



Office of the Provost

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MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: March 4, 2019

SUBJECT: Curriculum Proposal #18-19-10

I recommend approval of the attached Curriculum Proposal #18-19-10. The Fairmont State University School of Education, Health & Human Performance proposes to add two (2) one (1) credit hour elective courses to the teacher education programs. These courses will support pre-education students who need additional practice and support for taking the Praxis Core Academic Skills for Educators test as required by the West Virginia Department of Education in order to be admitted into the Education program.

cc: Mark Flood
Richard Harvey
Pam Pittman
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: #18-19-10
School/Department/Program: School of Education, Health & Human Performance
/Education/Education
Preparer/Contact Person: Pam Pittman
Telephone Extension: 4272
Date Originally Submitted: 12/11/2018
Revision (Indicate date and label it
Revision #1, #2, etc.): 2/12/2019 Revision 1
Implementation Date Requested: January 14, 2019

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

The Fairmont State University School of Education, Health & Human Performance proposes to add two (2) one (1) credit hour elective courses to the teacher education programs. These courses will support pre-education students who need additional practice and support for taking the Praxis Core Academic Skills for Educators test as required by the West Virginia Department of Education in order to be admitted into the Education program.

- 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. 0

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

Total hours added. 0

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

- 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.

All courses are owned by the university. The course titles, credit hours, and prerequisites are listed below:

EDUC 1101 Core Support for Reading

1 credit hour (Prerequisite: none; Co-requisite: none) (elective)

EDUC 1102 Core Support for Writing

1 credit hour (Prerequisite: none; Co-requisite: none) (elective)

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

See Appendix B

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

See Appendix C

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 D

- 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.

Data analysis of ACT scores of undergraduate students with declared majors in Education between December, 2013 and August, 2018 shows that students scoring below 17 on the ACT have a 46% pass rate on the Praxis Core Skills for Educators test in reading. Students scoring below 21 on the English portion of the ACT have a 45% pass rate on the Praxis Core Skills for Educators test in writing.

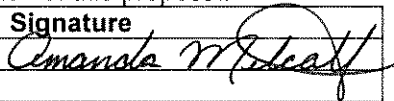
A similar Special Topics course in math has produced promising results as more than 53% passed the math Praxis Core Skills for Educators test.

- 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?

Students who do not pass the Praxis Core Skills for Educators test required by the West Virginia Department of Education cannot gain admission into the Education program. As a result, pre-education students exhaust all course options and are left with limited options to continue their studies in Education. Implementation of these courses is expected to increase retention and lead to more teacher candidates receiving certification in a time when there is a teacher shortage. No additional resources are required to implement this change.

- 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
SOEHHP	Amanda Metcalf	

- 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.

- VI. **ADDITIONAL COMMENTS.**

	SOCY 2200 or any course in VI	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		X
	Major Course - PSYC 1101	
Attribute VIID - Natural Science		3
	Any course in VIID	
Attribute VIII – Cultural Awareness		3
	Any GEOG course in VIII	
Additional General Studies hours		X
	Major Course - PSYC 3390 writing intensive course	
TOTAL GENERAL STUDIES HOURS		39
TOTAL FREE ELECTIVES		XX
TOTAL HOURS		120

NOTE:
The text highlighted in yellow is to serve as an example. Please replace the text with your current program requirements using the format indicated. When an Attribute is satisfied by a major course, simply place an "X" in the hours column, since the hours have already been counted in the major. Otherwise, indicate how the Attribute will be satisfied and insert the hours to be counted in General Studies. Before submitting your proposal, please remove the highlighting and this paragraph.

APPENDIX A
 B.X. Degree in XXXXXXXX
 Proposed Program

Required Major Courses	HRS
TOTAL Required Major Courses	XX
Major Electives	XX
Minor Requirements/Electives (if minor is required)	XX
TOTAL HOURS FOR MAJOR (and minor if required)	XX

Required General Studies Courses (example text highlighted)	
Attribute IA – Critical Analysis	X
Major Course - PSYC 3310	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher in IB	
Attribute IC – Written Communication	3
ENGL 1104	
Attribute ID - Teamwork	X
Major Course - PSYC 3310	
Attribute IE – Information Literacy	3
ENGL 1108	
Attribute IF – Technology Literacy	3
ENGL 1109	
Attribute IG – Oral Communication	3
COMM 2200 or 2201 or 2202	
Attribute III - Citizenship	3
HIST 1107 or 1108 or POLI 1103	
Attribute IV - Ethics	3
Any course in IV	
Attribute V - Health	3
PHED 1101 or SCIE 1000	
Attribute VI - Interdisciplinary	3

	SOCY 2200 or any course in VI	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		X
	Major Course - PSYC 1101	
Attribute VIID - Natural Science		3
	Any course in VIID	
Attribute VIII – Cultural Awareness		3
	Any GEOG course in VIII	
Additional General Studies hours		X
	Major Course - PSYC 3390 writing intensive course	
TOTAL GENERAL STUDIES HOURS		39
TOTAL FREE ELECTIVES		XX
TOTAL HOURS		120

NOTE:

The text highlighted in yellow is to serve as an example. Please replace the text with your proposed program requirements using the format indicated. When an Attribute is satisfied by a major course, simply place an "X" in the hours column, since the hours have already been counted in the major. Otherwise, indicate how the Attribute will be satisfied and insert the hours to be counted in General Studies. Please remember that the General Studies component of your program must have at least 30 hours outside the major prefix. Before submitting your proposal, please remove the highlighting and this paragraph.

APPENDIX B
Course Description for Core Support Courses

EDUC 1101 – Core Support for Reading (1 credit hour)

This elective course supports students in understanding the Praxis Core Academic Skills for Educators reading test required for admittance into the Education program. Students have opportunities to assess their learning needs in reading, to understand the structure of the tests, and to practice the skills necessary not only for taking but also for passing the test.

EDUC 1102 – Core Support for Writing (1 credit hour)

This elective course supports students in understanding the Praxis Core Academic Skills for Educators writing test required for admittance into the Education program. Students have opportunities to assess their learning needs in writing and grammar, to understand the structure of the tests, and to practice the skills necessary not only for taking but also for passing the test.

APPENDIX C
Course Outline for EDUC 1101 Core Support for Reading

- I. Analyzing reading difficulties
 - A. Using reading assessment for self-diagnosis
 - B. Collaborating in reading activities

- II. Understanding Praxis test structure
 - A. Identifying test construction techniques
 - B. Recognizing question structure
 - C. Recognizing answer structure

- III. Applying Skills
 - A. Using reading guides
 - B. Accessing and using the online database for test-taking
 - 1. Using vocabulary strategies effectively
 - 2. Using content reading strategies effectively

APPENDIX C
Course Outline for EDUC 1102 Core Support for Writing

- I. Writing to prompts
 - A. Learning to outline
 - B. Creating a thesis statement
 - C. Creating supportive evidence
 - D. Proofreading

- II. Learning grammar rules related to the Praxis test
 - A. Understanding the multiple choice questions
 - B. Identifying test construction techniques

- III. Applying Skills
 - A. Practicing time management
 - B. Accessing and using the online database for test-taking

APPENDIX D
Outcome Competencies and Methods of Assessment
EDUC 1101 Core Support for Reading

Outcome competencies

Students will:

1. Analyze their own reading difficulties, using self-assessment
2. Analyze the structure of the Praxis Core Academic Skills for Educators reading test
3. Apply the skills necessary for taking and passing the Praxis Core Academic Skills for Educators reading test

Methods of Assessment

Students will:

1. Apply reading skills in the online database for practice
2. Take the online practice test to demonstrate proficiency

APPENDIX E
Outcome Competencies and Methods of Assessment
EDUC 1102 Core Support for Writing

Outcome competencies

Students will:

1. Analyze writing prompts, create outlines, generate thesis statements, and create main ideas and supportive details sufficient for passing the Praxis Core Academic Skills for Educators writing test
2. Analyze the structure of the Praxis Core Academic Skills for Educators writing test
3. Apply the skills necessary for taking and passing the Praxis Core Academic Skills for Educators writing test

Methods of Assessment

Students will:

1. Apply writing skills on timed written responses
2. Take the online practice test to demonstrate proficiency on multiple-choice questions

