

UNIVERSITY OF MARY WASHINGTON – CHANGE COURSE CREDIT 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: Janine Davis	Date Prepared: 8/9/19			
Course Title: Internship				
Department/discipline and course number: EDUC 499				
Current number of credits: variable	Revised number of credits proposed:		9	
Will this course meet for at least 700 contact minutes for each credit hour proposed? <i>If no, provide a credit hour justification.</i>			YES	NO x

Date of first offering of this revised course:	Spring 2022
Proposed frequency of offering of the revised course:	Every semester
List the faculty who will likely teach the revised course:	John Broome, Antonio Causarano, Courtney Clayton, Janine Davis, Christy Irish, Melissa Wells, Jennifer Walker, Victoria Russell, Beverly Epps, Marie Sheckels, George Meadows

This revised course will be (check all that apply):		
Required in the major*	General Elective	x
Elective in the major*	General Education**	

*If the revised course changes major requirements in any way, a separate major program change proposal must be submitted.

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

REQUIRED ATTACHMENTS:

- Rationale Statement** – Why is a change in this course’s credit hours needed? What purposes will the change in credit hours serve?
- Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
- Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by changing the credit hours for this course. Include supporting statements from the Library, IT Department, etc. as needed. **Any change that impacts another Department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.**
- Syllabus** – include a copy of the course’s current syllabus **and** a revised syllabus showing how the course will change as a result of the addition (or deletion) of credit hours.

Revised Catalog Description (include if this is needed to accurately reflect changes in the course; suggested length is less than 50 words):
Prerequisite: Successful completion of all coursework in the Pre-K-12, Secondary or Elementary Pathways. Corequisites: EDUC 460 or 461. Semester-long orientation to teaching under the direction of mentor teachers in the public schools. Interns plan and deliver instruction and assessment, monitor student progress, develop communication skills to work with all school stakeholders, and reflect on their teaching practices.

Department Chair Approval*:  Date: 8/27/19

CCC Chair Approval:  Date: 8/29/19



Dean Approval: _____

Date: 8/30/19

*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, UFC, and Provost** are noted on the proposal "status history" at the UCC web site.

***Provost approval is required for program changes involving changes to credit hours of courses in the program's requirements.*

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 and local alumni and other stakeholders in this process.

Currently, students in 5-year Pre-K-12, Secondary and Elementary pathways complete their internship as part of their fifth year, which is entitled EDUC 540: Initial Licensure Internship. In the move to four-year programs, the internship needs to be listed as a 400-level course. In the prior 4-year programs at UMW for teacher licensure, the internship was numbered EDUC 499 and was listed as "variable credits". The internship will now require 9 credits, but we would like to keep the same number, EDUC 499, as that was already in the catalog and approved.

Credit Hour Justification:

This is an internship course consisting of full-time teaching duties for a VDOE-mandated minimum of 10 weeks. Each credit hour is equivalent to 42 hours of internship. Student will attend school and teach during the mandated school day hours, as well as plan instruction, evaluate student work, communicate with parents and school colleagues, and attend faculty meetings and conferences. This work will require a minimum of 37-40+ hours per week. At UMW we will require students to complete the internship over a full semester.

Impact Statement:

The impact of changing the course credits will be minimal. Current supervision for research for all students in the five-year programs will no longer be required when we move to the four-year program, freeing up faculty to supervise this internship.

No additional requirements are needed in terms of other offices or staff; however, it is important to note that program numbers may increase with the decrease in overall cost for students to reach licensure, which may lead to requests for additional faculty in the future. We are currently supporting approximately 80 elementary, secondary, and PK12 student interns each year with our current budget.

Syllabus:

There is no current syllabus for EDUC 499 as it hasn't been taught in many years. However, we have taken the EDUC 540 syllabus and adapted it for the new four-year programs. That is the syllabus that is attached with changes based on what our students will need at the undergraduate level.

EDUC 499: Internship
Semester Year
Class Days/Times
Class Location

Instructor:
Office:
Office Hours:
Email:
Phone:

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

Prerequisite: Successful completion of all coursework in the Pre-K-12, Secondary or Elementary Pathways. Corequisites: EDUC 460 or 461. Semester-long orientation to teaching under the direction of mentor teachers in the public schools. Interns plan and deliver instruction and assessment, monitor student progress, develop communication skills to work with all school stakeholders, and reflect on their teaching practices.

Course Objectives

Students will understand:	Students will know:	Students will do:
<p>Teaching requires deep knowledge of students, schools, the content, pedagogical strategies and their uses</p> <p>Constant monitoring of student performance data is crucial for student success</p> <p>Effective instruction involves thoughtful planning, reflection, and knowledge of students and communities</p> <p>Reflection on student performance and continual adjustment to one's practices is essential for success</p> <p>Policies and procedures will differ depending on the setting; teachers must be aware of their particular district's policies</p> <p>Teachers are advocates for students; effective instruction requires treating all students with respect</p>	<p>Current educational technologies (these will change over time and vary depending on school settings)</p> <p>Methods of analyzing student performance data</p> <p>SMART goals</p> <p>Specific district and school policies, procedures, and requirements, especially those involving student safety</p> <p>Comprehensive information about school, district, and community, including demographics, strengths, needs, interests, etc.</p> <p>Strategies for communicating with parents, colleagues, specialists, and administrators</p> <p>Content as reflected in SOL objectives</p> <p>Evidence-based lesson, unit, and assessment practices</p>	<p>Plan and deliver instruction and assessment in a sustained, connected way, using evidence-based best practices</p> <p>Monitor student progress</p> <p>Communicate with students, colleagues, mentors, supervisors, and families</p> <p>Reflect on one's teaching practice and adjusting it based on the results of that practice</p> <p>Incorporate technology in ways that enhance instruction and assessment</p> <p>Develop professional relationships with school personnel, families, students, and colleagues</p>

Course Policies

Class Attendance and Participation: <insert expectations here>

Assignment Guidelines: <insert expectations here>

Late Assignments: <insert expectations here>

Resubmitting Work: <insert expectations here>

Technology Use: <insert expectations here>

Communication: <insert expectations here>

Core Assignments

80% of the grade for the internship will be determined by the score on the internship evaluation. Checkpoints along the way shall include lesson and unit plans, reflection and goalsetting journals, a mid-point assessment, and at least three observations by the University Supervisor.

20% of the grade will be determined by the score on the Impact Study. This is a key program assessment. The rubric is common to all students in the program, and the most recent version can be found on the COE website.

The internship evaluation can be found at the following link:

<https://education.umw.edu/files/2018/08/Internship-Evaluation-Rubric.pdf>

Interns, University Supervisors, and Mentor Teachers should familiarize themselves with the items on the rubric at the beginning of and throughout the internship.

Interns will receive scores ranging from a 1 (does not meet standard) to a 4 (exceeds standard) on 20 items. The first 18 areas (all but items 10.1 and 10.2) will be counted toward the intern's grade; these final two items are important, but not all interns will be able to meet these standards in the internship.

The course grade will be based on the final evaluation, with grades determined by the following scores:

A 59-72 total points, with no 1s or 2s

A- 55-58, with no 1s or 2s

B 54, with no 1s or 2s

F 53 and below

Interns must receive a B or better in order to pass their Internship.

If a particular category was not observed or could not be completed for reasons outside of the intern's control, then the US should take this into consideration when determining the final grade.

The candidate will receive frequent formative feedback during the semester, including in the following forms: (continued on the following page)

- The University Supervisor (US) will observe the intern teach at least four lessons and provide oral and written feedback in a conference format after each visit.
- The Mentor Teacher (MT) and intern will have regular check-ins about progress toward the goals and indicators on the evaluation.
- The intern will record a lesson on video and then complete a self-evaluation at the midpoint of the semester after observing that lesson.

- The MT, US, and intern will have a conference at the mid- and end-point of the semester to discuss current progress and scoring. The US will submit a mid-point (as well as the final) evaluation that will take into account the MT's and intern's input. The student should have a sense of what their score on the final evaluation will be by the mid-point of the semester; an intern receiving any 1s or 2s should receive an improvement plan.
- The MT, US, and intern will complete the digital Professional Competencies evaluation at the mid- and end-point of the semester.

Grading Scale

A	94-100
A-	90-93
B+	88-89
B	84-87
*B-	80-83
C+	78-79
C	74-77
C-	70-73
D+	68-69
D	60-67
F	59 and below

***Students will not be recommended for licensure if they receive below a B- in the internship.**

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>

InTASC Alignment

InTASC Category		Assignment
The Learner	Learner Development	Evaluation

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

