

## UNIVERSITY OF MARY WASHINGTON – PROGRAM CHANGE PROPOSAL

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

<b>COLLEGE (check one):</b>	<input checked="" type="checkbox"/> <b>Arts and Sciences</b>	<input type="checkbox"/> <b>Business</b>	<input checked="" type="checkbox"/> <b>Education</b>
Proposal Submitted By: Jennifer Walker		Date Prepared: 11/7/19	
Department /Program:	<b>4-Year licensure in Special Education-General Curriculum</b>		

1. *Note: for any program change entailing the addition any new courses, or revisions to existing courses, separate proposal for those course actions must also be submitted. If the proposal involves changes in course credit hours as a part of the program change, "Change\_Course\_Credits" proposal forms for each course with revised credit hours must also be submitted.*

PROPOSAL TO CHANGE EXISTING PROGRAM (check <b>no than one</b> of the following).	
Revise requirements for existing <b>major</b>	
Revise requirements for a concentration	
Revise requirements for an existing <b>degree program</b>	
Revise requirements for existing <b>certificate</b> program	
Revise requirements for existing <b>minor</b>	
<b>Implementation Date: FALL semester, year:</b>	Fall 2020

PROPOSAL TO CREATE NEW PROGRAM <b>NOT</b> REQUIRING STATE ACTION (check no more that <b>one</b> of the following)	
<b>New concentration</b>	<input checked="" type="checkbox"/> Name: Special Education
<b>New minor</b>	<input type="checkbox"/> Name:
New Major but <b>NOT</b> a new degree*	<input type="checkbox"/> Name:
*Use ONLY for interdisciplinary majors that will be grouped as part of the "Special Majors/General Liberal Arts and Sciences" degree (CIP Code 24.0101) or reported as a BLS degree (CIP Code 24.0199)	
<b>Implementation Date (semester and year):</b>	Fall 2020

**REQUIRED ATTACHMENTS FOR ALL PROPOSALS FOR PROGRAM CHANGE OR FOR NEW PROGRAMS *NOT* REQUIRING STATE APPROVAL:**

2. **Rationale statement** (Why is this additional program needed? What purposes will it serve?)
3. **Impact Statement** (Provide details about the Library, space, budget, technology, and impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of adding the new program are required.) *If the proposal involves changes in course credit hours as a part of the program change, "Change\_Course\_Credits" proposal forms for each course with revised credit hours must also be submitted.*
4. **Catalog Copy** (Provide the complete Catalog Description for the proposed new program)
5. **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.**

Department Chair Approval\*:  Date: 11/23/19

CCC Chair Approval:  Date: 11/23/19

Dean Approval:  Date: 11/25/2019

\*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 in cases of proposals for new concentrations, new minors, new majors that do not involve a new degree, or program changes involving changes to credit hours of courses in the program’s requirements.*

### **Rationale Statement**

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](#), and [Special Education](#), 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.

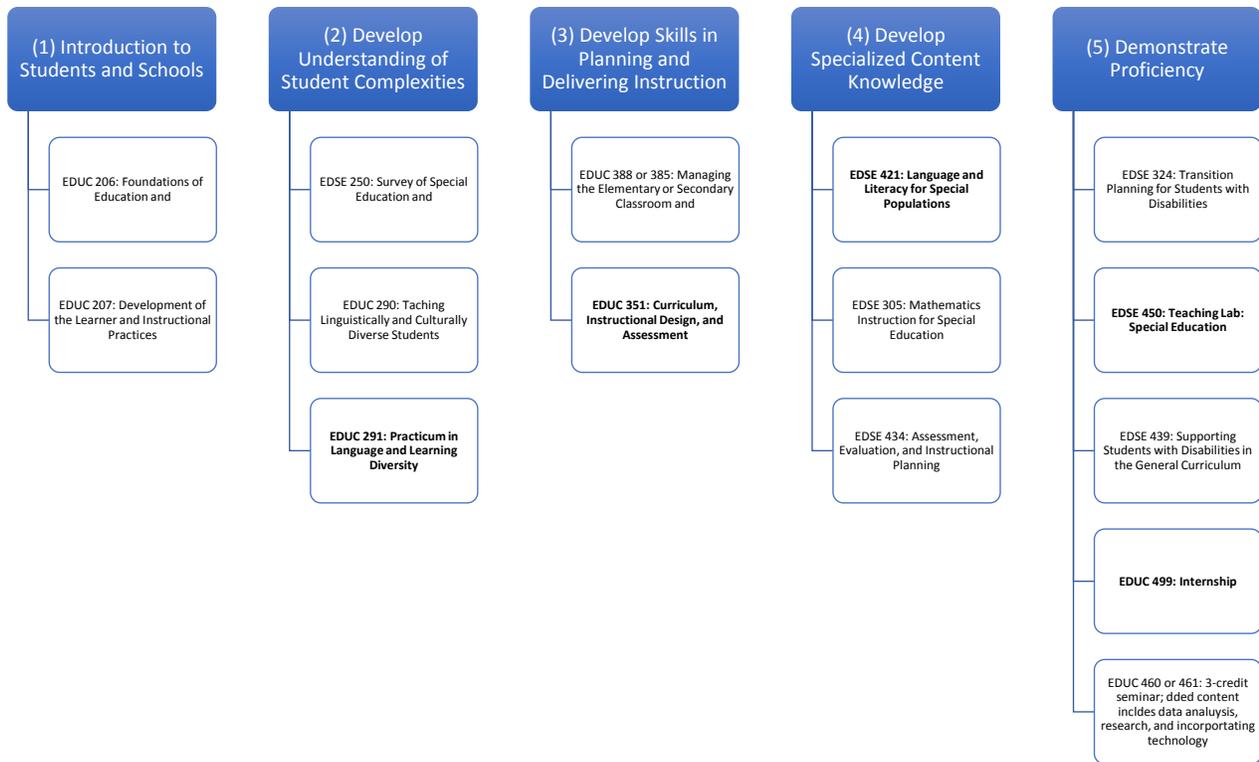
### *Special Education Licensure Area*

There is a chronic need for special education teachers in Virginia that has taken on more urgency with fewer students entering teacher preparation programs across the Commonwealth and United States. In 2017-2018, the Virginia Department of Education (VaDOE) reported special education as its top critical shortage area for licensed teachers.

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 recruitment continues to be challenging in the field of special education and enrollment numbers would not support a major at this time. Therefore, 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.

## 4-Year Program in Education: Special Education: General Curriculum



**Courses in bold have/ are a practicum or internship experience**

Although the new four-year program will remove a year of training, we will introduce a sequence of courses that will allow instructors more consistent and continual building of student skills and knowledge as compared to the current model. This program will be rigorous, but it will enable UMW to help this and other states address crucial teacher shortages that now are being filled with unskilled or underskilled teachers.

**Impact Statement** (Provide details about the Library, space, budget, technology, and impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of adding the new program are required.) **If the proposal involves changes in course credit hours as a part of the program change, “Change\_Course\_Credits” proposal forms for each course with revised credit hours must also be submitted.**

We will phase out our existing 5-year Master’s program and phase in the new 4-year program over the course of the next five years (until 2025), which will mean that as courses in the old program close, those in the new program will replace them in faculty members’ schedules. Due to the extended nature of the program change and uncertainty about numbers of students who will opt to switch into the new program, it is not possible to plan a rigid faculty course schedule. One new course, EDUC 450: Teaching Lab: Special Education, will follow a similar model to existing five-year program courses and allow faculty members to supervise students in local practicum experiences while earning credit for a set number of students. This will allow faculty to address candidate teaching challenges much earlier in the program than ever before.

We are aware of the need for clear and constant communication with all students in the five-year program as we schedule the final offerings of courses in the existing five-year program. This communication will begin with students who are considering applying to UMW and COE before the fall of 2020 and consist of emails, meetings, and messages sent through advisors and/or the program director every semester. We have had success with having students sign agreements for updates to program requirements such as passing entrance tests, and so a similar agreement regarding which program the student will complete will be collected from every student during and/or after application to COE.

The following is a timeline of course offerings for the new, four-year programs. Due to the complexity of timing course offerings, we will follow a cohort model and offer courses only during specific semesters.

Furthermore, because UMW has recently adopted new general education requirements, we have planned a complete recommended schedule for students for the entire four years; of course, student needs will vary, and those who bring in transfer credit and/or opt to add a second major or one with more than the indicated number of courses will follow a slightly different path, with the exception of the education courses. This pacing would work with transfer students who bring in EDUC 206 and EDUC 207, which are currently part of the Germanna Community College Education Pipeline Agreement. The college will also consider transfer credit for those two classes from other institutions.

**Special Education- General Curriculum Course Sequence**

<p><b>1 Fall 2020 (15 credits)</b>          FL Requirement          FSEM          STAT 180 (Quant Reasoning)          Gen Ed (Arts)          Gen Ed (DI)</p>	<p><b>1 Spring 2021 (15 credits)</b>          EDUC 206 – Foundations          EDUC 207- Human Development (WI)          FL requirement          Gen Ed (Humanities)          Major course</p>
<p><b>2 Fall 2021 (16 credits)</b>          Major course          FL Requirement          Gen Ed (Natural Science)          EDSE 250 - Intro to SPED          EDUC 290 - Teaching Ling &amp; Culturally (Diverse and Global Perspectives Gen Ed)          EDUC 291 (1 credit)</p>	<p><b>2 Spring 2022 (16 credits)</b>          Major course          Major course          Gen Ed (extend Methods of Investigation)          EDUC 351: Instructional Design and Assessment (SI) (4 credits)          EDUC 385 or 388 - Classroom Management</p>
<p><b>3 Fall 2022 (15 credits)</b>          Major course          Major course (SI)          Gen ED (extend Methods of Investigation)          EDSE 421: Language and Literacy (cross listed for undergrad)          EDSE 305: Mathematics Instruction</p>	<p><b>3 Spring 2023 (15 credits)</b>          Major course (WI)          Major course          Major course          Gen Ed (Social Science)          EDSE 434: Assessment &amp; Evaluation (cross listed for undergrad)</p>
<p><b>4 Fall 2023 (16 credits)</b>          Major course (WI)          Major course          Major course          EDSE 324: Transition          EDSE 439: Supporting Students          EDSE 450 Teaching Lab: Special Education (1 credit)          (We also plan to offer EDUC 499 and EDUC 460 in fall for those wishing to complete in 4.5 years. This would also relieve some pressure on local schools to house huge numbers of student teachers in the same semester)</p>	<p><b>4 Spring 2024 (12 credits)</b>          EDUC 499 – Internship (9 credits)          EDUC 460 or 461 – Seminar: Elementary/ Secondary (3 credits) (After UMW)  <i>Students needing financial aid or additional time could save one major course for the summer after the internship and still walk at May graduation.</i></p>

\*Courses indicated with gen ed designations are intended as such but are not currently approved; they will go through approval for our new gen eds when this process begins and once the curriculum approval is underway.

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 and time for students to reach licensure, which may lead to requests for additional faculty in the future.

**Catalog Copy**

**\*\*Please note that this is the copy to appear in the 2020-2021 catalog. We will submit additional language for the elementary and special education programs to accompany this entry in the fall of 2019. Please also note that references to the 5-year Master’s degree programs in education should be removed from the Graduate catalog beginning in Fall of 2020.**

## UNDERGRADUATE PROGRAMS IN EDUCATION

### **Special Education: General Curriculum Licensure Areas**

The College of Education offers, as electives toward the bachelor's degree, courses designed to prepare the liberal arts student to meet requirements for licensure as a teacher.

The College offers undergraduate licensure at the K-12 level in Special Education: General Curriculum. Students complete education course work and field experiences at the undergraduate level.

Throughout the program, students gain experiences and skills in monitoring their own professional growth through research, reflection, and problem solving. Some courses require students to complete field experiences in the public schools.

College of Education students have access to all the Academic Resources outlined in that section of this Catalog. All University Academic Policies described in the Catalog apply to the College of Education students. Students must complete general education requirements, a liberal arts or sciences major, and professional studies (education course work) requirements. The professional studies component provides students with background knowledge and experience in curriculum planning and implementation with a focus on teaching the national and state standards.

All students who gain admission to the program are eligible to join the Student Education Association. Juniors or seniors with high academic achievement are invited to become members of the Nu Xi Chapter of Kappa Delta Pi, an international honor society in education. Awards are given each year to students who excel in supervised teaching, academic achievement, and leadership. Students in the Teacher Education Program have the opportunity to apply for a variety of scholarships.

### **Admission, Continuation, and Program Completion Requirements**

Admission to the Teacher Education Program is by application directly to the

College of Education. Admission is competitive and is based on academic achievement in the undergraduate program and on other indications of potential in meeting the program goals. Students interested in seeking credentials to teach should contact the College of Education as early in their college career as possible and are strongly advised to attend a Group Information Session on the Teacher Education Program. Group Information Sessions are offered throughout the academic year. At these sessions, students are informed of

the features and requirements of the program. Students are advised of the required Minimum Performance Standards and are asked to apprise the department of requests for accommodations. UMW students who are interested in the Teacher Education Program should attend one of these Group Information Sessions as soon as possible. Prospective transfer students who are interested in the Teacher Education Program should attend one of these Group Information Sessions.

For **Undergraduate Admission** and permission to take the first education courses, Education (EDUC) 206 and 207, current UMW students must have passed the Praxis Core test or qualifying equivalent assessments, attained a 2.5 GPA or better on at least 12 UMW credits. See the College of Education website for due dates for application for admission to Education 206 and 207. Transfer students who have a 3.25 GPA may apply to take EDUC 206 and 207 their first semester at UMW. They should submit their application by the dates posted on the College of Education website; applications can be found on the College of Education website. Transfer students who do not submit applications by these deadlines or do not meet the above requirements should apply to take these courses once they are enrolled at UMW under the guidelines for current UMW students.

A student who has satisfied all admission requirements with the exception of passing scores on the Praxis Core or one of the qualifying substitutes may be admitted provisionally to the program. The student will be limited to taking Phase I courses (EDUC 206 and 207) prior to submission of (1) passing scores for the Praxis Core, or (2) passing scores for the VCLA plus a passing score on the Math Praxis Core, SAT or ACT.

A provisionally admitted student will receive a letter outlining requirements for continued enrollment. Upon submission of the passing score reports, the student may be formally admitted to the degree program. Students are expected to complete courses in a predetermined sequence according to their cohort's requirements and to participate in regular education advising.

To continue in the program, students are responsible for following the regulations and application deadlines. To continue in the program students must do the following: (a) maintain good academic standing with an overall cumulative GPA of 2.5 or better; (b) achieve a GPA of 3.0 or better in all education

courses; (c) demonstrate satisfactory progress on all Professional Competencies; (d) be current on all Professional Clearances; and (e) achieve satisfactory evaluations in all field experiences. Students not formally accepted into the Program should note that there is a 12-credit limit on education course work that may be applied toward the degree. A student who receives more than one grade of C (2.0) or below in an education course will be dismissed from the program. Students must pass the required tests (Praxis II and VCLA) and apply to complete the full-time teaching internship at the designated and announced times in the year before internship is to be completed. Students must receive faculty approval to continue into the full-time internship.

**Successful completion of the program and recommendation for licensure to the Virginia Department of Education** are contingent upon: (1) completion of all degree requirements; (2) a minimum 3.0 (B) or higher overall cumulative GPA must be in education courses; a grade of C+ or lower in internship results in dismissal from the program; and (3) achieving passing scores on all licensure examination and the Child Abuse Recognition Intervention Module, certification or training in emergency first aid, CPR and use of the automated external defibrillators, and completion of the Dyslexia Awareness Module, as required by the Virginia Department of Education.

**Special Education-General Curriculum Requirements:**

EDUC 206 and 207; EDSE 250, EDUC 290, and EDUC 291; EDUC 351A and 385 or 388; EDSE 421, EDSE 305, EDSE 434; and EDSE 324, EDSE 450, EDSE 439, EDUC 460 or 461 and 499.