
MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: March 4, 2019

SUBJECT: Curriculum Proposal #18-19-12
College of Liberal Arts/Language & Literature/Folklore

I recommend approval of the attached Curriculum Proposal #18-19-12. This proposal will establish a regular course number for the course associated with Fairmont State's Appalachian Teaching Project annual grant from the Appalachian Regional Commission. The new course will be an elective in the Folklore Studies minor, entitled **FOLK 3375: Preserving Appalachian Culture**. In this course, college students will take their knowledge of Appalachian Folk Culture into the community, sharing this knowledge through a designated community partner, then reporting on the project at the end of the semester in person to the Appalachian Regional Commission in Washington D.C.

cc: Mark Flood
Richard Harvey
Angela Schwer
Laura Ransom
Cheri Gonzalez
Lori Schoonmaker

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: #18-19-12

School/Department/Program: College of Liberal Arts/Language and Literature/Folklore

Preparer/Contact Person: Angela Schwer

Telephone Extension: X4723

Date Originally Submitted: November 2018

**Revision (Indicate date and label it
Revision #1, #2, etc.):** _____

Implementation Date Requested: Fall 2019

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

This proposal will establish a regular course number for the course associated with Fairmont State's Appalachian Teaching Project annual grant from the Appalachian Regional Commission. The new course will be an elective in the Folklore Studies minor, entitled **FOLK 3375: Preserving Appalachian Culture**. In this course, college students will take their knowledge of Appalachian Folk Culture into the community, sharing this knowledge through a designated community partner, then reporting on the project at the end of the semester in person to the Appalachian Regional Commission in Washington D.C.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. N/A

- B. Addition of course(s) or credit(s) from program(s)

Total hours added. N/A

- C. Provision for interchangeable use of course(s) with program(s)

This course will be an upper-level Folklore elective, fulfilling the FOLK 4400 Directed Study requirement.

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

FOLK 3375: Preservation of Appalachian Culture (3 credits)

No PR, though FOLK 2200 and 2201 are recommended, FSU owned course.
Elective in the Folklore Minor.

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See Appendix A

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

See Appendix B

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Appendix C

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

N/A

III. **RATIONALE FOR THE PROPOSAL.**

A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

This course has been successfully run for the last several years based upon annual grants from the Appalachian Regional Commission. Fairmont State is the only institution in the state of WV to receive this grant, and an academic course is vital to involve college students in cultural outreach to the community. Even if Fairmont State fails to secure the grant in future, this course is a valuable way to share the work of the Folklore program at Fairmont State with community members.

B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

The Appalachian Regional Commission provides funds to cover project expenses and travel so that the students can present their project in Washington DC.

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
Liberal Arts	Deanna Shields	Deanna Shields

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

This would be a great General Studies course, but the General Studies Committee is not reviewing any new courses at this time.

VI. **ADDITIONAL COMMENTS.**

Appendix A: Catalog Description

FOLK 3375: Preservation of Appalachian Culture. 3 credits. This course invites students to learn elements of traditional Appalachian culture and then to share these traditions with local community members through the cooperation of a community partner. The traditions emphasized may vary from year to year. May be repeated.

Appendix B: Course Outline at Two Levels

I Introduction to the course and the goals of the Appalachian Regional Commission.

Goal 1: Economic Opportunities

Invest in entrepreneurial and business development strategies that strengthen Appalachia's economy.

Goal 2: Ready Workforce

Increase the education, knowledge, skills, and health of residents to work and succeed in Appalachia.

Goal 3: Critical Infrastructure

Invest in critical infrastructure—especially broadband; transportation, including the Appalachian Development Highway System; and water/wastewater systems.

Goal 4: Natural and Cultural Assets

Strengthen Appalachia's community and economic development potential by leveraging the Region's natural and cultural heritage assets.

Goal 5: Leadership and Community Capacity

Build the capacity and skills of current and next-generation leaders and organizations to innovate, collaborate, and advance community and economic development.

Project will address at least 2 of these goals.

II. Introduction to Appalachian Cultural Tradition that needs to be preserved.

- A. Presentation by local cultural experts (traditional music expert, master quilter, naturalist, etc)**
- B. Practice of cultural art or skill by students**
- C. Plan for teaching sessions**

III. Communicate Cultural Form to Constituent Audience

- A. At least 4 meetings with local audience, working through community partner, ie school, social service agency or cultural preservation unit.**
- B. Utilize pre- and post- surveys to assess impact of project**
- C. Encourage constituents to present to their wider community**

IV. Present results of the Project to a Professional Audience

- A. Presentation to Appalachian Regional Commission and/or**
- B. Presentation at the Appalachian Studies Conference and/or**
- C. Any other undergraduate research conference**

Appendix C: Outcomes and Assessments

Outcomes: As a result of completing this course, students will

- **Demonstrate knowledge of Appalachia's cultural heritage**
- **Plan ways to share this knowledge with community members**
- **Discuss their proposed plans with community partners**
- **Assess the impact of their project in relation to the goals of the Appalachian Regional Commission**
- **Analyze their project and present their findings to a professional audience**

Assessments

- **Pre- and Post- surveys of community members to determine impact of project**
- **Participation in community education efforts**
- **Final professional presentation**