

# Core Curriculum Update

## Updates on Core Curriculum

- 1) We have also created a Core Curriculum policy for Associate's Degree programs. It is pretty simple and straightforward-

To earn Associate's Degree programs, students must complete the following Core Curriculum requirements:

- An approved First Year Seminar course (1 credit)
  - ENGL 1101 (3 credits)
  - Either ENGL 1102 or ENGL 1103 (3 credits)
  - Additional courses from the approved Core course lists as determined by the academic program in order to meet the WV state code defining 2 year program general education requirements. At present, that requirement is a minimum of 15 credit hours.
- 2) Given the central important of the First Year Seminar requirement in the Core, the committee voted to include the Coordinator of the SOAR courses a voting member. For the remainder of this academic year, that seat will be filled by Carol Tannous.
  - 3) I have also invited Joel Dugan to appoint a representative for the Department of Art, Architecture, and Design. The lack of that seat has caused some problems and must be addressed ASAP. I urge the Senate to address similar underrepresentation on other committees affected by the elimination of the School of Fine Arts.

# SOAR Exemption Form

## Fairmont State University

### Core Curriculum First-Year Seminar Exemption Information

Beginning fall semester 2020, all first-year students at Fairmont State University will be required to enroll in and successfully complete a one-credit Core Curriculum First-Year Seminar (FYS).

The purpose of this class is to provide students with a sense of belonging and the tools needed to be successful in college.

First-year seminar is part of the new Fairmont State Core Curriculum being implemented fall 2020 that outlines a required curriculum that all students must complete along with course requirements determined by their major, and Academic College in order to graduate with a degree.

It is important students understand that First-Year Seminar:

- Is a graduation requirement.
- Must be attempted for the first time within the first 2 semesters or first 30 credits.
- Requires a grade of “C” or higher (students who earn a D or F in First-Year seminar must repeat the class).

The University recognizes there will be academic programs and new students that either require or are eligible for exemption from the Core Curriculum First-Year Seminar.

The following list outlines primary reasons a student may be approved for an exemption from the Core Curriculum FYS requirement:

- Academic Program with an approved exemption.
- Transfer student with 30 completed credits (does not include dual enrollment, CLEP, or AP credits/classes)
- Re-enrolled with successful completion of 30 academic credits.
- Earned Associate Degree or higher
- Non-Degree students

Individual students interested in applying for an exemption must complete the *Request for Exemption from the First-Year Seminar Common Core Requirement form*. This form is available in the Fairmont State forms repository.

All individual exemption requests will be reviewed by the Coordinator for the First-Year Seminar Program. The Dean of the School of Education, Health & Human Performance, will review appeals for denied requests.

According to the most recent National Survey for the First-Year Experience, almost 74% of colleges and universities, public and private have a First-Year Seminar as part of an overall First Year Experience at their institution. While some students may be eligible for an exemption, all new students will be invited and encouraged to enroll in a First-Year Seminar to increase their likelihood of success in college.

**Fairmont State University**  
**Core Curriculum First-Year Seminar Exemption Request**

Students requesting an exemption from the Core Curriculum First-Year Seminar must complete this form, and submit it to the First-Year Seminar Coordinator at 1201 Locust Ave., 307 ED. Bldg., Fairmont, WV 26554 or by emailing [carol.tannous@fairmontstate.edu](mailto:carol.tannous@fairmontstate.edu).

**Student Information**

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_

Date \_\_\_\_\_

F-Number \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Academic Department \_\_\_\_\_

Major \_\_\_\_\_ Minor \_\_\_\_\_

**Reason for Exemption**

\_\_\_\_ Transfer student with 30 completed credits

\_\_\_\_ Re-enrolled with successful completion of 30 academic credits (does not include dual enrollment, CLEP, or AP credits/classes)

\_\_\_\_ Earned Associate Degree or higher

\_\_\_\_ Non-Degree students

Approved exemptions will be sent to the Registrar's Office with a request to update the student's Degree Works. The Registrar will notify the SOAR FYS Coordinator via email that the exemption has been applied. The SOAR FYS Coordinator will notify the student and official Academic Advisor of this change.

All questions regarding the FYS exemption process should be directed to the SOAR First-Year Seminar Coordinator.

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\_\_\_\_\_  
Signature of SOAR FYS Coordinator

\_\_\_\_\_  
Date

Approved     Not Approved

Notes:

Curriculum Proposal #19-20-10 (r3) History  
Proposal to Senate



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**MEMORANDUM**

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TO: Faculty Senate

FROM: Susan Ross

DATE: March 4, 2020

SUBJECT: Curriculum Proposal #19-20-10

The purpose of this proposal is to accomplish the following changes to the history course offerings:

- Divide HIST 3318 (Gilded Age to the Great Crash) and HIST 3319 (Recent America) into three courses in order to allow for greater depth of coverage. The new courses will include HIST 3320 (Gilded Age and Progressive Era), HIST 3322 (Modern America from 1920-1960), and HIST 3324 (Recent America from 1960 to the Present).
- To create HIST 3314 (History of the American Revolution) – a new course focusing explicitly on the American Revolution.
- Divide HIST 4420 (History of Latin America) into two courses in order to allow for greater depth of coverage within the designated time periods. HIST 4420 will become HIST 4421 and HIST 4422.

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:** #19-20-10  
**School/Department/Program:** College of Liberal Arts, Department of Social Sciences,  
History Program  
**Preparer/Contact Person:** Robin Payne and Spencer Tyce  
**Telephone Extension:** 4758 (Payne)  
**Date Originally Submitted:** November 12, 2019  
**Revision (Indicate date and label it  
Revision #1, #2, etc.):** Revision #3  
**Implementation Date Requested:** 2020/2021 Academic Catalog

- 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 accomplish the following changes to the history course offerings:

- Divide HIST 3318 (Gilded Age to the Great Crash) and HIST 3319 (Recent America) into three courses in order to allow for greater depth of coverage. The new courses will include HIST 3320 (Gilded Age and Progressive Era), HIST 3322 (Modern America from 1920-1960), and HIST 3324 (Recent America from 1960 to the Present).
- To create HIST 3314 (History of the American Revolution) – a new course focusing explicitly on the American Revolution.
- Divide HIST 4420 (History of Latin America) into two courses in order to allow for greater depth of coverage within the designated time periods. HIST 4420 will become HIST 4421 and HIST 4422.

- 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)

HIST 3318	Gilded Age to the Great Crash
HIST 3319	Recent America
HIST 4420	History of Latin America

Total hours deleted. 9 hours

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

HIST 3314	History of the American Revolution
HIST 3320	Gilded Age and Progressive Era



HIST 3322	Modern American History from 1920-1960
HIST 3324	Recent America from 1960 to the Present
HIST 4421	Colonial Latin American History
HIST 4422	Modern Latin American History

Total hours added. 12 hours

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.

The History program is revising course numbers and catalog descriptions for the courses listed below to more accurately reflect how these courses are taught according to current developments in the field as well as the expertise of current faculty on staff.

See Appendix H-1 for current course descriptions and Appendix H-2 for proposed course descriptions.

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.

The following courses are technically being created by the History program; however, the content is not entirely new. The following current courses are being divided to allow for greater depth of coverage accordingly: HIST 3318 (Gilded Age through the Great Crash) and HIST 3319 (Recent America) are being divided into three courses – HIST 3320 (Gilded Age and Progressive Era), HIST 3322 (Modern American History from 1920-1960), HIST 3324 (Recent America from 1960 to the Present). HIST 4420 (History of Latin America) is being divided into two courses – HIST 4421 (Colonial Latin American History) and HIST 4422 (Modern Latin American History). In addition, a new course (HIST 3314 – History of the American Revolution) is being created to specifically focus on the American Revolution, previously covered in HIST 3315 (Colonial America).

1. HIST 3314                      HISTORY OF THE AMERICAN REVOLUTION (3 credits hours)



- HIST 3314            Appendix B-3
- HIST 3320            Appendix C-3
- HIST 3322            Appendix D-3
- HIST 3324            Appendix E-3
- HIST 4421            Appendix F-3
- HIST 4422            Appendix G-3

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

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

This proposal does not affect the total number of hours required for completion of the History B.A. or B.S. or the Social Studies Education B.A.; however, it does create five new advanced electives that history majors can choose from in fulfilling their major requirements and it removes three previously taught advanced history electives. None of these courses are required for completion of either the History B.A. or B.S.; however, students may take them to fulfill their required credit hours in advanced history electives. One of the courses – HIST 3319 (Recent America), which will become HIST 3324 (Recent American History From 1960 to the Present) – is required for students seeking the B.A. in Social Studies Education. The course requirements as outlined in the academic catalog will be updated to reflect the new course number and title. See Appendix A-1, Appendix A-2, and Appendix A-3 for details.

### 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.

N/A

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

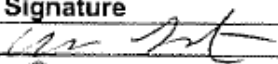
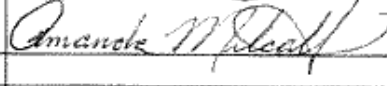
History programs across the nation typically offer advanced history electives (in addition to introductory survey courses in United States and World history) in a way that enable faculty to offer in-depth coverage of specific themes and/or chronological time periods. At Fairmont State University, the upper-level American history courses have been divided into five courses. In addition, the university has offered one upper-level course focusing on Latin American history. Due to the expertise of the faculty currently teaching this curriculum, it is worthwhile to expand the upper-level American history courses to include two additional courses and to divide the Latin American history course into two advance elective offerings.

The proposed course changes are therefore primarily intended to update the curriculum to better reflect current trends in the field of history, to allow for greater depth of focused study in advanced course work, and to more accurately reflect the strengths and research expertise of current faculty. No new faculty, facilities, equipment, or library materials are required to implement the proposed changes.

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.

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

College/School	Dean	Signature
College of Liberal Arts	Dr. Chris Kast	
School of Education/Health and Human Performance	Dr. Amanda Metcalf	

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

N/A

- VI. ADDITIONAL COMMENTS.

The History program has two degree offerings – a Bachelor of Arts and a Bachelor of Science. Appendix A-1 outlines the current and proposed program requirements for the B.A. in History and Appendix A-2 outlines the current and proposed program requirements for the B.S. in History. Appendix A-3 outlines the current and proposed major requirements for the Social Studies Education B.A., to reflect the new course number and title for a required history course. All other appendices related to the proposed courses and other revisions refer to both the B.A. and B.S. history curriculum.

As outlined above, the advanced history electives being revised by this proposal are open to students across campus. History majors have the option to select 27 (or more) credit hours from an approved list of electives, which will include all of the courses outlined above. The only other major directly affected by the proposed change is the Social Studies Education major since students in that major are required to take HIST 3319 (Recent America). The Social Studies Education major will need to reflect the new course number – HIST 3324. Please see the following statement of support from Professor Nenad Radulovich – the faculty advisor to the Social Studies Education program – indicating that the change in chronological focus of this course (note: the start date for the course content is being pushed from 1941 to 1960) will be beneficial, rather than detrimental, to those majors. Dean Amanda Metcalf will be advised of this curricular change; however, the advising of Social Studies Education majors occurs with Professor Radulovich in the Department of Social Sciences.

*Professor Nenad Radulovich: "Please note that starting with the 2020-2021 academic year, HIST 3324: Recent America from 1960 to the Present will replace the Social Studies Education program's requirement for HIST 3319: Recent America (which covered American history from 1941 to the present). Students who have already completed HIST 3319 can continue to use that course as the equivalent to HIST 3324 within the Social Studies Education program. The chronological shift to a later period in American History represented here reflects the reality of West Virginia and American high schools as they focus on the growing quantity of content from the past 60 years of U.S. History. The intense treatment of this time period in HIST 3324 will continue to be an essential form of preparation for the Social Studies Praxis II Content Exam."*

Any students who have previously taken one of the now eliminated courses and wish to complete a D/F repeat will be allowed a course substitution or an independent study, if a substitution is not appropriate. For instance, a student wishing to repeat HIST 4420 might be authorized to complete HIST 4421 or HIST 4422 instead. Appropriate substitutions will be determined on a case by case basis in consultation with history faculty.

This curriculum proposal constitutes the collaborative work of the History program. See below for information regarding individual faculty to specific components.

- Dr. Robin Payne, Associate Professor of History
  - Compilation of various components into one proposal; curriculum revision rationales
  - New Course Proposals
    - HIST 3320 Gilded Age and Progressive America
    - HIST 3322 Modern American History from 1920-1960
    - HIST 3324 Recent America from 1960 to the Present
  
- Dr. Spencer Tyce, Assistant Professor of History
  - New Course Proposals
    - HIST 3314 History of the American Revolution
    - HIST 4421 Colonial Latin American History
    - HIST 4422 Modern Latin American History
  
- Professor Nenad Radulovich, Assistant Professor of History and Social Studies Education
  - Statement of support from Social Studies Education program

**APPENDIX A-1**  
 B.A. Degree in History  
 Current Program

<b>Required Major Courses</b>		<b>HRS</b>
HIST 1107	United States History I	3
HIST 1108	United States History II	3
HIST 2211	World Civilizations I	3
HIST 2212	World Civilizations II	3
HIST 2213	World Civilizations III	3
HIST 2250	The Historian's Craft	3
HIST 4498	Senior Seminar	3
<b>TOTAL Required Major Courses</b>		<b>21</b>
Advanced History Electives		27
HIST 3302	West Virginia History	3
HIST 3305	History of Intelligence and National Security	3
HIST 3310	Diplomatic History of the United States	3
HIST 3315	Colonial America	3
HIST 3316	The Early Republic	3
HIST 3317	Civil War and Reconstruction	3
HIST 3318	Gilded Age to the Great Crash	3
HIST 3319	Recent America	3
HIST 3333	Women in American History	3
HIST 3335	Women in World History	3
HIST 3340	Popular Culture in Modern American History	3
HIST 3344	African-American History and Culture	3
HIST 3351	History of England	3
HIST 3352	History of Russia	3
HIST 4405	History of Africa	3
HIST 4410	History of East Asia	3
HIST 4415	History of the Middle East: Muhammad to the Present	3
HIST 4420	History of Latin America	3
HIST 4425	Medieval Europe	3
HIST 4429	Early Modern Europe	3
HIST 4430	19 <sup>th</sup> Century Europe	3
HIST 4431	Recent Europe	3
HIST 4450	History of American Sexualities	3
HIST 4455	Revolutions in History	3
HIST 4475	Philosophy of History	3
HIST 4499	Special Topics	3
Foreign Language Requirements		12
FREN 1101, 1102, 2201, 2202		12
-OR-		
SPAN 1101, 1102, 2201, 2202		12
-OR-		
Department permission to substitute 12 hours of other language study		

<b>Recommended General Studies Courses*</b>	
Outcome 1 – Critical Analysis	3
ENGL 2220* or 2221*	
Outcome 2 – Quantitative Literacy	3
MATH 1407 or 1407 or higher in Outcome 2 (Required by Major)	
Outcome 3 – Written Communication	3
ENGL 1101 (Institutional Requirement)	
Outcome 4 – Teamwork	3
COMM 2201* or CRIM 2295*	
Outcome 5 – Information Literacy	3
ENGL 1102 (Institutional Requirement)	
Outcome 6 – Technology Literacy	3
BISM 1200* or BISM 2200* or TECH 1100*	
Outcome 7 – Oral Communication	3
COMM 2200*	
Outcome 8 - Citizenship	X
HIST 1107 or HIST 1108 (Satisfied in Major)	
Outcome 9 - Ethics	3
PHIL 3325* or SOCY 1110*	
Outcome 10 - Health	2-3
PHED 1100* or CRIM 2212*	
Outcome 11 - Interdisciplinary	3
POLI 1100*	
Outcome 12 - Arts	3
ART 1120* or MUSI 1120* or THEA 1120*	
Outcome 13 - Humanities	3
ENGL 2230* or ENGL 2231*	
Outcome 14 – Social Sciences	3
PSYC 1101* or GEOG 2210*	
Outcome 15 - Natural Science	4
Any course listed in Outcome 15	
Outcome 16 – Cultural Awareness	X
HIST 2211, HIST 2212, or HIST 2213 (Satisfied in Major)	
Additional General Studies hours	X
<b>TOTAL GENERAL STUDIES HOURS</b>	<b>42-43</b>
<b>TOTAL FREE ELECTIVES</b>	<b>17-18</b>
<b>TOTAL HOURS</b>	<b>120</b>

\* Any course marked with an asterisk (\*) above are recommended to complement the history curriculum; however, students may select any other courses from the approved General Studies list to fulfill the requirements for the individual Attributes as long as at least 30 credit hours towards General Studies requirements have been completed outside of the major.

**APPENDIX A-1**  
B.A. Degree in History  
Proposed Program

<b>Required Major Courses</b>		<b>HRS</b>
HIST 1107	United States History I	3
HIST 1108	United States History II	3
HIST 2211	World Civilizations I	3
HIST 2212	World Civilizations II	3
HIST 2213	World Civilizations III	3
HIST 2250	The Historian's Craft	3
HIST 4498	Senior Seminar	3
<b>TOTAL Required Major Courses</b>		<b>21</b>
Advanced History Electives		27
HIST 3302	West Virginia History	3
HIST 3305	History of Intelligence and National Security	3
HIST 3310	Diplomatic History of the United States	3
HIST 3312	Colonial America	3
HIST 3314	History of the American Revolution	3
HIST 3316	The Early Republic	3
HIST 3317	Civil War and Reconstruction	3
HIST 3320	Gilded Age and Progressive Era	3
HIST 3322	Modern American History from 1920-1960	3
HIST 3324	Recent America from 1960 to the Present	3
HIST 3333	Women in American History	3
HIST 3335	Women in World History	3
HIST 3340	Popular Culture in Modern American History	3
HIST 3344	African-American History and Culture	3
HIST 3351	History of England	3
HIST 3352	History of Russia	3
HIST 4405	History of Africa	3
HIST 4410	History of East Asia	3
HIST 4415	History of the Middle East: Muhammad to the Present	3
HIST 4421	Colonial Latin American History	3
HIST 4422	Modern Latin American History	3
HIST 4425	Medieval Europe	3
HIST 4429	Early Modern Europe	3
HIST 4430	19 <sup>th</sup> Century Europe	3
HIST 4431	Recent Europe	3
HIST 4450	History of American Sexualities	3
HIST 4455	Revolutions in History	3
HIST 4475	Philosophy of History	3
HIST 4499	Special Topics	3
Foreign Language Requirements		12
FREN 1101, 1102, 2201, 2202		12



-OR-

SPAN 1101, 1102, 2201, 2202

12

-OR-

Department permission to substitute 12 hours of other language study

**TOTAL HOURS FOR MAJOR (and minor if required)**

**60**

\* The General Studies recommendations in the academic catalog will be updated to reflect the university's new Core Curriculum in the 2020/2021 academic catalog.

**APPENDIX A-2**  
 B.S. Degree in History  
 Current Program

<b>Required Major Courses</b>		<b>HRS</b>
HIST 1107	United States History I	3
HIST 1108	United States History II	3
HIST 2211	World Civilizations I	3
HIST 2212	World Civilizations II	3
HIST 2213	World Civilizations III	3
HIST 2250	The Historian's Craft	3
HIST 4498	Senior Seminar	3
<b>TOTAL Required Major Courses</b>		<b>21</b>
Advanced History Electives		27
HIST 3302	West Virginia History	3
HIST 3305	History of Intelligence and National Security	3
HIST 3310	Diplomatic History of the United States	3
HIST 3315	Colonial America	3
HIST 3316	The Early Republic	3
HIST 3317	Civil War and Reconstruction	3
HIST 3318	Gilded Age to the Great Crash	3
HIST 3319	Recent America	3
HIST 3333	Women in American History	3
HIST 3335	Women in World History	3
HIST 3340	Popular Culture in Modern American History	3
HIST 3344	African-American History and Culture	3
HIST 3351	History of England	3
HIST 3352	History of Russia	3
HIST 4405	History of Africa	3
HIST 4410	History of East Asia	3
HIST 4415	History of the Middle East: Muhammad to the Present	3
HIST 4420	History of Latin America	3
HIST 4425	Medieval Europe	3
HIST 4429	Early Modern Europe	3
HIST 4430	19 <sup>th</sup> Century Europe	3
HIST 4431	Recent Europe	3
HIST 4450	History of American Sexualities	3
HIST 4455	Revolutions in History	3
HIST 4475	Philosophy of History	3
HIST 4499	Special Topics	3
Additional Requirements		9
SOCY 2240	Behavioral Statistics	3
-OR-		
PSYC 2240	Behavioral Statistics	3
Social/Behavioral Electives		6

(Students must choose two from the following list):

BSBA 2200	Economics	3
GEOG 2110	Introduction to Geography	3
PHIL 2275	Introduction to Logic and Critical Reasoning	3
PHIL 3325	Ethics	3
POLI 2220	Introduction to Political Science	3
POLI 3304	Amer. Constitutional Government and Law	3
PSYC 2200	History of Psychology	3
PSYC 2230	Social Psychology	3
-OR-		
SOCY 2230	Social Psychology	3
SOCY 2205	Principles of Race, Class, and Gender	3
SOCY 3301	Cultural Anthropology	3

**TOTAL HOURS FOR MAJOR (and minor if required) 57**

**Recommended General Studies Courses\***

Outcome 1 – Critical Analysis		3
	ENGL 2220* or 2221*	
Outcome 2 – Quantitative Literacy		3
	MATH 1407 or 1407 or higher in Outcome 2 (Required by Major)	
Outcome 3 – Written Communication		3
	ENGL 1101 (Institutional Requirement)	
Outcome 4 – Teamwork		3
	COMM 2201* or CRIM 2295*	
Outcome 5 – Information Literacy		3
	ENGL 1102 (Institutional Requirement)	
Outcome 6 – Technology Literacy		3
	BISM 1200* or BISM 2200* or TECH 1100*	
Outcome 7 – Oral Communication		3
	COMM 2200*	
Outcome 8 - Citizenship		X
	HIST 1107 or HIST 1108 (Satisfied in Major)	
Outcome 9 - Ethics		3
	PHIL 3325* or SOCY 1110*	
Outcome 10 - Health		2-3
	PHED 1100* or CRIM 2212*	
Outcome 11 - Interdisciplinary		3
	POLI 1100*	
Outcome 12 - Arts		3
	ART 1120* or MUSI 1120* or THEA 1120*	
Outcome 13 - Humanities		3
	ENGL 2230* or ENGL 2231*	
Outcome 14 – Social Sciences		3
	PSYC 1101* or GEOG 2210*	
Outcome 15 - Natural Science		4
	Any course listed in Outcome 15	
Outcome 16 – Cultural Awareness		X

HIST 2211, HIST 2212, or HIST 2213  
(Satisfied in Major)

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Additional General Studies hours

X

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\* Any course marked with an asterisk (\*) above are recommended to complement the history curriculum; however, students may select any other courses from the approved General Studies list to fulfill the requirements for the individual Attributes as long as at least 30 credit hours towards General Studies requirements have been completed outside of the major.

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**TOTAL GENERAL STUDIES HOURS**

**42-43**

**TOTAL FREE ELECTIVES**

**17-18**

**TOTAL HOURS**

**120**

**APPENDIX A-2**  
 B.S. Degree in History  
 Proposed Program

<b>Required Major Courses</b>		<b>HRS</b>
HIST 1107	United States History I	3
HIST 1108	United States History II	3
HIST 2211	World Civilizations I	3
HIST 2212	World Civilizations II	3
HIST 2213	World Civilizations III	3
HIST 2250	The Historian's Craft	3
HIST 4498	Senior Seminar	3
<b>TOTAL Required Major Courses</b>		<b>21</b>
Advanced History Electives		27
HIST 3302	West Virginia History	3
HIST 3305	History of Intelligence and National Security	3
HIST 3310	Diplomatic History of the United States	3
HIST 3312	Colonial America	3
HIST 3314	History of the American Revolution	3
HIST 3316	The Early Republic	3
HIST 3317	Civil War and Reconstruction	3
HIST 3320	Gilded Age and Progressive Era	3
HIST 3322	Modern American History from 1920-1960	3
HIST 3324	Recent America from 1960 to the Present	3
HIST 3333	Women in American History	3
HIST 3335	Women in World History	3
HIST 3340	Popular Culture in Modern American History	3
HIST 3344	African-American History and Culture	3
HIST 3351	History of England	3
HIST 3352	History of Russia	3
HIST 4405	History of Africa	3
HIST 4410	History of East Asia	3
HIST 4415	History of the Middle East: Muhammad to the Present	3
HIST 4421	Colonial Latin American History	3
HIST 4422	Modern Latin American History	3
HIST 4425	Medieval Europe	3
HIST 4429	Early Modern Europe	3
HIST 4430	19 <sup>th</sup> Century Europe	3
HIST 4431	Recent Europe	3
HIST 4450	History of American Sexualities	3
HIST 4455	Revolutions in History	3
HIST 4475	Philosophy of History	3
HIST 4499	Special Topics	3
<b>Additional Requirements</b>		<b>9</b>
SOCY 2240	Behavioral Statistics	3

-OR-		
PSYC 2240	Behavioral Statistics	3
Social/Behavioral Electives		6
(Students must choose two from the following list):		
BSBA 2200	Economics	3
GEOG 2110	Introduction to Geography	3
PHIL 2275	Introduction to Logic and Critical Reasoning	3
PHIL 3325	Ethics	3
POLI 2220	Introduction to Political Science	3
POLI 3304	Amer. Constitutional Government and Law	3
PSYC 2200	History of Psychology	3
PSYC 2230	Social Psychology	3
-OR-		
SOCY 2230	Social Psychology	3
SOCY 2205	Principles of Race, Class, and Gender	3
SOCY 3301	Cultural Anthropology	3
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>		<b>57</b>

\* The General Studies recommendations in the academic catalog will be updated to reflect the university's new Core Curriculum in the 2020/2021 academic catalog.

### APPENDIX A-3

#### B.A. Degree in Social Studies Education Current Program

Required Major Courses		HRS
BSBA 2200	Economics	3
GEOG 2210	Introduction to Geography	3
GEOG Elective		3
HIST 1107	United States History I	3
HIST 1108	United States History II	3
HIST 2211	World Civilizations I	3
HIST 2212	World Civilizations II	3
HIST 2213	World Civilizations III	3
HIST 3302	West Virginia	3
HIST 3319**	Recent America	3
HIST 4431**	Recent Europe	3
POLI 1103	American Government	3
POLI 2200	Introduction to Political Science	3
PSYC 1101	Introduction to Psychology	3
SOCY 1110	Introduction to Sociology	3
SOCY 3301	Cultural Anthropology	3
SSCI 4431*	Methods & Materials of Teach. Soc. Studies	3
SSCI 4498*	Interdisciplinary Seminar	3
<b>TOTAL Required Major Courses</b>		<b>54</b>

\* Offered only in the Fall Semester

\*\* Offered only in the Spring Semester

**APPENDIX A-3**  
 B.A. Degree in Social Studies Education  
 Proposed Program

<b>Required Major Courses</b>		<b>HRS</b>
BSBA 2200	Economics	3
GEOG 2210	Introduction to Geography	3
GEOG		
Elective		3
HIST 1107	United States History I	3
HIST 1108	United States History II	3
HIST 2211	World Civilizations I	3
HIST 2212	World Civilizations II	3
HIST 2213	World Civilizations III	3
HIST 3302	West Virginia	3
HIST 3324**	Recent American History from 1960 to the Present	3
HIST 4431**	Recent Europe	3
POLI 1103	American Government	3
POLI 2200	Introduction to Political Science	3
PSYC 1101	Introduction to Psychology	3
SOCY 1110	Introduction to Sociology	3
SOCY 3301	Cultural Anthropology	3
SSCI 4431*	Methods & Materials of Teach. Soc. Studies	3
SSCI 4498*	Interdisciplinary Seminar	3
<b>TOTAL Required Major Courses</b>		<b>54</b>

\* Offered only in the Fall Semester

\*\* Offered only in the Spring Semester



**APPENDIX B-1**

B.A. and B.S. Degree in History  
HIST 3314 – History of the American Revolution  
Course Description

Course Description for Academic Catalog

HIST 3314 *History of the American Revolution*.....3 hrs.

This course examines the political, economic, and social causes of the American Revolution from an Atlantic World context. In addition to the military history of the Revolution, the course will also study the home front, early American diplomatic efforts, and cultural problems that emerged during the conflict. Furthermore, this course will expose students to the historiographical debates surrounding the conflict. PR HIST 1107.

**APPENDIX B-2**  
B.A. and B.S. Degree in History  
HIST 3314 – History of the American Revolution  
Course Outline

Course Description

History of the American Revolution covers the foundational moment of the United States of America. While the event is casually understood by most Americans, many are unaware of its political and economic origins, the social and cultural conflicts that emerged before and during the Revolution, as well as the military efforts required to establish the Early Republic. This course will cover the events resulting from the Seven Years War, the commercial problems that emerged in the early 1770s, and the social distinctions that blinded the British Empire to the realities of American ideas of independence and self-governance. Through both primary and secondary sources, this course will examine the military conflict, the diplomatic and economic struggles of its first revolutionary government, and the establishment of a democratic system of government on the continent.

Course Readings

The following textbook is required:

- Morison, *Sources and Documents Illustrating the American Revolution, 1764-1788*  
ISBN: 9780195002621
- Wood, *The American Revolution: A History* ISBN: 9780812970418

Students will also be required to write an essay based on the assigned readings and selections from other monographs, including Bernard Bailyn's *The Ideological Origins of the American Revolution*. All other course readings and documents will be available via BlackBoard.

Course Outcomes

1. Identify the political, economic, and social origins of the American Revolution as seen by the revolutionaries, their colonial and royal authorities, and other actors in the Atlantic World.
2. Explain the military efforts in completing a violent revolution and the problems associated with the creation of a national military force.
3. Discuss how social, cultural, and religious forces shaped the development of a revolutionary North America and how those forces dealt with the effects of the conflict.
4. Critique and analyze primary and secondary sources related to the history of the American Revolution to understand how later generations of Americans viewed the conflict's various meanings.

Assessment

Course outcomes will be assessed using the measures outlines below.

- 1) Class participation is an integral part of the course, counting **15%** towards determining the final grade. Students are required to attend class on time, complete each assignment for the class, and they must be prepared to discuss readings, themes and concepts. There will be weekly quizzes to encourage students to complete the readings, counting towards their participation grade.
- 2) Each student must write an essay of three to five pages on the primary source monograph assigned for this particular semester. Complete details concerning this paper are appended to the syllabus. We will also discuss the book and the paper assignment in class. The paper will count **20%** of the final grade. **Late papers will be penalized one letter grade for each day late. I will not accept electronic copies.**
- 3) There will be a film review that will count for **15%** of the final grade. Students will view *The Patriot*, *Drums Along the Mohawk*, or *All for Liberty*
- 4) There will be a **midterm examination** that will count **25%** of the final grade. It will be composed of a short identification section and an essay question. We will pass out a study sheet with sample essay questions; one or more of the questions from the study sheet **will appear** on the midterm exam. The same general format applies to the **final examination**, which will compose **25%** of your final grade.

## General Course Outline

Week One	Introduction to Course; Popular Memory and the Revolution; <i>Sources</i> ; Wood pt. 1
Week Two	The Empire After the Seven Years War; Wood pt. 1
Week Three	The Empire and its Discontents; <i>Sources</i> ; Wood pt. 1
Week Four	The Empire and its Discontents; <i>Sources</i> ; Wood pt. 2
Week Five	Revolutionary Actions; <i>Sources</i> ; Wood pt. 2
Week Six	Revolutionary Actions; <i>Sources</i>
Week Seven	Violence in America; Wood pt. 3
Week Eight	War and Society; Wood pt. 3; Midterm Exam
Week Nine	War and Change
Week Ten	War and Change; <i>Sources</i> ; Wood pt. 4
Week Eleven	Winners of the Revolution; <i>Sources</i> ; Wood pt. 5
Week Twelve	Political Changes in America; Wood pt. 6; Film Review Due
Week Thirteen	Losers of the Revolution; Wood pt. 6; <i>Sources</i>
Week Fourteen	The Development of a Democracy; Wood pt. 7; <i>Sources</i> ; Essay Due
Week Fifteen	Deeper Meanings and Legacies; Wood pt. 7
Week Sixteen	Deeper Meanings and Legacies; Final Exam

## **APPENDIX B-3**

B.A. and B.S. Degree in History  
HIST 3314 – History of the American Revolution  
Outcome Competencies and Methods of Assessment

### **Outcome Competencies**

1. Identify the political, economic, and social origins of the American Revolution as seen by the revolutionaries, their colonial and royal authorities, and other actors in the Atlantic World.

2. Explain the military efforts in completing a violent revolution and the problems associated with the creation of a national military force.

3. Discuss how social, cultural, and religious forces shaped the development of a revolutionary North America and how those forces dealt with the effects of the conflict.

4. Critique and analyze primary and secondary sources related to the history of the American Revolution to understand how later generations of Americans viewed the conflict's various meanings.

### **Method of Assessment**

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, a film review, and weekly quizzes.

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, a film review, and weekly quizzes.

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This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, a film review, and weekly quizzes.

**APPENDIX C-1**

B.A. and B.S. Degree in History  
HIST 3320 – Gilded Age and Progressive Era  
Course Description

Course Description for Academic Catalog

HIST 3320 *Gilded Age and Progressive Era* .....3 hrs.

This course focuses on key social, cultural, political, and economic developments in United States history from 1877 until 1920 – a time frame which encapsulates the Gilded Age and the Progressive Era. Major topics include the Industrial Revolution, the labor movement, the immigrant experience, the rise of the New South, the impact of territorial expansion domestically and abroad, populism, progressivism, and World War I. PR: HIST 1108.

**APPENDIX C-2**  
B.A. and B.S. Degree in History  
HIST 3320 – Gilded Age and Progressive Era  
Course Outline

Course Description

In this class, you will learn about key political, economic, social, and cultural developments in United States history from the Gilded Age (beginning roughly in 1877) through the Progressive Era, which came to a close at the dawn of the 1920s. During this time frame, the nation underwent key transformations as it entered into a modern era, from the aftermath of the Civil War through to American involvement in the Great War – World War I. In order to understand this era and the impact it had on the nation, we will cover topics such as the industrial revolution, the rise of the New South, on-going westward expansion, the United States' changing role in the world and the emergence of imperialistic tendencies, progressivism and populism, social justice movements, and America's role in the Great War.

Course Readings

The following books may be **purchased** from the FSU Bookstore in the Falcon Center. They are also on reserve at the library. Other readings (articles and documents) will be posted on Blackboard or they will be available through the FSU Library.

- Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920*, ISBN: 978-0-06-074750-3
- William A. Link and Susannah J. Link, ed. *The Gilded Age and Progressive Era: A Documentary Reader*, ISBN 978-1-4443-3139-4
- Upton Sinclair, *The Jungle*, Dover Thrift Edition. ISBN: 0486419231

Course Outcomes

1. Explain the key social, cultural, political, and economic developments of the Gilded Age, especially in relationship to industrialization.
2. Explain territorial expansion within the United States as well as abroad during this time frame, with particular attention to imperialistic tendencies and America's changing role in the world.
3. Evaluate the key social, cultural, political, and economic developments of the Progressive Era, especially in relationship to social reform movements and the changing political landscape.
4. Analyze how and why the United States became involved in the Great War (World War I) in relationship to international and domestic developments.
5. Critique and analyze primary and secondary sources related to the history of the Gilded Age and Progressive era.

Assessment

Course outcomes will be assessed using the measures outlines below.

- 1) Attendance and Participation: Most class meetings will involve a blend of lecture and discussion. These are not meant to be "passive" learning experiences in which you are disengaged from the learning process. At times, lectures will involve interactive activities, impromptu discussions based on what we're learning about that day, and more formal discussions based on your reading assignments. Participation in class meetings will constitute an important element of assessment.
- 2) Primary Source Analysis Papers and Discussions: Students will write three analytical papers that assess different types of primary sources within their appropriate historical context. Each paper will be three to four typed, double-spaced pages long. Formal discussions in class will follow the submission of the analysis papers, giving students a chance to articulate historical analysis in written and oral formats.
- 3) Exams: Students will complete three exams, each consisting of short answer identifications and argument-based essays.

## General Course Calendar

Week One	Captains of Industry or Robber Barons?: The Rise of the Gilded Age
Week Two	Immigrant and Worker Experiences in an Era of Ostensible Opulence
Week Three	Social Unrest and the Rise of Organized Labor
Week Four	Social Unrest and the Rise of Organized Labor (cont'd) — Chicago as Case Study
Week Five	The Battle Between Labor and Industry at the Century's End
Week Six	The New South and the Rise of Jim Crow
Week Seven	Resisting Jim Crow – Civil Rights Activism in a Progressive Era
Week Eight	The “New” West and Expansionist Impulses within the United States
Week Nine	Imperialist and Anti-Imperialist Outlooks at the Turn-of-the-Century
Week Ten	Populists and Progressives — The Reform Impulse Surges
Week Eleven	Society and Culture in the Progressive Era
Week Twelve	Political Developments of the Progressive Era
Week Thirteen	America and the “Great War” (WWI)
Week Fourteen	The Great War at Home: WWI and Progressivism
Week Fifteen	Synthesis and Review

### **APPENDIX C-3**

B.A. and B.S. Degree in History  
HIST 3320 – Gilded Age and Progressive Era  
Outcome Competencies and Methods of Assessment

#### **Outcome Competencies**

1. Explain the key social, cultural, political, and economic developments of the Gilded Age, especially in relationship to industrialization.

2. Explain territorial expansion within the United States as well as abroad during this time frame, with particular attention to imperialistic tendencies and America's changing role in the world.

3. Evaluate the key social, cultural, political, and economic developments of the Progressive Era, especially in relationship to social reform movements and the changing political landscape.

4. Analyze how and why the United States became involved in the Great War (World War I) in relationship to international and domestic developments.

5. Critique and analyze primary and secondary sources related to the history of the Gilded Age and Progressive era.

#### **Method of Assessment**

This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations.

This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations.

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**APPENDIX D-1**

B.A. and B.S. Degree in History

HIST 3322 – Modern American History from 1920-1960

Course Description

Course Description for Academic Catalog

HIST 3322 *Modern American History from 1920-1960*.....3 hrs.

This courses focuses on key social, cultural, political, and economic developments in United States history from 1920 until 1960 – a time frame in which a discernably modern American society emerged. Major topics include the Jazz Age and the Harlem Renaissance, 1920s nativism, the Great Depression, the New Deal and the modern presidency, American involvement in World War II, the emergence of the United States as a world power, the early stages of the Cold War between the United States and the Soviet Union, and important sociocultural and political developments of the 1950s. PR: HIST 1108.

**APPENDIX D-2**  
B.A. and B.S. Degree in History  
HIST 3322 – Modern American History from 1920-1960  
Course Outline

Course Description

In this class, you will learn about key political, economic, social, and cultural developments in United States history from 1920 to 1960. During this time frame, a discernably modern American culture and political system emerged as the nation underwent a critical transformation from a relatively isolationist nation to a world superpower. In order to understand this era and the impact it had on the nation, we will cover topics such as the “roaring” cultural changes of the 1920s, the jazz age, the rise of the “flapper,” and the Harlem Renaissance; the “nativist” and isolationist impulses of the 1920s; the economic crisis of the Great Depression and Franklin Roosevelt’s New Deal; American involvement in World War II and the ways in which the nation’s role in the world was transformed as a result; the early stages of the Cold War between the United States and the Soviet Union; and the sociocultural developments of the 1950s, ranging from the suburban revolution to the emergence of the modern civil rights movement.

Course Readings

The following books may be **purchased** from the FSU Bookstore in the Falcon Center. They are also on reserve at the library. Other readings (articles and documents) will be posted on Blackboard or they will be available through the FSU Library.

- Timothy Egan, *The Worst Hard Time*, ISBN 978-0-618-773473
- Nella Larsen, *Quicksand*, Dover Thrift Edition, ISBN: 0486451402
- Anne Moody, *Coming of Age in Mississippi*. ISBN-13: 978-0440314882

Course Outcomes

1. Explain the key social, cultural, political, and economic developments of the 1920s, especially in relationship to the contrast between the “roaring” social and cultural upheavals of the era and that of nativist resistance to change.
2. Analyze how the economic crisis of the Great Depression and the New Deal, which emerged in response to that crisis, transformed the American political landscape.
3. Evaluate how and why the United States became involved in World War II in relationship to international and domestic developments and the impact of that conflict on the nation’s role in the world.
4. Explain how and why the United States became involved in the Cold War with the Soviet Union in the immediate aftermath of World War II and the impact of that ideological conflict on the nation’s foreign policy and domestic sociocultural climate.
5. Analyze the key social, cultural, political, and economic developments of the immediately post-World War II era (1945-1960).
6. Critique and analyze primary and secondary sources related to the history of modern America.

Assessment

Course outcomes will be assessed using the measures outlines below.

- 1) Attendance and Participation: Most class meetings will involve a blend of lecture and discussion. These are not meant to be “passive” learning experiences in which you are disengaged from the learning process. At times, lectures will involve interactive activities, impromptu discussions based on what we’re learning about that day, and more formal discussions based on your reading assignments. Participation in class meetings will constitute an important element of assessment.
- 2) Primary Source Analysis Papers and Discussions: Students will write three analytical papers that assess different types of primary sources within their appropriate historical context. Each paper will be

three to four typed, double-spaced pages long. Formal discussions in class will follow the submission of the analysis papers, giving students a chance to articulate historical analysis in written and oral formats.

- 3) Exams: Students will complete three exams, each consisting of short answer identifications and argument-based essays.

### General Course Calendar

Week One	The Roaring Twenties Erupt – America in the Jazz Age
Week Two	Henry Ford’s America: The Roaring Twenties vs. the Nativist Twenties
Week Three	The 1920s and the Politics of Normalcy
Week Four	The Great Crash and the Coming of the Great Depression
Week Five	Confronting Hard Times -- From Hoover to Roosevelt
Week Six	FDR’s New Deal for the American People
Week Seven	Cultural Responses to the Economic Crisis
Week Eight	The “Good War”? -- WWII on the Home Front and Abroad
Week Nine	Allied Victory and the Terrifying Prospect of “Total Victory”
Week Ten	Origins and Escalation of the Cold War
Week Eleven	Containing Communism Abroad
Week Twelve	Containing Communism at Home
Week Thirteen	“Domestic Bliss”? – American Society and Culture in the 1950s
Week Fourteen	The Long Civil Rights Movement Escalates
Week Fifteen	Synthesis and Review

## APPENDIX D-3

B.A. and B.S. Degree in History  
HIST 3322 – Modern American History from 1920-1960  
Outcome Competencies and Methods of Assessment

### Outcome Competencies

1. Explain the key social, cultural, political, and economic developments of the 1920s, especially in relationship to the contrast between the “roaring” social and cultural upheavals of the era and that of nativist resistance to change.

2. Analyze how the economic crisis of the Great Depression and the New Deal, which emerged in response to that crisis, transformed the American political landscape.

3. Evaluate how and why the United States became involved in World War II in relationship to international and domestic developments and the impact of that conflict on the nation’s role in the world.

4. Explain how and why the United States became involved in the Cold War with the Soviet Union in the immediate aftermath of World War II and the impact of that ideological conflict on the nation’s foreign policy and domestic sociocultural climate.

5. Analyze the key social, cultural, political, and economic developments of the immediately post-World War II era (1945-1960).

6. Critique and analyze primary and secondary sources related to the history of modern America.

### Method of Assessment

This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations.

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**APPENDIX E-1**  
B.A. and B.S. Degree in History  
HIST 3324 – Recent America from 1960 to the Present  
Course Description

Course Description for Academic Catalog

HIST 3324    *Recent America from 1960 to the Present* .....3 hrs.

This course focuses on key social, cultural, political, and economic developments in United States history from 1960 to the present. Major topics include the social, cultural, and political upheavals of the 1960s, with particular attention to the “movement of movements” and the presidencies of JFK and LBJ; the evolution of the Cold War into the 1960s, especially by way of the conflict in Vietnam; the conservative ascendancy and the rise of the New Right, with close attention to the presidencies of Nixon and Reagan; the impact of the information revolution and globalization at the end of the twentieth century; America’s continued changing role in the world, especially pre- and post-9/11; and significant sociocultural and political transformations at the turn-of-the-twenty-first century. PR: HIST 1108.

**APPENDIX E-2**  
B.A. and B.S. Degree in History  
HIST 3324 – Recent America from 1960 to the Present  
Course Outline

Course Description

In this class, students will learn about key political, economic, social, and cultural developments in United States history from 1960 to the present. The nation underwent key transformations during the second half of the twentieth century and into the dawn of the twenty-first century, including its predominance as a world power, significant social and cultural upheaval, and persistent efforts to maintain and more fully realize the ideals upon which the nation was founded. In order to understand this era, we will focus on how America fared during major transitional moments such as the “movements” of the 1960s and 1970s, the rise of a new conservatism by the 1980s, and the challenges the nation faces in a post-9/11 world. In order to get at the diverse lived experiences of people living in America, the course will also seek to understand how categories such as race and ethnicity, gender and sexuality, social class, age, and regional location shaped how people saw themselves in relationship to the country.

Course Readings

The following books may be **purchased** from the FSU Bookstore in the Falcon Center. They are also on reserve at the library. Other readings (articles and documents) will be posted on Blackboard or they will be available through the FSU Library.

- David Farber, *The Age of Great Dreams: America in the 1960s*, ISBN 0-8090-1567-6
- Bruce J. Schulman, *The Seventies: The Great Shift in American Culture, Society, and Politics*, ISBN 0-306-81126-X
- James T. Patterson, *Restless Giant: The United States from Watergate to Bush v. Gore*, ISBN 978-0-19-530522-7
- Tim O'Brien, *If I Die in a Combat Zone: Box Me Up and Ship Me Home*. ISBN-13: 978-0007204977

Course Outcomes

1. Evaluate the key social, cultural, political, and economic developments of the 1960s and 1970s, especially in relationship to the “movement of movements” of the era.
2. Identify and analyze key transformations in the political landscape of the United States from the 1960s to the present, with particular attention to the evolving role of the federal government, presidential politics, and the realignment of the major political parties.
3. Explain the Cold War as it evolved from the 1960s to its final stages at the end of the twentieth century.
4. Analyze the key social, cultural, political, and economic developments of the turn of the twenty-first century, with particular attention to the impact of deindustrialization, the information revolution, and globalization.
5. Explain the impact of the attacks of 9/11 on American politics, foreign policy, and society.
6. Critique and analyze primary and secondary sources related to the history of recent America.

Assessment

Course outcomes will be assessed using the measures outlines below.

- 1) Attendance and Participation: Most class meetings will involve a blend of lecture and discussion. These are not meant to be “passive” learning experiences in which you are disengaged from the learning process. At times, lectures will involve interactive activities, impromptu discussions based on what we’re learning about that day, and more formal discussions based on your reading assignments. Participation in class meetings will constitute an important element of assessment.
- 2) Primary Source Analysis Papers and Discussions: Students will write three analytical papers that assess different types of primary sources within their appropriate historical context. Each paper will be

three to four typed, double-spaced pages long. Formal discussions in class will follow the submission of the analysis papers, giving students a chance to articulate historical analysis in written and oral formats.

- 3) Exams: Students will complete three exams, each consisting of short answer identifications and argument-based essays.

### General Course Calendar

Week One	JFK and the Promise of “Camelot”
Week Two	Civil Rights Movement: Escalation and Fragmentation
Week Three	The Movement of Movements: The 1960s and Social Justice Undercurrents
Week Four	From New Frontier to Great Society
Week Five	Tune In, Turn On, Drop Out: The Counterculture
Week Six	Vietnam: Origins and Escalation
Week Seven	Nixon’s America — Vietnam and Watergate
Week Eight	1970s America: Stagflation, the Rust Belt, and Urban Decay
Week Nine	The Rise of the New Right
Week Ten	Reagan’s America: Society and Culture
Week Eleven	Cold War Thaw and a “New World Order”?
Week Twelve	Society, Culture, and Politics at the Turn-of-the-Century
Week Thirteen	“One of Those Moments in Which History Splits” -- America in a Post 9/11 World
Week Fourteen	America in the Early 21st Century — Still an Unfinished Journey?
Week Fifteen	Synthesis and Review

## APPENDIX E-3

### B.A. and B.S. Degree in History HIST 3324 – Recent America from 1960 to the Present Outcome Competencies and Methods of Assessment

#### **Outcome Competencies**

1. Evaluate the key social, cultural, political, and economic developments of the 1960s and 1970s, especially in relationship to the “movement of movements” of the era.

2. Identify and analyze key transformations in the political landscape of the United States from the 1960s to the present, with particular attention to the evolving role of the federal government, presidential politics, and the realignment of the major political parties.

3. Explain the Cold War as it evolved from the 1960s to its final stages at the end of the twentieth century.

4. Analyze the key social, cultural, political, and economic developments of the turn of the twenty-first century, with particular attention to the impact of deindustrialization, the information revolution, and globalization.

5. Explain the impact of the attacks of 9/11 on American politics, foreign policy, and society.

#### **Method of Assessment**

This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations – both of which will require students to demonstrate their mastery of appropriate disciplinary knowledge in alignment with state-required content standards.

This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations – both of which will require students to demonstrate their mastery of appropriate disciplinary knowledge in alignment with state-required content standards.

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This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations – both of which will require students to demonstrate their mastery of appropriate disciplinary knowledge in alignment with state-required content standards.

This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations – both of which will require students to demonstrate their mastery of appropriate disciplinary knowledge in alignment with state-required content standards.



6. Critique and analyze primary and secondary sources related to the history of recent America.

This outcome will be measured via in-class seminar-style discussions as well as in primary source analysis papers and essay-based examinations – both of which will require students to demonstrate their mastery of appropriate disciplinary knowledge in alignment with state-required content standards.

**APPENDIX F-1**  
B.A. and B.S. Degree in History  
HIST 4421 – Colonial Latin American History  
Course Description

Course Description for Academic Catalog

HIST 4421 *Colonial Latin American History* .....3 hrs.

Colonial Latin American History is an introductory survey of early Latin America from the Pre-Columbian period through the Age of Revolution. No prior knowledge of the region is required. The course will focus on a series of historical problems including: the development of indigenous American cultures; European invasion and political consolidation; the formation of a new colonial society; and, various problems of race, ethnicity, class, and gender. Furthermore, this class will provide an interpretive framework for understanding the historical changes taking place by examining institutions, political and economic systems, and cultural developments.

PR: HIST 2211, 2212, or 2213.

**APPENDIX F-2**  
B.A. and B.S. Degree in History  
HIST 4421 – Colonial Latin American History  
Course Outline

Course Description

In Colonial Latin American History you will learn about the development of indigenous American cultures, the opening of the Americas to the Atlantic World, and the formation of new political, economic, and social cultures resulting from the interactions between the peoples of Africa, Europe, and the Americas. This course will pay particular attention to the experiences of the indigenous societies disrupted by the arrival of Atlantic peoples and institutions, their challenges in developing a new social and political order, and the ethnic and class conflicts that eventually led to the independence movements of the early nineteenth century.

Course Readings

The following textbook is required:

- Lane and Restall, *Latin America in Colonial Times*, 2<sup>nd</sup> Ed. ISBN: 9781108403467

Students will also be required to write an essay based on another text, usually primary in nature, to be determined. All other course readings and documents will be available via BlackBoard.

Course Outcomes

- 1) Identify how indigenous American political, economic, and social systems developed before the opening of the Atlantic World.
- 2) Explain the problems experienced by indigenous Americans during and after the Conquest period.
- 3) Analyze the effects of European political consolidation in the Americas, including the development and expansion of new labor systems, religious movements, ethnic and class conflicts, and gender relations.
- 4) Assess and examine primary and secondary sources related to the history of Latin America in order to understand deeper, modern concerns of the region.

Assessment

Course outcomes will be assessed using the measures outlined below.

- 1) Class participation is an integral part of the course, counting **15%** towards determining the final grade. Students are required to attend class on time, complete each assignment for the class, and they must be prepared to discuss readings, themes and concepts. There will be weekly quizzes to encourage students to complete the readings, counting towards their participation grade.
- 2) Each student must write an essay of three to five pages on the primary source monograph assigned for this particular semester. Complete details concerning this paper are appended to the syllabus. We will also discuss the book and the paper assignment in class. The paper will count **20%** of the final grade. **Late papers will be penalized one letter grade for each day late. I will not accept electronic copies.**
- 3) There will be a map quiz that will count for **5%** of the final grade. Students will be expected to know the locations of the various indigenous civilizations before the opening of the Atlantic World, the major cities and commercial centers during the colonial period, and the political districts created and recreated from the 1500s to the mid 1820s.
- 4) There will be a **midterm examination** that will count **25%** of the final grade. It will be composed of a short identification section and an essay question. We will pass out a study sheet with sample essay questions; one or more of the questions from the study sheet **will appear** on the midterm exam. The same general format applies to the **final examination**, which will compose **35%** of your final grade.

General Course Outline

Week One	Introduction to Course; Pre-Columbian Worlds; Textbook Ch. 1
Week Two	Pre-Columbian Worlds; Textbook Ch. 2
Week Three	Pre Columbian Worlds; Textbook Ch. 3

Week Four	Age of Invasion and Conquest; Textbook Chs. 4, 5
Week Five	Age of Invasion and Conquest; Textbook Chs. 6, 7
Week Six	Colonial Rule and Control; Textbook Ch. 8, 9
Week Seven	Colonial Rule and Control; Begin Reading Primary Source Reading
Week Eight	Production and Exchange; Midterm Exam
Week Nine	Production and Exchange
Week Ten	Class, Ethnicity, and Gender; Textbook Ch. 10
Week Eleven	Family and Honor; Textbook Ch. 11
Week Twelve	Daily Life in the Empire; Textbook Ch. 12; Essay Due
Week Thirteen	Expansion and Reform; Map Quiz
Week Fourteen	Crisis, Revolution, and Independence; Textbook Ch. 13
Week Fifteen	Crisis, Revolution, and Independence; Textbook Chs. 14, 15
Week Sixteen	Crisis, Revolution, and Independence; Final Exam

### **APPENDIX F-3**

B.A. and B.S. Degree in History  
HIST 4421 – Colonial Latin American History  
Outcome Competencies and Methods of Assessment

#### **Outcome Competencies**

1. Identify how indigenous American political, economic, and social systems developed before the opening of the Atlantic World.

2. Explain the problems experienced by indigenous Americans during and after the Conquest period.

3. Analyze the effects of European political consolidation in the Americas, including the development and expansion of new labor systems, religious movements, ethnic and class conflicts, and gender relations.

4. Assess and examine primary and secondary sources related to the history of Latin America in order to understand deeper, modern concerns of the region.

#### **Method of Assessment**

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, and weekly quizzes.

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**APPENDIX G-1**

B.A. and B.S. Degree in History  
HIST 4422 – Modern Latin American History  
Course Description

Course Description for Academic Catalog

HIST 4422 *Modern Latin American History* .....3 hrs.

Modern Latin American History is an introductory survey of Latin America from the early republican period through the twenty-first century. No prior knowledge of the region is required. The course will focus on a series of historical problems including: post-independence political, economic, and social reforms; the end of slavery and increased ethnic conflict; and the development of national identities. Furthermore, this class will provide an interpretive framework for understanding the historical changes taking place by examining institutions, political and economic systems, and cultural developments. PR: HIST 2211, 2212, or 2213.

**APPENDIX G-2**  
B.A. and B.S. Degree in History  
HIST 4422 – Modern Latin American History  
Course Outline

Course Description

This course presents a cultural, economic, and political history of Latin America from independence to the modern era. This course will examine unique historical developments in these parts of the world. The themes we will analyze include the influence of Spain on the early republican governments; the cultural impact of conquest on the indigenous peoples during the modern era; land and labor systems; popular resistance movements; revolutions; military governments; neoliberalism; and the politicization of ethnic identities. This course will allow the student to be more aware of how culture has been used for political and social ends, including confronting racial discrimination, economic exploitation, and social injustice.

Course Readings

The following textbook is required:

- Charlip and Burns, *Latin America: An Interpretive History*, 10th Ed.  
ISBN: 9780205982318

Students will also be required to write an essay based on another text, usually primary in nature, to be determined.

All other course readings and documents will be available via BlackBoard.

Course Outcomes

- Students will compare and contrast the histories of Modern Latin America by examining the interconnected regional and national developments since the 1820s.
- Explain the formation and rise of the Latin American nation-state and some of the important forces that help to shape an increasingly global community in the twenty-first century.
- Identify political and social movements that led not only to the independence of the Americas from Spain, but also the rise and expansion of political and economic policies developed in the modern era.
- Assess and examine primary and secondary sources related to the history of Latin America in order to appraise deeper, modern concerns of the region.

Assessment

Course outcomes will be assessed using the measures outlines below.

- 1) Class participation is an integral part of the course, counting **15%** towards determining the final grade. Students are required to attend class on time, complete each assignment for the class, and they must be prepared to discuss readings, themes and concepts. There will be weekly quizzes to encourage students to complete the readings, counting towards their participation grade.
- 2) Each student must write an essay of three to five pages on the primary source monograph assigned for this particular semester. Complete details concerning this paper are appended to the syllabus. We will also discuss the book and the paper assignment in class. The paper will count **20%** of the final grade. **Late papers will be penalized one letter grade for each day late. I will not accept electronic copies.**
- 3) There will be a map quiz that will count for **5%** of the final grade. Students will be expected to know the location of all Latin American countries and their capitals, major waterways and other geographical features, as well as the location of key economic centers such as mines, farmland, and other resources.
- 4) There will be a **midterm examination** that will count **25%** of the final grade. It will be composed of a short identification section and an essay question. We will pass out a study sheet with sample essay

questions; one or more of the questions from the study sheet **will appear** on the midterm exam. The same general format applies to the **final examination**, which will compose **35%** of your final grade.

### General Course Outline

Week One	Introduction to Course; People of Latin America; Textbook Ch. 1
Week Two	The Colonial Past; Textbook Ch. 2
Week Three	Independence; Textbook Ch. 3
Week Four	Independence
Week Five	National Origins; Textbook Ch. 4
Week Six	National Origins
Week Seven	Modern Statecraft; Textbook Ch. 5; Begin Reading Primary Source Reading
Week Eight	Modern Statecraft; Midterm Exam
Week Nine	U.S. Political and Economic Oversight; Textbook Ch. 6
Week Ten	The Mexican Revolution; Textbook Ch. 7
Week Eleven	World Wars and the Cold War Problem; Textbook Ch. 8
Week Twelve	Revolutions and the US; Textbook Ch. 9; Essay Due
Week Thirteen	Dictatorships on the Left and Right; Textbook Ch. 10; Map Quiz
Week Fourteen	Liberalization, Hard Right, New Left; Textbook Ch. 11
Week Fifteen	Post-Cold War Developments and Issues; Textbook Ch. 12
Week Sixteen	Post-Cold War Developments and Issues; Final Exam



## **APPENDIX G-3**

B.A. and B.S. Degree in History  
HIST 4422 – Modern Latin American History  
Outcome Competencies and Methods of Assessment

### **Outcome Competencies**

1. Compare and contrast the histories of Modern Latin America by examining the interconnected regional and national developments since the 1820s.
2. Explain the formation and rise of the Latin American nation-state and some of the important forces that help to shape an increasingly global community in the twenty-first century.
3. Identify political and social movements that led not only to the independence of the Americas from Spain, but also the rise and expansion of political and economic policies developed in the modern era.
4. Assess and examine primary and secondary sources related to the history of Latin America in order to appraise deeper, modern concerns of the region.

### **Method of Assessment**

This outcome will be measured via in-class seminar-style discussions as well as in writing assignments, written essays during examinations, a long-form essay assignment, and weekly quizzes.

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**APPENDIX H-1**  
B.A. and B.S. Degree in History  
Current Catalog Descriptions

*The following course descriptions appear on pages 165-165 of the 2019/2020 Academic Catalog.*

HIST 3318 The Gilded Age to the Great Crash .....3 hrs.  
A history of the U.S. from 1877 to the attack on Pearl Harbor. Major topics include the Industrial Revolution, the labor movement, the New South, the Old West and Native Americans, the spoils system, populism, progressivism, World War I and the League of Nations, the Roaring Twenties, the Great Depression, the New Deal and the diplomatic crises of the inter-war years. PR: HIST 1108.

HIST 3319 Recent America Since 1941 .....3 hrs.  
Examines America's emergence as the leading world power. Topics to be explored will include World War II at home and overseas, the origins, rise and fall of the Cold War, the rise and fall of the liberal consensus, civil rights, feminism, Vietnam War and the anti-war movement and the new conservatism of the post-Nixon years. PR: HIST 1108.

HIST 4420 History of Latin America.....3 hrs.  
Topics include conquest and colonial developments in South America, from Columbus to Latin America's role in contemporary perspectives. PR: HIST 2212 or 2213.

**APPENDIX H-1**

B.A. and B.S. Degree in History  
Proposed Catalog Descriptions

*The following revisions/additions should be made to the 2020/2021 Academic Catalog.*

HIST 3314 History of the American Revolution .....3 hrs.

This course examines the political, economic, and social causes of the American Revolution from an Atlantic World context. In addition to the military history of the Revolution, the class will also study the home front, early American diplomatic efforts, and cultural problems that emerged during the conflict. Furthermore, this course will expose students to the historiographical debates surrounding the conflict. PR HIST 1107.

HIST 3318 The Gilded Age to the Great Crash .....3 hrs.

***THIS COURSE IS CUT FROM OUR CURRICULUM AND SHOULD BE REMOVED FROM THE 2020/2021 CATALOG, AS ITS MATERIAL WILL BE COVERED IN HIST 3320 and HIST 3322.***

HIST 3319 Recent America Since 1941 .....3 hrs.

***THIS COURSE IS CUT FROM OUR CURRICULUM AND SHOULD BE REMOVED FROM THE 2020/2021 CATALOG, AS ITS MATERIAL WILL BE COVERED IN HIST 3322 and HIST 3324.***

HIST 3320 Gilded Age and Progressive Era .....3 hrs.

This course focuses on key social, cultural, political, and economic developments in United States history from 1877 until 1920 – a time frame which encapsulates the Gilded Age and the Progressive Era. Major topics include the Industrial Revolution, the labor movement, the immigrant experience, the rise of the New South, the impact of territorial expansion domestically and abroad, populism, progressivism, and World War I. PR: HIST 1108.

HIST 3322 Modern American History from 1920-1960 .....3 hrs.

This course focuses on key social, cultural, political, and economic developments in United States history from 1920 until 1960 – a time frame in which a discernably modern American society emerged. Major topics include the Jazz Age and the Harlem Renaissance, 1920s nativism, the Great Depression, the New Deal and the modern presidency, American involvement in World War II, the emergence of the United States as a world power, the early stages of the Cold War between the United States and the Soviet Union, and important sociocultural and political developments of the 1950s. PR: HIST 1108.

HIST 3324 Recent America from 1960 to the Present .....3 hrs.

This course focuses on key social, cultural, political, and economic developments in United States history from 1960 to the present. Major topics include the social, cultural, and political upheavals of the 1960s, with particular attention to the “movement of movements” and the presidencies of JFK and LBJ; the evolution of the Cold War into the 1960s, especially by way of the conflict in Vietnam; the conservative ascendancy and the rise of the New Right, with close attention to the presidencies of Nixon and Reagan; the impact of the information revolution and globalization at the end of the twentieth century; America’s continued changing role in the world, especially pre- and post-9/11; and significant sociocultural and political transformations at the turn-of-the-twenty-first century. PR: HIST 1108.

HIST 4420 History of Latin America.....3 hrs.

***THIS COURSE IS CUT FROM OUR CURRICULUM AND SHOULD BE REMOVED FROM THE 2020/2021 CATALOG, AS ITS MATERIAL WILL BE COVERED IN HIST 4421 and 4422.***

HIST 4421 Colonial Latin American History .....3 hrs.

Colonial Latin American History is an introductory survey of early Latin America from the Pre-Columbian period through the Age of Revolution. No prior knowledge of the region is required. The course will focus on a series

of historical problems including: the development of indigenous American cultures; European invasion and political consolidation; the formation of a new colonial society; and, various problems of race, ethnicity, class, and gender. Furthermore, this class will provide an interpretive framework for understanding the historical changes taking place by examining institutions, political and economic systems, and cultural developments. PR: HIST 2211, 2212, or 2213.

HIST 4422 Modern Latin American History.....3 hrs.

Modern Latin American History is an introductory survey of Latin America from the early republican period through the twenty-first century. No prior knowledge of the region is required. The course will focus on a series of historical problems including: post-independence political, economic, and social reforms; the end of slavery and increased ethnic conflict; and the development of national identities. Furthermore, this class will provide an interpretive framework for understanding the historical changes taking place by examining institutions, political and economic systems, and cultural developments. PR: HIST 2211, 2212, or 2213.

Curriculum Proposal #19-20-13 (r1) Nursing  
BSN Course Changes to Senate



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**MEMORANDUM**

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TO: Faculty Senate

FROM: Susan Ross

DATE: March 4, 2020

SUBJECT: #19-20-13 (r1) BSN Course Changes Curriculum

The BSN Curriculum Committee maintains and revises the nursing curriculum based on several national standards which guide current trends in nursing education. The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2019) are an important part of our national accreditation through the Commission of Collegiate Nursing Education. These guidelines are a required component of the BSN Curriculum. After a review of the newly revised BSN Essentials (AACN, 2019), the BSN curriculum committee modified the current curriculum to better align with these new guidelines. The BSN curriculum committee is proposing changes to five current courses in the BSN Program. These changes include either title, credit hour, or course number in the current curriculum.

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:** #19-20-13

**School/Department/Program:** School of Nursing/Bachelor of Science in Nursing Program

**Preparer/Contact Person:** Dr. Denice Kirchoff/Dr. Laura Clayton

**Telephone Extension:** 4391

**Date Originally Submitted:** January 2020

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

**Implementation Date Requested:** Monday August 17, 2020

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

The BSN Curriculum Committee maintains and revises the nursing curriculum based on several national standards which guide current trends in nursing education. The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2019) are an important part of our national accreditation through the Commission of Collegiate Nursing Education. These guidelines are a required component of the BSN Curriculum. After a review of the newly revised BSN Essentials (AACN, 2019), the BSN curriculum committee modified the current curriculum to better align with these new guidelines. The BSN curriculum committee is proposing changes to five current courses in the BSN Program. These changes include either title, credit hour, or course number in the current curriculum.

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): N/A

Total hours deleted. \_\_\_\_\_

B. Addition of course(s) or credit(s) from program(s): N/A

Total 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. See Appendix B

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

Existing Courses	Title Change	Number Change	Credit Change	Elective/Required
NURS 3320 Health Assessment (4)			Decreased from 4 to 3	Required
NURS 4400 Nursing Research (3)	Evidence Based Practice *Writing Intensive	NURS 3380		Required
NURS 4410 Community Nursing (5)	NURS 4410 Population Health			Required

NURS 4430 Nursing Leadership and Management (3)	NURS 4430 Nursing Leadership			Required
NURS 4440 Nursing Practicum (4)	NURS 4440 Application of Evidence Based Practice(5)		Increased from 4 to 5	Required

F. Creation of new course(s). See Curriculum Proposal #19-20-14

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. N/A
2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog. N/A
3. Include, as an appendix, a detailed course outline consisting of at least two levels. N/A
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. N/A

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

- There is no net gain or loss. NURS 3320 Health Assessment is decreasing in the number of credits from 4 to 3 and NURS 4440 Application of Evidence Based Practice is increasing the number of credits from 4 to 5.

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 BSN curriculum was last revised in 2013. The current changes were implemented because of a comprehensive review of the BSN Program during the development of a Continuous Improvement Report which was submitted to the Commission of Collegiate Nursing Education (CCNE) last semester (Spring 2019). The proposed changes to the BSN curriculum were also based on the guidelines of the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2019). See attached.

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

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 Nursing	Dr. Laura Clayton	<i>Laura Clayton</i>

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.
- VI. ADDITIONAL COMMENTS.

**APPENDIX A**  
**B.S. Degree in Nursing**  
**Current Program**

<b>Required Major Courses</b>	<b>HRS</b>
NURS 3320 Health Assessment	4
NURS 3340 Nursing Care of the Older Adult	3
NURS 3350 Professional Nursing Concepts	3
NURS 3360 Nursing Ethics	3
NURS 4400 Nursing Research	3
NURS 4410 Community Nursing	5
NURS 4430 Nursing Leadership and Management	3
NURS 4440 Nursing Practicum	4
<b>Total Nursing Courses</b>	<b>28</b>
<b>Required Support Courses</b>	
Statistics: PSYC 2240, BSBA 3310 , SOCY 2240, or MATH 1550	3-4
Management: BSBA 2209 or MGMT 3308	3
<b>Total Required Non-Nursing Courses</b>	<b>6-7</b>

Minor Requirements/Electives (if minor is required)	N/A
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<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>	<b>34-35</b>
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<b>Required General Studies Courses</b>	
Attribute IA – Critical Analysis	X
Major Course – NURS 3360 or NURS 4440	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher in IB	
Attribute IC – Written Communication	6
ENGL 1101 and ENGL 1102 AND/OR 1103	
Attribute ID - Teamwork	X
Major Course – NURS 4440 Nursing Practicum	
Attribute IE – Information Literacy	X
NURS 4400 Nursing Research	
Attribute IF – Technology Literacy	X
NURS 4430 Nursing Leadership and Management	
Attribute IG – Oral Communication	3

	COMM 2200,2201 or 2202	
Attribute III - Citizenship		3
	HIST 1107,1108 or POLI 1103	
Attribute IV - Ethics		X
	NURS 3360 Nursing Ethics	
Attribute V - Health		X
	NURS 4410 Community Nursing	
Attribute VI - Interdisciplinary		X
	NURS 4440 Nursing Practicum	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		3
	PSYC 1101	
Attribute VIID - Natural Science		3
	BIOL 1180/1181	
Attribute VIII – Cultural Awareness		3
	Any course in VIII	
Additional General Studies hours		X
<hr/>		
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>30</b>
<b>TOTAL NURSING LICENSURE HOUR</b>		<b>35</b>
<b>TOTAL FREE ELECTIVES</b>		<b>20-21</b>
<b>REQUIRED BSN COURSES</b>		<b>28</b>
<b>REQUIRED SUPPORT COURSES</b>		<b>6-7</b>
<b>TOTAL HOURS</b>		<b>120</b>

**APPENDIX B**  
 B.S. Degree in Nursing  
 Proposed Program

<b>Required Major Courses</b>	<b>HRS</b>
NURS 3320 Health Assessment	3
NURS 3360 Nursing Ethics	3
NURS 3370 Nursing Informatics and Healthcare Technologies	3
NURS 3380 Evidence Based Practice	3
NURS 4410 Population Health	5
NURS 4430 Nursing Leadership	3
NURS 4440 Application of Evidence Based Practice	5
NURS 4450 Healthcare Delivery: Political, Social, and Economic Influences	3
<b>Total Nursing Courses</b>	<b>28</b>
<b>Required Support Courses</b>	
Statistics: PSYC 2240, BSBA 3310 , SOCY 2240, or MATH 1550	3-4
Management: BSBA 2209 or MGMT 3308	3
<b>Total Required Non Nursing Courses</b>	<b>6-7</b>
Minor Requirements/Electives (if minor is required)	XX
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>	<b>34-35</b>

<b>Required General Studies Courses (example text highlighted)</b>		
Attribute IA – Critical Analysis		X
	NURS 3360 or NURS 4440	
Attribute IB – Quantitative Literacy		3
	MATH 1507 or higher in IB	
Attribute IC – Written Communication		6
	ENGL 1101 and ENGL 1102 AND/OR 1103	
Attribute ID - Teamwork		X
	NURS 4440 Application of Evidence Based Practice or NURS	
Attribute IE – Information Literacy		X
	NURS 3380 Evidence Based Practice	
Attribute IF – Technology Literacy		X
	NURS 4430 Nursing Leadership	
Attribute IG – Oral Communication		3
	COMM 2200, 2201 , 220 2	
Attribute III - Citizenship		3
	HIST 1107 or 1108 or POLI 1100	
Attribute IV - Ethics		X

	NURS 3360 Nursing Ethics	
Attribute V - Health		X
	NURS 4410 Population Health	
Attribute VI - Interdisciplinary		X
	NURS 4440 Application of Evidence Based Practice	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		3
	PSYC 1101	
Attribute VIID - Natural Science		3
	BIOL 1180/1181	
Attribute VIII – Cultural Awareness		3
	Any course in VIII	
Additional General Studies hours		X
<hr/>		
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>30</b>
TOTAL LICENSURE HOURS		35
<b>TOTAL FREE ELECTIVES</b>		<b>20-21</b>
REQUIRED BSN COURSES		28
REQUIRED SUPPORT COURSES		6-7
<b>TOTAL HOURS</b>		<b>120</b>

## Appendix B

**NURS 3320 Health Assessment (3)** This course is designed to help students further develop their role in health/physical assessment. Critical thinking skills are used to analyze assessment findings and apply them while implementing patient-centered care. (2 class hours, 1 hour lab per week). PR: Admission to the BSN program or successful completion of the first year of the ASN program.

**NURS 3380 Evidence Based Practice (3)** This course focuses on using EBP to provide patient centered care. This is a writing intensive course. (3 credit theory)

**NURS 4410 Population Health (5)** This course focuses on understanding the role of the Nurse Generalist in providing care for vulnerable groups and populations. Students complete a population health assessment and prioritize needs. Based on the identified needs, evidence-based strategies and health promotion, health education, or illness prevention are implemented and evaluated. (3 credit theory and 2 credit clinical). PR: NURS 4400

**NURS 4430 Nursing Leadership (3)** This course will explore the role of the nurse-leader and enable students to recognize and develop leadership skills. (3 credit theory)

**NURS 4440 Application of Evidence Based Practice (5)** This capstone course assists students with the integration of evidence-based practice in the professional nurse generalist role. PR: NURS 3380 (1 credit theory, 4 credits clinical.) This course must be taken in the last semester of the nursing program

Curriculum Proposal #19-20-14 Nursing BSN  
New Courses to Senate



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**MEMORANDUM**

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TO: Faculty Senate

FROM: Susan Ross

DATE: March 4, 2020

SUBJECT: Curriculum Proposal #19-20-14

The BSN Curriculum Committee maintains and revises the nursing curriculum based on several national standards, which guide current trends in nursing education. The Essentials of Baccalaureate Education for Professional Nursing Practice serve as an important framework for the BSN Nursing Curriculum and our national accreditation through the Commission of Collegiate Nursing Education. After a review of the newly revised BSN Essentials (AACN, 2019), the BSN curriculum committee modified the current curriculum to better align with these new guidelines. The BSN curriculum committee is proposing two new courses to replace two of the current courses in the curriculum.

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:** #19-20-14  
**School/Department/Program:** School of Nursing/Bachelor of Science in Nursing Program  
**Preparer/Contact Person:** Dr. Denice Kirchoff/Dr. Laura Clayton  
**Telephone Extension:** 4391  
**Date Originally Submitted:** January, 2020  
**Revision (Indicate date and label it Revision #1, #2, etc.):** \_\_\_\_\_  
**Implementation Date Requested:** Monday August 17, 2020

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.  
The BSN Curriculum Committee maintains and revises the nursing curriculum based on several national standards, which guide current trends in nursing education. The Essentials of Baccalaureate Education for Professional Nursing Practice serve as an important framework for the BSN Nursing Curriculum and our national accreditation through the Commission of Collegiate Nursing Education. After a review of the newly revised BSN Essentials (AACN, 2019), the BSN curriculum committee modified the current curriculum to better align with these new guidelines. The BSN curriculum committee is proposing two new courses to replace two of the current courses in the curriculum.

- 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):

NURS 3340 Nursing Care of the Older Adult (3) credits  
NURS 3350 Professional Nursing Concepts (3) credits.

Total hours deleted. 6

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

NURS 3370 Nursing Informatics and Healthcare Technologies (3) credits  
NURS 4450 Healthcare Delivery: Political, Social and Economic Influences (3) credits

Total hours added. 6

- C. Provision for interchangeable use of course(s) with program(s) N/A. The BSN Program is a comprehensive major.
- 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.
  - NURS 3370 Nursing Informatics and Healthcare Technologies (3) credits PR: Must have a nursing license. Required, FSU Course
  - NURS 4450 Healthcare Delivery: Political, Social and Economic Influences (3) credits PR: Must be completed in the final semester of the BSN program. Instructor approval. Required, FSU Course
2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.
  - See Appendix C NURS 3370 and Appendix D NURS 4450
3. Include, as an appendix, a detailed course outline consisting of at least two levels.
  - See Appendix C NURS 3370 and Appendix D NURS 4450
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 C NURS 3370 and Appendix D NURS 4450

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

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

- There is no net gain or loss. Six credits are being deleted (NURS 3340 and NURS 3350), and replaced with two 3 credit courses (NURS 3370 and NURS 4450)

## 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 BSN curriculum was last revised in 2013. The current changes were implemented because of a comprehensive review of the BSN Program during the development of a Continuous Improvement Report which was submitted to the Commission of Collegiate Nursing Education (CCNE) last semester (Spring 2019). The proposed changes to the BSN curriculum were also based on the guidelines of the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2019). See attached.
- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required? N/A

- 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 Nursing	Dr. Laura Clayton	<i>Laura Clayton</i>

- IV. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal. N/A

**APPENDIX A**  
Bachelor of Science in Nursing  
Current Program

Required Major Courses	HRS
NURS 3320 Health Assessment	4
NURS 3340 Nursing Care of the Older Adult	3
NURS 3350 Professional Nursing Concepts	3
NURS 3360 Nursing Ethics	3
NURS 4400 Nursing Research	3
NURS 4410 Community Nursing	5
NURS 4430 Nursing Leadership and Management	3
NURS 4440 Nursing Practicum	4
<b>Total Nursing Courses</b>	<b>28</b>
<b>Required Support Courses</b>	
Statistics: PSCY 2240, BSBA 3310, SOCY 2240, MATH 1550	3-4
Management: BSBA 2209 or MGMT 3308	3
<b>TOTAL Required Non Nursing Courses</b>	<b>6-7</b>
Minor Requirements/Electives (if minor is required)	N/A
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>	<b>34-35</b>

Required General Studies Courses	
Attribute IA – Critical Analysis	X
Major Course – NURS 3360 or NURS 4440	
Attribute IB – Quantitative Literacy	3
MATH 1507 or higher in IB	
Attribute IC – Written Communication	6
ENGL 1101 and ENGL 1102 AND/OR 1103	
Attribute ID - Teamwork	X
Major Course – NURS 4400 or NURS 4440	
Attribute IE – Information Literacy	X
NURS 4400	
Attribute IF – Technology Literacy	X
NURS 4430	
Attribute IG – Oral Communication	3
COMM 2200 or 2201 or 2202	
Attribute III - Citizenship	3
Any Choice in Attribute III	
Attribute IV - Ethics	X
NURS 3360	

Attribute V - Health		X
	NURS 4410	
Attribute VI - Interdisciplinary		X
	NURS 4440	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		3
	PSYC 1101	
Attribute VIID - Natural Science		3
	BIOL 1180/1181	
Attribute VIII – Cultural Awareness		3
	Any course in VIII	
Additional General Studies hours		X
<hr/>		
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>30</b>
TOTAL NURSING LICENSURE HOURS		35
<b>TOTAL FREE ELECTIVES</b>		<b>20-21</b>
<b>REQUIRED BSN COURSES</b>		<b>28</b>
<b>REQUIRED SUPPORT COURSES</b>		<b>6-7</b>
<b>TOTAL HOURS</b>		<b>120</b>



	NURS 4410	
Attribute VI - Interdisciplinary		X
	NURS 4440	
Attribute VIIA - Arts		3
	Any course in VIIA	
Attribute VIIB - Humanities		3
	Any course in VIIB	
Attribute VIIC – Social Sciences		X
	PSYC 1101	
Attribute VIID - Natural Science		3
	BIOL 1180/1181	
Attribute VIII – Cultural Awareness		3
	Any course in VIII	
Additional General Studies hours		X
	Any Course	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>30</b>
TOTAL NURSING LICENSURE HOUR		35
<b>TOTAL FREE ELECTIVES</b>		<b>20-21</b>
<b>REQUIRED BSN COURSE</b>		<b>28</b>
<b>REQUIRED SUPPORT COURSES</b>		<b>6-7</b>
<b>TOTAL HOURS</b>		<b>120</b>

## Appendix C

### NURS 3370 Nursing Informatics and Healthcare Technologies (3)

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

Course Outcomes	Methods of Assessment
1. Analyze current and emerging technologies to optimize safety, cost effectiveness and health outcomes.	Class presentation of case study
2. Utilize select theories that guide the application of informatics in health care and health education	Written paper
3. Promote policies that incorporate ethical principles and legal standards in the use of health and information technologies	Scholarly class presentation
4. Investigate the process and advantages of healthcare data mining in nursing practice.	Data mining assignment

#### Description of Assessment Measures

1. **Class Presentation of Case Study:** Students will investigate issues regarding emerging technologies in healthcare through case study situations. Students will then present the case study to the class using a powerpoint presentation. There must be at least 10 slides for each presentation. References must be included on the slides and be in correct APA format. Critical thinking must be demonstrated.
2. **Written Paper:** Each student will write a scholarly paper on a specific topic following guidelines provided in the grading rubric and in Blackboard®. Each writing assignment must contain a minimum of 5 citations, be written in APA format, and the narrative 5-8 pages in length.
3. **Scholarly Presentation:** Students will develop a scholarly presentation using Microsoft PowerPoint® to inform peers/colleagues of “the importance of informatics and health technologies in nursing practice.” This presentation must be 15- 20 slides long and contain a minimum of 3 citations.
4. **Data Mining Assignment:** Students will be exposed to the responsibility of the nurse in accessing data relevant to the care of the patient and patient outcomes. The student is challenged to make an assessment of the data and how this assessment will impact patient care outcomes.

#### Course Outline

Nursing Informatic Building Blocks  
Quality and Safety Education for Nurses  
Introduction to Informatics  
Ethical Application



- Theoretical Perspectives
- Perspectives on Nursing Informatics
  - Nursing Roles and Informatics
  - Legislative aspects of Informatics
- Nursing Administrative use of Informatics
  - Lifecycle System Development
  - Information Systems
  - System Design
  - Human Technology Interface
  - Electronic Security
  - Workflow Analysis
  - Meaningful Use
- Practice Applications for care delivery
  - The Electronic Health Record
  - Patient Safety
  - Consumer Information and Education Needs
  - Telehealth
  - Using Population Health
- Education Application of Informatics
  - Simulation
  - Games
  - Virtual Worlds
  - e-learning
  - Social and Professional Networking
- Research Applications for Nursing Informatics
  - Data Collection Processing and Analysis
  - Data Mining
  - Generating Evidence for Practice
  - Bioinformatics
- Future of Nursing Informatics

## Appendix D

### NURS 4450 Healthcare Delivery: Political, Social and Economic Influences (3)

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

Outcomes	Assessment Methods
1. Articulate the social, legal and economic influences that affect the delivery of healthcare.	Journaling
2. Analyze health care delivery systems for appropriateness in meeting the dynamic and ever-changing health profile of patients.	Case Presentation
3. Integrate evidence-based nursing interventions and standards of care to address the political, social, and economic influences on the health care delivery system.	Case Study
4. Analyze and interpret healthcare data.	Case Study
5. Prepare a healthcare delivery system policy brief.	Policy Brief
6. Analyze a critical health policy issue in the US and explain its impact on healthcare delivery systems and future trends in healthcare	Case Presentation

#### Description of Assessment Measures

1. **Journaling:** Throughout the course the student will be required to create and submit a Health Care Issues Journal. This enables the students to become aware of health related issues draw out valuable insights and focus on areas that need change.
2. **Case Study:** Students will respond to case studies and answer relevant questions throughout the course.
3. **Policy Brief:** Students develop a healthcare policy brief that could be shared with local state or national congressional representative. Policies must be an objective summary of a healthcare policy which is relevant of current issues and trends, policy options, and potential courses of action.
4. **Case Presentation:** Students will develop and present various cases through the semester regarding issues related to the healthcare delivery system. This presentation must be 15- 20 slides long and contain a minimum of 3 citations.

#### Course Outline

##### Systems Foundations

Overview of the U.S. Health Care Delivery System

Beliefs, Values and Health

The Evolution of Health Services in the United States

- Trends and Directions
  - Global Health Changes and Reform
- Systems Resources
  - Healthcare Professionals
  - Medical Technology
  - Role and Scope of Health Services Financing
  - Affordable Care Act
- System Processes
  - Outpatient and Primary Care Services
  - Inpatient Facilities
  - Managed Care and Integrated Organizations
  - Long-Term Care
  - Health Services for Special Populations
- System Outcomes
  - Costs of Care
  - Access to Care
  - The Development of Legislative Health Policy
  - Policy Cycle
  - Policy Implementation
- Systems Outlook
  - Future of Healthcare Delivery
  - Future of Healthcare Reform
  - The Future of Evidenced Based Care

Curriculum Proposal #19-20-17 MATH (r1)  
to Senate



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**MEMORANDUM**

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TO: Faculty Senate

FROM: Susan Ross

DATE: March 5, 2020

SUBJECT: Curriculum Proposal #19-20-17 Sci Tech/Computer Science and Math/Math Program

The purpose of this proposal is to make the following alterations to the B.S. in Mathematics and B.A. Education, Specialization in Mathematics Grades 5 – Adult program curricula

1. Remove “Mathematical Logic” (MATH 2510) as a required course for these majors and allow a Group A or Group B elective to take its place.
2. Place MATH 2510 in the list of Group B electives.
3. Allow COMP 1110 to serve the programming requirement for the mathematics major.
4. Introduce tiered special topics courses so that the course number better reflects the content of such courses.
5. Add the new courses to the “Group B” electives.

cc: Richard Harvey  
Cheri Gonzalez  
Laura Ransom  
Lori Schoonmaker  
Tom Cuchta



- 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.

**For both the *B.S. Mathematics* and *B.A. Education, Specialization in Mathematics Grades 5-Adult*:**

1. **MATH 2510 should be removed as a required course for the *Mathematics* and *Specialization in Mathematics Grades 5-Adult* majors and changed to a Group B elective for those majors.**
2. **“COMP 1110 or COMP 1120” should be listed as a required course for both majors. Currently only COMP 1120 is required.**
3. **The newly created courses MATH 2299, MATH 3399, and MATH 4499 should be listed a Group B electives.**

- 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.
  - a. **MATH 2299 – Special Topics in Mathematics – 1-12 hours – prerequisites determined on a per-course basis – FSU ownership – elective course**
  - b. **MATH 3399 – Special Topics in Mathematics – 1-12 hours – prerequisites determined on a per-course basis – FSU ownership – elective course**
  - c. **MATH 4499 – Special Topics in Mathematics – 1-12 hours – prerequisites determined on a per-course basis – FSU ownership – elective course**
2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.  
**See Appendix B below.**
3. Include, as an appendix, a detailed course outline consisting of at least two levels.  
**N/A – being special topics courses, outlines must be provided for each instance of the course**
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.  
**N/A – outcomes and assessments must be defined on a per course basis**

- 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.  
**No effect to the net hours of the program. The removal of a 3-hour required course is replaced with a 3 hour elective, and allowing the choice of a different programming course also does not affect the hours.**

### 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.

**MATH 2510 (Mathematical logic) or an equivalent course is not a requirement for other mathematics programs in the state of West Virginia. It does not serve a clear purpose in our**

curriculum. The necessary basic logic needed to do mathematical proofs is obtained in MATH 1561 (Introduction to Math Reasoning). Practice using that logic to write proofs occurs in MATH 2563. Consequently, MATH 2510 ends up being a course in “formal languages”, which is an atypical requirement in most mathematics degrees.

Allowing COMP 1110 as the programming course is sensible. That course currently emphasizes the Python programming language, which is widely used in academia, business, government, and industry. COMP 1120 is a course required of computer science majors while COMP 1110 is often currently taken by engineering technology students to get practical hands-on knowledge of programming.

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

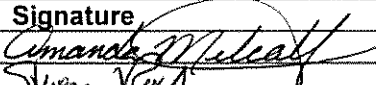
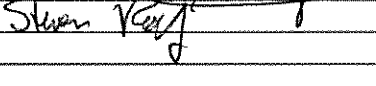
In recent years, the math program has offered many special topics courses all confined to the course number MATH 1199. The level of these courses can vary, and we feel it is wise to create tiered special topics course numbers to emphasize the distinction between them. This will benefit students because their transcripts will have course numbers that better reflect the content of special topics courses.

We decided to add 2299, 3399, and 4499 to the Group B electives to prevent having to manually ask the registrar to allow them to count as electives. We are leaving 1199 not in Group B in case we want to run a special topics course that will not count towards obtaining a degree.

There is no cost of implementation for these curricular changes.

- 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
Education	Dr. Amanda Metcalf	
Sci & Tech	Steven Roof	

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

**N/A – this proposal does not affect any general studies requirements**

- VI. ADDITIONAL COMMENTS.



**APPENDIX A**  
 B.S. Degree in Mathematics  
 Current Program

<b>Required Major Courses</b>		<b>HRS</b>
MATH 1550	Applied Statistics	3
MATH 1561	Introduction to Mathematical Reasoning	3
MATH 2501	Calculus I	4
MATH 2502	Calculus II	4
MATH 2510	Mathematical Logic	3
MATH 2563	Transition to Higher Mathematics	3
MATH 3503	Calculus III	4
MATH 3520	Linear Algebra	3
MATH 3550	Probability	3
MATH 4520	Abstract Algebra	3
COMP 1120	Principles of Programming I	3
<b>TOTAL Required Major Courses</b>		<b>36</b>
Major Electives		9
<b>Group A (must take at least one in Group A):</b>		
MATH 4580	Topology	3
MATH 4590	Real Analysis	3
<b>Group B:</b>		
MATH 2520	Introduction to the Theory of Numbers	3
MATH 2562	Introduction to Discrete Mathematics	3
MATH 3504	Differential Equations	3
MATH 3540	Numerical Analysis	3
MATH 3570	Modern Geometry	3
Minor Requirements/Electives (if minor is required)		18-24
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>		<b>63-69</b>

## APPENDIX A (continued)

<b>Required General Studies Courses (example text highlighted)</b>		
Attribute IA – Critical Analysis		3
	ENGL 1102 or any course in IA	
Attribute IB – Quantitative Literacy		X
	MATH 2501 (satisfied in major)	
Attribute IC – Written Communication		3
	ENGL 1101 or any course in IC	
Attribute ID – Teamwork		3
	COMM 2200 (or any in ID)	
Attribute IE – Information Literacy		X
	ENGL 1102 (satisfied above) or any IE	
Attribute IF – Technology Literacy		3
	Any in IF	
Attribute IG – Oral Communication		X
	COMM 2200 (satisfied above) or any in IG	
Attribute III – Citizenship		3
	POLI 1100 or any in III	
Attribute IV – Ethics		3
	ENGL 2220 or any course in IV	
Attribute V – Health		2-3
	PHED 1100 or any V	
Attribute VI – Interdisciplinary		X
	POLI 1100 (satisfied above) or or any course in VI	
Attribute VIIA – Arts		3
	Any course in VIIA	
Attribute VIIB – Humanities		X
	ENGL 2200 (satisfied above) or any course in VIIB	
Attribute VIIC – Social Sciences		3
	GEOG 2210 or any course in VIIC	
Attribute VIID - Natural Science		4-5
	PHYS 1101, PHYS 1105, CHEM 1101, CHEM 1105, BIOL 1105, BIOL 1106, GEOL 1101 (satisfied by major)	
Attribute VIII – Cultural Awareness		X
	GEOG 2210 (satisfied above) or any course in VIII	
Additional General Studies hours		X
	MATH 4520 (writing intensive, satisfied in major)	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>30-32</b>
<b>TOTAL FREE ELECTIVES</b>		<b>19-27</b>
<b>TOTAL HOURS</b>		<b>120</b>

**APPENDIX A (continued)**

## B.S. Degree in Mathematics

## Proposed Program

<b>Required Major Courses</b>		<b>HRS</b>
MATH 1550	Applied Statistics	3
MATH 1561	Introduction to Mathematical Reasoning	3
MATH 2501	Calculus I	4
MATH 2502	Calculus II	4
MATH 2563	Transition to Higher Mathematics	3
MATH 3503	Calculus III	4
MATH 3520	Linear Algebra	3
MATH 3550	Probability	3
MATH 4520	Abstract Algebra	3
COMP 1110	Introduction to Programming	3
OR		
COMP 1120	Principles of Programming I	3
<b>TOTAL Required Major Courses</b>		<b>33</b>
Major Electives		12
<b>Group A (must take at least one in Group A):</b>		
MATH 4580	Topology	3
MATH 4590	Real Analysis	3
<b>Group B:</b>		
MATH 2299	Special Topics	3
MATH 2510	Mathematical Logic	3
MATH 2520	Introduction to the Theory of Numbers	3
MATH 2562	Introduction to Discrete Mathematics	3
MATH 3399	Special Topics	3
MATH 3504	Differential Equations	3
MATH 3540	Numerical Analysis	3
MATH 3570	Modern Geometry	3
MATH 4499	Special Topics	3
Minor Requirements/Electives (if minor is required)		18-24
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>		<b>63-69</b>

## APPENDIX A (continued)

<b>Required General Studies Courses (example text highlighted)</b>		
Attribute IA – Critical Analysis		3
	ENGL 1102	
Attribute IB – Quantitative Literacy		X
	MATH 2501 (satisfied in major)	
Attribute IC – Written Communication		3
	ENGL 1101	
Attribute ID – Teamwork		3
	COMM 2200 (or any in ID)	
Attribute IE – Information Literacy		X
	ENGL 1102 (satisfied above) or any IE	
Attribute IF – Technology Literacy		3
	Any in IF	
Attribute IG – Oral Communication		X
	COMM 2200 (satisfied above) or any in IG	
Attribute III – Citizenship		3
	POLI 1100 or any in III	
Attribute IV – Ethics		3
	ENGL 2220 or any course in IV	
Attribute V – Health		2-3
	PHED 1100 or any V	
Attribute VI – Interdisciplinary		X
	POLI 1100 (satisfied above) or any course in VI	
Attribute VIIA – Arts		3
	Any course in VIIA	
Attribute VIIB – Humanities		X
	ENGL 2200 (satisfied above) or any course in VIIB	
Attribute VIIC – Social Sciences		3
	GEOG 2210 or any course in VIIC	
Attribute VIID - Natural Science		4-5
	PHYS 1101, PHYS 1105, CHEM 1101, CHEM 1105, BIOL 1105, BIOL 1106, GEOL 1101 (satisfied by major)	
Attribute VIII – Cultural Awareness		X
	GEOG 2210 (satisfied above) or any course in VIII	
Additional General Studies hours		X
	MATH 4520 (writing intensive, satisfied in major)	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>30-32</b>
<b>TOTAL FREE ELECTIVES</b>		<b>19-27</b>
<b>TOTAL HOURS</b>		<b>120</b>

**APPENDIX A (continued)**  
 B.A. Education, Specialization in Mathematics Grades 5-Adult  
 Current Program

<b>Required Major Courses</b>		<b>HRS</b>
MATH 1550	Applied Statistics	3
MATH 1561	Introduction to Mathematical Reasoning	3
MATH 2501	Calculus I	4
MATH 2502	Calculus II	4
MATH 2510	Mathematical Logic	3
MATH 2554	Topics in Math History	2
MATH 2562	Introduction to Discrete Mathematics	3
MATH 2563	Transition to Higher Mathematics	3
MATH 3503	Calculus III	4
MATH 3520	Linear Algebra	3
MATH 3550	Probability	3
MATH 3570	Modern Geometry	3
MATH 4520	Abstract Algebra	3
COMP 1120	Principles of Programming I	3
<b>TOTAL Required Major Courses</b>		<b>47</b>
Major Electives		
MATH 4580	Topology	3
OR		
MATH 4590	Real Analysis	3
Professional education as required by School of Education		33
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>		<b>83</b>

## APPENDIX A (continued)

<b>Required General Studies Courses</b>		
Outcome 1 – Critical Analysis		3
	ENGL 1102* or any course in Outcome 1	
Outcome 2 – Quantitative Literacy		X
	MATH 2501 (satisfied in major)	
Outcome 3 – Written Communication		3
	ENGL 1101* or any course in Outcome 3	
Outcome 4 - Teamwork		3
	COMM 2200* or any course in Outcome 4	
Outcome 5 – Information Literacy		X
	ENGL 1102* (met in Outcome 1) or any course in Outcome 5	
Outcome 6 – Technology Literacy		3
	EDUC 2201 (required for major)	
Outcome 7 – Oral Communication		X
	COMM 2200* (met in Outcome 4) or any course in Outcome 7	
Outcome 8 - Citizenship		3
	POLI 1103* or any course in Outcome 8	
Outcome 9 - Ethics		3
	ENGL 2220* or any course in Outcome 9	
Outcome 10 - Health		3
	EDUC 2203 (required for major)	
Outcome 11 - Interdisciplinary		X
	POLI 1103* (met in Outcome 8) or any course in Outcome 11	
Outcome 12 - Arts		3
	Any course in Outcome 12	
Outcome 13 - Humanities		X
	ENGL 2220* (met in Outcome 9) or any course in Outcome 13	
Outcome 14 – Social Sciences		3
	GEOG 2210* or any course in Outcome 14	
Outcome 15 - Natural Science		4-5
	PHYS 1101, PHYS 1105, CHEM 1101, CHEM 1105, BIOL 1105, BIOL 1106, GEOL 1101 (required for major)	
Outcome 16 – Cultural Awareness		X
	GEOG 2210* (met in Outcome 14) or any course in Outcome 16	
Additional General Studies hours		X
	MATH 4520 (WIC – satisfied in major)	
	*Starred courses are recommended choices. Choosing a different course may result in more than 120 hours needed to graduate.	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>31-32</b>
<b>TOTAL FREE ELECTIVES</b>		<b>6</b>
<b>TOTAL HOURS (depending on whether a student takes a 4 or 5 hour science course)</b>		<b>120-121</b>

**APPENDIX A (continued)**  
 B.A. Education, Specialization in Mathematics Grades 5-Adult  
 Proposed Program

<b>Required Major Courses</b>		<b>HRS</b>
MATH 1550	Applied Statistics	3
MATH 1561	Introduction to Mathematical Reasoning	3
MATH 2501	Calculus I	4
MATH 2502	Calculus II	4
MATH 2554	Topics in Math History	2
MATH 2562	Introduction to Discrete Mathematics	3
MATH 2563	Transition to Higher Mathematics	3
MATH 3503	Calculus III	4
MATH 3520	Linear Algebra	3
MATH 3550	Probability	3
MATH 3570	Modern Geometry	3
MATH 4520	Abstract Algebra	3
COMP 1110	Introduction to Programming	3
OR		
COMP 1120	Principles of Programming I	3
<b>TOTAL Required Major Courses</b>		<b>44</b>
Major Electives		6
<b>Group A (must take at least one in Group A):</b>		
MATH 4580	Topology	3
MATH 4590	Real Analysis	3
<b>Group B</b>		
MATH 2299	Special Topics	3
MATH 2510	Mathematical Logic	3
MATH 2520	Introduction to the Theory of Numbers	3
MATH 3399	Special Topics	3
MATH 3504	Differential Equations	3
MATH 3540	Numerical Analysis	3
MATH 4499	Special Topics	3
Professional education as required by School of Education		33
<b>TOTAL HOURS FOR MAJOR (and minor if required)</b>		<b>83</b>

## APPENDIX A (continued)

<b>Required General Studies Courses</b>		
Outcome 1 – Critical Analysis		3
	ENGL 1102* or any course in Outcome 1	
Outcome 2 – Quantitative Literacy		X
	MATH 2501 (satisfied in major)	
Outcome 3 – Written Communication		3
	ENGL 1101* or any course in Outcome 3	
Outcome 4 - Teamwork		3
	COMM 2200* or any course in Outcome 4	
Outcome 5 – Information Literacy		X
	ENGL 1102* (met in Outcome 1) or any course in Outcome 5	
Outcome 6 – Technology Literacy		3
	EDUC 2201 (required for major)	
Outcome 7 – Oral Communication		X
	COMM 2200* (met in Outcome 4) or any course in Outcome 7	
Outcome 8 - Citizenship		3
	POLI 1103* or any course in Outcome 8	
Outcome 9 - Ethics		3
	ENGL 2220* or any course in Outcome 9	
Outcome 10 - Health		3
	EDUC 2203 (required for major)	
Outcome 11 - Interdisciplinary		X
	POLI 1103* (met in Outcome 8) or any course in Outcome 11	
Outcome 12 - Arts		3
	Any course in Outcome 12	
Outcome 13 - Humanities		X
	ENGL 2220* (met in Outcome 9) or any course in Outcome 13	
Outcome 14 – Social Sciences		3
	GEOG 2210* or any course in Outcome 14	
Outcome 15 - Natural Science		4-5
	PHYS 1101, PHYS 1105, CHEM 1101, CHEM 1105, BIOL 1105, BIOL 1106, GEOL 1101 (required for major)	
Outcome 16 – Cultural Awareness		X
	GEOG 2210* (met in Outcome 14) or any course in Outcome 16	
Additional General Studies hours		X
	MATH 4520 (WIC – satisfied in major)	
	*Starred courses are recommended choices. Choosing a different course may result in more than 120 hours needed to graduate.	
<b>TOTAL GENERAL STUDIES HOURS</b>		<b>31-32</b>
<b>TOTAL FREE ELECTIVES</b>		<b>6</b>
<b>TOTAL HOURS</b> (depending on whether a student takes a 4 or 5 hour science course)		<b>120-121</b>



## **Appendix B**

### New Course Descriptions

**MATH 2299 (Special Topics in Mathematics):** Studies in special selected topics, to be determined by the instructor and approved by the department chair. Credits earned will be applicable as free electives in degree and certificate programs. Courses with this number must have a prerequisite of MATH 2501 (Calculus I) or MATH 1561 (Introduction to Mathematical Reasoning) or greater.

**MATH 3399 (Special Topics in Mathematics):** Studies in special selected topics, to be determined by the instructor and approved by the department chair. Credits earned will be applicable as free electives in degree and certificate programs. Courses with this number must have a prerequisite of MATH 2502 (Calculus II) or both MATH 2501 (Calculus I) and MATH 1561 (Introduction to Mathematical Reasoning) or greater.

**MATH 4499 (Special Topics in Mathematics):** Studies in special selected topics, to be determined by the instructor and approved by the department chair. Credits earned will be applicable as free electives in degree and certificate programs. Courses with this number must have a prerequisite of MATH 2502 (Calculus II) and MATH 2563 (Transition to Higher Mathematics) or greater.

## Course Numbers Check (Registrar)

<https://outlook.office365.com/mail/search/id/AAQkADhjMrQ0ZDVmL...>

Re: Course numbers for new math courses

Cuchta, Thomas <tcuchta@fairmontstate.edu>

Fri 06-Dec-19 12:43

To: Gonzalez, Cheri <Cheri.Gonzalez@fairmontstate.edu>

Dear Cheri,

ok thank you.

Cheers,  
Tom

---

From: Gonzalez, Cheri <Cheri.Gonzalez@fairmontstate.edu>

Sent: Friday, December 6, 2019 12:42

To: Cuchta, Thomas <tcuchta@fairmontstate.edu>

Subject: RE: Course numbers for new math courses

yes

*Cheri L. Gonzalez*  
*University Registrar*  
*Fairmont State University*  
*304-367-4112*  
[Cheri.Gonzalez@fairmontstate.edu](mailto:Cheri.Gonzalez@fairmontstate.edu)



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From: Cuchta, Thomas

Sent: Friday, December 06, 2019 9:46 AM

To: Gonzalez, Cheri <Cheri.Gonzalez@fairmontstate.edu>

Subject: Re: Course numbers for new math courses

Dear Cheri,

they will be special topics courses, identical to MATH 1199. We are introducing them so that we have special topics courses that are not all 1000-level so that their level may better match the contents of the courses.

Is that still okay?

Thanks,  
Tom

---

From: Gonzalez, Cheri <Cheri.Gonzalez@fairmontstate.edu>

Sent: Friday, December 6, 2019 09:44

## Memo to Education Department



Dr. Tom Cuchta  
DEPT. OF COMP. SCI. & MATH  
FAIRMONT STATE UNIVERSITY  
1201 Locust Avenue, Fairmont, WV 26554

### MEMO

Dear Dr. Sharon Smith

December 2019

The mathematics program has consensus and is working on a proposal to make the following changes to the B.A. Education, Specialization in Mathematics Grades 5-Adult curriculum (and equivalent changes to the B.S. in Mathematics):

- 1.) remove MATH 2510 (Mathematical Logic) as a required course and replace it with an approved mathematics elective ("Group A" or "Group B" as defined in the catalog),
- 2.) move MATH 2510 (Mathematical Logic) to the list of "Group B" electives, and
- 3.) allow COMP 1110 (Introduction to Programming) to satisfy the programming requirement for the major, so that it may be taken instead of COMP 1120. We will still accept COMP 1120 to satisfy this requirement.

These changes will not affect the total number of hours required for any student to complete the B.A. Education, Specialization in Mathematics Grades 5-Adult.

Sincerely,

A handwritten signature in cursive script that reads "Tom Cuchta".

Dr. Tom Cuchta  
Assistant Professor of Mathematics  
Fairmont State University

## Memo to Dean



Dr. Tom Cuchta  
DEPT. OF COMP. SCI. & MATH  
FAIRMONT STATE UNIVERSITY  
1201 Locust Avenue, Fairmont, WV 26554

### MEMO

Dear Dr. Amanda Metcalf

December 2019

With this memo, we would like to solicit a letter of support from you for our curriculum proposal.

The mathematics program has consensus and is working on a proposal to make the following changes to the B.A. Education, Specialization in Mathematics Grades 5-Adult curriculum (and equivalent changes to the B.S. in Mathematics):

- 1.) remove MATH 2510 (Mathematical Logic) as a required course and replace it with an approved mathematics elective ("Group A" or "Group B" as defined in the catalog),
- 2.) move MATH 2510 (Mathematical Logic) to the list of "Group B" electives, and
- 3.) allow COMP 1110 (Introduction to Programming) to satisfy the programming requirement for the major, so that it may be taken instead of COMP 1120. We will still accept COMP 1120 to satisfy this requirement.

These changes will not affect the total number of hours required for any student to complete the B.A. Education, Specialization in Mathematics Grades 5-Adult.

Sincerely,

Dr. Tom Cuchta  
Assistant Professor of Mathematics  
Fairmont State University

January 2020

This letter is a response to the request that we provide course outlines, learning outcomes, and assessment criteria for the proposed MATH 2299, MATH 3399, and MATH 4499 special topics courses. The purpose of any special topics course is to be a venue for trial runs of possible new future courses. Since it is impossible to provide an outline, outcomes, and assessment information in a way that is universal among all possible future special topics courses, we believe these items are not needed in our curriculum proposal.

Any time a special topics course is proposed in the department, a course outline, outcomes, and assessment information is created for that individual instance of the special topics course. On the next page, we provide a sample of these materials that was generated for the Fall 2019 instance of MATH 1199 called “Complex Variables”.

If the committee is not satisfied with us omitting the requested materials, then we propose including the outline, outcomes, and assessment criteria for the Complex Variables course below in the curriculum as a representative sample of all three proposed courses MATH 2299, MATH 3399, and MATH 4499.

Sincerely,



Dr. Tom Cuchta

Assistant Professor of Mathematics

Fairmont State University

## Detailed course outline for MATH 1199 (Complex Variables)

1. The complex plane
  - a. Arithmetic with complex numbers
  - b. Modulus
  - c. Complex conjugate
  - d. Polar representation
  - e. Roots
2. Elementary  $\mathbb{C}$ -valued functions
  - a. Visualizations of  $\mathbb{C}$ -valued functions
  - b. Branches and branch cuts
  - c. Exponential and the (multi-valued) logarithm
  - d. (Multi-valued)  $n$ th root functions
  - e. Trigonometric functions and their (multi-valued) inverses
  - f. Hyperbolic trigonometric functions and their (multi-valued) inverses
  - g. Linear fractional transformations
3. Calculus in  $\mathbb{C}$ 
  - a. Limits
  - b. Complex differentiation
  - c. Cauchy-Riemann equations
  - d.  $\mathbb{C}$ -analytic vs  $\mathbb{R}$ -analytic
  - e. Contour integrals
  - f. ML-inequality ("estimation lemma")
  - g. Cauchy integral formula
4. Power series in  $\mathbb{C}$ 
  - a. Poles and essential singularities
  - b. Taylor series
  - c. Laurent series
  - d. Residues and residue theorem
  - e. "Difficult" integrals on the real line via residue theorem

**Outcomes:**

Outcome 1: Be able to compute and use common complex-valued functions, including exponentials, logarithms, and complex exponents.

Outcome 2: Use the Cauchy-Riemann equations to explain why a function is or is not complex-differentiable.

Outcome 3: Understand how complex variables relates the planar geometry of circles and lines via Möbius transformations.

Outcome 4: Calculate complex integrals in a variety of ways, including parametrization, via Cauchy integral theorem, and via the residue theorem.

Outcome 5: Apply residue calculus to a computation.

**Method of assessment:**

All of these outcomes are related to computational techniques. Problems on homework or exams may be used to assess the outcomes.

Curriculum Proposal #19-20-18 Honors  
Program to Senate





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**MEMORANDUM**

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TO: Curriculum Committee Susan Ross

FROM: Susan Ross

DATE: February 10, 2020

SUBJECT: Curriculum Proposal # 19-20-18

This proposal will bring the Honors curriculum in line with the new Core Curriculum. Honors students will be asked to take a minimum of thirty hours; this includes six hours of the Honors senior project and Honors sections of courses in the Core Curriculum or elective Honors courses listed here. Because so many student in the Honors Program matriculate with AP and other credits for college courses, this proposal establishes the Director's discretion in substituting elective Honors course for Core Curriculum Honors courses. The proposal also establishes HONR 3350, Honors Seminar in Special Topics, as an upper-level interdisciplinary course for Honors students.

cc: Richard Harvey  
Cheri Gonzalez  
Laura Ransom  
Lori Schoonmaker  
Robert Baker

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

**Proposal Number:** 19-20-18

**School/Department/Program:** Honors Program

**Preparer/Contact Person:** Robin K. Payne and J. Robert Baker

**Telephone Extension:** x4758 and x 4260

**Date Originally Submitted:** \_\_\_\_\_

**Revision (Indicate date and label it  
Revision #1, #2, etc.):** (r1)

**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 will bring the Honors curriculum in line with the new Core Curriculum. Honors students will be asked to take a minimum of thirty hours; this includes six hours of the Honors senior project and Honors sections of courses in the Core Curriculum or elective Honors courses listed here. Because so many students in the Honors Program matriculate with AP and other credits for college courses, this proposal establishes the Director's discretion in substituting elective Honors course for Core Curriculum Honors courses. The proposal also establishes HONR 3350, Honors Seminar in Special Topics, as an upper-level interdisciplinary course for Honors 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)

Total hours added. 3

- 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.

HONR 3350. Honors Seminar in Special Topics. 3 credits. Pre-req: HONR 1100, Honors Seminar. FSU owned. Elective. Repeatable.

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 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

- 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 standards adopted by the National Collegiate Honors Council for a fully developed Honors Program include an Honors curriculum that constitutes 20 to 25% of participants' undergraduate work. Our current Honors requirements ask students to take a minimum of 31 to 32 hours in Honors courses. The new curriculum will require a minimum of 30 to 33 hours.

- 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?

Adding HONR 3350, Honors Seminar in Special Topics, and the elective courses will address one of the concerns noted by reviewers in the 2017 that "the present structure is something of a 'bookends' structure with engagement in the freshman year and then during the capstone project during the senior year with little in between." HONR 3350 will be a junior-level course as are many of the elective offerings, though these could also be taken in the sophomore year.

Additionally, as a special-topics class, HONR 3350 may be attractive to students in the STEM fields and help to allay another concern raised by students and reviewers—that of the need "to more fully engage STEM students and those from the professional schools."

- 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	TIMOTHY R. OXLEY	(Timothy R. Oxley)
School of Nursing	Laura H. Clayton	Laura H. Clayton
College of Sci Tech	Steven Reiff	Steven Reiff
School of Education, Health & Human Performance	Amanda Metcalf	Amanda Metcalf
College of Liberal Arts	Chris Kast	

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

N/A

- VI. ADDITIONAL COMMENTS.

**Appendix A**  
**Honors Program**  
**Current Program**

Honors Seminar	1 credit	
Honors Composition	3 credits	
Honors Literature	3 credits	
Honors Science or math	3-4 credits	
Honors U.S. History	3 credits	
Honors Philosophy or World Civilization	3 credits	
Honors Fine Arts or Communications	3 credits	
Honors Social or Behavioral Studies	3 credits	
Honors Interdisciplinary Studies	3 credits	
Total General Studies Credits		25-26
Honors Senior Project	6 credits	
<b>Total Honors Credits</b>		<b>31 to 32</b>

**Proposed Program**

Honors Seminar	1 credit	
Honors Basic Skills	6-10 credits	
Honors Critical Reasoning in the Disciplines	6-10 credits	
Honors Personal Development	3-6 credits	
Total Core Curriculum Credits		16-27
Elective Courses *		
Honors BSBA 3306, Business Law I	3 credits	
Honors BSBA 3330, Leadership	3 credits	
Honors HONR 3301, Study/Travel	3 credits	
Honors HONR 3330, Empowering Leadership	3 credits	
Honors WGST 2201, Introduction to Women's and Gender Studies	3 credits	
Honors INTR 3300, Empowering Leadership	3 credits	
Honors INTR 3331, Great Ideas of Leaders	3 credits	
Honors POLI 3393, Future Global Crises	3 credits	
Honors PSCY 3393, Future Global Crises	3 credits	
Honors TECH 3393, Future Global Crises	3 credits	
Honors HONR 3350, Honors Seminar in Special Topics	3 credits	
Total Elective Credits		0-8
Honors Senior Project	6 credits	
<b>Total Honors Credits</b>		<b>30-33 hours</b>

**Appendix B**  
HONR 3350. Honors Seminar in Special Topics  
Catalog Description

This interdisciplinary seminar explores topics of current interest and draws on the expertise of a number of faculty. Students examine the topic through a number of disciplinary vertices to develop a rounded view of the topic. This seminar takes a problem-solution approach to the chosen topic so that students work toward potential solutions as they analyze the topic. Restricted to juniors and seniors; sophomores may be admitted with the instructor's approval. Three credits. Repeatable up to twelve hours.

**Appendix C**  
HONR 3350. Honors Seminar in Special Topics  
Course Outline

While topics will vary from year to year, if we were to do one on the opioid crisis, this is what the course outline might look like

- I. Introduction and Framing of the Topic
  - A. Definitions
  - B. Scope of Topic
  
- II. Perspective 1. Criminal Justice
  - A. War on drugs
  - B. Strains on the criminal justice system: reform of the criminal justice system
  
- III. Perspective 2. Science and Medicine
  - A. Structure and function of opioids
  - B. Medical perspectives—Response of health-care providers
  
- IV. Perspective 3. Marketing
  - A. History
  - B. Current Status
  
- V. Perspective 4. Law and Politics
  - A. The example of the Sackler family and Purdue Pharma
  - B. Historical contexts—crack, laudanum, etc.
  
- VI. Perspective 5. Culture
  - A. Representations of the crisis in culture
  - B. Regional cultures affected—Strains on families and communities
  
- VII. Solving the Problem
  - A. Team discussions
  - B. Further research
  
- VII. Presentations
  - A. In-class rehearsal
  - B. Public presentations

**Appendix D**  
HONR 3350. Honors Seminar in Special Topics  
Course Outcomes and Assessments

Outcome 1: Students will demonstrate their knowledge of the chosen topic.

Assessment measures:

A perspective paper at the beginning of the class and a perspective paper at the end of the class.

Outcome 2: Students will propose possible solutions after listening to presentations by experts.

Assessment measures:

Project proposals that include research about the viability of the “solution,” whether economic or political, and that address barriers as well as pros and cons.

Outcome 3: Students (working in teams) will organize the implementation of one solution.

Assessment measures:

Teamwork in which each student takes a specific role and responsibility or portion of the work; each team will do a self-evaluation, and the professor will do one as well.

Outcome 4: Students will demonstrate the basic skills associated with giving professional presentations.

Assessment measures:

Presentation to a civic, governmental, or public body, or to a conference.