

UNIVERSITY OF MARY WASHINGTON – NEW PROGRAM REQUIRING STATE APPROVAL

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: 8-1-19 Updated by UCC action 9-19-19		
Department /Program:	College of Education			
If this is a new degree or certificate program, will it be offered in a majority online format?	N/A	NO	x	YES
	If yes, contact the Chair of the Distance and blended Learning Committee before submitting the proposal to the College Curriculum Committee.			

Note: for proposals involving new courses or revisions to existing courses, submit separate proposals for those actions.

PROPOSAL TO CREATE PROGRAM REQUIRING STATE ACTION (check one of the following)	
New (or modified) Degree Program*	Name: B.S.Ed. in Elementary Education
* Use this in cases where the proposal would either: (1) seek to award an undergraduate degree in a major not currently offered, such as a new B.S. degree in Biochemistry; (2) create a new Master's program; or (3) begin offering a currently approved degree or certificate in a majority online format.	
New Certificate Program	Name:
Revise Program Title, CIP Code, Degree Designation, or Department Name Change	Current name, Code, or designation:
	Change to:
Program merger	Programs to be merged:
	New Name for Merged Program:
Delete existing certificate or degree program	Name:
Implementation Date – FALL semester, year:	Fall, 2020
Note: After proposal for a new degree is approved by the UMW Provost , allow at least nine months from that date for the required SCHEV review. Keep this factor in mind when stating the desired implementation date for starting a new degree program. Other program actions reported to SCHEV also require time for review but will not take as long.	

REQUIRED ATTACHMENTS FOR NEW PROGRAMS REQUIRING STATE APPROVAL:

1. **For new degree or certificate programs**, complete and attach SCHEV's "Program Proposal Cover Sheet" and all narratives and documents as required by SCHEV's instructions.
2. **For DEGREE program title changes**, complete and attach SCHEV's "Format for Revising Academic Programs Cover Sheet" and all narratives and documents as required by SCHEV's instructions.
3. **For Department Name changes**, complete and attach SCHEV's "Format for Simple Organization Change" and all narratives and documents as required by SCHEV's instructions.
4. **For program mergers**, complete and attach SCHEV's "Format for Merging Academic Programs Cover Sheet" and all narratives and documents as required by SCHEV's instructions.
5. **For degree or certificate deletions**, also complete and attach the SCHEV "Intent to Discontinue Academic Program" form (form is available at the University Curriculum Committee web site) and provide any additional attachments are required by SCHEV's instructions.

All of the forms required by SCHEV, and instructions for completing them, are available at the SCHEV [website](#).

Department Chair Approval*: _____ Date: 8-1-19 _____

Dean Approval: _____

Date: 8/29/19 _____

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 three levels noted above. Approval by the UCC, UFC, and Provost** are noted on the proposal "status history" at the UCC web site.

**Provost approval is required for all proposals needing final action by SCHEV.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

PROGRAM PROPOSAL COVER SHEET

1. Institution University of Mary Washington, College of Education		2. Academic Program (Check one): New program proposal <input checked="" type="checkbox"/> Spin-off proposal <input type="checkbox"/> Certificate document <input type="checkbox"/>	
3. Name/title of proposed program B.S. in Education		4. CIP code 13.1202	
5. Degree/certificate designation B.S. in Education		6. Term and year of initiation Fall Semester, 2020	
7a. For a proposed spin-off, title and degree designation of existing degree program			
7b. CIP code (existing program)			
8. Term and year of first graduates Spring, 2024		9. Date approved by Board of Visitors Pending	
10. For community colleges: date approved by local board date approved by State Board for Community Colleges			
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)			

12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).

Department(s) or division of University of Mary Washington

School(s) or college(s) of Education

Campus(es) or off-campus site(s) Fredericksburg Campus

Mode(s) of delivery: face-to-face Distance (51% or more web-based)
hybrid (both face-to-face and distance)

13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program.

John Morello, Associate Provost

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Description of the Proposed Program

Program Background

The University of Mary Washington's College of Education seeks approval for a Bachelor of Science in Education (B.S.Ed.) degree program in Elementary Education. The target date of the program's initiation is the fall semester of 2020.

This abbreviated program proposal is in accordance with the State Council of Higher Education's (SCHEV) specialized requirements for a group of degree program proposals submitted in 2019 and 2020 to initiate a Bachelor of Science in Education (B.S.Ed.) degree program. The degree programs are in response to the Virginia General Assembly's 2018 enablement of education degree programs to teacher education at the baccalaureate level. This B.S.Ed. degree program responds to vital needs in the Commonwealth of Virginia.

The proposed B.S.Ed. degree program in Elementary Education will prepare students to serve as elementary teachers in Pre-K-6 grades. The proposed program will provide students with the knowledge and skills to plan and conduct lessons in elementary grade levels. Students will be able to assess student learning and use a variety of technologies to motivate and assess student progress. Through experiential learning, students will be exposed to students with varying abilities and special needs, which will prepare them to serve diverse populations. Graduates will be prepared to work in public and private elementary schools. Graduates will be capable of working with diverse learners and adapting instruction based on the needs of their students.

The proposed B.S.Ed. in Elementary Education will offer UMW College of Education (COE) students the opportunity to be licensed as elementary teachers in four years, rather than in five-year programs that the COE currently offers. Those students who pursue the program's licensure will possess the knowledge and skills to serve as teachers in Pre-K-6 grade classrooms.

State Licensing Agency: Virginia Department of Education

The proposed B.S.Ed. degree program in Elementary Education would be required to meet the biennial measures prescribed by the Virginia State Board of Education. The Virginia Department of Education provides detailed and specific information for meeting the standards and competencies expected of Virginia's teachers in the respective disciplines.

Admission Criteria

Admission to the proposed B.S.Ed. in Elementary Education program will be governed by the admissions policies of the University of Mary Washington, as well as by the requirements for the College of Education, aligned with CAEP accreditation.

In order to be admitted to the B.S.Ed. in Elementary Education program, students must:

- Have a minimum overall college GPA of 2.5 on at least 12 credits of University of Mary Washington coursework.
- Meet standardized test requirements on the Praxis Core Academic Skills for Educators for Mathematics (passing score is 150) and the Virginia Communication and Literary Assessment (passing score is 470 composite in writing and reading) tests; or qualifying ACT or SAT scores; or passing scores on each of the Praxis Core subject tests.
- Students may take up to three education courses (including the introductory course) to pass the entrance test requirements

Curriculum

The proposed B.S.Ed. in Elementary Education will require 120 credits. The curriculum for the degree program has been designed to meet the standards of the Virginia Department of Education in addition to the CAEP standards. The Virginia Department of Education endorsement will be in Elementary Education Pre-K-6.

The focus of the core curriculum is to provide students with a solid foundation in the knowledge, skills and dispositions to successfully educate elementary-aged students. Students learn about the foundations of education, human development, literacy instruction, content areas, and research-based instructional methods throughout the curriculum. Students move through the curriculum in phases, each building on the next.

Embedded in the curriculum are practica (field-based learning experiences), meaning that students spend time in elementary classrooms, gaining practical knowledge. Teaching methodology courses are a prime example of this, as teacher candidates will work with students in elementary classrooms, as part of their preparation for a teaching career. Students in these courses will spend a total of 130 hours in practicum settings prior to their full-time student internship (student teaching), during their last semester of the program.

Program Requirements

General Education – 30 - 34 credits

UMW categorizes General Education into areas of study and refers to each area with the following titles. These generally education requirements were recently passed and will be going into effect in Fall 2020.

- First-Year Seminar – 3 credits
- Arts and Literature – 3 credits
- Humanities – 3 credits
- Natural Science – 4 credits
- Quantitative Reasoning – 3 credits
- Social Science – 3 credits
- Beyond The Classroom – 1-3 credits

After Mary Washington – 1-3 credits

Language - 3 credits

Any two additional courses from the above list – 6 credits (from two different categories)

Across the Curriculum components

Writing Intensive – 3 courses/variable credit

Speaking Intensive – 1 course/variable credit

Digital Intensive – 1 course/variable credit

Diverse and Global Perspectives – 1 course/variable credit

There are specific courses elementary education students must take as part of their course of study for the B.S.Ed. in Elementary Education degree. These are:

BIOL 203: Science in Perspective

GEOG 101: World Regional Geography

HIST 131: American History to 1865

LING 101: Introduction to Linguistics

STAT 180: Introduction to Statistics

Core Courses - 46 credit hours [New courses are denoted with an asterisk. Bolded courses include a practicum (field-based) experience].

Phase I:

EDUC 206: Foundations of Education (3 cr)

*EDUC 207: Development of the Learner and Instructional Practices (3 cr)

Phase II:

EDSE 250: Survey of Special Education: Characteristics and Legal Issues (3 cr)

*EDUC 290: Teaching Linguistically and Culturally Diverse Students (3 cr)

***EDUC 291: Practicum in Language and Learning Diversity** (1 cr)

Phase III:

EDUC 388: Managing the Elementary Classroom (3 cr)

EDUC 351A: Instructional Design and Assessment (4 cr)

Phase IV:

EDUC 371: Language Development and Literacy Instruction -Primary (3 cr)

EDUC 311: Literature and the Arts in the Elementary Classroom (3 cr)

MATH 204: Mathematical Concepts and Methods I (4 cr)

EDUC 305: Mathematical Concepts and Methods II (3 cr)

EDUC 373: Language Development and Literacy Instruction – Intermediate (3 cr)

EDUC 303: Scientific Inquiry and Instructional Technology (3 cr)

EDUC 386: Elementary Social Studies Methods (3 cr)

***EDUC 452: Teaching Lab – Elementary** (1 cr)

Phase V:

*EDUC 461: Internship Seminar (3 cr)

Internship – 9 credit hours

EDUC 499: Internship (9 credits)

Total Credit Hours: 120 credits; 30 - 34 general education credits; 46 major credits, 9 Internship Credits, 31-35 elective credits.

Field-Based Learning Requirements

All students in the proposed degree program will have a supervised culminating experiential learning placement during the final semester of their senior year, after completing 108 credit hours. Completion of this nine-credit culminating Internship field placement is required for all students to receive the B.S.Ed. in Elementary Education. All students must receive positive faculty recommendations to enter the Internship. Faculty are not required to give these recommendations; it is only by student performance during the program in practicum placements that these recommendations are secured.

See Appendix A for a sample plan of study.

See Appendix B for course descriptions.

See Appendix C for a list of student teaching sites.

Faculty

The College of Education has 16 full-time faculty, all of whom hold doctorates in education, most of whom will be teaching the core requirements of the proposed degree program. Collectively, they have published textbooks plus dozens of articles in professional journals, served as textbook reviewers as well as manuscript reviewers for professional journals, and made over 200 presentations at professional conferences. Furthermore, all faculty have years of experience teaching in public and private school classrooms. With this experience comes a balance of expertise. All of the faculty who will be teaching in the program have areas of expertise in the core areas in which they will be teaching (see Appendix D).

Adjunct faculty members with masters degrees and doctoral degrees in education teach courses in their areas of expertise. All of these adjuncts have extensive experience in elementary school classrooms, and include former and current principals, former and current classroom teachers, as well as specialists in areas such as literacy and math.

For the faculty abbreviated CVs, see Appendix D.

Student Assessment

Students who complete the proposed BS. Ed. in Elementary Education degree will possess the appropriate knowledge, skills, and dispositions needed to educate students in Pre-K-6 classroom settings. Student learning will be assessed throughout the program through a variety of formative and summative measures. Assessment measures will include, but are not limited to, assigned papers, quizzes, tests, and projects assigned during classroom instruction. In field-based learning experiences, students will be expected to demonstrate knowledge and skills in a practical, “real world” sense and assessment measures will include presentations.

During the internship experience, students will be assessed by on-site professionals as well as by university faculty supervisors. Each of these professionals monitors and notes the student's performance during multiple observations and each writes clinical evaluations of the performances both as formative and summative evaluations. Students are also required to complete an impact study, agreed upon by the student, the mentor teacher, and the university faculty supervisor. The impact study is a project that measures the effects of the intern's teaching on students' learning.

The student learning outcomes for the program are based on the InTASC standards set by the Virginia Department of Education and by CAEP.

Learning Outcomes

Students will acquire knowledge about discipline-specific scientific and theoretical concepts critical to the development of elementary-aged students. Below is a table of the learning outcomes as delineated by the InTASC standards, courses that align with those outcomes, and assessment methods.

Learning Outcomes	Courses	Assessment Methods
<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>	EDUC 206: Foundations EDUC 207: Human Development EDSE 250: Special Education	Formative: class discussions; oral presentations; journal reflections Summative: Inquiry paper; exams and quizzes; case study write ups
<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>	EDUC 290: Linguistically and Culturally Diverse Students EDSE 250: Special Education EDUC 311: Literature and the Arts EDUC 451: Teaching Lab	Formative: Class discussions, written assignments; utilize video recordings of students or presenting information to a group of elementary students; observations Summative: Case study write ups; research papers; self-assessment plans, based on lesson plans created; teaching videos
<i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social</i>	EDUC 351A: Instructional Design and Assessment	Formative: Oral presentations; written assignments such as lesson plans and unit plans; role play; scenario-based exercises

Learning Outcomes	Courses	Assessment Methods
<i>interaction, active engagement in learning, and self-motivation.</i>	EDUC 388: Classroom Management EDUC 451: Teaching Lab	Summative: Implementation of lesson plans and unit plans for students; classroom management plans
<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>	EDUC 303: Scientific Inquiry MATH 204: Mathematical Concepts I EDUC 305: Mathematical Concepts II BIOL 203: Science in Perspective EDUC 451: Teaching Lab	Formative: Quizzes; critical thinking assignments; lesson plans; observations Summative: Implementation of lesson plans; technology-based assignments; exams
<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>	EDUC 303: Scientific Inquiry MATH 204: Mathematical Concepts I EDUC 305: Mathematical Concepts II EDUC 311: Literature and the Arts EDUC 290: Linguistically and Culturally Diverse Students EDUC 351A: Instructional Design and Assessment	Formative: Class participation; group discussions; class participation; journal reflections; experiments; quizzes Summative: Unit development and implementation; lesson plan implementation; research paper; experiment results; exams and quizzes

Learning Outcomes	Courses	Assessment Methods
	EDUC 386: Social Studies Methods	
<p><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>EDUC 351A: Instructional Design and Assessment</p> <p>EDUC 371: Language and Literacy: Primary</p> <p>EDUC 373; Language and Literacy: Intermediate</p> <p>EDUC 451: Teaching Lab</p> <p>EDUC 461: Seminar</p> <p>EDUC 499: Internship</p>	<p>Formative: Lesson and unit plan design; data analysis; progress monitoring; impact study planning; observations</p> <p>Summative: Lesson and unit plan implementation; data analysis write ups; impact study; digital portfolio; internship evaluations</p>
<p><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>	<p>EDUC 351A: Instructional Design and Assessment</p> <p>EDUC 371: Language and Literacy: Primary</p> <p>EDUC 373: Language and Literacy: Intermediate</p> <p>EDUC 311: Literature and the Arts</p> <p>MATH 204: Mathematical Concepts I</p> <p>EDUC 305: Mathematical Concepts II</p>	<p>Formative: Lesson and unit plan design; data analysis; class participation; group discussions; class participation; journal reflections; experiments; quizzes</p> <p>Summative: Lesson and Unit plan implementation; teaching videos; research paper; experiment results; exams and quizzes</p>

Learning Outcomes	Courses	Assessment Methods
	EDUC 303: Scientific Inquiry EDUC 386: Social Studies Methods EDUC 451: Teaching Lab	
<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>	EDUC 351A: Instructional Design and Assessment EDUC 311: Literature and the Arts MATH 204: Mathematical Concepts I EDUC 303: Scientific Inquiry MATH 305: Mathematical Concepts II EDUC 386: Social Studies Methods EDUC 451: Teaching Lab	Formative: Lesson and unit plan design; data analysis; class participation; group discussions; class participation; journal reflections; experiments; quizzes Summative: Lesson and Unit plan implementation; teaching videos; research paper; experiment results ; exams and quizzes
<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>	EDUC 291: Practicum in Language and Learning Diversity EDUC 451: Teaching Lab EDUC 461: Seminar EDUC 499: Internship	Formative: Journal reflection; case study analysis; lesson planning; data analysis Summative: Lesson implementation, teaching videos, digital portfolio; impact study; internship evaluations

Learning Outcomes	Courses	Assessment Methods
<i>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.</i>	EDUC 451: Teaching Lab EDUC 461: Seminar EDUC 499: Internship	Formative: Journal reflections; attending parent/teacher conferences; observations; teaching videos Summative: Digital portfolio; internship evaluations; teaching videos; impact study

Program Assessment

Annually, the College of Education will engage in systematic curriculum and course evaluation review as a part of the assessment process. Faculty will use course evaluations to evaluate individual course goals and outcomes. Program graduates will be surveyed to assess their level of satisfaction with their preparation. Employers will complete similar surveys providing additional data regarding their satisfaction with the program’s preparation. Students will undergo performance-based assessments of their practicum and student teaching experiences. The COE Assessment Team will review, analyze, and disseminate relevant data including graduate performance on dispositions and certification required assessments. Dissemination will occur at the annual Spring College Assessment Meetings focused on data-based decision and continuous improvement. The COE will maintain a database to track admissions, student profiles, enrollment trends and completion rates of students in the major.

The COE will use relevant data including employer and alumni surveys, learning outcomes, clinical assessments and other institutional data to complete annual reports for the Council for the Accreditation of Educator Preparation (CAEP). The proposed program will implement the described annual assessment process beginning in 2021. Long-range assessment plans include a comprehensive program review (mission, goals, learning outcomes) on a seven-year cycle synced with the CAEP accreditation cycle.

Benchmarks of Success

Over the past five years, our average number of graduates of our M.S. in Elementary Education has been 28. By the target year, we plan to graduate an average of 35 students in the B.S.Ed. in Elementary Education, a 25% increase in production of teachers in UMW’s elementary education program.

The following additional benchmarks will be used to gauge the growth and success of the proposed BS. Ed. in Elementary Education degree program. The benchmarks of success include:

- Enrollment will reach at least 108 (headcount) students by the target year.

- Eighty percent (80%) of students in the program will pass national test standards for their concentration. These measures required by the VDOE are: the RVE (Reading for Virginia Educators) test, the Praxis II exam (Elementary Education), and the VCLA (Virginia Communication and Literacy Assessment).
- Within three years of formal admission to the program, 80% of the admitted students will graduate.
- Ninety percent (80%) of students will complete the program in four years
- Ninety percent (80%) of students will successfully complete the full-time internship (student teaching)
- Eighty percent (80%) of graduates will report program satisfaction
- Eighty percent (80%) of students who seek employment will be hired within one year of graduation.
- Eighty percent (80%) of students who apply to graduate school will be accepted into a Master's degree program.

The COE faculty will review the program annually to assess student satisfaction and track progress in terms of each stated benchmark. If any of the benchmarks of success are not being met, the faculty will re-evaluate and determine appropriate strategies to reach the benchmarks. For example, if less than 80% of the students are not passing the Praxis II, one potential strategy would be to have faculty sit for these exams (we have done this in the past) to better determine the types of information students need to possess and to review BS. Ed. in Elementary Education curriculum and course-by-course content accordingly.

Relationship to Existing University of Mary Washington Degree Programs

The proposed BS in Education is related to the existing five-year, M.S in Elementary Education degree program at the University of Mary Washington. If the proposed BS. Ed. in Elementary Education is approved, the university will close the existing M.S. in Elementary Education degree program after the Fall 2024-Spring 2025 academic year.

Justification of the Proposed Program

Response to Current Needs (Specific Demand)

The proposed BS in Education degree program will respond to current needs by preparing, at its core, a person who is prepared to teach students in Pre-K-6 classrooms. Graduates of this program, working in schools, will certainly impact the lives of children in critical ways.

The Governor's Call

In 2017, Governor McAuliffe requested that the then-President of the State Board of Education and the then-chair of the State Committee on Higher Education in Virginia convene a working group to develop policy recommendations for Virginia's growing teacher shortage. The number of unfilled teacher positions across the state has increased by 40% over the past 10 years, and has reached crisis proportions in certain divisions, especially those with high levels of poverty (Advisory Committee on Teacher Shortages (ACTS), 2017).

One of the major areas of concern the working group identified contributing to the teacher shortage was "pathways". They determined that the current pathways to teaching were "cumbersome and impractical for the modern needs of teachers" (ACTS, p. 13). The group found commonly identified barriers to teaching that impacted the recruitment of teachers into the profession. One was the length and cost of pathways into the profession that were disproportionate to the salary and benefits earned in the workplace. Specifically, students interested in becoming teachers must major in a subject matter discipline in conjunction with completing a teacher training program, resulting in both increased costs and time to completion. The report states, "Undergraduate majors in teaching are not permitted in Virginia and therefore most programs offer a five-year program with a masters in teaching built on top of a bachelor's degree in a specific subject. The average Virginia teacher with a master's degree enters the profession with \$50,879 in debt – more than the average Virginia teacher's starting salary of \$42,752 for those with a master's degree" (p. 13)

Virginia General Assembly

On March 29th of 2018, the Virginia General Assembly passed Senate Bill 76, allowing for a four-year undergraduate major in education.

Virginia Department of Education

Annually, the Virginia Department of Education compiles a list, "*Commonwealth of Virginia Critical Shortage Teaching Endorsement Areas*". Second on the list from last year was Elementary Education Pre-K-6. Given the preponderance of information supporting the need to address the teacher shortage, the decision for education to be counted as a major, coupled with the on-going need for qualified teachers in the field, the proposed degree program will address a vital need in society in general and particularly, in Virginia.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024			2024 - 2025		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
70	60	80	68	89	76	99	84	—	108	92	35

Assumptions:

Retention 84%

Full-time student 80%

Part-time student 20%

Full-time student credit hours per semester: 15

Part-time student credit hours per semester: 10

Full-time student expected time to graduation: 4 years

Part-time student expected time to graduation: 6 years

Projected Resource Needs for the Proposed Program

Resource Needs

The following items detail the resources necessary to initiate and sustain the program. An enrollment of 60 student FTE is projected for the 2020-21 initiation year; enrollment will increase to 92 FTE by 2024-25 target year. The proposed program allocates 1.0 FTE of instructional effort for every 16.0 FTE of enrollment. Therefore, a total of 3.75 FTE of instructional effort is required in the initiation year of 2020-21, rising to 5.75 FTE by the target year of 2024-25.

Full-time Faculty

In the initiation year, three current full-time faculty members in elementary education will teach in the program. These full-time faculty will contribute 2.5 FTE of instructional effort in the initiation year, increasing to 3.5 FTE in the target year. The cost is \$167,233 in salary and \$62,250 in benefits in the initiation year. In the target year, one additional FTE in full-time faculty will be assigned to the program at an additional cost of \$54,604 in salary and \$21,157 in benefits. This third full-time faculty member is currently on the faculty and will be assigned full-

time to the program by the target year. Total cost in the target year is \$221,837 in salaries and \$83,407 in benefits for 3.5 FTE full-time faculty.

Part-time Faculty

Seven current faculty members of the College of Education will contribute to this program, teaching courses in diverse population, curriculum and instruction, foundations of education, special education, human development, social studies methods, classroom management, and mathematics. One current administrative faculty (staff) member in the College of Education with appropriate graduate-level degrees and other relevant professional qualifications will teach the introduction to learning and teaching (elementary) course. Because the part-time faculty contributing will vary by semester, an average salary and benefits rate is used in calculating the expense of this portion of the program. Part-time faculty will contribute 1.00 FTE of instructional effort in the initiation year and 2.00 FTE in the target year. The cost is \$68,628 in salary and \$27,717 in benefits for the initiation and \$137,256 in salary and \$55,434 in benefits the target year.

Adjunct Faculty

Two adjunct faculty will teach courses in literacy and in mathematical concepts and foundations for elementary teachers, contributing .25 FTE to the program in the initiation year and in the target year. The cost is \$8,160 in salary and \$624 in benefits.

Graduate Assistants

There will be no graduate assistants. All courses will be taught by faculty members.

Classified Positions

Administrative support for the program will be provided by the College of Education office manager providing .25 FTE toward support of degree program. A current staff member will provide administrative support at a cost of \$9,653 in salary and \$7,749 in benefits.

Targeted Financial Aid

No targeted financial aid is provided as a part of this proposal. Students in this program will have access to all of the University's financial aid and scholarship programs, which are managed on a university-wide basis by the Office of Financial Aid. UMW participates in the federally-funded Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who are completing or plan to complete course work needed to begin a career in teaching. As a condition for receiving a TEACH Grant, students must complete counseling each year that they receive a TEACH Grant and must also agree to: (1) teach in a high-need field; (2) teach at an elementary school, secondary school, or education service agency that serves students from low-income families; and (3) teach for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which the grant was provided.

Equipment

No additional equipment is necessary to implement and sustain the program.

Library

No additional library resources are necessary to implement and sustain the program.

Telecommunications

No additional voice and data services are necessary to implement and sustain the program. Telecommunication costs will be \$2,000 in the initiation year, rising to \$2,500 in the target year. Because voice and data services charges are budgeted centrally and are not charged back to specific programs, they are not included in the itemized resources section (Part C, below).

Space

The Fredericksburg (Main) campus is the location for the proposed program. It has the space necessary to provide for the faculty and administrative support staff offices. The classroom and laboratory space needed for the program is also available at this location.

Other Resources

No additional other resources will be required to initiate and sustain the program. A portion of the current College of Education operating budget will be reallocated to the new degree program to support general operating expenses and faculty development and professional travel. The amounts are \$5,850 in the initiation year, rising to \$9,750 in the target year.

Resources Needs: Part A – D

Part A: Answer the following questions about general budget information.

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

Part B: Fill in the number of FTE positions needed for the program

	Program Initiation Year 2020 – 2021		Target Enrollment Year 2024 – 2025	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time FTE*	2.50	0.00	1.00	3.50
Part-time FTE **	1.00	0.00	1.00	2.00
Adjunct faculty	0.25	0.00	0.00	0.25
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.25	0.00	0.00	0.25
TOTAL	4.00	0.00	2.00	6.00

* Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.

*** Added **after** initiation year and up through target enrollment year.

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2019 – 2020		Expected by target enrollment 2023 – 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty	2.50	0.00	1.00	3.50
salaries	\$167,233	\$0	\$54,604	\$221,837
fringe benefits	\$62,250	\$0	\$21,157	\$83,407
Part-time faculty (faculty FTE split with other units)	1.00	0.00	1.00	2.00
salaries	\$68,628	\$0	\$68,628	\$137,256
fringe benefits	\$27,717	\$0	\$27,717	\$55,434
Adjunct faculty	0.25	0.00	0.00	0.25
salaries	\$8,160	\$0	\$0	\$8,160
fringe benefits	\$624	\$0	\$0	\$624
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.25	0.00	0.00	0.25
salaries	\$9,653	\$0	\$0	\$9,653
fringe benefits	\$7,749	\$0	\$0	\$7,749

Total personnel cost				
salaries	\$253,674	\$0	\$123,232	\$376,906
fringe benefits	\$98,340	\$0	\$48,874	\$147,214
Total personnel cost	\$352,014	\$0	\$172,106	\$524,120
Equipment	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs	\$5,850	\$0	\$3,900	\$9,750
TOTAL	\$357,864	\$0	\$176,006	\$533,870

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

_____ Yes _____
Signature of Chief Academic Officer

No _____
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2020 – 2021	Target enrollment year 2024 – 2025
Reallocation within the department (<i>Note below the impact this will have within the department.</i>)	\$0	\$0
Reallocation within the school or college (<i>Note below the impact this will have within the school or college.</i>)	\$357,864	\$533,870
Reallocation within the institution (<i>Note below the impact this will have within the institution.</i>)	\$0	\$0
Other funding sources (<i>Specify and note if these are currently available or anticipated.</i>)	\$0	\$0

2. Statement of Impact/Funding Sources.

Reallocation within the department

The College of Education at the University of Mary Washington does not have any departments as a part of its organizational structure.

Reallocation within the school or college

Funds needed to initiate and sustain the degree program will come from a shift of existing resources from the current five-year dual degree program (the M.S. in Elementary Education). This program will close after all students enrolled in it as of the spring 2020 semester have either graduated or progressed out in some other way (through transfer to another program, withdrawal from the university, or through some other means of discontinuation in the program). The spring 2020 semester is the last year in which UMW will accept new students into the current five-year M.S. in Elementary Education program. UMW anticipates closing this program in 2025-2026 (assuming that there no remaining students in it at that time). Reallocation of these amounts within the College of Education will not negatively impact any existing programs.

Reallocation within the institution

No reallocation of funds within the institution are needed to initiate and sustain the B.S.Ed. degree program.

Other Funding Sources

No funding from other sources is needed to initiate and sustain the program. It will be entirely funded by reallocations within the college.

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

<u> X </u>	Agree	_____
		Signature of Chief Academic Officer
_____	Disagree	_____
		Signature of Chief Academic Officer

Appendices

Appendix A – Sample Plans of Study

Full-Time Student

<p>Freshman Fall (15 credits) Language (3 cr) Freshman Seminar (3 cr) STAT 180: Introduction to Statistics (Quantitative) (3 cr) Digital Intensive (3 cr) Elective (3 cr)</p>	<p>Freshman Spring (16 credits) Natural Science (4 cr) Elective (3 cr) HIST 131: American History to 1865 (3 cr)(Humanities) EDUC 206: Foundations of Education (3 cr) *EDUC 207: Development of the Learner and Instructional Practices (3 cr)</p>
<p>Sophomore Fall (16 credits) LING 101: Introduction to Linguistics (3 cr) Elective (3 cr) Elective (3 cr) EDSE 250 – Survey of Special Education: Characteristics and Legal Issues (3 cr) *EDUC 290 - Teaching Linguistically & Culturally Diverse Students (Diverse and Global Perspectives) (3 cr) *EDUC 291: Practicum in Language and Learning Diversity (1 cr)</p>	<p>Sophomore Spring (16 credits) Arts and Literature (3 cr) GEOG 101: World Regional Geography (Social Science) (3 cr) Elective (3 cr) EDUC 388: Managing the Elementary Classroom (3 cr) EDUC 351-Instructional Design and Assessment (4 cr)</p>
<p>Junior Fall (16 credits) Methods of Investigation (3 cr) Methods of Investigation (3 cr) Math 204: Mathematical Concepts and Methods I (4 cr) EDUC 371: Language Development and Literacy Instruction: Primary (3 cr) EDUC 311: Children’s Literature and the Arts (3 cr)</p>	<p>Junior Spring (15 credits) Elective (3 cr) Elective (3 cr) EDUC 305: Mathematical Concepts and Methods II (3 cr) EDUC 373 – Language Development and Literacy Instruction - Intermediate (3 cr) BIOL 203: Science in Perspective (3 cr)</p>
<p>Senior Fall (14 credits) Elective (1 cr) Elective (3 cr) Elective (3 cr) EDUC 303: Scientific Inquiry (3 cr) *EDUC 451: Teaching Lab: Elementary (1 cr) EDUC 386 – Elementary Social Studies Methods (3 cr)</p>	<p>Senior Spring (12 credits) EDUC 499 – Internship – (9 cr) *EDUC 461 – Internship Seminar: Elementary (3 cr)</p>

Bold - courses with practicum

**New Courses*

Sample Plan of Study (Part -Time Student finishing in 6 years)

B.S. Ed. in Elementary Education

<p>Fall I (10 credits) Language (3 cr) Freshman Seminar (3 cr) STAT 180: Introduction to Statistics (Quantitative) (3 cr) Elective (1 cr)</p>	<p>Spring 1 (10 credits) Natural Science (4 cr) General Education (3 cr) HIST 131: American History to 1865 (Humanities) (3 cr)</p>
<p>Fall 2 (9 credits) LING 101: Introduction to Linguistics (3 cr) Elective (3 cr) Elective (3 cr)</p>	<p>Spring 2 (9 credits) Arts and Literature (3 cr) GEOG 101: World Regional Geography (Social Science) (3 cr) General Education (3 cr)</p>
<p>Summer 1 Elective (3 cr) Elective (3 cr)</p>	
<p>Fall 3 (9 credits) Methods of Investigation (3 cr) Methods of Investigation (3 cr) General Education (3 cr)</p>	<p>Spring 3 (9 credits) EDUC 206: Foundations of Education (3 cr) *EDUC 207: Development of the Learner and Instructional Practices (3 cr) General Education (3 cr)</p>
<p>Fall 4 (10 credits) Digital Intensive (3 cr) EDSE 250 – Survey of Special Education: Characteristics and Legal Issues (3 cr) *EDUC 290 - Teaching Linguistically & Culturally Diverse Students (Diverse and Global Perspectives Gen Ed) (3 cr) *EDUC 291: Practicum in Language and Learning Diversity (1 cr)</p>	<p>Spring 4 (10 credits) Elective (3 cr) EDUC 388: Managing the Elementary Classroom (3 cr) EDUC 351-Instructional Design and Assessment (4 cr)</p>
<p>Fall 5 (10 credits) Math 204: Mathematical Concepts and Methods I (4 cr) EDUC 371: Language Development and Literacy Instruction: Primary (3 cr) EDUC 311: Children’s Literature and the Arts (3 cr)</p>	<p>Spring 5 (9 credits) EDUC 305: Mathematical Concepts and Methods II (3 cr) EDUC 373 – Language Development and Literacy Instruction - Intermediate (3 cr) BIOL 203: Science in Perspective (3 cr)</p>
<p>Fall 6 (7 credits) EDUC 303: Scientific Inquiry (3 cr) *EDUC 451: Teaching Lab: Elementary (1 cr) EDUC 386 – Elementary Social Studies Methods (3 cr)</p>	<p>Spring 6 (12 credits) EDUC 499 – Internship – (9 cr) *EDUC 461 – Internship Seminar: Elementary (3 cr)</p>

Appendix B – Course Descriptions

New courses developed for this degree program are indicated with an asterisk (*).

Core Courses

EDUC 206: Foundations of Education

This course serves as an introduction to the field of education. It focuses on the historical, philosophical, and sociological foundations of public education in the United States and provides an overview of curriculum and instructional planning.

*EDUC 207: Development of the Learner and Instructional Practices

This course examines the range of human development from early childhood through adolescence, including the physical, social, emotional, and cognitive development of children and the ability to use this understanding to plan curriculum and develop instructional strategies. Educational theorists will be explored in relation to instructional practices.

EDSE 250: Survey of Special Education: Characteristics and Legal Issues

This course presents an overview of the historical basis and regulatory requirements related to special education, including the individual education plan (IEP) as a legal document and the rights and responsibilities of parents, teachers, and schools. The characteristics of elementary and secondary learners with disabilities and their educational and medical implications are examined, as well as the cultural, familial and ethical issues involved.

*EDUC 290: Teaching Linguistically and Culturally Diverse Students

Students learn instructional methods for teaching English learners in elementary and secondary general education classrooms. This course combines theory, research, and practice to enable participants to develop the knowledge to work with students who function in more than one language and across cultures.

*EDUC 291: Practicum in Language and Learning Diversity

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.

EDUC 351A: Instructional Design and Assessment

This course provides a foundation in interpreting curriculum and planning instruction and assessment in K-12 classrooms, with a focus on evidence-based practices.

EDUC 388: Managing the Elementary Classroom

Teacher candidates will learn a variety of approaches to elementary classroom management. Emphasis is on establishing a classroom community, working with difficult children, and communicating with parents.

EDUC 371: Language Development and Literacy Instruction: Primary

Study of language development and learner-sensitive approaches to early childhood literacy instruction for emerging readers. Focus is on teaching and assessment strategies for literacy instruction in the primary grades (K-2).

EDUC 373: Language Development and Literacy Instruction: Intermediate

Focus is on teaching and assessment strategies for literacy instruction in the upper elementary grades (3-6). Course emphasizes how to effectively utilize literacy workstations, guided reading, word study, spelling instruction and vocabulary exploration to optimize children's learning and development across the curriculum, and addresses the language and literacy needs of students who do not speak English as their first language.

EDUC 311: Literature and the Arts in the Elementary Classroom

Educational approaches that encourage children's expressive development through the integration of literature, the arts, and media throughout the elementary curriculum. Students will read a variety of genres of children's literature and learn basic information about dance, drama, visual arts, and music, as well as strategies for teaching science, math, social studies, reading and language using children's literature and these art forms.

MATH 204: Mathematical Concepts and Methods I

Mathematical concepts and methods of teaching for the elementary school. Topics include number systems and their properties, problem solving, and topics in number theory. Course intended for students certifying to teach grades PreK-6.

EDUC 305: Mathematical Concepts and Methods II

Mathematical concepts and methods of teaching for the elementary school. Topics include geometry, measurement, probability and statistics.

EDUC 303: Scientific Inquiry and Instructional Technology

Planning and instructional skills for teaching science in the elementary classroom. Provides students training and practice in using an assortment of developmentally appropriate teaching methods for elementary level science. Also provides students with an understanding of the current Virginia Standards of Learning for Elementary Science and how instruction may be designed to meet the requirements of those Standards.

EDUC 386: Elementary Social Studies Methods

Teacher candidates will learn the major orientations to the social studies and their corresponding methods. Emphasis is on researching, writing, and implementing lessons that teach for understanding and inspire critical thinking.

***EDUC 451: Teaching Lab: Elementary**

In this teaching lab course, students will develop and demonstrate proficiency in monitoring student progress, using educational technology, evaluating practice, and reflecting on their professional teaching practices in preparation for the full-time internship. Students will develop

and teach four lesson plans for a total of five hours of instructional time, one of which will be video recorded, and reflect on their implementation.

***EDUC 461: Internship Seminar - Elementary**

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 a digital portfolio of artifacts that demonstrate their accumulated skills and knowledge.

Required Internship

EDUC 499: Internship

Orientation to teaching under the direction of mentor teachers in the public schools.

Additional Required Courses

BIOL 203: Science in Perspective

Designed to fulfill the need for non-science majors to have a clear understanding and appreciation of natural and scientific phenomenon. Topics will be presented in a manner that will challenge students to reason, make appropriate connections between various science disciplines and to effectively communicate and apply scientific principles. The course will consist of lecture/discussions and student presentations. In addition, emphasis will be placed on reading and understanding current scientific literature.

HIST 131: American History to 1865

The Age of Discovery and the Colonial Era through the American Revolution, nation building, the rise of the party system, slavery, and the Civil War.

LING 101: Introduction to Linguistics

Introduction to fresh perspectives on linguistic theory and applications. The course focuses on such diverse topics as animal communication, child language acquisition, human speech, language variation and change, and language as human interaction.

STAT 180: Introduction to Statistics

First course in statistical methods. Includes descriptive and inferential techniques and probability, with examples from diverse fields. Topics vary with instructor and may also include sampling methods, regression analysis, and computer applications.

Appendix C – Practica and Internship Sites

The University of Mary Washington currently has Memoranda of Understanding with the following school districts in Virginia. This allows the students a wide range of geographic choices in their field-based learning and internship experiences.

King George [Rural]

Prince William County [Diverse]

Stafford County [Diverse]

Richmond City [Diverse]

Fredericksburg City [Diverse]

Spotsylvania County [Diverse/Rural]

Appendix D – Abbreviated Faculty CV

Full-Time Faculty

John Broome, Ph.D. B.A., The College of William and Mary; M.Ed., George Mason University; Ph.D., University of Virginia. Teaches course in elementary classroom management, foundations of education, and social studies methods.

Christy Irish, Ph.D. B.A., University of San Diego; M.Ed., San Diego State University; Ph.D., George Mason University. Teaches courses in literacy and human development.

George Meadows, Ed.D. B.S., Marshall University; M.S., Emory University; Ed.D., West Virginia University. Teaches courses in science methods and technology.

Melissa Wells, Ph.D. B.A., Furman University; M.A., Furman University; Ph.D., University of South Carolina. Teaches courses in children's literature and the arts, literacy, and foundations of education.

Part-Time Faculty

Antonio Causarano, Ph.D. M.A., University of Findlay (Ohio); M.A., Ph.D., University of New Mexico. Teaches courses in literacy and working with diverse populations.

Courtney Clayton, Ph.D. B.A., University of Pennsylvania; M.A., University of San Francisco; Ph.D., Boston College. Teaches courses in foundations of education, literacy, and teaching culturally and linguistically diverse students.

Janine Davis, Ph.D. B.A., Virginia Polytechnic Institute & State University; M.Ed., Boston College; Ph.D., University of Virginia. Teaches courses in curriculum and instruction.

Jane Huffman, Ed.D. B.S., M.S., Radford University; Ed.D., Virginia Polytechnic Institute & State University. Teaches courses in social studies methods, foundations of education, and human development.

Melissa Jenkins, Ph.D. B.A., George Mason University, M.S. Ed., Old Dominion, Ph.D. George Mason University. Teaches courses in special education.

Kyle Schultz, Ph.D. B.A., Miami University; M.A.T., Miami University; Ph.D., University of Georgia. Teaches courses in elementary mathematics.

Jennifer Walker, Ph.D. B.S., Mary Washington College, M.Ed., George Mason University, Ph.D. George Mason University. Teaches courses in special education and elementary classroom management.

Administrative Faculty

Kristina Peck, M.Ed. B.S. University of Mary Washington, M.A., Virginia Polytechnic Institute and State University. Teaches courses in foundations of education.

Adjunct Faculty

Michelle Repass, Ph.D. B.A. University of Mary Washington, M.Ed. James Madison University, Ph.D. George Mason University. Teaches courses in literacy.

Jennifer Raybold, M.Ed. B.S. Pennsylvania State University, M.Ed. George Mason University. Teaches courses in literacy.

Appendix E – References

- Advisory Committee on Teacher Shortages (2017). *Preliminary report from the advisory committee on teacher shortages*. Retrieved from:
<https://www.education.virginia.gov/media/.../secretary-of.../pdf/final-acts-report.pdf>
- Teach Virginia Educator Career Center (2019). Critical Shortage Areas. Retrieved from:
<http://teachvirginia.org/critical.html>
- Virginia Senate Bill 76 (2018). Virginia’s Legislative Information System. Retrieved from:
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