# Fundamental Alteration Preparation Form – Hypothetical Example

If a faculty member and Academic Unit Head (AUH) are concerned that an accommodation could fundamentally alter the essential nature of a course or academic program, the faculty member and Academic Unit Head (AUH) **immediately** complete Sections 1-3 of this form and submit it to the Office of Disability Services (ODS) at disability-svcs@jmu.edu.

Reference the complete Fundamental Alteration Overview and Procedure at the following link: <https://www.jmu.edu/ods/resources/fundamental-alteration.shtml>

### Section 1

Faculty name(s): *Jimmy Madison*

AUH Name: *Maddie Wilson*

Department: *Engineering*

Course: *ENGR 102L*

Student Name: *Judy Human*

Accommodation of concern, as listed on the Accommodation Letter: *Accessible furniture: desk/table with surface height of 28-30 inches and 36 inches of ground space under the desk/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)*

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 (36” high) 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 of concern, as listed on the student’s Accommodation Letter, ever been provided to any student in this course—either in the current semester or in any past semester—by this instructor or any other instructor, for any reason or situation?
* 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 in a past semester. The table was moved to the room with sufficient room for the other tables to remain.*

1. List all **Essential Course Objectives (ECOs)**. These objectives articulate the essential overarching purpose and goals of the course.
	1. Reference the source for each ECO (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, websites, etc.
	3. Use an asterisk to indicate the ECO(s) relevant to the accommodation of concern.
* ***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)** for this course. These should describe the specific knowledge, skills, behaviors, etc. that all students in this course are expected to demonstrate to show that they have met the ECOs listed in the answer to Question 2, Section 2.
2. Indicate the ECO in Question 2 (Sec. 2) that each SLO is derived from.
3. 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.
4. Use an asterisk to indicate the SLO(s) relevant to the accommodation of concern.
* ***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** that are designed to give students an opportunity to demonstrate achievement of the SLO(s) notated with an asterisk in the answer to Question 3 (Sec. 2).
	1. List the criteria in the assignment or assessment rubric that correspond to the SLO(s) notated with an asterisk in Question 3 (Sec. 2).
	2. Indicate how students were notified of the rubric criteria listed (i.e. syllabus, Canvas, etc.). Include relevant syllabus page numbers, links, attachments, etc.
	3. Use an asterisk to indicate the rubric criteria relevant to the accommodation of concern.

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

* 1. *Rubric criteria corresponding to SLO 3:*
		+ ***\*Rubric Criteria 1****: Student correctly prepares and configures the bridge testing apparatus.*
		+ ***Rubric Criteria 2****: Student records measurements (e.g., load, deflection, failure point) using appropriate tools and units.*
		+ ***Rubric Criteria 3****: Student clearly documents the steps taken during the experiment.*
	2. *Notification method: Syllabus (p. 8) & in Canvas under the “Model Bridge Project” module*
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. List any changes that do not constitute a fundamental alteration to an ECO or SLO listed in the answer to Questions 2 & 3 (Sec. 2) and that would result in the accommodation of concern on the student’s Accommodation Letter being implemented.

*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 listed in Section 1 may result in a fundamental alteration of the ECOs and/or SLOs listed in Section 2, Questions 2 & 3? Please note that this form should be submitted to ODS regardless of the answer.
* 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. This could impact the student’s ability to prepare and configure of the bridge testing apparatus.*

* 1. If yes, list the ECOs, SLOs, and activities/assessments 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***
			* ***Rubric Criteria 1:*** *Student correctly prepares and configures the bridge testing apparatus.*
	1. If yes, have you identified any *alternative* accommodations not listed on the student’s Accommodation Letter that would not raise a concern of fundamentally altering the ECOs 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 and is conducive for the bridge testing apparatus.*

* 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)*

*Submit this completed form to the Office of Disability Services (ODS):*

*disability-svcs@jmu.edu*