

**Report to the Faculty Senate
2021-2022 Year-End Report**

Committee Name: General Studies Committee

Chair or Co-Chairs: Jan Kiger and Molly Barra

Meeting Schedule:

- August 19, 2021
- September 16, 2021
- October 21, 2021
- November 18, 2021
- December 16th, 2021
- January 20, 2021
- February 17, 2021
- March 17, 2021

Membership and Attendance (year-to date attendance record)

Name	Department or Administrative unit affiliation	Term End (if applicable)	Meetings Attended	Meetings Absent
Molly Barra, Co-Chair	Library	2023		
Jan Kiger, Co-Chair	HHP	2022		
Dennine LaRue, Secretary	Math	2022		
Kylie Ford	Arch., Art & Design	2022		
Tad Kato	Behavioral Sciences	2022		
M.E. Gamble	Business & Aviation	2023		
Barbara Wierzbicki	Education	2022		
Justin Hastings	Humanities	2023		
Galen Hansen	Natural Sciences	2023		
Frances Young	Nursing	2023		
James Matthews	General Education Director	N/A		
Susan Ross	Provost Office Administrator	N/A		
?	Registrar Office Administrator (?)			

Accomplishments (Items reviewed and submitted for approval to the Faculty Senate)

Ongoing and Future Projects:



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-05

- Add additional courses to the Major Electives section
- Adjust the CHEP minor requirements (Appendix C)
- Change the pre-req requirement for CHEP 4440
- Align the CHEP program with the new NCHEC Areas of Responsibility.

cc: Dianna Phillips
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Chris Kast

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

Proposal Number:	#21-22-05
School/Department/Program:	COLA: Behavioral Science, Community Health Promotion
Preparer/Contact Person:	Janie Leary
Title of Degree Program	Community Health Promotion
Telephone Extension:	3630
Date Originally Submitted:	Fall 2021
Revision (Indicate date and label it Revision #1, #2, etc.):	R1
Implementation Date Requested:	Fall 2022

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

Add additional courses to the Major Electives section

Adjust the CHEP minor requirements (Appendix C)

Change the pre-req requirement for CHEP 4440

Align the CHEP program with the new NCHEC Areas of Responsibility.

- 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: 2

B. Addition of course(s) or credit(s) from program(s) Total hours added: 3

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

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

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

CHEP 4410 will be removed from the program.

CHEP 4411 is being added to the program. CHEP 4411 is a 3-credit course and incorporates the updated NCHEC Areas of Responsibility, Area Eight. The updated catalog, outcomes, outline, and assessment information are provided in Appendix B.

Students in prior catalogs, who have not previously completed CHEP 4410, will complete CHEP 4411 as a substitution for CHEP 4410.

CHEP 4440 pre-req needs to be changed from CHEP 3320 to completing a statistics courses: PSYC/POLI/SOCY 2240, MATH 1550, or BSBA 3310

- 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:	CHEP 3315
b) Course title:	Healthy Sexuality
c) Course term(s) (e.g., Fall, Summer only):	varies
d) Credit hours/Variable credit:	3
e) Repeatability (number of repeat credit hours):	No
f) Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	At least Junior status
g) Co-requisite (include subject prefix and course number):	na
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:	A-F
j) Required Course or Elective Course:	Elective
k) Course Fees (Indicate amount):	\$45-180 (depending if offered F2F or online)

a) Course prefix (subject area) and number:	CHEP 4420
b) Course title:	Child Welfare
c) Course term(s) (e.g., Fall, Summer only):	varies
d) Credit hours/Variable credit:	3
e) Repeatability (number of repeat credit hours):	No
f) Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	Junior-Senior Status
g) Co-requisite (include subject prefix and course number):	na
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:	A-F
j) Required Course or Elective Course:	Elective
k) Course Fees (Indicate amount):	\$45-180 (depending if offered F2F or online)
Course prefix (subject area) and number:	CHEP 4411
a) Course title:	Public Health Ethics, Policy & Professionalism
b) Course term(s) (e.g., Fall, Summer only):	varies
c) Credit hours/Variable credit:	3
d) Repeatability (number of repeat credit hours):	No
e) Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	Junior-Senior Status; CHEP 3000
f) Co-requisite (include subject prefix and course number):	na
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:	A-F
i) Required Course or Elective Course:	Required
j) Course Fees (Indicate amount):	\$45-180 (depending if offered F2F or online)
Course prefix (subject area) and number:	CHEP 3355
b) Course title:	Health Geography
c) Course term(s) (e.g., Fall, Summer only):	varies
d) Credit hours/Variable credit:	3
e) Repeatability (number of repeat credit hours):	No
f) Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	GEOG 2210
g) Co-requisite (include subject prefix and course number):	na
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:	A-F
j) Required Course or Elective Course:	Elective
k) Course Fees (Indicate amount):	\$45-180 (depending if offered F2F or online)

2. **New Course Supplemental/Supporting Documentation:**

- 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

This information is added in 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 course being shared.

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

- **There is a net gain of 1 credit hour for the major, related to the CHEP 4411 course.**

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.

National Commission for Health Education Credentialing (NCHEC) agency updated their Areas of Responsibility (AoR). The Community Health program is designed to follow these AoRs and graduates of the program have successfully become certified health education specialists through the NCHEC exam. Certification has assisted graduates secure jobs and provides additional evidence that the graduates are highly qualified for working in community health promotion fields.

- 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?

CHEP 4411 will formally incorporate the additional AoR, “Area VIII: Ethics and Professionalism”. This course already addresses community/public health policy so the addition of ethics and professionalism will complement the current course materials.

Changing the pre-req for CHEP 4440 opens the course for students who want to learn more about survey data collection and application to real world issues but who may not be a CHEP major. Having the statistics course pre-req ensures students have basic skills necessary to analyze their data. Changing the pre-req does not impact CHEP students because they are already required to take a stats class and are advised to take it before research courses.

Adding CHEP 4998, Undergraduate Research to the second research course option will reduce the number of memos necessary when students undertake individualized research projects.

All other changes are to increase the options for students selecting Major Electives or to make the CHEP minor less complicated.

CHEP 4411 will replace CHEP 4410 and will be taught at least annually (the same rotation as CHEP 4410). All other courses will be taught on a rotating schedule based on student interest and instructor availability.

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/School	Dean	Signature
COLA	Chris Kast	<i>Chris Kast</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.

- VI. ADDITIONAL COMMENTS.

APPENDIX A
B.X. Degree in Community Health Promotion
Current Program

Degree Requirements

Core Curriculum Courses		
For students in this major, list the courses satisfy both core curriculum and major requirements.		
Course Prefix & Number	Course Name	Credit Hours
CHEP 1100	Health Promotion	4
CHEP 1110	Nutrition & Health Promotion	3

Required Major Courses (Credit Hours, minimum of 45, including any courses that also count for the CORE or related double major/minor/associate degree requirements)		
Course Prefix & Number	Course Name	Credit Hours
CHEP 1100	Health Promotion	4
CHEP 1110	Nutrition & Health Promotion	3
CHEP 2202	Environmental Health	3
CHEP 3000	Epidemiology & Disease Etiology	3
CHEP 3320	Behavior Change Theory	3
CHEP 3345	Needs Assessment	3
CHEP 3350	Program Planning & Evaluation	3
CHEP 3360	Communication Techniques for Health Promotion	2
CHEP 4410	Public Health Policy	2
CHEP 4440	Health Research & Measurement Design OR OSYC 3305 OR SOCY 3360	3-4
CHEP 4445	Health Research Implementation OR PSYC 3390 OR SOCY 3370	3
CHEP 4450	Program Funding & Administration (writing intensive)	3
CHEP 4480	Community Health Capstone	3
CHEP 4490	Community Health Internship	4
PSYC 2240	Behavioral Statistics OR any of the following courses: SOCY 2240, POLI 2240, MATH 1550, or BSBA 3310	3

Major Elective Courses (minimum of 6 Credit Hours, including any courses that also count for the CORE or related double major/minor/associate degree requirements)		
Course Prefix & Number	Course Name	Credit Hours
Students must complete at least one course from at least TWO of the topics below:		6
	<ul style="list-style-type: none"> • Addiction: PSYC 3395 OR CRIM 3365 • Sexuality & Relationships: SOCY 3335 OR SOCY 3345 • Health Promotion & Special Populations: CHEP 4000 or CHEP 4001 or PSYC 4491 	

• Healthcare Management: HCMG 2201, HCMG 3331, or HCMG 4000	
Students must complete a minor, a double major, or an associate degree	varies
Students must complete enough free electives to reach the 120 hours required for graduation. The exact number of free elective hours will depend on the path students take in reference to the minor/double major/associate degree requirements.	varies

Total Core Curriculum Hours	30
Total Pre-Major	NA
Total Required Major Courses	Minimum of 45, including any courses that also count for the CORE or related double major/minor/associate degree requirements)
Total Electives (If applicable)	6 major elective hours
Total Free Electives	38-39 (includes the minor/double major requirements)
TOTAL CREDIT HOURS	120

APPENDIX A
B.X. Degree in XXXXXXXX
Proposed Program

Degree Requirements

Core Curriculum Courses		
For students in this major, list the courses satisfy both core curriculum and major requirements.		
Course Prefix & Number	Course Name	Credit Hours
CHEP 1100	Health Promotion	4
CHEP 1110	Nutrition & Health Promotion	3

Required Major Courses (minimum of 46 credit hours, including any courses that also count for the CORE or related double major/minor/associate degree requirements)		
Course Prefix & Number	Course Name	Credit Hours
CHEP 1100	Health Promotion	4
CHEP 1110	Nutrition & Health Promotion	3
CHEP 2202	Environmental Health	3
CHEP 3000	Epidemiology & Disease Etiology	3
CHEP 3320	Behavior Change Theory	3
CHEP 3345	Needs Assessment	3
CHEP 3350	Program Planning & Evaluation	3
CHEP 3360	Communication Techniques for Health Promotion	2
CHEP 4411	Public Health Ethics, Policy, & Professionalism	3
CHEP 4440	Health Research & Measurement Design OR OSYC 3305 OR SOCY 3360	3-4
CHEP 4445	Health Research Implementation OR PSYC 3390 OR SOCY 3370 OR CHEP 4998	3
CHEP 4450	Program Funding & Administration (writing intensive)	3
CHEP 4480	Community Health Capstone	3
CHEP 4490	Community Health Internship	4
PSYC 2240	Behavioral Statistics OR any of the following courses: SOCY 2240, POLI 2240, MATH 1550, or BSBA 3310	3

Major Elective Courses- minimum of 6 credit hours, including any courses that also count for the CORE or related double major/minor/associate degree requirements		
Course Prefix & Number	Course Name	Credit Hours
Students must complete at least a total of 6 credit hours from at least TWO of the topics below:		6
<ul style="list-style-type: none"> • Addiction: PSYC 3395 OR CRIM 3365 • Relationships: SOCY 3310 or CRIM 2212 or CHEP 4420 or SOCY 4450 or WGST 2201 or CHEP 3315 or SOCY 3335 OR SOCY 3345 • Special Populations: CHEP 4000 or CHEP 4001 or PSYC 4491 or PSYC 4493 or CRIM 3311 or SOCY 3340 • Population Health: CHEP 3355 or HCMG 2201, HCMG 3331, or HCMG 4000 		
Students must complete a minor, a double major, or an associate degree		varies

(Please note, the exact hours required in each section vary based on the student's path through school. Due to changes in financial aid, listing a required number of hours in a section may limit whether a student can qualify for financial aid.)

Total Core Curriculum Hours	Minimum of 30 to meet the CORE requirements
Total Pre-Major	NA
Total Required Major Courses	~ 43 credit hours, depending on courses taken to meet CORE requirements or related double major/minor/associate degree requirements
Total Major Electives (If applicable)	~ 6 credit hours, including any courses that also count for the CORE or related double major/minor/associate degree requirements
Minor/Double Major/Associate requirement	Credit hours vary on the chosen path and how courses may apply to both the CHEP major and a minor/double major/associate program
Total Free Electives	Varies based on the student's path and how many are needed to reach 120.
TOTAL CREDIT HOURS	120

Appendix B

CHEP 3315: Healthy Sexuality

Course Description:

This course introduces students to the biological, psychological, and cultural aspects of sex, sexuality, and gender. Students will discuss sensitive and controversial topics with the goal of increased appreciation for diversity. Topics include sexual development, behavior and decision making, sexually transmitted infections, sexual abuse, sexual addiction, and societal/cultural influences. Pre-req: Junior- or Senior-level standing.

Course Outline

1. Anatomy & physiology
 - a. Body systems
 - b. Reproduction & infertility
 - c. Issues & Concerns
2. Sex, sexuality, and gender across cultures and time
 - a. Practices & attitudes
 - b. Gender roles
 - c. Communication
 - d. Continuum of sexuality
3. Sexuality throughout the life course/aging/disability
4. Policies, regulations, and laws impacting sex, sexuality, and gender
 - a. Sex and violence
 - b. Sexual ethics
 - c. Self-expression

Assessment

Course Outcome	Direct Assessment Measure	Satisfactory Performance Standards
Explain the biological/evolutionary basis of sex and sexuality, as well as critical terms related to the topics.	Content Exam Direct-Exam	The class average on the combined exams will be at least 70%.
Evaluate cultural and biological determinants related to sex, sexuality, and gender.	Research Project Direct - Student Artifact	70% of students will earn at least 70% on the Research Project.
Evaluate one's own belief system and how it impacts communication, relationships, and decision-making.	Self-reflection pre-post perception inventory Direct - Student Artifact	80% of students will participate in the pre-post perception inventory activity

CHEP 3355: Health Geography

Course Description

Health geography merges the fields of population health, epidemiology, medicine, and geography. Investigating human health and disease through a geo-spatial lens better equips those working in health promotion to meet the needs of the target population. This course provides a broad introduction into using spatial analysis to better understand the underlying factors that contribute to health and disease. Pre-req: GEOG 2210

Course Outline

1. Social/behavioral Environmental & Health
 - a. Epidemiologic Triangle
 - b. Social/Cultural vs. Physical environmental influences on health
2. Physical Environment & Health
 - a. Regional, national, and global influences on health
 - b. Travel and the spread of diseases
 - c. Climate & Weather
3. Policies, Laws, & Healthcare Systems
 - a. Global inequalities
 - b. Healthcare reform at home and internationally
 - c. Accessibility and utilization
4. Applying maps and special analysis to understanding health

Assessment Measures for Learner Outcomes

	Direct Assessment Measure	Satisfactory Performance Standards
Students will describe how geography as a discipline contributes to understanding population health, the risk and spread of disease, and health care and related outcomes	Content Exam Direct - Exam	The class average on exams (combined) will be at least 70%.
Students will examine maps and identify spatial patterns of disease and risk factors that may contribute to disease.	Analysis Project Direct - Student Artifact	70% of the students will score 70% or higher on the assignment
Students will demonstrate how geographic methods and tools are utilized in public health practice.	Analysis Project Presentation Direct - Student Artifact	70% of students will earn a 70% or higher on the presentation.

CHEP 4411: Community & Public Health Policy, Ethics, and Professionalism

Course Description

This course provides a framework for critically analyzing public health policy, ethics, and professionalism. Topics covered each semester will be tailored to current events while incorporating historical influences on current situations. Students will participate in advocacy for health education/promotion, discuss current and emerging health issues; explain how policy and/or systems change can promote or discourage health. Pre-req: Junior- or Senior-level standing.

Course Outline

1. Current state of health issues
 - a. Local/State
 - b. National/International
2. Health Policies
 - a. Local/State
 - b. National/International
3. Address health issues
 - a. Reaching communities of interest
 - b. Perceptions vs. reality
4. Professional Conduct
 - a. Professional Codes of Ethics
 - b. Continual professional development
 - c. Working as a liaison with community organizations, governmental agencies, private citizens

Assessment

Course Outcome	Direct Assessment Measure	Satisfactory Performance Standards
Identify current and emerging health issues and develop an advocacy plan for addressing a public health problem	Advocacy Plan Direct - Portfolio	The class average on the Advocacy Plan will be 70%.
Examine one existing & one proposed health policy & describe how the policies fit within a local, state, regional, territorial, federal, or world-wide public health system	Analysis Paper Direct - Student Artifact	The class average on the Analysis Paper will be 70%.
Demonstrate the ability to conduct oneself in an ethical manner when working with communities.	Problem Solving Activity Direct – Student Artifact	The class average on the Problem Solving activity will be 70%.

CHEP 4420: Child Welfare

Catalog Description

This course introduces students to the child welfare system and related community-based resources. Students will examine the social norms, cultures, social/family, policies, and their own attitudes related to child welfare issues. Students will practice critical thinking skills within the framework of complex child welfare issues. Pre-req: Junior- or Senior-level standing.

Course Outline

1. Introduction into the Child Welfare System
 - a. Historical perspective
 - b. National/State laws and policies
2. Understanding the Multiple Needs of Families Involved with the Child Welfare System
 - a. Cultural and generational considerations
 - b. Psychological Disorders/Needs
 - c. Other risk factors for child maltreatment
3. Understanding Addiction, Mental Health/Trauma, & Domestic Violence
 - a. Addiction with special emphasis on current issues in the state
 - (in 2021, this would include Methamphetamine & Opioids)
 - b. ACEs: Adverse Childhood Experiences
 - c. Human trafficking
4. Working with families and supporting needs of children
 - a. State & National resources
 - Foster care system
 - Child Welfare Information Gateway
 - WV Legislative Action Team for Children and Families
 - b. Community-based programs

Assessment

Learner Outcomes	Direct Assessment Measure	Satisfactory Performance Standards
Describe the interrelationship of values, social norms, culture, social and family policy, and how they impact policy formulation.	Content Exam Direct - Exam	The class average on exams (combined) will be at least 70%.
Demonstrate an ability respond in a professional manner to racial, ethnic, class, and cultural differences in child welfare practice.	Analysis Project Direct - Student Artifact	70% of the students will score 75% or higher on the assignment
Evaluate one's own attitudes and responses to a range of "at-risk" situations.	Self-reflection pre-post perception inventory Direct - Student Artifact	80% of students will participate in the pre-post perception inventory activity

Appendix C

Community Health Promotion Minor

Current Minor (18-19 hours)

CHEP 1100	Health Promotion	4 credits
CHEP 3000	Epi. & Disease Etiology	3 credits
CHEP 3320	Behavior Change Theory	3 credits
CHEP 3345	Needs Assessment	3 credits
CHEP 3350	Program Planning & Evaluation	3 credits

One course from the list below

CHEP 2202	3 credits
CRIM 3365 OR PSYC 3395	3 credits
SOCY 3335 OR SOCY 3345	3 credits
CHEP 4000 OR CHEP 4001 OR PSYC 449	3 credits
CHEP 4450	3 credits
CHEP 4480	2 credits
POLI/PSYC/SOCY 2240	3 credits

New Minor (18-19 hours)

CHEP 1100	4 credits
CHEP 3000	3 credits

Minimum of 11-12 hours from any other CHEP prefixed courses



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-08

The proposed change is a curricular correction. When the old General Studies transitioned to the Core Curriculum, programs were required to list any General Studies courses that also were major requirements in the major requirement section. This amendment seeks to correct how credit hours are distributed to satisfy Degree Works.

cc: Dianna Phillips
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Chris Kast

CURRICULUM PROPOSAL (Submit one electronic copy to the Provost Office by the second Tuesday of the month)

Proposal Number:	21-22-08
College/Department/Program:	COLA/Department of Humanities
Preparer/Contact Person:	Dr. Angela Schwer Angela Schwer
Title of Degree Program	B.A. English
Telephone Extension Number:	X4723
Date Originally Submitted:	10-26-2021
Revision (Indicate date and label it Revision #1, #2, etc.):	
Implementation Date Requested:	Immediately

I. **PROPOSAL ABSTRACT.** Write a brief abstract, not exceeding 150 words, which describes proposed changes.

The proposed change is a curricular correction. When the old General Studies transitioned to the Core Curriculum, programs were required to list any General Studies courses that also were major requirements in the major requirement section. This amendment seeks to correct how credit hours are distributed to satisfy Degree Works.

II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-F, and identify the name of the course deleted, added, and/or used interchangeably.

A. Full Program Name: N/A

B. Six-digit 2010 CIP Code: N/A

C. Six-digit 2020 CIP Code (if available): N/A

D. Current number of credit hours required for the program: N/A

E. Is the program changing the number of credit hours required for the program?

1. What course(s) or credit(s) will be deleted from program? Total credit hours deleted: 0

2. What course(s) or credit(s) will be added to program? Total credit hours added: 0

F. Is the program changing the method of delivery? NO

III. CHANGES TO EXISTING COURSE(S)

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

N/A

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

N/A

- IV. **CREATE A NEW COURSE.** Complete a new course proposal for each new course and attach at the end of this proposal.

N/A

V. 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 and/or course changes were warranted. Quantitative data is preferred.

N/A

- 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?

N/A

VI. PROGRAM CHANGE SUMMARY

- A. Attach an itemized summary of the present program(s) affected, if any, of the proposed change(s).
- B. Describe how this proposal affects the credit hours needed to complete this program. Specifically, what is the net gain or loss in credit hours? Use the format for Current and Proposed Programs in Appendix A.

N/A

C. APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and department approval of this proposal. Should this proposal affect any course or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the memo(s) must be included with this proposal.

By signing here, you are indicating your college's notification of this proposal.

College	Dean	Signature
COLA	Chair: Angela Schwer	<i>Angela Schwer</i>

B.A. Degree in English, Creative Writing Concentration

Curriculum Correction

Degree Requirements

Core Curriculum Courses (27-30 Credit Hours)		
If a core curriculum course is also listed as a required major course, place an X in the 'credits' column.		
Core Area	Course Name	Credit Hours
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6
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 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	3-5
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
Personal Development	Global Awareness: FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220 Fitness & Wellness: CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100 Technology: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	2-3

Required Major Courses (21 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ENGL 2220	World Literature I: Origins to 1650	3
ENGL 2221	World Literature II: 1650 to the Present	3
ENGL 2251	Introduction to Literary Studies	3
ENGL 3301	Theories of Language and their Application to English I	3
ENGL 3303 OR ENGL 3304	Survey of Amer Lit I: Beginnings to the 1850s; OR Survey of Amer Lit II: The 1850s to the Present	3
ENGL 3313 OR ENGL 3314	Survey of British Literature I OR Survey of British Literature II	3
ENGL 3374	Shakespeare	3

Creative Writing Concentration (18 Credit Hours)

- ENGL 3332 - Narrative and Descriptive Writing Credit Hours: 3
- ENGL 3333 - Writing Non-Fiction Credit Hours: 3
- ENGL 3344 - Writing Poetry Credit Hours: 3
- ENGL 3345 - Writing Fiction Credit Hours: 3
- JOUR 3330 - Writing for Multimedia Credit Hours: 3
- OR
- JOUR 3350 - Participatory Journalism and Social Media Credit Hours: 3
- ENGL 4401 - Creative Writing Capstone Credit Hours: 3

Creative Writing Electives (9 Credit Hours)

Select one course from each of the following categories.

American Literature

- ENGL 3361 - American Romanticism Credit Hours: 3
- ENGL 3362 - American Realism and Naturalism Credit Hours: 3
- ENGL 3363 - The American Novel Credit Hours: 3
- ENGL 3365 - American Modernism Credit Hours: 3
- ENGL 3366 - Contemporary Literature Credit Hours: 3
- ENGL 3393 - Southern Literature Credit Hours: 3

Study of Genre

- ENGL 3356 - Fantasy, Science Fiction, and Magical Realism Credit Hours: 3

- ENGL 3382 - The World Novel Credit Hours: 3
- ENGL 3383 - Epic Tradition Credit Hours: 3
- ENGL 3390 - Modern Drama Credit Hours: 3
- ENGL 3391 - The Short Story Credit Hours: 3
- ENGL 3392 - Contemporary Poetry Credit Hours: 3
- ENGL 3394 - The Art of the Motion Picture Credit Hours: 3


Studies in Literature and Culture

- ENGL 3302 - Theories of Language and their Application to English II Credit Hours: 3
- ENGL 3355 - Young Adult Literature Credit Hours: 3
- ENGL 3364 - Appalachian Literature Credit Hours: 3
- ENGL 3385 - The Arthurian Tradition Credit Hours: 3
- ENGL 3386 - The Bible as Literature Credit Hours: 3
- ENGL 3387 - Folk Literature Credit Hours: 3
- ENGL 3388 - Women's Literature Credit Hours: 3
- ENGL 3389 - Minority Literature Credit Hours: 3
- ENGL 3395 - Journeys in Comparative Mythology Credit Hours: 3
- ENGL 3396 - Literature and Film Credit Hours: 3

Total Core Curriculum Credit Hours	27-30
Total Required Major Courses Credit Hours	21
Total Concentration Courses	18
Total Concentration Electives Credit Hours	9
Total Free Electives	42-45
TOTAL CREDIT HOURS	120

**B.A. Degree in English, Literature Concentration
Curriculum Correction**

Degree Requirements

Core Curriculum Courses (27-30 Credit Hours)		
If a core curriculum course is also listed as a required major course, place an X in the 'credits' column. 		
Core Area	Course Name	Credit Hours
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6
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 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	3-5
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
Personal Development	Global Awareness: FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220 Fitness & Wellness: CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100 Technology: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	2-3

Required Major Courses (21 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ENGL 2220	World Literature I: Origins to 1650	3
ENGL 2221	World Literature II: 1650 to the Present	3
ENGL 2251	Introduction to Literary Studies	3
ENGL 3301	Theories of Language and their Application to English I	3
ENGL 3303 OR ENGL 3304	Survey of Amer Lit I: Beginnings to the 1850s; OR Survey of Amer Lit II: The 1850s to the Present	3
ENGL 3313 OR ENGL 3314	Survey of British Literature I OR Survey of British Literature II	3
ENGL 3374	Shakespeare	3

Literature Concentration (15 Credit Hours)

Select the courses from the list below not taken in the Major

- ENGL 3303 - Survey of Amer Lit I: Beginnings to the 1850s Credit Hours: 3
- OR
- ENGL 3304 - Survey of Amer Lit II: The 1850s to the Present Credit Hours: 3
-
- ENGL 3313 - Survey of British Literature I. Credit Hours: 3
- OR
- ENGL 3314 - Survey of British Literature II Credit Hours: 3
-
- ENGL 3320 - Literary Criticism Credit Hours: 3
- ENGL 4400 - Senior Seminar Credit Hours: 3

And One of the Following

- ENGL 3332 - Narrative and Descriptive Writing Credit Hours: 3
- ENGL 3333 - Writing Non-Fiction Credit Hours: 3
- ENGL 3344 - Writing Poetry Credit Hours: 3
- ENGL 3345 - Writing Fiction Credit Hours: 3
- ENGL 3349 - Advanced Technical Communication Credit Hours: 3

Concentration Electives (12 Credit Hours)

Select one course from each of the following categories for a total of 12 hours.

British Literature

- ENGL 3370 - Literature of the Middle Ages Credit Hours: 3
- ENGL 3373 - Chaucer Credit Hours: 3
- ENGL 3375 - Later Renaissance British Literature Credit Hours: 3
- ENGL 3377 - Literature of the Enlightenment Credit Hours: 3
- ENGL 3378 - British Romanticism Credit Hours: 3
- ENGL 3379 - Literature of the Victorian Period Credit Hours: 3
- ENGL 3380 - Twentieth-Century British Literature Credit Hours: 3
- ENGL 3381 - The British Novel Credit Hours: 3

American Literature

- ENGL 3361 - American Romanticism Credit Hours: 3
- ENGL 3362 - American Realism and Naturalism Credit Hours: 3
- ENGL 3363 - The American Novel Credit Hours: 3
- ENGL 3365 - American Modernism Credit Hours: 3
- ENGL 3366 - Contemporary Literature Credit Hours: 3
- ENGL 3393 - Southern Literature Credit Hours: 3

Study of Genre

- ENGL 3356 - Fantasy, Science Fiction, and Magical Realism Credit Hours: 3
- ENGL 3382 - The World Novel Credit Hours: 3
- ENGL 3383 - Epic Tradition Credit Hours: 3
- ENGL 3390 - Modern Drama Credit Hours: 3
- ENGL 3391 - The Short Story Credit Hours: 3
- ENGL 3392 - Contemporary Poetry Credit Hours: 3
- ENGL 3394 - The Art of the Motion Picture Credit Hours: 3

Studies in Literature and Culture

- ENGL 3302 - Theories of Language and their Application to English II Credit Hours: 3
- ENGL 3355 - Young Adult Literature Credit Hours: 3
- ENGL 3364 - Appalachian Literature Credit Hours: 3
- ENGL 3385 - The Arthurian Tradition Credit Hours: 3
- ENGL 3386 - The Bible as Literature Credit Hours: 3
- ENGL 3387 - Folk Literature Credit Hours: 3
- ENGL 3388 - Women's Literature Credit Hours: 3
- ENGL 3389 - Minority Literature Credit Hours: 3
- ENGL 3395 - Journeys in Comparative Mythology Credit Hours: 3
- ENGL 3396 - Literature and Film Credit Hours: 3

Total Core Curriculum Credit Hours	27-30
Total Required Major Courses Credit Hours	21
Total Concentration Courses	15
Total Concentration Electives Credit Hours	12
Total Free Electives	42-45
TOTAL CREDIT HOURS	120

**B.A. Degree in English, Writing in the Workplace Concentration
Proposed Change**

Degree Requirements

Core Curriculum Courses (27-30 Credit Hours)

If a core curriculum course is also listed as a required major course, place an X in the 'credits' column.



Core Area	Course Name	Credit Hours
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6
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 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	3-5
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
Personal Development	Global Awareness: FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220 Fitness & Wellness: CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100 Technology: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	2-3

Required Major Courses (21 Credit Hours)

Revision Date: September 29, 2021

Course Prefix & Number	Course Name	Credit Hours
ENGL 2220	World Literature I: Origins to 1650	3
ENGL 2221	World Literature II: 1650 to the Present	3
ENGL 2251	Introduction to Literary Studies	3
ENGL 3301	Theories of Language and their Application to English I	3
ENGL 3303 OR ENGL 3304	Survey of Amer Lit I: Beginnings to the 1850s; OR Survey of Amer Lit II: The 1850s to the Present	3
ENGL 3313 OR ENGL 3314	Survey of British Literature I OR Survey of British Literature II	3
ENGL 3374	Shakespeare	3

Concentration Courses (15 Credit Hours)

- ENGL 1103 - Technical Report Writing Credit Hours: 3
- JOUR 2245 - Reporting and Multimedia News Writing Credit Hours: 3
- JOUR 3330 - Writing for Multimedia Credit Hours: 3
- ENGL 3333 - Writing Non-Fiction Credit Hours: 3
- ENGL 4491 - Writing Internship Credit Hours: 3
- OR
- JOUR 3343 - Journalism Internship Credit Hours: 3

Concentration Electives (6 Credit Hours)

Choose two of following classes:

- JOUR 2275 - Media Literacy Credit Hours: 3
- JOUR 3335 - Photojournalism and Digital Imaging Credit Hours: 3
- JOUR 3343 - Journalism Internship Credit Hours: 3
- JOUR 3350 - Participatory Journalism and Social Media Credit Hours: 3
- JOUR 3390 - Multimedia Ethics and Law Credit Hours: 3
- ENGL 3349 - Advanced Technical Communication Credit Hours: 3

Choose one class from two different elective groups (6 hours)

British Literature

- ENGL 3370 - Literature of the Middle Ages Credit Hours: 3
- ENGL 3373 - Chaucer Credit Hours: 3
- ENGL 3375 - Later Renaissance British Literature Credit Hours: 3
- ENGL 3377 - Literature of the Enlightenment Credit Hours: 3
- ENGL 3378 - British Romanticism Credit Hours: 3
- ENGL 3379 - Literature of the Victorian Period Credit Hours: 3
- ENGL 3380 - Twentieth-Century British Literature Credit Hours: 3
- ENGL 3381 - The British Novel Credit Hours: 3

American Literature

- ENGL 3361 - American Romanticism Credit Hours: 3
- ENGL 3362 - American Realism and Naturalism Credit Hours: 3
- ENGL 3363 - The American Novel Credit Hours: 3
- ENGL 3365 - American Modernism Credit Hours: 3
- ENGL 3366 - Contemporary Literature Credit Hours: 3
- ENGL 3393 - Southern Literature Credit Hours: 3

Study of Genre

- ENGL 3356 - Fantasy, Science Fiction, and Magical Realism Credit Hours: 3
- ENGL 3382 - The World Novel Credit Hours: 3
- ENGL 3383 - Epic Tradition Credit Hours: 3
- ENGL 3390 - Modern Drama Credit Hours: 3
- ENGL 3391 - The Short Story Credit Hours: 3
- ENGL 3392 - Contemporary Poetry Credit Hours: 3
- ENGL 3394 - The Art of the Motion Picture Credit Hours: 3

Studies in Literature and Culture

- ENGL 3302 - Theories of Language and their Application to English II Credit Hours: 3
- ENGL 3355 - Young Adult Literature Credit Hours: 3
- ENGL 3364 - Appalachian Literature Credit Hours: 3
- ENGL 3385 - The Arthurian Tradition Credit Hours: 3
- ENGL 3386 - The Bible as Literature Credit Hours: 3
- ENGL 3387 - Folk Literature Credit Hours: 3
- ENGL 3388 - Women's Literature Credit Hours: 3
- ENGL 3389 - Minority Literature Credit Hours: 3
- ENGL 3395 - Journeys in Comparative Mythology Credit Hours: 3
- ENGL 3396 - Literature and Film Credit Hours: 3

Total Core Curriculum Credit Hours	27-30
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Total Required Major Courses Credit Hours	21
Total Concentration Courses	15
Total Concentration Electives Credit Hours	12
Total Free Electives	42-45
TOTAL CREDIT HOURS	120



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-09

Fairmont State University proposed development of a 120-credit traditional Bachelor of Science in Nursing (BSN) program. The traditional BSN program will be attractive to high school graduates, many of whom are coming to Fairmont State University with dual enrollment or advanced placement credits, most of which transfer in as core curriculum requirements. Fifty-nine percent (59%) of ASN or pre-nursing (nursing pathway) students indicated that they would have chosen to pursue a BSN program option if it had been available (BSN Traditional Program Needs Assessment, Summer 2021). Students responding to the survey indicated that 47% of students had dual enrollment credits from high school and 53% reported taking pre-nursing classes between 1 to 8 semesters before being admitted to the ASN program, with the average being 2.94 semesters. Seventy-four percent (74%) of students surveyed reported receiving financial aid. Recent changes in financial aid have limited the number of credits students can take and courses taken must be directly related to their major, thereby limiting financial aid options for students pursuing an ASN degree or who are waiting for admission to the ASN program. Additionally, if the proposed WV Department of Education high school nursing pathways program is adopted, high school students completing the pathway will have a minimum of 22 college credits, when they enter Fairmont State University. The majority of these credits are considered elective credits in the ASN program, which may cause students to attend other nursing programs, and negatively impact those with financial aid.

cc: Dianna Phillips
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Laura Clayton



**FAIRMONT STATE
UNIVERSITY™**

Curriculum Proposal for Bachelor of Science in Nursing (BSN) Traditional Program

Prepared in accordance with §133-11-6, Submission Requirements for New Program

Submitted by the College of Nursing and prepared by:

Dr. Laura Clayton, PhD, RN, CNE, Dean and Professor of Nursing

Dr. Denice Kirchoff, EdD, RN, CNE, Professor of Nursing

Dr. Ashley Shroyer, EdD, RN, CNE, Associate Professor of Nursing

Dr. France Young, DNP, RN, ACNS, BC, Professor of Nursing

Dr. Theresa Jones, PhD, MSN, RN-BC, Associate Professor of Nursing

Dr. Alexis Hicks, EdD, MSN, RN, Associate Professor of Nursing

Dr. Deborah Struth, PhD, MSN, RN, Assistant Professor of Nursing

Professor Malisa Eades, BSN, RN, Assistant Professor of Nursing

Professor Tina Reed, BSN, RN, Assistant Professor of Nursing

Ms. Caitlyn Lampinen, Coordinator of Accreditation and Administrative Operations

Ms. Merri Incitti, Vice President Institutional Effectiveness and Strategic Operations

Dr. Dianna Phillips, PhD, Provost and Vice President Academic Affairs

Dr. Susan Ross, Executive Director of Academic Programs and Support Services

Curriculum Proposal for Bachelor of Science in Nursing Traditional Program

Prepared in accordance with §133-11-6, Submission Requirements for New Program

Section 6.1

Name of Institution:	Fairmont State University
Date:	November 1, 2021
Category of Action Required:	Approval
Title of Degree of Certificate:	Bachelor of Science in Nursing (BSN) Traditional Program
Location:	Fairmont State University Campus, Face-to-face with some possible hybrid
Effective Date of Proposed Action:	Fall 2022

Summary Statement:

Fairmont State University proposed development of a 120-credit traditional Bachelor of Science in Nursing (BSN) program. The traditional BSN program will be attractive to high school graduates, many of whom are coming to Fairmont State University with dual enrollment or advanced placement credits, most of which transfer in as core curriculum requirements. Fifty-nine percent (59%) of ASN or pre-nursing (nursing pathway) students indicated that they would have chosen to pursue a BSN program option if it had been available (BSN Traditional Program Needs Assessment, Summer 2021). Students responding to the survey indicated that 47% of students had dual enrollment credits from high school and 53% reported taking pre-nursing classes between 1 to 8 semesters before being admitted to the ASN program, with the average being 2.94 semesters. Seventy-four percent (74%) of students surveyed reported receiving financial aid. Recent changes in financial aid have limited the number of credits students can take and courses taken must be directly related to their major, thereby limiting financial aid options for students pursuing an ASN degree or who are waiting for admission to the ASN program. Additionally, if the proposed WV Department of Education high school nursing pathways program is adopted, high school students completing the pathway will have a minimum of 22 college credits, when they enter Fairmont State University. The majority of these credits are considered elective credits in the ASN program, which may cause students to attend other nursing programs, and negatively impact those with financial aid.

One hundred percent (100%) of employers responding to an Employer Needs Assessment (Summer, 2021) reported that they need more nurses and could accommodate additional student clinical rotations. There are several new healthcare expansions occurring within the Fairmont Region, including a new Mon Health Hospital in Fairmont, expansion of services at Fairmont Medical Center by WVU Health Systems, and the opening of a children's hospital at WVU Health Systems., all of which will need RN's.

The US Bureau of Labor Statistics (2021) reports that employment of registered nurses (RNs) is expected to grow seven percent (7%) from 2019-2029, faster than all other occupations (<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>). Work Force West Virginia Long Term Occupational Projections 2018-2028 for registered nurses estimates the need for 448 annual RN openings and replacing 148 RNs who have retired or left their position (<http://lmi.workforcewv.org/LTprojections/LTOccupationalProjections.html>).

Only 28% of RNs in WV cite their entry level of education as having a Baccalaureate Degree in Nursing (<https://wvcenterfornursing.org/>;

<https://public.tableau.com/app/profile/wvcfn/viz/10YEAREMPLOYMENTDEMANDPROJECTIONSLOCATIONQUOTIENTSANDJOBPOSTINGSDATADASHBOARD/Cover>). A growing body of evidence shows that patients cared for by baccalaureate prepared RNs compared to associate degree RNs experience improved patient outcomes and decreased cost of care (Yakusheva et al., 2014).

The mission of the Fairmont State University College of Nursing is to serve as a leader in improving the health of West Virginia and the global community through a commitment to excellence and innovation in teaching, scholarship, and service. Factors such as an increased emphasis on evidence-based practice, data-driven quality improvement activities, increased focus on health promotion and disease management, demands for advanced patient assessments, and the growing complexity of healthcare clearly mandate that RNs be prepared for their expanding roles for practice in today’s healthcare environment which are aimed at improving health outcomes for residents of West Virginia, nationally and internationally.

6.2 Program Description

6.2.a Program Objective

The program objectives (learning outcomes) are designed so that the program graduate will be able to:

Program Objectives (The Domains refer to the Domains for Nursing as identified by the American Colleges of Nursing (April 2021). The Essentials: Core Competencies for Professional Nursing Education.)	Title of Course in which Objective is Taught and Assessed (See sequence of courses and description of content in section 6.2.c)	Assessment Measure (See Curriculum Map, pages 9-11)	Performance Indicator
1. Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes (Domain 1, 2, 6, 7, 9).	All courses. Key aspects of the following courses: <ul style="list-style-type: none"> • NURS 1025 Introduction to Nursing • NURS 3310 Health Promotion and Communication • NURS 3332 Assessment and Physical Examination • NURS 3360 Nursing Ethics • NURS 3370 Nursing Informatics and Healthcare Technologies • NURS 3380 Evidence-Based Practice • NURS 3400 Foundations of Nursing 	<ul style="list-style-type: none"> • Written assignments • Exams • Standardized testing • Case studies • Discussion forums • Skills lab competencies • Simulation performance • Clinical assignments • Individual/group projects • Individual/group presentations 	At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.

	<ul style="list-style-type: none"> • NURS 3401 Pharmacology • NURS 3402 Drug Calculations • NURS 3600 Adult Health I • NURS 3610 Mental and Behavior Health • NURS 3700 Adult Health II • NURS 3701 Mother/Baby and Women’s Health • NURS 4401 Child and Adolescent Health • NURS 4410 Population Health Nursing • NURS 4430 Nursing Leadership • NURS 4442 Complex Healthcare • NURS 4444 NCLEX-RN Prep • NURS 4450 Healthcare Delivery Systems: Political, Social and Economic Influences • NURS 4452 Clinical Capstone 		
<p>2. Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships (Domain 2, 3, 4, 5, 6, 7, 9, 10).</p>	<p>All courses. Key aspects of the following courses:</p> <ul style="list-style-type: none"> • NURS 1025 Introduction to Nursing • NURS 3310 Health Promotion and Communication • NURS 3332 Assessment and Physical Examination • NURS 3360 Nursing Ethics • NURS 3370 Nursing Informatics and Healthcare Technologies 	<ul style="list-style-type: none"> • Written assignments • Exams • Standardized testing • Case studies • Discussion forums • Skills lab competencies • Simulation performance • Clinical assignments • Individual/group projects • Individual/group presentations 	<p>At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.</p>

	<ul style="list-style-type: none"> • NURS 3380 Evidence-Based Practice • NURS 3400 Foundations of Nursing • NURS 3401 Pharmacology • NURS 3402 Drug Calculations • NURS 3600 Adult Health I • NURS 3610 Mental and Behavior Health • NURS 3700 Adult Health II • NURS 3701 Mother/Baby and Women’s Health • NURS 4401 Child and Adolescent Health • NURS 4410 Population Health Nursing • NURS 4430 Nursing Leadership • NURS 4442 Complex Healthcare • NURS 4444 NCLEX-RN Prep • NURS 4450 Healthcare Delivery Systems: Political, Social and Economic Influences • NURS 4452 Clinical Capstone 		
<p>3. Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care (Domain 2, 3, 4, 6, 7, 8).</p>	<ul style="list-style-type: none"> • All courses. Key aspects of the following courses: • NURS 1025 Introduction to Nursing • NURS 3310 Health Promotion and Communication • NURS 3332 Assessment and Physical Examination 	<ul style="list-style-type: none"> • Written assignments • Exams • Standardized testing • Case studies • Discussion forums • Skills lab competencies • Simulation performance 	<p>At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.</p>

	<ul style="list-style-type: none"> • NURS 3360 Nursing Ethics • NURS 3370 Nursing Informatics and Healthcare Technologies • NURS 3380 Evidence-Based Practice • NURS 3400 Foundations of Nursing • NURS 3401 Pharmacology • NURS 3402 Drug Calculations • NURS 3600 Adult Health I • NURS 3610 Mental and Behavior Health • NURS 3700 Adult Health II • NURS 3701 Mother/Baby and Women’s Health • NURS 4401 Child and Adolescent Health • NURS 4410 Population Health Nursing • NURS 4430 Nursing Leadership • NURS 4442 Complex Healthcare • NURS 4444 NCLEX-RN Prep • NURS 4450 Healthcare Delivery Systems: Political, Social and Economic Influences • NURS 4452 Clinical Capstone 	<ul style="list-style-type: none"> • Clinical assignments • Individual/group projects • Individual/group presentations 	
4. Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health (Domain 3, 4, 5, 6, 7, 9, 10)	<ul style="list-style-type: none"> • All courses. Key aspects of the following courses: • NURS 1025 Introduction to Nursing 	<ul style="list-style-type: none"> • Written assignments • Exams • Standardized testing • Case studies 	At least 80% of students will achieve a grade of “C” or better on

	<ul style="list-style-type: none"> • NURS 3310 Health Promotion and Communication • NURS 3332 Assessment and Physical Examination • NURS 3360 Nursing Ethics • NURS 3370 Nursing Informatics and Healthcare Technologies • NURS 3380 Evidence-Based Practice • NURS 3400 Foundations of Nursing • NURS 3401 Pharmacology • NURS 3402 Drug Calculations • NURS 3600 Adult Health I • NURS 3610 Mental and Behavior Health • NURS 3700 Adult Health II • NURS 3701 Mother/Baby and Women's Health • NURS 4401 Child and Adolescent Health • NURS 4410 Population Health Nursing • NURS 4430 Nursing Leadership • NURS 4442 Complex Healthcare • NURS 4444 NCLEX-RN Prep • NURS 4450 Healthcare Delivery Systems: Political, Social and Economic Influences • NURS 4452 Clinical Capstone 	<ul style="list-style-type: none"> • Discussion forums • Skills lab competencies • Simulation performance • Clinical assignments • Individual/group projects • Individual/group presentations 	<p>assessment rubric or key.</p>
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<p>5. Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes (Domain 4, 6, 7, 9, 10).</p>	<ul style="list-style-type: none"> • All courses. Key aspects of the following courses: • NURS 1025 Introduction to Nursing • NURS 3310 Health Promotion and Communication • NURS 3332 Assessment and Physical Examination • NURS 3360 Nursing Ethics • NURS 3370 Nursing Informatics and Healthcare Technologies • NURS 3380 Evidence-Based Practice • NURS 3400 Foundations of Nursing • NURS 3401 Pharmacology • NURS 3600 Adult Health I • NURS 3610 Mental and Behavior Health • NURS 3700 Adult Health II • NURS 3701 Mother/Baby and Women's Health • NURS 4401 Child and Adolescent Health • NURS 4410 Population Health Nursing • NURS 4430 Nursing Leadership • NURS 4442 Complex Healthcare • NURS 4444 NCLEX-RN Prep • NURS 4450 Healthcare Delivery Systems: Political, 	<ul style="list-style-type: none"> • Written assignments • Exams • Standardized testing • Case studies • Discussion forums • Skills lab competencies • Simulation performance • Clinical assignments • Individual/group projects • Individual/group presentations 	<p>At least 80% of students will achieve a grade of "C" or better on assessment rubric or key.</p>
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	<p>Social and Economic Influences</p> <ul style="list-style-type: none"> • NURS 4452 Clinical Capstone 		
<p>6. Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path (Domain 9, 10).</p>	<p>All courses. Key aspects of the following courses:</p> <ul style="list-style-type: none"> • All courses. Key aspects of the following courses: • NURS 3370 Nursing Informatics and Healthcare Technologies • NURS 3380 Evidence-Based Practice • NURS 4410 Population Health Nursing • NURS 4430 Nursing Leadership • NURS 4444 NCLEX-RN Prep • NURS 4450 Healthcare Delivery Systems: Political, Social and Economic Influences • NURS 4452 Clinical Capstone 	<ul style="list-style-type: none"> • Written assignments • Exams • Standardized testing • Case studies • Discussion forums • Skills lab competencies • Simulation performance • Clinical assignments • Individual/group projects • Individual/group presentations 	<p>At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.</p>

Sequence of courses and descriptions of content is outlined in section 6.2.c.2.

Program Student Learning Outcomes Curriculum Map on the following pages.

Bachelor of Science in Nursing (BSN) Traditional Program Student Learning Outcomes Curriculum Map							
Degree: Bachelor of Science in Nursing Traditional Program							
Prepared By: Dr. Laura H. Clayton				Date: November 1, 2021			
BSN Learning Outcomes:							
1. Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes.							
2. Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships.							
3. Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care.							
4. Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health.							
5. Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes.							
6. Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path.							
BSN Courses		Student Learning Outcomes					
Number	Course Name	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
NURS 1025	Introduction to Nursing	I-Teaching Plan	I/R-Teaching Plan	I-Personal budget	I-Interview of Nurse	I-Learning Style Assessment	I-Group Presentation I-Study Schedule I – Class schedule
NURS 3310	Health Promotion and Communication	I/R-Case study I/R-Exam	I/R-Case study I/R-Exam	I/R-Case study I/R-Exam	I/R-Case study I/R-Exam	I/R-Case study I/R-Exam	
NURS 3332	Assessment and Physical Examination	I/R-Clinical evals I/R-Exams I/R-Simulations	I/R-Clinical evals I/R-Exams I/R-Simulations	I/R-Clinical evals I/R-Exams I/R-Simulations	I/R-Clinical evals I/R-Exams I/R-Simulations	I/R – Exams I/R-Simulation	
NURS 3400	Foundations of Nursing	I/R-Clinical evals I/R-Exams I/R-Simulations	I/R-Clinical evals I/R-Exams I/R-Simulations	I/R-Clinical evals I/R-Exams I/R-Simulations	I/R-Clinical evals I/R-Exams I/R-Simulations	I/R-Clinical evals I/R-Exams I/R-Simulations	
NURS 3401	Pharmacology	I/R-Exams	I/R-Exams	I/R-Exams	I/R-Exams	I/R-Exams	
NURS 3402	Drug Calculations	I/R-Exams	I/R-Exams	I/R-Exams	I/R-Exams		
NURS 3600	Adult Health I	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	
NURS 3360	Nursing Ethics	R - Movie Reflection	R – Movie Reflection	R - Movie Reflection	R - Movie Reflection	R- Leadership discussion assignment	
NURS 3370	Nursing Informatics and Healthcare Technologies	I/R – Workflow Assignment	I/R- Quality and Safety Case Study	I/R - Data Mining Assignment	I/R – Ethics Case Study	I/R- Data Mining Assignment	I/R - Data Mining Assignment
NURS 3610	Mental and Behavioral Health	R/M-Clinical evals R/M Exams	R/M-Clinical evals R/M Exams	R/M-Clinical evals R/M Exams	R/M-Clinical evals R/M Exams	R/M-Clinical evals R/M Exams	

		R/M Simulations	R/M Simulations	R/M Simulations	R/M Simulations	R/M Simulations	
NURS 3700	Adult Health II	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	
NURS 3701	Mother/Baby and Women's Health	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	
<i>NURS 3380</i>	<i>Evidence Based Practice</i>	<i>R/M-Critique paper</i>	<i>R/M-EBP Project</i>	<i>R/M-EBP project</i>	<i>R/M-EBP project</i>	<i>R/M-EBP Project</i>	<i>R-EBP Project</i>
NURS 4401	Child and Adolescent Health	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study	
<i>NURS 4410</i>	<i>Population Health Nursing</i>	<i>R/M-Community assessment/population health project Vulnerable pop paper</i>	<i>R/M-Community assessment/population health project</i>	<i>R/M-Community assessment/population health project</i>	<i>R/M-Community assessment/population health project</i>	<i>R/M-Community assessment/population health project</i>	<i>R/M-Community assessment/population health project</i>
<i>NURS 4430</i>	<i>Nursing Leadership</i>	<i>M-Leadership paper</i>	<i>M-Leadership paper</i>	<i>M-Leadership paper</i>	<i>M-End of life assignment</i>	<i>M-Leadership paper</i>	<i>M-Case study</i>
NURS 4442	Complex Healthcare	M-Exams M-Case study	M-Exams M-Case study	M-Exams M-Case study	M-Exams M-Case study	M-Exams M-Case study	
NURS 4444	NCLEX-RN Prep	M-Mock NCLEX-RN exam	M-Mock NCLEX-RN exam	M-Mock NCLEX-RN exam	M-Mock NCLEX-RN exam	M-Mock NCLEX-RN exam	M-Mock NCLEX-RN exam
NURS 4442	Complex Healthcare	M-Exams M-Case study	M-Exams M-Case study	M-Exams M-Case study	M-Exams M-Case study	M-Exams M-Case study	
NURS 4452	Clinical Capstone	M-Clinical Eval M-Clinical project M-Clinical log M-Simulation	M-Clinical Eval M-Clinical project M-Clinical log M-Simulation	M-Clinical Eval M-Clinical project M-Clinical log M-Simulation	M-Clinical Eval M-Clinical project M-Clinical log M-Simulation	M-Clinical Eval M-Clinical project M-Clinical log M-Simulation	M-Clinical Eval M-Clinical project M-Clinical log M-Simulation
<i>NURS 4450</i>	<i>Healthcare Delivery Systems: Political, Social and Economic Influences</i>	<i>M-Case study</i>	<i>M-Case Study</i>	<i>M-Case Study</i>	<i>M-Case Study</i>	<i>M-Case Study</i>	<i>M-Case Study</i>
Level of Learning: I – Introduced, R – Reinforced, M- Mastered							
Key for Bloom Taxonomy Cognitive Domain							
Blue: Recognition/Understanding – Assignments that test students' ability to recall or explain ideas or concepts regarding relevant course material.							
Yellow: Apply/Analyze – Assignments that test ability to use information or problem-solving skills.							
Green: Evaluate – Assignments that require students to make judgments about a decision or course of action.							
Pink: Create – Assignments that require students to generate new ideas, products, or ways of viewing things							
<i>Courses in italics are already approved courses in the RN-BSN program and will be included in the traditional BSN program.</i>							

6.2.b. Program Identification

The United States Department of Education, National Center for Education Statistics (NCES), Classification of Instructional Programs (CIP) that is relevant to this proposal is 51.3801, Nursing/Registered Nurse (RN, ASN, BSN, MSN). This classification is described as a program that prepares individuals, “in the knowledge, techniques and procedures for promoting health, providing care for sick, disabled, infirmed, or other individuals or groups. Includes instruction in the administration of medication and treatments, assisting a physician during treatments and examinations, Referring patients to physicians and other health care specialists, and planning education for health maintenance” (<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cid=88814>).

6.2.c. Program Features

The traditional BSN program is designed to satisfy the accreditation standards established by the Commission on Collegiate Nursing Education (CCNE) and incorporates the American Association of Colleges of Nursing, The Essentials: Core Competencies for Professional Nursing Education {Essentials} (April, 2021). The BSN curriculum is designed to focus on the ten core Domains for Nursing, as identified in the Essentials document, which are viewed as essential competencies for nursing practice in today’s nursing graduates. The domains and descriptors are as follows:

- *Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.*
- *Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.*
- *Domain 3: Population Health Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.*
- *Domain 4: Scholarship for Nursing Discipline Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.*
- *Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.*
- *Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.*
- *Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.*
- *Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data,*

form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

- *Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.*
- *Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.*
<https://www.aacnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>, pp. 10-11).

The BSN curriculum is designed to prepare entry-level professional nurses with the knowledge and experience to care for persons not only in acute care, but also in community and population-health care environments. The BSN curriculum will differ from our current ASN curriculum by incorporating additional skill sets through course work, clinical applications, and clinical experiences in:

- Evidence-based practice in healthcare systems
- Health promotion throughout the lifespan
- Health and physical examination
- Nursing ethics
- Nursing informatics and healthcare technologies
- Nursing leadership
- Population health nursing
- Examination of healthcare delivery systems
- Application of evidence based practice through clinical capstone
- Provide a variety of clinical experiences in acute care, the community and population health arena.

The traditional BSN program will be attractive to high school graduates, many of whom are coming to Fairmont State University with dual enrollment or advanced placement credits, most of which transfer in as core curriculum requirements. Additionally, if the proposed WV Department of Education high school nursing pathways program is adopted, high school students completing the pathway will have a minimum of 22 college credits, when they enter Fairmont State University. The majority of these credits are considered elective credits in the ASN program, may cause students to attend other nursing programs, and negatively impact those with financial aid.

Fifty-nine percent (59%) of ASN or pre-nursing (nursing pathway) students indicated that they would have chosen to pursue a BSN program option if it had been available (BSN Traditional Program Needs Assessment, Summer 2021). Students responding to the survey indicated that 47% of students had dual enrollment credits from high school and 53% reported taking pre-nursing classes between 1 to 8 semesters before being admitted to the ASN program, with the average being 2.94 semesters. Seventy-four percent (74%) of students surveyed reported receiving financial aid. Recent changes in financial aid have limited the number of credits students can take and courses taken must be directly related to their major, thereby limiting financial aid options for students pursuing an ASN degree or who are waiting for admission to the ASN program.

The traditional BSN program will be offered predominately face-to-face in a cohort sequence. Based on the financial plan (see Section 6.4.g. Operating Resource Requirements) with a minimum of 32 per cohort and based on reasonable assumptions, the program will move toward sustainable profitability in the second year of the program. Program admission will occur in both the Fall and Spring Semesters.

6.2.c.1. Admissions and Performance Standards

All applicants must meet the general admission requirements of Fairmont State University as described in the University Undergraduate Catalog.

Admission to the Traditional Bachelor of Science Nursing program is on a competitive basis. The priority application deadline is January 15th for Fall Semester admission. Students can be accepted into the Traditional BSN program in two ways.

1. **High school seniors** – This applies to high school students with eight (8) or less college credits. High school students with a cumulative GPA of 3.0 or higher, ACT score of 21 or higher or SAT 1060 or higher, and TEAS composite score of 75 or higher (pending space availability) are eligible apply to the traditional BSN program during their senior year of high school. Applications are due by January 15th (this includes official high school transcripts, official college transcripts, official ACT or SAT scores and official TEAS scores). Progression to the sophomore year is contingent on completion of all required freshman level courses with a grade of “C” or higher by the end of the summer semester of the year the student is scheduled to begin the sophomore level nursing courses. Students, who are unable to begin the sophomore level courses will need to reapply to the program.
2. **Current or previous college students** – Students with nine (9) or more college credits or previous college graduates are eligible to apply. Applicants must have an overall 2.5 cumulative college GPA and a composite TEAS score of 75 or higher. Applications are due by January 15th (this includes University receipt of official high school transcripts, official college transcripts, official ACT or SAT scores and official TEAS scores). Successful applicants will be admitted to the freshman or sophomore level, depending on completion of freshman course requirements. Progression to the sophomore year is contingent on completion of all required freshman level courses with a grade of “C” or higher by the end of the summer semester of the year the student is scheduled to begin the sophomore level nursing courses. Students, who are unable to begin the sophomore level courses will need to reapply for admission during the next application window, as long as the deficiency is corrected.

Once admitted to the program students will need to be compliant with required clinical agency immunizations, American Heart Association Healthcare Provider CPR, have Affordable Care Act (ACA) compliant health insurance, unequivocal drug screen, clear background check, satisfactory health examination that allows the student to meet the College of Nursing Core Performance Standards. Specific information about the clinical agency requirements will be provided to students in an information packet. Clinical agency requirements are subject to change and students will be required to meet those requirements. A tracking system will be used to monitor compliance. Failure to maintain compliance with clinical agency requirements will result in the student’s inability to attend clinical and will impact their ability to meet course and program requirements.

Scoring Sheet for Nursing Applicants

The following rubric will be used to admit students to the Traditional BSN program.

Fairmont State University College of Nursing Bachelor of Science in Nursing (BSN) Program

Student Scoring Sheet

Applicant Name: _____

Birthdate: _____

Student F Number, if available: _____

For all applicants: All information provided will be verified by the College of Nursing and/or the Office of Admissions. Proof of any certifications and/or degrees obtained (e.g. LPN license or paramedic certification), plus **official** copies of transcripts must also be submitted. Minimum requirements for High School applicants: GPA 3.0 or higher and ACT of 21 or higher or SAT 1060 or higher. If you are a high school senior, see section 1. If you are a high school graduate (or have a GED) and college credit see Section 2. Points are used to determine applicant acceptance into the program.

Section 1: If the applicant is a High School Senior (Applying to Freshman Year)

Circle the earned points and total.

High School Courses	Grade A	Grade B	Grade C
Chemistry	2 points	1 point	0 points
Biology	2 points	1 point	0 points
Anatomy & Physiology	2 points	1 point	0 points
Math (Algebra II or Statistics)	2 points	1 point	0 points
Points for Overall High School GPA (transcripts submitted must include all junior year courses and/or document above courses and GPA)			
3.80-4.0	3.50-3.79	3.0-3.49	
3 points	2 points	1 point	
Points for ACT or SAT Score			
ACT Composite of 21 - 24 or SAT 1060 - 1199	1 point		
ACT Composite of 25 or higher or SAT 1200 of higher	3 points		
TEAS Score			
75-80	1 point		
81 and above	3 points		

Total Points for High School Applicants: _____

Section 2: If the applicant is a High School Graduate or Has Completed the GED and College Credit

Circle the earned points and total.

Fairmont State University Required Course (if transferring courses from another university, the course(s) must be equivalent to required FSU courses).	A	B	C	D/F	Repeated Yes/No

CHEM 1101	2 points	1 point	0 point	-1 point	Yes/No
BIOL 1180 & 1181	2 points	1 point	0 point	-1 point	Yes/No
MATH 1407 or higher	2 points	1 point	0 point	-1 point	Yes/No
Points for Overall College GPA					
Credit Hours	3.8-4.0	3.51-3.79	3.0 – 3.5	2.99-2.50	
16 or more	6 points	5 points	4 points	3 points	
12 – 15	5 points	4 points	3 points	2 points	
9 - 11	4 points	3 points	2 points	1 point	
Points for SAT or ACT Composite Score					
ACT	SAT		Points		
21-24	1060-1199		1 point		
25 or higher	1200 or higher		3 points		
TEAS Score					
75-80			1 point		
81 and above			3 points		
Points for Highest Degree Obtained			Experience Points (Certifications)		
Associate Degree	1 point		Licensed Practical Nurse	1 point	
Bachelor's Degree	2 points		Paramedic/Military Medic	1 point	
Master's/Doctoral Degree	3 points				

Total Points for College Applicant _____ -

College of Nursing Core Performance Standards

The nursing programs at Fairmont State University are rigorous and have specific requirements and demands for students who enroll. The purpose of our programs are to prepare graduates for employment in a variety of healthcare settings.

These standards establish the essential qualities considered necessary for students to achieve the knowledge, skills, attitudes, and competencies of the program. Core Performance Standards were adapted from the Southern Council on Collegiate Education for Nursing and from the Validation Study, “Functional Abilities Essential for Nursing Practice” by the National Council of State Boards of Nursing.

The core performance standards set forth cognitive, sensory, affective and psychomotor performance requirements for nurses. Under the America with Disability Act (ADA), the Fairmont State University nursing programs do not base admission, acceptance or continued enrollment on the core performance standards. Instead, the standards are used to assist applicants and students in the determination of need for ADA related accommodations and medications. The core performance standards are intended to constitute an objective measure of:

1. A qualified applicant’s ability with or without accommodations to meet the program performance requirements.
2. Accommodations required by a matriculated student who seeks accommodations under the ADA.

Applicants and students seeking accommodations under the ADA, must contact Disability Services at 304-367-4651 or in Room 208-A Hardway Hall.

The following abilities have been identified as necessary to all students admitted and enrolled in the nursing program.

Requirements	Standards	Examples (Not all inclusive)
Critical thinking	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation.	<ul style="list-style-type: none"> • Identification of cause/effect relationships in clinical situations. • Use of the scientific method in the development of patient care plans. • Evaluation of the effectiveness of nursing intervention. • Ability to handle multiple tasks and problem solve simultaneously. • Respond instantly to emergency situations. • Use relevant data to support the decision-making process. • Exhibit arithmetic competence that would allow the student to read, understand, and perform drug dosage calculations.
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups	<ul style="list-style-type: none"> • Establishment of rapport with patients and colleagues. • Capacity to engage in successful conflict resolution. • Peer accountability. • Manage a variety of patient expressions (anger, fear, hostility) in a calm manner. • Demonstrate a high degree of patience. • Ability to work within a team. • Maintain professional boundaries. • Respect cultural diversity and the rights of others.
Communication	<p>Communication adeptness sufficient for verbal and written professional interactions.</p> <p>The ability to communicate effectively and sensitively with patients and colleagues including individuals from different cultural and social backgrounds. Students must be able to understand and speak the English language at a level consistent with competent professional practice.</p>	<ul style="list-style-type: none"> • Explanation of treatment procedures. • Provide health teaching to patients based on assessed needs, available resources, age, lifestyle, and cultural considerations. • Documentation and interpretation of nursing actions and patient/client responses. • Read, understand, write and speak in English competently. • Work effectively in small groups as a team member and as a team leader. • Maintain therapeutic relations with patients and colleagues. • Give report to healthcare professionals. • Direct activities of others.

	The ability to verbally or document assessment findings and treatment information.	
Mobility	Physical abilities sufficient for movement from room to room and in small spaces.	<ul style="list-style-type: none"> • Movement about patient’s room, work spaces and treatment areas. • Administration of rescue procedures - cardiopulmonary resuscitation • Propel wheelchairs, stretchers, beds, equipment, etc. • Make rapid adjustments when needed to ensure patient safety. • Respond quickly in an emergency situation.
Motor skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care.	<ul style="list-style-type: none"> • Calibration and use of equipment (i.e. syringe, vials, ampules, donning gloves, etc.) • Therapeutic positioning of patients. • Perform functions required for patient care (i.e. provide or assist with activities of daily living, bedmaking, assist patient with ambulation, or operate equipment). • Lift and transfer 50 pounds, carry objects of up to 25 pounds, or push objects over 100 pounds. • Bending and stooping 1 inch from the floor and or reaching overhead to retrieve or place items on patient/unit shelves. • Stand/walk for a period of 8-12 hours. • Reach, manipulate and operate equipment, instruments and supplies. • Able to grasp small objects (i.e. manipulate a syringe, eye dropper, etc.). • Perform electronic keyboarding/documentation. • Perform correct hand washing. • Correctly administer medications
Hearing	Auditory ability sufficient for monitoring and assessing health needs.	<ul style="list-style-type: none"> • Ability to hear monitoring device alarm and other emergency signals. • Ability to discern auscultatory sounds and cries for help. • Hears with or without background noises, emergency alarms, auscultatory sounds and cries for help. • Hears ringing phones and phone interactions.

		<ul style="list-style-type: none"> Hear in situations when not able to see lips (i.e. wearing masks).
Visual	Visual ability sufficient for observation and assessment necessary in-patient care.	<ul style="list-style-type: none"> Ability to observe patient's condition and responses to treatments (i.e. respirations, level of consciousness, wounds, skin color, nonverbal communication). Ability to identify and distinguish colors and shades of the same color. Accurately reads measurement on patient related equipment (i.e. calibrations of syringes, thermometers, sphygmomanometer, and other equipment outputs). Perform basic nursing skills such as insertion of a catheter, counting respirations, preparing or administering medications. Identify safety hazards in the environment (safety rails, restraints, water spills, hazardous environments).
Tactile Sense	Tactile ability sufficient for physical assessment	<ul style="list-style-type: none"> Ability to palpate in physical examinations and various therapeutic interventions. Finger dexterity to perform palpation and percussion functions of physical assessment and/or those related to therapeutic intervention, e.g. insertion of a catheter. Perceives attributes of object such as a size, shape, temperature and texture.
Smell	Ability to detect variety of smells, including noxious odors.	<ul style="list-style-type: none"> Smell smoke, gas leak, noxious odors, body odors or body fluids (i.e. C Diff and alcohol breath). Detect change of odor in wound drainage.
Environment	Ability to tolerate environmental stressors.	<ul style="list-style-type: none"> Adapt to rotating shifts. Tolerate exposure to fumes or odors. Work in areas that are close and crowded. Work in areas of potential physical violence. Frequent contact with water and other liquids.

Reading	Ability to sufficiently read and comprehend the written word at a tenth-grade level.	<ul style="list-style-type: none"> • Read and understand provider’s orders and healthcare information in patients charts and care plans. • Read and comprehend information presented in textbooks and online.
Arithmetic	Ability to sufficiently perform arithmetic at a tenth-grade level or above.	<ul style="list-style-type: none"> • Able to perform drug dosage calculations including IV drip rates.

The above statement criteria are not intended as a complete listing of nursing practice behaviors, but is a sampling of types of abilities needed by the nursing student to meet program outcomes and requirements. Students who are unable to meet core performance standards cannot meet program outcomes and course requirements. Students must withdraw from the nursing program and may apply for readmission at such time as he/she is able to meet the core performance standards required for the practice of nursing. If the student is unable to meet any of these core performance standards, they will need to make an appointment with the Dean of the College of Nursing.

Program Progression:

1. Students must maintain a minimum 2.0 cumulative GPA to remain in the program.
2. Students must have a “C” or better in each required nursing, core curriculum, and support courses in order to progress in the program.
3. Students **may not progress** to the next nursing course with a D or F in required nursing or support courses. Students are also responsible for completing all required prerequisite courses for program progression and for attending any additional advisor-advisee meetings as scheduled.
4. Students who wish drop a required nursing or non-nursing course must meet with his/her advisor. Some nursing courses are pre-requisites or maybe courses to be taken concurrently with each other; therefore, a withdrawal from one nursing course may necessitate withdrawal from other nursing courses and may require additional time for the student to complete the program requirements.
5. Failure to maintain compliance with clinical agency requirements will result in the student’s inability to attend clinical learning activities. This is considered an unexcused clinical absence. Unexcused clinical absences are unable to be made up and will result in failure of the course; both the clinical and theory components will need to be repeated.

Policies:

The maximum credit accepted from a Junior or Community College accredited by the Higher Learning Commission or other accrediting associations that have been sanctioned by the Department of Education will not exceed 72 semester hours. All transfer students must follow the Fairmont State University and College of Nursing admission policies and meet admission requirements.

6.2.c.2. Program Requirements

Curriculum:

Bachelor of Science in Nursing (BSN) Degree: 120 credit hours

Program Format: Nursing courses will be offered as full semester course, predominately face-to-face

Upper Division Requirement: Students must meet a minimum of 30 hours at the 3000 or 4000 level courses.

Residency Requirement: Students must complete a minimum of 30 hours at Fairmont State University.

Degree Requirements

Core Curriculum Courses (30-32 Credit Hours)		
If a core curriculum course is also listed as a required major course, an X is placed in the 'credits' column.		
Core Area	Course Number	Credit Hours
First Year Seminar	NURS 1025 (Satisfied by Required Nursing Course)	X
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	Any Course	3-4
Humanities	Any Course	3
Fine Arts	Any Course	3
Natural Science	BIOL 1180 and 1181 (Satisfied by Nursing Support Course Requirement)	X
Social Science	PSYC 1101 (Satisfied by Nursing Support Course Requirement)	X
Citizenship	Any Course	3
Personal Development	NUTR 1110 (Satisfied by Nursing Support Course Requirement)	X
	TOTAL	21-23

Nursing Foundational Courses (16 Credit Hours)		
If a core curriculum course is also listed as a required nursing foundation course, an X is placed in the 'credits' column.		
Course Prefix & Number	Course Name	Credit Hours
PHED 1180	Medical Terminology	3
CHEM 1101	General Chemistry	4
BIOL 1180/1181	Human Anatomy and Physiology	4
BIOL 2205	Technical Microbiology	3
NUTR 1110	Nutrition	3
PSYC 1101	Introduction to Psychology	3
Statistics	PSYC 2240, SOCY 2240, BSBA 3310 or MATH 1530	3
Management	BSBA 2209: Principles of Management OR MGMT 3308: Human Resource Management	3
	TOTAL	26

Required Major Courses (16 Credit Hours)

If a core curriculum course is also listed as a required major course, an X is placed in the ‘credits’ column. *Courses in italics are currently approved courses in the RN-BSN program that will be included in the traditional BSN program.*

Course Prefix & Number	Course Name	Credit Hours
NURS 1025	First Year Seminar	X
NURS 3310	Health Promotion and Communication	3
NURS 3332	Assessment and Physical Examination	3
<i>NURS 3360</i>	<i>Nursing Ethics</i>	3
<i>NURS 3370</i>	<i>Nursing Informatics and Healthcare Technologies</i>	3
<i>NURS 3380</i>	<i>Evidence-Based Practice</i>	3
NURS 3400	Foundations of Nursing	6
NURS 3401	Pharmacology	3
NURS 3402	Drug Calculations	3
NURS 3600	Adult Health I	6
NURS 3610	Mental and Behavior Health	4
NURS 3700	Adult Health II	6
NURS 3701	Mother/Baby and Women’s Health	4
NURS 4401	Child and Adolescent Health	3
<i>NURS 4410</i>	<i>Population Health Nursing</i>	5
<i>NURS 4430</i>	<i>Nursing Leadership</i>	3
NURS 4442	Complex Healthcare	3
NURS 4444	NCLEX-RN Prep	1
<i>NURS 4450</i>	<i>Healthcare Delivery Systems: Political, Social and Economic Influences</i>	3
NURS 4452	Clinical Capstone	5
	TOTAL	70

Articulation Credits: Students will be provided 6 credits for being certified as a licensed practical nurse (LPN) and possess an active unencumbered license to practice as an LPN in WV and would replace NURS 3400 Foundations of Nursing.

Pre-Requisite Courses

There are no pre-requisite courses for admission to the traditional BSN program. Students admitted to the BSN traditional program may have completed dual enrollment courses, obtained AP credit, or be admitted directly out of high school. Credit will be awarded for these courses following the policy of Fairmont State University.

Program of Study

The program of study is shown in the following table. General studies/core curriculum courses are shown in italics, courses preceded by an * can be taken in any order. Courses currently in the BSN, RN-BSN Program Track are designated with a #.

Semester	Course Title	Credit Hours	Delivery Method
1	<i>ENGL 1101: Written English (Written Communication Core Curriculum)</i>	3-4 cr	Online, Hybrid or Face-to-face
	<i>BIOL 1180 and 1181: Human Anatomy and Physiology (Natural Science with Critical Thinking Core Curriculum)</i>	4 cr	Online, Hybrid or Face-to-face
	<i>Mathematics – Core Curriculum Choice</i>	3-4 cr	Online, Hybrid or Face-to-face
	<i>NURS 1025: Introduction to Nursing (First Year Seminar Core Curriculum)</i>	3 cr	Online, Hybrid or Face-to-face
	<i>Fine Arts with Critical Thinking – Core Curriculum Choice*</i>	3 cr	Online, Hybrid or Face-to-face
		16-18 cr	
2	<i>PSYC 1101: Introduction to Psychology (Social Science with Critical Thinking Core Curriculum)</i>	3 cr	Online, Hybrid or Face-to-face
	<i>ENGL 1102 or ENGL 1103: Written English/Technical Report Writing (Written Communication Core Curriculum)</i>	3 cr	Online, Hybrid or Face-to-face
	PHED 1180: Medical Terminology	3 cr	Online, Hybrid or Face-to-face
	<i>Humanities with Critical Thinking – Core Curriculum Choice*</i>	3 cr	Online, Hybrid or Face-to-face
	<i>CHEM 1101: General Chemistry (Natural Science with Critical Thinking Core Curriculum)</i>	4 cr	Online, Hybrid or Face-to-face
		16 cr	
3	<i>NUTR 1110: Nutrition (Fitness & Well-being Core Curriculum)</i>	3 cr	
	<i>BIOL 2205: Technical Microbiology (Natural Science with Critical Thinking Core Curriculum)</i>	3 cr	Online, Hybrid or Face-to-face
	<i>Oral Communication – Core Curriculum Choice*</i>	3 cr	Online, Hybrid or Face-to-face
	NURS 3310: Health Promotion and Communication	3 cr	Predominately Face-to-face
	NURS 3332: Assessment and Physical Examination	3 cr	Predominately Face-to-face
		15 cr	
4	NURS 3400 Foundations of Nursing	6cr	Predominately Face-to-face
	NURS 3401 Pharmacology	3 cr	Predominately Face-to-face
	NURS 3402 Drug Calculations	3 cr	Predominately Face-to-face
	Management: Choice of BSBA 2209: Principles of Management or MGMT 3308: Human Resource Management	3 cr	Online, Hybrid or Face-to-face
		15 cr	
5	NURS 3600 Adult Health I	6 cr	Predominately Face-to-face
	NURS 3360: Nursing Ethics#	3 cr	Predominately Face-to-face

	NURS 3610: Mental and Behavioral Health	4 cr	Predominately Face-to-face
	Statistics: Choice of PSYC 2240, SOCY 2240, BSBA 3310 or MATH 1530	3 cr	Online, Hybrid or Face-to-face
		16 cr	
6	NURS 3700: Adult Health II	6 cr	Predominately Face-to-face
	NURS 3701: Mother/Baby and Women's Health	4 cr	Predominately Face-to-face
	NURS 3370: Nursing Informatics and Healthcare Technologies#	3 cr	Predominately Face-to-face
	NURS 3380: Evidence-based Practice#	3 cr	Predominately Face-to-face
		16 cr	
7	<i>Citizenship: Core Curriculum Choice*</i>	3 cr	Predominately Face-to-face
	NURS 4401: Child and Adolescent Health	3 cr	Predominately Face-to-face
	NURS 4410: Population Health Nursing#	5 cr	Predominately Face-to-face
	NURS 4430: Nursing Leadership#	3 cr	Predominately Face-to-face
		14 cr	
8	NURS 4442: Complex Healthcare	3 cr	Predominately Face-to-face
	NURS 4444: NCLEX-RN Prep	1 cr	Predominately Face-to-face
	NURS 4450: Healthcare Delivery Systems: Political, Social and Economic Influences#	3 cr	Predominately Face-to-face
	NURS 4452: Clinical Capstone	5 cr	Predominately Face-to-face
		12 cr	
	TOTAL CREDITS	120-122	

Summary of Course Credits:

Credit From	Total Hours
Core Curriculum Courses for Fairmont State University	34-36
Required NURS Support Courses (PHED 1180, CHEM 1101, BIOL 2205, statistics, management course)	16
Required NURS Courses	70
Elective Courses	0
TOTAL	120-122

*Core curriculum courses cannot be counted twice; both as articulation credit and core curriculum

BSN Course Descriptions and Credit:

New Courses

NURS 3310: Health Promotion and Communication (Credit Hours 3; Lecture: 3 hours class per week)
This course focuses on health promotion, risk reduction, teaching/learning, disease prevention and communication across the lifespan. Pre-req: Admission to the traditional BSN Program. Co-requisite: NURS 3332

NURS 3332: Assessment and Physical Examination (Credit Hours 3; Lecture 3 hours class per week, 45 hours of clinical during semester)
This course provides the students with the knowledge and skill necessary to perform a comprehensive health assessment. Co-requisite: NURS 3310

NURS 3400: Foundations of Nursing (Credit Hours: 6; Lecture 4 hours class per week and 90 hours of clinical during the semester). This course lays the foundation for development of clinical judgment in the provision of compassionate person-centered care. Pre-requisite: NURS 3310 and NURS 3332. Co-requisite: NURS 3401 and NURS 3402

NURS 3401: Pharmacology (Credit Hours: 3; Lecture 3 hours of class per week)
The course focuses on principles of pharmacology and pharmacotherapeutics. Characteristics and uses of major drug groups and safe medication administration will be emphasized with consideration given to person-centered responses to specific drugs. Co-requisite: NURS 3400 and NURS 3402

NURS 3402: Drug Calculations (Credit Hours: 3 Lecture; 3 hours of class per week)
This course focuses on reading, interpreting, and solving calculations problems encountered in the preparation and administration of medications. Co-requisite: NURS 3400 and NURS 3401

NURS 3600: Adult Health I (Credit Hours: 6; Lecture 4 hours class per week and 90 hours of clinical during the semester).
This course focuses on nursing care of adults with acute and chronic physiological alterations in a variety of care environments. This is the first of a two-part course series. Pre-requisite: NURS 3400 Co-requisite: NURS 3360 and NURS 3610

NURS 3610: Mental and Behavioral Health (Credit Hours: 4; Lecture 3 hours class per week and 45 hours of clinical during the semester).
The course focuses on nursing care of persons with acute, chronic, and complex mental/behavioral health problems across the lifespan. Co-requisite: NURS 3600

NURS 3700: Adult Health II (Credit Hours: 6; Lecture 4 hours class per week and 90 hours of clinical during the semester).
This course focuses on nursing care of adults with acute and chronic physiological alterations in a variety of care environments. This is the second of a two-part course series. Pre-requisite: NURS 3600 Co-requisite NURS 3701, NURS 3370, & NURS 3380

NURS 3701: Mother/Baby and Women's Health (Credit Hours: 4; Lecture 3 hours class per week and 45 hours of clinical during the semester). Co-requisite NURS 3700

This course focuses on the nurses' care of mothers and babies during normal and high-risk pregnancy, labor/childbirth, postpartum, newborn care and women's health issues.

NURS 4401: Child and Adolescent Health (Credit Hours: 3; Lecture 2 hours class per week and 45 hours of clinical during the semester).

This course focuses on nursing care of infants, children, and adolescents and their families. Pre-requisite: NURS 3700 and NURS 3701

NURS 4442: Complex Healthcare (Credit Hours 3 cr; Lecture 3 hours class per week)

This course focuses on nursing care of patients with complex health needs across the lifespan. Students must be in their last semester. Pre-requisite: NURS 3700 and NURS 4401 Students must be in their last semester.

NURS 4444: NCLEX-RN Prep (Credit Hours: 1; Lecture 4 hours class per week).

The course focuses on achievement of professional success by preparing the RN licensure exam. Pre-requisite: Students must be in their last semester.

NURS 4452: Clinical Capstone (Credit Hours 5: Lecture 1 hour class per week and 180 hours of clinical during the semester). The practicum course will build on the concepts and knowledge gained from previous nursing courses allowing for the application of theories and concepts associated with nursing leadership, nursing research, and management of care. Students will complete an evidence-based change project for their clinical site. Pre-requisite: Students must be in their last semester.

Current Courses

NURS 3360: Nursing Ethics (Credit hours: 3, Lecture/Lab Hours: 3 hours of class per week)

This course explores ethical issues in professional nursing practice across the lifespan. Ethical concepts are learning, and ethical dilemmas are analyzed to apply to professional nursing practice.

Prerequisite(s): Admission to the RN-BSN program, or Pre-requisite: NURS 3400, or successful completion of the first year of the ASN program.

NURS 3370- Nursing Informatics and Healthcare Technologies (Credit hours: 3)

This course prepares the student to utilize informatics and health care technologies in the management of individuals, groups, and organizations for the improvement of patient outcomes.

Prerequisite(s): Must have an unencumbered RN nursing license for RN-BSN program track or Pre-requisite: NURS 3360.

NURS 3380- Evidence Based Practice (Credit hours: 3, Lecture/Lab Hours: 3 class hours per week)

This course focuses on using evidence-based practice (EBP) to provide patient centered care. This is a writing intensive course (3 credit theory).

Prerequisite(s): Admissions to RN- BSN program track and NURS 3320, NURS 3360 can be taken and prerequisites or corequisites. Traditional BSN program track taken as co-requisite with NURS 3700

NURS 4410- Population Health Nursing (Credit Hours: 5, Lecture/Lab Hours: 3 hours class, 90 clinical project contact hours per semester)

This course focuses on understanding the role of the Nurse Generalist in providing care for vulnerable groups and populations. Students complete a population health assessment and prioritize needs. Based on the identified needs, evidence-based strategies and health promotion, health education, or illness prevention are implemented and evaluated (3 credit theory and 2 credit clinical).

Prerequisite(s): NURS 3380

NURS 4430-Nursing Leadership (Credit Hours: 3, Lecture/Lab Hours: 3 hours class per week)
This course will explore the role of the nurse-leader and enable students to recognize and develop leadership skills (3 credit theory).

Prerequisite(s): NURS 3380 and BSBA 2209 or MGMT 3308

NURS 4450- Healthcare Delivery: Political, Social and Economic Influences (Credit Hours: 3)
This course will analyze the healthcare delivery system and its appropriateness for meeting the dynamic and ever-changing health needs of diverse patients through analysis of political, social and economic influences.

Prerequisite(s): Must be completed in the final semester of the BSN program. Instructor approval.

The following table outlines the relationship of credit hours to theory and clinical credits. Clinical for the Traditional BSN program will occur on a 3:1 clinical ratio, where 1 credit hour is equivalent to 45 contact hours.

Semester	Course Title	Credit Hours	Theory Credits	Theory Hours	Clinical Credits	Clinical Hours 3:1 Ratio (45/cr)
1	NURS 1025: Introduction to Nursing	3 cr	3	45	0	0
3	NURS 3310: Health Promotion and Communication	3 cr	3	45	0	0
	NURS 3332: Assessment and Physical Examination	3 cr	2	30	1	45
4	NURS 3400: Foundations of Nursing	6cr	4	60	2	90
	NURS 3401: Pharmacology	3 cr	3	45	0	0
	NURS 3402: Drug Calculations	3 cr	3	45	0	0
5	NURS 3600: Adult Health I	6 cr	4	60	2	90
	NURS 3610: Mental and Behavioral Health	4 cr	3	45	1	45
	NURS 3360: Nursing Ethics#	3 cr	3	45	0	0
6	NURS 3370: Nursing Informatics and Healthcare Technologies#	3 cr	3	45	0	0
	NURS 3380: Evidence-based Practice#	3 cr	3	45	0	0
	NURS 3700: Adult Health II	6 cr	4	60	2	90
	NURS 3701: Mother/Baby and Women's Health	4 cr	3	45	1	45
7	NURS 4401: Child and Adolescent Health	3 cr	2	30	1	45
	NURS 4410: Population Health Nursing#	5 cr	3	45	2	90
8	NURS 4442: Complex Healthcare	3 cr	3	45	0	0
	NURS 4444: NCLEX-RN Prep	1 cr	1	15	0	0
	NURS 4450: Healthcare Delivery Systems: Political, Social and Economic Influences#	3 cr	3	45	0	0
	NURS 4452: Clinical Capstone	5 cr	1	15	4	180

	TOTAL NURSING CREDITS AND HOURS	54	810	16	720
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6.2.e. Program Content

Fairmont State University is *committed to educating the global citizen leaders in an environment, distinguished by a commitment to excellence, student success and transformational impact.* The College of Nursing’s mission augments the institutional mission by being committed *to serve as a leader in improving the health of West Virginia and the global community through a commitment to excellence and innovation in teaching, scholarship and service.* The Bachelor of Science in Nursing degree traditional program aligns with both missions as it is intended to provide an opportunity for providing entry-level nurse leaders with the skills essential in today’s dynamic healthcare delivery system.

The BSN program will provide an evidence-based curriculum that will allow students to move seamlessly from high school to a baccalaureate degree in nursing. The curriculum will be designed to promote innovation, excellence, scholarship and clinical reasoning in nursing practice and to prepare entry-level RNs with the core nursing competencies identified by the American College of Nursing (April 2021).

6.2.e.1. Content and Length of Proposed Academic Program:

The BSN traditional program requires a minimum of 120 semester credits as shown in the following table. The program is four consecutive years; although students may come to Fairmont State with dual-enrollment and advanced placement credits that can reduce the number of years required to complete the degree.

Credit From	Total Hours
Core Curriculum Courses for Fairmont State University	21-23
Nursing Foundation Courses	26
Required Major Courses	73
Elective Courses	0
TOTAL	120-122

Program/Cohort Orientation: Students admitted to the traditional BSN program will follow a model schedule, with flexibility as to when select general studies/core curriculum courses are taken. All students admitted to the Traditional BSN program will be advised by a professional nursing advisor in the College of Nursing. The professional nursing advisor will provide students with support in course registration; academic counseling; and review of dual credit and advanced placement and transfer courses and guidance on the application process. Students admitted to the nursing program will be required to attend a one-day orientation session, in addition to receiving a packet of information about the program and clinical agency requirements

Course Delivery: Courses will predominately be full-semester courses taught by qualified professors, adjunct faculty and clinical adjuncts. Courses will be taught face-to-face; although hybrid and virtual lectures may occur. Clinical will be taught in our skills lab, simulation lab, clinical sites, and through a variety of virtual methods. Information regarding courses will be found on Fairmont State University’s learning management system, Blackboard®, which permits learners to access the course syllabus and unit objectives with learning materials, complete work on their own or during group meetings, submit assignments or case studies, participate in electronic communication boards, take exams, etc. The course syllabus will include learning outcomes, alignment to program goals/objectives, and specify assignments, readings and other activities. Professional standards for written assignments will follow the current edition of the APA Manual. The course professor will hold either in-person, by phone, or through online virtual office hours using WebEx or Microsoft teams. All students will need to have access to a computer

and high-speed Internet and must purchase assigned books, resources, uniforms and clinical equipment as required.

Grades lower than a C are not permitted to in any course. Students are permitted to repeat a total of two courses in the traditional BSN program; failure of a third course will result in program dismissal. Rubrics are utilized in grading discussion Boards, case studies, written assignments, projects, and presentations. Clinical evaluation tools are utilized to evaluate the student’s attainment of clinical course outcomes. A standardized grading scale will be used as follows:

Course Grade	Percent
A	92-100
B	84-91
C	75-83
D	66-74
F	0-65

Grades are not rounded.

6.2.e.2. Undergraduate degree program General Studies/Core Curriculum requirement:

The BSN traditional program incorporates the general studies/core curriculum courses required for all baccalaureate degree graduates from Fairmont State University as outline in the University catalog (<https://catalog.fairmontstate.edu/content.php?catoid=3&navoid=224>).

General Studies/Core Curriculum: Total 30-32 credit hours; the student may have met some of these credit hours as transfer courses, dual-enrollment or advanced placement credits.

Core Curriculum Courses (30-32 Credit Hours)		
If a core curriculum course is also listed as a required major course, an X is placed in the ‘credits’ column.		
Core Area	Course Number	Credit Hours
First Year Seminar	NURS 1025 (Satisfied by Required Nursing Course)	X
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	Any Course	3-4
Humanities	Any Course	3
Fine Arts	Any Course	3
Natural Science	BIOL 1180 and 1181 (Satisfied by Nursing Support Course Requirement)	X
Social Science	PSYC 1101 (Satisfied by Nursing Support Course Requirement)	X
Citizenship	Any Course	3
Personal Development	NUTR 1110 (Satisfied by Nursing Support Course Requirement)	X
	TOTAL	21-23

6.2.e.3. The minimum requirement for general education for all undergraduate programs

delivered through the traditional distributed curricula is 24 for transfer associate's degree, and 30 for bachelor's degrees.

Students may transfer in up to 90 hours from a regionally accredited institution as long as the transferred hours meet program requirements.

1.3 Program Need and Justification

Fifty-nine percent (59%) of pre-nursing and nursing students reported that they would have chosen to pursue a traditional BSN program rather than the ASN program if the option had been available (BSN Needs Assessment, Summer 2021). Fifty-three percent (53%) of students reported spending an average of 2.94 semesters as a pre-nursing student prior to entering the ASN program, with a range 1 to 8 semesters. Forty-seven percent (47%) of students reported having dual enrollment of AP (advanced placement) credit when entering Fairmont State University. The majority of dual enrollment or AP credits are equivalent to courses in the core/general studies curriculum; many of the credits count as elective credits in the ASN program and are not needed to fulfill the ASN program degree requirements. Additionally, a WV imitative nursing pathway program is proposed for high school students wanting to become a RN; if the pathway is approved and implemented high school graduates would have a minimum of 22 college credits upon graduation. Many of the proposed nursing pathway college credits are designed to meet the core curriculum/general studies requirements for a BSN degree and are not relevant to the ASN program. Recent changes in financial aid will significantly impact high school graduates entering college in pursuit of ASN degree, as financial aid will only cover the 60 credits for their degree. Thus students with several credits may run out of financial aid prior to receiving their degree.

One hundred percent (100%) of employers responding to an Employer Needs Assessment (Summer, 2021) reported that they need more nurses and could accommodate additional student clinical rotations. Over the next five years, 67% of the employers noted that they will need 60 or more additional RNs on their staff. There are several new healthcare expansions occurring within the Fairmont Region, including a new Mon Health Hospital in Fairmont, expansion of services at Fairmont Medical Center by WVU Health Systems, and the opening of a children's hospital at WVU Health Systems., all of which will need RN's.

The US Bureau of Labor Statistics (2021) reports that employment of registered nurses (RNs) is expected to grow seven percent (7%) from 2019-2029, faster than all other occupations (<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>). Work Force West Virginia Long Term Occupational Projections 2018-2028 for registered nurses estimates an employment need for RNs at 24,619; with an expected growth rate of 1.40. The growth rate for RNs in North Central WV over the next ten years is 1.36, which is equivalent to the 448 annual RN openings and replacing 148 RNs who have retired or left their position (<http://lmi.workforcewv.org/LTprojections/LTOccupationalProjections.html>). Additionally, 38% of WV RNs are 50 years of age or older, which will need to be replaced; 25% of the RNs in WV have 25 or more years of nursing experience (<https://www.wvhepc.edu/news/west-virginia-center-for-nursing-releases-2020-data-as-part-of-efforts-to-strengthen-states-nursing-workforce/>). Loss of knowledge and clinical expertise may impact the quality of care provided to state residents and this needs to be a priority for the state as nurses begin to retire. The growth rate for RNs in WV is due to increasing rates of chronic diseases, increased demand for healthcare, increased access to healthcare as a result of the Affordable Care Act, and the aging population of state residents.

Approximately 65% of RNs in WV cite their entry level of education as an Associate Degree in Nursing compared to 28% who held a Baccalaureate Degree in Nursing (<https://wvcenterfornursing.org/>; <https://public.tableau.com/app/profile/wvcfn/viz/10YEAREMPLOYMENTDEMANDPROJECTIONSLOCATIONQUOTIENTSANDJOBPOSTINGSDATADASHBOARD/Cover>).

A growing body of evidence shows that patients cared for by baccalaureate prepared RNs compared to associate degree RNs experience improved patient outcomes and decreased cost of care (Yakusheva et al., 2014). A 10% increase in the number of BSN prepared nurses on a hospital unit was found to lower the odds of patient mortality by 10.9% (Yakusheva et al., 2019). Baccalaureate prepared nurses are better prepared to provide safe quality care (Djukic et al., 2019). Patients cared for by BSN prepared nurses have improved patient and nurse outcomes (Aiken et al., 2017; Kendall-Gallagher, Aiken, et al., 2011), such as lower patient readmission rates and shorter length of hospitalization (Aiken et al., 2003; Blegen et al., 2013; Yakusheva et al., 2014), and decreased mortality rates (Aiken et al., 2003; Aiken et al., 2008; Esta et al., 2005; Friese et al., 2008; Kutney-Lee et al., 2013; Tourangeau et al., 2007). Blegen and colleagues (2013) found that patients cared for by BSN prepared nurses had decreased post-operative complications (deep vein thrombosis {DVT} or pulmonary embolism {PE}), decreased skin breakdown with formation of decubitus ulcers and decreased heart failure mortality. In a report entitled *When Care Become a Burden* released by the Milbank Memorial Fund in Texas (2001) associate degree and diploma RNs had significantly higher rates of medication errors and procedural violations compared to baccalaureate prepared RNs. Additionally, baccalaureate prepared nurses have been found to have stronger communication and problem-solving skills (Johnson, 1988) which are essential in today's dynamic healthcare environment.

Many public and private organizations support the use of BSN-prepared nurses in clinical settings. Hospitals applying for Magnet designation must show plans to achieve the recommended 80% baccalaureate prepared RN workforce by 2020; thus many associate degree graduates are required to return to school and obtain their BSN within 3-5 years of graduation. The National Advisory Council on Nurse Education and Practice calls for two-thirds of the nursing workforce to have a baccalaureate or higher degree in nursing. The U.S. Army, U.S. Navy, and U.S. Air Force require all active duty nurses to have a BSN. The Veterans Administration has established the BSN as the minimum preparation for entry-level professional nurses (State of West Virginia Nursing Careers Pathway Report, 2021). Globally, many countries require four-year undergraduate degrees to practice as a RN (Canada, Sweden, Portugal, Brazil, Iceland, Korea, Greece, and Philippines) (American Association of Colleges of Nursing, 2019).

Currently in West Virginia there are 13 associate degree nursing (ASN) programs, including one at Fairmont State University. There are nine traditional BSN programs in WV; three of which are in North Central WV. There is only one public BSN program in North Central West Virginia (West Virginia University) which limits options for students to obtain an affordable BSN degree. Additionally, there are 12 RN-BSN programs, including one at Fairmont State University. Students in the RN-BSN programs are graduates of ASN programs who are continuing their education to obtain their BSN degree.

The continuously expanding knowledge base of today's nursing practice requires a highly skilled and educated professionals. Factors such as an increased emphasis on evidence-based practice, data-driven quality improvement activities, increased focus on health promotion and disease management, demands for advanced patient assessments, and the growing complexity of healthcare clearly mandate that registered professional nurses attain formal academic preparation appropriate for their integral role as a member of the healthcare delivery team.

The goal of the proposed Bachelor of Science in Nursing program is to prepare graduates to enter professional practice in a variety of care setting with persons of all ages and diverse backgrounds or for advancement to a graduate degree program in nursing. The program is designed to enhance clinical judgment, leadership, and evidence-based innovative data driven practice in the promotion of person-centered care within the healthcare delivery system. The program prepares graduates in their role as a healthcare professional by enhancing personal, professional, and leadership development and serves as a building block for advanced nursing practice.

The BSN traditional program will provide a seamless transition for high school students who come to college with dual enrollment credit, transfer credit or will be part of the newly developed West Virginia

Nursing Pathway Pilot (State of West Virginia Nursing Career Pathway Report 2021) which is being implemented with 9th grade students; the proposed implementation date was Fall 2021. Students admitted to Fairmont State for the Fall 2021 semester who wish to pursue a nursing degree have an average of 10.7 dual enrollment credits (range 3-31; as of June 15, 2021); despite the number of credits taken while in high school the student typically spends 1-2 semesters prior to coming into an ASN program. Depending on the courses and number of credits taken, high school students could have 1-2 semesters of college credits completed prior to coming into a traditional BSN program. Students in the WV Nursing Pathway Pilot Pathway being implemented with 9th grade students in the Fall 2021, will have a minimum of 22 college credits completed prior to enrollment in college; this is the equivalent to 1.5 semesters of course work. This decreases the length of time needed for the student to obtain their BSN (6.5 semesters compared to 8 semesters). Having more baccalaureate-prepared RNs will have a positive impact on patient outcomes, as has been shown in the evidence previously provided.

6.3.a. Relationship to Institutional Goals/Objectives:

Fairmont State University is *committed to educating the global citizen leaders in an environment, distinguished by a commitment to excellence, student success and transformational impact.* The College of Nursing's mission augments the institutional mission by being committed *to serve as a leader in improving the health of West Virginia and the global community through a commitment to excellence and innovation in teaching, scholarship and service.* The Bachelor of Science in Nursing traditional degree program aligns with both missions, the strategic plan and goals of both the University and the College of Nursing.

Through a predominately face-to-face delivery method, we are meeting the needs of students to assist them in moving through the curriculum, which contains both theory and clinical components. After completing the program, students should be able to:

1. Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes.
2. Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships.
3. Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care.
4. Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health.
5. Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes.
6. Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path.

6.3.b. Existing Programs:

Currently in West Virginia there are 13 associate degree nursing (ASN) programs, including one at Fairmont State University. There are nine traditional BSN programs in WV; three of which are in North Central WV shown in italics). There is only one public BSN program in North Central West Virginia (West Virginia University) which limits options for students to obtain an affordable BSN degree

Institutions Offering Similar Programs

Institution Name	Public	Private	Accreditation Status
<i>Alderson Broaddus University, Philippi WV</i>		X	ACEN
Bluefield State College, Beckley, WV	X		CCNE
Marshall University, Huntington, WV	X		ACEN
Shepherd University, Shepherdstown, WV	X		CCNE
University of Charleston, Charleston, WV		X	ACEN
West Liberty University, West Liberty, WV	X		CCNE
<i>West Virginia University, Morgantown, WV</i>	X		CCNE
<i>West Virginia Wesleyan, Buckhannon, WV</i>		X	CCNE
Wheeling Jesuit University, Wheeling, WV		X	CCNE

With the expansion of healthcare delivery systems, recent pandemics, and the high prevalence of chronic illness in WV it is imperative that RNs be prepared with the skills and knowledge to meet the crucial health needs of its residents.

6.3.c. Program Planning and Development:

Proposal Development: Preliminary discussions regarding the need for the development of a traditional BSN program began in Fall 2019 and that time it was placed in the College of Nursing 5-year strategic plan. At that time it was not uncommon for students to spend several semesters as a pre-nursing student prior to matriculating into the ASN program; most of the courses were core curriculum/general studies courses or for a minor. Students have since been moved to a nursing professional advisor and have transitioned out of being a pre-nursing major. Recent changes to financial aid and a proposed high school nursing curriculum pathway have highlighted the importance of moving to developing a traditional BSN program, which has been under development since June of 2021. The only other resource invested in this proposal to date are the time, talents and energies of faculty and administrators shown on the cover page.

This proposal was processed through regular academic processes, including the president of the University. This proposal was submitted to the following review and approval groups:

1. Fairmont State University College of Nursing: September 2021
2. Fairmont State University Curriculum Committee:
3. Fairmont State University Faculty Senate:
4. Fairmont State University Board of Governors' Academic Affairs Committee:
5. Fairmont State University Board of Governors:

Once approved by all, marketing will commence by the summer of 2021 to recruit the first cohort group of at least 32 persons.

6.3.d. Clientele and Need:

Special Characteristics:

All applicants must meet the general admission requirements of Fairmont State University as described in the University Undergraduate Catalog.

Admission to the Traditional Bachelor of Science Nursing program is on a competitive basis. The priority application deadline is January 15th. Students can be accepted into the Traditional BSN program in two ways.

1. **High school seniors** – This applies to high school students with eight (8) or less college credits. High school students with a cumulative GPA of 3.0 or higher, ACT score of 21 or higher or SAT

1060 or higher, and TEAS composite score of 75 or higher (pending space availability) are eligible apply to the traditional BSN program during their senior year of high school. Applications are due by January 15th (this includes official high school transcripts, official college transcripts, official ACT or SAT scores and official TEAS scores). Progression to the sophomore year is contingent on completion of all required freshman level courses with a grade of “C” or higher by the end of the summer semester of the year the student is scheduled to begin the sophomore level nursing courses. Students, who are unable to begin the sophomore level courses will need to reapply to the program.

- 2. Current or previous college students** – Students with nine (9) or more college credits or previous college graduates are eligible to apply. Applicants must have an overall 2.5 cumulative college GPA and a composite TEAS score of 75 or higher. Applications are due by January 15th (this includes University receipt of official high school transcripts, official college transcripts, official ACT or SAT scores and official TEAS scores). Successful applicants will be admitted to the freshman or sophomore level, depending on completion of freshman course requirements. Progression to the sophomore year is contingent on completion of all required freshman level courses with a grade of “C” or higher by the end of the summer semester of the year the student is scheduled to begin the sophomore level nursing courses. Students, who are unable to begin the sophomore level courses will need to reapply to the program.

Once admitted to the program students will need to be compliant with required clinical agency immunizations, American Heart Association Healthcare Provider CPR, have Affordable Care Act (ACA) compliant health insurance, unequivocal drug screen, clear background check, satisfactory health examination that allows the student to meet the College of Nursing Core Performance Standards. Specific information about the clinical agency requirements will be provided to students in an information packet. Clinical agency requirements are subject to change and students will be required to meet those requirements. . A tracking system will be used to monitor compliance. Failure to maintain compliance with clinical agency requirements will result in the student’s inability to attend clinical and will impact their ability to meet course and program requirements.

Industry Interest:

Fifty-nine percent (59%) of pre-nursing and nursing students reported that they would have chosen to pursue a traditional BSN program rather than the ASN program if the option had been available (BSN Needs Assessment, Summer 2021). Fifty-three percent (53%) of students reported spending an average of 2.94 semesters as a pre-nursing student prior to entering the ASN program, with a range 1 to 8 semesters. Forty-seven percent (47%) of students reported having dual enrollment of AP (advanced placement) credit when entering Fairmont State University. The majority of dual enrollment or AP credits are equivalent to courses in the core/general studies curriculum; many of the credits count as elective credits in the ASN program and are not needed to fulfill the ASN program degree requirements. Additionally, a nursing pathway program is proposed for high school students wanting to become a RN; if the pathway is approved and implemented high school graduates would have a minimum of 22 college credits upon graduation. Many of the proposed nursing pathway college credits are designed to meet the core curriculum/general studies requirements for a BSN degree and would be not relevant to the ASN program. Recent changes in financial aid will significantly impact high school graduates entering college in pursuit of ASN degree, as financial aid will only cover the 60 credits for their degree. Thus students with several credits may run out of financial aid prior to receiving their degree.

One hundred percent (100%) of employers responding to an Employer Needs Assessment (Summer, 2021) reported that they need more nurses and could accommodate additional student clinical rotations. Over the next five years, 67% of the employers noted that they will need 60 or more additional RNs on

their staff. There are several new healthcare expansions occurring within the Fairmont Region, including a new Mon Health Hospital in Fairmont, expansion of services at Fairmont Medical Center by WVU Health Systems, and the opening of a children’s hospital at WVU Health Systems., all of which will need RN’s.

Approximately 65% of RNs in WV cite their entry level of education as an Associate Degree in Nursing compared to 28% who held a Baccalaureate Degree in Nursing (<https://wvcenterfornursing.org/>; <https://public.tableau.com/app/profile/wvcfn/viz/10YEAREMPLOYMENTDEMANDPROJECTIONSLOCATIONQUOTIENTSANDJOBPOSTINGSDATADASHBOARD/Cover>).

A growing body of evidence shows that patients cared for by baccalaureate prepared RNs compared to associate degree RNs experience improved patient outcomes and decreased cost of care (Yakusheva et al., 2014).

6.3.e. Employment Opportunities:

The US Bureau of Labor Statistics (2021) reports that employment of registered nurses (RNs) is expected to grow nine percent (9%) from 2020-2030 (<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>). According to the US Bureau of Labor Statistics baccalaureate prepared RNs “ provide and coordinate patient care and educate patients and the public about various health conditions” (<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>).

This summary of the data from the U.S. Department of Labor, Bureau of Labor Statistics (BLS), well-illustrates the state and national demand for graduates of the proposed BSN traditional program. (<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>).

BLS Quick Facts Summary for Registered Nurses	
20120 Median Pay	\$75,330 per year \$36.22 per hour
Number of jobs 2019	3,080,100
Job Outlook 2020-2030	9%
Employment Change 2020-2030	276,800

Work Force West Virginia Long Term Occupational Projections 2018-2028 for registered nurses estimates an employment need for RNs at 24,619; with an expected growth rate of 1.40. The growth rate for RNs in North Central WV over the next ten years is 1.36, which is equivalent to the 448 annual RN openings and replacing 148 RNs who have retired or left their position (<http://lmi.workforcewv.org/LTprojections/LTOccupationalProjections.html>). Additionally, 38% of WV RNs are 50 years of age or older, which will need to be replaced; 25% of the RNs in WV have 25 or more years of nursing experience (<https://www.wvhepc.edu/news/west-virginia-center-for-nursing-releases-2020-data-as-part-of-efforts-to-strengthen-states-nursing-workforce/>). Loss of knowledge and clinical expertise may impact the quality of care provided to state residents and this needs to be a priority for the state as nurses begin to retire. The growth rate for RNs in WV is due to increasing rates of chronic diseases, increased demand for healthcare, increased access to healthcare as a result of the Affordable Care Act, and the aging population of state residents.

West Virginia has the highest concentration of jobs for RNs as shown in the following table (<https://www.bls.gov/oes/current/oes291141.htm>; March 31, 2021).

State	Employment	Employment per thousand jobs	Location quotient	Hourly mean wage	Annual mean wage
West Virginia	19,800	30.46	1.42	\$31.31	\$65,130

6.3.f. Program Impact:

The proposed traditional BSN program at Fairmont State University will help to meet the needs of RNs in North Central West Virginia as a result of nurses retiring and expansion of health services, such as opening of a new hospital in Fairmont, WV by Mon Health System and WVU Health System’s opening of a Children’s Hospital. The program will attract high school students, since many of these highly qualified high school graduates want to obtain their BSN degrees. Approximately 50% of the high school graduates coming to Fairmont State University for nursing have dual enrollment or advanced placement credits; the majority of these credits focus on core curriculum courses and are considered elective credits for our ASN students. The BSN program would allow for direct entry of high school graduates into the nursing program, provide credit for courses taken during high school, and provide for a smooth transition from high school to college for students in the proposed Nursing Pathway program for high school students.

6.3.g. Cooperative Agreements:

Once the BSN traditional program is approved, the BSN Department Chair and/or Dean will visit regional high schools to recruit potential students. The BSN Department Chair will be a faculty member with release time for program oversight.

6.3.h. Alternative to Program Development:

Alternatives to delivery of content included having all or part of courses offered in a hybrid or online format. This concept was rejected in favor of a more face-to-face program since this will be a new program, will provide an opportunity for more interactions with faculty, and to allow the high school student to obtain the college experience.

1.4. Program Implementation and Projected Resource Requirements

6.4.a. Program Administration:

The program will be under the direction of the College of Nursing. The BSN Department Chair will report to the Dean on matters such as implementation, recruitment, retention, curriculum, and program evaluation.

6.4.b. Program Projections:

Conservative planned enrollment growth and development for the first five years is shown on Form 1 in this section. New students are those who enroll in the program; total students include prior enrollees. An average of 15 credits is earned in each semester of the program (credit varies on student course work) with courses offered during the fall, spring, summer semesters. The projections are shown in the following table.

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Students Served through Course Offerings of the Program:					
New students enrolled by cohort	32	32	32	32	32
Total students, includes prior cohorts	0	64	96	128	160
Number of credit hours generated by courses within academic year (avg 15 credits/semester; 2 semesters/academic year) (# students x 15 cr x 2 semesters)	960	1,920	2,880	3,840	3,840

6.4.c. Faculty Instructional Requirements:

6.4.c. Faculty Instructional Requirements

As a new program, faculty and support staff will be added based on the number of courses and clinical specialty area to support the courses offered. All faculty members will need to have an active unencumbered RN license in WV or a multistate license and a minimum of an MSN, preferably a doctorate in nursing. Clinical adjuncts need a minimum of a BSN, preferably an MSN with at least two years of relevant clinical experience. Most clinical adjuncts will teach either in the Fall or Spring Semester depending on course offerings.

Nursing faculty will teach a minimum of 180 contact hours per semester; contact hours are used for calculating workload due to the number of clinical hours per credit (1 cr of clinical equals 45 contact hours; ratio of 1:3). Faculty at Fairmont State are required to teach 12 credits per semester, which is the equivalent of 180 contact hours (12 credits x 15 weeks = 180 contact hours).

The BSN Department Chair will receive a 3-credit release per semester (45 contact hours) and a stipend of \$2,500 per Fall and Spring Semester and \$5,000 stipend during the summer. This is the same formula used for all Department Chairs at Fairmont State University.

The traditional BSN program will require a total of 11 full-time faculty members, plus clinical adjuncts, once the program is fully implemented. The following faculty will be required:

- **Year 1** - Two full-time faculty members, of which one will serve as Chair of the BSN program. During the first year, the two faculty will be responsible for developing the program, course syllabi, exams, program sheets, clinical adjunct recruitment, clinical placement arrangements, students, accreditation preparation, and participate in program recruitment. The Department Chair will need to have a doctorate, preferably in nursing. Faculty will need to have a minimum of a Master of Science in Nursing (MSN) with clinical experience in medical-surgical nursing.
- **Year 2** – One additional full-time faculty member with a minimum of an MSN and clinical experience in medical-surgical nursing and two clinical adjuncts (2 cr or 90 contact hours each) with medical-surgical clinical experience.
- **Year 3** – Four additional full-time faculty members with a minimum of an MSN and clinical experience in medical-surgical nursing (2 positions), mental health nursing (1 position), women’s

health (1 position). Five clinical adjuncts will be needed (2 for mental health, 2 for women’s health and 1 for medical-surgical nursing).

- **Year 4** – Four additional faculty members with a minimum of an MSN and clinical experience in pediatrics (1 position), population/community health (1 position), critical care/advanced med surg (1 position), and leadership/healthcare delivery systems (1 position). A minimum of eight clinical adjuncts will be needed (mental health, women’s health, pediatrics, adult medical/surgical, population/community health, and capstone).

Faculty members may have some limited ability to assist in teaching in the RN-BSN program.

In order to meet University requirements for the rank of assistant/associate professor, WV Board of Nursing regulations and CCNE national accreditation requirements, the BSN Program Chair and faculty must have a:

1. Minimum of a Master of Science in Nursing degree from a regional or national accrediting agency recognized by the U.S. Department of Education, preferably a doctorate degree in nursing.
2. Current unencumbered RN license in WV or a multistate license.
3. Minimum of 2 years’ experience as an RN, preferably in acute care.
4. Preferred national specialty certification in nursing related to the course content and clinical that the faculty would teach or as a clinical nurse educator.

An entry level nursing faculty salary of \$75,000 (9-month) is projected; the cost will be based on academic preparation, clinical experience, and certification. Adjunct faculty are budgeted at \$1000 per credit hour.

Total faculty expense: (see Section 6.4.g Operating Resource Requirements)

	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty Salaries	\$170,625	\$208,894	\$347,761	\$490,793	\$505,517
Clinical Adjuncts	\$0	\$12,000	\$30,000	\$48,000	\$48,000
TOTAL COST	\$170,625	\$220,894	\$377,761	\$538,793	\$553,517

6.4.d. Library Resources and Instructional Material

Fairmont State University’s Ruth Ann Musick Library provides access to peer-reviewed, full text journals, ejournals, periodicals, reports, books and other printed material to meet the needs of graduate students via the following: Academic Search Ultimate, EBSCO host electronic journal services, CQ Researcher, JSTOR, LexisNexis Academic/Nexis Uni, Points of View Reference Center, Project Muse and ProQuest Central. Students will have access to full library services by accessing their Fairmont State web portal. In addition, the Library utilizes Interlibrary Loan (ILL) to assist students, faculty, and staff by obtaining library materials not available at our own libraries.

6.4.e. Support Service Requirements

Two additional support service personnel are needed; a Skills Lab Coordinator and a Clinical Site Coordinator. Support staff will be available to assist with all programs in the College of Nursing; including the traditional ASN, LPN to ASN, weekend/hybrid ASN, and RN to BSN program tracks and the traditional BSN program.

In order to meet University requirements for the rank of assistant/associate professor, WV Board of Nursing regulations and CCNE national accreditation requirements, the support staff (Skills Lab Coordinator and Clinical Agency Coordinator) must have a:

1. Minimum of a Bachelor of Science in Nursing degree from a regional or national accrediting agency recognized by the U.S. Department of Education and currently enrolled in an MSN program.
2. Current unencumbered RN license in WV.
3. Minimum of 2 years' experience as an RN, preferably in acute care.
4. Preferred national specialty certification in nursing related to the course content and clinical that the faculty would teach.

Support personnel within the College of Nursing that will devote time to the BSN traditional program include the Director of Assessment and Administrative Operations, Program Coordinator for Compliance Tracking and an Academic Advisor. This will not be any additional cost to the College of Nursing.

Total support services expense: (see Section 6.4.g Operating Resource Requirements)

	Year 1	Year 2	Year 3	Year 4	Year 5
Skills Lab Coordinator (0.5 FTE for BSN reflected in this grant)	\$0	\$13,260	\$13,658	\$14,068	\$14,490
Clinical Site Coordinator (0.5 FTE for BSN reflected in this grant)	\$0	\$13,260	\$13,658	\$14,068	\$14,490

6.4.f. Facility requirements

No addition of new or remodeled space is required. The program will be taught online.

6.4.g. Operating Resource Requirements

A summary of operating resource requirements based on Form 2 is included below:

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
FTE Positions					
Full-time Faculty (costs and benefits)	\$170,625	\$208,894	\$347,761	\$490,793	\$505,517
BSN Department Chair	\$24,375	\$25,106	\$25,859	\$26,635	\$27,434
Adjunct Faculty (Theory/Clinical) (\$3,000/credit)	\$0	\$12,000	\$30,000	\$48,000	\$48,000
Other Personnel					
Skills Lab Coordinator (costs and benefits 0.5FTE)	\$0	\$13,260	\$13,658	\$14,068	\$14,490

Clinical Site Coordinator (costs and benefits 0.5 FTE)	\$0	\$13,260	\$13,658	\$14,068	\$14,490
Academic Advisor	\$0	\$0	\$0	\$0	\$0
Clerical Support	\$0	\$0	\$0	\$0	\$0
Total Salaries	\$195,000	\$272,520	\$430,936	\$593,564	\$609,931
Current Expenses					
Repairs and Alterations	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0
Office PCs	\$0	\$0	\$0	\$0	\$0
Library Books/Online Resources	\$0	\$0	\$0	\$0	\$0
Professional Development	\$5,500	\$7,500	\$15,500	\$23,500	\$23,500
Accreditation	\$0	\$25,000	\$0	\$0	\$0
TOTAL COST	\$200,500	\$280,020	\$471,436	\$617,064	\$633,431
Sources of Funding					
General Fund Appropriations (New)					
Tuition and Fees (Nursing Only)	\$ 31,584	\$ 207,790	\$ 491,382	\$ 704,128	\$ 719,635
TOTAL ALL FUNDING	\$ 31,584	\$ 207,790	\$ 491,382	\$ 704,128	\$ 719,635

6.4.h. Source of Operating Resources

The summary of operating resource requirements included in Section 6.4.g, above, provides an overview of the FTE positions, projected expenses and sources of funding for the proposed program. The chart illustrates the *maximum* expected expenses for the first five years of the program, based upon the anticipated cohort enrollment described in Section 6.4.d, above.

Assuming the cohort enrollment meets planned targets, the tuition and fee revenue generated by the program will be reallocated to support and grow the program; that assumption carries throughout the five-year pro forma. The sources of funding identified as General Fund Appropriations in the Section 6.4.g pro forma will be applied against the existing College of Nursing current operating and labor budgets.

To launch the program in year-one, two new faculty lines will need to be added to the College of Nursing budget. , During the first year, the two faculty will be responsible for a limited amount of teaching, developing the program, course syllabi, exams, program sheets, clinical adjunct recruitment, clinical placement arrangements, students, accreditation preparation, and participate in program recruitment. Years two through four will see additional faculty lines added based on nursing specialty. Proposals are currently being prepared to assist with offsetting the cost of adding a new program and increasing program enrollment by at least 30 students. In addition to potential proposals submitted for funding, students will pay the associated tuition and fees assessed by the University and a \$65 dollar per credit nursing course fee. These fees will augment the cost of supplies, etc.

6.5. Program Evaluation

6.5.a. Evaluation Procedures

All course work is evaluated based on exams, clinical course evaluation tools, and rubrics grading for written assignments, case studies, discussion boards, projects, and presentations. Each course has a listing of required deliverables and grading scale. Use of student surveys for feedback will occur at the end of each semester. Dean or BSN Department Chair chats will allow for qualitative evaluation in terms of general discussion of concerns or suggestions for format/content delivery. All survey results will be reviewed, and corrective actions will be taken if needed. Student input is very important especially for new programs. The end of the course survey is completed online and is consistent with the College of Nursing evaluation practices and that of the University. After the completion of the program and within 12-months following graduation, all graduates will receive a confidential survey and be asked to rate their experience and provide feedback on the perceived value of the program. This composite graduate information will be utilized for accreditation purposes, as well as for program assessment, and will include data usually reviewed program evaluation such as proficiency, completion status, and enrollment trends. Additionally, a systematic evaluation of program plan would serve as the basis for program assessment, planning, revisions, and evaluation which is designed to meet the CCNE accreditation standards.

In addition to designing and administering the program faculty will be offered *Quality Matters* training and all courses will be designed and peer-reviewed for compliance with *Quality Matters* standards and the *Quality Matters* rubric. The goal of this effort will be to successfully meet the *Quality Matters* Rubric Standards and achieve eligibility to place *Quality Matters* Certification Mark on all courses in the BSN program

An Advisory Board will be developed to guide program development and ongoing program assessment. The Advisory Board would include vice presidents of nursing/directors of nursing from regional acute care agencies, county health departments, community health centers, and outpatient clinics along with representatives' regional high schools, Senior citizen center, student health, home health/hospice, school nurses, current students and faculty.

Lastly, the annual assessment of all programs at Fairmont State University must be carried out under the process set forth by the Institutional Assessment Council (IAC). This process ensures peer evaluation of the assessment artifacts, evidence, analysis and plan of continuous improvement for each program. The peer evaluation of the assessment report will occur early in the fall term after the first year the new program is offered. The BSN program will also undergo Program Review by the Board of Governors at least every five years.

6.5.b. Accreditation Status

The Bachelor of Science in Nursing traditional program will be designed and administered to meet the Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation and the West Virginia Board of Nursing. The program anticipates seeking initial accreditation within three years of program implementation. Accreditation will require cost for the accreditation visit; additional faculty time and effort will be required of faculty for accreditation, however minimal additional expense will be incurred.

Appendix A

Master Syllabi for New Courses:

Fairmont State University
3 Credit Hour
NURS 3310
Health Promotion and Communication

Course Description: This course focuses on health promotion, risk reduction, teaching/learning, disease prevention and communication across the lifespan (3 credit hours; Lecture: 3 hours class per week).

Course Pre-requisite(s): Admission to the traditional BSN Program.

Course Co-requisite(s): NURS 3332

Course Format: Face-to-face

Course Outcomes and Assessment:

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Describe the behavioral, environmental, and genetic risk factors for chronic diseases.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Exams • Case studies • Assignment # 1 • Assignment # 2 • Journal writing • Family genogram 	80% of students will obtain a 75% or higher in the course
Identify age-appropriate growth and developmental milestones across the lifespan.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, 	<ul style="list-style-type: none"> • Exams • Case studies • Assignment # 1 • Assignment # 2 • Journal writing • Home assessment 	80% of students will obtain a 75% or higher in the course

	<p>ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships.</p> <ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
<p>Implement a personal healthy behavior plan of care.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Exams • Case studies • Assignment # 1 • Assignment # 2 • Journal writing 	<p>80% of students will obtain a 75% or higher in the course</p>

<p>Identify appropriate communication skills across the lifespan.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Exams • Case studies • Assignment # 1 • Assignment # 2 	<p>80% of students will obtain a 75% or higher in the course</p>
<p>Describe communication techniques appropriate for various age groups and cultures.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 	<ul style="list-style-type: none"> • Exams • Case studies • Assignment # 1 • Assignment # 2 • Complementary and Alternative Therapy Group Presentation 	<p>80% of students will obtain a 75% or higher in the course</p>

	<ul style="list-style-type: none"> Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
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Required Textbook and Resources with ISBN:

- Edelman, C. L. & Kudzman, E. C. (2021). Health Promotion throughout the Lifespan. (10th ed.). Elsevier. ISBN-13: 978-0323761406
- McCorry, L. K. & Mason, J. (2020). Communication Skills for the Healthcare Professional. (2nd ed). Wolters Kluwer. ISBN 978-11-496321.

Assignments:

Item	Number	Points Each	Total Points
Assignment # 1: Gordon Health Assessment and Family Genogram	1	25	25
Assignment # 2 Home Assessment Checklist	1	15	15
Journal Writing – 5 journals	5	15	75
Complementary and Alternate Strategy Group Presentation	1	25	25
Exams – 4 exams	4	50	200
Comprehensive Final	1	100	100
TOTAL			440

Grading Scale:

Grade	Percent	Points
A	92-100%	405-440
B	84-91%	370-404
C	75-83%	330-369
D	66-74%	291-329
F	0-65%	0-290

- A grade of “C” or above is required to pass the course and progress in the program.
- Grades will not be rounded, and no extra credit will be given.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Late Assignment

All assignments are to be turned in on time. No assignments will be accepted late without approval of the instructor, prior to the due date. If approval is given, the instructor will establish a new due date. If the student misses the new due date, it will result in a grade of zero.

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		Course Introduction Chapter 1: Foundations for Health Promotion (Edelman) Chapter 1: Communication and the Quality of Care (McCorry)	
2		Chapter 2: Nonverbal Communication (McCorry) Chapter 3: Verbal Communication (McCorry) Chapter 4: Professional Communication and Behavior (McCorry)	Journal # 1
3		Chapter 5: Ethical Issues Related to Health Promotion (Edelman) Chapter 5: Modifying Communication to a Patient's Unique Needs (McCorry) Chapter 6: Adapting Communication to a Patient's Ability to understand (McCorry)	Assignment # 1
4		Chapter 9: Screenings (Edelman) Chapter 7: Cultural Sensitivity (McCorry)	Exam # 1
5		Chapter 10: Health Education (Edelman) Chapter 9: Patient Education (McCorry) Chapter 13: Stress Management (Edelman)	
6		Chapter 11: Nutrition Counseling (Edelman) Chapter 12: Exercise (Edelman)	Journal # 2
7		Chapter 15: Overview of Growth and Development (Edelman) Chapter 16: The Childbearing Period (Edelman)	
8		Chapter 17: Infants (Edelman)	Exam # 2
9		Chapter 18: Toddler (Edelman) Chapter 19: Preschool Child (Edelman)	Assignment # 2
10		Chapter 20: School-Age Child (Edelman)	Exam # 3 Journal # 3

		Chapter 21: Adolescent (Edelman)	
11		Chapter 22: Young Adults (Edelman) Chapter 23: Middle-Aged Adults (Edelman)	
12		Chapter 24: Older Adults (Edelman)	Journal # 4
13		Chapter 25: Health Promotion for the 21 st Century (Edelman)	Exam # 4
14		Chapter 14: Complementary and Alternate Strategies (Edelman)	Group Presentation Journal # 5
15		Comprehensive Final	Comprehensive Final

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Assignment # 1: Gordon Health Assessment and Family Genogram

Purpose: To assist students in communicating with a patient while completing an individual health history and a family genogram.

Directions:

1. Obtain a family health history of a classmate using the Gordon Health Assessment Tool.
2. Obtain and draw a 3-generation family genogram.
3. Identify opportunities for the nurse to provide patient education regarding changes in health promotion activities.

Perform a self-reflection on your verbal and nonverbal communication skills as you collected the data. Identify what you found difficult and what will you do to improve your skills.

Assignment # 2: Home Assessment Checklist

Directions: Many people suffer home injuries each year. The following checklist should be completed at least every other year by each household to minimize any safety risk to the occupants. Homes with children, handicap individuals, or elderly many need to include additional assessments appropriate to each individual. Mark yes or no for each of the following questions. Then develop a plan to address areas of concern (marked as no).

	Yes	No
Home Security		
1. House numbers clearly visible from the street, even at night?		
2. Doors and windows clearly visible from the street?		
3. Automatic light timers installed internally?		
4. Sensor-activated lights installed externally?		
5. All darkened areas around the house able to be illuminated?		
6. Front light bright enough for night-time callers to be clearly seen?		
7. Lights left on when you leave?		
8. All external wooden doors solid core?		
9. Quality security screen doors installed at all external entrances?		

10. All external doors fitted with dead bolt locks?		
11. Door locks keyed alike so one key unlocks all doors?		
12. Emergency escape routes planned?		
13. Keys not hidden outside?		
14. Front door fitted with wide-angle peephole and safety chain?		
15. Garage/garden shed locked when not in use?		
16. Garden tools locked away when not in use?		
17. Security alarm installed, used and serviced regularly?		
General Household		
1. Stairwells well light?		
2. Are handrails on both sides of staircases (which can be easily grasped)?		
3. Are nonskid treads used on stairs?		
4. Is a telephone present?		
5. Are emergency numbers written in large print and kept near the phone?		
6. Are walkways free of toys, small objects, electrical cords, etc.?		
7. Are electrical cords in good repair (no frays, multiple cords in one outlet, etc.)?		
8. Is the temperature in the home within a comfortable range?		
9. Is furniture arranged to allow for free movement in heavily traveled areas?		
10. Is furniture sturdy enough to offer support?		
11. If fireplaces or other heating devices are present, do they have protective screens?		
12. Are smoke detectors present (esp. in kitchen and bedroom)?		
13. Are smoke detector batteries changes twice yearly (Fall and Spring)?		
14. Are basements and attics easy to get to, well lighted, and well ventilated?		
15. Are loose rugs present in the home?		
Kitchen		
1. Are there loose extension cords, small sliding rugs, and slippery linoleum tiles present?		
2. Are there large easily readable dials present on the stove or other appliances, with the "on" and "off" positions clearly marked?		
3. Is the refrigerator in good working order?		
4. Is the refrigerator clean, free of odor, and moldy food?		
5. Are spaces for food storage adequate? Are shelves at eye level and easily reached?		
6. Is a study stepladder present for reaching items on high shelves?		
7. Are electrical circuits overloaded with too many appliances?		
8. Are electrical appliances disconnected when not in use?		
9. Are sharp objects (such as knives) kept in special holders?		
10. Are cleaning fluids, polishes, bleaches, detergents, and all poisons stored separately and clearly marked?		
11. Are kitchen chairs sturdy with high backs and arm rests?		
12. Are pot holders available for removing pots and pans from the stove/oven?		
13. Is baking soda available in case of fire?		
14. Is the microwave clean?		
15. Is the stove free from flammable objects?		
16. Is a fire extinguisher present and up to date?		
Bathroom		
1. Are grab bars in the bath, in the shower, and around the toilet?		
2. Are toilet seats high enough to get off of without difficulty?		
3. Can the bathroom door be easily closed to ensure privacy?		
4. Are bathroom doorways wide enough for wheelchairs and walkers?		
5. Are there nonskid rubber mats in the bath, in the shower, and on the floor?		
6. Are medications stored safely?		
7. Do medication containers have childproof tops? Are they labeled in large print?		

8. Have all outdated medications been discarded?		
9. Can the water temperature be easily regulated?		
10. Are electrical cords, outlets, and appliances a safe distance from the tub?		
11. Are razor blades kept in a safe place?		
12. Is a first aid kit available?		
Bedroom		
1. Is there adequate lighting from the bedroom to the bathroom?		
2. Are lights easily accessible? (If not suggest a flashlight be kept by the bedside?)		
3. Are beds in good repair?		
4. Are beds at the proper height to allow for easy transfer on and off without difficulty?		
5. Do bedroom rugs have nonskid rubber backings?		

Plans for improvement

Journal Writing Assignments

Journal # 1	Identify the 5 most important things in your life and why. Must be typed using APA format.
Journal # 2	Develop a personal health promotion plan, SMART goals and a personal behavioral modification plan which focuses on screenings and immunizations. Your SMART goals should be completed by the end of the semester. Develop a personal health promotion plan, SMART goals and a personal behavioral modification plan which focuses on screenings and immunizations. Your SMART goals should be completed by the end of the semester.
Journal # 3	Update progress toward meeting health promotion goals on a daily basis and include vital signs, nutrition, and exercise goals and progress toward meeting goals. Use the SMART format for writing your goals, which should be met by the end of the semester.
Journal # 4	Update progress toward meeting health promotion goals on a daily basis with revisions to plan/goals as needed. Add stress management goals and progress toward meeting goals. Use SMART format for writing your goals, which should be written by the end of the semester.
Journal # 5	<p>Update progress toward meeting health promotion goals on a daily basis with revisions to plan/goals as needed.</p> <p>You are currently ordered the following medications, which you will need to take for 5 days.</p> <p>HCTZ 25 mg PO QD (8am) Furosemide (Lasix) 40 mg PO BID (6am – 6pm) Digoxin (Lanoxin) 0.125 mg PO QD (8am) – peach Metformin (Glucophage) 500 mg 2 tablets twice a day (8am and 6pm) Simvastatin (Zocor) 80 mg PO every day (6pm) – pink Captopril (Capoten) 25 mg PO every 8 hours (8am – 4pm- 12 midnight) - blue</p> <p>Reflect on any difficulties you had following your medication regimen, doses missed, financial impact, etc.</p>

Fairmont State University
3 Credit Hours
NURS 3332
Health Assessment and Physical Examination of Persons

Course Description: This course provides the students with the knowledge and skill necessary to perform a comprehensive health assessment (Credit Hours: 3; Lecture: 3 hours class per week, 45 hours of clinical during semester).

Course Pre-requisite(s): Admission to the traditional BSN Program.

Course Co-requisite(s): NURS 3310

Course Format: Face-to-face

Course Outcomes and Assessment:

Course Learning Outcomes	Alignment to Program Outcome	Assessments/ Assignments	Performance Indicator
Obtain a complete health history.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development 	<ul style="list-style-type: none"> • Competency evaluations • Video recordings • Clinical discussions. 	80% of students will obtain a 75% or higher in the course.

	of health policy and delivery of population health.		
Obtain subjective/objective data on the health status of a person.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 	<ul style="list-style-type: none"> • Competency evaluations • Video recordings • Clinical discussions 	80% of students will obtain a 75% or higher in the course.
Perform a comprehensive physical assessment.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. 	<ul style="list-style-type: none"> • Competency evaluations • Video recordings • Clinical discussions 	80% of students will obtain a 75% or higher in the course.

	<ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 		
<p>Perform a focused physical assessment.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision 	<ul style="list-style-type: none"> • Competency evaluations • Video recordings • Clinical discussions 	<p>80% of students will obtain a 75% or higher in the course.</p>

	<p>making and innovation in the provision of quality person-centered care.</p> <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 		
Perform and interpret vital signs.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 	<ul style="list-style-type: none"> • Competency evaluations • Video recordings • Clinical discussions 	80% of students will obtain a 75% or higher in the course.
Differentiate expected vs. unexpected	<ul style="list-style-type: none"> • Integrate a background in the 	<ul style="list-style-type: none"> • Competency evaluations 	80% of students will obtain a 75% or

assessment findings.	<p>liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 	<ul style="list-style-type: none"> • Video recordings • Clinical discussions 	higher in the course.
Provide person centered care to the assessment process.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based 	<ul style="list-style-type: none"> • Competency evaluations • Video recordings • Clinical discussions 	80% of students will obtain a 75% or higher in the course.

	<p>innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships.</p> <ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 		
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Required Textbook and Resources with ISBN:

- Jenson, S. (2019). Nursing Health Assessment: A Best Practice Approach. (3rd ed.). Lippincott Williams & Wilkins. ISBN: 9781496349170
- Shadow Health Inc. (2021). Health Assessment (Digital Clinical Experience Access Subscription). Shadow Health. ISBN: 9780989788816

Assessments/Assignments

Week	Assignment	Assessment	Points
1	Class Introductions		10
2	Shadow Health Orientation	Shadow Health	10
3	❖ Chapter 4 Documentation and Interprofessional Communication	Communication Discussion	10
4	❖ Chapter 2 ❖ Health History/Interview	Written Assignment	
5	Cultural Assessment ❖ Chapter 10	Discussion	50
6	❖ Special Assessments Chapters 6-10	Video assignment	50
7	❖ Skin, Hair, Nails Chapter 11	Shadow Health	50
8	Genetics and genomics	Discussion	50
9	HEENT ❖ HEENT Eyes, ears, nose, throat Chapters 12-15	ENT Noah Case study Shadow Health	50
10	❖ Thorax and Lungs Assessment Chapter 16	Video Assignment	60
11	❖ Neurological Chapter 22	Video Assignment	50
12	❖ Musculoskeletal ❖ Chapter 21	Shadow health	50

13	❖ Heart, Vascular, and Lymphatic Systems Chapters 17 and 18	CV Video Assessment	30
14	❖ Special Populations ❖ Chapter 25, 26, 27, 28	Discussion	
15	Shadow Health Website Comprehensive Exam		100
			Total Possible Points

Grading Scale:

Grade	Percent	Points
A	92-100%	500-540
B	84-91%	445-499
C	75-83%	405-444
D	66-74%	360-404
F	0-65%	0-359

In order to pass the course with a grade of “C” or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of “D” or “F” depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of “D” (if only one clinical component is unsatisfactory) or “F” (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

**The Course Timeline is subject to change.
Students will be notified of any changes through Blackboard communication.**

Fairmont State University
NURS 3400
3 Credit Hours
Foundations of Nursing

Course Description: This course lays the foundation for development of clinical judgement in the provision of compassionate person-centered care (Credit hours: 6; Lecture 4 hours class per week and 90 hours of clinical during the semester).

Course Pre-requisite(s): NURS 3310 and NURS 3332

Course Co-requisite(s): NURS 3401 and NURS 3402

Course Format: Face-to-face

Course Outcomes and Assessment:

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Use clinical judgment skills as a framework for clinical decision making and establishment of person-centered care.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing 	<ul style="list-style-type: none"> • Exams • Vsims • Clinical evaluations 	80% of students will obtain a 75% or higher in the course.

	by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes.		
Identify strategies to promote safe, effective person-centered care.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Exams • Vsims • Clinical evaluations 	80% of students will obtain a 75% or higher in the course.
Develop inter-professional	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, 	<ul style="list-style-type: none"> • Exams • Vsims 	80% of students will obtain a 75% or higher in the course.

<p>communication skills.</p>	<p>and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Clinical evaluations 	
<p>Develop professional role responsibility in the delivery of person-centered care.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced- 	<ul style="list-style-type: none"> • Exams • Vsims • Clinical evaluations 	<p>80% of students will obtain a 75% or higher in the course.</p>

	<p>based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships.</p> <ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
<p>Identify evidence-based practice guidelines to improve quality of care.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the 	<ul style="list-style-type: none"> • Exams • Vsims • Clinical evaluations 	<p>80% of students will obtain a 75% or higher in the course.</p>

	provision of quality person-centered care. <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
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Required Textbook and Resources with ISBN:

- Pocket Nurse: Blue Skills Tote Bag (*Purchased from University Bookstore*)
- Portable Simulation Lab Kit (*Purchased from the University Bookstore*)
- Taylor, C. (2018). *Fundamentals of Nursing: The Art and Science of Person-Centered Care*. (9th ed). Wolters Kluwer. ISBN: 9781496362179
- Taylor, C. (2021). *Taylor's Fundamentals of Nursing (Enhanced CoursePoint Plus 4.0 Access Code)*. Lippincott Williams & Wilkins. ISBN: 9781975123901
- Lynn, P. (2018). *Taylor's Clinical Nursing Skills: A Nursing Process Approach*. (5th ed). Lippincott Williams & Wilkins. ISBN: 9781496362179
- Ogden's S. (2019). *Calculation of Drug Dosages: A Work Text*. (11th ed.). Evolve. ISBN: 978-0323551281

Assessments/Assignments

Component	Points Each	Total Points
Testing Component		
6 Unit Exams	100	600
1 Final HESI Exam	60	60
		660 Test Points
Assignment Component		
1 Computer Practice Quiz	5	5
5 Adaptive Quiz Journals – PrepU Questions	10	50
4 vSim Assignments - thePoint	20	80
2 Medication Math Quizzes	10	20
		155 Assignment Points
Course Total		815 Total Points

Evaluation and Grading Scale

Exam Point Calculation: Students are required to pass the exam (test) portion of the course with a 75% average before the assignment components for the course will be added into the final grade calculation.

Grade	Grading Scale	Points Needed
A	92-100%	608-660
B	84-91%	555-607
C	75-83%	495-554

Final Grade Calculation: Students must pass the clinical component of courses in order to pass the course.

Grade	Grading Scale	Points Needed
A	92-100%	750-815
B	84-91%	685-749
C	75-83%	612-684
D	66-74%	
F	0-65.9%	

In order to pass the course with a grade of “C” or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of “D” or “F” depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of “D” (if only one clinical component is unsatisfactory) or “F” (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

COURSE ASSIGNMENTS:

Medication Math: The nurse *must* be able to apply mathematical concepts to real life situations in which a patient's well-being or even life itself is at stake. Therefore, when performing dosage calculations, “*no error*” is the only acceptable goal and all students are expected to be competent in the calculation of drug dosages.

*** The student must receive: 100% on the Dosage Calculation Competency to progress in the nursing program.**

Adaptive Quiz Journals: Adaptive Quiz journaling will be kept according to the dates posted on the calendar. Each student will do an adaptive quiz journal on the material that is covered in class. A journal will be completed for the questions and this is what is graded according to the rubric.

vSim for Nursing Activities: vSim for nursing activities are a resource on thePoint that is completed with most unit exams and is due before the exam. Students must complete the ‘Suggested Reading’, ‘Pre-Simulation Quiz’, vSim, and the ‘Post-Simulation Quiz’ for the assignment. The ‘Pre-Simulation Quiz’ is worth 5 points, the vSim is worth 10 points, and the ‘Post-Simulation Quiz’ is worth 5 points if completed by the due date. The vSim activities can be completed as many times as needed.

Course Timeline:

<u>Week/Unit:</u>	<u>Date:</u>	<u>Topic(s)/Readings:</u>	<u>Graded Assignments /Due Dates & Times:</u>
1) Unit 1	8/10/21 & 8/12/21	<ul style="list-style-type: none"> ➤ Health, Wellness & Health Disparities Chapter 3 ➤ Basic Human Needs <i>Chapter 4</i> 	N/A
2) Unit 1	8/17/21 & 8/19/21	<ul style="list-style-type: none"> ➤ The Nursing Process <i>Chapters 14, 15, 16, 17, and 18</i> ➤ Basic Concepts of Critical Thinking <i>Chapters 13, 17, and 18</i> ➤ Vital Signs <i>Chapter 25</i> ➤ Cardiopulmonary Function and Oxygenation <i>Chapter 39</i> 	N/A
3) Unit 1 & Unit 2	8/24/21 & 8/26/21	<ul style="list-style-type: none"> ➤ Cardiopulmonary Function and Oxygenation (continued) Chapter 39 <i>Chapter 26, "Health Assessment". Pages: 714- 721</i> <i>(Unit 2 Exam Content)</i> ➤ Growth & Development: Overview <i>Chapter 21</i> ➤ Adolescent & Young Adult <i>Chapter 22</i> ➤ Growth & Development: Middle and Older Adult Chapter 23 	❖ Practice Quiz (5 points)
4) Unit 2	8/31/21 & 9/2/21	<ul style="list-style-type: none"> ➤ Asepsis, Infection Prevention and Control <i>Chapter 24</i> 	❖ Unit 1 Exam – 8/31/2021 at 8 am (100 points)
5) Unit 2	9/7/21 & 9/9/21	<ul style="list-style-type: none"> ➤ Urinary Elimination and Urinary Bladder Catheterization <i>Chapter 37</i> ➤ Introduction to Therapeutic Communication: <i>Chapter 8</i> 	N/A
6) Unit 3	9/14/21 & 9/16/21	<ul style="list-style-type: none"> ➤ Overview of Medication Administration ➤ Administering Medications: Oral, Topical, Inhalation, and Irrigation 	<ul style="list-style-type: none"> ❖ Unit 2 Exam – 9/14/2021 at 8 am (100 points) ❖ Adaptive Quiz Journal – 9/14/21 at 7:59 am ❖ Kim Johnson vSim – 9/14/21 at 7:59 am
7) Unit 3	9/21/21 & 9/23/21	<ul style="list-style-type: none"> ➤ Administering Medications: Parenteral Medications <i>Chapter 29</i> ➤ Comfort/Pain <i>Chapter 35</i> ➤ MSK/Neuro Assessment <i>See Chapter 26: Health Assessment and Skill 260-2 in Taylor's Clinical Skill Textbook pages: 728-735</i> 	N/A

8) Unit 3	9/28/21 & 9/30/21	➤ Skin Integrity and Wound Care <i>Chapter 32</i>	❖ Unit 3 Exam – 9/30/2021 at 8 am (100 points) ❖ Adaptive Quiz Journal – 9/30/21 at 7:59 am ❖ Josephine Morrow vSim 9/30/21 at 7:59 am
9) Unit 4	10/5/21 & 10/7/21	➤ Ethics and Values <i>Chapter 6</i> ➤ Legal Implications in Nursing Practice <i>Chapter 7</i> ➤ Client Education <i>Chapter 9</i> ➤ Sleep <i>Chapter 34</i>	N/A
10) Unit 4	10/12/21 & 10/14/21	➤ Documentation <i>Chapter 19</i> ➤ Managing Patient Care <i>Chapter 10, 12 and 13</i> <i>Prioritization, Delegation, and</i> <i>Management of Care Textbook</i>	❖ Unit 4 Exam – 10/14/2021 at 8 am (100 points) ❖ Adaptive Quiz Journal – 10/14/21 at 7:59 am ❖ Sara Lyn vSim – 10/14/21 at 7:59 am
11) Unit 5	10/19/21 & 10/21/21	➤ Fluids and Electrolytes <i>Chapter 40</i> ➤ Bowel Elimination <i>Chapter 38</i> <i>Abdominal Assessment:</i> <i>Chapter: 26 (pages: 724-725)</i>	N/A
12) Unit 5	10/26/21 & 10/28/21	➤ Nutrition <i>Chapter 36</i>	❖ Unit 5 Exam – 10/28/2021 at 8 am (100 points) ❖ Adaptive Quiz Journal – 10/28/21 at 7:59 am ❖ Rashid Ahmed vSim – 10/28/21 at 7:59 am
13) Unit 6	11/2/21 & 11/4/21	➤ Culture and Ethnicity <i>Chapter 5</i> ➤ Spiritual Health <i>Chapter 46</i> ➤ Self-Concept <i>Chapter 41</i> ➤ Sexuality and Reproduction <i>Chapter 45</i>	N/A
14) Unit 6	11/9/21 & 11/11/21	➤ Stress and Adaptation <i>Chapter 42</i> ➤ Professional Communication <i>Supplemental Information Provided</i>	❖ Unit 6 Exam – 11/11/2021 at 8 am (100 points) ❖ Adaptive Quiz Journal – 11/11/21 at 7:59 am
Finals Week	Wednesd ay11/17/ 21	➤ Finals Week	❖ HESI Final Exam – 11/17/2021 at 8 am (60 points)

**The Course Timeline is subject to change.
Students will be notified of any changes through Blackboard communication.**

Fairmont State University
3 Credit Hour
NURS 3401
Pharmacology

Course Description: The course focuses on principles of pharmacology and pharmacotherapeutics. Characteristics and uses of major drug groups and safe medication administration will be emphasized with consideration given to person-centered responses to specific drugs (Credit Hours: 3; Lecture 3 hours of class per week).

Course Co-requisite(s): NURS 3400 and NURS 3402

Course Format: Face-to-Face

Course Outcomes and Assessment:

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Determine principles of safe administration of medications.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. 	<ul style="list-style-type: none"> • Exams • Case study 	80% of students will obtain a 75% or higher in the course.
Examine legal, ethical, social and cultural issues related to medication administration.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. 	<ul style="list-style-type: none"> • Exams • Case study 	80% of students will obtain a 75% or higher in the course.

	<ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
Describe major classifications of drugs used in treatment of acute and chronic physiological alterations.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 	<ul style="list-style-type: none"> • Exams • Case Study 	80% of students will obtain a 75% or higher in the course.
Apply components to the nursing process to the administration of medications in the provision of person-centered care.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. 	<ul style="list-style-type: none"> • Exams • Case study 	80% of students will obtain a 75% or higher in the course.

	<ul style="list-style-type: none"> Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 		
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Required Textbook and Resources with ISBN:

- Lilley, Rainforth, Collins, & Snyder. (2020). Pharmacology and the Nursing Process. 9th Ed. Elsevier. ISBN: 9780323529495.

Assignments:

Item	Number	Points Each	Total Points
Exam 1		50	
Exam 2		50	
Exam 3		50	
Exam 4		50	
Final		100	
		300	300

Grading Scale:

Grade	Percent	Points
A	92-100%	276-300
B	84-91%	252-275
C	75-83%	225-251
D	66-74%	
F	0-65%	

- A grade of “C” or above is required to pass the course and progress in the program.
- Grades will not be rounded, and no extra credit will be given.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Late Assignment

All assignments are to be turned in on time. No assignments will be accepted late without approval of the instructor, prior to the due date. If approval is given, the instructor will establish a new due date. If the student misses the new due date, it will result in a grade of zero.

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		The nursing Process and Safe Administration of Medications	

2		Anti-infective and Anti-inflammatory Drugs	
3		Drugs Affecting the Respiratory System	exam
4		Drugs Affecting the Central Nervous System	
5		Drugs Affecting the Autonomic Nervous System	
6		Dermatologic, Ophthalmic, and Otic Drugs	exam
7		Drugs Affecting the Cardiovascular	
8		Drugs Affecting the Renal Systems	
9		Drugs Affecting the Gastrointestinal System	exam
10		Drugs Affecting the Central Nervous System	
11		Drugs Affecting the Endocrine	.
12		Drugs Affecting the Endocrine and Reproductive Systems	exam
13		Drugs Affecting the Reproductive Systems	
14		Drugs Affecting the Gastrointestinal System	
15		Finals	Final

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hours
Nursing 3402
Drug Calculations

Course Description: This course focuses reading, interpreting, and solving drug calculation problems encountered in the preparation of medications (Credit Hours: 3; Lecture: 3 hours class per week).

Course Co-requisite(s): NURS 3400 and NURS 3401

Course Format: Online

Course Outcomes and Assessment:

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Identify components of medication labels.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 	<ul style="list-style-type: none"> • Exams 	80% of students will obtain a 75% or higher in the course.

<p>Interpret healthcare provider orders regarding medications.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 	<ul style="list-style-type: none"> • Exams 	<p>80% of students will obtain a 75% or higher in the course.</p>
<p>Solve drug dosage calculations for persons across the lifespan.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, 	<ul style="list-style-type: none"> • Exams 	<p>80% of students will obtain a 75% or higher in the course.</p>

	<p>evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships.</p> <ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 		
<p>Calculate safe dose range of medications.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality 	<ul style="list-style-type: none"> • Exams 	<p>80% of students will obtain a 75% or higher in the course.</p>

	<p>person-centered care.</p> <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 		
Describe legal and ethical principles associated with medication administration.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 	<ul style="list-style-type: none"> • Exams 	80% of students will obtain a 75% or higher in the course.

Required Textbook and Resources with ISBN:

- Ogden's S. (2019). Calculation of Drug Dosages: A Work Text. (11th ed.). Evolve. ISBN: 978-0323551281

The following link describes the characteristics of a successful online student:

http://www.fairmontstate.edu/academics/distancelearning/successful_student.asp

Assessments/Assignments

See calendar at the end of the syllabus

Evaluation and Grading Scale

Item	Points Each	Total Points
Chapter Post-test	10	170
Unit Exams	50	250
Comprehensive Final	100	100

Exam Point Calculation

Grade	Grading Scale	Points Needed
A	92-100%	479-520
B	84-91%	437-478
C	75-83%	390-436
D	66-74%	344-389
F	0-65.9%	0-343

A grade of "C" or above is required to pass the course and progress in the program. Grades will not be rounded, and no extra credit will be given.

Grading and Progression

A grade of "C" or above is required in all courses. Classes in which a "D" or lower was recorded and developmental course credit hours will not count toward the credit hours required to graduate (60 for ASN and 120 for BSN). Students must maintain a 2.0 GPA or higher to progress in the ASN or BSN Program. In addition, nursing courses that are older than five years old must be repeated.

Course Timeline:

WEEKS	CHAPTERS CONTENT	Assignments	Points
Week 1	Course Introduction Chapters 4 & 5 Ratio and Proportions	Chapter 4 Post Test 1 and 2 – must show your work to receive credit	10 points
		Chapter 5 Post Test 1 and 2 – must show your work to receive credit	10 points
Week 2	Chapter 6: Metric and Household Measurements	Chapter 6 Post Test 1 and 2 – must show your work to receive credit	10 points
Week 3	Chapter 7: Calculations Used in Patient Assessments Exam Chapters 4-6	Chapter 7 Post Test 1 and 2 – must show your work to receive credit Exam	10 points
Week 4	Chapter 8: Safety in Medication Administration Chapter 9: Interpretation of the Licensed Prescriber's Orders	Chapter 8 Post Test 1 and 2 – must show your work to receive credit	10 points
		Chapter 9 Post Test 1 and 2 – must show your work to receive credit	10 points
Week 5	Chapter 10: Reading Medication Labels Chapter 11: Oral Dosages	Chapter 10 Post Test 1 and 2 – must show work to receive credit	10 points
		Chapter 11 Post Test 1 and 2 – must show work to receive credit	10 points
Week 6	Chapter 11: Oral Dosages Exam Chapters 4-10 (Comprehensive)	Exam	
Week 7	Chapter 12: Parenteral Dosages	Chapter 11 Post Test 1 and 2 – must show work to receive credit	10 points
		Chapter 12 Post Test 1 and 2 – must show work to receive credit	10 points
Week 8	Chapter 13: Dosages Measured in Units Exam Chapters 4-12 (Comprehensive)	Chapter 13 Post Test 1 and 2 – must show work to receive credit	10 points
		Exam	
Week 9	Chapter 14: Reconstitution of Medications Chapter 15: Intravenous Flow Rates	Chapter 14 Post Test 1 and 2 – must show work to receive credit	10 points
		Chapter 15 Post Test 1 and 2 – must show work to receive credit	10 points
Week 10	Chapter 15: Intravenous Flow Rates Chapter 16: IV Flow Rates for Dosages Measured in Units	Chapter 16 Post Test 1 and 2 – must show work to receive credit	10 points
Week 11	Chapter 17: Critical Care IV Flow Rate Exam Chapters 4-16 (Comprehensive)	Exam	
Week 12	Chapter 17: Critical Care IV Flow Rate Chapter 19: Obstetric Dosages	Chapter 17 Post Test 1 and 2 – must show work to receive credit	10 points
		Chapter 19 Post Test 1 and 2 – must show work to receive credit	10 points
Week 13	Chapter 18: Pediatric Dosages	Chapter 18 Post Test 1 and 2 – must show work to receive credit	10 points
Week 14	Exam Chapters 17-19	Exam	

Week 15	Final Review Final Exam Comprehensive	Exam	

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hours
NURS 3600
Adult Health I

Course Description: This course focuses on nursing care of adults with acute and chronic physiological alterations in a variety of care environments. This is the first of a two-part course series. (Credit Hours: 6; Lecture 4 hours class per week and 90 hours of clinical during the semester).

Course Pre-requisite(s): NURS 3400

Course Co-requisite(s): NURS 3360 and NURS 3610

Course Format: Face-to-face

Course Outcomes and Assessment:

Course Outcomes	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Provide person centered care to the adult population with acute and chronic physiological alterations in a variety of care environments.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and 	<ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion, • Case studies • Competency evaluations. 	80% of students will obtain a 75% or higher in the course.

	<p>delivery of population health.</p> <ul style="list-style-type: none"> • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
<p>Describes the nursing process as a basis for clinical judgement in adults with acute and chronic physiological alterations.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of 	<ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion, • Case studies • Competency evaluations. 	<p>80% of students will obtain a 75% or higher in the course.</p>

	nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes.		
Follow professional standards and guidelines while providing safe clinical person-centered care.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and 	<ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion, • Case studies • Competency evaluations. 	80% of students will obtain a 75% or higher in the course.

	interprofessional partnerships aimed at improving person-centered and health system outcomes.		
Demonstrate clinical judgement when implementing evidence-based practice nursing interventions.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered 	<ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion, • Case studies • Competency evaluations. 	80% of students will obtain a 75% or higher in the course.

	and health system outcomes.		
Demonstrate professional role responsibility in the delivery of person -centered care as an entry level professional nurse.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion, • Case studies • Competency evaluations. 	80% of students will obtain a 75% or higher in the course.

Required Textbooks and Resources with ISBN:

- Ignatavicius, D., Rebar, C. & Workman, L. (2020). Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care. (10th ed.). Evolve. ISBN 978-0323612418.
- Ignatavicius, D., Rebar, C. & Workman, L. (2020). Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care. (10th ed.). Online Resources.
- Pagna, K., Pagana T. & Pagana T. (2020). Mosby's Diagnostic & Laboratory Test Reference. (15th ed). Elsevier. ISBN: 9780323675192.
- Kizior, R. & Hodgson, K. (2021). Saunders Nursing Drug Handbook 2022. (1st ed). Elsevier. ISBN 9780323798907.
- Adaptive Quizzing for Medical-Surgical Nursing. Next Generation. (Online Resource).

Assessments/Assignments

Component	Points Each	Total Points
Testing Component		
	100	100
ONC	100	100
RESP	100	100
MS	100	100
GI	100	100
ATI Final Exam		
Total Test Points		
Assignment Component		
	20	20
	20	20
	20	20
	20	20

Grading Scale:

Grade	Percent	Points
A	92-100%	506-550
B	84-91%	462-505
C	75-83%	413-461
D	68-74%	374-412
F	0-67%	0-373

In order to pass the course with a grade of "C" or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of "D" or "F" depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of "D" (if only one clinical component is unsatisfactory) or "F" (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

CourseTimeline:

Week	Date	Topic	Assignment
1		Course Introduction Care of Patients with Diabetes Mellitus Chapter 59	
2		Problems with Fluid, Electrolytes and Acid Base Balance Chapters 13-15	Diabetes Case Study
3		Problems with Fluid, Electrolytes and Acid Base Balance Chapter 13-15	F&E/Acid Base Case Study
4		Problems of Respiratory System Chapters 25&28	Exam #1
5		Problems of Respiratory System Chapters 26&27	Respiratory Case Study
6		Problems with Immunity Chapters 16, 28, 21	Exam #2
7		Problems with Immunity Chapter 17	HIV/AIDS Case Study
8		Problems with Immunity Chapters 19&20	Oncology Case Study
9		Problems of Gastrointestinal System Chapters 48-50	Exam #3
10		Problems of Gastrointestinal System Chapters 51-52	GI Case Study
11		Problems of Gastrointestinal System Chapters 53-55	GI Study
12		Problems of Musculoskeletal System Chapters 44-46	Exam #4
13		Problems of Musculoskeletal System Chapters 44-46	M/S Case Study
14		Problems of Musculoskeletal System Chapters 42-43	Exam #5
15		Final Exam	

**The Course Timeline is subject to change.
Students will be notified of any changes through Blackboard communication.**

Fairmont State University
3 Credit Hour
NURS 3610
Mental and Behavior Health

Course Description: This course focuses on nursing care of persons with acute, chronic, and complex mental/behavioral health problems across the lifespan (Credit Hours: 4; Lecture 3 hours class per week and 45 hours of clinical during the semester).

Course Co-requisite(s): NURS 3600

Course Format: Face-to-face

Course Outcomes and Assessment:

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Provide person-centered care to the adult population with mental and behavioral alterations in a variety of care environments.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Unit Exams • HESI • PrepU • Case Studies • Clinical Experience 	80% of students will obtain a 75% or higher in the course.
Describe the nursing process as a basis for clinical judgement in adults with mental or behavioral health alterations.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care 	<ul style="list-style-type: none"> • Unit Exams • HESI • PrepU • Clinical Experience 	80% of students will obtain a 75% or higher in the course.

	<p>and health systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. 		
<p>Follow professional standards and guidelines while providing safe clinical person-centered care.</p>	<ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. <p>Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes.</p>	<ul style="list-style-type: none"> • Unit Exams • HESI • PrepU • Clinical Experience 	<p>80% of students will obtain a 75% or higher in the course.</p>
<p>Demonstrate clinical judgement when implementing evidence-based practice nursing interventions.</p>	<ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. 	<ul style="list-style-type: none"> • Unit Exams • HESI • PrepU • Clinical Experience 	<p>80% of students will obtain a 75% or higher in the course.</p>
<p>Integrate the principles of therapeutic communication that facilitate interactions with persons and members of the healthcare team.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. 	<ul style="list-style-type: none"> • Unit Exams • HESI • PrepU • Experience 	<p>80% of students will obtain a 75% or higher in the course.</p>

	<ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
Discuss strategies for safe management of persons experiencing behavioral or mental health disorders.	<ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. 	<ul style="list-style-type: none"> • Unit Exams • HESI • PrepU • Clinical Experience 	80% of students will obtain a 75% or higher in the course.

Required Textbook and Resources with ISBN:

- Boyd, M. (2021). Psychiatric Nursing. (7th ed). Wolters Kluwer. ISBN 9781975161187
- Boyd, M. (2021). Psychiatric Nursing. (7th ed). Wolters Kluwer ISBN 101451192436 (CoursePointsPlus)

Assignments:

Component	Points Each	Total Points
Testing Component		
Unit Exam (1 – 5)	100	500
HESI Final	50	50
Total Test Points (need 412.5 above for 75%)	-	550
Assignment Component		
Self- Concept Paper	25	25
Self-Reflection Paper	25	25
Post Conference Presentation	20	20
VSIMS Assignments (5 total)	10	50
Process Recording	50	50
Journal Entries 5 total	5	25
Milieu Project	20	20
Prep U (12 total)	10	120
Mental Health Case Study	10	10
Total Assignment Points		345
Grand Total	-	895

Exam Grading Scale:

Grade	Grading Scale	Points Needed
A	92-100%	506-550
B	84-91%	462-500.5
C	75-83%	412.5-465.5
D	66-74%	363-407
F	0-65.9%	0-357.5

In order to pass the course with a grade of “C” or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of “D” or “F” depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of “D” (if only one clinical component is unsatisfactory) or “F” (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
Wk. 1-3/Unit 1		Chapters 5, 9, 2, 14, 7, 8, 9, 25, 37	See Lecture and Exam Schedule
Prep U		Chap 25, 9	See Lecture and Exam Schedule
Wk. 3-6 Unit 2		Chapters 4, 22, 30, 40, 41	See Lecture and Exam Schedule
Prep U		Chap 4, 22, 30	See Lecture and Exam Schedule
Wk. 7-9 Unit 3		Chapters 31, 13, 15, 35, 36,	See Lecture and Exam Schedule
Prep U		Chap 31, 35, 36	See Lecture and Exam Schedule
Wk. 9-12 Unit 4		Chapters 28, 29, 32, 24, 23, 20	See Lecture and Exam Schedule
Prep U		Chap 23, 24, 28, 29	See Lecture and Exam Schedule
Wk. 12-14 Unit 5		Chapters 42, 3, 38, 19, 9	See Lecture and Exam Schedule

Wk. 1-3/Unit 1		Chapters 5, 9, 2, 14, 7, 8, 9, 25, 37	See Lecture and Exam Schedule
Prep U		Chap 25, 9	See Lecture and Exam Schedule
Wk. 3-6 Unit 2		Chapters 4, 22, 30, 40, 41	See Lecture and Exam Schedule
Prep U		Chap 4, 22, 30	See Lecture and Exam Schedule
Wk. 7-9 Unit 3		Chapters 31, 13, 15, 35, 36,	See Lecture and Exam Schedule
Prep U		Chap 31, 35, 36	See Lecture and Exam Schedule
Wk. 9-12 Unit 4		Chapters 28, 29, 32, 24, 23, 20	See Lecture and Exam Schedule
Prep U		Chap 23, 24, 28, 29	See Lecture and Exam Schedule
Wk. 12-14 Unit 5		Chapters 42, 3, 38, 19, 9	See Lecture and Exam Schedule

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hours
NURS 3700
Adult Health II

Course Description: This course focuses on nursing care of adults with acute and chronic physiological alterations in a variety of care environments. This is the second of a two-part course series (Credit Hours: 6; Lecture 4 hours class per week and 90 hours of clinical during the semester).

Course Pre-requisite(s): NURS 3600

Course Co-requisite(s): NURS 3701, NURS 3370, and NURS 3380

Course Format: Face-to-face

Course Outcomes and Assessment:

Course Learning Outcomes	Alignment to Program Outcome	Assessments Measure	Performance Indicator
<p>Analyze person centered care to the adult population with acute and chronic physiological alterations in a variety of care environments.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality 	<ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion • Case studies • Clinical experiences • Competency evaluations 	<p>80% of students will obtain a 75% or higher in the course.</p>

	<p>person-centered care.</p> <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
<p>Utilize nursing process as a basis for clinical judgement in adults with acute and chronic physiological alterations.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that 	<ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion • Case studies • Clinical experiences • Competency evaluations 	<p>80% of students will obtain a 75% or higher in the course.</p>

	<p>reflects clinical judgment, and interprofessional partnerships.</p> <ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
<p>Select professional standards and guidelines while providing safe clinical person-centered care.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health 	<ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion • Case studies • Clinical experiences • Competency evaluations 	<p>80% of students will obtain a 75% or higher in the course.</p>

	<p>systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
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<p>Manage quality improvement measures that support legal/ethical standards through the use of evidence-based practice.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by 	<ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion • Case studies • Clinical experiences • Competency evaluations 	<p>80% of students will obtain a 75% or higher in the course.</p>
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	engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes.		
Examine clinical judgement skills when implementing evidence-based practice nursing interventions.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, 	<ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion • Case studies • Clinical experiences • Competency evaluations. 	80% of students will obtain a 75% or higher in the course.

	<p>inclusion, and social determinants in the development of health policy and delivery of population health.</p> <ul style="list-style-type: none"> • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
<p>Demonstrate professional role responsibility in the delivery of person - centered care as an entry level professional nurse.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. 	<ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion • Case studies • Clinical experiences • Competency evaluations 	<p>80% of students will obtain a 75% or higher in the course.</p>

	<ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
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Textbook and Course Materials

- Ignatavicius, D., Rebar, C. & Workman, L. (2020). Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care. (10th ed.). Evolve. ISBN 978-0323612418.
- Ignatavicius, D., Rebar, C. & Workman, L. (2020). Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care. (10th ed.). Online Resources.
- Pagna, K., Pagana T. & Pagana T. (2020). Mosby's Diagnostic & Laboratory Test Reference. (15th ed). Elsevier. ISBN: 9780323675192.
- Kizior, R. & Hodgson, K. (2021). Saunders Nursing Drug Handbook 2022. (1st ed). Elsevier. ISBN 9780323798907.
- Adaptive Quizzing for Medical-Surgical Nursing. Next Generation. (Online Resource).

Course Timeline:

Week	Date	Topic	Date
1		Course Introduction Problems of Cardiovascular System Chapters 30 & 31	Case Study
2		Problems of Cardiovascular System Chapter 35	Case Study
3		Problems of Cardiovascular System	Case Study

		Chapters 32 & 33	
4		Problems of Cardiovascular System Chapter 33 Problems of Hematologic System Chapters 36 & 37	Exam
5		Problems of Hematologic System Chapters 36 & 37	Case Study
6		Problems of Nervous System Chapters 38 & 39	Exam
7		Problems of Nervous System Chapters 40 & 41	Case Study
8		Problems of Nervous System Chapters 40 & 41	Case Study
9		Problems of Endocrine System Chapters 56 & 57	Exam
10		Problems of Endocrine System Chapter 58	Case Study
11		Problems of Renal/Urinary System Chapters 60 & 61	Case Study
12		Problems of Renal/Urinary System Chapter 62	Case Study
13		Problems of Renal/Urinary System Chapter 63	Exam
14		Care of Male Reproductive System Chapter 67	
15		Comprehensive Final Exam	

Item	Number	Point Each	Total Points
Case Studies	9	15	135
Exams	4	50	200
Comprehensive Final	1	1	100
TOTAL			435

In order to pass the course with a grade of “C” or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of “D” or “F” depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of “D” (if only one clinical component is unsatisfactory) or “F” (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

Grade	Percent	Points (435)
A	92-100%	401-435
B	84-91%	366-400
C	75-83%	327-365
D	66-74%	288-326
F	0-65%	0-287

Fairmont State University
3 Credit Hours
NURS 3701
Mother/Baby and Women's Health

Course Description: This course focuses on the nurses' care of mothers and babies during normal and high-risk pregnancy, labor/childbirth, postpartum, newborn care, and women's health issues (Credit Hours: 4; Lecture 3 hours class per week and 45 hours of clinical during the semester).

Course Co-requisite(s): NURS 3700

Course Format: Face-to-face

Course Outcomes and Assessment:

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Demonstrate person centered care appropriate to mother/baby dyad and women's health.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Unit tests • Clinical evaluations 	<ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course.
Utilize communication skills appropriate to mother/baby dyads,	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values 	<ul style="list-style-type: none"> • Unit tests • Clinical evaluations 	<ul style="list-style-type: none"> • 80% of students will obtain a 75%

<p>women's health and with members of the health care team.</p>	<p>in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		<p>or higher in the course.</p>
<p>Utilize clinical judgement skills when implementing person-centered care for mother/baby dyads and women's health.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. 	<ul style="list-style-type: none"> • Unit tests • Clinical evaluations • Standardized testing and remediation. • . 	<ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course.

	<ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
Analyze evidence-based practice principles used to provide care for appropriate to mother/baby dyads and women’s health.	<ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Unit tests • Clinical evaluations 	<ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course.
Demonstrate professional responsibilities in the delivery of care for mother/baby dyads and women’s health.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy 	<ul style="list-style-type: none"> • Unit tests • Clinical evaluations 	80% of students will obtain a 75% or higher in the course.

	and delivery of population health. <ul style="list-style-type: none"> Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
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Required Textbook and Resources with ISBN:

- Lowdermilk, D., Cashion, M. Perry, S. & Alden, K. (2019). Maternity and Women’s Health Care. (12th ed). Evolve. ISBN 978-0323556293
- All prior nursing textbooks.

Assignments:

Item	Number	Points Each	Total Points
Unit Exams	4	100	400
Clinical evaluation	1	Satisfactory/Unsat.	0
Case Studies	4	25	100
<ul style="list-style-type: none"> Total Class Points 			500

Grading Scale:

Grade	Percent	Points
A	92-100%	166-180
B	84-91%	152-165
C	75-83%	135-151
D	66-74%	119-134
F	0-65%	0-118

In order to pass the course with a grade of “C” or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of “D” or “F” depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of “D” (if only one clinical component is unsatisfactory) or “F” (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Late Assignment

All assignments are to be turned in on time. No assignments will be accepted late without approval of the instructor, prior to the due date. If approval is given, the instructor will establish a new due date. If the student misses the new due date, it will result in a grade of zero.

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		Intro to Maternity Nursing and Women's Health ↳ Social Issues/ Trends ↳ Statistics & Evidence-Based Practice	
2		Women's Health, contraception and infertility	
3		UNIT 1 Exam	Unit 1 Exam Contraception Case Study
4		Preconception, conception, fetal development, and genetics	
5		Normal Pregnancy	
6		High-risk pregnancy/pregnancy complications	
7		Gestational diabetes and Issues	
8		Unit 2 Exam	Unit 2 Exam Fetal Development Case Study
9		Labor and Delivery	
10		Complications during Labor and Delivery	
11		Unit 3 exam	Unit 3 Exam Labor and Delivery Case Study
12		Newborn care and Assessment	
13		Normal Postpartum	
14		Complications during the Postpartum period	
15		Unit 4 Exam	Unit 4 Exam Normal Postpartum Case Study
16		Finals	Final Exam

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication

Fairmont State University
3 Credit Hours
Nursing 4402
Child and Adolescent Health

Course Description: This course focuses on nursing care of infants, children, and adolescents and their families (Credit Hours: 3; Lecture 2 hours class per week and 45 hours of clinical during the semester).

Course Pre-requisite(s): NURS 3700 and NURS 3701

Course Format: Face-to-face

Course Outcomes and Assessment:

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Evaluate effectiveness of person-centered care provided to infants, children, adolescents, and their families.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Unit tests • Clinical evaluations • Case study • Simulation • Competency evaluation 	<ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course.
Utilize appropriate communication skills with appropriate to infants, children, adolescents, and their families.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care 	<ul style="list-style-type: none"> • Unit tests • Clinical evaluations • Case study • Simulation 	<ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course.

	<p>and health systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Competency evaluation 	
<p>Utilize clinical judgement skills when implementing person-centered care for infants, children, adolescents, and their families.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in 	<ul style="list-style-type: none"> • Unit tests • Clinical evaluations • Case study • Simulation • Competency evaluation 	<ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course.

	<p>leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes.</p>		
<p>Analyze evidence-based practice principles used to provide person-centered care appropriate to infants, children, adolescents, and their families.</p>	<ul style="list-style-type: none"> Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> Unit tests Clinical evaluations Case study Simulation Competency evaluation 	<ul style="list-style-type: none"> 80% of students will obtain a 75% or higher in the course.
<p>Demonstrate professional responsibilities in the delivery of care appropriate to infants, children, adolescents, and their families.</p>	<ul style="list-style-type: none"> Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. Use information and healthcare technology to drive clinical 	<ul style="list-style-type: none"> Unit tests Clinical evaluations Case study Simulation Competency evaluation 	<p>80% of students will obtain a 75% or higher in the course.</p>

	<p>decision making and innovation in the provision of quality person-centered care.</p> <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
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Required Textbook and Resources with ISBN:

- Hockenberry, M.J. & Rodgers, C.C. (2021). Wong's Essentials of Pediatric Nursing. (11th ed). Elsevier. ISBN 9780323624190

COURSE TIMELINE:

Week	Date	Topic	Graded Assignments
1		Course Introduction Review of Growth and Development Chapters	
2		Influences on Child Health Promotion Chapters 2 & 3	Case Study
3		Communicable and Infectious Diseases Chapter 6	Exam
4		Child with Special Needs Chapters 17 & 18	Case Study
5		Child with Respiratory Dysfunction Chapter 21	Case Study
6		Child with Cardiovascular Dysfunction Chapter 23	Case Study
7		Child with Gastrointestinal Dysfunction Chapter 22	Exam
8		Child with Hematological or Immunological Dysfunction Chapter 24	Case Study
9		Child with Cancer Chapter 25	Case Study
10		Child with Genitourinary Dysfunction Chapter 26	Exam
11		Child with Cerebral Dysfunction Chapter 27 Child with Neurological Dysfunction Chapter 30	Case Study
12		Child with Endocrine Dysfunction Chapter 28	Case Study
13		Child with Musculoskeletal Dysfunction	Exam

		Chapter 29	
14		Child with Integumentary Dysfunction Chapter 31	Case Study
15		Comprehensive Final Exam	Final Exam

Item	Number	Point Each	Total Points
Case Studies	9	15	135
Exams	4	50	200
Comprehensive Final	1	1	100
TOTAL			435

In order to pass the course with a grade of “C” or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of “D” or “F” depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of “D” (if only one clinical component is unsatisfactory) or “F” (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

Grade	Percent	Points (435)
A	92-100%	401-435
B	84-91%	366-400
C	75-83%	327-365
D	66-74%	288-326
F	0-65%	0-287

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hour
NURS 4442
Complex Healthcare

Course Description: This course focuses on nursing care of patients with complex health needs across the lifespan (Credit Hours 3 credits; Lecture 3 hours class per week).

Course Pre-requisite(s): NURS 3700 and NURS 4401. Students must be in their last semester of the program.

Course Format: This course is predominantly a face-to-face course with 3 hours of lecture per week.

Course Outcomes and Assessment

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Examine physiological alterations in persons experiencing complex health conditions.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Exams • Case Studies 	80% of the class will obtain a 75% or higher in the course.
Utilize clinical judgment and problem-solving skills in prioritizing care for persons experiencing complex health conditions.	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. 	<ul style="list-style-type: none"> • Exams • Case Studies 	80% of the class will obtain a 75% or higher in the course.

	<ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 		
<p>Evaluate the effectiveness of the person-centered care plan for persons with complex health conditions.</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> • Exams Case Studies 	<p>80% of the class will obtain a 75% or higher in the course.</p>

Required Textbook and Resources with ISBN:

- Urden, L. D. & Stacy, K. M. (2022). Critical Care Nursing: Diagnosis and Management. (9th ed.). Elsevier. ISBN-13: 978-0323642958
- Previous textbooks

Discussion Boards: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. *For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly.*

Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

Scoring Rubrics: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort. All scoring rubrics will be placed in Blackboard.

Assignments:

Item	Number	Points Each	Total Points
Discussion Board	1	15	15
Case Studies	10	20	200
Exams	4	50	200
HESI Exam	1	50	50
Comprehensive Final	1	100	100
TOTAL POINTS			565

Grading Scale:

Grade	Percent	Points
A	92-100%	520-565
B	84-91%	475-519
C	75-83%	424-474
D	66-74%	373-423
F	0-65%	0-372

- A grade of “C” or above is required to pass the course and progress in the program.
- Grades will not be rounded, and no extra credit will be given.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Late Assignment

All assignments are to be turned in on time. No assignments will be accepted late without approval of the instructor, prior to the due date. If approval is given, the instructor will establish a new due date. If the student misses the new due date, it will result in a grade of zero.

COURSE TIMELINE

Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		Course Introduction Critical Care Nursing Practice – Chapter 1 (Urden) and Chapter 10 Ignativicus Ethical Issues – Chapter 2 (Urden) Legal Issues – Chapter 3 (Urden)	Genetic Issues in Complex Care Discussion Board
2		Nutrition Alterations and Management - Chapter 7 Pain and Pain Management – Chapter 8 Sedation, Agitation and Delirium Management – Chapter 9	Pain Management Case Study
3		Cardiovascular Disorders and Therapeutic Management – Chapters 12-15	Exam # 1
4		Cardiovascular Disorders and Therapeutic Management – Chapters 12-15	Heart Failure Case Study
5		Respiratory Disorders and Therapeutic Management – Chapters 16-20	Pneumonia Case Study
6		Respiratory Disorders and Therapeutic Management – Chapters 16-20 (Urden) and Chapter 29 (Ignativicus)	COPD Case Study
7		Neurological Disorders and Therapeutic Management – Chapters 21-23 (Urden) and Chapter 41 (Ignativicus)	Exam # 2 Hemorrhagic Stroke Case Study
8		Kidney Disorders and Therapeutic Management – Chapters 24-26	Acute Renal Failure Case Study
9		Gastrointestinal Disorders and Management – Chapters 28-29	Acute Liver Failure Case Study
10		Endocrine Disorders and Management – Chapters 30-32	Exam # 3 Diabetes Case Study
11		Multisystem Alterations – Trauma, Shock, Sepsis, MODS Chapters 33-34 (Urden) and Chapters 34 & 47 (Ignativicus)	Sepsis Case Study
12		Multisystem Alterations – Burns Chapter 35 (Urden) and Chapter 23 (Ignativicus)	Burns Case Study
13		Care of Transgender Patients – Chapter 68 (Ignativicus) Complex Care of Special Populations – Chapters 38-40 (Urden)	Exam # 4
14		HESI Exam Organ Donation and Transplant	HESI Exam Organ Donation Case Study
15		Comprehensive Final Exam	Final Exam

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
1 Credit Hour
NURS 4444
NCLEX-RN Prep

Course Description: This course focuses on achievement of professional success by preparing for the RN licensure examination (Credit Hours: 1; Lecture 4 hours class per week).

Course Pre-requisite(s): Students must be in their last semester of the program.

Course Format: This course is an online course that uses the following delivery modalities: standardized testing, NCLEX-RN Review, learning modules, videos, assignments.

Course Outcomes and Assessment

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Describe the application process to become licensed as a RN. (Concepts – Entry-level professional nurse and professional role)	<ul style="list-style-type: none"> Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path. 	<ul style="list-style-type: none"> Submission of RN licensure application. 	90% of students will submit licensure application prior to the end of the semester.
Explain in detail the NCLEX-RN test plan. (Concepts – Entry-level professional nurse and professional role)	<ul style="list-style-type: none"> Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path. 	<ul style="list-style-type: none"> Discussion Board 	90% of students will obtain at least 80% of discussion board rubric.
Implement a comprehensive, personal plan of study for the NCLEX-RN exam. (Concepts –	<ul style="list-style-type: none"> Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to 	<ul style="list-style-type: none"> Personal plan of study with weekly summary of 	100% of students will submit personal study plans.

<p>Entry-level professional nurse, professional role, clinical judgment, and person-centered care)</p>	<p>improve person-centered care and health systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. • Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path. 	<p>NCLEX-RN prep.</p> <ul style="list-style-type: none"> • Standardized testing and remediation. • Completion of practice assessments. 	<p>100% of students will complete remediation activities and practice exams.</p>
<p>Satisfactorily complete a mock NCLEX-RN exam. (Concepts – Entry-level professional nurse, professional role, clinical judgment, and person-centered care)</p>	<ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person- 	<ul style="list-style-type: none"> • Mock NCLEX-RN exam 	<p>80% of students will obtain a 95% probability of passing the NCLEX-RN exam by the second attempt.</p>

	<p>centered and health system outcomes</p> <ul style="list-style-type: none"> • Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path. 		
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Required Textbook and Resources with ISBN:

- LeCharity, L. A., Kumagai, C. K., & Hosler, S. (2021). Prioritization, delegation and assignment: Practice exercises for the NCLEX-RN Examination. (5th ed.). Elsevier. ISBN-10: 0323683169
- Silvestri, L. & Silvestri, A. (2019). Saunders Comprehensive review for the NCLEX-RN Examination. (8th ed.). Elsevier. ISBN-10: 0323358411.
- Standardized testing and review modules.
- All prior nursing textbooks.

Discussion Boards: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. *For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly.* Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

Scoring Rubrics: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort. All scoring rubrics will be placed in Blackboard.

Assignments:

Item	Number	Points Each	Total Points
Discussion Board regarding NCLEX-RN blueprint	1	10	10
Submission of RN licensure application and Affidavit of Graduation form	1	10	10
Personal Plan of Study	1	25	25
Weekly Updates of Study Pan Completion	9	5	45
Focused Practice Exams <ul style="list-style-type: none"> • Score 84% or higher – 10 points • Score 75% to 83% – 7 points • Score 66% – 74% - 4 points • Score 65% or lower – 0 points 	9	10	90
			180
Mock NCLEX-RN Exam – must obtain a 94 th percentile of passing NCLEX score by the 2 nd attempt in order to pass the class.			

Grading Scale:

Grade	Percent	Points	Mock NCLEX-RN score by the 2 nd attempt
A	92-100%	166-180	Mock NCLEX-RN Exam score at or above the 94 th percentile score.

B	84-91%	152-165	Mock NCLEX-RN Exam score at or above the 94 th percentile score.
C	75-83%	135-151	Mock NCLEX-RN Exam score at or above the 94 th percentile score.
D	66-74%	119-134	Mock NCLEX-RN Exam score at or below the 93 rd percentile score.
F	0-65%	0-118	Mock NCLEX-RN Exam score at or below the 93 rd percentile score.

- A grade of “C” or above is required to pass the course and progress in the program.
- Grades will not be rounded and no extra credit will be given.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Late Assignment

All assignments are to be turned in on time. No assignments will be accepted late without approval of the instructor, prior to the due date. If approval is given, the instructor will establish a new due date. If the student misses the new due date, it will result in a grade of zero.

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

Week	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1		Syllabus and Introduction NCLEX-RN Test Blueprint	Discussion Board
2		Application process for RN licensure Review Board of Nursing website for the state in which you want to be licensed. Develop plan of study.	Submit verification of RN application submission. Submit Affidavit of Graduation form. Submit Plan of study.
3		Individual meetings with faculty to discuss individualized plan of study.	Schedule meeting with faculty member to discuss plan of study.
4		Individualized plan of study implemented. Focus - Fundamentals	Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. Must receive a 80% or higher on online assessment test of focus area(s).
5		Individualized plan of study implemented.	Each week student to e-mail course faculty documenting proof of his/her

		Focus – Fluid & Electrolytes, Acid-Base, Perioperative	individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. Must receive a 80% or higher on online assessment test of focus area(s).
6		Individualized plan of study implemented. Focus – Endocrine and Pharmacology	Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. Must receive a 80% or higher on online assessment test of focus area(s).
7		Individualized plan of study implemented. Focus – Maternal-Newborn, Children	Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. Must receive a 80% or higher on online assessment test of focus area(s).
8		Individualized plan of study implemented. Focus – Medical Surgical	Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities.
9		Individualized plan of study implemented. Focus – Medical Surgical	Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. Must receive a 80% or higher on online assessment test of focus area(s).
10		Individualized plan of study implemented. Focus – Mental Health and Community Health	Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. Must receive a 80% or higher on online assessment test of focus area(s).
11		Proctored predictor test.	Must receive a 94% probability of passing the NCLEX-RN exam by the second attempt.
12		Individual meetings with faculty to discuss predictor test results and individualized plan of study.	Schedule meeting with faculty member to discuss plan of study.

13		NCLEX-RN Review Course	Mandatory attendance.
14		Individualized plan of study.	Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities.
15		Proctored predictor test	Must receive a 95% probability of passing the NCLEX-RN exam by the second attempt.
		Graduation NCLEX-RN success Begin your nursing career	Celebrate your accomplishments then study for NCLEX-RN

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hours
NURS 4452
Clinical Capstone

Course Description: The practicum course will build on the concepts and knowledge gained from previous nursing courses allowing for the application of theories and concepts associated with nursing leadership, nursing research, and management of care. Students will complete an evidence-based change project for their clinical site (Credit Hours 5: Lecture 1 hour class per week and 180 hours of clinical during the semester).

Course Pre-requisite(s): Students must be in their last semester of the program.

Course Format: Face-to-face

Course Outcomes and Assessment:

Course Outcome	Alignment to Program Outcome	Assessment Measure	Performance Indicator
Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes.	<ul style="list-style-type: none"> Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. 	<ul style="list-style-type: none"> Change Project Contract Implementation Plan Clinical Reflections Clinical preceptor Clinical logs Simulation 	80% of students will obtain a 75% or higher in the course.
Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships.	<ul style="list-style-type: none"> Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. 	<ul style="list-style-type: none"> Interviews Products/Materials Journals Clinical preceptor Clinical logs Simulation 	80% of students will obtain a 75% or higher in the course.
Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care.	<ul style="list-style-type: none"> Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. 	<ul style="list-style-type: none"> Project Presentations Feedback Communication Meeting Professional Portfolio Evaluation/Decision to Adopt an EBP change Clinical preceptor Clinical logs Simulation 	80% of students will obtain a 75% or higher in the course.

Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health.)	<ul style="list-style-type: none"> Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. 	<ul style="list-style-type: none"> Project Presentations Clinical Project Presentations Clinical preceptor Clinical logs Simulation 	80% of students will obtain a 75% or higher in the course.
Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes.	<ul style="list-style-type: none"> Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. 	<ul style="list-style-type: none"> Capstone project Logs Self-evaluation Preceptor evaluation Clinical preceptor Clinical logs Simulation 	80% of students will obtain a 75% or higher in the course.

Required Textbook and Resources with ISBN:

- All previous and current textbooks

Assessments/Assignments

Component	Points Each	Total Points
Project Journals-Students will create 1 page journal entries on the topic provided focused on their Evidence-Based Change Projects	10	90
Clinical Reflections-Students will create 2–3-page reflections of their clinical experiences)	30	90
Change Project Contract-Student will begin to develop their EBP change project	65	65
Implementation Plan-Students will create a plan to implement their EBP change project	50	50
Interviews-Students will conduct informal interviews to gather information relevant to their projects	10	10
Products/Materials-Students will create any necessary documents/posters/educational handouts/outlines, etc. needed for implementation	50	50
Project Presentation-Students will create a PowerPoint presentation to present to their classmates providing the background, significance, and implementation plan/products for their EBP change project	30	30
Group Presentation Feedback-Students will provide feedback to one another on the status of their projects from the Project Presentation	10	10
Communication Assignment: Students will attend a formal meeting and analyze communication dynamics	50	50
Evaluation of Project-Decision to Adopt an EBP Project-Students will complete a template provided to evaluate their projects and discuss any necessary changes to make it more successful	60	60

Clinical Project Presentations-Students will create a final presentation to discuss the outcomes met or not met by their projects and any suggestions for improvement	30	30
Clinical Project Self-Evaluation-Students will complete a self-evaluation tool	5	5
Preceptor Evaluations-Preceptors will provide an evaluation of the student	0	0
Discussions of Projects-Students will view Clinical Project Presentations and respond to at least 2 classmates	10	10
Professional Portfolio-Students will complete a Portfolio following guidelines provided	85	85
Clinical Logs-Students will submit final logs with hours, outcomes met, and preceptor signature	10	10
Total		645

Evaluation and Grading Scale

Grade	Grading Scale	Points Needed
A	92-100%	594-645
B	84-91%	542-593
C	75-83%	484-645
D	66-74%	426-645
F	0-65.9%	0-425

A grade of “C” or above is required to pass the course and progress in the program. Grades will not be rounded, and no extra credit will be given.

Course Timeline:

Week/Unit	Date	Topic(s)/Readings	Deliverables/Due dates & times
1		Introduction to the Course	Required Hospital Documentation, and Journal #1 due *Sign up for Calendly Appointment with faculty and preceptor.
2		Evidence-Based Practice and Reflection	Preceptor Letter and Journal #2 Due
3		Description & Significance Addressing the Problem	Change Project Contract Due
4		Implementation Planning	Implementation Plan & Journal #3 Due Clinical Reflection #1 Due
5		Implementation Planning Stakeholders	<i>Interviews Due</i> Journal #4 due
6		Communication and Interprofessional Collaboration	Interviews Due <i>Communication Meeting</i>
7		Materials/Products	Products/Materials, Journal #5
8		Implementing a Change	Project Presentation Clinical Reflection #2 Due

9		Implementing a Change	Project Presentations cont. Journal #6 Due
10		Implementing a Change	Project Presentation cont. Communication Meeting and Journal #7 Telehealth simulation
11		Implementing a Change	Journal #8
12		Evaluation of EBP Projects	Evaluation/ Decision to Adopt an EBP Clinical Reflection #3 Due Multi-patient simulation
13		Disseminating Projects	Clinical Project Presentations, Preceptor Evaluation, and Clinical Self-Evaluation
14		Evaluation/Clinical Self-Reflection	Discussion of Presentations and Journal #9 Professional Portfolio
15		Self-Reflection/Finals Week	Clinical Logs

Appendix B
Master Syllabi for Existing Courses

**Fairmont State University
Nursing Ethics
3 Credit Hours
NURS 3360**

Name	Office Location	Office Hours	Office Phone	Email
Dr. Ashley Shroyer	Big Blue Button Via Blackboard	Mondays 10a-1p Tuesdays 10a-12p	304-367-4003 (Mrs. Hawkins office number)	Ashley.Shroyer@fairmontstate.edu

COURSE DESCRIPTION/PREREQUISITES:

This course is designed to explore ethical issues in professional nursing practice across the lifespan. (3 credit theory). PR: Completion of 1st year of ASN program or admission to the BSN program.

CREDIT BREAKDOWN:

3 Theory credit hours/week

COURSE FORMAT:

This course is a face-to-face course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos.

COURSE OUTCOMES:

- Examine ethical issues that relate to professional nursing practice.
- Explain how ethical nursing practice impacts patient-centered care.
- Examine cultural issues in health care ethics.
- Apply decision-making models and concepts to solve ethical issues.

REQUIRED TEXTBOOK AND RESOURCES WITH ISBN:

- Butts, J. & Rich, K. (2019). *Nursing ethics: Across the curriculum and into practice* (5th. ed) Burlington, Mass.: Jones & Bartlett. ISBN: 978-1-284-17022-1
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000> ISBN: 9781433832178

BLACKBOARD INFORMATION:

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Tutorial once you log into the course. The tutorial can be accessed using the “Blackboard Help” link in the menu in the left hand column of the Course Page. The tutorial is designed to help you learn how to navigate Blackboard. Students should log into Blackboard on a daily basis to receive any course updates from your instructors.

TECHNOLOGY ASSISTANCE INFORMATION

Teaching & Learning Commons Help Information

Phone: 304-367-4810 Option 3

Email: help@fairmontstate.edu

Hours: See Website for most current hours of operation

Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192.

EVALUATION METHODS

Assignment	Rubric Location	Points
Introduction Discussion	Week 1	10
Bioethical Reflection		50
Nurse Jane and the Surgeon Discussion	Week 2	50
Prevention Education Presentation	Week 3	70
Ethical Organ Donation Reflection	Week 4	45
Movie Reflection Paper	Week 5	100
Leadership Discussion	Weeks 6 & 7	50
		Total Possible Points 375

GRADING SCALE

A = 92-100% (345 points)

B = 84-91% (315 points)

C = 75-83% (282 points)

D = 66-74%

F = <66%

A grade of "C" or above is required to pass the course and progress in the program. Grades will not be rounded and no extra credit will be given.

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

Week/Unit	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1	March 8	Syllabus and Introduction Introduction to Ethics Chapter 1 Introduction to Bioethics and Ethical Decision Making Chapter 2	Introduction Discussion, Due Wed. March 10 th by noon Bioethical Reflection due Fri. March 12 th by noon
2	March 15	Ethics in Professional Nursing Practice Chapter 3 Reproductive Issues and Nursing Ethics Chapter 4	Nurse Jane and the Surgeon Discussion due Wed March 17 th and Responses Due Fri. March 19 th by noon

3	March 22	Infant and Child Nursing Ethics Chapter 5 Adolescent Nursing Ethics Chapter 6	Prevention Education Presentation due Fri. March 26 th by noon
4	March 29	Adult Health Nursing Ethics Chapter 7 Ethics and the Nursing Care of Elders Chapter 8	Ethical Organ Donation Reflection Due Fri. April 2 nd by noon
5	April 5	Ethical Issues in the End-of-Life Nursing Care Chapter 9 Psychiatric/Mental Health Nursing Ethics Chapter 10	Movie Reflection Paper Due Fri. April 9 th by noon
6	April 12	Public Health Nursing Ethics Chapter 11 Ethics in Organizations and Leadership Chapter 12	Leadership Discussion Posting due Fri. April 16 th by noon
7	April 19	Finals Week	Leadership Discussion Response due Tuesday April 20th by noon

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hours
NURS 3370
Nursing Informatics and Healthcare Technologies

Theory Professors

Instructor Name and Title	Phone	E-mail	Office Location	Office Hours
Dr. Denice Kirchoff	Office: 304-367-4391 Cell: 304-282-4526		244 ED	Mondays 10a-1p Tuesdays 10a-12p

Classroom Location: Blackboard

Description

This course prepares the student to utilize informatics and health care technologies in the management of individuals, groups and organizations for the improvement of patient outcomes.

Course Prerequisites

Textbook and Course Materials

Title: Informatics for Health Professionals
 Author: Mastrian & McGonigle
 Publisher: Jones and Bartlett Learning LLC (2021)
 Edition: Second
 Textbook ISBN: 978-1-284-18209-5

Technology Requirements

[Include any necessary information about technology requirements. Include specific technologies/software/programs that will be used in the course.]

Minimum Technical Requirements

You will need the following software in order to complete the activities in this class:

1. Word Processing package, such as Microsoft Word or Open Office. Please save your documents as a Microsoft Word file (with a file extension of .doc or .docx) before submitting your project assignments.
2. Adobe Acrobat Reader: Test your computer by trying to open this file: PDF File . If you do not have Adobe Acrobat Reader, you can download it free from:
<http://www.adobe.com/products/acrobat/readstep.html>
3. Virus Protection Software. This course requires you to download and upload files from your PC. Virus protection software protects your computer and mine.

BLACKBOARD Information

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Tutorial once you log into the course. The tutorial can be accessed using the “Blackboard Help” link in the menu in the left-hand column of the Course Page. The tutorial is designed to help you learn how to navigate Blackboard. Students should log into Blackboard on a daily basis to receive any course updates from your instructors. **Please read the Announcements.**

Technology Assistance Information

1. Located on BlackBoard under START HERE “Minimum Technology Requirements.”
2. Teaching & Learning Commons Help Information
 - a. Phone: 304-367-4810 Option 3
 - b. Email: help@fairmontstate.edu
 - c. Hours: See Website for most current hours of operation
 - d. Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

Course Delivery

This course is offered asynchronously online. Students should expect to spend 4-6 hours per credit hour each week. Please keep in mind this is a 7-week course. This equates to 12-18 hours per week on this course.

Type of Hour	Credit Hours	Number of Hours
Theory	3	45

Course Learning Outcomes

Concept	Outcome(s)
Patient Centered Care	<ul style="list-style-type: none"> • Analyze current and emerging technologies to optimize safety, cost effectiveness and health outcomes
Professional Role Development	<ul style="list-style-type: none"> • Promote policies that incorporate ethical principles and legal standards in the use of health and information technologies
Critical Thinking	<ul style="list-style-type: none"> • Investigate the process and advantages of healthcare data mining in nursing practice.
Nurse Generalist	<ul style="list-style-type: none"> • Utilize select theories that guide the application of informatics in health care and health education

Assessments/Assignments

Component	Points Each	Total Points
Acronym Discussion	50	
Competency Discussion	60	
Foundation of Knowledge Paper	100	
Ethics Case Study discussion	50	
HITECH/HIPAA Discussion	50	
Ergonomics Assignment	30	
Interoperability Assignment	30	
Security Discussion	50	
Workflow Assignment	50	
Quality and Safety Case Study	50	
Linking Informatics to the Joint Commission's National Patient Safety Goals	30	
Data Mining Assignment	125	Total 675

Course Map/Connecting Learning Outcomes and Assessments

Course Learning Outcomes	Assessments/ Assignments
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Analyze current and emerging technologies to optimize safety, cost effectiveness and health outcomes	Linking Informatics to the Joint Commission national Patient Safety Goals
Utilize select theories that guide the application of informatics in health care and health education	Foundation of Knowledge Paper
Promote policies that incorporate ethical principles and legal standards in the use of health and information technologies	HITECH/HIPPA Discussion
Investigate the process and advantages of healthcare data mining in nursing practice.	Data Mining Assignment

Evaluation and Grading Scale

[Clearly specify how a final letter grade will be determined. This should include a breakdown of all graded assessments, and a grading scale. Grading policy should also specify how students will have access to their grades throughout the semester, and how they can review their work (including final exam). Evaluation rubrics should be made available on Blackboard.]

Grade	Grading Scale	Points Needed
A	92-100%	621-675
B	84-91%	567-620
C	75-83%	506-566
D	66-74%	445-505
F	0-65.9%	

A grade of “C” or above is required to pass the course and progress in the program. Grades will not be rounded, and no extra credit will be given.

Course Outline

<u>Week</u>	<u>Date</u>	<u>Topic(s)</u>	<u>Graded Assignments /Due dates & times</u>
1	Wed. Sept 29	Syllabus and Introduction Module	<ul style="list-style-type: none"> Acronym Discussion Competency Discussion Due: Sunday, 10/3 1130 pm
2	Monday 10/4	The Foundation of Knowledge Model: Ch.1-2	<ul style="list-style-type: none"> Foundation of Knowledge Paper Due: Sunday, 10/10 1130pm
3	Monday 10/11	Ethical and Legal Aspects of Informatics: Ch. 5	<ul style="list-style-type: none"> Ethics Case Study Discussion HITECH and HIPAA Discussion Due: Sunday, 10/17
4	Monday 10/18	Systems Development Life Cycle and Human-Technology Interface: Ch. 6 & 8	<ul style="list-style-type: none"> Ergonomics Assignment Interoperability Assignment Due: Sunday, 10/24
5	Monday 10/25	Workflow and Beyond Meaningful Use: Chapter 9 & 10	<ul style="list-style-type: none"> Security Discussion Workflow Assignment Due: Sunday, 10/31 1130pm
6	Monday 11/1	The Electronic Health Record and Informatics Tools to Support	<ul style="list-style-type: none"> Quality and Safety Case Study

		Healthcare Professional Education and Continuing Education Chapter 11 &12	<ul style="list-style-type: none"> Linking Informatics to the Joint Commission's National Patient Safety Goals Due: Sunday, 11/7 1130pm
7	Monday 11/8	Data Mining and Research in Practice: Ch. 16 & 17	<ul style="list-style-type: none"> Data Mining Assignment Due: Sunday, 11/14 1130 pm

**The Course Timeline is subject to change.
Students will be notified of any changes through Blackboard communication.**

**Fairmont State University
3 Credit Hours
NURS 3380
Evidence Based Practice**

Name	Office Location	Office Hours	Office Phone	Email
Dr. Fran T. Young	Room 236 Education Building	Monday 10:00a-1:00p Tuesday 10:00a-12:00p Virtual by appointment.	Office: 304-367-4002	fyoung@fairmontstate.edu
Dr. Laura Clayton	Room 245 Education Building	By appointment	Office: 304-367-4074	Laura.Clayton@fairmontstate.edu
Faculty may not be available on the weekends, if you have any questions, please let us know by noon on Friday each week.				

Description

This course focuses on using EBP to provide patient centered care. This is a writing intensive course.

Course Prerequisites

Pre-requisite: Admission to the BSN Program. Must have an unencumbered WV or multistate RN license, and a 3-credit statistics course. Co-requisite: NURS 3320, NURS 3360 and 3-credit statistics course

Textbooks and Course Materials

Grove, S. K. and Gray, J. R. (2019). *Understanding nursing research: Building an evidence-based practice* (7th ed.) Elsevier. ISBN 978-0-323-53205-1

Grove, S. K. & CIPHER, D. J. (2020). *Statistics for nursing research: A workbook for evidence-based practice* (3rd ed.). Elsevier. ISBN-978-0-323-65411-1

American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN: 978-1433832178

Technology Requirements

Minimum Technical Requirement

You will need the following software in order to complete the activities in this class:

4. Word Processing package, such as Microsoft Word or Open Office. Please save your documents as a Microsoft Word file (with a file extension of .doc or .docx) before submitting your assignments.
5. Adobe Acrobat Reader: Test your computer by trying to open this file: PDF File. If you do not have Adobe Acrobat Reader, you can download it free from:
<http://www.adobe.com/products/acrobat/readstep.html>
6. Virus Protection Software. This course requires you to download and upload files from your PC. Virus protection software protects your computer and mine.

Blackboard Information

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Orientation Module located in the “START HERE” menu once you log into the course. The blackboard orientation is located in the menu on the left-hand column of the Course Page. The orientation is designed to help you learn how to navigate Blackboard. Students should log into Blackboard on a daily basis to receive any course updates from your instructors. **Please read the Announcements.**

Technology Assistance Information

Teaching & Learning Commons Help Information

Phone: 304-367-4810 Option 3

Email: help@fairmontstate.edu

Hours: See Website for most current hours of operation

Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

Course Delivery

This course is an asynchronous online course. Videos and PowerPoints will be used in this course. Students will participate in individual and group assignments. Plan to allow 3 hours per week to read/listen to the online content for this course. In addition, expect to spend an additional 3 hours per credit hour each week on assignments. This equates to 12 hours per week on this course.

Course Outcomes:

1. Articulate EBP questions that address clinically relevant patient care issues.
2. Utilize literature searches to obtain best evidence for patient centered care.
3. Critique research studies for use in patient centered care.
4. Discuss approaches for fostering adoption of evidence-based changes for nursing practice.
5. Apply knowledge of statistics to critique nursing and health care related literature.

Assignments / Assessments

Assignment	Rubric Location	Points
Data Form	Week 1	5
RN-BSN Program Orientation Quiz	Week 1	0
Introduction Discussion	Week 2	10
Week 2 Assignment	Week 2	10
EBP Workbook: Ex. 1	Week 2	10
Types of Quantitative Studies Assignment	Week 3	20
EBP Workbook: Ex. 2	Week 3	10
Topic of Interest for EBP Presentation	Week 4	10
EBP Workbook: Ex. 3	Week 4	10
Select an Article for Critical Appraisal	Week 5	10
Citi Training Certificate	Week 5	50
EBP Workbook: Ex. 8	Week 5	10
EBP Workbook: Ex. 10	Week 6	10

Critique Paper (1 st submission)	Week 7	* (see Week 9)
EBP Workbook: Ex. 12	Week 7	10
EBP Workbook: Ex. 13	Week 8	10
Critique Paper (2 nd submission)	Week 9	100
EBP Workbook: Ex. 15	Week 9	10
EBP Discussion 1	Week 10	20
EBP Workbook: Ex. 16	Week 10	10
EBP Discussion 2	Week 11	45
EBP Workbook: Ex. 17	Week 11	10
Final PICOT Question, Reference List with Articles	Week 12	25
Matrix	Week 13	35
EBP Discussion 3	Week 14	30
EBP Project Summary Presentation Assignment	Week 14	40
EBP Discussion 4	Week 15	40
Team Evaluation/Critique	Week 15	30
	Total Possible Points	580

Course Map/Connecting Learning Outcomes and Assessments

Course Learning Outcomes	Assessments/ Assignments
Articulate EBP questions that address clinically relevant patient care issues.	<ul style="list-style-type: none"> EBP Discussion 2 Final PICOT Question, Reference List with Articles
Utilize literature searches to obtain best evidence for patient centered care.	<ul style="list-style-type: none"> Types of Quantitative Studies Assignment Topic of Interest for EBP Presentation Matrix
Critique research studies for use in patient centered care.	<ul style="list-style-type: none"> Select an Article for Critical Appraisal Citi Training Certificate Critique Paper (1st submission) Critique Paper (2nd submission)
Discuss approaches for fostering adoption of evidence-based changes for nursing practice.	<ul style="list-style-type: none"> Week 2 Assignment EBP Discussion 1 EBP Discussion 3 EBP Project Summary Presentation Assignment EBP Discussion 4 Team Evaluation/Critique
Apply knowledge of statistics to critique nursing and health care related literature.	<ul style="list-style-type: none"> EBP Workbook Assignments

Evaluation and Grading Scale

- A = 92-100% (534-580 points)
- B = 84-91% (488-533 points)
- C = 75-83% (435-487 points)
- D = 66-74%
- F = <66%

A grade of “C” or above is required to pass the course and progress in the program. Grades will not be rounded and no extra credit will be given.

Course Outline

Instructions for assignments will be located in in Blackboard under the week assigned

Week/Unit	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1	Aug 9	Syllabus and Introduction to Course	1. Data Form 2. RN-BSN Program Orientation Quiz in <i>either 3320 or 3380</i> Due Sun. Aug 15th by 11:30 p.m.
2	Aug 16	Introduction to Nursing Research and EBP Grove & Gray: Chapter 1 APA Manual 7th: Ch. 1 - Scholarly Writing and Publishing Principles Ch. 2 – Paper Elements and Format EBP Workbook: Ch. 1 – Identifying Levels of Measurement	1. Introduction Discussion 2. Week 2 Assignment 3. EBP Workbook: Ex. 1 Questions to be graded Due Sun. Aug 22nd by 11:30 p.m.
3	Aug 23	Introduction to Quantitative Research Grove & Gray: Chapter 2 Clarifying Quantitative Research Design Grove & Gray: Chapter 8 EBP Workbook: Ch 2 – Identifying Probability & Nonprobability Sampling Methods in Studies	1. Types of Quantitative Studies Assignment 2. EBP Workbook: Ex. 2 Questions to be graded Due Sun. Aug 29th by 11:30 p.m.
4	Aug 30	Introduction to Qualitative Research Grove & Gray: Chapter 3 APA Manual 7th: Ch. 4 - Writing Style and Grammar EBP Workbook: Ch. 3 – Understanding the Sampling Section of a Research Report	1. Topic of Interest for EBP Presentation 2. EBP Workbook: Ex. 3 Questions to be graded Due Sun. Sept 5th by 11:30 p.m.
5	Sept 6	Critical Appraisal of Quantitative and Qualitative Research for Nursing Practice Grove & Gray: Chapter 12 Examining Ethics in Nursing Research Grove & Gray: Chapter 4 APA Manual 7th: Ch. 6 - The Mechanics of Style (pp. 153 – 180) EBP Workbook: Ch. 8 – Measures of Central Tendency	1. Select an Article for Critical Appraisal. 2. Citi Training Certificate 3. EBP Workbook: Ex. 8 Questions to be graded Due Sun. Sept 12th by 11:30 p.m.

6	Sept 13	Examining Research Problems, Purposes, and Hypotheses Grove & Gray: Chapter 5 Understanding and Critically Appraising the Literature Review Grove & Gray: Chapter 6 Understanding Theory and Research Frameworks Chapter 7 EBP Workbook: Ch. 10 – Description of a Study Sample	: Ex. 10 Questions to be graded on Critique Paper (1 st submission) due by 11:59 p.m. Due Sun. Sept 19th by 11:30 p.m.
7	Sept 20	Examining Populations and Samples in Research Grove & Gray: Chapter 9 Clarifying Measurement and Data Collection in Quantitative Research Grove & Gray: Chapter 10 EBP Workbook: Ch. 12 – Algorithm for Determining the Appropriateness of Inferential Statistical Techniques	1. Critique Paper (1 st submission) 2. EBP Workbook: Ex. 12 Questions to be graded Due Sun. Sept 26th by 11:30 p.m.
8	Sept 27	Understanding Statistics in Research Grove & Gray: Chapter 11 APA Manual 7th: Ch. 8 – Works Credited in the Text EBP Workbook: Ch. 13 – Understanding Pearson Product-Moment Correlation Coefficient	1. EBP Workbook: Ex. 13 Questions to be graded Due Sun. Oct 3th by 11:30 p.m.
9	Oct 4	Introduction to Additional Research Methodologies in Nursing: Mixed Methods and Outcomes Research Grove & Gray: Chapter 14 EBP Workbook: Ch. 15 – Understanding Multiple Linear Regression	1. Critique Paper (2 nd submission) 2. EBP Workbook: Ex. 15 Questions to be graded Due Sun. Oct 10th by 11:30 p.m.
10	Oct 11	Building an Evidence-Based Nursing Practice: Teamwork & Collaboration Grove & Gray: Chapter 13 EBP Workbook: Ch. 16 – Understanding Independent Samples <i>t</i>-Test	1. EBP Discussion 1: Team work & Collaboration 2. EBP Workbook: Ex. 16 Questions to be graded Due Sun. Oct 17th by 11:30 p.m.
11	Oct 18	Building an Evidence-Based Nursing Practice: PICOT Question (Revisit Chapters 1 & 13) EBP: Developing a spirit of inquiry, identifying a clinical problem, formulating a PICOT Question	1. EBP Discussion 2: Problem, Significance, Purpose, PICOT Discussion 2. EBP Workbook: Ex. 17 Questions to be graded Due Sun. Oct 24th by 11:30 p.m.

		EBP Workbook: Ch. 17 – Understanding Paired or Dependent Samples <i>t</i>-Test	
12	Oct 25	Building an Evidence-Based Nursing Practice: Searching for the Best Evidence (Revisit Chapters 1 & 13) APA Manual 7th: Chapter 9 - Reference List EBP Workbook: Ch. 18 – Understanding ANOVA and Post Hoc Analyses	1. EBP PICOT Question, Reference List with Articles (Submit five (2) peer reviewed research studies supporting your PICOT) Due Sun. Oct 31st. by 11:30 p.m.
13	Nov 1	Building an Evidence-Based Nursing Practice: Critical Appraisal of the Evidence Supplemental Readings EBP Workbook: Ch. 19 – Understanding Pearson Chi-Square	1. Matrix Due Sun. Nov 7th by 11:30 p.m.
14	Nov 8	Building an Evidence-Based Nursing Practice: Planning for Sustainable Change Supplemental Reading	1. EBP Discussion 3: Stake Holders & Rationale, and Responses 2. Project Summary Presentation Assignment 3. EBP Discussion 4: Project Summary Presentation Post in Week 15 Due Sun, Nov 14th by 11:30 p.m.
15	Nov 15	Finals Week (Nov 16-19)	1. EBP Discussion 4: Response 2. Team Evaluation/Critique Due Tuesday Nov 16th!

The Course Outline is subject to change.

Students will be notified of any changes through Blackboard communication.

**Fairmont State University
3 Credit Hours
NURS 4410
Population Health Nursing**

Name	Office Location	Office Hours	Office Phone	Email
Dr. Fran T. Young	Room 236 Education Building	Monday 10:00a-1:00p Tuesday 10:00a-12:00p Virtual by appointment.	Office: 304-367-4002	fyoung@fairmontstate.edu
Faculty may not be available on the weekends, if you have any questions, please let us know by noon on Friday each week.				

Description

This course focuses on understanding the role of the Nurse Generalist in providing care for vulnerable groups and populations. Students complete a population health assessment and prioritize needs. Based on the identified needs, evidence-based strategies and health promotion, health education, or illness prevention are implemented and evaluated.

Course Prerequisites

Active, unencumbered nursing license required. PR: NURS 3380. Co-requisites: NURS 3370, NURS 4430

Textbooks and Course Materials

Stanhope, M. and Lancaster, J. (2020). *Public health nursing: Population –centered health care in the community* (10th ed.). Elsevier. ISBN 9780323582247

Technology Requirements

Minimum Technical Requirement

You will need the following software in order to complete the activities in this class:

7. Word Processing package, such as Microsoft Word or Open Office. Please save your documents as a Microsoft Word file (with a file extension of .doc or .docx) before submitting your assignments.
8. Adobe Acrobat Reader: Test your computer by trying to open this file: PDF File. If you do not have Adobe Acrobat Reader, you can download it free from:
<http://www.adobe.com/products/acrobat/readstep.html>
9. Virus Protection Software. This course requires you to download and upload files from your PC. Virus protection software protects your computer and mine.

Blackboard Information

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Orientation Module located in the “START HERE” menu once you log into the course. The blackboard orientation is located in the menu on the left-hand column of the Course Page. The orientation is designed to help you learn how to navigate Blackboard. Students

should log into Blackboard on a daily basis to receive any course updates from your instructors. **Please read the Announcements.**

Technology Assistance Information

Teaching & Learning Commons Help Information

Phone: 304-367-4810 Option 3

Email: help@fairmontstate.edu

Hours: See Website for most current hours of operation

Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

Course Delivery

This course is an asynchronous online course. Videos and PowerPoints will be used in this course. Students will participate in individual and group assignments. Plan to allow 3 hours per week to read/listen to the online content for this course. In addition, expect to spend an additional 3 hours per credit hour each week on assignments. This equates to 12 hours per week on this course on theory. For clinical students should expect to spend approximately 4 to 6 hours/week on their clinical projects. The course is a combination of theory and clinical hours; the breakdown is as follows:

Type of Hour	Credit Hours	Number of Hours
3 class hours	3	45
2 hour-lab per week	2	60

Course Outcomes:

- Provide patient-centered care to groups, communities, and populations.
- Conduct a population health assessment to identify priority health needs.
- Collaborate with interprofessional in addressing population health needs.
- Critique implemented evidence-based strategies aimed at population health needs

Assignments / Assessments

Assignment	Rubric Location	Points
Introduction Discussion	Week 1	10
Module 2 Assignment	Week 2	30
Health Problem Assignment	Week 3	35
Pre-Req Quiz	Week 3	15
Academic Partnerships to Improve Health (APIH) entitled Navigating a Foodborne Outbreak: Preparation for Interprofessional Practice Certificate	Week 4	30
Windshield Assessment (part of Population Health Project)	Week 4	15
Community Resource Assessment (part of Population Health Project)	Week 5	25
Educational Principles Assignment	Week 5	20
Goals and Outcomes (part of Population Health Project)	Week 6	20
Health Statistics Assignment	Week 6	25
Interventions & Timeline (part of Population Health Project)	Week 8	45

E-mail of Approval of materials for Population Health Project by the University Marketing and Relations	Week 8	10
Aggregates of the Population Assignment	Week 9	20
Case Management Short Essay	Week 10	25
Project Log (part of Population Health Project)	Week 11	15
Evaluation (part of Population Health Project)	Week 11	15
Reflection (part of Population Health Project)	Week 11	15
Population Health Project Presentation	Week 11	30
Population Health Project Presentation Discussion	Week 12	10
Vulnerable Populations and Health Problems Paper	Week 12	50
Population Nursing Role Presentation	Week 13 & 14	30
Discussion Postings for Population Nursing Role Presentation	Week 13 & 14	35
Journey Entry	Week 1-12	120
	Total Possible Points	645

Course Map/Connecting Learning Outcomes and Assessments

Course Learning Outcomes	Assessments/ Assignments
Provide patient-centered care to groups, communities, and populations.	<ul style="list-style-type: none"> • Module 2 Assignment • Educational Principles Assignment • Goals and Outcomes (part of Population Health Project) • Interventions & Timeline (part of Population Health Project) • Aggregates of the Population Assignment • Project Log (part of Population Health Project) • Population Health Project Presentation • Population Nursing Role Presentation
Conduct a population health assessment to identify priority health needs.	<ul style="list-style-type: none"> • Windshield Assessment (part of Population Health Project) • Community Resource Assessment (part of Population Health Project) • Vulnerable Populations and Health Problems Paper
Collaborate with interprofessionals in addressing population health needs.	<ul style="list-style-type: none"> • Academic Partnerships to Improve Health (APIH) entitled Navigating a Foodborne Outbreak: Preparation for Interprofessional Practice Certificate • E-mail of Approval of materials for Population Health Project by the University Marketing and Relations • Case Management Short Essay
Critique implemented evidence-based strategies aimed at population health needs	<ul style="list-style-type: none"> • Evaluation (part of Population Health Project)

	<ul style="list-style-type: none"> • Reflection (part of Population Health Project) • Health Statistics Assignment • Health Problem Assignment • Population Health Project Presentation Discussion • Discussion Postings for Population Nursing Role Presentation
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Evaluation and Grading Scale

A = 92-100% (593-645 points)

B = 84-91% (541-592 points)

C = 75-83% (483-540 points)

D = 66-74%

F = <66%

A grade of "C" or above is required to pass the course and progress in the program. Grades will not be rounded and no extra credit will be given.

Course Outline

Instructions for assignments will be located in in Blackboard under the week assigned

Week/Unit	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1	Aug 9	Syllabus and Introduction to Course and Population Health Project	1. Introduction Discussion 2. Journal Entry #1 Due Sun. Aug 15th By 11:30 p.m.
2	Aug 16	Intro to Public Health Nursing and Population Health Chapter 1: Public Health Foundations and Population Health Chapter 2: History of Public Health and Public and Community Health Nursing Chapter 3: Public Health, Primary Care, and Primary Health Care Systems Appendix G: American Nurses Associate Scope and Standards of Practice	1. Module 2 Assignment 2. Journal Entry #2 Due Sun. Aug 22nd by 11:30 p.m.
3	Aug 23	Groups, Communities, And Populations as Client Chapter 17: Community As Client Assessment and Analysis Chapter 31: Health Equity and Care of Vulnerable Populations Website: Health People 2020/2030	1. Pre-Req Quiz for Population Health Project 2. Health Problem Assignment 3. Journal Entry #3 Due Sun. Aug 29th by 11:30 p.m.
4	Aug 30	Groups, Communities, And Populations as Client cont.	1. Windshield Assessment for Population Health Project

		Chapter 4: Perspectives in Global Health Chapter 6: Environmental Health Chapter 8: Achieving Cultural Competence in Community Health	2. Academic Partnerships to Improve Health (APIH) entitled Navigating a Foodborne Outbreak: Preparation for Interprofessional Practice Certificate 3. Journal Entry #4 Due Sun. Sept 5th by 11:30 p.m.
5	Sept 6	Scientific Frameworks of Community/Public Health Nursing Chapter 11: Population-Based Public Health Nursing Practice: The Intervention Wheel Chapter 12: Genomics in Public Health Nursing Chapter 19: Health Education Principles Applied in Communities, Groups, Families	1. Community Resource Assessment for Population Health Project 2. Educational Principles Assignment 3. Journal Entry #5 Due Sun. Sept 12th by 11:30 p.m.
6	Sept 13	Scientific Frameworks of Community/Public Health Nursing cont. Chapter 13: Epidemiology Chapter 14: Infectious Disease Prevention and Control Chapter 22: Public Health Surveillance and Outbreak Investigation	1. Outcomes for Population Health Project 2. Health Statistics Assignment 3. Journal Entry #6 Due Sun. Sept 19th by 11:30 p.m.
7	Sept 20	Examining Populations and Samples in Research Grove & Gray: Chapter 9 Clarifying Measurement and Data Collection in Quantitative Research Grove & Gray: Chapter 10 EBP Workbook: Ch. 12 – Algorithm for Determining the Appropriateness of Inferential Statistical Techniques	1. Revisions of Outcomes (if needed) for Population Health Project 2. Journal Entry #7 Due Sun. Sept 26th by 11:30 p.m. <i>Planned Interventions & Timeline for Population Health Project Due Sun. Oct 3th by 11:30 p.m.</i>
8	Sept 27	Health Promotion of Target Population Chapter 28: Child and Adolescent health Chapter 29: Major Health Issues and Chronic Disease Management of Adults Across the Life Span Chapter 30: Disability health care across the life span	1. Planned Interventions & Timeline for Population Health Project 2. E-mail of Approval of materials for Population Health Project by University Marketing and Relations 3. Journal Entry #8 Due Sun. Oct 3th by 11:30 p.m. <i>Aggregates of the Population Due Sun. Oct 10th by 11:30 p.m.</i>

9	Oct 4	Influences on Community & Population-Focused Nursing Chapter 5: Economics of health care delivery Chapter 7: Application of ethics in the community Chapter 9: Public health policy Revisit Chapter 6: Environmental health	1. Aggregates of the Population 2. Journal Entry #9 Due Sun. Oct 10th by 11:30 p.m. <i>Time to begin implementing population health project and work on future assignments</i> <i>(See course message for Population Nurses' Role Group Assignments)</i>
10	Oct 11	Population-Focused Nursing Chapter 21: Public Health Nursing Practice and the Disaster Management Cycle Chapter 23: Program Management Chapter 25 Case Management	1. Case Management Short Essay 2. Journal Entry #10 Due Sun. Oct 17th by 11:30 p.m. <i>Population Health Project Presentation, Clinical Reflection, Clinical Log, & Evaluation for Population Health Project due Sun. Oct 24th by 11:30 p.m.</i>
11	Oct 18	Vulnerable Populations Chapter 32: Population-Centered Nursing in Rural and Urban Environments Chapter 33: Poverty and Homelessness Chapter 34: Migrant Health Issues	1. Population Health Project Presentation 2. Clinical Reflection, Clinical Log, & Evaluation for Population Health Project 3. Journal Entry #11 Due Sun. Oct 24th by 11:30 p.m. <i>Vulnerable Populations and Health Problems paper due Sun. Oct 31st. by 11:30 p.m.</i>
12	Oct 25	Vulnerable Populations Chapter 35: Teen Pregnancy Chapter 36: Mental Health Issues Chapter 37: Alcohol, Tobacco, and Other Drug Problems Chapter 38: Violence and Human Abuse	1. Population Health Projects Discussion 2. Vulnerable Populations and Health Problems paper 3. Journal Entry #12 Due Sun. Oct 31st. by 11:30 p.m.
13	Nov 1	Population Nursing Role Chapter 40: The Nurse Leader in The Community Chapter 41: The nurse in home health and hospice Chapter 42: The nurse in the schools	Online Population Nursing Role Presentations: Home Health Nursing, Hospice Nursing, and School Nursing Due Fri. Nov 5th by noon Discussion Posting for Population Nursing Role Presentations: HHN, HN, SN Due Sun. Nov 7th by 11:30 p.m.
14	Nov 8	Population Nursing Role	Online Population Nursing Role Presentations: Occupational Health

		Chapter 43: The nurse in occupational health Chapter 44: Forensic nursing in the community Chapter 45: The nurse in faith community	Nursing, Forensic Nursing, and Faith Community Nursing Due Sun, Nov 14th by 11:30 p.m.
15	Nov 15	Finals Week (Nov 16-19)	Discussion Posting for Population Nursing Role Presentations: OHN, FN, & FCN Due Tuesday Nov 16th!

The Course Outline is subject to change. Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hours
NURS 4430
Nursing Leadership

Theory Professors

Instructor Name and Title	Phone	E-mail	Office Location	Office Hours
Dr. Ashley Shroyer	304-367-4003 (leave a message)	Ashley.Shroyer@fairmontstate.edu	Blackboard Collaborate	Mondays 10a-1p Tuesdays 10a-12p

Classroom Location: Blackboard

Description

This course will explore the role of the nurse-leader and enable students to recognize and develop leadership skills (3 credit theory).

Course Prerequisites

NURS 3380 and BSBA 2209 or MGMT 3308

Textbook and Course Materials

- Required: American Psychological Association. (2020). Publication Manual of the American Psychological Association. 7th Edition. ISBN: 978-1433832178
- Required Program: CoursePoint Enhanced access for Marquis and Huston: Leadership Roles and Management Functions in Nursing ISBN: 9781975155292

Technology Requirements

Minimum Technical Requirements

You will need the following software in order to complete the activities in this class:

10. Word Processing package, such as Microsoft Word or Open Office. Please save your documents as a Microsoft Word file (with a file extension of .doc or .docx) before submitting your project assignments.
11. Adobe Acrobat Reader: Test your computer by trying to open this file: PDF File . If you do not have Adobe Acrobat Reader, you can download it free from:
<http://www.adobe.com/products/acrobat/readstep.html>
12. Virus Protection Software. This course requires you to download and upload files from your PC. Virus protection software protects your computer and mine.

BLACKBOARD Information

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Tutorial once you log into the course. The tutorial can be accessed using the "Blackboard Help" link in the menu in the left-hand column of the Course Page. The tutorial is designed to help you learn how to navigate Blackboard. Students should log into

Blackboard on a daily basis to receive any course updates from your instructors. **Please read the Announcements.**

Technology Assistance Information

3. Located on BlackBoard under START HERE “Minimum Technology Requirements.”
4. Teaching & Learning Commons Help Information
 - a. Phone: 304-367-4810 Option 3
 - b. Email: help@fairmontstate.edu
 - c. Hours: See Website for most current hours of operation
 - d. Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

Course Delivery

This course is offered asynchronously online. Students should expect to spend 4-6 hours per credit hour each week. Please keep in mind this is a 7-week course. This equates to 12-18 hours per week on this course.

Type of Hour	Credit Hours	Number of Hours
Theory	3	45

Course Learning Outcomes

Concept	Outcome(s)
Patient Centered Care	<ul style="list-style-type: none"> • Analysis leadership and management principles to achieve high quality patient-centered care and effective healthcare team coordination in a variety of setting.
Professional Role Development	<ul style="list-style-type: none"> • Apply concepts of quality improvement and safety to monitor patient outcomes. • Evaluate how technology impacts healthcare systems and professional nursing practice.
Critical Thinking	<ul style="list-style-type: none"> • Integrate critical thinking processes to solve professional problems and to provide patient-centered care.
Nurse Generalist	<ul style="list-style-type: none"> • Incorporate effective interprofessional communication techniques to produce positive professional working relationships to deliver evidence-based patient-centered care.

Assessments/Assignments

Component	Points Each	Total Points
Course Point: <i>Students will access Course Point and complete various learning modules and work through various case studies.</i> <ul style="list-style-type: none"> • Leadership Module 1.01 • Leadership Module 8.02 • Leadership Module 8.04 • Leadership Module 1.03 • Leadership Case: Leadership Succession and Creating a Motivating Climate • Leadership Module 10.02 	10 10 10 10 20 10 10 10	340

<ul style="list-style-type: none"> • Leadership Module 10.05 • Leadership Module 10.06 • Leadership Module 1.02 • Leadership Module 6.02 • Leadership Case: Ethics and End-of-Life Care • Leadership Case: Change Management • Leadership Module 9.01 • Leadership Module 9.02 • Leadership Module 9.03 • Leadership Module 9.04 • Leadership Module 2.03 • Leadership Module 3.01 • Leadership Module 3.02 • Leadership Case: Staffing Shortage: Who Can Handle CRRT? • Leadership Case: Handling Conflict Among Staff • Leadership Module 4.01 • Leadership Module 4.02 • Leadership Case: EBP and QI • Leadership Module 4.03 • Leadership Module 4.04 • Leadership Case: Problems in Prioritization: Preventing Poor Outcomes 	10 10 20 20 10 10 10 10 10 10 10 10 20 10 10 20 10 10 20 10 20	
<p>Introduction Discussions: <i>Students will complete an Introductory VoiceThread Discussion and respond to at least 2 students.</i></p>	10	10
<p>Problem Solving Discussion/Response: <i>Students will choose a learning exercises throughout Chapters 4 & 5. Be sure to apply an appropriate problem- solving/decision-making model in determining what you should do. Justify your decision with supporting evidence from at least 2 sources other than your textbook (peer-reviewed nursing-focused journal articles that are < 5 years old).</i></p>	50	50
<p>Reverse Case Study #3: <i>Students will create a history of the problem that could lead to this scenario, including the experiences and actions of the primary character involved; a list of other persons/characters (nurses, staff, patients, etc.) involved, including their roles and previous actions that led to the scenario outcome(s); and future actions the primary character may take to address the situation, as well as evaluation criteria for determining the effectiveness of these actions. This information may be presented in a concept map or narrative form, or in any form of the student's choosing.</i></p>	60	60
<p>Leadership Paper: <i>Students will explore roles of leader and manager in nurse generalist practice. This assignment asks you to identify a new technology your unit has received or one that you think may well suited for your unit. Please include concepts such as conflict management, communication, teamwork, cultural competence, power, politics, staffing etc. Students should identify a leadership style to work through this new implementation of a technology as the nurse leader.</i></p>	80	80

Course Map/Connecting Learning Outcomes and Assessments

Course Learning Outcomes	Assessments/ Assignments
Analysis leadership and management principles to achieve high quality patient-centered care and effective healthcare team coordination in a variety of setting.	Course Point Activities Reverse Case Study Leadership Paper
Integrate critical thinking processes to solve professional problems and to provide patient-centered care.	Course Point Activities Problem Solving Discussion/Response Leadership Paper
Apply concepts of quality improvement and safety to monitor patient outcomes.	Course Point Activities Leadership Paper
Evaluate how technology impacts healthcare systems and professional nursing practice.	Course Point Activities Leadership Paper
Incorporate effective interprofessional communication techniques to produce positive professional working relationships to deliver evidence-based patient-centered care.	Course Point Activities Leadership Paper

Evaluation and Grading Scale

[Clearly specify how a final letter grade will be determined. This should include a breakdown of all graded assessments, and a grading scale. Grading policy should also specify how students will have access to their grades throughout the semester, and how they can review their work (including final exam). Evaluation rubrics should be made available on Blackboard.]

Grade	Grading Scale	Points Needed
A	92-100%	497-540
B	84-91%	454-496
C	75-83%	405-453
D	66-74%	357-404
F	0-65.9%	0-356

A grade of “C” or above is required to pass the course and progress in the program. Grades will not be rounded, and no extra credit will be given.

Course Outline

Week	Date	Topic(s)/Readings	Deliverables/Due dates & times
1	Aug 9	Syllabus and Introduction Module Decision Making, Problem Solving, and Critical Thinking; Overview of Leadership (Chapters 1, 2, 3)	Introduction Discussion Initial Post Due Wed. August 11 th by 1130pm; Responses due Sun. Aug. 15 th by 1130pm. Course Point: <ul style="list-style-type: none"> • Leadership Module 1.01 • Leadership Module 8.02 • Leadership Module 8.04 • Leadership Module 1.03 • Leadership Case: Leadership Succession and Creating a Motivating Climate Due Sun., Aug. 15 th by 11:30pm

2	Aug 16	Ethical, Legal, and Legislative Issues (Chapters 4 & 5) Organizational Planning/Planned Change (Chapters 7 & 8)	<p>Problem Solving Initial Post Discussion Due Wednesday Aug. 18th by 11:30pm Response Due Sun. Aug. 22nd by 11:30pm</p> <p>Course Point:</p> <ul style="list-style-type: none"> • Leadership Module 10.02 • Leadership Module 10.05 • Leadership Module 10.06 • Leadership Module 1.02 • Leadership Module 6.02 • Leadership Case: Ethics and End-of-Life Care • Leadership Case: Change Management
3	Aug 23	Fiscal Planning and Health Care Reimbursement/Organizational Structure (Chapters 10 & 12)	<p>Course Point:</p> <ul style="list-style-type: none"> • Leadership Module 9.01 • Leadership Module 9.02 • Leadership Module 9.03 • Leadership Module 9.04 <p>Due Sun. Aug. 29th by 11:30pm</p>
4	Aug 30	Organizational, Political, and Personal Power/Organizing Patient Care (Chapters 13, 14)	<p>Course Point:</p> <ul style="list-style-type: none"> • Leadership Module 2.03 • Leadership Module 3.01 • Leadership Module 3.02 • Leadership Case: Staffing Shortage: Who Can Handle CRRT? • Leadership Case: Handling Conflict Among Staff <p>Due Sun. Sept. 5th by 11:30pm</p>
5	Sept 6	Creating a Motivating Climate/Organization, Interpersonal, & Group Communication in Team Building (Chapters 18 & 19)	<p>Reverse Case Study #3: Why Can I not Keep Staff? Due Sunday, Sept 12th by 11:30pm</p>
6	Sept 13	Delegation/Conflict, Workplace Violence & Negotiation (Chapters 20 & 21)	<p>Leadership Paper Due Sun. Sept 19th by 11:30pm</p>
7	Sept 20	Quality Control in Creating a Culture of Patient Safety/Performance Appraisal (Chapters 23 & 24)	<p>Course Point:</p> <ul style="list-style-type: none"> • Leadership Module 4.01 • Leadership Module 4.02 • Leadership Case: EBP and QI <p>Due Sun. Sept 26th by 11:30pm</p> <p>Course Point:</p> <ul style="list-style-type: none"> • Leadership Module 4.03 • Leadership Module 4.04 • Leadership Case: Problems in Prioritization: Preventing Poor Outcomes <p>Due Sun Sept 26th by 11:30pm</p>

**The Course Timeline is subject to change.
Students will be notified of any changes through Blackboard communication.**

Fairmont State University
3 Credit Hours
NURS 4450
Healthcare Delivery Systems Political Social and Economic Influences

Theory Professors

Instructor Name and Title	Phone	E-mail	Office Location	Office Hours
Dr. Mary Fanning		Mary.Fanning@fairmontstate.edu	Virtual	

Classroom Location: Course is delivered online.

Description

This course will analyze the healthcare delivery system and its appropriateness for meeting the dynamic and ever-changing health needs of diverse patients through analysis of political, social and economic influences.

Course Prerequisites

Corequisite: NURS 4440. This course must be taken in the last semester of the RN-BSN program.

Textbook and Course Materials

Shi, L. & Singh, D. A. (2019). Delivering health care in America: A systems approach. (7th ed.). Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-12449-1.

Technology Requirements

Minimum Technical Requirements

You will need the following software in order to complete the activities in this class:

13. Word Processing package, such as Microsoft Word or Open Office. Please save your documents as a Microsoft Word file (with a file extension of .doc or .docx) before submitting your project assignments.
14. Adobe Acrobat Reader: Test your computer by trying to open this file: PDF File . If you do not have Adobe Acrobat Reader, you can download it free from:
<http://www.adobe.com/products/acrobat/readstep.html>
15. Virus Protection Software. This course requires you to download and upload files from your PC. Virus protection software protects your computer and mine.

BLACKBOARD Information

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Tutorial once you log into the course. The tutorial can be accessed using the "Blackboard Help" link in the menu in the left-hand column of the Course Page. The tutorial is designed to help you learn how to navigate Blackboard. Students should log into Blackboard on a daily basis to receive any course updates from your instructors. **Please read the Announcements.**

Technology Assistance Information

5. Located on BlackBoard under START HERE “Minimum Technology Requirements.”
6. Teaching & Learning Commons Help Information
 - a. Phone: 304-367-4810 Option 3
 - b. Email: help@fairmontstate.edu
 - c. Hours: See Website for most current hours of operation
 - d. Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

Course Delivery

Students should expect to spend 2-3 hours for each credit hour for theory outside of class time. This would equate to approximately 3-4 hours on theory. For clinical students should expect to spend approximately 8 hours/week on their clinical projects.

This course is offered asynchronously online.

Type of Hour	Credit Hours	Number of Hours
Theory	3	45

Course Learning Outcomes

Concept	Outcome(s)
Patient Centered Care	<ul style="list-style-type: none"> • Analyze health care delivery systems for appropriateness in meeting the dynamic and ever-changing health profile of patients. •
Professional Role Development	<ul style="list-style-type: none"> • Identify the social, legal and economic influences that affect the delivery of healthcare. • Analyze a critical health policy issue in the US and explain its impact on healthcare delivery systems and future trends in healthcare.
Critical Thinking	<ul style="list-style-type: none"> • Analyze and interpret healthcare data. • Integrate evidence-based nursing interventions and standards of care to address the political, social, and economic influences on the health care delivery system.
Nurse Generalist	<ul style="list-style-type: none"> • Prepare a healthcare delivery system policy brief.

Assessments/Assignments

Component	Points Each	Total Points
Week 1 Chapter 1 and 3		
D: Introduce yourself	20	
A: Health System Comparison	20	
CS: Aid to governor	35	
Week 2 Chapter 2		
D: Scare Health Resources and Healthcare Values and Beliefs	20	
A: Community's Economic Stability	20	
Week 3 Chapter 2		
CS: A and B	35	
Week 4 Chapter 4		

Global Shortage of Health and Relying on Telemedicine	20	
Geographic Maldistribution	20	
HPSA and MUSA/P score	35	
Week 5 Chapter 5		
D: Balance Between Clinical Efficacy and Economic Worth	20	
A: Impact of Covid 19	20	
CS: Physician in Appalachia	35	
Week 6 Chapter 6		
D: Recent Graduate	20	
A Mr. and Mrs. Falcon	20	
Week 7 Chapter 6		
CS: VP for Nursing	35	
Week 8 Chapter 7		
D: Hospital Emergency Department and US Health care	20	
A Chapter 7 Question 6 and Complementary Medicine	20	
CS: Margaret	35	
Week 9 Chapter 8 and 10		
D: US per Capita	20	
A: Chapter 8 Question 13	20	
Week 10 Chapter 8 and 10		
CS: Washington Lobbyist	35	
CS: Tom Peters	35	
Week 11 Chapter 9		
D: Cost and Quality of Healthcare	20	
A: Chapter 9 Question 9	20	
CS: ACO Opportunity	35	
CS: Managed Care	35	
Week 12: Chapter 11		
D: Eastern Panhandle	20	
A: Chapter 11 Question 11	20	
Week 13: Chapter 12		
D: Rising Costs of Healthcare	20	
A: Chapter 12 Questions 9, 20, 23	20	
CS: Community Hospital NICU	35	
CS Partially Integrated Healthcare Delivery System	35	
Week 14: Chapter 12		
D: Administrator of local county health dept	20	
PB: Health Policy Brief	40	
Week 15 Chapter 14		
Elevator Speech	30	
CS: Healthcare Reform	35	Total 945

Course Map/Connecting Learning Outcomes and Assessments

Course Learning Outcomes	Assessments/ Assignments
<ul style="list-style-type: none"> Identify the social, legal and economic influences that affect the delivery of healthcare. 	<ul style="list-style-type: none"> Health System Comparison
<ul style="list-style-type: none"> Analyze health care delivery systems for appropriateness in meeting the dynamic and ever-changing health profile of patients. 	<ul style="list-style-type: none"> Vulnerable Population Paper
<ul style="list-style-type: none"> Integrate evidence-based nursing interventions and standards of care to address the political, social, 	<ul style="list-style-type: none"> Case Study VP of Nursing

and economic influences on the health care delivery system.	
<ul style="list-style-type: none"> Analyze and interpret healthcare data. 	<ul style="list-style-type: none"> US per Capita Discussion
<ul style="list-style-type: none"> Prepare a healthcare delivery system policy brief. 	<ul style="list-style-type: none"> Health Policy Brief
<ul style="list-style-type: none"> Analyze a critical health policy issue in the US and explain its impact on healthcare delivery systems and future trends in healthcare. 	<ul style="list-style-type: none"> Health Policy Brief

Evaluation and Grading Scale

Grade	Grading Scale	Points Needed
A	92-100%	869
B	84-91%	793
C	75-83%	708
D	66-74%	623
F	0-65.9%	

A grade of “C” or above is required to pass the course and progress in the program. Grades will not be rounded, and no extra credit will be given.

Course Outline

Week	Date	Topic(s)/Readings	Graded Assignments Due Dates & Times <i>Due Date and Points</i>
1	Aug 9	<p>Course Introduction Review Blackboard and Course Syllabus</p> <p>System Foundations – Overview of US Healthcare Delivery System and The Evolution of Health Services in the US Review syllabus and grading rubrics Read Chapters 1 & 3 textbook Review PowerPoint slides</p>	
		<p>Discussion Posting</p> <ul style="list-style-type: none"> Introduce Yourself (No points Assigned) 	<p>20 points Initial discussion postings due Wednesday at 11:30 pm 8/11 Final response due Sunday at 11:30pm 8/15</p>
		<p>Assignment x 1</p> <ul style="list-style-type: none"> Health System Comparison 	<p>20 points Assignments due Sunday at 1130pm. 8/15</p>
		<p>Case Study x 1</p> <ul style="list-style-type: none"> Aid to the Governor 	<p>35 points Case Study due Sunday at 1130pm. 8/15</p>
2	Aug 16	<p>System Foundations - Beliefs, Values and Health Read Chapter 2 of textbook</p>	

		Read Support Your Patients Behavior Change Strategies – link in learning module Review PowerPoint	
		Discussion Posting <ul style="list-style-type: none"> • Scarce Health Resources and Healthcare Values and Beliefs 	20 points Initial discussion postings due Wednesday at 11:30 pm 8/18 Final response due Sunday at 11:30 pm 8/22
		Assignment x 1 <ul style="list-style-type: none"> • Chapter 2 Question 15 • Community’s Economic Stability 	20 points Assignment due Sunday at 1130pm. 8/22
3	Aug 23	System Foundations - Beliefs, Values and Health Read Chapter 2 of textbook Read Support Your Patients Behavior Change Strategies – link in learning module Review PowerPoint	
		Case Study x 1 <ul style="list-style-type: none"> • Case Study A or B 	35 points Case Studies due Sunday at 1130pm 8/29
4	Aug 30	System Resources – Health Care Professionals Read Chapter 4 textbook Review PowerPoint slides	
		Discussion Postings x 2 <ul style="list-style-type: none"> • Global Shortage of Health and Relying on Telemedicine 	20 points Initial discussion postings due Wednesday at 11:30 pm 9/1 Final response due Sunday at 11:30 pm 9/5
		Assignment x 1 <ul style="list-style-type: none"> • Geographic Maldistribution 	20 points Assignments due Sunday at 1130 pm 9/5
		Case Study x 1 <ul style="list-style-type: none"> • HPSA and MUSA/P Score 	35 points Case Studies due Sunday at 1130pm 9/5
5	Sept 6	System Resources – Medical Technology Read Chapter 5 textbook Read article by Patel and colleagues – link in learning module Review PowerPoint slides	
		Discussion Posting x 1 <ul style="list-style-type: none"> • Balance Between Clinical Efficacy and Economic Worth 	20 points Initial discussion postings due Wednesday at 11:30 pm 9/8 Final response due Sunday at 11:30pm 9/12
		Assignment x 1 <ul style="list-style-type: none"> • Impact of Covid 19 	20 points Assignment due Sunday at 1130pm.9/12
		Case Study x 1 <ul style="list-style-type: none"> • Physician in Appalachia 	35 points Case Study due Sunday at 1130 pm 9/12

6	Sept 13	System Resources – Health Services Financing Read Chapter 6 textbook Review PowerPoint slides	
		Discussion Posting x 1 • Recent Graduate	20 points Initial discussion postings due Wednesday at 11:30 pm 9/15 Final response due Sunday at 11:30pm 9/19
		Assignment x 2 • Charles and Mr. and Mrs. Falcon	20 points Assignments due Sunday at 1130pm. 9/19
7	Sept 20	System Resources – Health Services Financing Read Chapter 6 textbook Review PowerPoint slides	
		Case Study x 1 • VP for Nursing	35 points Case Study due Sunday at 1130pm 9/26
8	Sept 27	System Processes – Outpatient and Primary Care Read Chapter 7 textbook Review PowerPoint slides	
		Discussion Posting x 2 • Hospital Emergency Department • US Healthcare System	20 points Initial discussion postings due Wednesday at 11:30 pm 9/29 Final response due Sunday at 11:30 pm 10/3
		Assignment x 2 • Chapter 7 question 6 • Complementary Medicine	20 points Assignments due Sunday at 1130pm. 10/3
		Case Study x 1 • Margaret	35 points Case Study due Sunday at 1130pm 10/3
9	Oct 4	System Processes – Inpatient Facilities and Services and Long-Term Care Read Chapters 8 and 10 textbook Review PowerPoint slides	
		Discussion Posting x 1 • US per Capita	20 points Initial discussion postings due Wednesday at 11:30 pm 10/6 Final response due Sunday at 11:30pm 10/10
		Assignment x 2 • Chapter 8 Question 13 and Cases 1&2 Raymond and Tanya	20 points Assignments due Sunday at 1130pm. 10/10
10	Oct 11	System Processes – Inpatient Facilities and Services and Long-Term Care Read Chapters 8 and 10 textbook Review PowerPoint slides	
		Case Study x 2 • Washington Lobbyist	70 points

		Tom Peters	Case Studies due Sunday at 1130 pm 10/17
11	Oct 18	Chapter 9	
		Discussion Posting x 1 <ul style="list-style-type: none"> • Cost and Quality of Healthcare 	20 points Initial discussion postings due Wednesday at 11:30 pm 10/20 Final posting due Sunday at 11:30pm 10/24
		Assignment x 1 <ul style="list-style-type: none"> • Chapter 9, Question 9. 	20 points Assignments due Sunday at 1130pm 10/24
		Case Study x 2 <ul style="list-style-type: none"> • ACO Opportunity • Managed Care 	70 points Case Studies due Sunday at 1130pm 10/24
12	Oct 25	System Processes – Health Services for Vulnerable Populations Read Chapter 11 textbook Review PowerPoint slides	
		Discussion Posting x 1 <ul style="list-style-type: none"> • Eastern Panhandle 	20 points Initial discussion postings due Wednesday at 11:30 pm, 10/27 Final posting due Sunday at 11:30pm 10/31
		Assignment x 1 <ul style="list-style-type: none"> • Chapter 11 Question 11 	20 points Due Sunday at 1130pm 10/31
13	Nov 1	System Outcomes – Cost, Access and Quality Read Chapter 12 Review PowerPoint slides	
		Discussion Posting x 1 <ul style="list-style-type: none"> • Rising Costs of Healthcare 	20 points Initial discussion postings due Wednesday at 11:30 pm 11/3 Final posting due Sunday at 11:30 pm 11/7
		Assignment x 3 <ul style="list-style-type: none"> • Chapter 12 – Questions 9, 20 and 23 	20 points Due Sunday at 1130pm 11/7
		Case Study x 2 <ul style="list-style-type: none"> • Community Hospital NICU • Partially Integrated Healthcare Delivery System 	70 points Due Sunday at 1130pm 11/7
14	Nov 8	System Outcomes – Cost, Access and Quality Read Chapter 12 Review PowerPoint slides	
		Discussion Posting x 1 <ul style="list-style-type: none"> • Administrator of local county Health department 	20 points Initial discussion postings due Wednesday at 11:30 pm 11/10 Final posting due Sunday at 11:30pm 11/14
		<ul style="list-style-type: none"> • Health Policy Brief 	40 points Policy Brief due Sunday at 1130pm 11/14

15	Nov 15 Finals Week	System Outlooks – Future of Health Care Delivery Read Chapter 14 Review – Elevator Speech, link in module Review PowerPoint slides	
		<ul style="list-style-type: none"> • Elevator Speech 	30 points Elevator speech due Friday 1130 pm 11/19
		Case Study x 1 <ul style="list-style-type: none"> • Healthcare Reform 	35 points Case Study due Friday at 1130pm 11/19

**The Course Timeline is subject to change.
Students will be notified of any changes through Blackboard communication.**



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.



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

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

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

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.

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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.

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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)

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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

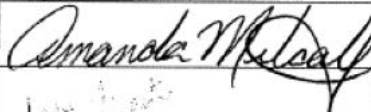

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes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

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

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.

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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.

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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.



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)

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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)

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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

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 Math Education Major Courses (46-47 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
MATH 1550	Applied Statistics	3
MATH 1561	Introduction to Mathematical Reasoning	3
MATH 2501	Calculus I	4
MATH 2502	Calculus II	4
MATH 2562	Introduction to Discrete Mathematics	3
MATH 2563	Transition to Higher Mathematics	3
MATH 3503	Calculus III	4
MATH 3520	Linear Algebra	3
MATH 3570	Modern Geometry	3
MATH 4520	Abstract Algebra	3
MATH 4531	Math Methods	3
COMP 1110 or COMP 1120	Introduction to Programming or Principles of Programming I	3
Required Math Major Electives		
MATH XXXX	Group B Elective	3
Free Electives (6 Credit Hours)		
Elective	Any course	3
Elective	Any course	3

Total Core Curriculum Credit Hours	19
Total Professional Education Courses	49
Total Math Education Major Courses	46-47
Total Electives (If applicable)	6
TOTAL CREDIT HOURS	120-121

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.



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)

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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.
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- 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

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- 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.
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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

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 Biology Education Major Courses (52 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
BIOL 1105	Biological Principles I	4
BIOL 1106	Biological Principles II	4
BIOL 2202	General Botany	4
BIOL 2203	General Zoology	4
BIOL 3306	Fundamentals of Ecology	4
BIOL 3380	Genetics	4
CHEM 1105	Chemical Principles	5
CHEM 2200	Foundational Biochemistry	4
GEOL 1102	Historical Geology	4
MATH 1540 or MATH 1520	Trigonometry and Elementary Functions or Applied Technical Mathematics II	3
PHSC 4430	Science Integration Seminar	1
PHSC 4431	Methods and Materials in Teaching Science	3
PHYS 1101 or PHYS 1001	Introduction to Physics or General Physics I	4
SCIE 1120	Meteorology	4

Total Core Curriculum Courses	19
Total Professional Education Courses	49
Total Biology Education Major Courses	52
Total Electives (If applicable)	NA
<hr/> TOTAL CREDIT HOURS	<hr/> 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.



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)

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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

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

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 2501/1585	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 Principle of Physics I and II	8-10
Major Electives		12-14

Total Core Curriculum Courses	19
Total Professional Education Courses	42
Total Chemistry Education Major Courses	48-50
Total Electives (If applicable)	12-14

TOTAL CREDIT HOURS	121-125
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**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.
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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
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- B. Reflective Instructional Practice
 - a. Analysis of a range of assessments to determine student learning needs
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- C. Differentiation of Instruction

- a. Differentiation to address student needs
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 - a. Implement a range of instructional technology tools to support differentiation of instruction/
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 - 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

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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.

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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.

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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.

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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.



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)

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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.



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)

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cc: Dianna Phillips
Lori Schoonmaker
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Amanda Metcalf

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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

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 - MATH 1540 (3 CH) - Mathematics

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- **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

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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

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No Course Changes

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

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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

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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.



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

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

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

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.

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

Physical Education (B.A.)

Year in Residence



FAIRMONT STATE UNIVERSITY

College of Education, Health & Human Performance

FIFTH SEMESTER			16 HOURS	
COURSE	CR	Grd		
PHEO 2240			Outdoor, Leisure Activities	
PHEO 224*			Skill Teaching COURSES! (PHEO 2240, PIICO 2244 or PHEO 22461)	
PHEO 3310			Motor Behaviors, Pre-requisite: PHEO 2240	
PHED 3323			Teaching Content in Physical Education (PHEO 2240)	
EDUC 2260			Instructional Design I (Prerequisite: EDUC 1240 or EDUC 1240)	
EDUC 2261			Instructional Design II (Prerequisite: EDUC 2260)	

Bachelor of Arts in Physical Education
Third Year

- Maintain 2.75 GPA overall, in field, in EDUC classes.
- Take required content course • PRAXIS EXAM 1509 1 Physical Education. Successful completion of the content test is required for student teaching.
- Co-requisite courses must be taken in the same semester.
- Students have completed 130 clinical hours by the end of this year before beginning the year long residency.

SIXTH SEMESTER			14 HOURS	
COURSE	CR	Grd		
PHEO 224*			Skill Teaching COURSES (PHEO 2240, PIICO 2244 or PHEO 22461)	
PHEO 3325			Instructional Strategies in Writing Instruction; Pre- Prerequisite: [NGL 102] PHEO 3323; S, in content	
HLTA 3310			School Health Content, Curriculum & Program Planning	
EDUC 3331			Reading in the Content Area 111 to UC 34)	
EDUC 3334			Held in experience 4 (CR: EDUC 3331; PR: EDUC 126:t)	

SEVENTH SEMESTER			14 HOURS	
COURSE	CR	Grd		
PHEO 4431			Method: S&M 111 in Teaching Phys. (due. (Pre-requisite: PHEO 1125: PHEO On ly)	
EDUC 3340			Instructional Design II (Pre-requisite: EDUC 2260; Co-requisites: EDUC 3331 & EDUC:1365)	
EDUC 3341		S	Residency for Secondary Education ICR: EDUC 1340 & COUC 1:151) 250 hours	
EDUC 3351			Instructional Design III (Prerequisite: S Co-requisites: EDUC 3340 & EDUC H6S)	

Bachelor of Arts in Physical Education
Fourth Year

- CO-Req uisite course s must be taken in the same semester.
- EDUC 3340, 3341, 3351 must be taken the semester before Residency 2.
- Background check required for student teaching.
- Take the Principles of Learning and Teaching Test (K-6 grade (5622) or grades 7-12 (5,624)) prior to or during student teaching.
- Apply for graduation the semester prior to when you plan to graduate.
- Request a degree audit to be completed by the certification officer, joyce.rose@fairmontstate.edu.
- complete 120 credit hours of coursework fulfilling the requirements of the major and the general studies while maintaining a 2.75 GPA overall, in field, and in EDUC classes.
- Students cannot take any additional courses during their Residency 2 semester.

EIGHTH SEMESTER *			12 HOURS	
COURSE	CR	Grd		
EDUC 4483	10		Residency 2 (Prerequisite: EDUC 1340, EDUC 4485 & EDUC 4488)	
EDUC 4485			Action Research (Co-requisites: EDUC 4483 & EDUC 44861)	
EDUC 4486			Portfolio (Co-requisites: EDUC 4483 & EDUC 4485)	



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

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		

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
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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.



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)

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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

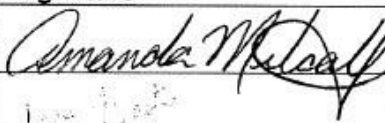
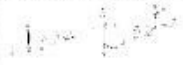
- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes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

- 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**

**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

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

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.

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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.

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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.



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-21

The history program is revising the requirements for students wishing to earn a minor in History. The changes include reducing the number of credit hours to receive the history minor from 21 to 18. In addition, students will have more flexibility in selecting which courses they can take.

cc: Dianna Phillips
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Chris Kast

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

Proposal Number:	#21-22-21
School/Department/Program:	COLA / Department of Social Sciences / History Program
Preparer/Contact Person:	Robin Payne
Title of Degree Program:	History Minor
Telephone Extension:	ext. 4758
Date Originally Submitted:	October 19, 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 history program is revising the requirements for students wishing to earn a minor in History. The changes include reducing the number of credit hours to receive the history minor from 21 to 18. In addition, students will have more flexibility in selecting which courses they can take.

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: 3

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

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

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

NA

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

NA

- F. **Create a New Course(s)** information (if applicable): For each new course complete the following: **N/A**

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A. **N/A**

III. RATIONALE FOR THE PROPOSAL

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

NA

- 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?

The proposed change will bring the history minor into alignment with most other minors at Fairmont State University, which typically require no more than 18 credit hours. In addition, by allowing more flexibility of course selection, this change will enable more students to pursue the minor as a complement to their major program of study.

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/School	Dean	Signature
COLA	Chris Kast	<i>Chris Kast</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.

VI. ADDITIONAL COMMENTS.

**APPENDIX A
Minor in History
Current Program**

Minor Courses (6 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
HIST 1107	United States History I	3
HIST 1108	United States History II	3

Minor Electives (6 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
HIST 2211	World Civilization I	3
HIST 2212	World Civilization II	3
HIST 2213	World Civilization III	3

Advanced Electives (9 Credit Hours)
Select any three upper-level courses.

Total Minor Courses	6
Total Minor Electives	6
Total Advanced Electives	9
TOTAL CREDIT HOURS	21

**APPENDIX A
Minor in History
Proposed Program**

History Survey Courses (9 credit hours)		
Students will complete at least three of the courses listed below.		
Course Prefix & Number	Course Name	Credit Hours
HIST 1107	United States History I	3
HIST 1108	United States History II	3
HIST 2211	World Civilization I	3
HIST 2212	World Civilization II	3
HIST 2213	World Civilization III	3

Advanced History Electives (9 Credit Hours)
Students will complete at least 9 additional credit hours in 3000-4000 level history classes.

Total Survey Courses	9
Total Advanced Electives	9
TOTAL CREDIT HOURS	18



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-24

Since the successful implementation of the math support program, many students who would have taken MATH 1510—Applied Technical Mathematics 1 have instead been sent to MATH 1430. To get the trigonometry required by most engineering technology courses, students must then take math 1540. This delays students by a considerable amount and has affected the engineering technology pipeline. We are therefore proposing a new course, MATH 1410, to offer the material from 1510 with more time given to elementary topics and background material. MATH 1510 will be deactivated in Fall 2022.

cc: Dianna Phillips
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Steve Roof

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

Proposal Number: #21-22-24

School/Department/Program: College of Science and Technology/Computer Science and Mathematics/Mathematics

Preparer/Contact Person: Bob Niichel

Title of Degree Program: N/A

Telephone Extension: x4701

Date Originally Submitted: 11/1/2021

Revision (Indicate date and label it Revision #1, #2, etc.): #0

Implementation Date Requested: Fall 2022

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

Since the successful implementation of the math support program, many students who would have taken MATH 1510—Applied Technical Mathematics 1 have instead been sent to MATH 1430. To get the trigonometry required by most engineering technology courses, students must then take math 1540. This delays students by a considerable amount and has affected the engineering technology pipeline. We are therefore proposing a new course, MATH 1410, to offer the material from 1510 with more time given to elementary topics and background material. MATH 1510 will be deactivated in Fall 2022.

- 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: _____ 0 _____

B. Addition of course(s) or credit(s) from program(s) Total hours added: _____ 4 _____

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

All courses that previously required MATH 1510 will now instead require MATH 1410. This includes the follow-up course, MATH 1520. MATH 1410 will have the same content with additional student support since there is no prerequisite test score.

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

Attached as Appendix A

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

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:	MATH 1410
b. Course title:	Applied Technical Mathematics I--Enhanced
c. Course term(s) (e.g., Fall, Summer only):	Fall and Spring
d. Credit hours/Variable credit:	4
e. Repeatability (number of repeat credit hours):	Per University Policy
f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	N/A
g. Co-requisite (include subject prefix and course number):	N/A
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	N/A
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	A-F
j. Required Course or Elective Course: While 1410 will be an elective course in the short term, the Engineering Technology Department plans on placing all first-year students into the course (i.e., replacing MATH 1510). The Engineering Technology Department will make this a change in their curriculum if the course proves to be beneficial.	Elective
k. Course Fees (Indicate amount): No special fees will be collected. Standard College fees will apply.	\$0

2. **New Course Supplemental/Supporting Documentation:**

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.

Attached as Appendix A.

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...”

- Outcome 1: (Problem Solving Methods) Use problem solving methods to model and solve real world problems using right triangles, the law of sines, and the law of cosines.
- Outcome 2: (Symbolic Manipulation) Demonstrate appropriate symbolic manipulation skills to simplify algebraic expressions.
- Outcome 3: (Language of Mathematics) Use the language of mathematics to describe trigonometric relationships or graphs of functions.
- Outcome 4: (Interpretation of Mathematical Knowledge) Interpret mathematical knowledge to reach logical conclusions about the solution sets of systems of linear equations.
- Outcome 5: Solve problems using vectors.

c. **Course Outline:** Attach a course outline consisting of at least two levels.

A comparative outline showing the material in MATH 1510 and the adjustments proposed for MATH 1410 is attached as Appendix B.

d. **Assessments:** Describe generally how student’s achievement of the course learning outcomes will be assessed

Assessment quizzes are attached as Appendix C.

3. **Shared Course:** If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for course being shared. N/A

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

This proposal has been developed in tandem with the Engineering Technology Department. It is anticipated that this will become the first gateway mathematics course that Engineering Technology students complete. This course will benefit students to improve their mathematical literacy with the additional support time. A student in Engineering Technology must be able to enroll in the proper mathematics class during their first semester, and when this does not occur, the student is one year off schedule. The addition of one credit will reduce the elective credit hours in a student’s free electives in Engineering Technology.

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.

The need for change was precipitated by a decline in enrollment in MATH 1510 due to fewer students meeting the SAT requirement. The original goal of MATH 1510 was to provide students with the optimal mathematical information they need in their first semester, allowing them to understand what was happening in their engineering technology courses just-in-time. As a stopgap measure, engineering technology students are taking MATH 1430 (College Algebra) and subsequently MATH 1540 (Trigonometry). However, these two courses together do not cover some of the topics in 1510 (like vectors), and so this leaves a hole in students' knowledge, rendering them unprepared for their engineering classes. The 1430 route essentially puts engineering technology students about a semester behind in terms of their mathematical ability, and about a year behind in terms of coursework.

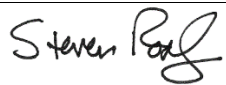
- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

To fix the problem mentioned above, we need to remove the SAT prerequisite for the course. This cannot be reasonably accomplished without providing additional support to students to help them learn the material. In point of fact, HEPC Series 21 states that students who do not meet the test score requirements for a course must have additional support, hence the additional contact hour. To flesh out what this extra contact hour would look like, the mathematics professors who have been teaching the course for the past few years (Dr. Joe Riesen, Dr. Robert Niichel, and Carol Stewart) were consulted to determine where the most significant weaknesses are among students. We identified basic algebra and geometry skills as presenting the most serious difficulties to students, as well as a few other topics in trigonometry and factoring. We then allocated the additional 14-15 in-class hours gained from the extra credit hour to these topics.

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/School	Dean	Signature
Science and Technology	Steven Roof	

- 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. N/A

Appendix A: Course Description

MATH 1410: Applied Technical Mathematics I—Enhanced 4hrs.

This course is an elementary introduction to fundamental mechanics and techniques for performing operations with algebraic expressions, factoring, solving linear equations and systems of linear equations, graphing functions and relations, as well as using trigonometric functions and applying them to solve triangles and problems involving vectors. The course will provide students with enhanced support to reintroduce and reinforce fundamental concepts from geometry, algebra, arithmetic, and trigonometry.

Appendix B: Comparative Course Outline

The following is the original course outline for MATH 1510, with changes for MATH 1410 indicated by

NEW MATERIAL (+number of in-class hours)

Additional emphasis (+number of extra in-class hours)

- I. **Demonstrate appropriate symbolic manipulation skills to simplify algebraic expressions and solve equations**
 1. manipulate signed numbers
 2. *solve order-of-operation problems (+1)*
 3. use basic graphing calculator functions
 4. *solve problems involving exponents (+2)*
 5. apply accuracy and precision laws
 6. perform basic operations with polynomials (no long division)
 7. solve linear equations
 8. manipulate formulas
 9. solve applied linear equations
 10. **REVIEW OF FRACTIONS (+1)**

- II. **REVIEW OF GEOMETRY (+4)**
 1. **REVIEW LINES AND ANGLES**
 2. **DESCRIBE AND APPLY CHARACTERISTICS OF TRIANGLES**
 3. **DESCRIBE AND APPLY CHARACTERISTICS OF QUADRILATERALS**
 4. **DESCRIBE AND APPLY CHARACTERISTICS OF CIRCLES**
 5. **CALCULATE LENGTHS, AREAS, AND VOLUMES OF GEOMETRIC FIGURES**

- III. **Interpret math knowledge to solve and graph functions and relations**
 1. use the TI 83/4/5 linear graphing capabilities
 2. work with a Cartesian plane
 3. find slope
 4. graph linear functions
 5. apply function definition

- IV. **Solve problems using simultaneous equations**
 1. solve simultaneous equations
 2. solve simultaneous equations using substitution method
 3. solve simultaneous equations using addition method
 4. apply simultaneous equations

- V. **Use the language of mathematics to describe trig relationships**
 1. *define trig functions (+2)*
 2. use trig functions
 3. find inverse trig functions (sin, cos, tan only)
 4. using inverse trig functions

- VI. **Use problem solving methods to model and solve trig functions**
 1. solve right triangle problems
 2. adapt trig functions to all quadrants
 3. find trig functions of arbitrary angles
 4. use radian measure

- VII. **Solve problems using vectors**
 1. find a resultant vector graphically

2. reduce a vector to x and y components
3. find a resultant vector algebraically
4. apply vectors

VIII. **Use the law of sines and cosines to solve problems**

1. state law of sines and the law of cosines
2. *solve law of sines problems (+1)*
3. *solve law of cosines problems (+1)*
4. solve applied law of sin and cos problems
5. distinguish between oblique triangle solutions

IX. ***Demonstrate appropriate symbolic manipulation skills to simplify algebraic expressions and solve equations (+2)***

1. perform long binomial multiplication
2. simplify binomial products
3. factor by grouping
4. factor binomials and trinomials
5. multiply and divide polynomial fractions
6. add and subtract polynomial fractions
7. simplify complex fractions
8. clear denominators
9. solve fractional equations

Additional in-class hours: 14

Appendix C: Course Assessments

M1410 Outcomes:

- **Outcome 1:** (Problem Solving Methods) Use problem solving methods to model and solve real world problems using right triangles, the law of sines, and the law of cosines.
- **Outcome 2:** (Symbolic Manipulation) Demonstrate appropriate symbolic manipulation skills to simplify algebraic expressions.
- **Outcome 3:** (Language of Mathematics) Use the language of mathematics to describe trigonometric relationships or graphs of functions.
- **Outcome 4:** (Interpretation of Mathematical Knowledge) Interpret mathematical knowledge to reach logical conclusions about the solution sets of systems of linear equations.
- **Outcome 5:** Solve problems using vectors.

Show your work for full credit!

Average Score: _____/4

(1) Suppose the angle of elevation to the sun is 51° . If the shadow of a tree is 20m long, how tall is the tree? As part of your solution, please draw a picture of the situation.

(2) A surveyor measure the angles and sides of a triangle. Two sides of the triangle measure 15m and 25m. The angle opposite the 25m side measures 75.3° . What is the measure of the third side?

(3) Suppose another triangle has two sides which measure 32in and 50in. The angle between these two sides is 28° . What is the length of the third side?

M1410 QUIZ §§1.1-1.8 (Outcome 2)

Name: *Write your name on back!*

Show your work for full credit!

Average Score: _____/4

(1) Evaluate: $-7(-3) + \frac{6}{-3} - |-5|$

(2) Simplify: $\frac{2z^3}{(2z)^3}$

(3) Simplify (eliminate the parentheses): $(2s + 7t)(3s + 5t)$

M1410 QUIZ §§5.1-5.4 (Outcome 4)

Name: *Write your name on back!*

Show your work for full credit!

Average Score: _____/4

- (1) Solve the following system using any method you like:

$$\begin{cases} 2x + y = 5 \\ 5x + 3y = 8 \end{cases}$$

- (2) Solve the following system using any method you like:

$$\begin{cases} -2x - 3y = 2 \\ 4y + 2x = 8 \end{cases}$$

- (3) What conclusions can be drawn about the geometric interpretations of the solution sets to these systems? Be sure to address both systems.

M1410 QUIZ §§9.1-9.4 (Outcome 5)

Name: *Write your name on back!*

Show your work for full credit!

Average Score: _____/4

- (1) What are the horizontal and vertical components of a 200N force exerted at 37° from the positive x-axis?

- (2) A storm front is moving North at 20mph and West at 11mph. What are the front's actual direction and speed?



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 11/2/2021

SUBJECT: Curriculum Proposal # 21-22-25

This proposal reduces the number of required major courses by three credit hours and increases number of major electives by three credit hours in order to incorporate more advanced Political Science curriculum (i.e. upper level courses). The amount of overall hours required for the Political Science degree remains the same.

cc: Dianna Phillips
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Chris Kast

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

Proposal Number:	#21-22-25
School/Department/Program:	College of Liberal Arts, Department of Social Sciences, Political Science
Preparer/Contact Person:	Dr. Gregory P. Noone
Title of Degree Program	B.A. Political Science
Telephone Extension:	X4673
Date Originally Submitted:	November 8, 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.

This proposal reduces the number of required major courses by three credit hours and increases number of major electives by three credit hours in order to incorporate more advanced Political Science curriculum (i.e. upper level courses). The amount of overall hours required for the Political Science degree remains the same.

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: **0 hours**

BSBA 2200 Economics

We state that zero hours are deleted as we interpret this to mean hours deleted from the major requirement. In other words, the number of hours remains the same.

B. Addition of course(s) or credit(s) from program(s) : Total hours added: 0 hours

The current Political Science degree includes 24 credit hours of required courses and 15 credit hours of major electives for a total of 39 credit hours. This proposal moves three credit hours from the required courses to the major electives. As a result, the Political Science degree will include 21 credit hours of required courses and 18 credit hours of major electives for a total of 39 credit hours.

We state that zero hours are added as we interpret this to mean hours added to the major requirement. In other words, the number of hours remains the same.

Program	Current Program Hours (According to the 2020-2021 Undergraduate Catalog)	Proposed Program Hours
Political Science	120	120

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

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

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

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

New Course Supplemental/Supporting Documentation: N/A

- 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

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. **N/A**

- 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.

The NSI and Political Science programs continue to grow in both the number of students and faculty. This proposal reflects the needs of the program and our students as well as maximizes the expertise of the faculty. The assessment data regarding this proposal was derived from three main sources. First, the NSI and Political Science programs administer exit surveys in our Capstone courses. Second, the NSI and Political Science programs both have robust and active Advisory Boards comprised of current professionals in the respective fields. Lastly, the advanced upper level courses have all been taught at least once at Fairmont State University and the course evaluations have been universally positive in terms of content, relevance, and structure.

- 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?

First and foremost, no additional costs are required as all courses will be taught by full time faculty. No additional faculty, facilities, equipment, or library materials will be required. Just as importantly, the Curriculum Committee should note the Dean's signature and approval of this proposal as the Dean oversees all budget issues in the College of Liberal Arts (COLA).

We examined the data derived from our sources above as well as our constant internal analysis of what our program needs to provide to our students in order to put them in the best position to succeed in the field. This is an ongoing process as demonstrated by our relatively brief but very successful history. In 2007, Dr. Greg Noone, PhD / JD was hired as an Assistant Professor of Political Science and Law and appointed the Director of the fledging Intelligence Research Analysis (IRA) program. He was tasked with leading both programs simultaneously in order to grow both programs. In 2007 the IRA program's entire major consisted of two undergraduate students and there were thirteen

undergraduates enrolled in the Political Science major. Dr. Noone immediately set on a course of putting together an Advisory Board for each degree program that represented the current field of political science, and national security and intelligence with members from academia, government, the Senate and House standing committees, CIA, PIAB, FBI, DIA, DOJ, DoS, DoD and military intelligence.

Dr. Noone also undertook an extensive review of the curriculum of both degrees and completed a survey of programs in the field. Extensive meetings with the Political Science Advisory Board also led to the development of several new Political Science courses.

Fifteen years have passed and the NSI Program and the Political Science Program have more than 200 majors. Today our faculty includes Dr. Bill Harrison, Dr. Todd Clark, Professor Robert Bolton, Dr. Robert Papp, Professor Abruzzino and Dr. Greg Noone. The NSI and Political Science faculty possess over one hundred years of practical experience in the fields of national security, intelligence, law, law enforcement, military and political science.

In order to continue to grow the Political Science program we must continually assess our strengths and weaknesses and make sure we are placing the student first. This relatively small change does just that and will ultimately improve the students' educational experience at Fairmont State University.

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 Liberal Arts	Dr. Christopher Kast	Chris 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.

N/A

V. ADDITIONAL COMMENTS. N/A

Appendix A
B.A. Degree in Political Science
Current Program

Core Curriculum Courses (30-33 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	HIST 2211, 2212, 2213, PHIL 2200, 2250, or 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	3-4
Social Science	POLI 2200 (Satisfied by Major Requirement)	X
Citizenship	POLI 1100 (Satisfied by Major Requirement)	X
Global Awareness, Fitness & Wellness, Technology	POLI 2210 (Satisfied by Major Requirement)	X

Required Major Courses (24 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
CRIM 2295 OR PHIL 3325	Ethics in Criminal Justice OR Ethics	3
BSBA 2200	Economics	3
POLI 1100	American Government	3
POLI 2200	Introduction to Political Science	3
POLI 2210	Principles of International Relations	3
POLI 2220	Comparative Government	3
CRIM 4400 OR POLI 4400	Research in Social Sciences	3
POLI 4490	Capstone Seminar in Political Science	3
	TOTAL CREDITS	24

Students may choose from any advanced (3300/4400) Political Science courses.

Major Electives (15 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
POLI 3306	The American Presidency	3
POLI 3307	Congress and the Legislative Process	3
POLI 3310	Recent Political Theory	3
POLI 3311	Global Affairs	3
POLI 3315	National Security and Intelligence	3
POLI 3320	US Foreign Policy	3
POLI 3325	Politics of Intelligence	3
POLI 3330	U.S. National Security Policy	3
POLI 3331	Intelligence and Covert Action	3
POLI 3332	Insurgency and Counterinsurgency	3
POLI 3333	Espionage, Counterintelligence and Strategic Deception	3
POLI 3334	Fundamentals of Defense Intelligence	3
POLI 3335	Congress and National Security	3
POLI 3350	International Law and Organizations	3
POLI 3360	Future Global Crisis	3
POLI 3365	Homeland Security	3
POLI 3370	World Religions and Politics	3
POLI 3380	Propaganda and Politics	3
POLI 3385	Politics in Film and Fiction	3
POLI 3390	Law and the Legal System	3
POLI 3395	Constitutional Law	3
POLI 4404	Civil Liberties in the US	3
POLI 4405	Terrorism	3
POLI 4410	Problems in American Government	3
POLI 4411	Area Studies	3
POLI 4412	Area Studies	3
POLI 4413	Area Studies	3
POLI 4415	International Problems	3
POLI 4420	Supreme Court of the United States	3
POLI 4425	Military Justice	3
POLI 4435	Intelligence Law	3
POLI 4440	National Security Law	3
POLI 4445	Law of Armed Conflict / International Humanitarian Law	3
POLI 4455	Model United Nations	1-12
POLI 4460	Political Science Practicum	1-12
POLI 4499	Special Topics in Political Science	1-12

POLI 4998	Undergraduate Research	0-6
	TOTAL CREDITS	15

Total Core Curriculum Hours	30
Major Courses	24
Major Electives	15
Minor	18
Free Electives (If applicable)	33
TOTAL CREDIT HOURS	120

**B.A. Degree in Political Science
Proposed Program**

Core Curriculum Courses (30-33 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	HIST 2211, 2212, 2213, PHIL 2200, 2250, or 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	3-4
Social Science	POLI 2200 (Satisfied by Major Requirement)	X
Citizenship	POLI 1100 (Satisfied by Major Requirement)	X
Global Awareness, Fitness & Wellness, Technology	POLI 2210 (Satisfied by Major Requirement)	X

Required Major Courses (21 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
CRIM 2295 OR PHIL 3325	Ethics in Criminal Justice OR Ethics	3
POLI 1100	American Government	3
POLI 2200	Introduction to Political Science	3
POLI 2210	Principles of International Relations	3
POLI 2220	Comparative Government	3
CRIM 4400 OR POLI 4400	Research in Social Sciences	3
POLI 4490	Capstone Seminar in Political Science	3
TOTAL CREDITS		21

Students may choose from any advanced courses (3300/4400) in Political Science or National Security and Intelligence.

Major Electives (18 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
NSIS 3300	Intelligence Research	3
NSIS 3305	History of National Security and Intelligence	3
POLI 3300	Public Administration	3
POLI 3302	State and Local Government	3
POLI 3303	Political Parties	3
POLI 3306	The American Presidency	3
POLI 3307	Congress and the Legislative Process	3
POLI 3310	Recent Political Theory	3
POLI 3311	Global Affairs	3
POLI 3315	National Security and Intelligence	3
POLI 3320	US Foreign Policy	3
POLI 3325	Politics of Intelligence	3
POLI 3330	U.S. National Security Policy	3
POLI 3331	Intelligence and Covert Action	3
POLI 3332	Insurgency and Counterinsurgency	3
POLI 3333	Espionage, Counterintelligence and Strategic Deception	3
POLI 3334	Fundamentals of Defense Intelligence	3
POLI 3335	Congress and National Security	3
POLI 3350	International Law and Organizations	3
POLI 3360	Future Global Crisis	3
POLI 3365	Homeland Security	3
POLI 3370	World Religions and Politics	3



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-27

The Honors Program created a track for Elementary Education majors that was effective for the 2021/2022 academic year. This proposal will create a revised Honors-Education track in response to West Virginia Board of Education changes to Policy 5100 and the implementation of a year-long residency for student teaching.

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

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

Proposal Number: #21-22-27
School/Department/Program: Honors Program
Preparer/Contact Person: Robin K. Payne
Title of Degree Program
Telephone Extension: Ext. 4197
Date Originally Submitted: November 11, 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 Honors Program created a track for Elementary Education majors that was effective for the 2021/2022 academic year. This proposal will create a revised Honors-Education track in response to West Virginia Board of Education changes to Policy 5100 and the implementation of a year-long residency for student teaching.

- 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: 6-11
- EDUC 4485: Action Research 1 credit hour
 - With Honors designation
 - EDUC 4491: Elementary Education Student Teaching 5-10 credit hours
 - With Honors designation
- B. **Addition of course(s) or credit(s) from program(s)** Total hours added: 8
- EDUC 3340: Instructional Design II 3 credit hours
 - With Honors designation
 - EDUC 3341 Residency 1: Teaching Practice and Assessment 5 credit hours
 - With Honors designation

C. Will the courses deleted be taught out? Or will alternatives be offered for those under the previous catalog?

Education students in previous academic catalogs will have the option to continue with having EDUC 4485 and EDUC 4491 satisfy their Honors Senior Thesis requirement until the Education Department ceases to offer those courses. Substitutions and/or accommodations will be provided for any affected students thereafter in consultation with the Honors Director and the Education Department.

D. Provision for interchangeable use of course(s) with program(s): **N/A**

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

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

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

N/A

2. **New Course Supplemental/Supporting Documentation:** **N/A**

3. **Shared Course:** If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for course being shared.

H. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s). **N/A**

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.

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?

In the 2021-2022 academic catalog, the Honors Program implemented a distinct track for Honors students in Elementary Education, which Secondary Education majors could opt to take in lieu of the traditional Honors track as well. The goal was to enable Honors students in Education to complete the Honors Program in light of the special accreditation that is particular to this program of study and the limited flexibility education students have in taking classes

outside of their major field. Developments within that past year, however, have made a minor revision to the Honors-Education track necessary as outlined below.

As a result of WVBOE Policy 5100, the Education program is shifting to a year long residency for student teachers in both secondary and elementary education. In addition, the course that had been designated as appropriate for fulfilling the Honors Senior Thesis requirement alongside of student teaching, EDUC 4485 (Action Research), is being eliminated. In response to these changes, the Honors Program and the Department of Education have determined that EDUC 3340 (Instructional Design II) and EDUC 3341(Residency 1: Teaching Practice and Assessment), when set-up with the Honors designation, will satisfy the Honors Program's requirement for the Honors Senior Thesis (typically satisfied with HONR 4400 and three credits of independent study in the student's major field) for Elementary Education majors. ***Students majoring in Secondary Education will have the option to fulfill their Honors Senior Thesis requirement with EDUC 3340 and EDUC 3341 or in HONR 4400 and three credits of independent study in their secondary field.***

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/School	Dean	Signature
College of Education, Health, and Human Performance	Dr. Amanda Metcalf	

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

VI. ADDITIONAL COMMENTS.

APPENDIX A
Honors Program
Current Honors-Education Track

Students must complete the Honors Program Curriculum requirements outlined below with a total of 25-30 credit hours in courses with an Honors designation. Students majoring in programs with special accreditation will have slightly different requirements as outlined below. All Honors students must maintain a GPA of 3.4 or higher in order to graduate from the Honors Program.

Honors Requirements for Education Students

Students completing the Elementary Education degree will undertake the following program of study for their core Honors requirements:

- | | |
|---|--------------------|
| • HONR 1100 Honors Seminar | 1 credit hour |
| • HONR 3350 Honors Seminar in Special Topics | 3 credit hours |
| • HONR 4400 Honors Thesis Design | 2 credit hours |
| • EDUC 4485 Action Research | 1 credit hour |
| ○ With Honors designation | |
| • EDUC 4491 Elementary Education Student Teaching | 5-10 credit hours |
| ○ With Honors designation | |
| • Honors Core Curriculum / Electives | 15-20 credit hours |

* Students completing Secondary Education degrees will determine in consultation with the Director of Honors and their academic advisor the best course of action for satisfying their senior thesis requirement.

APPENDIX A
Honors Program
Proposed Honors-Education Track

Students must complete the Honors Program Curriculum requirements outlined below with a total of 25-30 credit hours in courses with an Honors designation. Students majoring in programs with special accreditation will have slightly different requirements as outlined below. All Honors students must maintain a GPA of 3.4 or higher in order to graduate from the Honors Program.

Honors Requirements for Education Students

Students completing the Elementary Education degree will undertake the following program of study for their core Honors requirements:

- HONR 1100 Honors Seminar 1 credit hour
- HONR 3350 Honors Seminar in Special Topics 3 credit hours
- EDUC 3340 Instructional Design II 3 credit hours
 - With Honors designation
- EDUC 3341 Residency 1: Teaching Practice and Assessment 5 credit hours
 - With Honors designation

- Honors Core Curriculum / Electives 15-20 credit hours
 - Information regarding Honors course availability and rotation is available here:
<https://www.fairmontstate.edu/honors/courses>

Students completing Secondary Education degrees will determine in consultation with the Director of Honors and their academic advisor the best course of action for satisfying their senior thesis requirement.



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

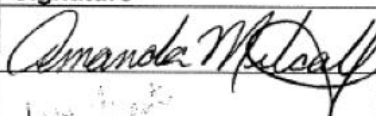

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes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

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.

THE CONSTITUTION OF THE FACULTY SENATE OF FAIRMONT STATE UNIVERSITY

ARTICLE I. Name, Purpose, and Jurisdiction

Section 1. The name of this society shall be the Faculty Senate of Fairmont State University.

Section 2. The Faculty Senate shall act as the principal agent of the Faculty of Fairmont State University in policy determination and communication with administration and the Board of Governors.

Section 3. Throughout this Constitution and Bylaws, the expression “University” shall denote Fairmont State University; the expression “Faculty” shall denote the full-time faculty of Fairmont State University, unless otherwise specified; the expression “Faculty member” shall denote a member of the same. Faculty Equivalent Academic Professional (FEAP) with full-time classroom instruction duties shall be considered full-time faculty for the purposes of voting in Senate elections (including academic unit elections for Senate representatives) but not eligible to serve as Senators. Dean, Chairs, and faculty with 50 percent or more administrative duties may not serve as Senators.

ARTICLE II. Membership

Section 1. Unless otherwise specified the term “election” shall denote election conducted by electronic secret ballot distributed through Fairmont State University’s official email system. Any academic unit may choose to elect unit representatives by other means.

Section 2. Each Academic Unit of the University shall elect one senator for each ten full-time faculty members or fractions thereof; however, the number of senators from any College shall not exceed one senator per ten faculty members or fractions thereof in the College as a whole. The distribution of representation within the College shall be an internal matter to be determined at the discretion of the College. For the purposes of this Constitution, the definition of academic unit shall be the same as set forth in the Bylaws of the Faculty Senate and such definition is incorporated herein by reference. The term for senators so elected shall be two years. The Library is designated as an academic support unit and is permitted to elect one senator.

- a. These elections shall be conducted by the Academic Unit’s meeting of the academic year that falls prior to the penultimate Senate meeting of the academic year.
- b. Deans and Chairs shall neither be eligible to vote, except in case of a tie, nor be elected at such elections. Deans, Chairs, and faculty with 50 percent or more administrative duties are not eligible to serve as Senators.
- c. To be eligible for election to the Senate, a candidate shall have been a Faculty member at Fairmont State University for at least two complete academic years by the September following their election. However, this requirement may be waived if no qualified person is available.
- d. If a vacancy in an unexpired term of an elected Senator occurs, it shall be filled by a special election in the appropriate Academic Unit.

Section 3. Academic Affairs shall elect two Senators who meet the time qualifications for Senate membership stated in Article II, Section 2.c (above).

- a. The term of office for Senators so elected shall be two years.
- b. The election of these Senators shall be conducted at Academic Affairs meeting that falls prior to the penultimate Senate meeting of the academic year.
- c. Senators representing Academic Affairs may include deans, chairs, or faculty with 50 percent or more administrative duties.
- d. The President of the University and the Provost and Academic Vice-President shall not be eligible

to be elected to the Senate by Academic Affairs.

- e. If a Senator elected by Academic Affairs should relinquish the position on Academic Affairs for any reason, that person's name shall be removed from the Senate roll immediately, and a vacancy shall be considered to exist. If a vacancy in an unexpired term of a Senator from Academic Affairs occurs, the vacancy shall be filled by a special election conducted by Academic Affairs.

Section 4. The Fairmont State University representative to the Advisory Council of Faculty (ACF) shall be elected by the full faculty. The representative to the ACF is responsible for representing the interests of the faculty to the ACF and reporting on ACF meetings to the Faculty Senate. The representative shall be a full, voting member of Senate.

- a. In accordance with West Virginia Code §18B-6-2(b)(2), the term of office for the representative will be two years. Representatives shall be eligible to succeed themselves.
- b. The representative shall be a full-time member of the faculty with the rank of instructor or above, duly elected by the faculty. Deans, chairs, and faculty with 50 percent or more administrative duties are not eligible to serve as the representative.
- c. No person shall serve as both a Senator from an academic unit and the ACF representative.
- d. The election of the representative shall be initiated by the Faculty Senate Executive Committee and the results presented at the penultimate Senate meeting of the academic year.
- e. The election of the representative will occur in odd-numbered years.
- f. If a vacancy in an unexpired term of an elected faculty representative occurs, it shall be filled by a special election initiated by the Faculty Senate Executive Committee.

Section 5. The Fairmont State University faculty representative to the Fairmont State Board of Governors (BOG) shall be elected by the full faculty. The representative is responsible for representing the interests of the faculty to the BOG and reporting on BOG meetings to the Faculty Senate. The representative shall be a full, voting member of Senate.

- a. In accordance with West Virginia Code Section §18B-2A-1(d)(2), the term of office for the faculty representative will be two years. The faculty representative is eligible to succeed himself or herself for three additional terms, not to exceed a total of eight consecutive years.
- b. The representative shall be a full-time member of the faculty with the rank of instructor or above, duly elected by the faculty. Deans, Chairs, and faculty with 50 percent or more administrative duties are not eligible to serve as the representative.
- c. No person shall serve as both a Senator from an academic unit and the BOG representative.
- d. The election of the representative shall be initiated by the Faculty Senate Executive Committee and the results presented at the penultimate Senate meeting of the academic year.
- e. The election of the representative will occur in odd-numbered years.
- f. If a vacancy in an unexpired term of an elected faculty representative occurs, it shall be filled by a special election initiated by the Executive Committee.

Section 6. Two members of the student body of Fairmont State University serve as members-at-large in the Faculty Senate.

- a. Student members shall be selected by the entire student body in a manner determined by Student Government.
- b. Such selection shall occur at the first meeting of the Student Government for the current academic year.
- c. The term of office for student members shall be one academic year.
- d. To be eligible to serve in the Faculty Senate a student must be a full-time student. The student must have an overall grade point average of at least two and two tenths (2.2) at the time of election.
- e. No student shall be eligible to serve on the Executive Committee.
- f. A vacancy in an unexpired student term shall be filled by Student Government.

Section 7. Any duly elected member of the Senate who is temporarily appointed to an acting administrative position should not be removed from Senate membership unless the acting position of the title is made permanent. If said Senate member is a member of the Senate Executive Committee, that member shall resign the Executive Committee position and a replacement member shall be appointed by the Senate President.

ARTICLE III. Officers

Section 1. The Senate shall biennially elect a President. The President of the Senate may not serve more than two consecutive terms in office. The Senate shall annually elect the following officers: Vice President, Secretary, a Webmaster, and three at-large members of the Executive Committee. These officers may not serve more than three consecutive one-year terms.

Section 2. The President of the Senate shall preside at the meetings of the Senate, call and preside at monthly meetings of the Executive Committee of the Senate, distribute the Senate agenda, and serve as ex-officio member of all Faculty Senate committees. The President may select a Parliamentarian from the full-time faculty to serve during that term of office, but such Parliamentarian shall not vote in the Senate unless the Parliamentarian is also a Senator. The President, or appointee(s), shall provide orientation for all newly elected members of the Senate.

Section 3. If the President of the Senate shall resign or for any reason be removed from the office during an academic year, the Vice-President of the Senate shall upon such resignation or removal immediately assume the role of President of the Senate and shall assume all duties, rights and responsibilities of the President. In such a circumstance the Vice President shall serve in the capacity of President until the final meeting of the Senate in the academic year in which the President either resigns or is removed from office. At the penultimate meeting the President shall include in the nominations to be presented to the Senate at the final meeting the unexpired term of President and at the final meeting the Senate shall choose a President to fulfill the unexpired term of the former President.

The Vice President of the Senate shall preside in the absence of the President and shall serve as a member of the Executive Committee of the Senate.

Section 4. The Secretary of the Senate shall record the proceedings of each meeting of the Senate and distribute minutes of each Senate meeting to each member of the Faculty Senate and the Faculty.

Section 5. The Webmaster shall maintain an up-to-date list of the Senate's membership, including the expiration date of term for each member. The Webmaster shall also maintain appropriate files for retaining Senate records.

ARTICLE IV. Meetings

Section 1. Regular meetings of the Senate shall be held monthly at times to be decided by the Senate Executive Committee.

Section 2. Special meetings may be called by the President of the Senate, the President of the University, or upon the written petition to the President of the Senate by any five Senators or any twenty members of the Faculty. Written notice of the time, place, and purpose of special Senate meetings shall be given to each Senator at least forty-eight hours in advance of each meeting.

ARTICLE V. Amendments

Amendments to this Constitution may be made by a two-thirds (2/3) vote of the Faculty Senate followed by the approval of a two-thirds (2/3) vote of the Faculty members present at a General Faculty meeting. Proposals for amendments must be circulated in writing to the total membership of the Faculty at least thirty (30) days before the Faculty vote is taken.

Addenda

1. In the event that any provision of this Constitution shall conflict with the Policies of the Fairmont State Board of Governors, such BOG Policies shall govern.
2. Unless otherwise provided in this Constitution, all proceedings shall be governed by Robert's Rules of Order.

**FAIRMONT STATE UNIVERSITY
FACULTY SENATE BYLAWS**

ARTICLE I. Membership

Membership of the Senate is as defined in Article I, Section 3 of the Constitution. Academic Units are defined by the following list:

Current Structure (2021-2022 Academic Year):

College of Nursing

ASN
BSN

College of Education, Health & Human Performance

Department of Education
Department of Health and Human Performance

College of Business & Aviation

Department of Marketing & Management Studies
Department of Accounting, Economics, & Finance
Department of Aviation

College of Liberal Arts

Department of Humanities
Department of Behavioral Sciences
Department of Social Sciences

College of Science & Technology

Department of Natural Sciences
Department of Computer Science & Mathematics
Department of Architecture, Art, & Design
Department of Engineering Technology

Library

ARTICLE II. Meetings

Section 1. Regular meetings of the Faculty Senate shall be held each month during the academic year, on dates and at times to be determined and announced by the Executive Committee. A list of dates for such forthcoming meetings shall be published annually and distributed to each Senator at least ten days prior to the first meeting of the fall semester. Senators are expected to make themselves available for extended business and discussions when necessary.

Section 2. Except where specifically prohibited in these Bylaws, the terms written notice and written communication shall be construed to include all forms of electronic communications. Only electronic notifications or communications sent via Fairmont State University's email system shall be deemed to satisfy the requirement of written notice and written communication.

Section 3. The last regularly scheduled Senate meeting of each academic year, which shall follow the annual Academic Unit Senate elections, shall be held for the purpose of electing new officers for the next year. The meeting shall be called and chaired by the President of the outgoing Senate.

Section 4. The Senators present at any meeting may, by a majority vote of those present, change the date for any subsequent meeting or call a special meeting.

Section 5. Any member of the University community with a direct interest in the business of any Senate meeting shall have the right to attend such meeting. Subject to recognition and approval of the presiding officer of the Senate, this attendee may plead his/her case to redress interests relevant to the business of the Senate.

Section 6. A Senator unable to be in attendance for a particular meeting should send a substitute representative from the same Academic Unit who meets the requirements for Faculty Senate membership. The individual designated as a substitute shall assume the seat and vote for the absent member provided that notice of such substitution is given to the President and Secretary of the Senate prior to the call to order of the meeting.

Section 7. When meeting in person, all members of the Senate entitled to vote shall be seated directly around the table.

Section 8. The presence of at least fifty percent (50%) of the members or their substitutes shall constitute a quorum. The Faculty Senate Executive Committee shall designate whether a meeting is in person or remote.

Section 9. Meetings of the Senate shall be conducted in accordance with the current edition of Robert's Rules of Order, except as otherwise provided in the Bylaws.

ARTICLE III. Officers

Section 1. During the regularly scheduled penultimate Senate meeting of the academic year, the President of the Senate shall appoint a Nominating Committee of five members of the Faculty Senate charged with providing a slate of proposed Senate officers.

Section 2. The Senate shall, by secret ballot, elect biennially during the final Senate meeting of the academic year or whenever a vacancy exists, a President. The Senate shall, by secret ballot, elect annually during the final meeting or whenever a vacancy exists, a Vice President, a Secretary, a Webmaster, and three members of the Executive Committee from among its elected members.

Section 3. The minimum qualification of a Senate officer is one year's service as a member of the Senate prior to election. This requirement may be waived and an exception made upon a majority vote of the Senate.

Section 4. The term of office for the President of the Senate shall be two years, except when an election is held to fill a vacancy, in which case the period shall be for the unexpired part of the original term of office. If the President of the Senate shall resign or for any reason be removed from the office during an academic year the Vice-President of the Senate shall upon such resignation or removal immediately assume the role of President of the Senate and shall assume all duties, rights and responsibilities of the President. In such a circumstance the Vice President shall serve in the capacity of President until the final meeting of the Senate in the academic year in which the President either resigns or is removed from office. At the penultimate meeting of the academic year, the President shall include in the nominations to be presented to the Senate at the final meeting the unexpired term of President and at the final meeting the Senate shall choose a President to fulfill the unexpired term of the former President. The term of office for the Vice President, Secretary, Webmaster, and Executive Committee members shall be one year except when an election is held to fill a vacancy, in which case the period shall be for the unexpired part of the original term of office. Officers shall be eligible for re-election for up to three consecutive one-year terms. After three consecutive terms on the Executive Committee, in any position except the presidency, members must cycle off for at least one year. The President of the Senate may not serve more than two consecutive terms.

Section 5. The Academic Unit whose Senator will be serving as President of the Senate will be required to choose a substitute Senator to serve during the term of the President. The senatorial term of the President of the Faculty Senate shall continue for as long as the faculty member is the President of the Senate. At the end of the presidential term, there shall be an election in the Academic Unit for the senatorial seat.

ARTICLE IV. Executive Committee

Section 1. The Executive Committee shall be composed of the President of the Senate, who shall be its chair; the Vice President of the Senate; the Senate Secretary, who shall be its secretary; the Webmaster; and three elected Senators, who shall be chosen by the Senate.

Section 2. It shall be the duty of the Executive Committee to:

- a. Arrange the agenda for Senate meetings and designate items of business as major or minor;
- b. Serve as a channel through which any member of the faculty may introduce matters for consideration by the Senate;
- c. Assist in carrying into effect the rules, regulations, and actions of the Senate;
- d. Act for the Senate on an emergency basis between meetings of the Senate, with such action reported for confirmation at the next Senate meeting;
- e. Recommend formation of such *ad hoc* committees within the Senate as may seem desirable;

- f. Recommend to the Senate rules of procedure and interpretation of the Faculty Senate Constitution and Bylaws; and
- g. Prepare and submit reports on the work of the Senate to the University President and the faculty.

Section 3. It shall be the duty of the Webmaster to maintain the Faculty Senate web pages, including:

- a. Publish the meeting agenda prior to the meeting;
- b. Publish meeting minutes once they are approved by Senate;
- c. Publish such other material as may assist Senators in the execution of their duties; and
- d. Archive records and ensure that published information is accurate.

ARTICLE V. Voting Procedure

Section 1. Policy determination shall be by majority vote of the Senators present provided a quorum is constituted. Policies shall be effective after passage by the Senate and approval by the President of the University. The latter may interpose a veto on any Senate action, in which case the Senate may direct the President of the Senate to invite the President of the University to present a rationale for the veto.

Section 2. The presiding officer of the Senate shall not vote except in the case of a tie.

Section 3. A written, secret ballot shall be used in all elections.

Section 4. Any matter introduced in the Senate will be classified as either major or minor business. This classification will be made by the Executive Committee for items placed on the agenda and by the presiding officer for items introduced from the floor. However, a classification may be changed by a majority vote of the Senators present. An item classed as minor may be discussed, amended and disposed of at the meeting in which it is introduced. An item classed as major will require two meetings for final disposition.

- a. Discussion shall be terminated by a majority vote to pass the item to a "second reading" at the next meeting.
- b. At the next meeting (either regular or special), the item may be discussed, amended, and moved to final disposition.

Section 5. A voice vote shall be used to decide all major items of business, unless a Senator requests a secret ballot.

Section 6. On any matter before the Senate, a vote of two-thirds (2/3) of those Senators present shall be empowered to end debate.

ARTICLE VI. Faculty Senate Committees – Rules of General Application

Section 1. Standing and *ad hoc* committees shall be established by the Senate as needed for the proper fulfillment of the functions as delegated to it by the Faculty of Fairmont State University.

Section 2. All committees shall follow the Rules of General Application and the processes specific to the Committee provided in Article VI of these Bylaws. *Ad hoc* committees may have additional or different rules and processes, which are subject to Senate approval.

Section 3. Each committee shall meet at least once each semester. Notice shall be provided to the President of the Senate by the Committee Chair if a committee does not satisfy this meeting requirement.

Section 4. Notice of all regular meetings of committees shall be announced through the Faculty Senate page of the Fairmont State University web site. Members of standing committees shall be notified of meeting dates electronically by the Committee Chair.

Section 5. All committee meetings will be open to all interested persons, unless the committee determines a closed meeting is necessary to protect personal rights of privacy as provided for in WV Code §6-9A-4. Committee Chairs shall provide the Senate Webmaster with a list of meeting dates to be published on the Senate Website. Committees without regularly scheduled meetings shall provide the Senate Webmaster with reasonable notice.

Section 6. Each committee shall keep adequate records of committee business. Committee matters of general importance to the University shall be reported promptly to the President of the Senate, who shall report to the Executive Committee to determine further action.

Section 7. At the close of each semester each committee shall send a report of its activities in writing to the Executive Committee of the Senate. Additional reports may be requested by the Senate at any time.

Section 8. Committees shall be expected to conduct research, deliberate on policies, and make recommendations to the Senate relevant to the issues which they have explored. Procedural or policy changes recommended by a faculty committee which affect the instructional program or faculty welfare must be approved by the Senate and the President of the University. Procedural or policy changes that do not affect the instructional program or faculty welfare shall be referred to the appropriate Academic Unit.

Section 9. For those Committees requiring elections, each Academic Unit shall, at its penultimate meeting of the academic year, elect its members for a two-year term to begin the following semester. The Academic Units electing their representative during odd years will be:

Department of Natural Sciences; Department of Architecture, Art, & Design; Department of Engineering Technology; Department of Marketing & Management Studies; Department of Health and Human Performance; Department of Humanities; and Nursing ASN.

Those electing representatives during even years will be:

Department of Behavioral Sciences; Department of Social Sciences; Department of Accounting, Economics, & Finance; Department of Aviation; Department of Computer Science & Mathematics; Department of Education; Nursing BSN; and Library.

Section 10. For the purpose of continuity, faculty members who are elected, appointed or who serve by choice on any Senate committee will serve for a period of two years. In the event a committee member is unable to complete the two-year term, the Faculty Senate Executive Committee will appoint a replacement to fill the unexpired term. However, a faculty member may request a change in membership if early termination of membership is desired. Furthermore, to allow as many faculty as possible to serve on the various Senate committees, and thus create a broad knowledge base about University policies, after serving for two years on any Senate committee, faculty members should choose to serve on a different committee.

Section 11. The Committee Chair from the previous academic year, acting in an *ex-officio* manner, shall call the first meeting of an academic year. Upon calling the meeting to order and the selection of a new Committee Chair, the *ex-officio* Committee Chair has fully discharged his or her responsibility and may be excused from the meeting.

Section 12. *Ex-officio* members of standing committees shall not vote on committee matters.

ARTICLE VII. Faculty Committees – Purpose, Organization, and Function

Section 1. At the regularly scheduled final Senate meeting of the fall semester, the President of the Senate shall appoint, and the Senate shall affirm, five members of the Faculty Senate to serve as the Committee on Committees, designating one of the five appointees to serve as chairperson. The Chairperson of the previous year's Committee on Committees shall be an *ex-officio* member.

Section 2. The Committee on Committees shall nominate as many faculty members to faculty committees as it deems necessary to fulfill each committee's function, with the exception of the Curriculum Committee, the Faculty Development Committee, the General Studies Committee, the Library Committee, and the Presidential Perception Survey Committee. When nominating faculty members for two year terms, the Committee on Committees should nominate representatives from Academic Units as provided in Article VI, Section 10 of these Bylaws. When naming *ex-officio* members where specified, the Committee on Committees should consult with the designated Administrative Officer to determine whether that officer or a representative of that officer will serve in the *ex-officio* capacity.

Section 3. One student representative shall be selected to serve on each faculty committee for each ten faculty members or fraction thereof on the committee with the exception of the Curriculum Committee where two student representatives shall be selected. No student representative shall be selected for the Academic Appeals Board, Admissions & Credits, Faculty Development Committee, Faculty Grievance Committee, Faculty Personnel Committee, Faculty Welfare Committee, Handbook Committee, and the Presidential Perception Survey Committee. Committee chairpersons shall provide the Senate President with a list of student membership on Senate committees.

Section 4. The first reading of the proposed committee assignments will be at the regularly scheduled final Senate meeting of the academic year; the second reading, at the first regularly scheduled Senate meeting of the following academic year.

- A. ACADEMIC APPEALS BOARD.** The Academic Appeals Board shall conduct an impartial investigation of any charges by students of prejudicial or capricious evaluation and recommend appropriate action. Grade appeals shall have been presented to the College Dean, Associate Dean, and/or Chair and the Provost and Vice President for Academic Affairs, or his/her designee, prior to the presentation to the Academic Appeals Board.

Committee Procedure:

1. The Academic Appeals Board shall be composed of at least nine (9) full-time faculty members and nine (9) faculty nominees submitted by the Student Government each year, . These nominees shall not include Deans, Associate Deans or Chairs of Academic Units.
2. This Board shall judge all student grade appeals within the jurisdiction of the academic calendar year.
3. At the start of each case, both the student and the instructor are entitled to dismiss two Board members from hearing their particular case. Board members may recuse themselves from hearing a particular case with permission of the Board Chairperson.

4. At least five Board members, after dismissals, must be present for a formal meeting of the Board.
5. The Board's Chairperson shall preside at appeals during the year except where he/she is challenged by one of the parties to the appeal, or is himself/herself a party to an appeal, or is otherwise unavailable. In such cases the Board shall elect a temporary Chairperson.
6. Consonant with the rules of good order, the Board shall determine its own order of procedure and may call advisors if it desires.
7. These rules provide the instructor the opportunity to respond to all charges.
8. In an appeal case both student and instructor shall submit a written statement to the Board no later than five class days in advance of the hearing. Each statement shall be made available to the other party.
9. Each party may have one advisor (faculty or student) from the Fairmont State University campus community and may call witnesses to present information directly related to the appeal case.
10. The Board shall conduct its hearing and deliberation in private.
11. The Board shall record the information presented by the parties involved. This recording shall then be submitted to the President of the University to be stored in a secure place until final resolution.
12. The written decision of the Academic Appeals Board shall be sent to the Provost and Vice President for Academic Affairs, the Dean, Associate Dean, and/or Chair of the School, and the instructor and student involved.

B. ADMISSIONS AND CREDITS COMMITTEE. The Admissions and Credits Committee shall:

- a. serve as a Faculty Advisory group to the Office of the Registrar and the Office of Admissions. In this capacity, the Committee shall review general University policies adopted by these offices and recommend any appropriate changes.
- b. be empowered to act upon individual cases involving admission, readmission, retention, and credits of students and shall also be empowered to render judgment on petitions for grade changes submitted by faculty and administration. The Admissions and Credits Committee shall consist of interested members from the Academic Units. The Registrar, the Coordinator of the LEAD Center, the Admissions Manager, and the Manager of Recruiting shall be *ex-officio* members.

C. ATHLETICS COMMITTEE. The Athletics Committee shall consist of interested faculty from the Academic Units. The Director of Athletics, University NCAA Academic Representative, and the Faculty Athletic Representative shall act as *ex-officio* members. The Athletics Committee shall:

- a. Review and recommend policies that involve athletics;
- b. Advise the President and the Athletic Director in the determination and maintenance of high standards of performance by the Institution in this specialized area;
- c. Act as a liaison between faculty, students and administration;
- d. Monitor the athletic budget allocations and inter-collegiate schedules;
- e. Periodically review compliance with WVIAC, NCAA, and Title IX policies and regulations;
- f. Review and make judgement on all athletic transfer appeals; and
- g. Meet at the end of each academic year and as needed during the academic year as determined by the Committee Chair.

D. COMMON BOOK COMMITTEE. The Common Book Committee shall:

- a. Publicize the book chosen for the year through appropriate programming and media support.
- b. Choose a book for the following year.
- c. Plan faculty development activities to help faculty integrate next year's book into their classes.
- d. Conduct faculty/student assessment of the Common Book.

Each Academic Unit and the Library will send a representative to the Common Book Committee, which will also include representatives from Student Affairs, the Freshman Seminar Program, the Honors Program, and Student Government. The Common Book Committee will elect a chair each fall.

E. CURRICULUM COMMITTEE.

1. Function

The Curriculum Committee shall review and recommend proposals affecting the academic program of the College, including but not limited to course proposals, program changes, addition and deletion of programs, degree requirements, and general policies with impact on instruction and learning.

The curriculum committee shall:

- a. Act on all curriculum proposals that have been recommended by a college, department or unit and reported to the Provost and Vice President for Academic Affairs.
- b. Act as the primary curriculum committee for Honors, Library, and the Office of Provost curriculum proposals.
- c. Act upon any appeals from Deans, Chairpersons, or other members of the Faculty concerning disposition of curriculum proposals.
- d. Undertake research into the successes and failures of the University curriculum.
- e. Develop guidelines that will assist the University in curriculum development.

2. Organizational Structure

The curriculum committee reports to the Faculty Senate. All five (5) functions of the Committee will result in recommendations reported to the Faculty Senate for action. If there is a substantive change by the Faculty Senate in proposals passed by the Curriculum Committee, then the Faculty Senate shall return the amended proposals to the Curriculum Committee for further action one time.

3. Membership Composition

- a. One (1) member elected by each academic unit
- b. The Chair shall serve as an ex-officio non-voting member
- c. The Provost and Vice President for Academic Affairs, or his/her designee (ex-officio, non-voting)
- d. Office of Registrar representative (ex-officio, non-voting)
- e. The Deans of the college/school and designee may attend any committee meeting in an ex officio status and are encouraged to do so whenever a proposal is being presented by their respective unit.

F. FACULTY DEVELOPMENT COMMITTEE. The Faculty Development Committee shall:

- a. Publicize and solicit applications for Faculty Development grants and awards; and
- b. Select the recipients for final approval by the President of the University.

The Faculty Development Committee shall consist of one member elected by each Academic Unit. In the event a committee member applies for a Faculty Development grant, the committee member should recuse themselves during the period of deliberation and subsequent vote. The Provost and Vice President for Academic Affairs, or his/her designee shall serve as an *ex-officio* member.

G. FACULTY HANDBOOK COMMITTEE. This Committee shall undertake an annual revision of the Faculty Handbook. This is a joint Senate and administrative committee. Each College of the University will be represented by one elected faculty member. The Provost will appoint three faculty members, one of whom will be from the Dean's Council. The Provost will also serve as a member of the Committee. Each fall, the Provost will provide members with professional development regarding best practices in the creation and maintenance of faculty handbooks. The Committee will be chaired by one of its faculty members elected by the membership. The

Committee will update and revise the Handbook each spring. Upon approval by the Committee, the document will be sent to Senate for review and approval. After Senate approval, the Committee will submit the Handbook to the Provost. University Counsel and the director of Human Resources will serve as *ex-officio* members.

H. FACULTY HARASSMENT COMPLAINT COMMITTEE. The Faculty Harassment Complaint Committee shall consist of six faculty members drawn from a panel of fifteen faculty members with representation from each Academic Unit in accordance with the committee procedures that follow. This committee shall:

1. Conduct a formal hearing in accordance with the University's Harassment Policy and
2. Make recommendations to the President of the University.

Committee Procedure:

- a. The President of the University shall strike six faculty members from the panel of fifteen members and then furnish the complainant and the faculty member who is respondent a list of nine faculty members with instructions that each strike two names and return the list to the President within ten days.
- b. If for any reason the faculty member and the complainant fail to strike or strike the same faculty, the President shall, within five days, strike a sufficient number to reduce the members to six, who shall constitute the formal hearing committee.
- c. The President shall promptly notify the six members in writing that they have been selected to constitute a formal Hearing Committee and that they are responsible for selecting one of their members to be Chairperson. The President shall designate a time and place for their meeting to make such selection and to set a date for the hearing.
- d. The Chairperson shall give timely notice by certified mail to the concerned persons of the time and place for the hearing.
- e. The hearing shall be conducted with as little delay as possible.

- f. The Hearing Committee shall hear such proof of facts as may be deemed proper and reasonable. The complainant and the faculty member shall have the opportunity to submit evidence relevant to the complaint.
- g. Witnesses shall be examined under oath in the manner and form and in the order designated by the Committee.
- h. The complainant and the faculty member shall have the right to have an advisor or legal counsel at their own expense.
- i. Formal rules of evidence shall not apply in such hearings.
- j. Testimony shall be recorded.
- k. As soon as practicable after the hearing, the Hearing Committee shall deliver to the President a recording of the testimony, the summary of the hearing, and the findings and recommendations of the Committee.
- l. If the claim of harassment is considered to have been verified, the Provost and Vice President for Academic Affairs shall recommend an appropriate sanction or sanctions to the President.
- m. Faculty grievance procedures set forth in the Faculty Handbook may be used to appeal imposed sanctions.

I. FACULTY PERSONNEL COMMITTEE. The Faculty Personnel Committee shall:

- a. Make recommendations through the Provost and Vice President for Academic Affairs to the University President on professional personnel concerning tenure, promotion in rank, and sabbaticals; and
- b. Handle the business directed to it by the Faculty Senate Executive Committee.

The Faculty Personnel Committee shall consist of five faculty members and no more than one member from any one academic unit. Only tenured faculty holding at least the rank of Professor shall be eligible to serve on the Faculty Personnel Committee. Committee members are encouraged to serve a minimum of two two-year terms to ensure continuity in practice and procedure. The Provost and Vice President for Academic Affairs shall serve as an *ex-officio* member.

J. FACULTY WELFARE COMMITTEE. The Faculty Welfare Committee shall recommend programs for the welfare of the faculty. The Faculty Welfare Committee shall consist of interested faculty from the Academic Units.

K. GENERAL STUDIES COMMITTEE. The General Studies Committee shall:

- a. Review courses submitted for inclusion in the Core Curriculum;
- b. Create and oversee the outcomes governing the Core Curriculum and the listing of courses fulfilling them in the University catalog;
- c. Manage assessment data on the effectiveness of the Core Curriculum and compile reports on this annually;
- d. Conduct a review of the Core Curriculum program on a five-year cycle; and
- e. Formulate, review and maintain policies and procedures to operate the Core Curriculum.

All functions of the committee will result in recommendations reported to the Faculty Senate for final action. The General Studies Committee shall consist of one member elected by each Academic Unit. The Provost and Vice President for Academic Affairs, and/or his/her designee, Faculty Director of General Studies, and the Executive Director of Academic Advising and Career Success, shall serve as *ex-officio* members.

L. INSTITUTIONAL REVIEW BOARD. The Institutional Review Board shall:

- a. Function as the official institutional agency for insuring the ethical and legal use of humans

and animals in the normal course of research conducted by any individuals affiliated with the institution.

The Institutional Review Board shall consist of interested faculty from the Academic Units.

M. INTERNATIONAL EDUCATION COMMITTEE. The International Education Committee shall: investigate, promote, and coordinate all phases of international education among students and faculty. The International Education Committee shall consist of interested faculty from the Academic Units. The Provost and Vice President for Academic Affairs, or his/her designee, the International Student Advisor, one student chosen by the Student Government, and one international student chosen by the International Student Advisor shall serve on the committee.

N. LEGISLATIVE ADVOCACY COMMITTEE. The Legislative Advocacy Committee shall:

- a. Inform faculty concerning higher education legislation as it is proposed and as it proceeds through the legislative process;
- b. Disseminate membership lists of legislative committees and addresses of pertinent legislators;
- c. Work in cooperation with similar committees on the other state college and university campuses; and
- d. Survey and collate information and opinions of faculty and forward them to the Advisory Council of Faculty for inclusion in proposed legislative packages.

The Legislative Advocacy Committee shall consist of interested faculty from the Academic Units. The representatives to the Board of Governors and Advisory Council of Faculty and the Assistant to the President shall serve as *ex-officio* members.

O. LIBRARY COMMITTEE. The Library Committee shall:

- a. Study library needs in view of the academic program;
- b. Advise the librarian on matters of general library policy, the development of library resources, allocation of library budget, and upon means which may best integrate the library program with other academic activities of the University; and
- c. Serve as a liaison group between the faculty and the librarian.

The Library Committee shall consist of one member elected by each Academic Unit. The Director of the Library shall serve as an *ex-officio* member.

P. PRESIDENTIAL PERCEPTION SURVEY COMMITTEE. The Presidential Perception Survey Committee shall:

- a. Review the survey instrument and process of administration, and recommend any changes to the Faculty Senate;
- b. Administer the distribution of the approved survey instrument to the Faculty;

- c. Compile the results of the survey;
- d. Report the survey's finding to the Faculty Senate;
- e. Provide the full report to the President of the University and to the Board of Governors; and
- f. Provide the quantitative portion only to the Faculty

The Presidential Perception Survey Committee shall consist of one member elected by each Academic Unit. Only tenured faculty shall serve on this committee.

Q. STUDENT FINANCIAL AID APPEALS COMMITTEE. The Student Financial Aid Appeals Committee shall:

- a. Recommend to approve or deny the financial aid appeals related to the student financial aid program; and/or
- b. Make recommendations to the Financial Aid *ex-officio* member in attendance.

The Student Financial Aid Appeals Committee shall consist of interested faculty from the Academic Units. The Director of Financial Aid or appointee shall serve as an *ex-officio* member.

R. STUDENT HEARING BOARD. The Student Hearing Board shall hear student discipline cases, as directed by the Vice President for Student Affairs, or his/her designee, in accordance with procedures outlined in the Student Handbook. After hearing all related evidence, the panel shall by secret ballot render a decision and, if guilty, recommend an appropriate penalty to be implemented by the Vice President for Student Affairs. The student may appeal the decision, following the procedure specified in the Student Handbook.

The Student Hearing Board shall consist of interested faculty from the Academic Units. The Student Hearing Board, in hearing a case, shall consist of the Chairperson of the Student Hearing Board or a substitute, two faculty members from the Student Hearing Board, and two students appointed by the Student Government.

S. STUDENT PUBLICATIONS BOARD. The Student Publications Board shall consist of interested faculty from the Academic Units. The Student Publications Board chairperson shall call a meeting with the Chair of Humanities, the Student Publications faculty advisors, and current Editors of The Columns, The Mound, Whetstone, and Tracts in April of each year to interview and elect editors for the publications for the following year.

T. TECHNOLOGY COMMITTEE.

The Technology Committee shall study issues that relate to faculty and student use of the information technologies made available by the university on and off campus; advise personnel in the IT department regarding the needs of faculty in terms of programs, systems, assistance, and training; and serve as a liaison between the faculty and the Chief Information Officer. The Chief Information Officer of the University shall be an *ex officio* member.

ARTICLE VIII. Amendment of Bylaws

Amendments of Bylaws of the Faculty Senate shall be made only at a regular meeting thereof, by a two thirds (2/3) vote of at least a quorum of the Faculty Senate. No proposition to amend shall be acted upon

unless written notice thereof has been given to the President of the Senate at least thirty days prior to the meeting. A copy of such a proposition shall be provided in the call for the next regular meeting, and a copy sent to each Senator at least ten days before the date of the next regular meeting at which time the amendment will be presented for Senate action.