



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-28

The proposed curricular changes are in response to West Virginia Board of Education (WVBOE) changes to Policy 5100. Funding from the West Virginia Department of Education (WVDE) to support Educator Preparation Programs (EPPs) is now reserved for those that include a year-long residency model for the senior year of the teacher education curriculum. Policy 5100 refers to year-long residency EPPs as Tier 1 schools. (See Appendix D for WVBOE Policy 5100)

The yearlong residency curriculum for Elementary Education was approved by the Curriculum Committee on February 23, 2021 and is being implemented for incoming freshmen in Fall 2021. The WVDE has set an implementation deadline for all Secondary Education programs to include a yearlong residency by Fall 2024. Fairmont State University's College of Education, Health and Human Performance has set a deadline for implementation by Fall 2022 for all Secondary Education programs because it is in the best interest of our students and our department so multiple programs are not simultaneously co-existing.

cc: Dianna Phillips
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Amanda Metcalf

CURRICULUM PROPOSAL (Submit one electronic copy to the Executive Director of Academic Programs by the second Tuesday of the month.)

Proposal Number:	#21-22-28
School/Department/Program:	College of Education, Health and Human Performance / Education
Preparer/Contact Person:	Keisha Kibler, Toni Poling
Title of Degree Program	B.A. Education; Social Studies Grades 5-Adult Teaching Specialization
Telephone Extension:	X4241, X4160
Date Originally Submitted:	November 4, 2021
Revision (Indicate date and label it Revision #1, #2, etc.):	
Implementation Date Requested:	Fall 2022

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- I. **PROPOSAL ABSTRACT:** Write a brief abstract, not exceeding 100 words, which describes the proposed changes.

The proposed curricular changes are in response to West Virginia Board of Education (WVBOE) changes to Policy 5100. Funding from the West Virginia Department of Education (WVDE) to support Educator Preparation Programs (EPPs) is now reserved for those that include a year-long residency model for the senior year of the teacher education curriculum. Policy 5100 refers to year-long residency EPPs as Tier 1 schools. (See Appendix C for WVBOE Policy 5100)

The yearlong residency curriculum for Elementary Education was approved by the Curriculum Committee on February 23, 2021 and is being implemented for incoming freshmen in Fall 2021. The WVDE has set an implementation deadline for all Secondary Education programs to include a yearlong residency by Fall 2024. Fairmont State University's College of Education, Health and Human Performance has set a deadline for implementation by Fall 2022 for all Secondary Education programs because it is in the best interest of our students and our department so multiple programs are not simultaneously co-existing.

DESCRIPTION OF THE PROPOSAL. Provide a response for each letter, A-G, 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:15 hours
- **Education courses being deleted:**
 - EDUC 2265 (1 CH)
 - EDUC 3365 (2 CH)
 - EDUC 4496 (10 CH)
 - **Other courses being removed or repurposed:**
 - The Global Awareness, Fitness & Wellness, Technology core curriculum 2 credit hours in the current program were removed in the proposed program. The Global Awareness, Fitness & Wellness, Technology core curriculum is now being fulfilled by the EDUC 2201 – an Education major requirement.

- B. Addition of course(s) or credit(s) from program(s) : Total hours added: 20 hours
- **Education courses being added:**
 - EDUC 2241 (1 CH)
 - EDUC 2261 (2 CH)
 - EDUC 3334 (2 CH)
 - EDUC 3341 (5 CH)
 - EDUC 4483 (10 CH)
 - **Additional courses being added:**
 - ENGL 1102 (3 CH) is a Core Curriculum course that will be satisfied by a major requirement

Program	Current Program Hours (According to the 2020-2021 Undergraduate Catalog)	Proposed Program Hours
Social Studies Graded 5-Adult Teaching Specialization	121-122	126-127

- C. Provision for interchangeable use of course(s) with program(s)
NA
- D. **Course Description Revision:** Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

No Course Description Revision

- E. **Course Changes:** Identify changes to existing courses such as changes to title, course number, learning outcomes, and elective or required status.

No Course Changes

F. **Create a New Course(s)** information (if applicable): For each new course complete the following:
Course Catalog Information:

a. Course prefix (subject area) and number:	EDUC 4483
b. Course title:	Residency 2: Student Teaching for Secondary
c. Course term(s) (e.g., Fall, Summer only):	Fall and Spring
d. Credit hours/Variable credit:	10
e. Repeatability (number of repeat credit hours):	NA
f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	EDUC 3341
g. Co-requisite (include subject prefix and course number):	EDUC 4485 and 4486
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	NA
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A - F
j. Required Course or Elective Course:	Required
k. Course Fees (Indicate amount):	TBD

2. **New Course Supplemental/Supporting Documentation: (Please See Appendix B)**

- a. **Course Catalog Description:** Include, as an appendix, 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.
- b. **Course Learning Outcomes (CLO's):** 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..."

- c. **Course Outline:** Attach a course outline consisting of at least two levels.
- d. **Assessments:** Describe generally how student’s achievement of the course learning outcomes will be assessed

PLEASE SEE APPENDIX B

- 3. Shared Course: If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for courses being shared.
- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Please see Appendix A

II. RATIONALE FOR THE PROPOSAL

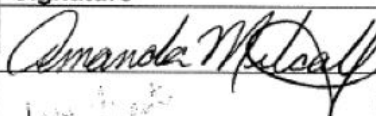

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes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

This curriculum proposal includes the mandated changes in teacher education programs within West Virginia to move towards a year-long residency model for educator preparation programs. Beginning in Fall 2021, all funding for educator preparation programs in WV is directly tied to year-long residency. A full explanation and verbiage from WVBOE Policy 5100 can be found in Appendix C.

III. APPROVAL

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	Dean	Signature
College of Education, Health & Human Performance	Dr. Amanda Metcalf	
College of Liberal Arts	Dr. Christopher Kast	

- IV. 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.

NA

- V. ADDITIONAL COMMENTS.

These curricular changes are in response to updates made to WVBOE Policy 5100 (see Appendix C) as identified by the West Virginia Board of Education.

Appendix A
B.A. Degree in Social Studies Education
Current Program

Core Curriculum Courses (22-23 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	ENGL 1102 (Recommended)	3
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	3
Humanities	History 2211 (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, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105 SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	4-5
Social Science	GEOG 2210 (Satisfied by Major Requirement)	X
Citizenship	POLI 1100 (Satisfied by Major Requirement)	X
Global Awareness, Fitness & Wellness, Technology	PHED 1100 (Recommended)	2

Required Professional Education Courses (39 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
EDUC 2200	Introduction to Education	3
EDUC 2200L	Field Experience 1	0
EDUC 2201	Instructional Technology	3
EDUC 2203	Human Development, Learning and Teaching	3
EDUC 2240	High Incidence Disabilities for Educators	3
EDUC 2260	Instructional Design I	3
EDUC 2265	Field Experience 2	1
EDUC 3331	Reading in the Content Area	3
EDUC 3340	Instructional Design II	3
EDUC 3365	Field Experience 3	2
EDUC 3351	Inclusive Classroom Practices	3
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4496	Secondary Student Teaching	10

Required Social Studies Education Major Courses (60 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
BSBA 2200	Economics	3
GEOG 2210	Introduction to Geography	3
HIST 1107	U.S. History	3
HIST 1108	U.S. History II	3
HIST 2211	World Civilization I	3
HIST 2212	World Civilization II	3
HIST 2213	World Civilization III	3
HIST 3302	West Virginia History	3
HIST 3324	Recent America	3
HIST 4431	Recent Europe	3
POLI 1100	American Government	3
POLI 2200	Intro to Political Science	3
PSYC 1101	Introduction to Psychology	3
SOCY 1110	Introduction to Sociology	3
SOCY 3301	Cultural Anthropology	3
SSCI 4431	Methods of Teaching Social Studies	3
SSCI 4498	Interdisciplinary Seminar	3
Major Required Elective		
GEOG	Any Geography course	3
Major Required Electives - Select 6-credit hours from any of the following disciplines:		
Electives	Economics, Geography, History, Philosophy, Political Science, Psychology and/or Sociology	6

Total Core Curriculum Credit Hours 22-23

Total Professional Education Courses 39

Total Social Studies Education Major Courses 60

Total Electives (If applicable) NA

TOTAL CREDIT HOURS 121-122

Appendix A
B.A. Degree in Social Studies Education
Proposed Program

Core Curriculum Courses (17-18 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	English 1102 (Satisfied by Major Requirement)	X
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	3
Humanities	History 2211 (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, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105 SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	4-5
Social Science	GEOG 2210 (Satisfied by Major Requirement)	X
Citizenship 1	POLI 1100 (Satisfied by Major Requirement)	X
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

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 1	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 1: Teaching Practice and Assessment	5
EDUC 3351	Inclusive Practices	3
EDUC 4483	Residency 2: Student Teaching for Secondary	10
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
*New Course		

Required Social Studies Education Major Courses (60 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
BSBA 2200	Economics	3
GEOG 2210	Introduction to Geography	3
HIST 1107	U.S. History	3
HIST 1108	U.S. History II	3
HIST 2211	World Civilization I	3
HIST 2212	World Civilization II	3
HIST 2213	World Civilization III	3
HIST 3302	West Virginia History	3
HIST 3324	Recent America	3
HIST 4431	Recent Europe	3
POLI 1100	American Government	3
POLI 2200	Intro to Political Science	3
PSYC 1101	Introduction to Psychology	3
SOCY 1110	Introduction to Sociology	3
SOCY 3301	Cultural Anthropology	3
SSCI 4431	Methods of Teaching Social Studies	3
SSCI 4498	Interdisciplinary Seminar	3
Major Required Elective		
GEOG	Any Geography course	3
Major Required Electives - Select 6-credit hours from any of the following disciplines:		
Electives	Economics, Geography, History, Philosophy, Political Science, Psychology and/or Sociology	6

Total Core Curriculum Credit Hours	17-18
Total Professional Education Courses	49
Total Social Studies Education Major Courses	60
Total Electives (If applicable)	NA
TOTAL CREDIT HOURS	126-127

Appendix B: New Courses

EDUC 4483: Residency 2: Student Teaching for Secondary

Course Description:

Full-time involvement in the teaching/learning process in a Professional Development School/public secondary school setting is required for successful completion of this course. Residents will observe, assist, co-teach, co-plan, teach, and manage a classroom under the supervision of a cooperating public-school teacher and university supervisor. (PR: EDUC 3341; CR: EDUC 4485, EDUC 4486)

Course Learning Outcomes:

Upon completion of this course, students should be able to...

1. Critique and analyze the professional role of the teacher in the school and community contexts.
2. Critique and analyze the affordances and constraints of different forms of data and its influences on teaching practice.
3. Implement different co-teaching methods and analyze their effectiveness alongside instructional goals and learning objectives.
4. Critique a range of instructional and assessment practices in differentiating instruction.
5. Analyze and reflect on the academic and sociocultural role of teachers within learning contexts and their professional disposition.

West Virginia Professional Teaching Standards and INTASC Standards:

WV Professional Teaching Standards	INTASC Standards (National Council for Accreditation of Teacher Education)
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

Course Outline:

- A. Teaching Practice and Student Learning
 - a. Analysis of 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 need and curricular and instructional moves including future planning and sequencing of instruction
- B. Reflective Instructional Practice
 - a. Analysis of a range of assessments to determine student learning needs
 - b. Analysis of and reflection of teaching practice and identity implication for future instruction
- C. Differentiation of Instruction

- a. Differentiation to address student needs
- b. Differentiation of content- process and product of learning
- c. Instructional models to support differentiation
- D. Technology Integration
 - a. Implement a range of instructional technology tools to support differentiation of instruction/
 - b. Analyze a range of assistive technology tools and how they align with specific student learning needs
- E. Co-teaching and Co-planning
 - a. Implement a range of co-teaching models and evaluate their effectiveness alongside instructional goals and learning objectives
 - b. Analysis of co-planning models and evaluate their effectiveness alongside co-teaching, instructional goals, and learning objectives

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

Assessment	Course Learning Outcomes
Disposition forms from university supervisor and cooperating teacher (in field experience setting)	CLOs: 1, 5
Observations of Resident 2 by cooperating teacher	CLOs: 1, 2, 3, 4, 5
Observations of Resident 2 by university supervisor	CLOs: 1, 2, 3, 4, 5
Self-assessment of teaching practice by Resident 2	CLOs: 1, 2, 3, 4, 5
Mid-term evaluation of Resident 2 by cooperating teacher	CLOs: 1, 2, 3, 4, 5
Final evaluation of Resident 2 by cooperating teacher	CLOs: 1, 2, 3, 4, 5

Appendix C: WVBOE Policy 5100

Effective January 15, 2021:

6.3.c.1. Tier I. Intensive site where resident teacher and cooperating teacher learning is: 1) experiential; 2) collaborative; and 3) connected to and derived from teachers' work with their students. The site must include high-quality induction and professional growth for both the EPP faculty/staff and pre-k-12 teachers. Clinical experiences shall be yearlong and based on the co-teaching model. Sites shall include work that addresses the WVBE areas(s) of focus and priority.

Effective January 15, 2021:

6.3.d. Funding Opportunities. Tier I and II schools shall have the opportunity to apply annually for a competitive grant where funding is contingent upon funds being available. The grant application shall be submitted to the WVDE following the adopted guidelines and procedures. Awards shall be made yearly for eligible direct services. Grant proposals must include measurable outcomes and plans for sustainability. Priority shall be given to sites addressing the WVBE area(s) of focus and priority.

5.39. Teacher Residency. Component of an educator preparation program that provides teacher candidates with both the underlying theory of effective teaching and a year-long, in-school "residency" in which they practice and hone their skills and knowledge alongside an effective teacher-mentor. Unlike other alternative teaching certification models, residents do not serve as the teacher of record in the classroom.

5.41. Yearlong Resident Clinical. A full academic year, two consecutive semesters, spent in a pre-k-12 school, partnering with an experienced cooperating teacher to develop the professional dispositions of effective teaching. Over the course of the year, teacher residents' transition from a collaborative, co-teaching role into the lead-teaching role receiving targeted support and feedback designed to prepare novice teachers to be successful upon entering the classroom.

6.7.b.3. Field-based Experiences. All teacher candidates completing a WVBE approved EPP for initial teacher licensure must complete a minimum of 125 clock hours of field experience under the direction of a teacher licensed to teach in the state, by the state's authorized agency, or their university supervisor in which the field experience is occurring, in each area in which they are seeking an endorsement. No less than 85 clock hours of the required 125 shall be completed in a public school. Under extraordinary circumstances, field experiences in a virtual/online environment shall not constitute more than 50 percent of the minimum required experience.

6.8. Yearlong Residency Minimum Requirements.

6.8.a. Effective July 1, 2021 with the freshman cohort, all EPPs with WVBE-approved programs of study leading to West Virginia educator licensure must begin the transition to a full residency model by including a minimum of one program with a yearlong residency pathway as the final clinical experience as defined in section 5 for candidates completing their program.

6.8.b, Authorization. The agreement established between an IHE and county board of education must be approved by the WVBE.

6.8.c. Yearlong Residency Clinical Experiences must be completed in the public schools or in a nonpublic school that has been accredited through a WVBE-approved accreditation agency as prescribed in Policy

2330. Each candidate completing an approved program shall spend a minimum of 14 weeks per semester for two consecutive semesters in the clinical portion of the program unless the candidate is able to demonstrate to the satisfaction of the college supervisor and the cooperating public school cooperating teacher that the candidate has achieved the proficiency level in less than the specified time.

6.8.c.1. Residency 1 refers to the first semester of the yearlong clinical experience. Each candidate completing an approved program shall spend a minimum of 14 weeks/250 hours per the first semester of the residency clinical in the classroom placement.

6.8.c.2. Residency 2 refers to the second semester of the yearlong clinical experience. Each candidate completing an approved program shall spend a minimum of 14 weeks/500 hours per the second semester of the residency clinical in the classroom placement.

6.8.c.3. The yearlong residency clinical experience must be completed under the direction of a teacher licensed to teach in the state and in the content in which the candidate is seeking an endorsement, issued by the state's authorized agency. Candidates who are completing their clinical experience as the teacher of record (e.g., candidates seeking alternative certification or on a first class permit) will have professional support team in lieu of a cooperating teacher as described in W. Va. Code §18A-3C-1. The candidate must be assessed during the clinical experience in all specializations for which the candidate is requesting licensure. Candidates must successfully complete all Praxis II exams prior to entering Residency 2. The IHE is also required to document the candidates' field-based and/or clinical experiences with diverse multicultural, at-risk, and special needs learners at each programmatic level for which they anticipate licensure. Yearlong clinical experiences completed in a virtual/online environment shall not constitute more than 50 percent of the minimum required experience. Five considerations for the programmatic level coverage for required field-based experiences exist in the current system.