Academic Integrity Policy[1]
Fairmont State University

Section I. Definition of Academic Integrity

Academic integrity is a fundamental principle upheld at all academic institutions. Fairmont State University regards academic integrity as an essential element of its educational mission, which is to provide students with the skills they need to become successful in the workplace and responsible members of their communities. Academic integrity (academic honesty) means that all work submitted by a student for evaluation must be that student's own work, completed with integrity and observing proper scholarly practices.

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Academic dishonesty is defined as an intentional act of cheating, plagiarism or related offenses. When the term "academic dishonesty" is used in this document, it means that the intent to commit academic dishonesty was present.

Cheating and plagiarism are matters of gravest concern. Any of the following activities are examples of cheating:

- the unauthorized sharing or obtaining of information during an examination;
- the unauthorized use of books, notes, internet, cell phones, or other sources of information prior to or during an examination;
- unauthorized access to faculty examination materials in physical or digital form;
- the alteration of documents or records; and
- actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism. Any of the following activities are examples of plagiarism:

- including ideas, facts, or opinions from any source without properly acknowledging and documenting the source of that information. These can be written, visual (image, film, internet stream) or verbal (interview, live presentation, or lecture) sources;
- using more than four consecutive words from any source without placing quotation marks around those words and documenting the source;
- submitting any academic work for a course (written papers, drawings, or any other form of composition) that is not your own individual work or in the case of team or group assignments, acknowledging all contributors to the project; and
- submitting a paper or other academic work to fulfill the requirements for more than one academic course without first informing and receiving permission from both professors.

Where collaboration or consulting of outside sources is allowed, students must acknowledge in the format most appropriate for that discipline (usually a written bibliography with in-text citations) any outside sources the student has consulted in completing the work. The student must also acknowledge to the instructor all individuals who have assisted the student in completing the work being evaluated. Many courses at the university assign collaborative projects, and this rule also applies in those cases. If students are in any doubt as to whether their activities might constitute academic dishonesty, they should consult their instructor. Some instructors may have different guidelines listed in the course syllabus for students to follow.

Section II. Violations of the code of academic honesty

If a faculty member discovers a student has cheated or plagiarized an assignment, the faculty member is empowered to penalize the student for his/her act of academic dishonesty, up to and including giving the student an F for the course.

[1]Modeled upon the Assumption College Academic Honesty Policy.

Particularly egregious acts of academic dishonesty or repeat offenses may be referred to the Provost's Office for sanction, up to and including expulsion from the university.

All actions taken for any academic dishonesty offense will be reported using the Settlement of Academic Dishonesty Form (see Section IV). First offenses of academic dishonesty will be addressed and resolved by the faculty member teaching the specific course in which they occur. Second and subsequent offenses require a higher-level resolution process. In all cases, the resolution and the Settlement of Academic Dishonesty Form contents will remain private between the instructor, any involved students, and any other relevant parties. The form will not be shared with anyone outside the University. Whatever the penalty, the Settlement of Academic Dishonesty Form, disciplinary record, and any physical evidence will be kept in the Office of the Provost or designee. This ensures that second offenses are dealt with appropriately.

On a first offense, the faculty member has latitude to choose the level of penalty based on the seriousness of the offense, up to a failing grade for the course. No matter what level of penalty is applied, the faculty member will always use the procedure described below to handle the offense. The range of penalties includes:

a. a formal warning;
b. a reduced grade for the assignment;
c. a failing grade for the assignment;
d. a reduced grade for the entire course; and
e. a failing grade for the entire course.

All second offenses and some first offenses (egregious or with professional import) have import beyond the specific course in which the violation occurred. The Office of the Provost handles such violations, and the range of penalties is greater. Most often, conviction of a second code violation will result in an F for the course and a suspension; and normally, a third conviction will result in permanent expulsion. The Provost may impose any of the five penalties listed above (a.-e.) and/or the following:

f. Disciplinary probation or suspension from the University for a designated period of time (one semester, one year, two years, etc.); and
g. Expulsion from the University. The academic transcript records the expulsion permanently.

In all determinations of penalty the following factors should be considered:

a. the nature and seriousness of the offense;
b. the injury or damage resulting from the offense;
c. the student's motivation and state of mind at the time of the incident;
d. the student's prior academic disciplinary record; and
e. the student's attitude and demeanor subsequent to the violation.

Section III. Procedures

1. If this is a <u>first</u> violation for this student, then the professor will decide whether to handle the case inside the class with the Settlement Form or refer it to the Office of the Provost for additional sanctions. In making this decision, the professor must remember that the greatest penalty that can be given to the student through the Settlement Form is an "F" in the course. If that penalty is insufficient for the infraction, then the case must go to the Office of the Provost.
2. If this is NOT a first violation for this student, the case will automatically be referred to the Office of the Provost.

A person who acquires evidence of academic dishonesty will:

1. Complete the charge portion of the Settlement of Academic Dishonesty Form.
2. Present the evidence and request an explanation from the student. At the faculty member's discretion, this can take place in a face to face meeting or the charge may be sent to the student (using the Settlement of Academic

Dishonesty Form) via the student's campus email address. The student will have 72 hours to provide an explanation. If the student fails to present evidence within 72 hours, it is assumed that the student has admitted guilt and will accept the penalty proposed by the instructor.

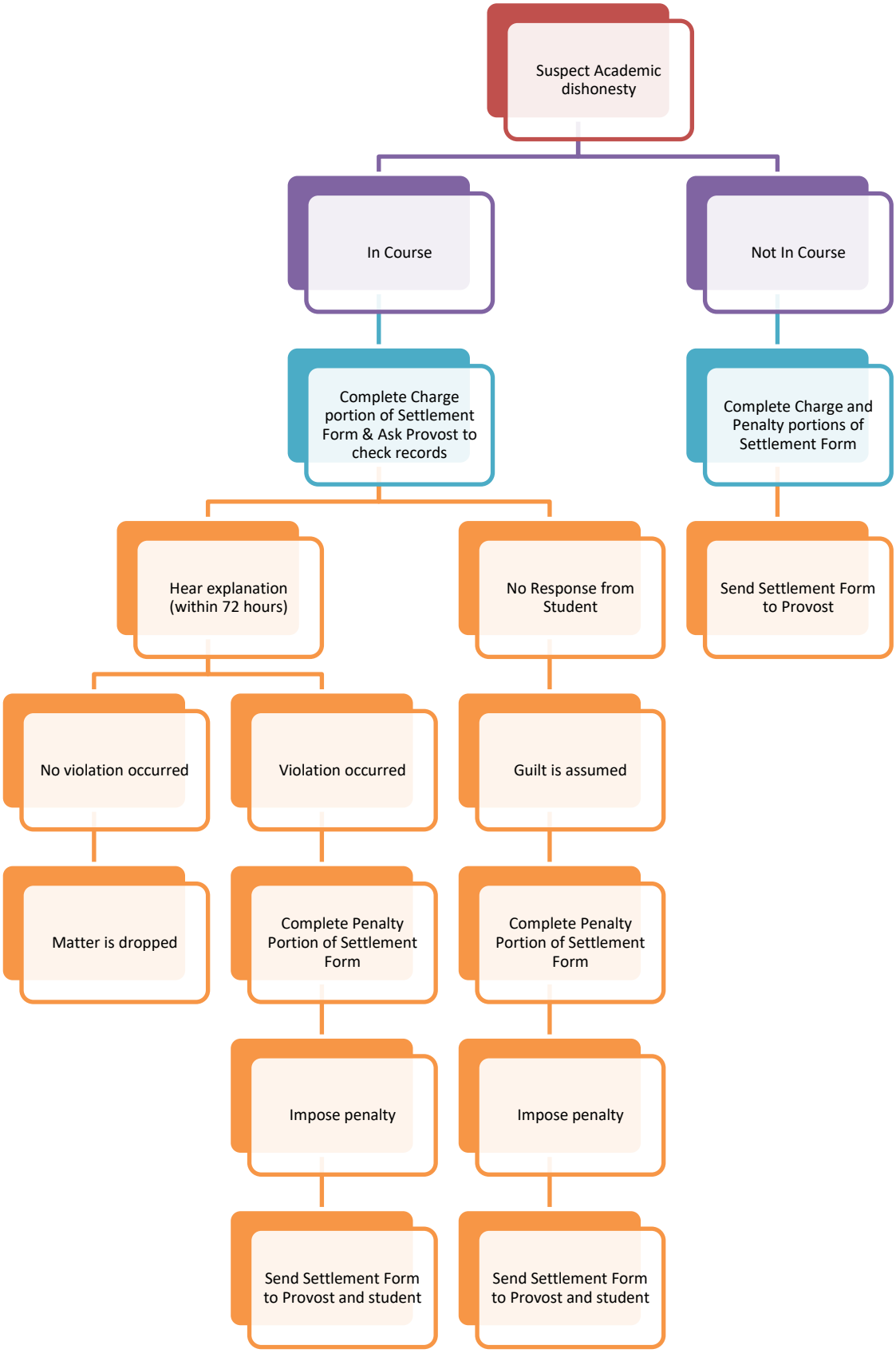
3. Notify the Office of the Provost, where records of violations are kept, that a charge of academic dishonesty is pending, to determine if this is a possible second (or subsequent) offense.
4. After hearing or reading the student's explanation (if the student chooses to provide one) and hearing from the Office of the Provost regarding multiple offenses, determine whether a violation has occurred. If the instructor decides that no violation has occurred, the matter will be dropped. If a student chooses to withdraw from a course after receiving notice that he/she is charged with an academic dishonesty offense, the Settlement of Academic Dishonesty Form will still be submitted to the Provost.
5. If the determination is positive, complete and sign the "Instructor" section of the Settlement of Academic Dishonesty Form. Provide enough information so that it is clear when, where, and how the violation occurred. Use an additional sheet of paper if necessary. Be certain to initial additional pages.
6. Send a copy (hard copy or scan via email) of the signed Settlement of Academic Dishonesty Form to:
    a. the Office of the Provost, so it can be entered into the file for tracking violations of the Academic Honesty Policy.
    b. the student via the student's campus email address.
7. The student will have 72 hours to decide how to proceed, using one of the options below:
    a. ADMIT GUILT and ACCEPT THE PENALTY. To proceed with this option, the student must sign the form and send a signed copy to the person bringing the charge within 72 hours, using that person's campus email address. The person bringing the charge then forwards the form to the Provost and imposes the penalty agreed upon.
    b. TAKE NO ACTION. The decision **not** to sign within 72 hours indicates that the student is admitting guilt. In that case, the person bringing the charge then forwards the form (unsigned by the student) to the Provost and imposes the penalty specified by the instructor on the form.
    c. APPEAL THE PROPOSED PENALTY. The student must notify the Office of the Provost within 72 hours of receiving the Settlement of Academic Dishonesty Form signed by the person bringing the charge. The appeals process is as follows:
        i. Upon being notified of the appeal, the Provost or designee will schedule a meeting of the Provost or designee, the instructor, the relevant administrator (e.g., dean or chair), and the student. This meeting should be scheduled within ten school days of the notification, except for extraordinary circumstances, in which case it would be as soon as possible. At this meeting, in an informal conference, the Provost or designee should try to resolve the issue between the student and instructor. If no resolution is reached, the Provost or designee will render a decision.
        ii. If either the student or the instructor is not satisfied with the decision of the Provost or designee, an appeal may be made to the Academic Appeals Board of the Faculty Senate.
        iii. The student or the instructor may appeal the Board's decision in writing to the President of Fairmont State University or designee. The decision of the President or designee shall be final.
8. For offenses referred to the Provost on the Penalty section (due to subsequent or multiple offenses, severity, or professional import):
    a. The Provost or designee can impose additional sanctions and notify the student by emailing to the student's campus email address a copy of the Sanction for Academic Dishonesty form.
    b. A student who wishes to appeal these sanctions must notify the Office of the Provost within 72 hours of receiving notification.

i. Upon being notified of the appeal, the Provost or designee will schedule a meeting of the Provost designee and the student. This meeting should be scheduled within ten school days of the notification, except for extraordinary circumstances, in which case it would be as soon as possible. At this meeting, in an informal conference, the Provost should try to resolve the issue with the student. If no resolution is reached, the Provost or designee will render a decision.

ii. If the student is not satisfied with the decision of the Provost or designee, an appeal may be made to the Admissions and Credits Committee of the Faculty Senate.

iii. The student or the Provost or designee may appeal the Admissions and Credits Committee's decision in writing to the President of Fairmont State University or designee. The decision of the President or designee shall be final.

FLOWCHART OF PROCEDURES



Section IV. Forms

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SETTLEMENT OF ACADEMIC DISHONESTY FORM

Notice to Student:

1. You are **not** required to sign this form.
2. You have 72 hours to provide an explanation that addresses the charge.
3. After you respond or 72 hours pass without a response, the person charging you will make a decision about whether to complete the Penalty section and email the form back to you.
4. You have a right to appeal this penalty (see appeals procedure in the Academic Honesty Policy in the Student Handbook or on the FSU website). You will have 72 hours from receipt of the Penalty notice to seek advice and decide whether to begin the appeal process. You may discuss your decision with any person you choose.
5. The decision **not** to appeal within 72 hours indicates that you are admitting your guilt and waiving your right to appeal the penalty.
6. This form will be kept on record in the Office of the Provost and may be used against you if you commit another academic honesty offense.

Charge:

I charge the student listed below with a violation of the Fairmont State University Academic Honesty Policy as indicated.

Student Name: _____ Student F#: _____
Course: _____ Semester: _____ Year: _____

Description of Violation: *Provide a brief description of the facts believed to constitute the violation. Use extra pages, if necessary.*

_____
_____
_____

Date charge was emailed to student: _____ Date student response is due: _____

Penalty:

(The person charging the student will check the appropriate space below.)

_____ This is a first offense. After hearing your explanation, I am willing to handle this by imposing the penalty specified below.

_____ This is an offense that must be referred to the Office of the Provost (very serious first offense OR subsequent offense). In conjunction with the penalty specified below, additional sanctions may be imposed.

I will apply the following penalty (up to failure in the course)_____

_____

_____

Instructor's Signature: _____ Date:_____

Students who wish to appeal:

I have read this form carefully and understand its significance. I would like to appeal to the Provost.

Student's Signature:_____ Date:_____ Time:_____

SANCTION FOR ACADEMIC DISHONESTY FORM

Offenses Referred to the Office of the Provost

Notice to Student:

1. You are **not** required to sign this form.
2. You have a right to appeal this sanction (see appeals procedure in the Academic Honesty Policy in the Student Handbook or on the FSU website). You have 72 hours from receipt of this Sanction notice to seek advice and decide whether to begin the appeal process. You may discuss your decision with any person you choose.
3. You cannot appeal the determination of guilt; this appeal is for the level of sanction only.
4. The decision **not** to appeal within 72 hours indicates that you are waiving your right to appeal the sanction.
5. This form will be kept on record in the Office of the Provost.

Sanctions from the Provost or designee:

You have been found guilty of academic dishonesty. In conjunction with the penalty specified above, the following additional sanctions will be imposed:

Provost or designee Signature: _____ Date:_____

Students who wish to appeal:

I have read this form carefully and understand its significance. I would like to appeal to the Provost.

Student's Signature:_____ Date:_____ Time:_____

Propose AS/ASN programs Core Curriculum DRAFT (8/10/2022)

Programs must require at least one course to meet each outcome, with the total of all three outcomes meeting the 24 hour HEPC guideline.

Outcome 1: Academic Foundations

Students will be able to communicate their ideas clearly and effectively or use appropriate symbolic manipulation skills and problem-solving methods.

**These will be courses from the University Core that meet the following outcomes: First Year Seminar, Written Communication, Oral Communication, and Mathematics.

Outcome 2: Disciplinary Connections

Students will be able to apply concepts from and demonstrate basic proficiency with the content of academic disciplines related to their own field of study.

**These will be courses from the University Core that meet the outcomes not listed above.

Outcome 3: Professional Foundations

Students will be able to demonstrate and apply the basic techniques and theories of their field of study.

**These will be courses that the faculty of each program designate as introductory courses in the field. *They do not need to be courses currently in the University Core*.

Proposed Revision of By-laws

Faculty Personnel Committee

Rationale for Changes:

The FPC is an important committee, endowed with decision-making power that directly affects the lives and livelihoods of younger faculty. Under the current scheme, FPC members are not beholden to anyone save the Committee on Committees, who are appointed by the FS President. It seems wise to make FPC members accountable to their faculty. Since there are five colleges in the university, it makes sense to have each college elect one member.

Proposed Language:

The Faculty Personnel Committee shall make recommendations through the Provost and Vice President for Academic Affairs to the University President on professional personnel concerning tenure, promotion in rank, and sabbaticals; and the committee shall handle the business directed to it by the Faculty Senate Executive Committee.

The Faculty Personnel Committee shall consist of five faculty members elected by each College of the University. Only tenured faculty holding at least the rank of Professor shall be eligible to serve on the Faculty Personnel Committee, and all such eligible faculty members shall have the right to run for the position. All committee members so elected shall serve for three years. If a vacancy on the committee occurs, a special election of the college shall be held to fill the remaining term. There shall be no term limits for members. However, faculty electorates should seek to balance the needs of preserving the academic culture of the university, harnessing new perspectives, and cultivating new leadership within their college.

The method of voting shall be determined by the faculty of the academic units within the college. If, after two weeks shall have passed since college faculty were notified by their dean of the need for an election, the faculty of a college fail to nominate anyone for election, then the dean of the college may appoint an eligible faculty member. The term of faculty so appointed shall end on the first day of Fall Semester in the following year, at which point the dean must call for an election to fill the position.

If a college does not have any qualified faculty members, the President of the Senate shall hold a special election in the Faculty Senate to fill the position. Any qualified faculty member not already on the committee from any college shall have the right to run for this position. Members so elected shall serve for the full term or remainder of any term for the college.

College-wide elections shall be held every three years in the Spring Semester, based on the following:

2023, 2026, 2029, 2032, etc.: College of Science and Technology, College of Liberal Arts

2024, 2027, 2030, 2033, etc.: College of Nursing, College of Education

2025, 2028, 2031, 2034, etc.: College of Business and Aviation

Members' terms begin and end on the first day of Fall Semester. Any member's term always ends on the first day of Fall Semester in the years indicated above regardless of the number of years served.

FAIRMONT STATE UNIVERSITY™

Office of the Provost
1201 Locust Avenue • Fairmont, West Virginia 26554
Phone: (304) 367-4101 • Fax: (304) 367-4902
www.fairmontstate.edu

Curriculum Committee approved on Tuesday, October 25, 2022

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 10/31/2022

SUBJECT: Curriculum Proposal #22-23-01

Beginning September 2024, all teacher education programs in West Virginia must adopt a nationally normed, scientifically valid, and reliable instrument of teacher performance assessment (TPA). The adopted TPA (must be approved by the WV Board of Education) and is a requirement f teacher certification. Previously, teacher candidates completed an Action Research project and took the Principles of Learning and Teaching exam for certification; the WV Department of Education and WV Board of Education is no longer recognizing these two assessments for certification requirements. To support teacher candidates in secondary Education programs through the completion of the TPA, students will take EDUC 4480 Teacher Assessment Seminar (2 CH)

cc: Tim Oxley
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Keisha Kibler

CURRICULUM CHANGE PROPOSAL

Prepare proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the headings not pertain to your proposal, write N/A.

PROPOSAL NUMBER: 22-23-01

REVISION (label Revision #1, #2, etc.):

SECTION 1: CONTACT INFORMATION

Name:	Keisha-Morae Kibler
Title:	Assistant Professor of Education/Coordinator of Secondary Education Programs
E-mail Address:	Keisha.kibler@fairmontstate.edu
Phone Number:	304-367-4394

SECTION 2: PROGRAM INFORMATION

College:	College of Education, Health & Human Performance
Department:	Education
Title of Degree Program/Certificate:	Elementary Education K-6
Degree Program Level:	Bachelor's Degree
Date Originally Submitted:	9/30/2022
Implementation Date Requested:	8/2/2023

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental approval of this proposal. Should this proposal affect any course or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the memo(s) must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
College of Education, Health and Human Performance	Amanda Metcalf

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Change Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 150 words, describing proposed changes.
Beginning September 2024, all teacher education programs in West Virginia must adopt a nationally normed, scientifically valid, and reliable instrument of teacher performance assessment (TPA). The adopted TPA (must be approved by the WV Board of Education) and is a requirement teacher certification. Previously, teacher candidates completed an Action Research project and took the Principles of Learning and Teaching exam for certification; the WV Department of Education and WV Board of Education is no longer recognizing these two assessments for certification requirements. To support teacher candidates in secondary Education programs through the completion of the TPA, students will take EDUC 4480 Teacher Assessment Seminar (2 CH).

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	Elementary Education, K-6
2. Current number of credit hours required for the program:	122-123
3. Is the program changing the number of credit hours required for the program?	Yes ☐ No ☒
4. How many credit hours will be added to the program?	2
5. How many credit hours will be deleted from the program?	2

6. Added Course(s) (If applicable): List the course(s) to be added to program (if applicable). Indicate whether the course is an existing course or will be a proposed new course.
EDUC 4480 - Teacher Performance Assessment Seminar (proposed new course)
7. **Deleted Courses (if applicable):** List course(s) to be deleted from the program (if applicable). Indicate the term in which the course will no longer be available for students to take and the catalog in which students will not have the option to take the course.
EDUC 4485 - Action Research (1 CH) EDUC 4486 - Portfolio (1 CH)
8. **Teach-out Arrangement**: If a required course will be deleted from the program, what is the arrangement for current students in the program to complete the required course?
EDUC 4485 and EDUC 4486 will be taught for the last time in Spring 2023. In Fall 2023, EDUC 4480 will be required so the Fairmont State University Education programs are in compliance with Policy 5100 for the Board of Education. EDUC 4480 will be substituted for EDUC 4485 and 4486.

C. CHANGE IN PROGRAM DESCRIPTION (if applicable)

1. Current Program Description
The current Elementary Education K-6 undergraduate program is 122-123 CH.
2. Proposed Program Description
The proposed changes will not impact program credit hours. With the addition of EDUC 4480 (2 CH) and the removal of EDUC 4485 Action Research (1 CH) and EDUC 4486 Exit Portfolio (1 CH), the Elementary Education K-6 undergraduate program will stay at 122-123 CH.

D. RATIONALE

1. **Description of the Rationale/Justification.** Describe the rationale for changing the program's curriculum. For example, indicate the types of assessment data (e.g., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc.) collected and analyzed to determine that curricular changes were warranted. Is it due to market trends? Does it reflect changes in the discipline? What are the expected results of the change?
The changes in the Elementary Education K-6 curriculum are in response to the mandates in Policy 5100 Approval of Educational Personnel Preparation Programs. Specifically, Policy 5100 6.7.b.2 mandates that "All institutions must adopt a WVBE-approved, scientifically valid and reliable TPA for initial licensure by September 1, 2024."

E. RESOURCES

1. Will new faculty, be needed to support the program change? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.
NO
2. Will new facilities, equipment, space modification, and/or library materials/services be needed to support the program change? Provide an estimate of the increased cost, or reduction in cost of implementation (if applicable).
NO

F. PROGRAM CHANGE SUMMARY

A. **APPENDIX A**: For degree programs, majors, and concentrations (only), use the format in Appendix A to show the Current Program and Proposed Changes.

B. For minors and certificates, attach a document showing the current program and proposed changes. You do not need to complete Appendix A for minors and certificates.

APPENDIX A
B.A. Degree in Elementary Education, K-6
Current Program

Degree Requirements

Core Curriculum Courses
If a core curriculum course is also listed as a required major course, place an X in the 'credits' column.

Core Area	Course Prefix and Number	Credit Hours
First Year Seminar	SOAR 1100 HONR 1100	1-3
Written Communication	ENGL 1101 ENGL 1102 (Satisfied by Major Requirement)	3
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1430 or MATH 1530 (Satisfied by Major Requirement)	X
Humanities	ENGL 2220 or ENGL 2221 (Satisfied by Major Requirement)	X
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	3
Natural Science	BIOL 1104 (Satisfied by Major Requirement)	X
Social Science	GEOG 2210 (Satisfied by Major Requirement)	X
Citizenship	POLI 1100 (Satisfied by Major Requirement)	X
Personal Development	EDUC 2201 (Satisfied by Major Requirement)	X

Required Major Courses (52 Credit Hours)		
Course Prefix & Number	**Course Name**	**Credit Hours**
EDUC 2200	Introduction to Education	3
EDUC 2200L	Field Experience I	0
EDUC 2201	Instructional Technology	3
EDUC 2203	Human Development, Learning and Teaching	3
EDUC 2240	High Incidence Disabilities for Educators	3
EDUC 2241	Field Experience 2: The Learner and Learning Environment	1
EDUC 2260	Instructional Design I	3
EDUC 2261	Field Experience 3: Learning Context and Teaching	2
EDUC 3330	The Reading Process	3
EDUC 3332	Pedagogy of Literacy	3
EDUC 3333	Assessment and Reading Improvement	3
EDUC 3334	Field Experience 4: Disciplinary Literacy and Assessment	2
EDUC 3340	Instructional Design II	3
EDUC 3341	Residency I: Teaching Practice and Assessment	5
EDUC 3351	Inclusive Practices	3
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4484	Residency 2: Student Teaching for Elementary	10

Concentration Courses (60- 61 Credit Hours) – IF APPLICABLE

[A concentration is a focused curriculum within an approved major; adds a specialization within a major area of study. Undergraduate concentrations comprise 12-18 credits; Graduate concentrations comprise 6-15 credits. Concentrations associated with certification or licensure requirements may exceed the credit limit.

Course Prefix & Number	**Course Name**	**Credit Hours**
ART 3352	Art Integration in the Elementary Classroom	3
BIOL 1104	Biosphere	4
ENGL 1102	Written English II	3
ENGL 2220/ENGL 2221	World Literature I or World Literature II	3
EDUC 3350	Elementary Social Studies Methods	3
GEOG 2210	Introduction to Geography	3
GEOS 2201	Exosphere	4
GEOS 2202	Geosphere	4
HIST 1107	US History I	3
HIST 1108	US History II	3
HIST 2211/HIST 2213	Word Civilization I or World Civilization III	3
HIST 3302	West Virginia History	3
MATH 1430 or MATH 1530	College Algebra with Support or College Algebra	3-4
MATH 2551	Structure of Real Numbers	3
MATH 2552	Data Analysis and Geometry	3
MATH 3553	Math Methods for Elementary Teachers	3

PHED 3000	Arts Wellness Integration in the Elementary Classroom	3
PHSC 4412	Science in the Elementary School	3
POLI 1100	Introduction to Political Science	3

Total Core Curriculum Credit Hours:	**10**
Total Required Major Courses Credit Hours:	**52**
Total Required Concentration Credit Hours:	**60-61**
Total Elective Credit Hours (If applicable):	**NA**
Total Free Electives Credit Hours:	**NA**
TOTAL CREDIT HOURS	**122-123**

B.A. Degree in Elementary Education, K-6
Proposed Program

Degree Requirements

Core Curriculum Courses If a core curriculum course is also listed as a required major course, place an X in the 'credits' column.		
Core Area	**Course Prefix and Number**	**Credit Hours**
First Year Seminar	SOAR 1199, HONR 1100	1
Written Communication	ENGL 1101 ENGL 1102 (Satisfied by Major Requirement)	3
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1430 or MATH 1530 (Satisfied by Major Requirement)	X
Humanities	ENGL 2220 or ENGL 2221 (Satisfied by Major Requirement)	X
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	3
Natural Science	BIOL 1104 (Satisfied by Major Requirement)	X
Social Science	GEOG 2210 (Satisfied by Major Requirement)	X
Citizenship	POLI 1100 (Satisfied by Major Requirement)	X
Personal Development	EDUC 2201 (Satisfied by Major Requirement)	X

Required Major Courses (52 Credit Hours)		
Course Prefix & Number	**Course Name**	**Credit Hours**
EDUC 2200	Introduction to Education	3
EDUC 2200L	Field Experience I	0
EDUC 2201	Instructional Technology	3
EDUC 2203	Human Development, Learning and Teaching	3
EDUC 2240	High Incidence Disabilities for Educators	3
EDUC 2241	Field Experience 2: The Learner and Learning Environment	1
EDUC 2260	Instructional Design I	3
EDUC 2261	Field Experience 3: Learning Context and Teaching	2
EDUC 3330	The Reading Process	3
EDUC 3332	Pedagogy of Literacy	3
EDUC 3333	Assessment and Reading Improvement	3
EDUC 3334	Field Experience 4: Disciplinary Literacy and Assessment	2
EDUC 3340	Instructional Design II	3
EDUC 3341	Residency I: Teaching Practice and Assessment	5
EDUC 3351	Inclusive Practices	3
EDUC 4480	Teacher Performance Assessment Seminar	2
EDUC 4484	Residency 2: Student Teaching for Elementary	10

Concentration Courses (60- 61 Credit Hours) – IF APPLICABLE

[A concentration is a focused curriculum within an approved major; adds a specialization within a major area of study. Undergraduate concentrations comprise 12-18 credits; Graduate concentrations comprise 6-15 credits. Concentrations associated with certification or licensure requirements may exceed the credit limit.

Course Prefix & Number	**Course Name**	**Credit Hours**
ART 3352	Art Integration in the Elementary Classroom	3
BIOL 1104	Biosphere	4
ENGL 1102	Written English II	3
ENGL 2220/ENGL 2221	World Literature I or World Literature II	3
EDUC 3350	Elementary Social Studies Methods	3
GEOG 2210	Introduction to Geography	3
GEOS 2201	Exosphere	4
GEOS 2202	Geosphere	4
HIST 1107	US History I	3
HIST 1108	US History II	3
HIST 2211/HIST 2213	Word Civilization I or World Civilization III	3
HIST 3302	West Virginia History	3
MATH 1430 or MATH 1530	College Algebra with Support or College Algebra	3-4
MATH 2551	Structure of Real Numbers	3
MATH 2552	Data Analysis and Geometry	3
MATH 3553	Math Methods for Elementary Teachers	3
PHED 3000	Arts Wellness Integration in the Elementary Classroom	3
PHSC 4412	Science in the Elementary School	3
POLI 1100	Introduction to Political Science	3

Total Core Curriculum Credit Hours	**10**
Total Required Major Courses Credit Hours	**52**
Total Required Concentration Credit Hours (if applicable)	**60-61**
Total Elective Credit Hours (if applicable)	**NA**
Total Free Electives Credit Hours (if applicable)	**NA**
TOTAL CREDIT HOURS	**122-123**

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER: 22-23-02

REVISION (label Revision #1, #2, etc.):

SECTION 1: PROPOSAL INFORMATION

Name:	Keisha-Morae Hopkins Kibler
Title:	Assistant Professor/Coordinator of Secondary Education Programs
E-mail Address:	Keisha.kibler@fairmontstate.edu
Phone Number:	304-367-4394

College:	College of Education, Health & Human Performance
Department:	Education
Program Level:	Undergraduate
Date Originally Submitted:	9/30/2022
Implementation Date Requested:	8/1/2023

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	**Dean's Signature**
College of Education, Health and Human Performance	Amanda Metcalf

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	EDUC 4480
2. **Course Title:** The title of the course as it will appear in the course catalog.	Teacher Performance Assessment Seminar
3. **Number of Credit Hours:** Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	2
4. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	N/A
5. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	EDUC 3341; EDUC 3365
6. **Course Co-requisites:** Include subject prefix and course number.	EDUC 4483; EDUC 4496; EDUC 4484; EDUC 4491
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	N/A
8. **Course Restrictions** (e.g., Seniors only)	Seniors Only
9. **Grade Type:** Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	Standard
10. **Requirements:** Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required
11. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall and Spring
12. **Writing Intensive:** Does this course fulfill the Writing Intensive major requirement?	No
13. **Core Curriculum:** Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which studen will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.
This is a required course that seniors in Elementary Education or any Secondary Education program must take during their student teaching/Residency 2 semester to fulfill WV Board of Education Policy 5100 6.7.b.2. The revision to this policy requires all teacher education programs in WV to adopt a nationally normed, scientifically valid and reliable instrument of teacher performance assessment (TPA) by September 1, 2024 to certify in West Virginia. This course will provide the supportive space and tools needed for students to engage in analysis of their teaching to prepare them for the reflective thinking process and writing assessed by TPA.

SECTION 4: ATTACH THE FOLLOWING SYLLABUS COMPONENTS:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to…"

Assessment: Describe generally how students' achievement of the course learning outcomes will be assessed.

Course Outline: Attach a course content outline consisting of at least two levels.

Catalog Course Description:

Earning a grade of C or better, residents/student teachers will analyze their teaching practice through examination of a range of artifacts including videos of their instruction, analysis of student work samples, and tools they design to engage, support, and assess K-12 students. Throughout this course, residents/student teachers will demonstrate their readiness to teach and adjust their instruction to meet their students' needs and improve student learning.

Course Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. Analyze a range of student work samples/assessments and draw connections between their planning, instruction, and assessment of student learning.
2. Analyze knowledge about learners and reflect on how knowledge about learners informs planning, instruction, and assessment.
3. Analyze the affordances and constraints of different forms of data and their influences on teaching practice.
4. Analyze a sequence of instruction and its alignment to intended learning goals and desired results.
5. Analyze and reflect on ways students' needs inform professional learning, leadership, and collaboration.

West Virginia Professional Teaching Standards and INTASC Standards:

WV Professional Teaching Standards and InTASC Standards (Council for the Accreditation of Educator Preparation)	
WVPTS Standard 1: Curriculum and Planning	InTASC Standard 7: Planning for Instruction
WVPTS Standard 2: The Learner and the Learning Environment	InTASC Standards 1-3: Learner Development; Learner Differences; Learning Environment
WVPTS Standard 3: Teaching	InTASC Standards 4-5: Content Knowledge and Application of Content InTASC Standards 6 and 8: Assessments and Instructional Strategies
WVPTS Standard 4: Professional Responsibilities for Self- Renewal	InTASC Standards 9-10: Professional Learning and Ethical Practice; Leadership and Collaboration
WVPTS Standard 5: Professional Responsibilities for School and Communities	InTASC Standards 9-10: Professional Learning and Ethical Practice; Leadership and Collaboration

Assessment: Describe generally how students' achievement of the course learning outcomes will be assessed.

Assessments: Council for the Accreditation of Educator Preparation (CAEP) approved

Assessment	Course Learning Outcomes
Written analysis of data sets	CLOs: 1, 2,3,4
Written analysis and self-assessment of teaching videos	CLOs: 2,4,5
Written analysis of student performance across an instructional sequence with specific connections to instruction and assessment	CLOs: 1, 2, 3, 4, 5
Exit Portfolio with written reflection of InTASC standards and artifacts	CLOs: 1, 2, 3, 4, 5

Course Outline: Attach a course content outline consisting of at least two levels.

A. Planning, Instruction, and Assessment
    a. Analysis of the interactional role of teaching, learning context, knowledge of students, content knowledge, assessments, and instructional decision-making.
    b. Research and align student needs with evidence-based practice.
    c. Continuous analysis of data to determine student learning needs and curricular and instructional moves including future planning and sequencing of instruction.

B. Student Data
    a. Analysis of the affordances and constraints of different forms of data.
    b. Gathering and analyzing student data to create a group learning profile.

C. Data Informed Instruction
    a. Make specific connections between student data and planning sequence, instructional decision-making, and assessments.
    b. Analysis of planning, instruction, and assessment decisions on student learning.

D. Professional Learning, Leadership, and Collaboration
    a. Make connections between student learning needs and professional learning, leadership, and collaboration.
    b. Determine a range of resources to support professional learning that is driven by students' learning needs.
    c. Reflect on teaching as a profession and the role of teachers as leaders in their own learning and collaborative learning with other professionals.

Curriculum Committee approved on Tuesday, October 25, 2022

FAIRMONT STATE UNIVERSITY

CURRICULUM CHANGE PROPOSAL

Prepare proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the headings not pertain to your proposal, write N/A.

PROPOSAL NUMBER *#22-23-03*

REVISION (label Revision #1, #2, etc.):1

SECTION 1: CONTACT INFORMATION

Name:	Keisha-Morae Kibler
Title:	Assistant Professor of Education/Coordinator of Secondary Education Programs
E-mail Address:	Keisha.kibler@fairmontstate.edu
Phone Number:	304-367-4394

SECTION 2: PROGRAM INFORMATION

College:	College of Education, Health & Human Performance
Department:	Education
Title of Degree Program/Certificate:	Secondary Education Specializations
Degree Program Level:	Bachelor's Degree
Date Originally Submitted:	9/30/2022
Implementation Date Requested:	8/2/2023

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental approval of this proposal. Should this proposal affect any course or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the memo(s) must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	**Dean's Signature**
College of Education, Health and Human Performance	Amanda Metcalf

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Change Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 150 words, describing proposed changes.
Beginning September 2024, all teacher education programs in West Virginia must adopt a nationally normed, scientifically valid, and reliable instrument of teacher performance assessmer (TPA). The adopted TPA (must be approved by the WV Board of Education) and is a requiremer for teacher certification. Previously, teacher candidates completed an Action Research project a took the Principles of Learning and Teaching exam for certification; the WV Department of Education and WV Board of Education is no longer recognizing these two assessments for certification requirements. To support teacher candidates in secondary Education programs through the completion of the TPA, students will take EDUC 4480 Teacher Assessment Semina (2 CH).

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	Secondary Education Specializations
2. Current number of credit hours required for the Professional Education Courses for all secondary education programs:	49
3. Is the program changing the number of credit hours required for the program?	Yes ☐ No ☒
4. How many credit hours will be added to the program?	2
5. How many credit hours will be deleted from the program?	2

6. Added Course(s) (If applicable): List the course(s) to be added to program (if applicable). Indicate whether the course is an existing course or will be a proposed new course.
EDUC 4480 - Teacher Performance Assessment Seminar (proposed new course)
7. **Deleted Courses (if applicable):** List course(s) to be deleted from the program (if applicable). Indicate the term in which the course will no longer be available for students to take and the catalog in which students will not have the option to take the course.
EDUC 4485 - Action Research (1 CH) EDUC 4486 - Portfolio (1 CH)
8. **Teach-out Arrangement**: If a required course will be deleted from the program, what is the arrangement for current students in the program to complete the required course?

EDUC 4485 and EDUC 4486 will be taught for the last time in Spring 2023. In Fall 2023, EDUC 4480 will be required so the Fairmont State University education programs are in compliance with Policy 5100 for the WVBOE. EDUC 4480 will be substituted for EDUC 4485 and 4486.

C. CHANGE IN PROGRAM DESCRIPTION (if applicable)

1. Current Program Description

The current required credit hours for all secondary education programs is 49.

2. Proposed Program Description

The proposed changes will not impact program credit hours. With the addition of EDUC 4480 (2 CH) and the removal of EDUC 4485 Action Research (1 CH) and the removal of EDUC 4486 Exit Portfolio (1 CH), every Secondary Education Program's current program hours will not change.

Below is a list of secondary education programs and their current program hours and the proposed program hours:

Secondary Education Teaching Specialization	Current Program Credit Hours	Proposed Program Credit Hours
B.A. Education, Art Grades Pre-K-Adult	124-125	124-125
B.A. Education, Spanish Pre-K-Adult	121-122	121-122
B.A. Education, Physical Education, Pre-K-Adult	119-120	119-120
B.A. Education, English Grades 5-Adult	126-127	126-127
B.A. Education, Math Grades 5-Adult	120-121	120-121
B.A. Education, Social Studies Grades 5-Adult	126-127	126-127
B.A. Education, Biology Education Grades 9-Adult	120	120
B.A. Education, Chemistry Education Grades 9-Adult	120-122	120-122
B.A. Education, Physics Education Grades 9-Adult	120-121	120-121
B.A. Education, Earth & Space Science Education Grades 5-Adult	120	120
B.A. Education, General Science Education Grades 5-Adult	120	120

D. RATIONALE

1. **Description of the Rationale/Justification.** Describe the rationale for changing the program's curriculum. For example, indicate the types of assessment data (e.g., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc.) collected and analyzed to determine that curricular changes were warranted. Is it due to market trends? Does it reflect changes in the discipline? What are the expected results of the change?
The changes in the Professional Education Courses for all secondary education programs are in response to the mandates in Policy 5100 Approval of Educational Personnel Preparation Programs. Specifically, Policy 5100 6.7.b.2 mandates that "All institutions must adopt a WVBE-approved, scientifically valid and reliable TPA for initial licensure by September 1, 2024."

E. RESOURCES

1. Will new faculty, be needed to support the program change? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.
NO
2. Will new facilities, equipment, space modification, and/or library materials/services be needed to support the program change? Provide an estimate of the increased cost, or reduction in cost of implementation (if applicable).
NO

F. PROGRAM CHANGE SUMMARY

A. **APPENDIX A**: For degree programs, majors, and concentrations (only), use the format in Appendix A to show the Current Program and Proposed Changes.

B. For minors and certificates, attach a document showing the current program and proposed changes. You do not need to complete Appendix A for minors and certificates.

APPENDIX A
Current Required Professional Education Courses
for all Secondary Education Programs

Required Professional Education Courses 49 (Credit Hours)		
Course Prefix & Number	**Course Name**	**Credit Hours**
ENGL 1102	Written Communication II	3
EDUC 2200	Introduction to Education	3
EDUC 2200L	Field Experience I	0
EDUC 2201	Instructional Technology	3
EDUC 2203	Human Development, Learning and Teaching	3
EDUC 2240	High Incidence Disabilities for Educators	3
EDUC 2241	Field Experience 2: The Learner and Learning Environment	1
EDUC 2260	Instructional Design I	3
EDUC 2261	Field Experience 3: Learning Context and Teaching	2
EDUC 3331	Reading in the Content Area	3
EDUC 3334	Field Experience 4: Disciplinary Literacy and Assessment	2
EDUC 3340	Instructional Design II	3
EDUC 3341	Residency I: Teaching Practice and Assessment	5
EDUC 3351	Inclusive Practices	3
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4483	Residency 2: Student Teaching for Secondary	10

APPENDIX A
Required Professional Education Courses
for all Secondary Education Programs
Proposed

Required Professional Education Courses 49 (Credit Hours)		
Course Prefix & Number	**Course Name**	**Credit Hours**
ENGL 1102	Written Communication II	3
EDUC 2200	Introduction to Education	3
EDUC 2200L	Field Experience I	0
EDUC 2201	Instructional Technology	3
EDUC 2203	Human Development, Learning and Teaching	3
EDUC 2240	High Incidence Disabilities for Educators	3
EDUC 2241	Field Experience 2: The Learner and Learning Environment	1
EDUC 2260	Instructional Design I	3
EDUC 2261	Field Experience 3: Learning Context and Teaching	2
EDUC 3331	Reading in the Content Area	3
EDUC 3334	Field Experience 4: Disciplinary Literacy and Assessment	2
EDUC 3340	Instructional Design II	3
EDUC 3341	Residency I: Teaching Practice and Assessment	5
EDUC 3351	Inclusive Practices	3
EDUC 4480	Teacher Performance Assessment Seminar	2
EDUC 4483	Residency 2: Student Teaching for Secondary	10

FAIRMONT STATE UNIVERSITY
College of Education, Health & Human Performance

To: Dr. Steven Roof, College of Science and Technology, Dean

Dr. Christopher Kast, College of Liberal Arts, Dean

From: Dr. Keisha-Moraé Kibler, Secondary Education Coordinator

CC: Dr. Amanda Metcalf, College of Education, Health & Human Performance

Date: Oct. 10, 2022

Re: Professional Education Curriculum Change for Undergraduate Secondary Specialization Programs

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The purpose of this memo is to explain a change in the professional education courses for all secondary education specialization programs.

West Virginia Board of Education Policy 5100 mandates all education preparation programs to adopt a nationally normed teacher performance assessment by September 1, 2024. This teacher performance assessment replaces the Principles of Learning and Teaching licensure exam and the Action Research project students complete in Fairmont State University's undergraduate education programs.

Beginning Fall 2023, the following undergraduate courses will be removed from all undergraduate secondary specialization programs:

EDUC 4485: Action Research (1 credit hour)
EDUC 4486: Portfolio (1 credit hour)

Beginning Fall 2023, the following new course will be added to all undergraduate secondary specialization programs:

EDUC 4480: Teacher Performance Assessment Seminar (2 credit hours)

The changes detailed above will not alter the program credit hours or sequence of professional education courses or content courses. During the student teaching semester, students will take EDUC 4480 (2 credit hours) in place of EDUC 4485 (1 credit hour) and EDUC 4486 (1 credit hour) as a co-req with student teaching.

Please sign below to indicate you are aware of these changes.

_____

Christopher Kast, Dean

_____

Steven Roof, Dean

FAIRMONT STATE UNIVERSITY™

Application for Course Acceptance as a Core Curriculum Course Required for Bachelor's Degree

Click to enter date.
4/21/2022

TABLE #1	General Information	
Course Title:	PHYS 1001 – General Physics 1	
Course Description as listed in the current FSU Catalog:	This course introduces students with minimal math and science background to general principles of motion and changes of motion by forces through the perspectives of Newton's Laws, Energy and Momentum. A three-hour laboratory period each week supplements the three lecture-recitation hours. Prerequisites are MATH 1507 or MATH 1530 or MATH 1407 or MATH 1430 or ACT Math 19 or old SAT Math 460 or new SAT Math score of 510 or new ACCUPLACER QAS 250	
Prepared by:	Galen Hansen	Full-time
Preparer email address:	ghansen@fairmontstate.edu	
Course Coordinator:	Galen Hansen	Full-time
Course Coordinator email:	ghansen@fairmontstate.edu	
Core Curriculum Category Outcome:	Category 8 - Natural Science with Critical Thinking	8. Students will demonstrate proficiency with scientific content and data analysis to address real world problems, and recognize the limitations of the scientific process.
Enter ALL course outcomes: **Note: If there are multiple outcomes this cell may spread onto another page. If that occurs, move Table #2 about course outcomes onto a new page.**	General Studies Outcome 8: Students will demonstrate proficiency with scientific content and data analysis to address real world problems, and recognize the limitations of the scientific process. Outcome 1. Students will demonstrate proficiency with the scientific content of General Physics, including retention of terms, definitions and concepts. Outcome 2. Students will demonstrate proficiency with data collection and observations using appropriate equipment and record-keeping during laboratory activities. Outcome 3. Students will demonstrate proficiency with the use of data analysis to develop and test hypotheses that address real world problems. Outcome 4. Students will use scientific content and data analysis to recognize the limitations of the scientific process.	

FAIRMONT STATE UNIVERSITY™

PHYS 1001 Course Outline

1. Scientific Tools
   a. Measurements, Units
   b. Models, Scales
   c. Uncertainty
   d. Vectors and scalars
2. Motion Along a Straight Line (1-D)
   a. Displacement and distance
   b. Velocity, Acceleration
   c. Kinematic Equations
3. Motion in A Plane (2-D)
   a. Displacement and distance
   b. Velocity, Acceleration
   c. Kinematic Equations
4. Newton's Laws of Motion
   a. Definition of Laws
   b. Multiple forces
   c. Net Force and acceleration
   d. Forces with angles
5. Uniform Circular Motion and Gravitation
   a. Centripetal acceleration
   b. Circumference, Angular velocity,
   c. Gravity as a centripetal force
6. Work and Energy
   a. Kinetic energy
   b. Work
   c. Work-Energy Theorem
   d. Potential energy
7. Rotational Motion
   a. Tangential velocity and acceleration
   b. Rotational Kinematic Equations
   c. Torque
   d. Equilibrium
8. Periodic Motion and Waves
   a. Springs and Hook's law
   b. Dynamic Equilibrium
   c. Tangential waves
   d. Longitudinal waves
9. Fluid Mechanics
   a. Pressure
   b. Pascal's Principle
   c. Archimedes' Principle
   d. Buoyancy
10. Temperature and Heat
    a. Temperature
    b. Thermal energy
    c. Heat, Phase changed

Course Outcome and Measures

General Studies Outcome 7: Students will demonstrate proficiency with scientific content and data analysis to address real world problems, and recognize the limitations of the scientific process.

Information Required for Creating Assessment Plan in Taskstream

Table #2	Course Outcome(s) Information
Course Outcome 1:	Outcome 1. Students will demonstrate proficiency with the scientific content of General Physics, including retention of terms, definitions and concepts.
Method to Measure Course Outcome	Direct - Exam
Details/ Description:	Assessments: Multiple Choice sections of 4 exams (See attached Test 1 as an example.)
Satisfactory Performance Standard (based on rubric):	70% of students score > 70% average on Multiple Choice sections of exams
Ideal Target (based on rubric):	70% of students score > 80% average on Multiple Choice sections of exams
Implementation Plan (timeline):	Each semester the course is taught; generally, once a year.
Key/Responsible Personnel:	Galen Hansen
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	*Attachment 1:* **Test 1 for example of Multiple Choice exam questions**

Outcome 1 Goal: 70% of students achieve an average score > 70%

Outcome 1 Assessment Rubric:

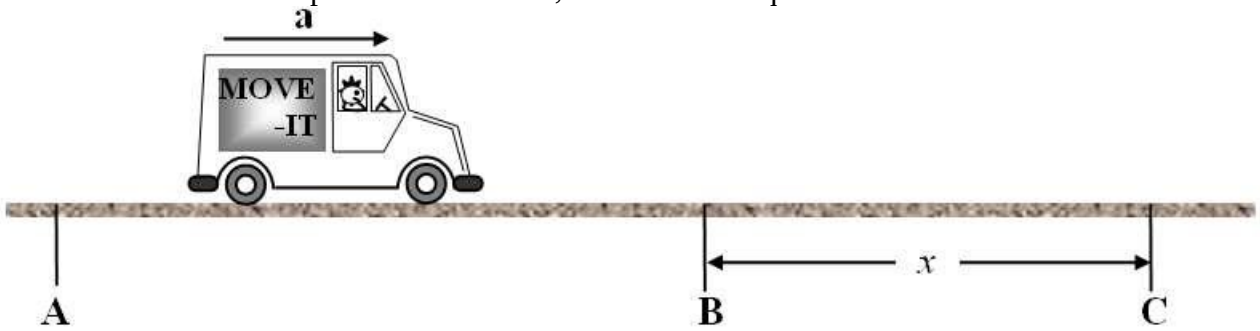
Multiple Choice sections of 4 Tests during the course.
See Test 1 Multiple Choice section for example.

Physics 1001 Fall 2021 Test 1

I. Concept Questions

1. Which one of the following is *not* a vector quantity?
A) acceleration; B) average speed; C) displacement; D) average velocity
E) instantaneous velocity

2. The distance between points **B** and **C** is x, and the time required for the truck to travel from **B** to **C** is t.



Which expression determines the *average speed* of the truck between the points **B** and **C**?

A) $v^2 = 2ax$ B) $v = \frac{x}{t}$ C) $v = xt$ D) $v = \frac{1}{2}at^2$ E) $v = at$

3. For which one of the following situations will the path length equal the magnitude of the displacement?
A) A toy train is traveling around a circular track.
B) A ball is rolling down an inclined plane.
C) A train travels 5 miles east before it stops. It then travels 2 miles west.
D) A ball rises and falls after being thrown straight up from the earth's surface.
E) A ball on the end of a string is moving in a vertical circle.

4. Which one of the physical quantities listed below is *not* correctly paired with its SI unit and dimension?

	Quantity	*Unit*	*Dimension*
A)	velocity	m/s	[L]/[T]
B)	velocity x time	m	[L]
C)	speed	m/s	[L]/[T]
D)	displacement	m/s^2	$[L]/[T]^2$
E)	velocity / time	m/s^2	$[L]/[T]^2$

5. A car travels in a straight line covering a total distance of 90.0 miles in 60.0 minutes. Which one of the following statements concerning this situation is *necessarily* true?
A) The velocity of the car is constant.
B) The average velocity of the car is 90.0 miles per hour in the direction of motion.
C) The first 45 miles must have been covered in 30.0 minutes.
D) The speed of the car must be 90.0 miles per hour throughout the entire trip.
E) The acceleration of the car must be zero.

6. Which one of the following statements must be true if the expression $x = v_0 t + \frac{1}{2} a t^2$ is to be used? Assume $x_o = 0$ and $t_o = 0$
A) x is constant; B) v is constant C) t is constant D) a is constant E) Both v_0 and t are constant.

7. Starting from rest, a particle confined to move along a horizontal line is accelerated at a rate of 5.0 m/s^2 to the right. Which one of the following statements accurately describes the motion of this particle?
A) The particle travels 5.0 m to the right during each second.
B) The particle travels 5.0 m to the right *only* during the first second.
C) The speed of the particle increases by 5.0 m/s to the right during each second.
D) The acceleration of the particle increases by 5.0 m/s^2 to the right during each second.
E) The final speed of the particle will be proportional to the distance that the particle moves to the right.

8. An object moving along a straight line is slowing. Which one of the following statements concerning the object's acceleration must be true?
A) The value of the acceleration is positive.
B) The direction of the acceleration is in the same direction as the displacement.
C) An object that is decelerating has a negative acceleration.
D) The direction of the acceleration is in the direction opposite to that of the velocity.
E) The acceleration changes as the object moves along the line.

II. Problem Solving – Multiple Choice

On a separate sheet of paper, draw a picture of each problem and show all work to answer the question.

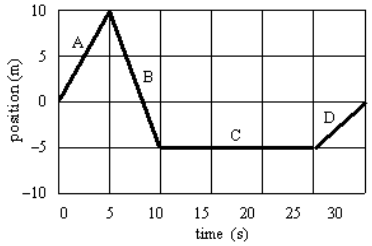
For Problems 9-10: Peter noticed a bug crawling along a meter stick and decided to record the bug's position in five-second intervals. After the bug crawled off the meter stick, Peter created the table shown.

time (s)	position (cm)
0.00	49.6
5.00	39.2
10.0	42.5
15.0	41.0
20.0	65.7

9. What is the displacement of the bug between t = 0.00 s and t = 20.0 s?
A) +39.9 cm; B) –39.9 cm; C) +65.7 cm; D) –16.1 cm; E) +16.1 cm

10. What is the total distance that the bug traveled between t = 0.00 s and t = 20.0 s? Assume the bug only changed directions at the end of a five-second interval.
A) 39.9 cm; B) 65.7 cm; C) 16.1 cm; D) 47.1 cm; E) 26.5 cm

For Problems 11-13: An object is moving along the x axis. The graph shows its position from the starting point as a function of time. Various segments of the graph are identified by the letters A, B, C, and D.



11. During which interval(s) is(are) the object moving in the negative x direction?
A) during interval B only
B) during intervals B and C
C) during intervals A and D
D) during intervals B and D
E) during intervals B, C, and D

12. What is the velocity of the object at t = 7.0 s?
A) +3.0 m/s
B) –1.0 m/s
C) –2.0 m/s
D) –3.0 m/s
E) zero m/s

13. What is the acceleration of the object at t = 7.0 s?
A) zero m/s^2
B) –2.0 m/s^2
C) –3.0 m/s^2
D) +9.8 m/s^2
E) +4.0 m/s^2

14. A Canadian goose flew 845 km from Southern California to Oregon with an average speed of 28.0 m/s. How long, in hours, did it take the goose to make this journey?
A) 27.7 h; B) 8.33 h; C) 66.1 h; D) 7.70 h; E) 8.38 h

15. An elevator is moving upward with a speed of 11 m/s. Three seconds later, the elevator is still moving upward, but its speed has been reduced to 5.0 m/s. What is the average acceleration of the elevator during the 3.0 s interval?
A) 2.0 m/s^2, upward; B) 2.0 m/s^2, downward; C) 5.3 m/s^2, upward;
D) 5.3 m/s^2, downward; E) 2.7 m/s^2, downward

For Problems 16-20: At time t_o = 0 s, an object is observed at x_o = 3.0 m; and its position along the x axis follows this expression:

$x = 3.0\ m - 4.0 m/s\ t + 1.0\ m/s^2\ t^2$. (assuming positive **+ is to the right**)

16. What is the initial velocity of the object?
A) 3.0 m to the right; B) 4.0 m/s to the left; C) 4.0 m/s to the right D) 2.0 m/s^2 to the right

17. What is the acceleration of the object?
A) 3.0 m to the right; B) 4.0 m/s to the left; C) 1.0 m/s^2 to the right D) 2.0 m/s^2 to the right

18. What is the object's position at t = 3.0 s?
A) 0.0 m; B) -3.0 m to the left; C) 3.0 m to the right D) 9.0 to the right

19. What is the displacement Δx between t_1 = 1.0 s and t_2 = 3.0 s?
A) 0.0 m; B) -3.0 m to the left; C) 3.0 m to the right D) 9.0 to the right

20. What is the velocity of the object at t_3 = 3.0 s?
A) 3.0 m to the left; B) 0.0 m/s; C) 4.0 m/s to the right D) 6.0 m/s to the leftright

21. A car, starting from rest, accelerates in a straight-line path at a constant rate of 2.0 m/s^2.
How far will the car travel in 12.0 seconds?
A) 180 m; B) 144 m; C) 6 m; D) 24 m; E) 288 m

Table #2	Course Outcome(s) Information
Course Outcome 2:	Students will demonstrate proficiency with data collection and observations using appropriate equipment and record-keeping during class and lab activities.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Successful participation in the data gathering and organizing sections of class/lab activities, for example: Laboratory activity: "Determining the coefficient of friction between a block sliding on the ground" - Experimental Data Collection section
Satisfactory Performance Standard (based on rubric):	70% of students score >70% on this activity (7/10 pts).
Ideal Target (based on rubric):	80% of students score > 80% this activity (8/10 pts.)
Implementation Plan (timeline):	Each semester the course is taught; generally, once a year.
Key/Responsible Personnel:	Galen Hansen
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	*Attachment 1:* Laboratory activity: "Determining the coefficient of friction between a block sliding on the ground" - Experimental Data Collection section

Outcome 2 Goal : 70% of students achieve an average score >70% (7/10 points)

Outcome 2 Assessment Rubric:

See Laboratory activity: "Determining the coefficient of friction between a block sliding on the ground" - Experimental Data Collection section:

Subsections	3 pts	2 pt	1 pt
Experimental Setup figure	Student clearly draws the complete experimental setup will all components properly labelled.	Student draws the experimental setup with a missing component or label	Student poorly draws the experimental with missing components and labels
	5 pts	3 pts	1 pt

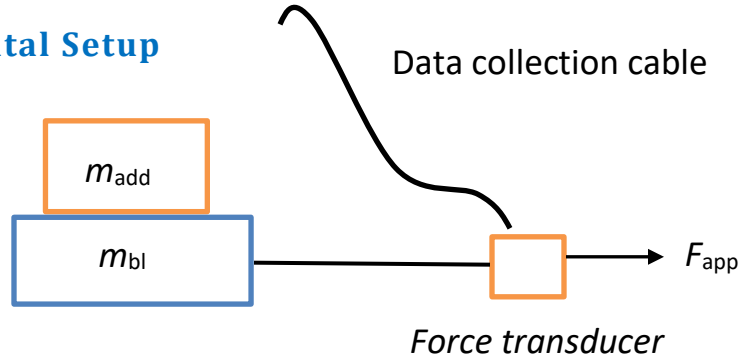
Data Collection	Student properly collects all necessary data and records it in table.	Student improperly collects all necessary data and records it in table.	Student collects only some of the data and records it sloppily.
	2 pts	1 pt	
Data Table	Data table is neat and well ordered with averages	Data table is sloppy with missing data.	

Laboratory Activity: "Determining the Coefficient of Friction"

Equipment

Metal track, wooden block with long string, 10 x 100g masses, computer with Vernier software and force transducer

I. Experimental Setup



II. Experimental Procedure

Calibration of Force transducer

1. Turn on computer and enter time and date. Go to Calibration in the Vernier program. Go to Calibrate Input. Be sure force transducer cable is in INPUT A.
2. Enter FORCE as input and NEWTONS as the input units. With the force transducer relaxed (horizontal) and stabilized enter 0 N. Hang 500 g from the force transducer, stabilize, and enter 4.90 N. Go to View Calibration and make sure the entered values are correct.
3. Select clock icon, and change sample time to 60 seconds, and sample rate to 10 samples per second.

Data Acquisition

1. Prepare Block: Place 1.000 kg on top of the block. Place block on surface and attach string to transducer. After each measurement of f_s and f_k, decrease m_{add} by 100 g until $m_{add} = 0$.

2. Take Data: When ready to take data, hit ENTER. Begin pulling on block and string with force transducer. With block at rest very gradually increase tension of string until block finally breaks free and moves. Pull block slowly at constant speed for several seconds. Relax and repeat the latter two steps. Do this 7 times during data acquisition. Data acquisition ends after 1 minute (or hit ESC).

3. Collect Data: For each of the seven 'sub-runs', use the computer mouse to position curser at desired location to record $f_{s,\,max}$: click the 'stat' button in LoggerPro to show $f_{s,\,max}$. For each of the seven 'sub-runs', use the left mouse button to select the range during which block was sliding. Click the 'stat' button to show the average (mean) value of f_k during each interval. Find an average values for $f_{s,\,max}$ and f_k over all seven sub-runs.

Data Table

Record Data: Make a table to record data for **eleven** (11) runs. Record m_{add}, $f_{s,\,max}$ and f_k for each run (from m_{add} = 1000 g to m_{add} = 0 g).

4. Record Data: In Excel, make a table to record data for **six** (6) runs. Record m_{add}, $f_{s,\,max}$ and f_k for each run (from m_{add} = 1000 g to m_{add} = 0 g).

m_{add}	Sub-run 1		Sub-run 2		Sub-run 3		Sub-run 4		Averages	
From 1000g to 0 g Add necessary rows	$f_{s,max}$	$\overline{f}_k$	$f_{s,max}$	$\overline{f}_k$	$f_{s,max}$	$\overline{f}_k$	$f_{s,max}$	$\overline{f}_k$	$f_{s,max}$	$\overline{f}_k$
1000 g										
900 g										
800 g										

Table #2	Course Outcome(s) Information
Course Outcome 3:	Outcome 3. Students will demonstrate proficiency with the use of data analysis to develop and test hypotheses that address real world problems.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Laboratory activity: "Determining the coefficient of friction between a block sliding on the ground" - Data Analysis section: Completion of data analysis to determine average coefficients of static and kinetic friction of block on the sliding surface, and the mass of the block from the static and kinetic friction analysis.
Satisfactory Performance Standard (based on rubric):	70% of students score > 70% (7/10 pts.)
Ideal Target (based on rubric):	80% of students score > 70% (7/10 pts.)
Implementation Plan (timeline):	Each semester the course is taught; generally, once a year.
Key/Responsible Personnel:	Galen Hansen
Supporting Attachments: .	*Attachment 1:* Laboratory activity: "Determining the coefficient of friction between a block sliding on the ground" - Data Analysis section

Outcome 3 Goal: 70% of students achieve an average score >70% (7/10 points)

Outcome 3 Assessment Rubric:

See Laboratory activity: "Determining the coefficient of friction between a block sliding on the ground" - Data Analysis and Results sections

Section	5 pts	3 pt	1 pt
Data Analysis	Student provides graph complete with data, best-fit lines and legends for static and kinetic friction data	Student provides graph with incomplete data, best-fit lines and legends for static and kinetic friction data	Student provides partial graph lacking data, best-fit lines and/or legends for static and kinetic friction data
	5 pts	3 pts	1 pt
Results	Student provides data analysis and results for static and kinetic coefficients, and calculations of block mass	Student provides incomplete data analysis and results for static and kinetic coefficients, and calculations of block mass	Student does not show calculations of static and kinetic coefficients or block mass.

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Laboratory Activity: "Determining the Coefficient of Friction"

III. Data Analysis

The recorded data can be analyzed to determine μ_s, μ_k, and m_{bl}.

I. Graph

Graph $f_{s,\,max}$ and f_k vs m_{add} on the same graph in Excel or Graphical Analysis in Logger Pro.

II. Fit data with lines

Using the equation

$$F_N = m_{add}g + m_{bl}g \qquad (1)$$

together with **Error! Reference source not found.** and **Error! Reference source not found.**, we get the equations

$$\begin{aligned} f_{s,max} &= \mu_s m_{add}g + \mu_s m_{bl}g \\ &= \mu_s g\, m_{add} + \mu_s g\, m_{bl} \end{aligned} \qquad (2)$$

and

$$\begin{aligned} f_k &= \mu_k m_{add}g + \mu_k m_{bl}g \\ &= \mu_k g\, m_{add} + \mu_k g\, m_{bl} \end{aligned} \qquad (3)$$

Since $\mu_s g$, $\mu_k g$, and m_{bl} are constants, these are equations of lines, $y = mx + b$, with

$y_1 = f_{s,\,max}$; $m_1 = \mu_s g$; $x_1 = m_{add}$; $b_1 = \mu_s g\, m_{bl}$

$y_2 = f_k$; $m_2 = \mu_k g$; $x_2 = m_{add}$; $b_2 = \mu_k g\, m_{bl}$.

The plotted data should therefore lie on two lines; one for $f_{s,\,max}$ and one for f_k.

III. Determine μ_s, μ_k, and m_{bl}

1. Use the slope and *y*-intercept of each line to determine μ_s, μ_k, and m_{bl}.
2. Weigh the block and compare weight with each m_{bl} determined using the *y*-intercepts. Find % error between experimentally determined mass and actual mass as determined by scale—two values

Table #2	Course Outcome(s) Information
Course Outcome 4:	Outcome 4. Students will use scientific content and data analysis to recognize the limitations of the scientific process.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Laboratory activity: "Determining the coefficient of friction between a block sliding on the ground" - Reflection section: Successful completion of the "Reflection" portion of the lab.
Satisfactory Performance Standard (based on rubric):	70% of students score > 70% (7/10 pts.)
Ideal Target (based on rubric):	70% of students score > 80% (8/10 pts.)
Implementation Plan (timeline):	Each semester the course is taught; generally, once a year.
Key/Responsible Personnel:	Galen Hansen
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	*Attachment 1:* Laboratory activity: "Determining the coefficient of friction between a block sliding on the ground" - Reflection section

Outcome 4 Goal: 70% of students achieve an average score >70% (7/10 points)

Outcome 4 Assessment Rubric 4:

See Laboratory activity: "Determining the coefficient of friction between a block sliding on the ground" - Reflection section:

Reflections	10 pts	8 pts	6 pts	4 pts	2 pts
Questions 1-5.	Student provides clear and conceptually correct detailed answers for all 5 reflection questions.	Student provides answers somewhat conceptionally incorrect and lacking detail for 2 of 5 questions.	Student provides answers somewhat conceptionally incorrect and lacking detail for 4 of 5 questions.	Student fails to answer 1 questions and provides short answers lacking detail for other questions.	Student provides short answers lacking detail for only 2 questions, nothing for other 3.

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Laboratory Activity: "Determining the Coefficient of Friction"

IV. Reflection

1. (2 points) Which of the experimental results obtained in this lab can be compared with accepted results? For example, are there accepted values for μ_s and μ_k?

   There are no experimental results in this lab that can be compared with accepted values. The implication is that precision is a better gauge than accuracy of the success of the experiment.

2. (2 points) What can you conclude about the fact that some of the experimental results can be compared with accepted values and some cannot be?

   The fact that some data can be compared with accepted values and some not implies the modes we use may be preliminary, incomplete or wrong. In the case of coefficients of friction, the lack of available accepted values is due to the variability of coefficients due to variability in smoothness of a surface, as well as the presence of undetermined amounts of 'impurities' or added materials.

3. (2 points) How confident are you that the values you found for μ_s and μ_k are accurate? See answers to 1 & 2

4. (2 points) In this experiment, is it possible to distinguish between uncertainty in the values of μ_s and μ_k that is due to
   a. limitations in the methods you used to measure these numbers and
   b. limitations in the assumptions we make (the models we use) to describe friction? In other words, can we determine from this experiment whether the equations $f_s = \mu_s F_N$ and $f_k = \mu_k F_N$ are correct under the conditions of the experiment?

   Since the large uncertainty in the measurements of μ_k and μ_s can be attributed to the way the blocks were pulled (manually), it is probably not possible to distinguish between that uncertainty and the validity of the model.

5. (2 points) How could you test whether the equations above are correct?

   In order to test whether the model is correct, a method of pulling the block that exerts a steady pulling force (perhaps mechanical) is needed. Refinements to the simple model ($f_s = f_{s,\,max} = \mu_s N$ and $f_k = \mu_k N$) can be considered as well when the methodology has greater precision.