaching challenges</p> <p>Develop skills and proficiency in working with diverse students.</p> <p>Prepare oneself for obtaining a teaching job after graduation.</p> <p>Analyze student work and adjust teaching practice accordingly.</p> <p>Integrate technology into instruction and assessment appropriately</p>

**Grading Scale:**

<b>A</b>	<b>96-100</b>
<b>A-</b>	<b>90-95</b>
<b>B+</b>	<b>87-89</b>

<b>B</b>	<b>84-86</b>
<b>B-</b>	<b>80-83</b>
<b>C+</b>	<b>77-79</b>
<b>C</b>	<b>74-76</b>
<b>C-</b>	<b>70-73</b>
<b>D+</b>	<b>67-69</b>
<b>D</b>	<b>60-64</b>
<b>F</b>	<b>59 and below</b>

**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.*

**On-Campus Resources**

Stefanie Lucas-Waverly  
 Title IX Coordinator  
 Office of Title IX  
 Fairfax House  
 540-654-5656  
 slucaswa@umw.edu

Talley Center for Counselling Services –  
 Lee Hall 106

Student Health Center  
 Lee Hall 112

Crystal Rawls  
 Title IX Deputy for Students  
 Area Coordinator  
 540-654-1184  
 crawls@umw.edu

Off-Campus  
 Empowerhouse  
 540-373-9373  
 RCASA  
 540-371-1666

**Confidential Resources**

Talley Center for Counseling Services (Lee Hall 106)  
Student Health Center (Lee Hall 112)

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.

The Writing Center:

All writers benefit from additional feedback on written work. I highly encourage you to make use of The Writing Center's 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/>

Plagiarism:

As a condition of taking this course, any assignment that the instructor, in good faith, suspects is in whole or in part plagiarized may be subject to submission electronically for textual similarity review for the detection of plagiarism. **Proper APA citations must be included where appropriate.**

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>

**Readings for the semester will consist of seminal and current educational research articles and other media that describe evidence-based practices. The articles linked below are representative but may change in future versions of the course. Each Tuesday class meeting will begin with a discussion of the assigned reading.**

**Course Outline, Assignments, & Due Dates**

**NOTE: This syllabus may change according to class needs. Students will be notified by email and on Canvas. Please check both regularly. Due the occurrence of different spring breaks, school holidays, and work days across different districts, up to seven of these course meetings may occur online.**

Date	Class Topics	Readings, Online Activities, and Assignments Due Dates
<i>Assignments written in bold are assignments you must submit. It is expected that you will complete the readings and activities listed by the corresponding date in the left column, unless</i>		

		<i>otherwise noted below.</i>
1/15	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers</li> <li>• Professionalism and the job search</li> <li>• Impact Study Description and Explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Resume draft due</li> </ul>
1/22	<ul style="list-style-type: none"> <li>• Legal issues for teachers</li> <li>• School crisis management and safety</li> <li>• Context statements for Impact Study</li> <li>• Impact Study workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Resume and brochure due</li> <li>• Submit questions for early career panel discussion</li> </ul>
1/29	<ul style="list-style-type: none"> <li>• Stations: Preparing for the job search/portfolio workshop <ul style="list-style-type: none"> <li>○ Resumes</li> <li>○ mock interviews</li> <li>○ job search Q&amp;A</li> </ul> </li> <li>• Panels: 1st - 3rd year (early career) teacher perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• See Canvas for readings</li> </ul>
2/5	<ul style="list-style-type: none"> <li>• Digital practices for professional development</li> <li>• Begin digital portfolio</li> <li>• Impact Study workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Share address of digital portfolio</li> <li>• Submit questions for parent panel</li> </ul>
2/12	<ul style="list-style-type: none"> <li>• Small groups (led by local experts when feasible): <ul style="list-style-type: none"> <li>○ ELL &amp; Diversity</li> <li>○ Working with parents</li> <li>○ Data analysis</li> </ul> </li> <li>• Parent panel</li> </ul>	<ul style="list-style-type: none"> <li>• See Canvas for readings</li> </ul>
2/19	<ul style="list-style-type: none"> <li>• Monitoring student progress workshop <ul style="list-style-type: none"> <li>○ Analyzing assessments</li> <li>○ Analyzing qualitative data</li> <li>○ Impact study questions</li> </ul> </li> </ul>	
2/26	<ul style="list-style-type: none"> <li>• Impact Study Workshop (presented in the seminar, graded by internship supervisor. Supervisors are welcome and encouraged to attend on this date.)</li> </ul>	<ul style="list-style-type: none"> <li>• See Canvas for readings</li> <li>• Submit questions for administrator and specialist speakers</li> <li>• Draft Portfolio to instructor for feedback</li> </ul>

3/5	<ul style="list-style-type: none"> <li>• UMW SPRING BREAK</li> </ul>	
3/12	<ul style="list-style-type: none"> <li>• Panel: Administrator &amp; specialist speakers <ul style="list-style-type: none"> <li>◦ Advanced differentiation strategies, including for gifted, ELL, special education, and culturally and linguistically diverse students</li> <li>◦ Title 1</li> <li>◦ Assessment &amp; grading</li> <li>◦ Communication and engagement with families (funds of knowledge)</li> </ul> </li> <li>• Legal and ethical aspects of assessment</li> <li>• Peer review portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• See Canvas for readings</li> <li>• <b>Portfolio DUE by 3/25</b></li> </ul>
3/19	<ul style="list-style-type: none"> <li>• Classroom management scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Classroom management meta-analysis</a></li> </ul>
3/26	<ul style="list-style-type: none"> <li>• Classroom management scenarios</li> <li>• Individual conferences: strengths, needs, plan for development</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Online discussion DUE by 4/10</b></li> </ul>
4/2	<ul style="list-style-type: none"> <li>• Data-driven decision making workshop with local district personnel</li> </ul>	
4/9	<ul style="list-style-type: none"> <li>• Monitoring student progress, continued/revisited</li> <li>• Reflecting and adjusting teaching practice</li> </ul>	
4/16	<ul style="list-style-type: none"> <li>• Educational technology <ul style="list-style-type: none"> <li>◦ summing up what we know and have learned</li> </ul> </li> <li>• identifying resources for future learning</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Teaching Our Way to Digital Equity</a></li> <li>• Attend public lecture relevant to your content area (see provided list for ideas)</li> </ul>
4/23	<ul style="list-style-type: none"> <li>• Portfolio sharing and Exit interview preparation (small group exit interviews with faculty and other students to be scheduled during finals week)</li> </ul>	

Evaluation	Points	Points Earned
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Participation (in person and online discussions)	300 pts.	
Resume	100 pts.	
Teaching brochure	50 pts.	
Scenario	50 pts.	
Digital Portfolio and Exit Interview	500 pts	

### Assignments

#### Participation

Students are expected to attend all classes, to be on time, and to contribute often and thoughtfully to class discussions (to include presentations by guest speakers and panels). If you cannot attend class or will be delayed, contact the instructor to determine any make up assignments in advance. During optional online class meetings, there will be graded discussion board postings and opportunities to share resources with your peers.

#### Scenario

Students will complete a one-page narrative to share with the class. The scenario will describe a classroom problem (using pseudonyms for any student and teacher names). This might involve issues with classroom management, instruction, or assessment; relationships with mentors/students/parents; interactions with administrators or colleagues; or any other problem that may be faced by others in the course. If you choose to attend in person instead of completing this task online, please bring \_\_\_ copies to class (we will take a poll to get final numbers in the weeks before this class meeting). You will share your narrative and we will use it as a point of conversation for roughly 10 minutes. This time may be adjusted depending on how many students choose to complete the assignment online. If you choose to attend the online course meeting, we will form groups of students with similar scenarios and construct a scenario that captures common issues for discussion.

#### Digital Portfolio

Students will build a digital collection of artifacts that are aligned with the InTASC standards and demonstrate their educational preparation and skills for their career in education. This portfolio may be a live website, but that is not required. Portfolios will be shared in a small group of students and faculty in an exit interview that will lead to completion of licensure paperwork. **Portfolio items must include an interview-ready resume, a one-page brochure with resume highlights, a sample analysis of student work, with all identifying details removed, and may include**

- a representative unit of instruction
- samples of writing, research, and data analysis (such as relevant portions of the impact study, with all identifying details removed)
- a classroom management plan
- a teaching philosophy
- a sample screencast or similar presentation
- professional development plan or certificates