



Office of the Provost

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

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-10

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.

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:	#21-22-10
School/Department/Program:	College of Education, Health and Human Performance / Education
Preparer/Contact Person:	Keisha Kibler, Toni Poling
Title of Degree Program	Secondary Education Specializations
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

-
- 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.

See proposed changes in description below.

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: 13

- **Education courses being deleted:**
 - EDUC 2265 (1 CH)
 - EDUC 3365 (2 CH)
 - EDUC 4496 (10 CH)

The courses being deleted will be taught out for students in previous catalogs.

B. Addition of course(s) or credit(s) from program(s) Total hours added: 23

- **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
Required Professional Education Courses for Secondary Programs	39	49

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 Revisions

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:

1. **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 C)**

- 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	<i>Amanda Metcalf</i>

- 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
Current Program**

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 3351	Inclusive Classroom Practices	3
EDUC 3365	Field Experience 3	2
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4496	Secondary Student Teaching	10

**Appendix A
Proposed Program**

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		

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.



Office of the Provost

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

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-11

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:	#21-22-11
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; Art Grades Pre-K through 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

-
- 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 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.

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: 34

- **Education courses being deleted:**

- EDUC 2265 (1 CH)
- EDUC 3365 (2 CH)
- EDUC 4496 (10 CH)

- **ART courses being deleted:**

- ART 2262 (3 CH)
- ART 2284 (3 CH)
- ART 3374 (3 CH)
- ART 3376 (3 CH)
- ART 3378 (3 CH)
- ART 3384 (3 CH)
- ART 4471 (3 CH)

B. Addition of course(s) or credit(s) from program(s) Total hours added: 29

- **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

- **Addition of 9 credit hours of Art Electives listed under Major Requirements**

***These 9 credit hours may be selected from the following courses:**

- ART 2262 - Painting II: Intermediate Painting
- ART 2284 - Sculpture II
- ART 3374 - Art History from Prehistory to 1450
- ART 3376 - Art History from 1450 to 1750
- ART 3378 - Art History from 1750 to 1950
- ART 3384 - Pottery II
- ART 4463 - Advanced Painting Concepts
- ART 4464 - Pottery III
- ART 4465 - Sculpture III
- ART 4467 - Area Studies I

Program	Current Program Hours (According to the 2020-2021 Undergraduate Catalog)	Proposed Program Hours
Art Education Pre K- Adult	129-130	124-125

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/School	Dean	Signature
College of Education, Health & Human Performance	Dr. Amanda Metcalf	<i>Amanda Metcalf</i>
College of Science and Technology	Dr. Steven Roof	<i>Steven Roof</i>

- 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 Art Education
Current Program

Core Curriculum Courses (26-27 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	English 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	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120 (Satisfied by Major Requirement)	X
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	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

Use the Bookmarks Tab to navigate easily

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 3351	Inclusive Classroom Practices	3
EDUC 3365	Field Experience 3	2
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4496	Secondary Student Teaching	10

Use the Bookmarks Tab to navigate easily

Required Art Education Major Courses (64 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ART 1120	Art Appreciation	3
ART 1140	Design 1:2-D	3
ART 1141	Design II 3-D	3
ART 1142	Drawing I: Foundations of Drawing	3
ART 2241	Drawing II: Drawing from Life	3
ART 2245	E. Foundations	3
ART 2261	Painting I: Foundation of Painting	3
ART 2262	Painting II	3
ART 2283	Sculpture I	3
ART 2284	Sculpture II	3
ART 3341	Printmaking	3
ART 3360	Methods & Materials in Teaching	4
ART 3363	Intermediate Water Media	3
ART 3374	Art History: Prehistory to 1450	3
ART 3376	Art History: 1450 to 1750	3
ART 3378	Art History: 1750 to 1950	3
ART 3380	Art History Since 1950	3
ART 3383	Pottery I	3
ART 3384	Pottery II	3
ART 4431	Methods & Materials in Teaching Art in Secondary Schools	3
ART 4471	Capstone Experience in Art	3

Total Core Curriculum Credit Hours 26-27

Total Professional Education Courses 39

Total Art Education Major Courses 64

Total Electives (If applicable) 0

TOTAL CREDIT HOURS 129-130

**B.A. Degree in Art Education
Proposed Program**

Core Curriculum Courses (23-24 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	ENGL 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	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120 (Satisfied by Major Requirement)	X
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	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
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 English 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 Art Education Major Courses (52 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ART 1120	Art Appreciation	3
ART 1140	Design 1:2-D	3
ART 1141	Design II 3-D	3
ART 1142	Drawing I: Foundations of Drawing	3
ART 2241	Drawing II: Drawing from Life	3
ART 2245	E. Foundations	3
ART 2261	Painting I: Foundation of Painting	3
ART 2283	Sculpture I	3
ART 3341	Printmaking	3
ART 3360	Methods & Materials in Teaching	4
ART 3363	Intermediate Water Media	3
ART 3380	Art History Since 1950	3
ART 3383	Pottery I	3
ART 4431	Methods & Materials in Teaching Art in Secondary Schools	3
Major Art Electives – Select 9 credit hours from the following:		
ART 2262	Painting II: Intermediate Painting	3
ART 2284	Sculpture II	3
ART 3374	Art History from Prehistory to 1450	3
ART 3376	Art History from 1450 to 1750	3

Use the Bookmarks Tab to navigate easily

ART 3378	Art History from 1750 to 1950	3
ART 3384	Pottery II	3
ART 4463	Advanced Painting Concepts	3
ART 4464	Potter III	3
ART 4465	Sculpture III	3
ART 4467	Area Studies I	3

Total Core Curriculum Credit Hours 23-24

Total Professional Education Courses 49

Total Art Education Major Courses 52

Total Electives (If applicable) NA

TOTAL CREDIT HOURS 124-125

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.



Office of the Provost

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

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-12

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:	#21-22-12
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; English 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

-
- 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: 16

- **Education courses being deleted:**
 - EDUC 2265 (1 CH)
 - EDUC 3365 (2 CH)
 - EDUC 4496 (10 CH)
- **Credit hours repurposed:**
 - Core Curriculum “Global Awareness, Fitness & Wellness, Technology” will now be satisfied by the major requirement EDUC 2201 (3CH)

B. Addition of course(s) or credit(s) from program(s) Total hours added: 20

- **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
English Grades 5-Adult Teaching Specialization	122-123	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:

1. **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 a 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

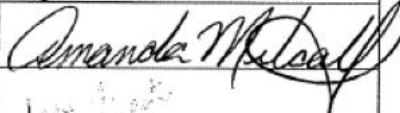

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes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

Core Curriculum Courses (26-27 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	ENGL 1101 (Satisfied by Major Requirement)	X
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	ENGL 2220 (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	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

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 English Education Major Courses (57 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ENGL 1101	Written English I	3
ENGL 2220	World Lit I	3
ENGL 2221	World Lit II	3
ENGL 2251	Introduction to Literary Study	3
ENGL 3301	Theories of Language I	3
ENGL 3302	Theories of Language II	3
ENGL 3303	American Literature I	3
ENGL 3304	American Literature II	3
ENGL 3313	British Literature I	3
ENGL 3314	British Literature II	3
ENGL 3332	Narrative and Descriptive Writing	3
ENGL 3355	Young Adult Literature	3
ENGL 3374	Shakespeare	3
ENGL 4431	Teaching Methods	3
JOUR 3315	Multimedia Publishing	3
Major Electives (12 Credit Hours)		
ENGL	Any course from British Literature electives	3
ENGL	Any course from American Literature electives	3
ENGL	Any course from Study of Genre electives	3
ENGL	Any course from Studies in Literature and Culture	3

Use the Bookmarks Tab to navigate easily

Total Core Curriculum Hours	26-27
Total Professional Education Courses	39
Total English Education Major Courses	57
Total Electives (If applicable)	NA
<hr/>	
TOTAL CREDIT HOURS	122-123

Appendix A
B.A. Degree in English Education
Proposed Program

Core Curriculum Courses (20-21 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	ENGL 1101 (Satisfied by Major Requirement)	X
Written Communication	ENGL 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	ENGL 2220 (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	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

Use the Bookmarks Tab to navigate easily

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 English Education Major Courses (57 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ENGL 1101	Written English I	3
ENGL 2220	World Lit I	3
ENGL 2221	World Lit II	3
ENGL 2251	Introduction to Literary Study	3
ENGL 3301	Theories of Language I	3
ENGL 3302	Theories of Language II	3
ENGL 3303	American Literature I	3
ENGL 3304	American Literature II	3
ENGL 3313	British Literature I	3
ENGL 3314	British Literature II	3
ENGL 3332	Narrative and Descriptive Writing	3
ENGL 3355	Young Adult Literature	3
ENGL 3374	Shakespeare	3
ENGL 4431	Teaching Methods	3
JOUR 3315	Multimedia Publishing	3
Major Electives (12 Credit Hours)		
ENGL	Any course from British Literature electives	3
ENGL	Any course from American Literature electives	3
ENGL	Any course from Study of Genre electives	3
ENGL	Any course from Studies in Literature and Culture	3

Total Core Curriculum Hours **20-21**

Total Professional Education Courses **49**

Total English Education Major Courses **57**

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.



Office of the Provost

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

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-13

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:	#21-22-13
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; Math Grades 5-Adult Teacher 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

-
- 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.

See proposed changes in description below.

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: 21

- **Education courses being deleted:**

- EDUC 2265 (1 CH)
- EDUC 3365 (2 CH)
- EDUC 4496 (10 CH)

- **Math courses being deleted:**

- MATH 2554 (2 CH)
- MATH 3550 (3 CH)
- MATH 4580/4590 (3 CH)

B. Addition of course(s) or credit(s) from program(s) Total hours added: 21

- **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

- **Other credits added:**

- Free elective credit hours increased from 5 to 6 (1 CH increase)

Program	Current Program Hours (According to the 2020-2021 Undergraduate Catalog)	Proposed Program Hours
Math 5-Adult	120-121	120-121

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 Revisions

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:

1. **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.

- I. 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/School	Dean	Signature
College of Education, Health & Human Performance	Dr. Amanda Metcalf	<i>Amanda Metcalf</i>
College of Science and Technology	Dr. Steven Roof	<i>Steven Roof</i>

- 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 Math Education
Current Program

Core Curriculum Courses (26-27 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1199 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 2501 Calculus I (Satisfied by Major Requirement)	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2230, or ENGL 2231 (Recommended)	3
Fine Arts	ART 1120, THEA 1120, MUSI 1120 (Recommended)	3
Natural Science	CHEM 1101, CHEM 1105, PHYS 1101, PHYS 1105, BIOL 1105, BIOL 1106, or GEOL 1101	4-5
Social Science	GEOG 2210 (Recommended)	3
Citizenship	POLI 1100 (Recommended)	3
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

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

**B.A. Degree in Math Education
Proposed Program**

Core Curriculum Courses (19 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1199 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	ENGL 1102 (Satisfied by Major Requirement)	X
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	Math 2501 Calculus I (Satisfied by Major Requirement)	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
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	CHEM 1101, CHEM 1105, PHYS 1101, PHYS 1105, BIOL 1105, BIOL 1106, or GEOL 1101	X
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

Use the Bookmarks Tab to navigate easily

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		

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.



Office of the Provost

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

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-14

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:	#21-22-14
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; Biology Education Grades 9-Adult Teaching Specialization
Telephone Extension:	X4241, X4160
Date Originally Submitted:	November 5, 2021
Revision (Indicate date and label it Revision #1, #2, etc.):	
Implementation Date Requested:	Fall 2022

-
- 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: 13

- **Education courses being deleted:**

- EDUC 2265 (1 CH)
- EDUC 3365 (2 CH)
- EDUC 4496 (10 CH)

B. Addition of course(s) or credit(s) from program(s) Total hours added: 20

- **Education courses being added:**

- EDUC 2241 (1 CH)
- EDUC 2261 (2 CH)
- EDUC 3334 (2 CH)
- EDUC 3341 (5 CH)
- EDUC 4483 (10 CH)

- **Discipline Specific Courses being added:**

- PHYS 1001 (4 CH) – This course is listed as a new option alongside PHYS 1101, but adds no additional credit hours to the program as students may choose either course

Program	Current Program Hours (According to the 2020-2021 Undergraduate Catalog)	Proposed Program Hours
Biology Education Grades 9- Adult	120	120

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 Revisions

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:

1. **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. Starting 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	<i>Amanda Metcalf</i>
College of Science and Technology	Dr. Steven Roof	<i>Steven Roof</i>

- 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 Biology Education Grades 9- Adult
Current Program

Core Curriculum Courses (22 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1199 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 1540 (Recommended)	3
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
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	CHEM 1105 (Recommended)	4
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

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 2261	Field Experience 2	1
EDUC 3331	Reading in the Content Area	3
EDUC 3340	Instructional Design II	3
EDUC 3351	Inclusive Classroom Practices	3
EDUC 3365	Field Experience 3	2
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4496	Secondary Student Teaching	10

**B.A. Degree in Biology Education
Proposed Program**

Core Curriculum Courses (19 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1199 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	ENGL 1102 (Satisfied by Major Requirement)	X
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1540 (Satisfied by Major Requirement)	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
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 1105 (Satisfied by Major Requirement)	X
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

Use the Bookmarks Tab to navigate easily

Required Professional Education Courses (49 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ENGL 1102	Written English 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		

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:

West Virginia Professional Teaching Standards	InTASC Standards
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 needs 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.



Office of the Provost

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

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-15

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:	#21-22-15
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; Chemistry Education Grades 9-Adult Teaching Specialization
Telephone Extension:	X4241, X4160
Date Originally Submitted:	November 5, 2021
Revision (Indicate date and label it Revision #1, #2, etc.):	
Implementation Date Requested:	Fall 2022

-
- 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: 21-23

- **Education courses being deleted:**

- EDUC 2265 (1 CH)
- EDUC 3365 (2 CH)
- EDUC 4496 (10 CH)

- **Additional Courses being deleted:**

- Free electives (8-10 CH)

B. Addition of course(s) or credit(s) from program(s) Total hours added: 20

- **Education courses being added:**

- EDUC 2241 (1 CH)
- EDUC 2261 (2 CH)
- EDUC 3334 (2 CH)
- EDUC 3341 (5 CH)
- EDUC 4483 (10 CH)

Program	Current Program Hours (According to the 2020-2021 Undergraduate Catalog)	Proposed Program Hours
Chemistry Education Grades 9- Adult	121-125	120-122

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 Revisions

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:

1. 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. Starting 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	<i>Amanda Metcalf</i>
College of Science and Technology	Dr. Steven Roof	<i>Steven Roof</i>

- 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 Chemistry Education
Current Program

Core Curriculum Courses (19 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	ENGL 1102 (Satisfied by Major Requirement)	X
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1540 (Satisfied by Major Requirement)	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
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	CHEM 1105 (Satisfied by Major Requirement)	X
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

Use the Bookmarks Tab to navigate easily

Required Professional Education Courses (42 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 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 3351	Inclusive Classroom Practices	3
EDUC 3365	Field Experience 3	2
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4496	Secondary Student Teaching	10

**B.A. Degree in Chemistry Education
Proposed Program**

Core Curriculum Courses (19 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	ENGL 1102 (Satisfied by Major Requirement)	X
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 2501 (Satisfied by Major Requirement)	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
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	CHEM 1105 (Satisfied by Major Requirement)	X
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
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 Chemistry Education Major Courses (48-50 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
BIOL 1105	Biological Principles I	4
CHEM 1105	Chemical Principles I	5
CHEM 2200	Foundational Biochemistry	4
CHEM 2201	Organic Chemistry I	4
CHEM 3301	Physical Chemistry I	4
CHEM 3304	Inorganic Chemistry	4
GEOL 1101	Physical Geology	4
MATH 1540	Trigonometry	3
MATH 2501	Calculus I	4
PHSC 4430	Science Integration Seminar	1
PHSC 4431	Methods and Materials in Teaching Science	3
PHYS 1101/1102 or PHYS 1105/1106	Introduction to Physics I and II or Principles of Physics I & II	8-10
Free Electives	Any Course	4

Total Core Curriculum Courses	19
Total Professional Education Courses	49
Total Chemistry Education Major Courses	48-50
Total Electives (If applicable)	4
TOTAL CREDIT HOURS	120-122

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:

West Virginia Professional Teaching Standards	INTASC Standards
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 needs 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.



Office of the Provost

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

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-16

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:	#21-22-16
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; Earth & Space Science Education Grades 5-Adult Teaching Specialization
Telephone Extension:	X4241, X4160
Date Originally Submitted:	November 6, 2021
Revision (Indicate date and label it Revision #1, #2, etc.):	
Implementation Date Requested:	Fall 2022

-
- 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: 13

- **Education courses being deleted:**

- EDUC 2265 (1 CH)
- EDUC 3365 (2 CH)
- EDUC 4496 (10 CH)

B. Addition of course(s) or credit(s) from program(s) Total hours added: 20

- **Education courses being added:**

- EDUC 2241 (1 CH)
- EDUC 2261 (2 CH)
- EDUC 3334 (2 CH)
- EDUC 3341 (5 CH)
- EDUC 4483 (10 CH)

- **Discipline specific courses being added:**

- PHYS 1001 (4 CH) – This course is listed as a new option alongside PHYS 1101, but adds no additional credit hours to the program as students may choose either course

Program	Current Program Hours (According to the 2020-2021 Undergraduate Catalog)	Proposed Program Hours
Earth & Space Science Education 5-Adult	120	120

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 Revisions

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:

1. **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. <i>Co-requisite</i> (include subject prefix and course number):	EDUC 4485 and 4486
h. <i>Cross-listings</i> (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
i. Required Course or Elective Course:	Required
j. 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. Starting 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	<i>Amanda Metcalf</i>
College of Science and Technology	Dr. Steven Roof	<i>Steven Roof</i>

- 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 Earth & Space Science Education Grades 5-Adult
Current Program

Core Curriculum Courses (22 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1199 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 1540 (Satisfied by Major Requirement)	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
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	CHEM 1105 (Satisfied by Major Requirement)	X
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

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 3351	Inclusive Classroom Practices	3
EDUC 3365	Field Experience 3	2
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4496	Secondary Student Teaching	10

**B.A. Degree in Earth & Space Science Education Grades 5-Adult
Proposed Program**

Core Curriculum Courses (19 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1199 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	ENGL 1102 (Satisfied by Major Requirement)	X
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1540 (Satisfied by Major Requirement)	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
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 1105 (Satisfied by Major Requirement)	X
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
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		

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:

West Virginia Professional Teaching Standards	INTASC Standards
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 needs 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.



Office of the Provost

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

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-17

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:	#21-22-17
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; General Science Education Grades 5-Adult Teaching Specialization
Telephone Extension:	X4241, X4160
Date Originally Submitted:	November 5, 2021
Revision (Indicate date and label it Revision #1, #2, etc.):	
Implementation Date Requested:	Fall 2022

-
- 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: 13

- **Education courses being deleted:**
 - EDUC 2265 (1 CH)
 - EDUC 3365 (2 CH)
 - EDUC 4496 (10 CH)

- **Core Curriculum courses added (satisfies major requirement):**
 - BIOL 1105 (4 CH) - Natural Sciences
 - MATH 1540 (3 CH) - Mathematics

B. Addition of course(s) or credit(s) from program(s): Total hours added: 22

- **Education courses being added:**
 - EDUC 2241 (1 CH)
 - EDUC 2261 (2 CH)
 - EDUC 3334 (2 CH)
 - EDUC 3341 (5 CH)
 - EDUC 4483 (10 CH)

- **Discipline Specific Course added:**
 - GEOS 3100 (1 CH)
 - PHYS 1001 (4 CH) and PHYS 1002 (4 CH) – These courses are listed as new options alongside PHYS 1101 and PHYS 1102, but add no additional credit hours to the program as students may choose either course

- **Other courses added:**
 - Free elective (1 CH)

Program	Current Program Hours (According to the 2020-2021 Undergraduate Catalog)	Proposed Program Hours
B.A. Education: General Science Education Grades 5- Adult	120	120

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. Starting 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	<i>Amanda Metcalf</i>
College of Science and Technology	Dr. Steven Roof	<i>Steven Roof</i>

- 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 General Science Education
Current Program

Core Curriculum Courses (29-31 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	English 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	3-4
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
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	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

Use the Bookmarks Tab to navigate easily

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 3351	Inclusive Classroom Practices	3
EDUC 3365	Field Experience 3	2
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4496	Secondary Student Teaching	10

**B.A. Degree in General Science Education
Proposed Program**

Core Curriculum Courses (16 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	ENGL 1102 (Satisfied by Major Requirement)	X
Oral Communication	COMM 2200 (Satisfied by Major Requirement)	X
Mathematics	MATH 1540 (Satisfied by Major Requirement)	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
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 1105 (Satisfied by Major Requirement)	X
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
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 General Science Education Major Courses (51 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
BIOL 1105	Biological Principles I	4
BIOL 1106	Biological Principles II	4
CHEM 1105	Chemical Principles	5
CHEM 2200	Foundational Biochemistry	4
COMM 2200	Communications	3
GEOL 1101	Physical Geology	4
GEOL 1102	Historical Geology	4
GEOS 3100	Informal Science Field Experience	1
MATH 1540	Trigonometry	3
PHSC 4430	Science Integration Seminar	1
PHSC 4431	Methods and Materials in Teaching Science	3
PHYS 1101 or PHYS 1001	Introduction to Physics I or General Physics I	4
PHYS 1102 or PHYS 1002	Introduction to Physics II or General Physics II	4
PHYS 2202	Astronomy	3
SCIE 1120	Introduction to Meteorology	4
Free Elective	Any Course	4

Total Core Curriculum Courses 16

Total Professional Education Courses 49

Total General Science Education Major Courses 51

Total Electives (If applicable) 4

TOTAL CREDIT HOURS 120

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:

West Virginia Professional Teaching Standards	INTASC Standards
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 needs 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.



Office of the Provost

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

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-18

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: #21-22-18

School/Department/Program: College of Education, Health & Human Performance / Health & Human Performance

Preparer/Contact Person: Jan Kiger, Rick West, Kristi Kiefer, Toni Poling, and Keisha Kibler

Title of Degree Program Physical Education Pre-K-Adult Teaching Specialization

Telephone Extension: Jan Kiger, 304.367.4984

Date Originally Submitted: November 4, 2021

Revision (Indicate date and label its Revision #1, #2, etc.):

Implementation Date Requested: Fall 2022

- 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.

- II. **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: 25

- **Education courses being deleted:**
 - EDUC 2265 – Field Experience 2 (1-credit hour)
 - EDUC 3365 – Field Experience 3 (2-credit hours)
 - EDUC 4496 – Secondary Student Teaching (10-credit hours)
- **School Health Education courses being deleted:**
 - HLTA 1150 – Introduction to Health Education (3-credit hours)
 - HLTA 2203 – Contemporary Drugs & Behavior (3-credit hours)
 - HLTA 3315 – Healthy Sexuality (3-credit hours)
 - HLTA 3342 – Adapted Physical Education Activity (3-credit hours)

Addition of course(s) or credit(s) from program(s)

Total hours added: 23

- **Education courses being added:**
 - EDUC 2241 – Field Experience 2: The Learner and Learning Environment (1-credit hour)
 - EDUC 2261 – Field Experience 3: Learning Context and Teaching (2-credit hours)
 - EDUC 3334 – Field Experience 4: Disciplinary Literacy and Assessment (2-credit hours)
 - EDUC 3341 – Residency 1: Teaching Practice and Assessment (5-credit hours)
 - EDUC 4483 – Residency 2: Student Teaching for Secondary (10-credit hours)
- **School Health Education courses being added:**
 - HLTA 3310 – School Health Content, Curricula & Programming (3-credit hours)
- **Additional courses being added:**
 - ENGL 1102 (3 CH) is a Core Curriculum course that will be satisfied by a major requirement

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

C. **Course Description Revision:** Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

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

N/A

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

1. **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

Use the Bookmarks Tab to navigate easily

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

- F. 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.

This change in the courses will not negatively affect the credit hours needed to complete this program. The current Physical Education curriculum has a total of 121-122 credit hours of required course work. The proposed Physical Education curriculum has a total of 120 credit hours of required course work with no free electives. **See Appendix A**

Program	Current Program Hours	Proposed Program Hours
Physical Education	121-122	120

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.
- 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. Starting 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.

IV. 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	<i>Amanda Metcalf</i>

- 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.

N/A

- VI. **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 Physical Education
Current Program

Core Curriculum Courses (29-30 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	Any course within this attribute	3-4
Humanities	Any course within this attribute	3
Fine Arts	ART 1120, THEA 1120, MUSI 1120	3
Natural Science	Any course within this attribute	4
Social Science	PSYC 1101 (Recommended)	3
Citizenship	History 1107, History 1108 or RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	PHED 1100 (Satisfied by Major Requirement)	X

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

Use the Bookmarks Tab to navigate easily

Required Physical Education Major Courses (53 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
PHED 1100	Fitness & Wellness	2
PHED 1121	Intro to Human Movement	2
PHED 2200	Accident Analysis & Emergency Care	2
PHED 2211	Anatomy & Physiology	4
PHED 2240	Outdoor Leisure Activities	2
PHED 2241	Gymnastics & Dance	2
PHED 2243	Teaching Team Passing Sports	3
PHED 2244	Teaching Net/Wall Sports	3
PHED 2246	Teaching/Striking Target Sports	3
PHED 3310	Motor Behavior	3
PHED 3312	Physiology of Exercise	3
PHED 3323	Teaching Elementary Physical Education	3
PHED 3325	Instructional Strategies & Planning in School Health	3
PHED 3343	Adapted Physical Education Activities	3
PHED 3350	Physical Activity & Fitness Education	3
PHED 4431	Methods & Materials in Teaching Physical Education	3
HLTA 1150	Introduction to Health Education	3
HLTA 2203	Contemporary Drugs & Behavior	3
HLTA 3315	Health Sexuality	3

Total Core Curriculum Credit Hours 29-30

Total Professional Education Courses 39

Total Physical Education Major Courses 53

Total Electives (If applicable) 0

TOTAL CREDIT HOURS 121-122

Appendix A
B.A. Degree in Physical Education
Proposed Program

Core Curriculum Courses (26-27 Credit Hours)		
Attribute Name	Course Prefix and Number	Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	ENGL 1102 (Satisfied by Major Requirement)	X
Oral Communication	COMM 2200, COMM 2201, COMM 2202	3
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	3-4
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
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
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	PHED 1100 (Satisfied by Major Requirement)	X

Use the Bookmarks Tab to navigate easily

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 Physical Education Major Courses (44 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
HLTA 3310	School Health Content, Curricula, and Programming	3
PHED 1100	Fitness & Wellness	2
PHED 1121	Intro to Human Movement	2
PHED 2200	Accident Analysis & Emergency Care	2
PHED 2211	Anatomy & Physiology	4
PHED 2240	Outdoor Leisure Activities	2
PHED 2241	Gymnastics & Dance	2
PHED 2243	Teaching Team Passing Sports	3
PHED 2244	Teaching Net/Wall Sports	3
PHED 2246	Teaching/Striking Target Sports	3
PHED 3310	Motor Behavior	3
PHED 3312	Physiology of Exercise	3
PHED 3323	Teaching Elementary Physical Education	3
PHED 3325	Instructional Strategies & Planning in School Health	3
PHED 3350	Physical Activity & Fitness Education	3
PHED 4431	Methods & Materials in Teaching Physical Education	3

Total Core Curriculum Credit Hours	26-27
Total Professional Education Courses	49
Total Physical Education Major Courses	44
Total Electives (If applicable)	NA
TOTAL CREDIT HOURS	119-120

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.

Use the Bookmarks Tab to navigate easily

Appendix D Academic Map

ACADEMIC MAP

Physical Education (B.A.)

Year in Residence



FAIRMONT STATE UNIVERSITY
College of Education, Health & Human Performance

FIRST SEMESTER			16 HOURS	
COURSE			CR	Grd
PHED	1100	Fitness & Wellness * Meets CC 10	2	
PHED	1121	Intro to Human Movement	2	
PHED	2200	Accident Analysis & Emergency Care	2	
EDUC	2200	Intro to Education	3	
EDUC	2200L	Field Experience 1	0	
CC	1	SOAR 1100 First Year Seminar or Equivalent	1	
CC	2	ENGL 1101 Written English	3	
CC	4	MATH 1407 Fund. Concepts of Math or higher	3	

SECOND SEMESTER			16 HOURS	
COURSE			CR	Grd
PHED	2211	Anatomy & Physiology	4	
EDUC	2201	Instructional Technology	3	
CC	2	ENGL 1102 Written English II	3	
CC	3	COMM 2200 Intro to Human Communication or COMM 2201 Intro to Group Communication	3	
CC	9	HIST 1107 US History I, HIST 1108 US History II or RECR 1141 Foundations of Outdoor Recreation	3	

THIRD SEMESTER			15 HOURS	
COURSE			CR	Grd
PHED	224*	Skill Teaching Course (PHED 2243, PHED 2244 or PHED 2245)	3	
PHED	3312	Physiology of Exercise (Pre-Requisite: C or better in PHED 2211)	3	
EDUC	2203	Human Development, Learning & Teaching	3	
CC	5	Humanities & Critical Thinking - Any Course	3	
CC	7	SCIE 1100 Human Biology	3	

FOURTH SEMESTER			15 HOURS	
COURSE			CR	Grd
PHED	2241	Gymnastics & Dance (Spring Only)	2	
PHED	3350	Physical Activity & Fitness Education (Pre-Requisite: C or better in PHED 3312; Spring Only)	3	
EDUC	2240	High Incidence Disabilities for Educators (Co-requisite EDUC 2241)	3	
EDUC	2241	Field Experience 2 (Co-requisite EDUC 2240)*	1	
CC	6	Fine Arts - Any Course in CC 7	3	
CC	8	PSYC 1101 - Intro to Psychology	3	

Bachelor of Arts in Physical Education First Year

- Begin Core Curriculum (CC) Requirements.
- Take introductory major courses. EDUC 2200 and EDUC 2201 may be taken during the first or second semesters.
- Maintain a 2.75 GPA overall, in field in EDUC classes.
- Earn the required grade of "C" or better in PHED 2211 which serves as a prerequisite for the next level of courses.
- Complete any major requirements - e.g. Background check.
- Take any required entrance tests - e.g. Praxis Core Academic Skills for Educators tests (Reading-5713, Writing-5723, & Math-5733). To register for the Praxis Core Tests go to <http://www.ets.org/>.
- Register for Praxis Core Prep courses (EDUC 1101, 1102, etc.) if Reading ACT <21 or Reading SAT <480 or Math <530.
- Teacher candidates can be exempt from the Reading, Writing or Math Praxis CORE test with the following evidence: ACT score of Reading= 17; Writing - 17; Math =21 or SAT (New) combined Reading and Writing= 480 and Math= 580.
- Begin preparation of Developmental Portfolio.
- Apply for admission to the teacher education program by end of second semester when requirements have been fulfilled for partial or full admission.

Bachelor of Arts in Physical Education Second Year

- Continue to fulfill Core Curriculum requirements.
- Must meet requirements for provisional or full admission to Education to enroll in EDUC 2203.
- Maintain 2.75 GPA - overall, in field, in EDUC classes.
- *Field Experience 2 is a diversity placement and is 30 hours in an inclusive class or resource room.

CONTACT INFORMATION:

Dr. Kristi Kiefer – 304.367.4662
kristi.kiefer@fairmontstate.edu

Dr. Richard 'Rick' West – 304.367.4663
richard.west@fairmontstate.edu

Use the Bookmarks Tab to navigate easily



Office of the Provost

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

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-19

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:	#21-22-19
School/Department/Program:	College of Education, Health and Human Performance / Education
Preparer/Contact Person:	Keisha Kibler, Toni Poling
Title of Degree Program	Physics Education, Grades 9- Adult
Telephone Extension:	X4241, X4160
Date Originally Submitted:	November 6, 2021
Revision (Indicate date and label it Revision #1, #2, etc.):	
Implementation Date Requested:	Fall 2022

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

These proposed curricular changes are in response to West Virginia Board of Education changes to Policy 5100. Funding from the 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 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: 13

- **Education courses being deleted:**

- EDUC 2265 (1 CH)
- EDUC 3365 (2 CH)
- EDUC 4496 (10 CH)

B. Addition of course(s) or credit(s) from program(s) Total hours added: 25

- **Education courses being added:**

- EDUC 2241 (1 CH)
- EDUC 2261 (2 CH)
- EDUC 3334 (2 CH)
- EDUC 3341 (5 CH)
- EDUC 4483 (10 CH)

- **Discipline Specific courses added:**

- GEOS 3100 (1 CH)
- MATH 2501 (4 CH)

Program	Current Program Hours (According to the 2020-2021 Undergraduate Catalog)	Proposed Program Hours
Physics Education Grades 9- Adult	116-121	119-122

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 Revisions

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:

1. 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. <i>Co-requisite</i> (include subject prefix and course number):	EDUC 4485 and 4486
h. <i>Cross-listings</i> (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
i. Required Course or Elective Course:	Required
j. 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. Starting 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 D.

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/School	Dean	Signature
College of Education, Health & Human Performance	Dr. Amanda Metcalf	<i>Amanda Metcalf</i>
College of Science and Technology	Dr. Steven Roof	<i>Steven Roof</i>

- 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 Physics Education
Current Program

Core Curriculum Courses (32-34 Credit Hours)		Credit Hours
First Year Seminar 1	SOAR 1100 or HONR 1100	1
Written Communication 2	ENGL 1101	3
Written Communication 3	ENGL 1102 (Recommended)	3
Oral Communication 4	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics 5	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	3-4
Humanities 6	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts 7	ART 1120/ THEA 1120/MUSI 1120	3
Natural Science 8	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 220	4-5
Social Science 9	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship 10	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology 11	<p>Global Awareness: FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220</p> <p>Fitness & Wellness: CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100</p> <p>Technology: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101</p>	3

Use the Bookmarks Tab to navigate easily

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 3351	Inclusive Classroom Practices	3
EDUC 3365	Field Experience 3	2
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1
EDUC 4496	Secondary Student Teaching	10

**B.A. Degree in Physics Education
Proposed Program**

Core Curriculum Courses (19 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	ENGL 1102 (Satisfied by Major Requirement)	X
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 2501 (Satisfied by Major Requirement)	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
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	CHEM 1105 (Satisfied by Major Requirement)	X
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
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 Physics Education Major Courses (51-53 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
BIOL 1105	Biological Principles I	4
CHEM 1105	Chemical Principles I	5
CHEM 2200	Foundational Biochemistry	4
GEOS 3100	Informal Science Outreach	1
MATH 2501	Calculus I	4
MATH 2502	Calculus II	4
PHSC 4430	Science Integration Seminar	1
PHSC 4431	Methods & Materials in Teaching Science	3
PHYS 1105 and 1106 OR PHYS 1101 and 1102	Principles of Physics I and II OR Introduction to Physics I and II	8-10
PHYS 2202	Astronomy	3
PHYS 3211	Intermediate Physics IA – Newtonian Mechanics	3
PHYS 3212	Intermediate Physics IB – Energy Perspectives	3
PHYS 3221	Intermediate Physics Laboratory IIA	3
PHYS 3222	Intermediate Physics Laboratory IIB	3
PHYS 3330	Intermediate Physics Laboratory	2
Electives	Major Electives	0-1

Total Core Curriculum Hours **19**

Total Professional Education Courses **49**

Total Physics Education Major Courses **51-53**

Total Electives (If applicable) **0-1**

TOTAL CREDIT HOURS **119-122**

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
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 needs 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.



Office of the Provost

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

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-20

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:	#21-22-20
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; Spanish Pre-K Through 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

-
- 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: 43

- **Education courses being deleted:**
 - EDUC 2265 (1 CH)
 - EDUC 3365 (2 CH)
 - EDUC 4496 (10 CH)
- **Removal of 27 free elective credit hours**
- **Removal of 3 Spanish elective credit hours**

B. Addition of course(s) or credit(s) from program(s) Total hours added: 20

- **Education courses being added:**
 - EDUC 2241 (1 CH)
 - EDUC 2261 (2 CH)
 - EDUC 3334 (2 CH)
 - EDUC 3341 (5 CH)
 - EDUC 4483 (10 CH)

Program	Current Program Hours (According to the 2020-2021 Undergraduate Catalog)	Proposed Program Hours
Spanish PreK-Adult Teaching Specialization	144-145	121-122

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 Revisions

E. **Course Changes:** Identify changes to existing courses such as changes to title, coursenummer, 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:

1. Course Catalog Information:

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

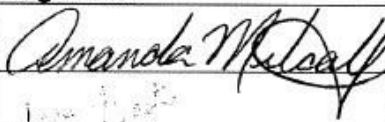
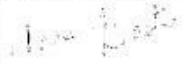
- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes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

Use the Bookmarks Tab to navigate easily

- 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 Spanish Education
Pre-K – Adult
Current Program

Core Curriculum Courses (26-27 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1100 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	ENGL 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	3-4
Humanities	ENGL 2220 or ENGL 2221	3
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
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

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 Spanish Education-Secondary Track Major Courses (43 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ENGL 1102	Written English II	3
SPAN 2201	Intermediate Spanish I	3
SPAN 2202	Intermediate Spanish II	3
SPAN 3301	Spanish Composition and Conversation	3
SPAN 3302	Spanish Composition and Conversation II	3
SPAN 3310 or SPAN 3320	Peninsular or Latin American Culture	3
SPAN 4400	Survey of Latin American Literature	3
SPAN 4401	Survey of Peninsular Literature	3
SPAN 4410	Advanced Skills: Speaking, Writing, Listening, and Reading	3
SPAN 4411	Spanish Capstone: Proficiency Portfolio	1
SPAN 4431	Methods: Second Language Acquisition	3
Major Spanish Elective Courses		
SPAN XXXX	SPAN Elective – Summer Study Abroad Program	3
Major Spanish Elective Courses (select 9 credit hours from the following)		
SPAN XXXX	SPAN 1199, SPAN 2200, SPAN 2250, SPAN 2251, SPAN 2252, SPAN 3300, SPAN 3399, SPAN 4402, SPAN 4418, SPAN 4498	9
Free Electives (36 Credit Hours)		
Free Electives	Any course	36

Total Core Curriculum Hours **26-27**

Total Professional Education Courses **39**

Total Spanish Education Major Courses **43**

Total Electives (If applicable) **36**

TOTAL CREDIT HOURS **144-145**

Use the Bookmarks Tab to navigate easily

**B.A. Spanish: Pre-K – Adult
Proposed Program**

Core Curriculum Courses (23-24 Credit Hours)		Credit Hours
First Year Seminar	SOAR 1199 or HONR 1100	1
Written Communication	ENGL 1101	3
Written Communication	ENGL 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	3-4
Humanities	ENGL 2220 or English 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, 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
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Global Awareness, Fitness & Wellness, Technology	EDUC 2201 (Satisfied by Major Requirement)	X

Use the Bookmarks Tab to navigate easily

Required Professional Education Courses (49 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ENGL 1102	Written Communications 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 Spanish Education- Pre-K-Adult Major Courses (40 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ENGL 2200 or 2221	World Lit I or World Lit II	3
SPAN 2201	Intermediate Spanish I	3
SPAN 2202	Intermediate Spanish II	3
SPAN 3301	Spanish Composition and Conversation I	3
SPAN 3302	Spanish Composition and Conversation II	3
SPAN 3310 or SPAN 3320	Peninsular or Latin American Civilization and Culture	3
SPAN 4400	Survey of Latin American Literature	3
SPAN 4401	Survey of Peninsular Literature	3
SPAN 4410	Advanced Skills: Speaking, Writing, Listening, and Reading	3
SPAN 4411	Spanish Capstone: Proficiency Portfolio	1
SPAN 4431	Methods: Second Language Acquisition	3
Major Spanish Elective Courses (select 9 credit hours from the following)		
SPAN XXXX	SPAN 1199, SPAN 2200, SPAN 2250, SPAN 2251, SPAN 2252, SPAN 3300, SPAN 3399, SPAN 4402, SPAN 4418, SPAN 4498	9
Free Electives (9 Credit Hours)		
Electives	Any course	9

Use the Bookmarks Tab to navigate easily

Total Core Curriculum Credit Hours	23-24
Total Professional Education Courses	49
Total Spanish Major Courses	40
Total Electives (If applicable)	9
<hr/>	
TOTAL CREDIT HOURS	121-122

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.

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.

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.

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.



Office of the Provost

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

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

-
- 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

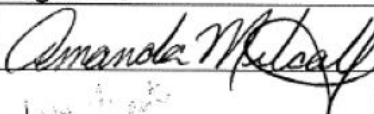

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes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

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

Use the Bookmarks Tab to navigate easily

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.