

NSI Additions to Appendix A

To: Fairmont State University Faculty Senate

From: Fairmont State University National Security and Intelligence Program

Date: October 9, 2019

SUBJ: INCLUSION OF NATIONAL SECURITY AND INTELLIGENCE PROMOTION AND
TENURE CRITERIA IN FAIRMONT STATE UNIVERSITY FACULTY
HANDBOOK APPENDIX A

Encl: (1) National Security and Intelligence Promotion and Tenure Criteria

1. The National Security and Intelligence Program seeks the approval by the Fairmont State University Faculty Senate for the immediate inclusion of the attached promotion and tenure criteria [Enclosure (1)] into the Fairmont State University Faculty Handbook.

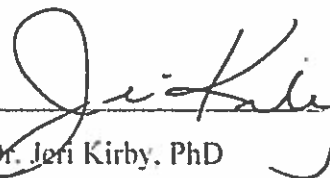
2. The Director of the National Security and Intelligence Program, the Chair of Social Sciences, the Interim Dean of the College of Liberal Arts, and the Fairmont State University Provost all approve of the enclosed promotion and tenure criteria, as indicated by their signatures below, and urge the Fairmont State University Faculty Senate to adopt the criteria for immediate inclusion in the Fairmont State University Faculty Handbook.

3. The National Security and Intelligence Program recognizes that the Fairmont State University Faculty Handbook is currently being revised, however, it is critical for the continued growth of the NSI program to amend the Faculty Handbook immediately and include this promotion and tenure criteria as part of Appendix A.

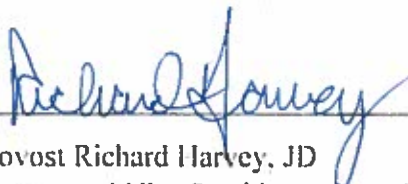
4. If you have any questions please direct them to Dr. Gregory P. Noone, PhD/JD, Professor of Political Science and Law, and Director of the National Security and Intelligence Program. Dr. Noone may be reached at gnoone@fairmontstate.edu or by phone at 304-367-4673.



Dr. Gregory P. Noone, PhD/JD, Director
National Security and Intelligence Program



Dr. Jeri Kirby, PhD
Chair, Department of Social Sciences



Provost Richard Harvey, JD
Provost and Vice President of Academic Affairs



Dr. Chris Kast, PhD
Interim Dean, College of Liberal Arts

FAIRMONT STATE UNIVERSITY FACULTY HANDBOOK

APPENDIX A

DATE: October 9, 2019

The National Security and Intelligence Department submits the following new promotion and tenure criteria.

1. Professionally Qualified: To be considered professionally qualified a faculty member may:

a. be A.B.D., (i.e., has completed all course work required for a Ph.D. in a NSI related field, passed the comprehensive exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities;

or

b. possess a Master's degree in a NSI related field appropriate to his or her assigned teaching responsibilities; **and** professional certification (e.g., National Defense University, Naval War College, National Intelligence University, etc.) appropriate to his or her assigned teaching responsibilities; **and** have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, **and** demonstrate involvement in meaningful research and/or programs for the enhancement of pedagogical skills; **and** have five or more years of professional experience in work directly related to his or her assigned teaching responsibilities.

2. Doctorally Qualified: To be considered doctorally qualified a faculty member may:

a. Hold a doctorate in National Security, Intelligence, Political Science, International Relations or a related NSI field **with:**

1) a graduate level major, minor, or concentration in the area of teaching responsibility;

or

2) five or more years of professional experience directly related to the area of teaching responsibility.

b. Hold a Juris Doctor (JD) **and**

1) teach national security law, intelligence law, international law or other area with predominantly legal content;

or

2) hold a NSI related master's degree with a specialization in the area of teaching responsibility;

or

3) have five or more years of professional experience directly related to the area of teaching responsibility.

FAIRMONT STATE UNIVERSITY FACULTY HANDBOOK

APPENDIX A

DATE: November 11, 2019

The National Security and Intelligence (NSI) Program submits the following promotion and tenure criteria.

1. **Professionally Qualified:** To be considered professionally qualified a faculty member may possess a Master's degree in a NSI related field appropriate to his or her assigned teaching responsibilities; **and** professional certification (e.g., National Defense University, Naval War College, National Intelligence University, etc.) appropriate to his or her assigned teaching responsibilities; **and** have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, **and** demonstrate involvement in meaningful research and/or programs for the enhancement of pedagogical skills; **and** have five or more years of professional experience in work directly related to his or her assigned teaching responsibilities.

2. **Doctorally Qualified:** To be considered doctorally qualified a faculty member may:

a. Hold a doctorate in National Security, Intelligence, Political Science, International Relations or a related NSI field **with:**

1) a graduate level major, minor, or concentration in the area of teaching responsibility;

or

2) five or more years of professional experience directly related to the area of teaching responsibility.

b. Hold a Juris Doctor (JD) **and**

1) teach national security law, intelligence law, international law or other area with predominantly legal content;

or

2) hold a NSI related master's degree with a specialization in the area of teaching responsibility;

or

3) have five or more years of professional experience directly related to the area of teaching responsibility.

Enclosure (1)

Curriculum Proposal

#19-20-01

(Accounting)



Curriculum Committee Approval on Tuesday, October 22, 2019

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: October 31, 2019

SUBJECT: Curriculum Proposal #19-20-01

The purpose of this proposal is to revise the Accounting Program at Fairmont State University. It includes the following items:

- Changing introductory accounting to a user perspective including managerial components.
- Including accounting research and communication skills in the curriculum.
- Changing information technology skills to a tested, skills-based approach.
- Emphasizing the Accounting Capstone course.
- Updating various items such as course numbers and course descriptions.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker
Jean Engebretson
Leisa Muto

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number:	<u>#19-20-01</u>
School/Department/Program:	<u>School of Business/Accounting Program</u>
Preparer/Contact Person:	<u>Dr. T. Jean Engebretson and Professor Leisa Muto</u>
Telephone Extension:	<u>4583</u>
Date Originally Submitted:	<u>09.16.2019</u>
Revision (Indicate date and label it Revision #1, #2, etc.):	<u>Revision #1 09.30.2019</u>
Implementation Date Requested:	<u>Monday, August 17, 2020</u>

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

The purpose of this proposal is to revise the Accounting Program at Fairmont State University. It includes the following items:

- Changing introductory accounting to a user perspective including managerial components.
- Including accounting research and communication skills in the curriculum.
- Changing information technology skills to a tested, skills-based approach.
- Emphasizing the Accounting Capstone course.
- Updating various items such as course numbers and course descriptions.

II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)

ACCT 3325	Intermediate Accounting III	3 credit hours
ACCT 4410	Case Studies in Accounting	3 credit hours
BISM 2200	Business Information Tools	3 credit hours
BISM 2800	Corporate Communications and Technology	3 credit hours
BISM 3200	Management Information Systems	3 credit hours
BSBA 2201	Principles of Accounting I	3 credit hours
BSBA 2202	Principles of Accounting II	3 credit hours
BSBA 3307	Business Law II	3 credit hours
BSBA 4415	Strategic Management and Policy	3 credit hours

Total hours 27 credit hours deleted.

Note: BISM 2200, BISM 2800, BISM 3200, BSBA 3307, and BSBA 4415 will continue to be offered by the School of Business, but are no longer required for accounting majors.

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

ACCT 25XX	Introduction to Financial Accounting	3 credit hours
ACCT 25XX	Software Essentials	3 credit hours
ACCT 38XX	Certified Management Accountant Exam I	3 credit hours
ACCT 445X	Certified Management Accountant Exam II	3 credit hours
ACCT 45XX	Accounting Research and Communication I	3 credit hours
ACCT 45XX	Accounting Research and Communication II	3 credit hours
ACCT 48XX	Auditing II	3 credit hours
BSBA 25XX	Fundamentals of Accounting	3 credit hours

Total hours 24 credit hours added.

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

N/A

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

Course	Title	Old Content	New Content/Level
ACCT 3301	Intermediate Accounting I	Financial accounting for assets.	Accounting cycle, financial statement, and balance sheet items.
ACCT 3302	Intermediate Accounting II	Corporate ownership and data analysis.	Financial accounting of special topics such as deferred taxes, pensions, leases, etc.
ACCT 3330	Advanced Accounting I	Outdated course description.	New course description and changed to 4000-level.
ACCT 3331	Advanced Accounting II	Outdated course description.	New course description and changed to 4000-level.
ACCT 3350	Accounting Information Systems	Introduction to accounting information systems.	Added fraud.
ACCT 4404	Cost Accounting	Outdated course description.	New course description and changed to 3000-level.
ACCT 4406	Federal Income Tax I		Revised course description.
ACCT 4407	Federal Income Tax II		Revised course description.
ACCT 4408	Income Tax Return Preparation		Revised course description and number of credit hours.

See Appendix B for course descriptions.

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

Course Title	Change	
Advanced Accounting I	Old course number: ACCT 3330	New course number: ACCT 42XX
Advanced Accounting II	Old course number: ACCT 3331	New course number: ACCT 42XX
Cost Accounting	Old course number: ACCT 4404	New course number: ACCT 334X
Auditing	Old course number: ACCT 4405 Old prerequisite: ACCT 3302 and ACCT 3350	New course number: ACCT 48XX New prerequisite: ACCT 3302

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

Course Number	Course Title	Units of Credit	Prerequisites	Ownership	Status
BSBA 25XX	Fundamentals of Accounting	3	Sophomore standing, accounting major or BSBA major concentration in finance.	FSU	Required
ACCT 25XX	Introduction to Financial Accounting	3	BSBA 25XX Fundamentals of Accounting	FSU	Required
ACCT 25XX	Software Essentials	3	BSBA 25XX Fundamentals of Accounting and accounting major.	FSU	Required
ACCT 38XX	Certified Management Accountant Exam I	3	Sophomore standing.	FSU	Elective
ACCT 445X	Certified Management Accountant Exam II	3	Junior standing.	FSU	Elective
ACCT 45XX	Accounting Research and Communication I	3	ACCT 3302	FSU	Required
ACCT 45XX	Accounting Research and Communication II	3	ACCT 45XX Accounting Research and Communication I	FSU	Required
ACCT 48XX	Auditing II	3	ACCT 48XX Auditing I	FSU	Required

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

See Appendix B for course descriptions.

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

See Appendix C for a detailed course outline.

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Appendix D for outcome competencies and methods of assessment

- 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?

There are five programs that will be affected: Bachelor of Science in Business Administration – All Concentrations, Bachelor of Science in Information Systems Management, Bachelor of Science in Healthcare Management, Bachelor of Science in Aviation Technology, and Minor in Business.

- Bachelor of Science in Business Administration – All Concentrations of the Bachelor of Science in Business Administration will lose 3 hours in accounting out of the business core. Instead of taking 6 hours of accounting (BSBA 2201 Principles of Accounting I and BSBA 2202 Principles of Accounting II), students will take only 3 hours of accounting (BSBA 25XX Fundamentals of Accounting). General studies will not be affected for this program.
- Bachelor of Science in Healthcare Management will lose 3 hours in accounting out of the business core. Instead of taking 6 hours of accounting (BSBA 2201 Principles of Accounting I and BSBA 2202 Principles of Accounting II), students will take only 3 hours of accounting (BSBA 25XX Fundamentals of Accounting). General studies will not be affected for this program.
- Bachelor of Science in Information Systems Management will lose 3 hours in accounting out of the required curriculum. Instead of taking 6 hours of accounting (BSBA 2201 Principles of Accounting I and BSBA 2202 Principles of Accounting II), students will take only 3 hours of accounting (BSBA 25XX Fundamentals of Accounting). General studies will not be affected for this program.
- Bachelor of Science in Aviation Technology – Aviation Administration and Aviation Administration/Flight will not lose or gain any hours in accounting. The current required curriculum course of BSBA 2201 Principles of Accounting I will be replaced by BSBA 25XX Fundamentals of Accounting.
- Minor in Business will not lose or gain any hours in accounting. The current required curriculum course of BSBA 2201 Principles of Accounting I will be replaced by BSBA 25XX Fundamentals of Accounting.

See Appendix E for a summary of the changes in hours.

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.

I. Deleting ACCT 3325 Intermediate Accounting III and ACCT 4410 Case Studies in Accounting

ACCT 3325 Intermediate Accounting III and ACCT 4410 Case Studies in Accounting will be replaced with ACCT 45XX Accounting Research and Communication I and ACCT 45XX Accounting Research and Communication II.

The goals of the Accounting Program at Fairmont State University include:

1. To prepare students for employment in the accounting profession.
2. To prepare students for graduate studies.
3. To prepare students to pass professional certification exams.

The American Institute of Certified Public Accountants (AICPA) publishes a blueprint for the content tested on the Uniform Certified Public Accountant (CPA) Exam. According to that blueprint, between 15% and 30% of the exam questions are “analysis” questions, broken down by exam section as follows:

Section	Analysis Questions
Auditing and Attestation (AUD)	15% – 25%
Financial Accounting and Reporting (FAR)	25% - 35%
Regulation (REG)	25% - 35%
Business Environments and Concepts (BEC)	20% - 30%

These questions require “the examination and study of the interrelationship of separate areas in order to identify causes and find evidence to support inferences” (AICPA Uniform CPA Examination BLUEPRINTS, p.1). The students must also be familiar with numerous content areas such as:

- Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC)
- Committee of Sponsoring Organizations of the Treadway Commission (COSO) Framework
- Sarbanes-Oxley Act of 2002
- AICPA Code of Professional Conduct
- Public Company Accounting Oversight Board (PCAOB) Standards
- AICPA Statement on Auditing Standards
- Securities and Exchange Commission (SEC) Acts of 1933 & 1934
- International Financial Reporting Standards (IFRS)
- Governmental Accounting Standards Board (GASB) Codification
- Internal Revenue Code
- Circular 230

In order to work in the accounting profession and to pass the CPA Exam, students must be able to analyze and determine the appropriate course of action after researching a problem in various professional scenarios. In one of our most recent employer internship evaluations, it was noted that the student’s ability to analyze complex matters and make appropriate decisions was “below expectations”. Research techniques and documentation were also “below expectations”. The program revision addresses these needs and deficiencies. All of the content is covered in the Intermediate I and Intermediate II sequence. Intermediate III becomes Accounting Research and Communication (ARC) I; Case Studies in Accounting becomes Accounting Research and Communication (ARC) II. In the ARC classes, students perform research using the FASB ASC,

starting with basic research skills and culminating with a major research case for which there is no pre-determined answer. This 6 hour sequence gives students practice with professional-grade, online research tools.

II. Deleting BSBA 3307 Business Law II

As of July 1, 2016, the West Virginia Board of Accountancy reduced the number of hours required in business law from 6 hours to 3 hours. BSBA 3307 Business Law II is no longer required for certification purposes and therefore will be dropped from the Accounting major requirements.

III. Deleting BISM 2200 Business Information Tools, BISM 2800 Corporate Communications & Technology, and BISM 3200 Management Information Systems

BISM 2200 Business Information Tools, BISM 2800 Corporate Communications and Technology, and BISM 3200 Management Information Systems will be replaced with ACCT 25XX Software Essentials.

Much of the Accounting program is governed by external parties. In order to be qualified to sit for the CPA Exam in the state of West Virginia, an applicant must have:

Financial/Intermediate Accounting	6 hours
Auditing/Accounting Information Systems	6 hours
Taxation	6 hours
Cost/Managerial/Governmental Accounting	3 hours
Accounting Electives	9 hours
Business Law	3 hours
Economics	3 hours
Finance	3 hours
Marketing	3 hours
Statistics	3 hours
Management	3 hours
Business-Related Electives	12 hours
Total	60 hours

The WV Board of Accountancy specifies 60 hours of Accounting and Business courses in order to sit for the exam. The Accounting Major and Business Core require 81 credit hours. The general studies requirements are 33 hours. As a result, accounting majors have only 6 hours of electives in a 4-year bachelor’s degree. In order to free up hours in the degree, we are moving from a course-based approach to a skills-based approach. A new course, ACCT 25XX Software Essentials, will replace the 9 hours of BISM courses in the Business Core. In the proposed Software Essentials course, students will obtain certifications in personal productivity (spreadsheets, word processing, database, etc.) and accounting software (general ledger). When they certify, they will receive digital badges in each content area.

Digital badges are beneficial because they can “travel across social media” and “make specific claims as to an individual’s learning and then provide evidence accordingly” (“Digital Badges and Learning Analytics Provide Differentiated Assessment Opportunities”, Strunk and Willis, p. 2). The use of digital badges in higher education is gaining momentum due to the fact that students “must meet a learning outcome, demonstrate their learning in some way, or meet certain criteria in order to receive a digital badge” (“Perceptions and Uses of Digital Badges for Professional Learning Development in Higher Education”, Dyjur and Lindstrom, p. 387).

Instead of a list of courses on a transcript, students will have a digital badge that specifically identifies the skill level mastered and demonstrated on a standardized exam. One recent graduate, in his internship reflection paper, listed several specific Excel skills that were missing during his education at Fairmont State. A skills-based approach will improve the proficiency in the aforementioned software.

In addition, we also propose to offer 2 elective courses, the Certified Management Accountant Exam Part I and the Certified Management Accountant Exam Part II, which students prepare for and receive an internationally recognized certification. Upon passing both parts, the students will receive a digital badge for that certification as well.

IV. Deleting Strategic Management

BSBA 4415 Strategic Management will be replaced with ACCT 48XX Auditing II.

Strategic Management is the capstone course for the BSBA degree. As such, the course description states that it should “allow the student to integrate the concepts and principles offered in various disciplines of study within the School of Business. Through the process of case analysis, students will enhance their analytic and problem-solving skills by formulating the policies and strategies that are used in modern business organizations”.

The Accounting major has its own capstone course, the proposed ACCT 48XX Auditing II. This course includes a simulated audit project. As part of the audit, the students must evaluate the business environment of the audit client. The student has to analyze the business risks and opportunities as well as the potential for misstated financial statements and fraud. Such analysis requires the student to draw on the knowledge acquired in the business core. Consequently, requiring BSBA 4415 forces an accounting major to take two capstone courses. It is an unnecessary duplication of experience in the program.

V. Deleting BSBA 2201 Principles of Accounting I and BSBA 2202 Principles of Accounting II

BSBA 2201 Principles of Accounting I and BSBA 2202 Principles of Accounting II will be replaced with BSBA 25XX Fundamentals of Accounting and ACCT 25XX Introduction to Financial Accounting.

Historically, the Principles of Accounting I and II classes were designed to cover the technical preparer-accountant topics necessary for accounting majors who would be advancing to Intermediate Accounting. As a result, non-accounting majors are exposed to the nuts and bolts of accounting and financial statement preparation, which is much more than they need to know for their major. In addition, this preparer focus distracts from the skills non-accounting majors need to master for their major. The non-majors need to focus on understanding and using the information to make decisions.

As a result, we are proposing a change to the introductory accounting class. We are changing the business core requirement from 6 credit hours to 3 credit hours. In addition, the 3 credit hour class will focus on accounting from the user perspective. Students will be introduced to financial accounting, information, and reporting. They will also be introduced to managerial accounting topics such as budgeting, break-even, and decision analysis. This revision will make the accounting course much more useful to the non-accounting business major. Accounting majors will also take this 3 credit hour introductory course; however, they will also take a second, 3 credit hour course in the sequence. All of the preparer-focused content that was dropped from the introductory accounting class for non-majors will be covered in the majors-only class.

In the School of Business, we recently implemented the Peregrine Outbound Exam to measure general business knowledge of graduating seniors. The results for the Accounting section indicate that students are weak in data analysis, balance sheet analysis, compliance, and management. They were stronger in journal entries and financial statement analysis. We believe these results are indicative of the preparer-focus used in the current Principles of Accounting I and II courses. Changing to a user focus should improve the analysis and decision making skills of business graduates.

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?

As part of our most recent program review, we completed surveys of the graduates and employers who have hired our graduates. Graduates were asked to provide specific subject areas or skills that were weak or missing from their education that were necessary for employment or graduate school. Employers were asked for recommendations that would make our graduates better prepared for the workplace (i.e., courses, activities, skills acquisitions, programs). Their responses (below) provide justification for the following proposed courses: ACCT 25XX Software Essentials, ACCT 45XX Accounting Research and Communication I, and ACCT 45XX Accounting Research and Communication II.

Replacing BISM 2200 Business Information Tools, BISM 2800 Corporate Communications & Technology, and BISM 3200 Management Information Systems with ACCT 25XX Software Essentials

Graduate responses:

- I feel the Accounting program could benefit from more Excel experience.
- Technology plays a big part in accounting. More training in excel would be useful to any accounting student.
- In practice, I find the majority, over 90%, using QuickBooks rather than Peachtree. If students could be more familiar with QuickBooks it would be a great advantage.
- More lessons on the various computer accounting programs.
- There needs to be more training in the different accounting programs that companies use today in their businesses.
- Knowledge of accounting related software programs and computer related technical skills essential for the practice of accounting.

Employer responses:

- Use of MS Excel or similar applications is generally very good. Analysts in my department use query tools constantly to data mine and review financial data for reasonableness.
- Make them become Microsoft Certified.
- More computer skills.
- They [graduates] need to be versed in the lower end software – Quick Books and Peachtree.

Replacing ACCT 3325 and ACCT 4410 with ACCT 45XX Accounting Research and Communication I and ACCT 45XX Accounting Research and Communication II

Graduate responses:

- Strong writing skills.
- I have spent time in both the public and private accounting sectors, and I have realized that you can have all the knowledge in the world, but if you can't communicate it to the clients or your supervisors, you'll have a hard time. My only recommendation to the accounting department at FSU is to try to find ways to try to get their students to strengthen their oral and written communication skills.
- Written and oral communication.
- In my last semester, we extensively used the FASB Codification in the accounting case studies course which was very helpful in understanding financial theory and reporting.

Employer responses:


- Another skill that is very necessary is very strong communication and presentation skills – this is always required even in a small meeting to explain their analysis and recommendations.
- I continue to see college graduates who are strong in the technical aspects but weaker in both written and verbal communication.

It is apparent from the comments listed above that communication and technology skills are extremely important to both employers and graduates. The proposed changes listed above strengthen the Accounting program at Fairmont State University in both of those areas. The Software Essentials course gives students early mastery of the most relevant software programs used by accountants. The Accounting Research and Communication sequence focuses on pertinent scenarios for oral and written communication. It also provides opportunities to hone soft skills, team building, job interviewing, and networking skills in familiar environment. Consequently, we believe that the changes included in this curriculum proposal are justified and will improve the relevancy and quality of the Accounting program at Fairmont State University.

Finally, there will be some additional cost to the proposed changes. The Software Essentials course requires students to be certified in various software programs. There is a testing cost associated with the requirement. Also, if a student chooses to use the testing service's review materials, there will be an additional cost associated with that selection.

- III. 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
School of Business & Aviation	Dr. Tim Oxley	

- 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.

APPENDIX A: Current and Proposed Program

B.S. Degree in Accounting Current Program

Required Major Courses			HRS
BSBA	2201	Principles of Accounting I	3
BSBA	2202	Principles of Accounting II	3
BISM	2200	Business Information Tools	3
BISM	2800	Corporate Communications & Technology	3
BISM	3200	Management Information Systems	3
BSBA	3306	Business Law I	3
BSBA	3310	Business and Economics Statistics	3
BSBA	3320	International Business	3
BSBA	4415	Strategic Management and Policy	3
BSBA	4420	Business Ethics & Corporate Accountability	3
BSBA	2211	Principles of Macroeconomics	3
BSBA	2212	Principles of Microeconomics	3
BSBA	2221	Introduction to Financial Management	3
BSBA	2209	Principles of Management	3
BSBA	2204	Principles of Marketing	3
MATH	1530	College Algebra (or Higher Math)	3
ACCT	3301	Intermediate Accounting I	3
ACCT	3302	Intermediate Accounting II	3
ACCT	3325	Intermediate Accounting III	3
ACCT	3330	Advanced Accounting I	3
ACCT	3331	Advanced Accounting II	3
ACCT	3350	Accounting Information Systems	3
ACCT	4404	Cost Accounting	3
ACCT	4406	Federal Income Tax Accounting: Individual	3
ACCT	4407	Federal Income Tax Accounting: Partnership and Corporations	3
ACCT	4410	Case Studies in Accounting	3
BSBA	3307	Business Law II	3
TOTAL Required Major Courses			81
Major Electives			0
Minor Requirements/Electives (if minor is required)			0
TOTAL HOURS FOR MAJOR (and minor if required)			81

Required General Studies Courses (example text highlighted)		
Attribute IA – Critical Analysis		X
	Major Course – BISM 2200	
Attribute IB – Quantitative Literacy		X
	Major Course – MATH 1530 or 1430 or higher	
Attribute IC – Written Communication		3
	ENGL 1101 (Institutional Requirement)	
Attribute ID - Teamwork		X
	Major Course – BSBA 2209	
Attribute IE – Information Literacy		3
	ENGL 1102 (Institutional Requirement)	
Attribute IF – Technology Literacy		3
	BISM 1200 (PR for BISM 2200)	
Attribute IG – Oral Communication		3
	COMM 2202 (preferred) 2200 or 2201	
Attribute III - Citizenship		3
	Any course listed in III	
Attribute IV - Ethics		X
	Major Course – BSBA 4420	
Attribute V - Health		3
	Any course listed in V	
Attribute VI - Interdisciplinary		3
	Any course listed in VI	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		X
	Major Course – BSBA 2211	
Attribute VIID - Natural Science		3
	Any course in VIID	
Attribute VIII – Cultural Awareness		3
	Major Course – BSBA 3320	
Additional General Studies hours		X
	Major Course – BISM 2800	
TOTAL GENERAL STUDIES HOURS		33
TOTAL FREE ELECTIVES		6
TOTAL HOURS		120

B.S. Degree in Accounting
Proposed Program (Using Proposed General Studies)

Required Major Courses			HRS
BSBA	2204	Principles of Marketing	3
BSBA	2209	Principles of Management	3
BSBA	2211	Principles of Macroeconomics	3
BSBA	2212	Principles of Microeconomics	3
BSBA	2221	Introduction to Financial Management	3
BSBA	25XX	Fundamentals of Accounting	3
BSBA	3306	Business Law I	3
BSBA	3310	Business and Economics Statistics	3
BSBA	3320	International Business	3
BSBA	4420	Business Ethics & Corporate Accountability	3
ACCT	25XX	Introduction to Financial Accounting	3
ACCT	25XX	Software Essentials	3
ACCT	3301	Intermediate Accounting I	3
ACCT	3302	Intermediate Accounting II	3
ACCT	334X	Cost Accounting	3
ACCT	3350	Accounting Information Systems	3
ACCT	42XX	Advanced Accounting I	3
ACCT	42XX	Advanced Accounting II	3
ACCT	4406	Federal Income Tax Accounting: Individual	3
ACCT	4407	Federal Income Tax Accounting: Partnership and Corporations	3
ACCT	45XX	Accounting Research and Communication I	3
ACCT	45XX	Accounting Research and Communication II	3
ACCT	48XX	Auditing I	3
ACCT	48XX	Auditing II	3
TOTAL Required Major Courses			72
Major Electives			0
Minor Requirements/Electives (if minor is required)			0
TOTAL HOURS FOR MAJOR (and minor if required)			72

Required General Studies Courses (example text highlighted)

Basic Skills #1 – First Year Seminar	1
Any course in #1	
Basic Skills #2 – Written Communication	3
ENGL 1101	
Basic Skills #3 – Written Communication	3
ENGL 1102	
Basic Skills #4 – Oral Communication	3
COMM 2202 (preferred) 2200 or 2201	
Basic Skills #5 - Mathematics	X
Major Course – MATH 1530 or 1430 or higher	
Critical Reasoning in the Disciplines #6 – Humanities	3
Any course in #6	
Critical Reasoning in the Disciplines #7 – Fine Arts	3
Any course in #7	
Critical Reasoning in the Disciplines #8 – Natural Science	3
Any course in #8	
Critical Reasoning in the Disciplines #9 – Social Science	3
Any course in #9	
Professional Development #10 - Citizenship	3
Any course in #10	
Professional Development #11 – Global Awareness or Fitness & Well-Being or Technology	3
Any course in #11	
TOTAL GENERAL STUDIES HOURS	28
TOTAL FREE ELECTIVES	20
TOTAL HOURS	120

B.S. Degree in Accounting
Proposed Program (Using Current General Studies)

Required Major Courses			HRS
BSBA	2204	Principles of Marketing	3
BSBA	2209	Principles of Management	3
BSBA	2211	Principles of Macroeconomics	3
BSBA	2212	Principles of Microeconomics	3
BSBA	2221	Introduction to Financial Management	3
BSBA	25XX	Fundamentals of Accounting	3
BSBA	3306	Business Law I	3
BSBA	3310	Business and Economics Statistics	3
BSBA	3320	International Business	3
BSBA	4420	Business Ethics & Corporate Accountability	3
ACCT	25XX	Introduction to Financial Accounting	3
ACCT	25XX	Software Essentials	3
ACCT	3301	Intermediate Accounting I	3
ACCT	3302	Intermediate Accounting II	3
ACCT	334X	Cost Accounting	3
ACCT	3350	Accounting Information Systems	3
ACCT	42XX	Advanced Accounting I	3
ACCT	42XX	Advanced Accounting II	3
ACCT	4406	Federal Income Tax Accounting: Individual	3
ACCT	4407	Federal Income Tax Accounting: Partnership and Corporations	3
ACCT	45XX	Accounting Research and Communication I	3
ACCT	45XX	Accounting Research and Communication II	3
ACCT	48XX	Auditing I	3
ACCT	48XX	Auditing II	3
TOTAL Required Major Courses			72
Major Electives			0
Minor Requirements/Electives (if minor is required)			0
TOTAL HOURS FOR MAJOR (and minor if required)			72

Required General Studies Courses (example text highlighted)		
Attribute IA – Critical Analysis		3
	Any course in IA	
Attribute IB – Quantitative Literacy		X
	Major Course – MATH 1530 or 1430 or higher	
Attribute IC – Written Communication		3
	ENGL 1101 (Institutional Requirement)	
Attribute ID - Teamwork		X
	Major Course – BSBA 2209	
Attribute IE – Information Literacy		3
	ENGL 1102 (Institutional Requirement)	
Attribute IF – Technology Literacy		3
	Any course in IF	
Attribute IG – Oral Communication		3
	COMM 2202 (preferred) 2200 or 2201	
Attribute III - Citizenship		3
	Any course listed in III	
Attribute IV - Ethics		X
	Major Course – BSBA 4420	
Attribute V - Health		3
	Any course listed in V	
Attribute VI - Interdisciplinary		3
	Any course listed in VI	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		X
	Major Course – BSBA 2211	
Attribute VIID - Natural Science		3
	Any course in VIID	
Attribute VIII – Cultural Awareness		3
	Major Course – BSBA 3320	
Additional General Studies hours		X
	Major Course – ACCT 45XX Accounting Research	
TOTAL GENERAL STUDIES HOURS		36
TOTAL FREE ELECTIVES		12
TOTAL HOURS		120

APPENDIX B: COURSE DESCRIPTIONS

- BSBA 25XX** **Fundamentals of Accounting** **3 hrs.**
This course introduces financial and managerial accounting including the accounting cycle, financial statement analysis, budgeting, cost-volume-profit analysis, internal reporting and decision-making. PR: Sophomore standing, Accounting major or major in Business Administration: Finance.
- ACCT 25XX** **Introduction to Financial Accounting** **3 hrs.**
This course continues the study of financial accounting including internal controls, balance sheet items, and various business organizations. PR: BSBA 25XX Fundamentals of Accounting.
- ACCT 25XX** **Software Essentials** **3 hrs.**
This course requires students to complete certification in several software applications including personal productivity and accounting software. PR: BSBA 25XX Fundamentals of Accounting and Accounting major.
- ACCT 3301** **Intermediate Accounting I** **3 hrs.**
This course covers financial accounting theory including the accounting cycle, financial statements, and balance sheet items. PR: ACCT 25XX Introduction to Financial Accounting.
- ACCT 3302** **Intermediate Accounting II** **3 hrs.**
This course continues the study of financial accounting theory including balance sheet items and other special topics such as accounting for income taxes, corporations, pensions and other post-retirement benefits, leases, cash flow, and revenue recognition. PR: ACCT 3301 Intermediate Accounting I.
- ACCT 3303** **Accounting Internship** **3 hrs.**
This internship course is designed as a learning experience which requires the integration of accounting theory with actual job experience in accounting. To be eligible for this experience, the student must be enrolled in the 4-year accounting program. The employer is responsible for evaluating and reporting the development of the student. This is a Credit/No Credit course. This course may be repeated for credit with a different job experience. PR: ACCT 3302 Intermediate Accounting II.
- ACCT 334X** **Cost Accounting** **3 hrs.**
This course examines the relationship of cost accounting to the company's performance, with an emphasis on planning, controlling, and decision-making. PR: ACCT 25XX Introduction to Financial Accounting.
- ACCT 3350** **Accounting Information Systems** **3 hrs.**
This course introduces students to concepts of accounting systems development including internal controls, fraud, security, and systems auditing. PR: ACCT 25XX Introduction to Financial Accounting.
- ACCT 38XX** **Certified Management Accountant Exam I** **3 hrs.**
This elective course is designed to give students credit for passing Part I of the Certified Management Accounting (CMA) Exam. This is an independent, self-paced experience. The student alone is responsible for implementing a study plan, scheduling an exam date, paying for the exam, and providing appropriate documentation of exam performance. To receive credit, the student must provide official documentation that Part I of the exam has been passed. This a Credit/No Credit course. PR: Sophomore Standing.

ACCT 42XX Advanced Accounting I 3 hrs.
This course covers accounting for special situations including partnerships, consolidations, foreign currency, and SEC reporting. PR: ACCT 3302 Intermediate Accounting II.

ACCT 42XX Advanced Accounting II 3 hrs.
This course continues the study of accounting for special situations including segment and interim reporting, insolvency, and governmental and not-for-profit fund accounting. PR: ACCT 42XX Advanced Accounting I.

ACCT 4406 Federal Income Tax Accounting I 3 hrs.
This course introduces the study of Federal income tax accounting for individuals including gross income exclusions and inclusions, business and personal deductions, capital gains and losses, and tax credits. PR: ACCT 3302 Intermediate Accounting II.

ACCT 4407 Federal Income Tax Accounting II 3 hrs.
This course introduces the study of Federal income tax accounting for business entities and not-for-profit organizations. The course also includes a study of property transactions and the alternative minimum tax. PR: ACCT 4406 Federal Income Tax Accounting I.

ACCT 4408 Income Tax Return Preparation 1 hr.
This course provides experience with the Volunteer Income Tax Assistance (VITA) program as administered through the Internal Revenue Service. Students must successfully pass the IRS certification exam. Once certified, students will prepare income tax returns at various off-campus locations during arranged hours. This course may be repeated for credit. PR: ACCT 4406 Federal Income Tax Accounting I.

ACCT 45XX Accounting Research and Communication I 3 hrs.
This course focuses on the development of professional skills including critical thinking and problem-solving, oral and written communication, accounting research using the FASB Accounting Standards Codification, and the use of technology to facilitate accounting research and reporting. PR: ACCT 3302 Intermediate Accounting II

ACCT 45XX Accounting Research and Communication II 3 hrs.
Writing Intensive
This course continues the development of professional skills including critical thinking and problem-solving, oral and written communication, accounting research using the FASB Accounting Standards Codification, ethics and the AICPA Code of Professional Conduct, and the use of technology to facilitate accounting research and reporting. PR: ACCT 45XX Accounting Research Communication I.

ACCT 445X Certified Management Accountant Exam II 3 hrs.
This elective course is designed to give students credit for passing Part II of the Certified Management Accounting (CMA) Exam. This is an independent, self-paced experience. The student alone is responsible for implementing a study plan, scheduling an exam date, paying for the exam, and providing appropriate documentation of exam performance. To receive credit, the student must provide official documentation that Part II of the exam has been passed. This a Credit/No Credit course. PR: Junior Standing.

ACCT 48XX Auditing I 3 hrs.
This course introduces the philosophy, environment, and procedures of auditing, and the legal, social and professional responsibilities of the auditor. PR: ACCT 3302 Intermediate Accounting II.

ACCT 48XX**Auditing II****3 hrs.**

This course continues the examination of the procedures of auditing and the legal, social, and professional responsibilities of the auditor. This course includes an audit case simulation that requires students to synthesize concepts from multiple areas of business. PR: ACCT 48XX Auditing I.

ACCT 4998**Undergraduate Research****0-6 hrs.**

Undergraduate research is an experiential learning activity that provides an opportunity for a student to engage in the scholarly activities of their major discipline under the guidance of a faculty mentor who will work in close partnership with each student in his or her formulation of a project, the development of a research strategy, and the assessment of a student's progress. The primary goal is for each student scholar to conduct an inquiry or investigation that makes an original, intellectual, or creative contribution to their discipline and which is shared in an appropriate venue. Sophomore – Senior Level, Repeatable. Instructor approval required.

APPENDIX C: DETAILED COURSE OUTLINE

ACCT 25XX Introduction to Financial Accounting

- Accounting for Merchandising Operations
 - Record purchases and sales under a perpetual inventory system
 - Compare a multiple-step with a single-step income statement
- Accounting Information Systems
 - Explain the basic concepts of an accounting information system
 - Describe the nature and purpose of a subsidiary ledger
 - Record transactions in special journals
- Fraud, Internal Control, and Cash
 - Discuss fraud and the principles of internal control
 - Apply internal control principles to cash
- Accounting for Receivables
 - Explain how companies recognize accounts receivable
 - Describe how companies recognize and value notes receivable and accounts receivable
- Plant Assets, Natural Resources, and Intangible Assets
 - Explain the accounting for plant asset expenditures
 - Describe how to account for natural resources and intangible assets
 - Apply depreciation to plant assets, depletion to natural resources, and amortization to intangible assets
- Current Liabilities and Payroll Accounting
 - Explain how to account for and report current liabilities
 - Describe how to account for payroll
- Accounting for Partnerships
 - Discuss and account for the formation of a partnership
 - Explain how to account for net income or net loss of a partnership
 - Explain how to account for the liquidation of a partnership
 - Prepare journal entries when a partner is either admitted or withdraws
- Corporations: Organization and Capital Stock Transactions
 - Discuss the major characteristics of a corporation
 - Explain how to account for the issuance of common and preferred stock
 - Explain how to account for treasury stock
- Corporations: Dividends, Retained Earnings, and Income Reporting
 - Explain how to account for cash and stock dividends
 - Prepare the stockholders' equity section of the balance sheet
- Long-Term Liabilities
 - Describe major characteristics of bonds
 - Explain how to account for bond transactions and long-term notes payable
- Investments
 - Explain how to account for debt and stock investments
 - Discuss how debt and stock investments are reported in financial statements
- Statement of Cash Flows
 - Prepare a statement of cash flows using the direct method

ACCT 25XX Software Essentials

- Certification
 - Word Processing Software
 - Spreadsheet Software
 - Database Software
 - General Ledger Software

ACCT 38XX Certified Management Accountant Exam Part I

- Financial Reporting, Planning, Performance, and Control
 - External Financial Reporting Decisions
 - Planning, Budgeting, and Forecasting
 - Performance Management
 - Cost Management
 - Internal Controls

ACCT 445X Certified Management Accountant Exam II

- Financial Decision Making
 - Corporate Finance
 - Decision Analysis
 - Risk Management
 - Investment Decisions
 - Professional Ethics

ACCT 45XX Accounting Research and Communication I

- Oral Presentations
 - Introduce Yourself
 - Elevator Pitch
 - Accept an Award
 - Present Financial Data
- The FASB Codification
 - Introduction
 - Search Strategies
 - Short Research-Based Writing Assignments

ACCT 45XX Accounting Research and Communication II

- FASB Codification Research Process
 - Nonauthoritative Sources
 - Scope and Recognition Guidance
 - Measurement Issues
 - International Financial Reporting Standards Comparison with United States Generally Accepted Accounting Principles
 - Effective Documentation
- Written Communication
 - Memos
 - Emails
- Ethics and the AICPA Code of Professional Conduct
 - Case Study

ACCT 48XX Auditing II

- Auditing procedures
 - Inspection of documents
 - Inspection of tangible assets
 - Observation
 - Inquiry
 - Confirmation
 - Recalculation
 - Reperformance
 - Analytical procedures
- Legal, Social, and Professional Responsibilities of the Auditor
 - Common law – clients
 - Common law – third parties
 - Statutory law civil liability
 - Statutory law criminal liability
 - Ethics and professionalism
 - AICPA Code of Professional Conduct
 - Independence
 - Quality control standards
- Audit Case Simulation
 - Planning the audit
 - Cash and receivables
 - Inventory
 - Accounts payable
 - Complete the audit

BSBA 25XX Fundamentals of Accounting

- Accounting in Action
 - Identify the activities and users associated with accounting
 - Explain ethics, principles, and assumptions of accounting
 - State the basic accounting equation and define its components
 - Analyze the effects of business transactions on the accounting equation
 - Describe the four financial statements and how they are prepared
- The Recording Process
 - Describe how accounts, debits, and credits are used to record business transactions
 - Record transactions in the general journal
 - Post transactions to the general ledger
 - Prepare a trial balance
- Adjusting the Accounts
 - Explain the accrual basis of accounting and the reasons for adjusting entries
 - Prepare adjusting entries for deferrals and accruals
 - Describe the nature and the purpose of an adjusted trial balance
- Completing the Accounting Cycle
 - Explain the steps in the accounting cycle
 - Prepare closing entries and a post-closing trial balance
- Inventories
 - Discuss how to classify and determine inventory
 - Apply inventory cost flow methods and discuss their financial statement effects
- Financial Statement Analysis
 - Explain and apply vertical and horizontal analysis
 - Identify and compute ratios used in analyzing a firm's liquidity, profitability, and solvency
- Cost-Volume-Profit Analysis
 - Distinguish between variable and fixed costs
 - Indicate what contribution margin is and how it can be expressed
 - Calculate break-even point and target profit in units and sales
 - Define and calculate margin of safety
- Budgetary Planning
 - Indicate the benefits of budgeting
 - State the essentials of effective budgeting
 - Identify the budgets that comprise the master budget
 - Describe the sources for preparing the budgeted income statement
 - Explain the principal sections of a cash budget
- Budgetary Control and Responsibility Accounting
 - Describe the concept of budgetary control
 - Evaluate the usefulness of static budget reports
 - Explain the development of flexible budgets and the usefulness of flexible budget reports
 - Indicate the features of responsibility reports for cost, profit, and investment centers
- Balanced Scorecard
 - Describe the balanced scorecard approach to performance evaluation
- Planning for Capital Investments
 - Identify steps in management's decision-making process.
 - Make decisions to make-or-buy a product, to sell or process materials further, to eliminate an unprofitable segment, and how to utilize a constrained resource
 - Apply various capital budgeting techniques such as payback period, net present value, and internal rate of return

APPENDIX D: OUTCOME COMPETENCIES AND METHODS OF ASSESSMENT

DEPARTMENT OF ACCOUNTING

Mission Statement:

The Department of Accounting is dedicated to providing students with the necessary skills to enter today's workforce, to attain accounting certification, and/or to pursue graduate education. Our program emphasizes practical, hands-on experience in a student-centered environment.

Along with the School of Business, the Department of Accounting is committed to the following goals:

- Quality Programs. Provide rigorous and relevant programs that are intellectually and ethically grounded, innovative, integrative, technologically advanced and global in perspective.
- Effective Teaching and Scholarship. Collaborate with stakeholders to align our teaching, scholarship, and service with the needs of the community.
- Improved Community. Serve as a primary source for creating and applying accounting knowledge to promote regional economic development.

Program Goals:

The Department of Accounting has the following goals:

1. To prepare students for internships and ultimate employment in the accounting profession.
2. To prepare students for graduate studies.
3. To prepare students to pass professional certification exams.

Program Outcomes:

Program Outcomes	Assessment Method
Graduates with a major in accounting will be able to:	
1. Demonstrate a foundation of business knowledge, team dynamics, and technical skills that supports and facilitates lifelong professional development	Peregrine Common Professional Competencies Exam
2. Use critical thinking and creative and logical analysis skills, strategies and techniques to solve complex business and accounting problems	Accounting Research Case, Audit Simulation
3. Use clear and concise communication (oral, written, and electronic) to convey relevant financial and non-financial information to target audiences so that decision makers can formulate informed decisions and take action	Brief Presentation, 15 minute Presentation, Short Writing Assignment
4. Identify ethical issues associated with business situations and apply appropriate principles of ethics and civic responsibility	Adherence to Academic Integrity Policy, AICPA Code of Professional Conduct Case
5. Demonstrate general knowledge of accounting and apply relevant national and international accounting principles and standards to specific business activities and workplace situations	Comprehensive Exam Pre-Test and Post-Test
6. Use technology (e.g. computers, accounting software, information databases, and the World Wide Web) to facilitate and enhance accounting and financial research and reporting.	General Ledger Software Project, Computerized Income Tax Return, Presentation with Original Slides, FASB Codification Research Case

Course Outcomes and Assessment Methods:

BSBA 25XX – FUNDAMENTALS OF ACCOUNTING

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Demonstrate the steps in the accounting cycle under the accrual basis for both a service enterprise and a merchandising company.	Exam – Specific Multiple Choice Questions
2. Describe the four financial statements and how they are prepared for both a sole proprietorship and a corporation.	Exam – Specific Multiple Choice Questions
3. Analyze financial statements to assess a company's performance.	Exam – Specific Multiple Choice Questions
4. Perform cost-volume-profit (C-V-P) analysis including determination of breakeven and target profit.	Exam – Specific Multiple Choice Questions
5. Create and analyze master budgets and flexible budgets.	Exam – Specific Multiple Choice Questions
6. Use cost data to make various managerial decisions.	Exam – Specific Multiple Choice Questions

ACCT 25XX – INTRODUCTION TO FINANCIAL ACCOUNTING

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	Exam – Specific Multiple Choice Questions
1. Record the acquisition, valuation, and disposition of current and long-term assets.	Exam – Specific Multiple Choice Questions
2. Identify the unique aspects of partnership accounting and record the appropriate journal entries for partnership transactions.	Exam – Specific Multiple Choice Questions
3. Prepare transactions for bonds and other long-term liabilities and explain their effect on the company's financial statements.	Exam – Specific Multiple Choice Questions
4. Record corporate capital stock transactions including distributions to owners.	Exam – Specific Multiple Choice Questions

ACCT 25XX – SOFTWARE ESSENTIALS

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Create and manage documents using word processing software.	Word Processing Software Certification
2. Create and manage worksheets using spreadsheet software	Spreadsheet Software Certification
3. Create and manage databases using database software	Database Software Certification
4. Demonstrate proficiency in record keeping and reporting using general ledger accounting software.	General Ledger Software Certification

ACCT 3301 – INTERMEDIATE ACCOUNTING I

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Identify the major standard setting bodies in accounting and their role in the standard setting process.	Exam- Specific Multiple Choice Questions
2. Explain the objectives of financial reporting (including the conceptual framework) and the meaning of Generally Accepted Accounting Principles (GAAP)	Exam- Specific Multiple Choice Questions
3. Explain and demonstrate the steps in the accounting cycle.	Exam- Specific Multiple Choice Questions
4. Prepare the financial statements as well as explain the uses and limitations of each statement	Exam- Specific Multiple Choice Questions
5. Explain the concepts underlying the time value of money and calculate present and future values.	Exam- Specific Multiple Choice Questions
6. Explain accounting issues related to recognition, valuation, and disposition of cash and receivables.	Exam- Specific Multiple Choice Questions
7. Explain and account for the estimation and valuation of inventory including the cost flow assumptions and the effect of the inventory system.	Exam- Specific Multiple Choice Questions
8. Account for acquisition, self-construction, valuation, and disposition of long-term productive assets	Exam- Specific Multiple Choice Questions

ACCT 3302 – INTERMEDIATE ACCOUNTING II

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Account for long-term liabilities including long-term notes and bonds payable	Exam- Specific Multiple Choice Questions
2. Account for stockholders' equity transactions including stock transactions and dividend payments	Exam- Specific Multiple Choice Questions
3. Calculate earnings per share.	Exam- Specific Multiple Choice Questions
4. Account for deferred income taxes and prepare the journal entry for income tax expense	Exam- Specific Multiple Choice Questions
5. Complete the pension worksheet and prepare the journal entry for pension expense.	Exam- Specific Multiple Choice Questions
6. Prepare the Statement of Cash Flows	Exam- Specific Multiple Choice Questions
7. Account for the different categories of debt and equity securities	Exam- Specific Multiple Choice Questions
8. Apply the revenue recognition principle including special issues related to long-term contracts	Exam- Specific Multiple Choice Questions

ACCT 3303 – ACCOUNTING INTERNSHIP

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Produce a professional portfolio to document the integration of accounting theory with actual job experience in accounting.	Other - Internship Portfolio

ACCT 334X – COST ACCOUNTING

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Differentiate among the different types of costs and illustrate their behavior.	Exam – Specific Multiple Choice Questions
2. Assign product costs using a variety of approaches: job-order costing, process costing, variable costing, and activity-based costing.	Exam – Specific Costing Problems
3. Demonstrate cost-volume-profit (C-V-P) analysis including determination of breakeven and target profit.	Exam – Specific C-V-P Analysis Problem
4. Develop and analyze master budgets and flexible budgets.	Exam – Specific Budgeting Problems
5. Use cost data to make various managerial decisions.	Exam – Specific Decision Making Problems

ACCT 3350 – ACCOUNTING INFORMATION SYSTEMS

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	Exam- Specific Multiple Choice Questions
1. Summarize the duties performed by database management systems	Exam- Specific Multiple Choice Questions
2. Describe a relational database and how it organizes data	Exam- Specific Multiple Choice Questions
3. Explain the major features in each transaction cycle	Exam- Specific Multiple Choice Questions
4. Select appropriate controls and precautions to ensure the security of an organization's computer facilities and computer operations	Exam- Specific Multiple Choice Questions
5. Summarize the common fraud techniques used in both manual systems and computer-based systems	Exam- Specific Multiple Choice Questions

ACCT 38XX – CERTIFIED MANAGEMENT ACCOUNTANT EXAM I

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Pass the Certified Management Accountant (CMA) Exam, Part 1	CMA Exam Results

ACCT 42XX – ADVANCED ACCOUNTING I

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Account for an investment under the complete equity method, including recording of eliminating/adjusting entries and preparation of the consolidated worksheet.	Exam- Specific Consolidation Workpaper Problem
2. Record the journal entries for the formation, operation, and liquidation of a partnership	Exam-Specific Multiple Choice Questions
3. Prepare the journal entries for foreign currency transactions and use functional currency to translate and remeasure financial statements as appropriate.	Exam-Specific Foreign Currency Translation Problem
4. Understand the SEC's role, authority, and reporting requirements for publicly traded companies	Exam- Specific Multiple Choice Questions

ACCT 42XX – ADVANCED ACCOUNTING II

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Identify the requirements for segment and interim reporting	Exam-Specific Multiple Choice Questions
2. Calculate Provision for Income Tax for interim reporting	Exam-Specific Multiple Choice Questions
3. Record transactions and prepare financial reports for state and local governmental units using governmental fund accounting	Exam-Fund Accounting Problem
4. Record transactions and prepare financial reports for non-governmental, not-for-profit organizations	Exam-NFP Accounting Problem
5. Explain the alternatives available to a business in financial difficulty. Prepare the journal entries for businesses in the liquidation process	Exam-Statement of Affairs Problem

ACCT 4406 – FEDERAL INCOME TAX I

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Determine basic tax return requirements (i.e. filing status, qualifications for a dependent, when a tax return is filed, who must file a tax return, etc.)	Exam-Specific Multiple Choice Questions
2. Identify the items included in gross income	Exam-Specific Multiple Choice Questions
3. Identify the items excluded from gross income	Exam-Specific Multiple Choice Questions
4. Identify and calculate personal losses and deductions	Exam-Specific Multiple Choice Questions
5. Identify and calculate business losses and deductions	Exam-Specific Multiple Choice Questions
6. Identify and calculate the proper cost recovery amounts (depreciation, amortization, and depletion)	Exam-Specific Multiple Choice Questions
7. Identify and calculate the various tax credits and payments	Exam-Specific Multiple Choice Questions

ACCT 4407 – FEDERAL INCOME TAX II

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Determine the tax consequences of property transactions including property classification, calculation of gain or loss, and determination of basis	Exam-Specific Multiple Choice Questions
2. Calculate the qualified business income tax deduction.	Exam-Specific Multiple Choice Questions
3. Determine the basic tax return requirements for a C corporation including its organization, operation, and distribution of earnings	Exam-Specific Multiple Choice Questions
4. Determine the basic tax return requirements for a partnership including its organization, operation, and distribution of earnings	Exam-Specific Multiple Choice Questions
5. Determine the basic tax return requirements for a S corporation including its organization, operation, and distribution of earnings	Exam-Specific Multiple Choice Questions
6. Determine the basic tax return requirements for a tax-exempt organization including its organization and operation	Exam-Specific Multiple Choice Questions
7. Determine the issues related to the administration of an income tax practice including the IRS audit process, applicable taxpayer penalties, and applicable tax preparer penalties	Exam-Specific Multiple Choice Questions

ACCT 4408 – FEDERAL INCOME TAX PREPARATION

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Pass the IRS certification exam	Exam- IRS Certification Exam
2. Prepare basic tax returns for the target populations of low income and elderly taxpayers.	Report from VITA Supervisor

ACCT 45XX – ACCOUNTING RESEARCH AND COMMUNICATION I

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Use clear and concise written communication to convey relevant financial and non-financial information	In-class Writing Assignment
2. Use clear and concise oral communication to convey relevant financial and non-financial information	Oral Presentation
3. Use technology to facilitate and enhance accounting research	FASB Codification Assignment

ACCT 45XX – ACCOUNTING RESEARCH AND COMMUNICATION II

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Describe the functional organization of the Accounting Standards Codification.	Multiple Choice Quizzes
2. Use the Financial Accounting Standard Board's Accounting Standards Codification to locate appropriate authoritative standards to support proper accounting for business situations.	In-class Writing Assignment
3. Write effective memos to other accounting professionals and to the file.	Final Research Case
4. Prepare and, using computer presentation software, deliver a fifteen – twenty minute presentation on an accounting case.	Final Presentation

ACCT 445X – CERTIFIED MANAGEMENT ACCOUNTANT EXAM II

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Pass the Certified Management Accountant (CMA) Exam, Part 2	CMA Exam Results

ACCT 48XX – AUDITING I

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Identify the types of assurance services and explain the demand for auditing services	Exam-Specific Multiple Choice Questions
2. Identify and explain the generally accepted auditing standards	Exam-Specific Multiple Choice Questions
3. Identify the major steps in the audit process and explain the requirements of each step	Exam-Specific Multiple Choice Questions
4. Define the elements of internal control and explain how each impacts the financial statement audit, especially as it relates to an integrated audit under the Sarbanes-Oxley Act of 2002	Exam-Specific Multiple Choice Questions
5. Explain how statistical sampling is used in the audit and use statistical sampling to determine the acceptability of an audit population	Exam-Specific Multiple Choice Questions

ACCT 48XX Auditing II

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Identify the types of reports used by auditors and explain the components of each	Exam-Specific Multiple Choice Questions
2. Describe the auditor's legal liability and the role of the Code of Professional Conduct	Exam-Specific Multiple Choice Questions
3. For the major business processes, identify the inherent and control risk issues, the types of accounts and transactions involved, potential misstatements, and the types of audit tests used during the audit	Exam-Specific Multiple Choice Questions
4. Demonstrate proficiency with computer aided audit techniques.	Specific Software Problem
5. Complete a simulated audit project.	Specific Audit Project Assignment

ACCT 4498 – UNDERGRADUATE RESEARCH

Course Outcomes	Assessment Method
Upon satisfactory completion of this course, the student will be able to:	
1. Complete a research project that makes an original, intellectual or creative contribution to the discipline.	Other – Research Project

APPENDIX E: SUMMARY OF CHANGES IN HOURS

Program	Required Courses	Hours	Proposed Core	Hours
Business Administration	BSBA 2201 Principles of Accounting I	3	BSBA 25XX Fundamentals of Accounting	3
Business Core	BSBA 2202 Principles of Accounting II	3	BISM 2200 Business Information Tools	3
	BISM 2200 Business Information Tools	3	BISM 2800 Corporate Communications and Technology	3
	BISM 2800 Corporate Communications and Technology	3	BISM 3200 Management Information Systems	3
	BISM 3200 Management Information Systems	3	BSBA 3306 Business Law I	3
	BSBA 3306 Business Law I	3	BSBA 3310 Business and Economics Statistics	3
	BSBA 3310 Business and Economics Statistics	3	BSBA 3320 International Business	3
	BSBA 3320 International Business	3	BSBA 4415 Strategic Management and Policy	3
	BSBA 4415 Strategic Management and Policy	3	BSBA 4420 Business Ethics & Corporate Accountability	3
	BSBA 4420 Business Ethics & Corporate Accountability	3	BSBA 2211 Principles of Macroeconomics	3
	BSBA 2211 Principles of Macroeconomics	3	BSBA 2212 Principles of Microeconomics	3
	BSBA 2212 Principles of Microeconomics	3	BSBA 2221 Introduction to Financial Management	3
	BSBA 2221 Introduction to Financial Management	3	BSBA 2209 Principles of Management	3
	BSBA 2209 Principles of Management	3	BSBA 2204 Principles of Marketing	3
	BSBA 2204 Principles of Marketing	3	MATH 1530 College Algebra (or higher math)	3
	MATH 1530 College Algebra (or higher math)	3		
Total Hours		48		45
Healthcare Management	BSBA 2201 Principles of Accounting I	3	BSBA 25XX Fundamentals of Accounting	3
Business Core	BSBA 2202 Principles of Accounting II	3	BISM 2200 Business Information Tools	3
	BISM 2200 Business Information Tools	3	BISM 2800 Corporate Communications and Technology	3
	BISM 2800 Corporate Communications and Technology	3	BISM 3200 Management Information Systems	3
	BISM 3200 Management Information Systems	3	BSBA 3306 Business Law I	3
	BSBA 3306 Business Law I	3	BSBA 3310 Business and Economics Statistics	3
	BSBA 3310 Business and Economics Statistics	3	BSBA 3320 International Business	3
	BSBA 3320 International Business	3	BSBA 4415 Strategic Management and Policy	3
	BSBA 4415 Strategic Management and Policy	3	BSBA 4420 Business Ethics & Corporate Accountability	3
	BSBA 4420 Business Ethics & Corporate Accountability	3	BSBA 2211 Principles of Macroeconomics	3
	BSBA 2211 Principles of Macroeconomics	3	BSBA 2212 Principles of Microeconomics	3
	BSBA 2212 Principles of Microeconomics	3	BSBA 2221 Introduction to Financial Management	3
	BSBA 2221 Introduction to Financial Management	3	BSBA 2209 Principles of Management	3
	BSBA 2209 Principles of Management	3	BSBA 2204 Principles of Marketing	3
	BSBA 2204 Principles of Marketing	3	MATH 1530 College Algebra (or higher math)	3
	MATH 1530 College Algebra (or higher math)	3		
Total Hours		48		45

Information Systems	BSBA 2201 Principles of Accounting I	3	BSBA 25XX Fundamentals of Accounting	3
Management	BSBA 2202 Principles of Accounting II	3	BISM 2200 Business Information Tools	3
	BISM 2200 Business Information Tools	3	BISM 2400 Operating Systems Concepts	3
	BISM 2400 Operating Systems Concepts	3	BISM 2600 Introduction to Networking Administration	3
	BISM 2600 Introduction to Networking Administration	3	BISM 2800 Corporate Communications and Technology	3
	BISM 2800 Corporate Communications and Technology	3	BISM 3000 Business Programming Logic	3
	BISM 3000 Business Programming Logic	3	BISM 3200 Management Information Systems	3
	BISM 3200 Management Information Systems	3	BISM 3400 Database Design and Development	3
	BISM 3400 Database Design and Development	3	BISM 3600 E-Commerce & Web Development Strategy	3
	BISM 3600 E-Commerce & Web Development Strategy	3	BISM 3800 Object-Oriented Business Applications	3
	BISM 3800 Object-Oriented Business Applications	3	BISM 4200 Systems Analysis and Design	3
	BISM 4200 Systems Analysis and Design	3	BISM 4800 Information Systems Project Management	3
	BISM 4800 Information Systems Project Management	3	BSBA 3306 Business Law I	3
	BSBA 3306 Business Law I	3	BSBA 3310 Business and Economics Statistics	3
	BSBA 3310 Business and Economics Statistics	3	BSBA 3320 International Business	3
	BSBA 3320 International Business	3	BSBA 4420 Business Ethics & Corporate Accountability	3
	BSBA 4420 Business Ethics & Corporate Accountability	3	BSBA 2211 Principles of Macroeconomics	3
	BSBA 2211 Principles of Macroeconomics	3	BSBA 2212 Principles of Microeconomics	3
	BSBA 2212 Principles of Microeconomics	3	BSBA 2221 Introduction to Financial Management	3
	BSBA 2221 Introduction to Financial Management	3	BSBA 2209 Principles of Management	3
	BSBA 2209 Principles of Management	3	BSBA 2204 Principles of Marketing	3
	BSBA 2204 Principles of Marketing	3	MATH 1530 College Algebra (or higher math)	3
	MATH 1530 College Algebra (or higher math)	3	MGMT 3500 Project Management	3
	MGMT 3500 Project Management	3		
Total Hours		72		69
Aviation Technology	AVMA 1100 Aircraft Flight Theory	3	AVMA 1100 Aircraft Flight Theory	3
Aviation Administration/	AVMA 1102 Introduction to Air Traffic Control	3	AVMA 1102 Introduction to Air Traffic Control	3
	AVMA 2206 Aviation Security	3	AVMA 2206 Aviation Security	3
	AVMA 2210 Aviation Meteorology	3	AVMA 2210 Aviation Meteorology	3
	AVMA 2211 Airport Management	3	AVMA 2211 Airport Management	3
	AVMA 2213 Airport Planning and Development	3	AVMA 2213 Airport Planning and Development	3
	BSBA 2201 Principles of Accounting I	3	BSBA 25XX Fundamentals of Accounting	3
	BSBA 2204 Principles of Marketing	3	BSBA 2204 Principles of Marketing	3
	BSBA 3310 Business and Economics Statistics	3	BSBA 3310 Business and Economics Statistics	3
	SFTY 1100 Safety & Environmental Components of Industry	3	SFTY 1100 Safety & Environmental Components of Industry	3
	SFTY 1150 Safety Management & Concepts in Accident Prevention	3	SFTY 1150 Safety Management & Concepts in Accident Prevention	3
Total Hours		33		33

Aviation Technology	AVMA 1102 Intro to Air Traffic Control	3	AVMA 1102 Intro to Air Traffic Control	3
Aviation Administration/ Flight Curriculum	AVMA 2201 Instrument Pilot Technology	3	AVMA 2201 Instrument Pilot Technology	3
	AVMA 2204 Instrument Pilot Technology Lab	3	AVMA 2204 Instrument Pilot Technology Lab	3
	AVMA 2206 Aviation Security	3	AVMA 2206 Aviation Security	3
	AVMA 2211 Airport Management	3	AVMA 2211 Airport Management	3
	AVMA 2213 Airport Planning and Development	3	AVMA 2213 Airport Planning and Development	3
	AVMA 3300 Commercial Pilot Technology	3	AVMA 3300 Commercial Pilot Technology	3
	AVMA 3306 Commercial Pilot Technology Lab	3	AVMA 3306 Commercial Pilot Technology Lab	3
	BSBA 2201 Principles of Accounting I	3	BSBA 25XX Fundamentals of Accounting	3
	BSBA 2204 Principles of Marketing	3	BSBA 2204 Principles of Marketing	3
	BSBA 3310 Business and Economics Statistics	3	BSBA 3310 Business and Economics Statistics	3
	SFTY 1100 Safety & Environmental Components of Industry	3	SFTY 1100 Safety & Environmental Components of Industry	3
	SFTY 1150 Safety Management & Concepts in Accident Prevention	3	SFTY 1150 Safety Management & Concepts in Accident Prevention	3
Total Hours		39		39
Minor in Business	BSBA 2201 Principles of Accounting I	3	BSBA 25XX Fundamentals of Accounting	3
	BSBA 3306 Business Law I	3	BSBA 3306 Business Law I	3
	BSBA 2200 Economics	3	BSBA 2200 Economics	3
	BSBA 2221 Introduction to Financial Management	3	BSBA 2221 Introduction to Financial Management	3
	BSBA 2209 Principles of Management	3	BSBA 2209 Principles of Management	3
	BSBA 2204 Principles of Marketing	3	BSBA 2204 Principles of Marketing	3
	MGMT 3350 Small Business Management	3	MGMT 3350 Small Business Management	3
Total Hours		21		21

Curriculum Proposal

#19-20-02 (REV 1)

(Business)



Curriculum Committee Approved on September 24, 2019

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: September 25, 2019

SUBJECT: Curriculum Proposal #19-20-02 BSBA 1100 (Revision 1)

A new course, BSBA1100 Business OnBoarding, is proposed as a 3 credit hour introductory course for all business students to complete. This course is designed to help students make the transition into college learning while discovering the diverse business environments. Students in this course will develop a mindset to successfully complete college while developing the skills needed to do so.

If approved, this course will fulfill Category 1: First Year Seminar of the core curriculum required for the Bachelor's degree. It has been designed to align with the SOAR First Year Seminar course.

This course will be an elective course until such time as it is added to the Business Core and/or is approved for the general studies core noted above.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: #19-20-02

School/Department/Program: School of Business

Preparer/Contact Person: Amanda Tuscan

Telephone Extension: 4727

Date Originally Submitted: 09/16/2019

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

Implementation Date Requested: Fall 2020

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

A new course, BSBA1100 Business OnBoarding, is proposed as a 3 credit hour introductory course for all business students to complete. This course is designed to help students make the transition into college learning while discovering the diverse business environments. Students in this course will develop a mindset to successfully complete college while developing the skills needed to do so.

If approved, this course will fulfill Category 1: First Year Seminar of the core curriculum required for the Bachelor's degree. It has been designed to align with the SOAR First Year Seminar course.

This course will be an elective course until such time as it is added to the Business Core and/or is approved for the general studies core noted above.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. N/A

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

Total hours added. N/A

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

Students can complete SOAR1199 or HONR1100. Students who complete either course will be expected to take free elective credits to meet graduation requirements.

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

- BSBA1100– Business OnBoarding
- 3 credit hours
- Core Curriculum – Outcome 1 First Year Seminar
- Ownership – Fairmont State University

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

See Appendix I

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

See Appendix II

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Appendix III

- 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.

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 number of institutions offering a first-year program has been steadily increasing with almost 90% of college and universities offering programs to impact retention (National Resource Center First-Year Experience and Students in Transition, 2017). Over 70% of these institutions offered a first-year seminar course in 2017 as part of this programming. A business specific first year seminar, while uncommon, has the benefit of career preparation, academic planning, and introduction to specific disciplinary topics. This contributes to increased persistence, higher GPA's, fewer major changes, use of campus services, satisfaction with institution, and development of skills (Greenfield, Keup, & Gardner, 2013). The credit hours vary, nearly a third of courses nationally are three credits. The first year seminar has a mid to high return on investment (National Resource Center First-Year Experience and Students in Transition, 2018). This course will also align with the General Studies Core Curriculum proposal.

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?

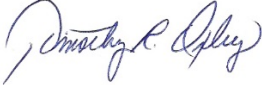
The addition of a business focused freshmen seminar course is motivated by the following:

- To help business students become acclimated to the college learning environment and the culture of the School of Business & Aviation. This course will serve as a transition from high school to college, asking students to reflect on who they are and where they want to go.
- Many incoming freshmen in the business program are unsure what specifically they want to do with their business degrees. This course will give students a chance to interact with business faculty and upperclassmen to see what will fit them and their career goals
- To better prepare students for the business world. Substantial emphasis of course material utilized will focus on what a student will need to know for careers in the business world.

The course can be taught using existing faculty, staff, and the advisor for the business program. No new resources will be needed.

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

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

College/School	Dean	Signature
School of Business & Aviation	Dr. Timothy R. Oxley Interim Dean	

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.

This course has been submitted to the General Studies Committee for consideration to be added as fulfilling the Category 1: First Year Seminar of the core curriculum required for the Bachelor's degree. It has been designed to align with the SOAR First Year Seminar course.

VI. ADDITIONAL COMMENTS.

APPENDIX I: Course

Description BSBA1100:

Business OnBoarding Course

description:

The purpose of this course is to help students make the transition into college learning, while discovering diverse business environments. Students will begin to learn essential skills such as professional communication, interdependence learning, academic planning, and career development. In addition, students in this course will learn to cultivate personal growth and strong interpersonal connections.

APPENDIX II: Course Outline

BSBA1199 Outline W/ SOAR Components

Textbook: On Course: Strategies for Creating Success in College, Career, and Life by Skip Downing & Jonathan Brennan (Cengage Unlimited Textbook)

❖ Week 1: Class Introduction

➤ Day 1:

- Purpose of class
 - Development of skills, habits, attitudes, strategies for success
 - Skills that are transferrable
- Textbook Introduction
- Icebreakers
- HOMEWORK:
 - MyStory (Due WK1D2)

➤ Day 2:

- Syllabus Review
- Syllabus Quiz
- Icebreaker
- HOMEWORK:
 - Chapter 1
 - Journal 2 (Due WK2D1)

❖ Week 2: College Expectations:

➤ Day 1:

- Student expectations of college
- Faculty expectations of the college student
- HOMEWORK:
 - Chapter 2
 - Journal 5 (Due WK2D2)
 - Locus of Control Quiz
<http://www.psych.uncc.edu/pagoolka/LC.html>

➤ Day 2:

- Accepting personal responsibility
- Case Study in Critical Thinking:
- Locus of Control
- How does personal responsibility relate to expectations?

❖ Week 3: Scavenger Hunt

➤ Day1 (Tuesday Only):

➤ Day 2: Scavenger Hunt

- Homework:
 - Chapter 3
 - Journal 8 (Due WK4D1)
 - SOAR: Go & Grow

- ❖ Week 4: Discovering Self-Motivation
 - Day 1:
 - Self-Motivation at Work
 - How to set a goal
 - Assign Teams for Group Project
 - HOMEWORK:
 - Gretchen Rubin's Four Tendencies Quiz
 - SOAR: Creating Course Goals (Due WK4D2)
 - Day 2:
 - Creating short and long term goals
 - Homework:
 - Chapter 4
 - Journal 12 (Due WK5D1)
 - Introduce Midterm Paper (Due WK8)

- ❖ Week 5: Mastering Self-Management
 - Day 1: Time Management
 - Stephen Covey 4 Quadrants
 - Introduce "I Failed" Presentations
 - HOMEWORK:
 - GRIT Quiz: <http://angeladuckworth.com/grit-scale> (Due WK5D2)
 - SOAR: Office 365/Fixed Commitment Calendar Assignment (Due WK5D2)
 - Day 2: GRIT
 - Procrastination
 - Resiliency
 - Developing GRIT
 - HOMEWORK:
 - Chapter 7:
 - Journal 24 (Due WK6D1)
 - Mindset Quiz: <http://mindsetonline.com/testyourmindset/step1.php>

- ❖ Week 6: Adopting Lifelong Learning
 - Day 1: PERTS
 - HOMEWORK:
 - Watch Change your Mindset/Change the Game (Due WK6D2)
<https://www.youtube.com/watch?v=0tqq66zwa7g>
 - Day 2: Mindset
 - Pop quiz
 - Fixed/Grow Mindset

- How to Develop a Growth Mindset
 - HOMEWORK:
 - (Reminder): Paper Writing Center Due WK7
- ❖ Week 7: Midterm
- Day 1: Fairmont Failures Presentations
 - Day 2: Fairmont Failures Presentations
 - HOMEWORK:
 - Complete Index of Learning Styles Survey Questionnaire (Due WK8D1)
<https://www.webtools.ncsu.edu/learningstyles/>
- ❖ Week 8: Learning Styles
- Day 1: Learning Styles
 - What are learning styles
 - Applying learning styles
 - HOMEWORK:
 - Learning Style Reflection (Due WK10D1)
 - Day 2: Communication
 - Simon Says (Active Listening)
 - Placating vs Blaming vs Leveling
 - How to communicate professionally
 - <https://collegeinfo geek.com/professional-communication-guide/>
 - HOMEWORK:
 - Communication Assignment (Due WK9D1)
- ❖ Week 9: Academic Planning
- Day 1: Academic Policies
 - Calculate GPA
 - Day 2: Registration
 - HOMEWORK:
 - Complete Academic Plan
 - Set up registration appointment and bring academic plan
- ❖ Week 10: Career Planning (NACADA)
- Day 1: Career Guests : Ashley
 - Homework:
 - Career Worksheet
 - FOCUS
 - 16 Personalities
 - Why Some of Us Don't Have a True Calling:
https://www.ted.com/talks/emilie_wapnick_why_some_of_us_don_t_have_one_true_calling?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare
 - Day 2: Career Center Presentation

- ❖ Week 11: School of Business Program Presentations
 - Day 1: Program Presentations
 - Day 2: Program Presentations

- ❖ Week 12: Program Presentations
 - Day 1: Program Presentations
 - Day 2: Program Presentations

- ❖ Week 13: Employing Interdependence
 - Day 1: Program Presentations
 - HOMEWORK:
 - Chapter 5
 - Journal 16 (Due WK13Day2)
 - Day 2: Interdependence
 - Case Study in Critical Thinking
 - Dependent vs Codependent vs Independent vs Interdependent
 - Resources

- ❖ Week 14: Diversity
 - Day 1: Diversity in College and the Work Place
 - Diversity activities and discussions
 - Day 2: Clean Up Day, work on presentations or final exam review – up to the students

- ❖ Week 15: Student Presentations
 - Day 1: Student Final Presentations
 - HOMEWORK:
 - Give Final Exam Essay
 - Day 2: Student Final Presentations

- ❖ Week 16: Final

APPENDIX III: Course Objectives and Assessment Tools

BSBA1100 Business OnBoarding

Required Text: On Course: Strategies for Creating Success in College, Career, and Life by Skip Downing & Jonathan Brennan (Cengage Unlimited Textbook)

Upon completion of the course students will be able to:

Outcome	Assessment
Identify the resources Fairmont State provides to help students be successful in college completion	70% of students will be able to identify all the resources on campus
Apply appropriate time management, study and test taking, and communication skills	70% of students will earn a 80% or better on the assignment
Compose a strategy of growth mindset to overcome barriers in the future	70% of students will earn a 70% or better on the assignment
Identify the major requirements of their business program and develop an academic plan for degree completion	70% of students will earn a 90% or better on the assignment

Examples of Assessment Tools

- Outcome: Identify the resources Fairmont State provides to help students be successful in college completion
 - Homework: SOAR: Go & Grow assignment – campus scavenger hunt
 - Students will be able to correctly identify all the resources on campus
- Outcome: Apply appropriate time management, study and test taking, and communication skills.
 - Homework: Complete Learning Styles inventory and apply learning styles to develop a strategy
 - Part 1 of the assignment asks that they develop a strategy and put it into practice for a week. Looking for correct terms and detailed plan.
 - Part 2 of the assignment asks that they review the past week and make changes to the plan, including documentation of what students changed.
- Outcome: Compose a strategy of growth mindset to overcome barriers in the future
 - Midterm Paper: Questions to be addressed: In what ways have you demonstrated growth mindset, locus of control, time management, grit, motivation, and resiliency? How can you relate the lessons of the entrepreneurs to your future?
 - Looking for answers that show the student is able to identify their own results and apply that to the future.
- Outcome: Identify the major requirements of their business program and develop an academic plan for degree completion.
 - Homework: Create an Academic Plan and Schedule an appointment with advisor to discuss plan and register for the spring semester.
 - Accurate academic plan based on their degree
 - Registration appointment in a timely manner



MEMORANDUM

TO: Curriculum Committee

FROM: Susan Ross

DATE: September 17, 2019

SUBJECT: Curriculum Proposal #19-20-02 – BSBA 1100 Business OnBoarding

A new course, BSBA 1100 Business OnBoarding, is proposed as a 3 credit hour introductory course for all business students to complete. This course is designed to help students make the transition into college learning while discovering the diverse business environments. Students in this course will develop a mindset to successfully complete college while developing the skills needed to do so.

If approved, this course will fulfill Category 1: First Year Seminar of the core curriculum required for the Bachelor's degree. It has been designed to align with the SOAR First Year Seminar course.

This course will be an elective course until such time it is added to the Business Core and/or is approved for the general studies core noted above.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: _____

School/Department/Program: School of Business

Preparer/Contact Person: Amanda Tuscan

Telephone Extension: 4727

Date Originally Submitted: _____

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

Implementation Date Requested: Fall 2020

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

A new course, BSBA1100 Business OnBoarding, is proposed as a 3 credit hour introductory course for all business students to complete. This course is designed to help students make the transition into college learning while discovering the diverse business environments. Students in this course will develop a mindset to successfully complete college while developing the skills needed to do so.

If approved, this course will fulfill Category 1: First Year Seminar of the core curriculum required for the Bachelor's degree. It has been designed to align with the SOAR First Year Seminar course.

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- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. _____

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

Total hours added. N/A

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

Students can complete SOAR1199 or HONR1100. Students who complete either course will be expected to take a free elective credits to meet graduation requirements.

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

- BSBA1100– Business OnBoarding
- 3 credit hours
- Core Curriculum – Outcome 1 First Year Seminar
- Ownership – Fairmont State University

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

See Appendix I

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

See Appendix II

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Appendix III

- 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.

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.

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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 addition of a business focused freshmen seminar course is motivated by the following:

- To help business students become acclimated to the college learning environment and the culture of the School of Business & Aviation. This course will serve as a transition from high school to college, asking students to reflect on who they are and where do they want to go.
- Many incoming freshmen in the business program are unsure what specifically they want to do with their business degrees. This course will give students a chance to interact with business faculty and upperclassmen to see what will fit them and their career goals
- To better prepare students for the business world. Everything discussed in class will be taught within what a student will need to know for careers in the business world.

The course can be taught using existing faculty, staff, and the advisor for the business program. No new resources will be needed.

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

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

College/School	Dean	Signature
School of Business & Aviation	Dr. Timothy R. Oxley Interim Dean	

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.

This course has been submitted to the General Studies Committee for consideration to be added as fulfilling the Category 1: First Year Seminar of the core curriculum required for the Bachelor's degree. It has been designed to align with the SOAR First Year Seminar course.

VI. ADDITIONAL COMMENTS.

APPENDIX I: Course

Description BSBA1100:

Business OnBoarding Course

description:

The purpose of this course is to help students make the transition into college learning while discovering the diverse business environments. Students will begin to learn the essential skills needed, such as professional communication, interdependence learning, academic planning, and career development. In addition, students in this course will learn to cultivate personal growth, and strong connections with faculty, staff, and other students who will walk with them throughout their college career.

APPENDIX II: Course Outline

BSBA1199 Outline W/ SOAR Components

Textbook: On Course: Strategies for Creating Success in College, Career, and Life by Skip Downing & Jonathan Brennan (Cengage Unlimited Textbook)

❖ Week 1: Class Introduction

➤ Day 1:

- Purpose of class
 - Development of skills, habits, attitudes, strategies for success
 - Skills that are transferrable
 - Only course that focuses where the entire purpose is them
- Textbook Introduction
- Icebreakers
- HOMEWORK:
 - MyStory (Due WK1D2)

➤ Day 2:

- Syllabus Review
 - Syllabus Quiz
 - Icebreaker
 - HOMEWORK:
 - Chapter 1
 - Journal 2 (Due WK2D1)
-

❖ Week 2: College Expectations:

➤ Day 1:

- What are their expectations for college?
- What are faculty expectations?
- HOMEWORK:
 - Chapter 2
 - Journal 5 (WK2D2)
 - Locus of Control Quiz
<http://www.psych.uncc.edu/pagoolka/LC.html>

➤ Day 2:

- Accepting Personal Responsibility
- Case Study in Critical Thinking:
- Locus of Control
- How does personal responsibility relate to expectations?
- How does this relate to your goals?
- Personal Responsibility at Work

❖ Week 3: Scavenger Hunt

➤ Day1 (Tuesday Only):

➤ Day 2: Scavenger Hunt

- Homework:
 - Chapter 3
 - Journal 8 (Due WK4D1)
 - SOAR: Go & Grow

❖ Week 4: Discovering Self-Motivation

- Day 1:
 - Self-Motivation at Work
 - How to set a goal
 - Assign Teams for Group Project
 - HOMEWORK:
 - Gretchen Rubin's Four Tendencies Quiz
 - SOAR: Creating Course Goals (Due WK4D2)
- Day 2:
 - Creating short and long term goals
 - Homework:
 - Chapter 4
 - Journal 12 (Due WK5D1)
 - Introduce Midterm Paper (Due WK8)

❖ Week 5: Mastering Self-Management

- Day 1: Time Management
 - Stephen Covey 4 Quadrants
 - Introduce "I Failed" Presentations
 - HOMEWORK:
 - GRIT Quiz: <http://angeladuckworth.com/grit-scale>
 - SOAR: Office 365/Fixed Commitment Calendar Assignment
- Day 2: GRIT
 - Procrastination
 - Resiliency
 - Developing GRIT
 - HOMEWORK:
 - Chapter 7:
 - Journal 24 (Due WK6D1)
 - Mindset Quiz: <http://mindsetonline.com/testyourmindset/step1.php>

❖ Week 6: Adopting Life Long Learning

- Day 1: PERTS
 - HOMEWORK:
 - Watch Change your Mindset/Change the Game
<https://www.youtube.com/watch?v=0tqq66zwa7g>
- Day 2: Mindset
 - Pop quiz
 - Fixed/Grow Mindset

- How to Develop a Growth Mindset
 - HOMEWORK:
 - (Reminder): Paper Writing Center Due WK7
-

❖ Week 7: Midterm

- Day 1: I Failed Presentations
- Day 2: I Failed Presentations
 - HOMEWORK:
 - Complete Index of Learning Styles Survey Questionnaire
<https://www.webtools.ncsu.edu/learningstyles/>

❖ Week 8: Learning Styles

- Day 1: Learning Styles
 - What are learning styles
 - How can they apply those learning styles
 - HOMEWORK:
 - Learning Style Reflection (WK10D1)
 - Day 2: Communication
 - Simon Says (Active Listening)
 - Placating vs Blaming vs Leveling
 - How to communicate professionally
 - <https://collegeinfo geek.com/professional-communication-guide/>
 - HOMEWORK:
 - Communication Assignment (WK9D1)
-

❖ Week 9: Academic Planning

- Day 1: Academic Policies
 - Calculate GPA
- Day 2: Registration
 - HOMEWORK:
 - Complete Academic Plan
 - Set up registration appointment and bring academic plan

❖ Week 10: Career Planning (NACADA)

- Day 1: Career Guests : Ashley
 - Homework:
 - Career Worksheet
 - FOCUS
 - 16 Personalities
 - Why Some of Us Don't Have a True Calling:
https://www.ted.com/talks/emilie_wapnick_why_some_of_us_don_t_have_one_true_calling?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare
- Day 2: Career Center Presentation

❖ **Week 11: School of Business Program Presentations**

- Day 1: Program Presentations
 - Day 2: Program Presentations
-

❖ **Week 12: Program Presentations**

- Day 1: Program Presentations
- Day 2: Program Presentations

❖ **Week 13: Employing Interdependence**

- Day 1: Program Presentations
 - HOMEWORK:
 - Chapter 5
 - Journal 16 (Due WK13Day2)
- Day 2: Interdependence
 - Case Study in Critical Thinking
 - Dependent vs Codependent vs Independent vs Interdependent
 - Resources

❖ **Week 14: Diversity (?)**

- Day 1: Diversity in College and the Work Place
 - How Diverse is Your Universe
 - How Comfortable Am I
 - Class and Poverty Quiz
 - Crossing the Line
 - Journey Privilege Exercise
 - Day 2: Clean Up Day, work on presentations or final exam review – up to the students
-

❖ **Week 15: Student Presentations**

- Day 1: Student Final Presentations
 - HOMEWORK:
 - Give Final Exam Essay
- Day 2: Student Final Presentations

❖ **Week 16: Final**

APPENDIX III: Course Objectives and Assessment Tools

BSBA1100 Business OnBoarding

Required Text: On Course: Strategies for Creating Success in College, Career, and Life by Skip Downing & Jonathan Brennan (Cengage Unlimited Textbook)

Upon completion of the course students will:

Outcome	Assessment
Identify the resources Fairmont State provides to help students be successful in college completion	70% of students will be able to identify all the resources on campus
Apply appropriate time management, study and test taking, and communication skills	70% of students will earn a 80% or better on the assignment
Compose a strategy of growth mindset to overcome barriers in the future	70% of students will earn a 70% or better on the assignment
Identify the major requirements of their business program and develop an academic plan for degree completion	70% of students will earn a 90% or better on the assignment

Examples of Assessment Tools

- Outcome: Identify the resources Fairmont State provides to help students be successful in college completion
 - Homework: SOAR: Go & Grow assignment – campus scavenger hunt
 - Looking that they are able to correctly identify all the resources on campus
- Outcome: Utilize appropriate time management, study and test taking, and communication skills.
 - Homework: Complete Learning Styles inventory and apply learning styles to develop an strategy
 - Part 1 of the assignment asks that they develop a strategy and put it into practice for a week. Looking for correct terms and detailed plan
 - Part 2 of the assignment asks that they review the past week and make changes to the plan, including documentation of what students changed.
- Outcome: Develop a strategy of growth mindset to overcome barriers in the future
 - Midterm Paper: Questions to be addressed: In what ways have you demonstrated growth mindset, locus of control, time management, grit, motivation, and resiliency? How can you relate the lessons of the entrepreneurs to future?
 - Looking for answers that show the student is able to identify their own results and apply that to the future.
- Outcome: Identify the major requirements of their business program and develop an academic plan for degree completion.
 - Homework: Create an Academic Plan and Schedule an appointment with advisor to discuss plan and register for the spring semester.
 - Accurate academic plan based on their degree
 - Registration appointment in a timely manner

Curriculum Proposal

#19-20-03

(SOAR 1100)



Curriculum Committee Approval on Tuesday, October 22, 2019

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: October 31, 2019

SUBJECT: Curriculum Proposal #19-20-03


The intent of this proposal is to implement the current First-Year Seminar special topics course (known as SOAR 1199) as a permanent course in the Fairmont State curriculum. This course will provide incoming students with academic tools needed to be successful at the college level and develop a sense of belonging at Fairmont State by introducing them to campus resources and facilitating connections with University faculty, staff and other returning and incoming students.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker
Carol Tannous



MEMORANDUM

TO: Curriculum Committee

FROM: Dr. Richard Harvey 

DATE: September 20, 2019

SUBJECT: Curriculum Proposal #19-20-03 – SOAR 1100

The intent of this proposal is to implement the current First-Year Seminar special topics course (known as SOAR 1199) as a permanent course in the Fairmont State curriculum. This course will provide incoming students with academic tools needed to be successful at the college level and develop a sense of belonging at Fairmont State by introducing them to campus resources and facilitating connections with University faculty, staff and other returning and incoming students.

I strongly support the approval of this proposal.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: _____
School/Department/Program: School of Education, Health and Human Performance/NA/NA
Preparer/Contact Person: Carol Tannous
Telephone Extension: x4025
Date Originally Submitted: September 10, 2019
Revision (Indicate date and label it Revision #1, #2, etc.): Original Request
Implementation Date Requested: August 2020 Fall Semester 2020

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

The intent of this proposal is to implement the current First-Year Seminar special topics course (known as SOAR 1199) as a permanent course in the Fairmont State curriculum. This course will provide incoming students with academic tools needed to be successful at the college level and develop a sense of belonging at Fairmont State by introducing them to campus resources and facilitating connections with University faculty, staff and other returning and incoming students.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. 0

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

SOAR 1100 (1)

Total hours added. 1

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

N/A

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

Course is owned by the university. The course title, credit hours, and prerequisites are listed below:

SOAR 1100 First Year Seminar

One credit hour (Prerequisites: none; Co-requisite: none) (This course will be required as part of the new Common Core Curriculum and has been approved by that committee.)

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

See Appendix B

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

See Appendix C

4. In order to meet the requirements as outlined in Goal 1 of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Appendix D

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

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

Adding SOAR 1100 to the Common Core curriculum will not affect the total 120-hour requirement for graduation.

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.

According to the National Center for Educational Statistics (NCES), the average national graduation rate is 59 percent. From 2018 institution Integrated Postsecondary Education Data System (IPEDS) data, Fairmont State University's graduation rate is 36 percent. Research done on the correlation between participating in a First-Year Seminar and graduating from college found that first-year seminar participants are more likely to graduate within four years than nonparticipants (Pascarella & Goodman, 2006). Since this course was piloted in fall 2018, we have yet to see the graduation rates from participants of SOAR 1199.

- 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?

It is expected that Fairmont State will join the other 89.7 percent of other institutions that are seeing the positive impact of the First-Year Seminar on their retention and graduation rates (Young, 2018).

A request has been sent to the Provost and President Martin for the following: Instructors will be paid a flat rate of \$700 to facilitate a 1-hour first-year seminar. Assuming the target size of the incoming class is 1,000 students, 50 sections will be needed at \$35,000.

Classroom space will need to be dedicated to this course. It is proposed that two classrooms be dedicated to SOAR 1100 Monday-Thursday from 8 a.m. to 4 p.m. to ensure 50 sections can be offered.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

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

College/School	Dean	Signature

N/A

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 (Young, 2018)al.

See Appendix E

- V. **ADDITIONAL COMMENTS.**

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

NOTE:

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

APPENDIX A
B.X. Degree in XXXXXXXX
Proposed Program

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

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

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

NOTE:

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

APPENDIX B
Course Description for SOAR First Year Seminar

SOAR 1100—First-Year Seminar (1 credit hour)

SOAR students will gain the knowledge and tools needed to achieve academic success and participate in personal growth activities that help them to develop the qualities of a college-educated person. Additionally, students will develop strong connections with faculty, staff, and other students who will walk with them throughout their college career.

APPENDIX C
Course Outline for SOAR 1000 First Year Seminar

Lesson Plan: Welcome, Introduction, & Community Building

- Assignment— Students to create Trail Names
- Assignment – My Story

Lesson Plan: Interactive Syllabus, Creating Course Goals

- Handout - Course Syllabus
- Handout - Group Activity: Syllabus Search
- Syllabus Search Key
- Assignment: Creating Course Goals

Lesson Plan: Campus Resources

- Activity/Handout – Finding Your Way to Campus Resources (Support Services Scavenger Hunt)
- Assignment – Go and Grow

Lesson Plan: Mastering Time

- Assignment: Fixed Commitment Calendar
- Assignment: Office 365 Semester Calendar
- Activity – To Do List

Lesson Plan: Academic Values, Behaviors and Dispositions

- Values/attitudes/behaviors students should expect from each other in a class
- Review Common Academic/Classroom Etiquette Behavior

Lesson Plan: Writing and Reading to Learn

- Note taking practice from Library Instruction Video
- Reading to learn practice from academic article
- Assignment: Turning Your Notes into Study Guides

Lesson Plan: Navigating Your Academic Path

- Open Study Guide Quiz: Library Instruction
- Handout– Finding Your Model Schedule and Graduation Requirements
- General overview of the course registration process
- Assignment: Navigating Your Academic Path

Lesson Plan: Academic Policies

- Handout- Academic Policies
- Activity: Identify the correct Academic Policy
- Assignment: 16 Personalities Assessment

Lesson Plan: 16 Personalities & Group Selection

- 16 Personalities Review Activity
- Group Project Group Selection
- Activity Handout – We Are Team
- Assignment: Common Interest

Lesson Plan: Intro to Group Project

- Introduce Common Interest topic and expectations for Group Project
- Group Presentation Overview
- Assignment – Research Group Presentation Subtopic

APPENDIX C
Course Outline for SOAR 1000 First Year Seminar

Lesson Plan: Group Project Team Time

- Groups are given time to work together
- Assignment –Presentation Subtopic Selection
- Handout –Group Presentation Checklist

Lesson Plan: Group Project Presentations

- Group project grading rubric
- Assignment —Dynamics of Working in a Team Reflection

Lesson Plan: Diversity

- Inclusion Video
- Roundtable Discussion about Inclusion Video

Lesson Plan: Developing Grit & Positive Mindset

- Handout - Grit Test, Mindset Test
- Assignment – Grit, Mindset & Future Students

Finals Week– Culminating Event: SOAR Games

APPENDIX D
Outcome Competencies and Methods of Assessment
SOAR 1101 First Year Seminar

Outcome Competencies

Students should demonstrate a successful transition into and through the first year of college by learning about and applying academic tools and through responsible and active participation in the FSU community.

Outcome	Assessment
Establish connections with other students, faculty and staff	70% of students will have established a connection with other students, faculty and staff
Evaluate, select, and apply appropriate strategies and tools that promote academic success	70% of students will earn a 80% or better on the academic success assignments
Demonstrate a sense of identity	70% of students will earn a 80% or better on the sense of identity assignments

Methods of Assessment

Establish connections with other students, faculty, and staff

1. Attend class.
2. Engage in daily class discussions, roundtables, and structured in-class activities.
3. Articulate *My Story* Assignment to create connection between individual student and faculty.
4. Utilize a Team Scavenger Hunt to learn about campus resources and support services.
5. Research and determine a common-interest topic for a group project.

Evaluate, select, and apply appropriate strategies and tools that promote academic success

1. Apply the following academic strategies and learning experiences to individual courses:
 - Creating course goals
 - Utilizing fixed commitment & Outlook calendars
 - Transforming notes into study guides
 - Identifying grit & establishing positive mindset
2. Plan and present a group project.
3. Navigate an academic path.

Demonstrate a Sense of Identity

1. Explore opportunities for academic, social, and cultural interactions and identify areas of interest.
 - *Go & Grow* assignment
2. Discuss what it means to be a part of a global community, promote inclusion, and affirm differences among people.
 - Video and roundtable discussion
3. Analyze how personality type relates to interacting with others socially and academically.
 - *16 Personalities* assessment
4. Assess level of connections with others, academic and personal growth.
 - SOAR Final Culminating Activity

APPENDIX D
Outcome Competencies and Methods of Assessment
SOAR 1101 First Year Seminar

Methods of Assessment

GRADING	% of TOTAL	VALUE	POSSIBLE POINTS
Attendance	30%	15 classes x 20 points	300
Participation	15%	15 classes x 10 points	150
Assignments	22.5%	9 assignments x 25 points	225
Group Project	12.5%		125
Final Exam	20.0%		200
TOTAL PERCENTAGE	100%	TOTAL POINTS	1000

APPENDIX E
Memo from the Chair of the General Studies Committee

MEMO

To: FSU Curriculum Committee
From: Jim Matthews, Chair of General Studies Committee
Re: SOAR Freshman Seminar Course
Date: 9/5/2019

In spring of 2018, the General Studies committee approved the SOAR 1199 course for inclusion in the new Core Curriculum as an option to meet the Freshman Seminar requirement. At Carol Tannous' request, I have verified that the outcomes and assessment measures included in her SOAR curriculum proposal remain the same as those that the committee approved so it would remain in the Core without additional action from us.

APPENDIX F
Works Cited

Works Cited

- Pascarella, E. T., & Goodman, K. (2006). First-Year Seminars Increase Persistence and Retention: A Summary of the Evidence from How College Affects Students. *Association of American Colleges & University Peer Review* .
- Young, D. (2018). Data from the 2017 National Survey on The First Year Experience: Creating Connections to Go Beyond Traditional Thinking. *Midwest First Year Experience Conference*. National Resource Center for the First Year Experience.

Curriculum Proposal

#19-20-04

(Women's Studies)



Curriculum Committee Approval on Tuesday, October 22, 2019

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: October 31, 2019

SUBJECT: Curriculum Proposal #19-20-04

We wish to change the title of the Women's Studies Program to Women's & Gender Studies. Subsequently, we request the prefix and titles for program courses INTR 1150 (Women's Studies Colloquium), INTR 2201 (Intro to Women's Studies), and INTR 4402 (Women's Studies Capstone) be changed to WGST and Women's & Gender Studies.... For example, INTR 4402 Women's Studies Capstone would become WGST 4402 Women's & Gender Studies Capstone.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker
Elizabeth Savage
Robin Payne

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: #19-20-04

School/Department/Program: Liberal Arts, Humanities, Women's Studies

Preparer/Contact Person: Elizabeth Savage & Robin Payne

Telephone Extension: 4085

Date Originally Submitted: August 26, 2019

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

Implementation Date Requested: Before the 2020-21 Catalog finalizes

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

We wish to change the title of the Women's Studies Program to Women's & Gender Studies. Subsequently, we request the prefix and titles for program courses INTR 1150 (Women's Studies Colloquium), INTR 2201 (Intro to Women's Studies), and INTR 4402 (Women's Studies Capstone) be changed to WGST and Women's & Gender Studies.... For example, INTR 4402 Women's Studies Capstone would become WGST 4402 Women's & Gender Studies Capstone.

II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s) **NA**

Total hours deleted. _____

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

Total hours added. _____

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

- D. Revision of course content: Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

See Appendix A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

INTR 1150 **The Women's Studies Colloquium** becomes 1 credit hour
WGST 1150 **The Women's and Gender Studies Colloquium**

INTR 2201 **Introduction to Women's Studies** becomes 3 credit hours
WGST 2201 **Introduction to Women's and Gender Studies**

INTR 4402 **The Capstone Seminar in Women's Studies** becomes 3 credit hours
WGST 4402 **The Capstone Seminar in Women's and Gender Studies**

- F. Creation of new course(s). For each new course **N/A**

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.
2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.
3. Include, as an appendix, a detailed course outline consisting of at least two levels.
4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

- G. 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.



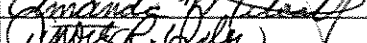


Quantitative Assessment measures will not be affected. The proposed expanded title updates Fairmont State University's Women's Studies program to reflect expanded concerns and to conform to regional and national changes to WS programs. For example, WVU, Duquesne, and Marshall have "Women's &..." programs formerly known as Women's Studies.

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?

Changing the program title and prefixes will bring the Women's Studies Program up to date with current, more inclusive terminology. We expect the change to attract more students to the minor and to ennoble the program.

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school affected 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
Liberal Arts	Chris Kast	
Nursing	Laura Clayton	
Education, HHP	Amanda Metcalf	
Business and Aviation	Tim Oxley	
Science and Technology	Steve 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.

VI. **ADDITIONAL COMMENTS.**

Appendix A
Comparison of New and Old Programs

Women's Studies Minor Current Courses

- INTR 1150 **The Women's Studies Colloquium** introduces students to current research developments concerning women, gender, and LGBTQ citizenry in multiple disciplines, including but not limited to science, law, sociology, music, literature, popular culture, religion, and politics. Repeatable for credit.
- INTR 2201 **Introduction to Women's Studies** surveys a range of topics central to women's and gender studies as they intersect with history, literature, philosophy, visual media, and critical theory, among others. This course provides students with a foundational vocabulary and prepares them for deeper study of these matters within their chosen specializations.
- INTR 4402 **The Capstone Seminar in Women's Studies** allows students minoring in Women's Studies to design and execute a research project on topics of personal interest with a mentor specialist in that field of research.

Women's and Gender Studies Minor Courses With New Prefix and Titles

- WGST 1150 **The Women's and Gender Studies Colloquium** introduces students to current research developments concerning women, gender, and LGBTQ citizenry in multiple disciplines, including but not limited to science, law, sociology, music, literature, popular culture, religion, and politics. Repeatable for credit.
- WGST 2201 **Introduction to Women's and Gender Studies** surveys a range of topics central to women's and gender studies as they intersect with history, literature, philosophy, visual media, and critical theory among others. This course provides students with a foundational vocabulary and prepares them for deeper study of these matters within their chosen specializations.
- WGST 4402 **The Capstone Seminar in Women's and Gender Studies** allows students minoring in Women's and Gender Studies to design and execute a research project on topics of personal interest with a mentor specialist in that field of research.

Curriculum Proposal

#19-20-05

(FOLK Minor)



Curriculum Committee Approval on Tuesday, October 22, 2019

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: October 31, 2019

SUBJECT: Curriculum Proposal #19-20-05

This proposal deletes FOLK 4400 Folklore Directed Study (3 cr) and creates an elective category in the Folklore Studies Minor called “Folklore Directed Study Electives” in its place. Students will be required to select 3 hours from this list of electives.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker
Angela Schwer

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: 19-10-05

School/Department/Program: Humanities/Folklore Studies Minor

Preparer/Contact Person: Angela Schwer

Telephone Extension: X4723

Date Originally Submitted: October, 2019

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

Implementation Date Requested: Fall 2020

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

This proposal deletes FOLK 4400 Folklore Directed Study (3 cr) and creates an elective category in the Folklore Studies Minor called "Folklore Directed Study Electives" in its place. Students will be required to select 3 hours from this list of electives.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. 3

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)

These English courses will be added as Folklore Directed Study Elective choices:

ENGL 3364 Appalachian Literature, ENGL 3385 Arthurian Literature; ENGL 3395 Journeys in Comparative Mythology,

This Museum Studies course would also be added as a Folklore Directed Study Elective choice:

MUSM 1100 Introduction to Museum Studies

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

NA

- E. Other changes to existing courses such as changes to title, course number, and elective or required status

We request to change the title of FOLK 4401 Folklore Applications to Folklore Capstone to bring it in line with common usage in other programs. The course content will not change.

- 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.

Number of hours for the Folklore Minor remains 19. See new Program structure 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.

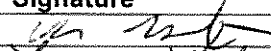
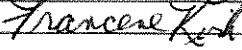
Registrar requested this change to avoid a substitution for every Folklore Studies Minor.

- 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 list of Folklore Directed Study Electives is now specified so that students won't have to apply for a substitution to fill this requirement.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

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

College/School	Dean	Signature
COLA	Dr Chris Kast	
Folklife Center Director	Dr Fran Kirk	

- 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. NA

VI. **ADDITIONAL COMMENTS.**

APPENDIX A
 Minor in Folklore Studies
 Current Program

Required Minor Courses		HRS
FOLK 2200	Introduction to Folklore Studies	3
FOLK 2201	Field Research /Oral History Techniques	1
FOLK 3300	Folk Literature	3
FOLK 3301	Material Culture or FOLK 2150 Folk Arts	3
FOLK 3302	Regional Cultural Geography and History	3
FOLK 4400	Directed Folklore Study	3-6
FOLK 4401	Folklore Application	3
TOTAL Required Minor Courses		19-22
Minor Electives		0

APPENDIX A
 Minor in Folklore Studies
 Proposed Program

Required Major Courses		HRS
FOLK 2200	Introduction to Folklore Studies	3
FOLK 2201	Field Research /Oral History Techniques	1
FOLK 3300	Folk Literature	3
FOLK 3301	Material Culture or FOLK 2150 Folk Arts	3
FOLK 3302	Regional Cultural Geography and History	3
FOLK 4401	Folklore Capstone	3
TOTAL Required Minor Courses		16
Minor Electives (choose 3 hours from the list below)		3
ENGL 3364	Appalachian Literature	3
ENGL 3385	Arthurian Literature	3
ENGL 3395	Journeys in Comparative Mythology	3
FOLK 3320	The Art of Storytelling in Theory & Practice	3
FOLK 3350	"Roads to Appalachia" Study Abroad	3
FOLK 3361	Introduction to Folk Music	3
FOLK 4498	Undergraduate Research	0-6
FOLK 3375	Preserving Appalachian Culture	3
MUSM 1100	Introduction to Museum Studies	3
TOTAL HOURS FOR Minor		19

Curriculum Proposal

#19-20-05

(FOLK Minor)