## Fundamental Alteration Preparation Form – Hypothetical Example

Faculty name(s): *Jimmy Madison*

AUH Name: *Maddie Wilson*

Department: *Engineering*

Course: *ENGR 102L*

Student Name: *Judy Human*

Accommodation(s) of concern: *Accessible furniture: height-adjustable or lower table*

Name and role of individuals who provided information relevant to the completion of these questions:

*Jimmy Madison (faculty member of record for ENGR 102L)*

*Dolly Bluestone (ENGR Lab coordinator)*

*Duke Carrier (EnGeo building coordinator)*

*Maddie Wilson (Engineering AUH)*

### Section 1

The faculty member completes the following questions:

1. Include a copy of the **course syllabus, relevant technical standards, etc.**

*Attachment: ENGR 102L course syllabus, Accreditation Board for Engineering and Technology (ABET) criteria*

1. Include a copy of the student’s **Accommodation Letter.**

*Attachment: student’s Accommodation Letter*

1. Describe the **learning environment** where this course takes place.
	1. Building and room: *EnGeo 2212*
	2. Room layout (e.g. lab, auditorium, etc.): *Lab*
	3. Lighting: *Florescent*
	4. Type of desks/chairs (e.g. stationary, on casters, heigh-adjustable, etc.): *Stationary standing-height worktables and high stools*
	5. Technology available: *PC, projector, ceiling microphone, document camera*
	6. Day and time of class meeting: *Wednesdays from 3:25-4:40pm*

## Section 2

The faculty member and AUH discuss and complete the following questions:

1. Has the accommodation on the student’s Accommodation Letter ever been provided to a student in this course for any situation or reason in the current semester or in any past semester by this instructor or any other instructor?
* No
* *Yes*

If yes, please describe the reason and how it was provided.

*Yes, accessible furniture was provided by the building coordinator for a student who needed a different sized table.*

1. List all **Essential Course Objectives** (ECOs) for this course.
	1. Reference the source for each objective (i.e. syllabus, program-level learning outcomes, relevant technical standards, etc.).
	2. Indicate how students were notified of each ECO (i.e. course syllabus, program-level learning outcomes, program technical standards, etc.). Attach or link the relevant documents and websites.
	3. Indicate the ECO(s) relevant to the accommodation of concern with an asterisk.
* ***ECO 1****: This course provides students with opportunities to apply foundational engineering design principles to develop solutions that meet specified performance criteria, incorporating considerations of public health, safety, environmental impact, and economic feasibility.*
	+ *Source: ABET Outcome 2 & program-level learning outcomes*
	+ *Notification method: Syllabus (attached), Canvas, ABET Student Outcomes and program level-learning outcomes published on the program website (linked)*
* ***ECO 2****: This course provides students with opportunities to engage in collaborative team-based projects, demonstrating effective communication, shared leadership, goal setting, task planning, and collective problem-solving to achieve project objectives.*
	+ *Source: ABET Outcome 5 & program-level learning outcomes*
	+ *Notification method: Syllabus (attached), Canvas, ABET Student Outcomes and program level-learning outcomes published on the program website (linked)*
* ***\*ECO 3****: This course provides students with opportunities to conduct structured engineering experiments, accurately collect and analyze data, and apply engineering judgment to interpret results and inform design decisions.*
	+ *Source: ABET Outcome 6 & program-level learning outcomes*
	+ *Notification method: Syllabus (attached), Canvas, ABET Student Outcomes and program level-learning outcomes published on the program website (linked)*
1. List all **Student Learning Outcomes** (SLOs) (i.e. knowledge, skills, behaviors, etc.) for this course that show that the student has demonstrated the ECOs in Section 2, Question 2.
	1. Indicate the ECO in Section 2, Question 2 that each SLO is derived from.
	2. Indicate how students were notified of each ECO (i.e. course syllabus, program-level learning outcomes, program technical standards, etc.). Attach or link the relevant documents and websites.
	3. Indicate the SLO(s) relevant to the accommodation of concern with an asterisk.
* ***SLO 1****: Students will be able to apply foundational engineering principles to solve structured lab problems*
	+ *Derived from ECO 1 and ABET Outcome 2*
	+ *Notification method: Syllabus (attached), Canvas*
* ***SLO 2****: Students will be able to work effectively in small teams to complete lab tasks and communicate findings*
	+ *Derived from ECO 2 and ABET Outcome 5*
	+ *Notification method: Syllabus (attached), Canvas*
* ***\*SLO 3****: Students will be able to conduct basic engineering experiments and record data accurately*
	+ *Derived from ECO 3 and ABET Outcome 6*
	+ *Notification method: Syllabus (attached), Canvas*
1. List the **learning activities and/or assessments** relevant to the accommodation of concern that support the SLOs for this course.
	1. List the relevant syllabus page number for each activity and assessment.
	2. Describe the application(s) of the SLO(s) for each activity/assignment and reference the relevant SLO.
	3. Indicate the application(s) relevant to the accommodation of concern with an asterisk.

***Model Bridge Project*** *(syllabus pg. 8)*

* ***Application of SLO 1****: Students design and build a bridge that meets defined criteria (e.g., span, load capacity, material limits), considering real-world constraints like cost, safety, and sustainability.*
* ***Application of SLO 2****: Students collaborate to plan, construct, and test their bridge, assigning roles, managing time, and presenting their process and results.*
* ***\*Application of SLO 3****: Students test their bridge’s performance (e.g., load testing), collect data (e.g., deflection, failure point), and analyze results to evaluate design effectiveness.*
1. If relevant, have any of the following campus resources been consulted regarding implementation of the accommodation(s) listed on the Accommodation Letter? If so, what was the outcome?
	1. [Classroom Technology](https://www.lib.jmu.edu/tech-classrooms/)
	2. [Instructional Design](https://www.lib.jmu.edu/staff/departments/learning-innovations-design/instructional-design/)
	3. [Center for Faculty Innovation](https://www.jmu.edu/cfi/resources/consultations.shtml)
	4. Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*d: the building coordinator was consulted, and a lower table was located.*

1. Have you identified any non-fundamental changes that can be made so that the accommodation on the student’s Accommodation Letter can be implemented? If yes, please describe.

*Yes, the lower table can be moved into the lab classroom for the student to use.*

### Section 3

The faculty member and AUH discuss and complete the following questions:

1. Is there persisting concern that the accommodation in question may result in a fundamental alteration of the ELOs and/or SLOs listed in Section 2, Questions 2 & 3?
* No
* *Yes*
	1. If yes, and the answer to Question 1 in Section 2 is also “yes”, please describe how this accommodation being provided in this course now differs from the previous circumstance in which it was provided.

*The lower table takes up more space than the standard tables, and the room would need to be rearranged .*

* 1. If yes, list the ELOs and/or SLOs listed in Section 2, Questions 2 & 3 for the Fundamental Alteration Review Committee to review for potential fundamental alteration.
* ***ECO 3****: an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions (source: ABET Outcome 6 & program-level learning outcomes).*
	+ ***SLO 3****: Students will be able to conduct basic engineering experiments and record data accurately (derived from ECO 3).*
		- *Model Bridge Project*
			* ***Application of SLO 3****: Students test their bridge’s performance (e.g., load testing), collect data (e.g., deflection, failure point), and analyze results to evaluate design effectiveness.*
	1. If yes, have you identified any alternative accommodations that would not raise a concern of fundamentally altering the ELOs and/or SLOs listed in Section 2, Questions 2 & 3?

*The class could be moved to a larger lab classroom room or a classroom that already has lower tables with the necessary equipment [list necessary equipment].*

* 1. If yes, please recommend campus administrators who are well-informed and impartial for considerations as members of the Fundamental Alteration Review Committee.

*Jimmy Madison (faculty member of record for PHYS 200L)*

*Dolly Bluestone (PHYS Lab coordinator)*

*Duke Carrier (Physics & Chemistry building coordinator)*

*Maddie Wilson (PHYS AUH)*