DRAFT A: Core Curriculum

Fairmont State Core Curriculum Course Menu A 01/06/2020

Codes

Courses are on the HEPC Core Course Transfer Agreement (CCTA) for general studies tranfer credit to other state institutions in WV. Up to 35 hours may be tranferred.

Course counts as Social Science credit for HEPC CCTA. (Constraint-No more than 6 hours from any one area- history, political science, psychology, sociology, economics.)

% Course counts as literature for HEPC CCTA.

^ Course (boldfaced) is also on the HEPC Statewide Course Equivalency List and will count as a pre-requisite at the accepting institution.

Students must earn a minimum of 30 hours in general studies coursework. Students are responsible for all course pre-requisites.

Basic Skills (13-14 hours) Critical Reasoning in the Disciplines (12-14 hours) Personal Development (5-6 hours)												
#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11		
1 hour	3 hours	3 hours	3 hours	3-4 hours	3 hours	3 hours	3-5 hours	3 hours	3 hours		2-3 hours	
First Year Seminar	Written Communication	Written Communication	Oral Communication	Mathematics	Humanities with Critical Thinking	Fine Arts with Critical Thinking	Natural Science with Critical Thinking	Social Science with Critical Thinking	Citizenship	· · · · · · · · · · · · · · · · · · ·	Choose only 1 course from any 1 track: Global Awareness or Fitness & Well-Being or Technology	
BSBA 1100	ENGL 1101~	ENGL 1102~	COMM 2200~	MATH 1407~	ENGL 2220~%	ART 1120~	BIOL 1104	BSBA 2200~#	HIST 1107~#	Global Awareness	Ftness & Well-	Technology
HONR 1100		ENGL 1103	COMM 2201	MATH 1507~	ENGL 2221~%	MUSI 1106	BIOL 1105~	BSBA 2211~#	HIST 1108~#	Global Awareness	Being	reciliology
SOAR 1199			COMM 2202	MATH 1510	ENGL 2230~%	MUSI 1118	BIOL 1106~	CRIM 1100	POLI 1100~#	FREN 2202	CRIM 2212	ART 2245
				MATH 1430~^	ENGL 2231~%	MUSI 1119	BIOL 1180/1181	CRIM 2202	RECR 1141	SPAN 2202	HTLA 1100	BISM 1200
				MATH 1530~^	FOLK 2200	MUSI 1120~	BIOL 2205	GEOG 2210		LANG 1110	HTLA 2203	CIVL 2210
				MATH 1540~^	HIST 2211~#	MUSI 1167	CHEM 1101~	MANF 2205		POLI 2210	NUTR 1100	EDUC 2201
				MATH 1585	HIST 2212~#	MUSI 1168	CHEM 1105~^	POLI 2200~#		POLI 2220	PHED 1100	MATH 1550
				MATH 2501~^	HIST 2213~#	MUSI 1169	GEOL 1101~	PSYC 1101~#				MANF 2250
					PHIL 2200	MUSI 2247	GEOL 1102~	SOCY 1110~#				MUSM 1100
					PHIL 2250	MUSI 2277	PHYS 1101~	SOCY 2205				MUSI 1111
					PHIL 2275	MUSI 2279	PHYS 1105~^	TECH 1100				TECH 1101
						THEA 1120~	SCIE 1100					
							SCIE 1103					
							SCIE 1105					
							SCIE 1107					
							SCIE 1115					
							SCIE 1120					
							SCIE 1130					
							SCIE 1210					
							SCIE 1220					
							SCIE 2200					

Analysis of Total Hours				
	Minimum	Maximum		
Basic Skills	13	14		
Critical	12	14		
Personal	5	6		
Total Hours	30	34		

DRAFT B: Core Curriculum

Fairmont State Core Curriculum Course Menu B 01/06/2020

Codes

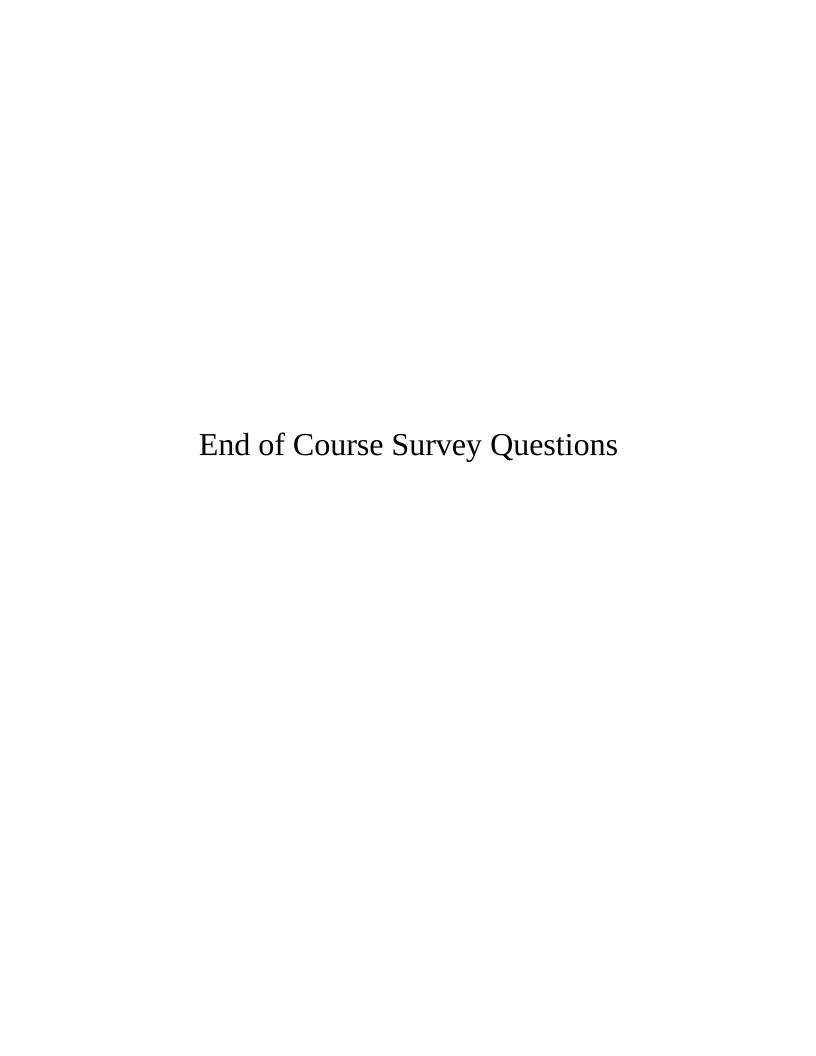
- Courses are on the HEPC Core Course Transfer Agreement (CCTA) for general studies tranfer credit to other state institutions in WV. Up to 35 hours may be tranferred.
- # Course counts as Social Science credit for HEPC CCTA. (Constraint-No more than 6 hours from any one area- history, political science, psychology, sociology, economics.)
- % Course counts as literature for HEPC CCTA.
- ^ Course (boldfaced) is also on the HEPC Statewide Course Equivalency List and will count as a pre-requisite at the accepting institution.

Students must earn a minimum of 30 hours in general studies coursework. Students are responsible for all course pre-requisites.

	Basic Skills (12-13 hours)		Critical Reasoning in the Disciplines (12-14 hours)				Personal Development (5-6 hours)			
#1	#2	#3	#4	#5	#6	#7	#8	#9	#10		
3 hours	3 hours	3 hours	3-4 hours	3 hours	3 hours	3-5 hours	3 hours	3 hours	2-3 hours		
Written Communication	Written Communication	Oral Communication	Mathematics	Humanities with Critical Thinking	Fine Arts with Critical Thinking	Natural Science with Critical Thinking	Social Science with Critical Thinking	Citizenship	Choose only 1 course from any 1 track: Glo Awareness or Fitness & Well-Being or Techno		
ENGL 1101~	ENGL 1102~	COMM 2200~	MATH 1407~	ENGL 2220~%	ART 1120~	BIOL 1104	BSBA 2200~#	HIST 1107~#	Global Awareness	Ftness & Well-	Technology
	ENGL 1103	COMM 2201	MATH 1507~	ENGL 2221~%	MUSI 1106	BIOL 1105~	BSBA 2211~#	HIST 1108~#	Giobai Awareness	Being	reclinology
		COMM 2202	MATH 1510	ENGL 2230~%	MUSI 1118	BIOL 1106~	CRIM 1100	POLI 1100~#	FREN 2202	CRIM 2212	ART 2245
			MATH 1430~^	ENGL 2231~%	MUSI 1119	BIOL 1180/1181	CRIM 2202	RECR 1141	SPAN 2202	HTLA 1100	BISM 1200
			MATH 1530~^	FOLK 2200	MUSI 1120~	BIOL 2205	GEOG 2210		LANG 1110	HTLA 2203	CIVL 2210
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			MATH 2501~^	HIST 2213~#	MUSI 1169	GEOL 1101~	PSYC 1101~#				MANF 2250
				PHIL 2200	MUSI 2247	GEOL 1102~	SOCY 1110~#				MUSM 1100
				PHIL 2250	MUSI 2277	PHYS 1101~	SOCY 2205				MUSI 1111
				PHIL 2275	MUSI 2279	PHYS 1105~^	TECH 1100				TECH 1101
					THEA 1120~	SCIE 1100					
						SCIE 1103					
						SCIE 1105					
						SCIE 1107					
						SCIE 1115					
						SCIE 1120					
						SCIE 1130					
						SCIE 1210					
	-					SCIE 1220					
						SCIE 2200					

Analysis of Total Hours			
	Minimum	Maximum	
Basic Skills	12	13	
Critical	12	14	
Personal	5	6	

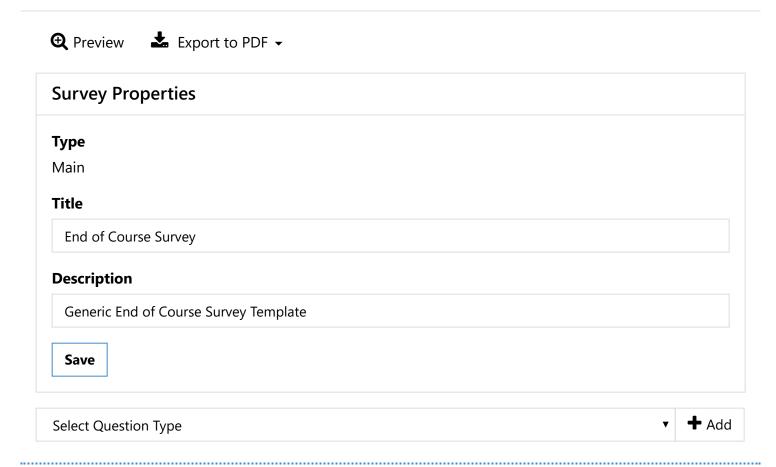
Total Hours	29	33



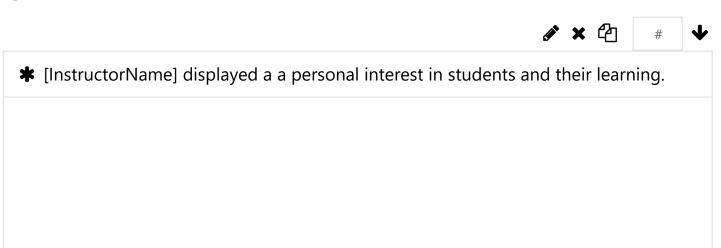
★ (https://fairmontstate.evaluationkit.com) / Surveys (/Survey/Default.aspx) / Edit Survey

Edit Survey

End of Course Survey



Question 1



- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses



- **★** [InstructorName] found ways to help students answer their own questions
- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses

Question 3



***** [InstructorName] scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work.

- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses



- ***** [InstructorName] demonstrated the importance and significance of the subject matter.
- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses

Question 5



***** [InstructorName] formed "teams" or "discussion groups" to facilitate learning.

- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses



- ***** [InstructorName] made it clear how each topic fit into the course.
- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses

Question 7



***** [InstructorName] explained the reasons for criticisms of students' academic performance.

- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses



- ***** [InstructorName] stimulated students to intellectual effort beyond that required by most courses.
- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses

Question 9



* [InstructorName] encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding.

- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses



- ***** [InstructorName] explained course material clearly and concisely.
- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses

Question 11



***** [InstructorName] related course material to real life situations.

- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses



- ***** [InstructorName] gave tests, projects, etc. that covered the most important points of the course.
- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses

Question 13



***** [InstructorName] introduced stimulating ideas about the subject.

- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses



- * [InstructorName] involved students in "hands on" projects such as research, case studies, or "real life" activities.
- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses

Question 15



* [InstructorName] inspired students to set and achieve' goals which really challenged them.

- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses



- ***** [InstructorName] asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own.
- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses

Question 17



* [InstructorName] provided timely and frequent feedback on tests, reports, projects, etc, to help students improve.

- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses



- ***** [InstructorName] asked students to help each other understand Ideas or concepts.
- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses

Question 19



***** [InstructorName] gave projects, tests, or assignments that required original or creative thinking.

- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses



- * [InstructorName] encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.).
- (1) Hardly Ever
- (2) Occasionally
- (3) Sometimes
- (4) Frequently
- (5) Almost Always
- Enabled as Instructor question for team taught courses

Question 21



* Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1 No apparent progress
- 2 Slight progress; I made small gains on this objective
- 3 Moderate progress; I made some gains on this objective
- 4 Substantial progress; I made large gains on this objective
- 5 Exceptional progress; I made outstanding gains on this objective.

Gai	ning factual knowledge (terminology, classifications, methods, trends)
\bigcirc	No progress
\bigcirc	Slight progress
\bigcirc	Moderate progress
\bigcirc	Substantial progress
\bigcirc	Exceptional progress
\bigcirc	N/A
Lea	arning fundamental principles, generalizations, or theories
\bigcirc	No progress
\bigcirc	Slight progress
\bigcirc	Moderate progress
	Substantial progress
\bigcirc	Exceptional progress
\bigcirc	N/A
Lea	rning to apply course material (to improve thinking, problem solving and decisions)
	No progress
\bigcirc	Slight progress
\bigcirc	Moderate progress
\bigcirc	Substantial progress
\bigcirc	Exceptional progress
	N/A

	reloping specific skills, competencies, and points of view needed by professionals in the field most sely related to this course.
	No progress
	Slight progress
	Moderate progress
	Substantial progress
	Exceptional progress
	N/A
Acq	uiring skills in working with others as a member of a team.
	No progress
	Slight progress
	Moderate progress
	Substantial progress
	Exceptional progress
	N/A
Dev	reloping creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
	No progress
	Slight progress
	Moderate progress
\bigcirc	Substantial progress

Exceptional progress

O N/A

	rature, etc.)
\bigcirc	No progress
\bigcirc	Slight progress
\bigcirc	Moderate progress
\bigcirc	Substantial progress
\bigcirc	Exceptional progress
0	N/A
Dev	veloping skill in expressing oneself orally or in writing.
\bigcirc	No progress
\bigcirc	Slight progress
\bigcirc	Moderate progress
\bigcirc	Substantial progress
\bigcirc	Exceptional progress
\bigcirc	N/A
Lea	rning how to find and use resources for answering questions or solving problems.
\bigcirc	No progress
	Slight progress
	Moderate progress
\bigcirc	Substantial progress
	Exceptional progress
\bigcirc	N/A

 No progress Slight progress Moderate progress Substantial progress Exceptional progress N/A Learning to analyze and critically evaluate ideas, arguments, and points of view. No progress Slight progress Moderate progress Substantial progress Exceptional progress N/A Acquiring an interest in learning more by asking questions and seeking answers. No progress Slight progress Moderate progress Slight progress Substantial progress Exceptional progress Exceptional progress Exceptional progress N/A 	Dev	veloping a clearer understanding of, and commitment to, personal values.
 Moderate progress Substantial progress Exceptional progress N/A Learning to analyze and critically evaluate ideas, arguments, and points of view. No progress Slight progress Moderate progress Substantial progress Exceptional progress N/A Acquiring an interest in learning more by asking questions and seeking answers. No progress Slight progress Moderate progress Substantial progress Substantial progress Exceptional progress Exceptional progress Exceptional progress 	\bigcirc	No progress
 Substantial progress Exceptional progress N/A Learning to analyze and critically evaluate ideas, arguments, and points of view. No progress Slight progress Moderate progress Substantial progress Exceptional progress N/A Acquiring an interest in learning more by asking questions and seeking answers. No progress Slight progress Moderate progress Substantial progress Substantial progress Exceptional progress Exceptional progress Exceptional progress Exceptional progress 	\bigcirc	Slight progress
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Acquiring an interest in learning more by asking questions and seeking answers. No progress Slight progress Moderate progress Substantial progress Exceptional progress	\bigcirc	Exceptional progress
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Moderate progressSubstantial progressExceptional progress		No progress
Substantial progressExceptional progress	\bigcirc	Slight progress
 Exceptional progress 		Moderate progress
		Substantial progress
O N/A		Exceptional progress
		N/A



* On the next three items, compare this course with others you have taken at this institution:

Amount of reading

- Much Less than Most Courses
- Less than Most Courses
- About Average
- More than Most Courses
- Much More than Most Courses

Amount of work in other (non-reading) assignments

- Much Less than Most Courses
- Less than Most Courses
- About Average
- More than Most Courses
- Much More than Most Courses

Difficulty of subject matter

- Much Less than Most Courses
- Less than Most Courses
- About Average
- More than Most Courses
- Much More than Most Courses

Question 23







***** Describe your attitudes and behavior in this course:

I had a strong desire to take this course. **Definitely False** More False than True In Between More True than False **Definitely True** I worked harder on this course than on most courses have taken. **Definitely False** More False than True In Between More True than False **Definitely True** I really wanted to take a course from this instructor. **Definitely False** More False than True In Between More True than False **Definitely True**

l re	I really wanted to take this course regardless of who taught it.			
\bigcirc	Definitely False			
\bigcirc	More False than True			
	In Between			
	More True than False			
\bigcirc	Definitely True			
As	a result of taking this course, I have more positive feelings toward this field of study.			
	Definitely False			
\bigcirc	More False than True			
	In Between			
	More True than False			
\bigcirc	Definitely True			
Ove	erall, I rate this instructor an excellent teacher.			
	Definitely False			
	More False than True			
	In Between			
\bigcirc	More True than False			
	Definitely True			
Ove	erall, I rate this course as excellent.			
\bigcirc	Definitely False			
	More False than True			
	In Between			
	More True than False			

Definitely True



* For the following items, chose the response which best corresponds to your judgment:

As a rule, I put forth more effort than other students on academic work.

- Definitely False
- More False than True
- In Between
- More True than False
- Definitely True

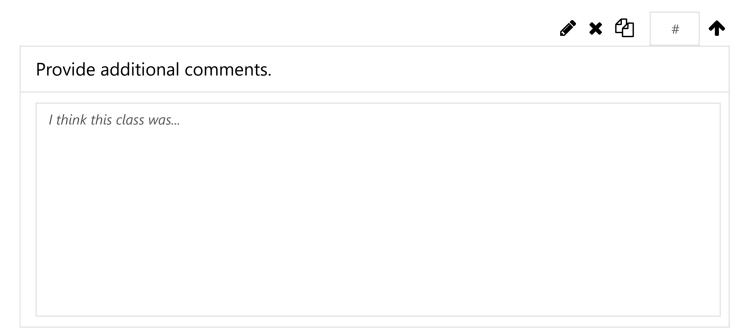
The instructor used a variety of methods-not only tests-to evaluate student progress on course objectives.

- Definitely False
- More False than True
- In Between
- More True than False
- Definitely True

The instructor expected students to take their share of responsibility for learning.

- Definitely False
- More False than True
- In Between
- More True than False
- Definitely True

The instructor had high achievement standards in this class.
O Definitely False
More False than True
O In Between
More True than False
O Definitely True
The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.
O Definitely False
More False than True
O In Between
More True than False
O Definitely True



Select Question Type



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