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 duel enrollment, CLEP, or AP credits/classes)

- Re-enrolled with successful completion of 30 academic credits.

- Earned Associate Degree or higher

- Non-Degree students

- Students who were actively enrolled in Spring 2019 and chose to move to an Academic Course Catalog containing the First-Year Seminar requirement.

Individual students interested in applying for an exemption must complete the *Request for Exemption from the First-Year Seminar Core Curriculum 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.

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 duel enrollment, CLEP, or AP credits/classes)

Earned Associate Degree or higher

Non-Degree students

Catalog Change

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.

_____   _____
                 Signature of SOAR FYS Coordinator   Date

□ Approved   □ Not Approved

Notes:

#19-20-15 Behavioral Sciences-Special Topics

FAIRMONT STATE UNIVERSITY ™

Curriculum Committee Approved on March 17, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: March 26, 2020

SUBJECT: Curriculum Proposal #19-20-15

This proposal has one main goal, which is to obtain permanent course numbers for three special topics classes (Introduction to Social Work, Sociology of Sexualities and Sociology of Gender) within the Department of Behavioral Sciences. These courses are electives within the Psychology and Sociology programs.

cc: Richard Harvey
         Cheri Gonzalez
         Laura Ransom
         Lori Schoonmaker
         Mike Ransom

Fairmont State University is an equal opportunity, affirmative action institution.

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

Proposal Number:	#19-20-15
School/Department/Program:	College of Liberal Arts/Behavioral Sciences/Psychology and Sociology
Preparer/Contact Person:	Dr. Mike Ransom
Telephone Extension:	x4675
Date Originally Submitted:	
Revision (Indicate date and label it Revision #1, #2, etc.):	#1
Implementation Date Requested:	August 2020

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

This proposal has one main goal, which is to obtain permanent course numbers for three special topics classes (Introduction to Social Work, Sociology of Sexualities and Sociology of Gender) within the Department of Behavioral Sciences. These courses are electives within the Psychology and Sociology programs.

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.

    N/A

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

    We are proposing several course number changes to various special topics courses offered within the Department of Behavioral Sciences.

    We would like to change PSYC 2299 and SOCY 2299 Introduction to Social Work to PSYC 2270 and SOCY 2270. The title of course will be the same.

    We would like to change SOCY 3399- Sociology of Gender to SOCY 3335

    We would like to change SOCY 3399- Sociology of Sexualities to SOCY 3345

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.

Number	Course Title	Credits	Prerequisites	Ownership	Status
PSYC 2270	Introduction to Social Work	3	PSYC 1101 or SOCY 1110	FSU	Elective
SOCY 2270	Introduction to Social Work	3	PSYC 1101 or SOCY 1110	FSU	Elective
SOCY 3335	Sociology of Gender	3	SOCY 1110	FSU	Elective
SOCY 3345	Sociology of Sexualities	3	SOCY 1110	FSU	Elective

    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.

The proposed changes do not affect the hours needed to complete the Psychology or Sociology programs. There is no gain or loss in hours either.

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.

All three special topic courses included in this proposal, Introduction to Social Work, Sociology of Gender and Sociology of Sexualities have been offered multiple times as a special topics courses, and they fill to capacity or near to capacity each semester.

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

The proposed inclusion of the special topics courses as permanent electives will continue to provide our majors with specialized training in various areas of Psychology and Sociology.

In addition to the benefit to the students highlighted above no additional cost is foreseen.

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
College of Liberal Arts	**Dr. 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 B

Description of potentially new and changed courses

SOCY 2270/PSYC 2270 (proposed course number) Introduction to Social Work (2000-level course) 3 credit hours

Course Description:
This course is an introduction to the profession of social work and the philosophical, societal and organizational contexts within which professional social work activities are conducted. This course provides the opportunity for students to explore their interest in and potential for a career in social work. It introduces the knowledge, skills and values of social work as a profession and explores the role of social workers within the broad area of social welfare and social services. This course emphasizes the value base of social work practice and its commitment to social and economic justice. PR: PSYC 1101 or SOCY 1110

SOCY 3335 (proposed course number) Sociology of Gender (3000-level course) 3 credit hours

Course Description:
This course is an introduction to and analysis of the sociological subfield of gender and the diverse theories that are often utilized to understand the creation and social construction of gender, sex, and sexuality. Topics include an analysis of gendered stratification, inequality, privilege, and culture, and the way gender intersects with sex, sexuality, race, ethnicity, nationality, age, ability, and religion. PR: SOCY 1110

SOCY 3345 (proposed course number) Sociology of Sexualities (3000-level course) 3 credit hours

Course Description:
This course is an introduction to and analysis of the social construction of sexual desires, activities, and identities and how they vary across time and place. Topics include the emergence of sexual and gendered identities, the historical and current inequalities and discrimination faced by gender non-conforming individuals, heterosexual and cisgender privileges, activism/mobilization to challenge discrimination, and the ways sexuality operates in and through various social institutions. PR: SOCY 1110

Course Outlines, with at least two levels

SOCY 2270/PSYC 2270 (proposed course number) Introduction to Social Work (2000-level course) 3 credit hours
Course Outline
Module One – Introduction: Social Welfare and Social Work
Chapter 1 – Social Welfare: Its Business, History and Future
Chapter 2- Social Work as a Profession and Career
Chapter 3 – Generalist Social Work Practice
Module Two – Social Problems and Social Services
Chapter 4 –Poverty and Welfare
Chapter 7 – Sexual Orientation, Gender Identity, and Services to Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Individuals
Chapter 8 –Drug Abuse and Treatment Programs
Chapter 9 – Crime, Juvenile Delinquency, and Correctional Services
Chapter 12 – Racism, Ethnocentrism, and Strategies for Advancing Social and Economic Justice
Chapter 13 - Sexism and Efforts for Achieving Equality
Chapter 14 – Aging and Gerontological Services

SOCY 3335 (proposed course number) Sociology of Gender (3000-level course) 3 credit hours

Course Outline:
1. Understanding Sociology & Gender
    a. Definitions/Terminologies
    b. Sex vs. Gender
    c. Gender & the Sociological Imagination
2. Theories of Gender
    a. Psychological Theories
    b. Sociological Theories
    c. Intersectional Feminist Theories
3. Gender & Social Institutions
    a. Gendered Media & Culture
    b. Gender & the Family
    c. Gender & Work
4. Privilege/Discrimination
    a. Gender Regulation, Violence, & Politics
    b. Activism/Mobilization
    c. Gender Equity

SOCY 3345 (proposed course number) Sociology of Sexualities (3000-level course) 3 credit hours

Course Outline:
1. Understanding Sex & Gender
    a. Definitions/Terminologies
    b. Theories of Sex & Gender
    c. Spectrums & Models
2. Understanding Sexuality

        a.   Researching Sexuality
        b.   Theories of Sexuality
        c.   Sexual Identities & Lifestyles
   3. Sexualities & Social Institutions
        a.   Sexuality & the Media
        b.   Sexuality & the Workplace
        c.   Sexuality & Education/Sports
   4. Privilege/Discrimination
        a.   Sexual Regulation, Violence, & Politics
        b.   Activism/Mobilization
        c.   Sexual Equity

APPENDIX D

Outcome Competencies and Methods of Assessment

SOCY 2270/PSYC 2270 (proposed course number) Outcomes and Assessments: Introduction to Social Work
Course Outcomes
Upon completion of the course, students will be able to:
1) Describe the history and role of the social work profession (Competency 2).
2) Evaluate the strengths and limitations of the current social welfare system in terms of the functions of providing basic needs, protection of the vulnerable, treatment rehabilitation, protection of society (Competency 2 and 3).
3) Critically analyze major social fields of social welfare service provision from a multicultural perspective, including but not limited to income security, health and mental health services, child welfare, educational practices, services to elderly, and corrections (Competency 2 and 3).
4) Critically analyze current debates, trends and ethical issues in various fields of service presented in this course including the implications for social work practice and promoting social justice and social change (Competency 1, 2 and 3).

Assessments
The overall course grade is determined by the student's performance on the following assignments:
1) Two quizzes
2) Midterm exam
3) Critical reflection writings
4) Agency Assessment
5) Class Participation

Quizzes
Two (2) quizzes will be given in-class. Quizzes will be based on assigned reading and other materials covered in class. This will count toward 20% of the final grade.
Midterm exam
A midterm examination will be administered. It will include readings and materials covered in class during the first eight weeks of the course. It will count toward 25% of the final grade.
Reflection Writing

This assignment asks the student to select and critically reflect on the central focus of two of the various fields of practice. Reflection writings count toward 20% of the final grade.

Agency Assessment

Each student will complete a formal paper based on an identified and assigned agency. Students will reflect upon and analyze the agency based upon their readings and discussions in class. The assessment will focus on social work values and structure. This paper will count towards 25% of the final grade.

Class Participation

Class participation is an integral components of the student's overall success in this course. Class participation is conceptualized broadly as engagement in assigned readings prior to class, attending class, and participation in classroom discussion and exercises. Class participation counts toward 10% of the final grade.

SOCY 3335 (proposed course number) Outcomes and Assessments: Sociology of Gender

Course Outcome	Direct Assessment Measure	Satisfactory Performance Standards
Apply fundamental concepts of an intersectional sociological approach to understanding gender.	Critical Discussion Board & Final Project Direct – Student Artifacts	70% of students will score a 70% or higher
Identify and analyze research and theory on sex and gender.	Content Exams Direct - Exam	70% of students will average 70% or higher on content exams
Critically apply theories of gender to their lives, in regards privilege and social inequality.	Critical Reflection Paper & Final Project Direct - Student Artifacts	70% of students will score a 70% or higher
Demonstrate knowledge of gender privilege, discrimination, activism, and mobilization	Content – Exam Direct - Exam	70% of students would average 70% or higher on content exams

SOCY 3345 (proposed course number) Outcomes and Assessments: Sociology of Sexualities

Course Outcome	Direct Assessment Measure	Satisfactory Performance Standards
Apply fundamental concepts of an intersectional sociological approach to understanding sexualities.	Critical Discussion Board & Final Project Direct – Student Artifacts	70% of students will score a 70% or higher
Identify and analyze research and theory on sex, gender, and sexuality.	Content Exams Direct - Exam	70% of students will average 70% or higher on content exams
Critically apply sexuality theories to their lives, in regards to gender, privilege and social inequality.	Critical Reflection Paper & Final Project Direct - Student Artifacts	70% of students will score a 70% or higher

Demonstrate knowledge of sexual privilege, discrimination, activism, and mobilization	Content – Exam Direct - Exam	70% of students would average 70% or higher on content exams

RE: course numbers

Ransom, Laura <lransom@fairmontstate.edu>
Thu 10/24/2019 4:27 PM
To:Ransom, Michael <mransom@fairmontstate.edu>

Hi Michael,

I noted below which numbers have been used. All others are available for the new courses.

Best,

Laura Ransom

Records Officer

Office of the University Registrar

From: Ransom, Michael
Sent: Thursday, October 24, 2019 4:17 PM
To: Ransom, Laura <lransom@fairmontstate.edu>
Subject: Re: course numbers

 Hi Laura,

The course numbers in question are:

PSYC 22xx –PSYC 2210, 2220, 2230, 2240, 2250, 2260, 2299 have been used

SOCY 22xx –SOCY 2200, 2201, 2205, 2210, 2220, 2230, 2240, 2250, 2299 have been used

SOCY 33xx –SOCY 3300, 3301, 3302, 3310, 3325, 3330, 3340, 3350, 3360, 3370, 3380, 3381, 3390, 3395, 3399 have been used

 For instance, I would like to rename Introduction to Social Work, currently 2299, to 22 something else, 2210, 2270, etc. Does that make sense? This possibility limits me to ten options, if they are all taken can we at least keep the same thousand level?

 Best,

Michael R. Ransom

Associate Professor of Psychology

Hardway 101; extension 4675

Chair, Department of Behavioral Sciences

Chair, Instructor Exchange Committee

Fairmont State University

Fairmont, WV 26554

From: Ransom, Laura <lransom@fairmontstate.edu>
Sent: Tuesday, October 22, 2019 4:24 PM
To: Ransom, Michael <mransom@fairmontstate.edu>
Subject: RE: course numbers

Hi Michael,

There are quite a few numbers available. Do you have a range you are looking at for the new courses?

 Thanks,

 Laura Ransom

Records Officer

Office of the University Registrar

Hi Laura,

I am writing a curriculum proposal to create permanent course numbers for several Behavioral Sciences special topics courses. Would you be able to provide me with a list of available course numbers within psychology and sociology? Thanks.

Best,

Michael R. Ransom

Associate Professor of Psychology

Hardway 101; extension 4675

Chair, Department of Behavioral Sciences

Chair, Instructor Exchange Committee

Fairmont State University

Fairmont, WV 26554

#19-20-16 Data Science

Office of the Provost
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Phone: (304) 367-4101 • Fax: (304) 367-4902
www.fairmontstate.edu

FAIRMONT STATE UNIVERSITY™

Curriculum Committee Approved on March 17, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: March 26, 2020

SUBJECT: Curriculum Proposal #19-20-16 Data Science (r1)

The intent of the proposal is to create a new minor in Data Science (Appendix A). We have specifically designed this minor to be accessible to any interested Fairmont State student. Even for students with no mathematical or computer science background, this minor will prepare students for the modern data-driven workforce. Data Science is quickly becoming one of the most important fields in today's high-tech economy and will give our students an edge in the marketplace.

cc: Richard Harvey
               Cheri Gonzalez
               Laura Ransom
               Lori Schoonmaker
               Mahmood Hossain
               Bob Niichel

Proposal Number: **#19-20-16**

School/Department/Program: Science and Technology / Computer Science and Math

Preparer/Contact Person: Dr. Mahmood Hossain, Professor of Computer Science
Dr. Bob Niichel, Assistant Professor of Mathematics

Telephone Extension: 4967

Date Originally Submitted:

Revision:

Implementation Date Requested Fall 2020

I. PROPOSAL

The intent of the proposal is to create a new minor in Data Science (Appendix A). We have specifically designed this minor to be accessible to any interested Fairmont State student. Even for students with no mathematical or computer science background, this minor will prepare students for the modern data-driven workforce. Data Science is quickly becoming one of the most important fields in today's high-tech economy and will give our students an edge in the marketplace.

II. DESCRIPTION OF THE PROPOSAL

A. Deletion of courses/credits from program   Not Applicable

B. Addition of courses/credits to program

COMP/MATH 2541 Fundamentals of Data Science (3)
COMP/MATH 2542 Applied Data Science (3)
COMP/MATH 4510 Data Science Capstone (3)

Total hours added: 9

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

Aside from the courses listed above, this minor will use courses from the existing Computer Science and Mathematics courses.

D. Revision of course content   Not Applicable

E. Other changes to existing courses

To accommodate the new minor, the prerequisite for COMP 4450 (Introduction to Data Mining) will have added prerequisites:

COMP 4450: PR COMP 2270 AND MATH 2562 OR MATH/COMP 2541 AND MATH/COMP 2542

F. Creation of new course(s)

COMP/MATH 2541 *Fundamentals of Data Science* (Appendix B)

COMP/MATH 2542 *Applied Data Science* (Appendix B)

COMP/MATH 4510 *Data Science Capstone* (Appendix B)

G. Attach an itemized summary of the present program(s) affected   Not Applicable

III. RATIONALE FOR THE PROPOSAL

A. Quantitative Assessment

Glassdoor recently named Data Scientist as the best job in America for 2019,[1] the third straight year it has claimed that honor. It also notes that there are 6500 job openings nationwide, with a base median salary of $108,000. Also on their list of the top 50 jobs were #8 Data Engineer with 4,700 openings and a base median salary of $100,000, as well as #31 Data Analyst with 5,400 openings and $60,000 base median salary.

The August 2018 LinkedIn Workforce Report[2] reports a nationwide deficit of 151,000 people with data science skills overall. A quick search on LinkedIn revealed the following information about job openings:

Search Term	Job openings "near WV"	Job openings "near U.S."
Data Analyst	71	33,000+
Data Science Specialist	16	5,000+
Data Scientist	33	23,000+
Total	**120**	**61,000+**

Bloomberg also reports that job postings for data scientists rose 75% from January 2015 to January 2018.[3]

The Bureau of Labor Statistics also reports that data science is a growing component of many businesses. In their report *Working with Big Data*,[4] they cite the need for data analysts in the fields of business, e-commerce, government, healthcare, science, social networking, and telecommunications (as well as a few other areas). Data analysis has become a powerful way to gain a competitive edge in the marketplace.

Although this is a minor, the above information conveys the growing importance of data science. We believe that giving students from a variety of different areas of study a broad knowledge of data science will help them interact with their more specialized colleagues at work. In addition math and computer science majors will be much better prepared to take jobs as data scientists or analysts with this minor.

B. Qualitative Assessment

As far as added costs are concerned, the minor will require three new courses, including a capstone. Likely these will be taught as overloads for professors early on, with a new faculty member being added later if the demand is strong. Many popular software packages used in Data Science (e.g. Python and R) are open-source and freely available.

IV. PROPOSAL AFFECTING OTHER COLLEGES/SCHOOLS   Not Applicable

V. PROPOSAL AFFECTING GENERAL STUDIES   Not Applicable

VI. ADDITIONAL COMMENTS

Based on the demand and the hype surrounding this field, we think this minor could be a good way to attract and recruit new students to our other programs (math and computer science) as well as the university at large. We think the minor is an attractive addition to virtually any major.

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[1] https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm
[2] https://economicgraph.linkedin.com/resources/linkedin-workforce-report-august-2018?trk=lilblog_08-20-18_data-scientists-America-great_tl&cid=70132000001AyziAAC
[3] https://www.bloomberg.com/news/articles/2018-05-18/-sexiest-job-ignites-talent-wars-as-demand-for-data-geeks-soars
[4] https://www.bls.gov/careeroutlook/2013/fall/art01.pdf

Minor in Data Science
Proposed Program

Required Major Courses		HRS
MATH 1550	Applied Statistics	3
COMP 1110	Introduction to Programming	3
MATH/COMP 2541	Fundamentals of Data Science	3
MATH/COMP 2542	Applied Data Science	3
COMP 4450	Introduction to Data Mining	3
MATH/COMP 4510	Data Science Capstone	3
TOTAL HOURS FOR MINOR		**18**

Learning Outcomes and Assessments

Outcomes	*Direct Assessment*
Effectively use data from different sources and efficiently warehouse data	Student Project
Interpret the meaning of data in ways that other non-specialists can understand and use, including creating visualizations	Student Project
Analyze data to draw conclusions and participate effectively in data-driven decision making	Student Project

Note: MATH 1550 and COMP 1110 are currently offered every semester. The proposed courses listed as 2541 and 2542 will be offered once a year. COMP 4450 will be offered every other year, at least until there is substantial interest in the minor. This schedule is flexible enough that any student can begin the minor in their freshman year and finish by the end of their senior year.

COMP/MATH 2541 Fundamentals of Data Science 3 hrs. This course covers mathematical structures crucial for data scientists. Topics include set theory, essentials of matrices, graphs and trees, and a treatment of some useful probability concepts. All topics will be paired with appropriate software. PR: MATH 1550 and COMP 1110.

Detailed Course Outline

- Set Theory (include implementation in R) (2 weeks)
  - Basic concepts (intersections, unions, complements)
  - Set builder notations
  - Subset, element of
  - Normalizing
  - Plyr, dPlyr
  - Discretization, substitution
- Matrices (5 weeks)
  - Representation and indexing
  - Addition, matrix multiplication
  - Covariance matrices
  - Design matrices and linear regression
  - ANOVA
  - Eigenvalues and principal component algorithm
- Graphs and trees (5 weeks)
  - Definition, nodes, vertices
  - Types of graphs
  - Traversal
    - ➤ Recursion
    - ➤ Algorithms
  - Adjacency matrices
  - Trees in R
    - ➤ Growing and pruning
    - ➤ Classification and Regression trees
    - ➤ Forests
- Additional Probability concepts (3 weeks)
  - Review of basic Probability
  - CDFs
  - Other classical random variables
  - Bayes' Theorem
  - Applications

Outcome	Direct Assessment	Satisfactory performance standard
Use statistical software to implement statistical techniques.	Exam/Homework	A class average of 70% or more on associated questions.
Use data science methods involving matrices.	Exam/Homework	A class average of 70% or more on associated questions.
Use data science methods involving graphs and trees.	Exam/Homework	A class average of 70% or more on associated questions.
Use appropriate probabilistic terminology to describe data science problems and techniques.	Exam/Homework	A class average of 70% or more on associated questions.

COMP/MATH 2542 Applied Data Science 3 hrs. This course provides an overview of data science, introduces the different steps involved in data science, and provides the students hands-on experience with tools and methods. Topics include data acquisition and cleaning, data processing, data organization and management, data analysis, data visualization, data warehousing, and data security/privacy. PR: MATH 1550 and COMP 1110.

Detailed Course Outline

- Introduction
    - o Steps involved in data science
    - o Social implications
- Data Collection
    - o Types of Data
    - o Data cleaning
    - o Data reduction
    - o Data transformation
- Data Organization
    - o Arrays
    - o Linked lists
- Data Management
    - o Database Concepts
    - o Queries
    - o Data Manipulation
- Data Analysis
    - o Basic concepts
    - o Overview of Methods
- Data Visualization
- Data Warehousing
- Data Security/Privacy

Outcome	Direct Assessment	Satisfactory performance standard
Describe the components of data analysis.	Exam/Homework	A class average of 70% or more on associated questions.
Collect and preprocess data from different sources.	Exam/Homework	A class average of 70% or more on associated questions.
Utilize appropriate data structures to represent and manipulate data.	Exam/Homework	A class average of 70% or more on associated questions.
Store, access, and manipulate data using a database.	Exam/Homework	A class average of 70% or more on associated questions.
Create effective visualizations of given data.	Exam/Homework	A class average of 70% or more on associated questions.

COMP/MATH 4510 Data Science Capstone 3 hrs. The focus of this course is on preparing students for the workforce through a large-scale project generated either internally or through contacts with local or regional industry. In the process, students will learn about advanced Data Science topics like big data analysis, distributed data analytics, data warehousing, predictive modeling, and simulations. PR: COMP 4450.

Note: This will be an individual directed study, and detailed outline, outcomes, and assessments are not provided.

Yes you may use these course numbers.

Cheri

Cheri L. Gonzalez
University Registrar
Fairmont State University
304-367-4112
Cheri.Gonzalez@fairmontstate.edu

FAIRMONT STATE UNIVERSITY

From: Hossain, Mahmood
Sent: Thursday, December 05, 2019 10:04 AM
To: Gonzalez, Cheri <Cheri.Gonzalez@fairmontstate.edu>
Subject: Creating new courses for the catalog
Importance: High

Dear Cheri,

We are submitting a curriculum proposal where we are creating three new cross-listed courses. These are:

COMP/MATH 2541
COMP/MATH 2542
COMP/MATH 4510

Could you please let us know if we can use these course numbers?

Regards,

Mahmood

Mahmood Hossain, Ph.D.
Chair, Department of Computer Science and Math
Professor of Computer Science
Fairmont State University
201G Engineering Tech Building
1201 Locust Avenue

Fairmont, WV 26554
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#19-20-19 Nursing LPN to ASN Curriculum Change

FAIRMONT STATE UNIVERSITY™

Curriculum Committee Approved on March 17, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: March 26, 2020

SUBJECT: Curriculum Proposal #19-20-19

The goal of the LPN to ASN program is to expand the LPN's knowledge and skills to that of an RN and to prepare them for success on the NCLEX-RN licensing exam. Minimal changes have occurred to the curriculum since its implementation in 2009. Changes to the curriculum are proposed to bridge the gap between LPN to RN education based on feedback from students, employers, and faculty to improve the program by streamlining course content and providing additional clinical time to allow students to assimilate into their expanded role as an RN.

cc: Richard Harvey
        Cheri Gonzalez
        Laura Ransom
        Lori Schoonmaker
        Laura Clayton
        Debra Hoag
        Cecilia Cotton-Elam

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

Proposal Number:	19-20-19
School/Department/Program:	School of Nursing/Associate of Science in Nursing Program
Preparer/Contact Person:	Dr. L. Clayton, Dr. D. Hoag and Prof. C. Cotton Elam
Telephone Extension:	304 367 4904
Date Originally Submitted:	February 2020
Revision (Indicate date and label it Revision #1, #2, etc.):	Revision # 2
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 goal of the LPN to ASN program is to expand the LPN's knowledge and skills to that of an RN and to prepare them for success on the NCLEX-RN licensing exam. Minimal changes have occurred to the curriculum since its implementation in 2009. Changes to the curriculum are proposed to bridge the gap between LPN to RN education based on feedback from students, employers, and faculty to improve the program by streamlining course content and providing additional clinical time to allow students to assimilate into their expanded role as an RN.

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 1202 Assessment Across the Lifespan I (1) credit
   NURS 1203 Transition for Licensed Practical Nurses (1) credit.
   NURS 1204 Pharmacology Across the Lifespan I (1) credit.
   NURS 2302 Assessment Across the Lifespan II (1) credit.
   NURS 2303 Pharmacology Across the Lifespan II (1 credit.
   NURS 2404 Pharmacology Across the Lifespan III (1) credit.

   In the proposed revisions:
   - NURS 1202 (1 credit) and 2302 (1 credit) will be combined into a new 2 credit course (NURS 1206: Assessment Across the Lifespan).

- NURS 1204 (1 credit), NURS 2303 (1 credit) and NURS 2404 (1 credit) will be combined into a new 3 credit course (NURS 2304: Pharmacology Across the Lifespan).
- Content in NURS 1203 (Transition for Licensed Practical Nurse, 1 credit) has been repeated and expanded upon in NURS 2402 (Role Transition Professionalism and Management) so the course will be deleted. The additional one credit will be added to NURS 2403 (Capstone Clinical Experience), making this a 4 cr course.

Total hours 6 deleted.

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

NURS 1206: Assessment Across the Lifespan (2) credits
NURS 2304: Pharmacology Across the Lifespan (3) credits
NURS 2403: Capstone Clinical Experience (4 cr; this course is expanded from 3 cr to 4 cr)

Total hours 6 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 C for course descriptions for the LPN to ASN Program.

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

Existing Courses	Title Change	Number Change	Credit Change	Elective/Required
NURS 2403: Capstone Clinical Experience	N/A	N/A	From 3 to 4 credits	Required
NURS 2402: Role Transition, Professionalism, & Management	NURS 2405: LPN-RN Role Transition	NURS 2405	N/A	Required

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 1206: Assessment Across the Lifespan (2) credits PR: Meets pre-requisite admission requirements to the program. Co-req: all first semester LPN to ASN courses. Required.
- NURS 2304: Pharmacology Across the Lifespan (3) credits PR: Successful completion of NURS 1200, 1201 and 1206. Co-req: NURS 2301. Required.

2. **Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.**
   - See Appendix A – LPN to ASN Current Program
   - See Appendix B – LPN to ASN Proposed Program
   - See Appendix C – Course Descriptions

3. **Include, as an appendix, a detailed course outline consisting of at least two levels.**
   - See Appendix D – LPN to ASN Progression Plan: Current and Proposed
   - See Appendix E - NURS 1206: Assessment Across the Lifespan (2 credits)
   - See Appendix F - NURS 2304: Pharmacology Across the Lifespan (3 credits)
   - See Appendix G - NURS 2403: Capstone Clinical Experience (4 credits)

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 E - NURS 1206: Assessment Across the Lifespan (2 credits)
   - See Appendix F - NURS 2304: Pharmacology Across the Lifespan (3 credits)
   - See Appendix G - NURS 2403: Capstone Clinical Experience (4 credits)

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

This program does not impact any other program and is limited to the LPN to ASN program only.

H. 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, B.

There is no net gain or loss of hours needed to complete the program.

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.

- See Appendix E - NURS 1206: Assessment Across the Lifespan (2 credits)
- See Appendix F - NURS 2304: Pharmacology Across the Lifespan (3 credits)
- See Appendix G - NURS 2403: Capstone Clinical Experience (4 credits)

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?

- See Appendix E - NURS 1206: Assessment Across the Lifespan (2 credits)
- See Appendix F - NURS 2304: Pharmacology Across the Lifespan (3 credits)
- See Appendix G - NURS 2403: Capstone Clinical Experience (4 credits)

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	

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

LPN to ASN Current Program

Pre-Requisite Courses: Completed prior to Fall Semester enrollment.
ASN General Studies and Support Courses

Course	Number	Title	Credits
ENGL	1101	Written English I (Outcome 3; Written Communication)	3
ENGL	1102	Written English II (Outcome 1; Written Communication)	3
PSYC	1101	Intro to Psychology (Outcome 14; Social Science)	3
*NUTR	1110	Nutrition (Fitness and Wellness)	3
*BIOL	1180 & 1181	Anatomy and Physiology with Lab (Outcome 15; Natural Science)	4
BIOL	2205	Technical Microbiology (Outcome 15; Natural Science)	3
		TOTAL	**19**

*NUTR 1110 and BIOL 1180 & 1181 can be taken for credit or by exam

Required Major Courses			HRS
NURS	1200	Nursing Care Across the Lifespan I	7
NURS	1201	Mental Health Across the Lifespan	3
NURS	1202	Assessment Across the Lifespan I	1
NURS	1203	Transition for Licensed Practical Nurses	1
NURS	1204	Pharmacology Across the Lifespan I	1
NURS	2301	Nursing Care Across the Lifespan II	7
NURS	2302	Assessment Across the Lifespan II	1
NURS	2303	Pharmacology Across the Lifespan II	1
NURS	2401	Nursing Care Across the Lifespan III	5
NURS	2402	Role Transition, Professionalism, and Management	3
NURS	2403	Capstone Clinical Experience	3
NURS	2404	Pharmacology Across the Lifespan III	1

	HRS
TOTAL Required Major Courses	**34**
*Students receive credit for NURS 1101 Fundamentals of Nursing with their LPN License, Articulation Credit	7
TOTAL REQUIRED NURSING HOURS	**41**
Minor Requirements/Electives (if minor is required)	0 NA
TOTAL HOURS FOR MAJOR (and minor if required)	**41**

TOTAL GENERAL STUDIES HOURS	**19**
TOTAL FREE ELECTIVES	**0**

TOTAL HOURS	**60**

LPN to ASN Proposed Program

Pre-Requisite Courses: Completed prior to enrollment in the LPN to ASN program
ASN General Studies and Support Courses

Course	Number	Title	Credits
ENGL	1101	Written English I (Outcome 3; Written Communication)	3
ENGL	1102	Written English II (Outcome 1; Written Communication)	3
PSYC	1101	Intro to Psychology (Outcome 14: Social Science)	3
*NUTR	1110	Nutrition (Fitness & Wellness)	3
*BIOL	1180 & 1181	Anatomy and Physiology with Lab (Outcome 15; Natural Science)	4
BIOL	2205	Technical Microbiology (Outcome 15; Natural Science)	3
		TOTAL	**19**

　　*NUTR 1110 and BIOL 1180 & 1181 can be taken by credit or by exam

Required Major Courses			**HRS**
NURS	1200	Nursing Care Across the Lifespan I	7
NURS	1201	Mental Health Nursing Across the Lifespan	3
NURS	1206	Assessment Across the Lifespan	2
NURS	2301	Nursing Care Across the Lifespan II	7
NURS	2304	Pharmacology Across the Lifespan	3
NURS	2401	Nursing Care Across the Lifespan III	5
NURS	2405	LPN-RN Role Transition	3
NURS	2403	Capstone Clinical Experience	4
TOTAL Required Major Courses			**34**
*Students receive credit for NURS 1101 Fundamentals of Nursing with their LPN License, Articulation Credit			7
TOTAL REQUIRED NURSING HOURS			**41**
Minor Requirements/Electives (if minor is required)			0 NA
TOTAL HOURS FOR MAJOR (and minor if required)		**41**	

TOTAL GENERAL STUDIES HOURS	**19**	
TOTAL FREE ELECTIVES	**0**	

TOTAL HOURS	**60**	

Appendix C

LPN to ASN Course Descriptions

NURS 1200 - Nursing Care Across the Lifespan I (7 hours; 5 hours theory and 2 hours clinical) Required

This course focuses on building the LPN to ASN student knowledge regarding spirit of inquiry, nursing judgment, professional identify and human flourishing in the nurse's role caring for patients across the lifespan. Emphasis is placed on basic nursing concepts, fluid and electrolytes, normal pregnancy and diseases affecting the reproductive, immune, gastrointestinal, integumentary and renal systems. PR: Admission to the LPN to ASN program. Co-req: NURS 1201 and 1206.

NURS 1201 - Mental Health Nursing Across the Lifespan (3 hours; 2 hours theory and 1 hour clinical) Required

This course focuses on common mental health problems of patients across the lifespan. Emphasis is placed on developing the spirit of inquiry, nursing judgment, professional identify and human flourishing in the nurse's role caring for patients with mental health concerns across the lifespan. This course stresses self-awareness, therapeutic communication, intraprofessional and interpersonal collaborative relationships. PR: Admission to the LPN to ASN program. Co-req: NURS 1201 and 1206.

NURS 1206 - Assessment Across the Lifespan (2 hours; 2 hours theory) Required

This course focuses on expanding the principles and skills underlying assessment of the health status of patients across the lifespan. Emphasis is placed on interviewing skills, health histories, and the physical and psychosocial findings along with understanding disease prevention and health promotion strategies. PR: Admission to the LPN to ASN program. Co-req: NURS 1200 and 1201.

NURS 2301 - Nursing Care Across the Lifespan II (7 hours; 5 hours theory and 2 hours clinical) Required

This course focuses on building the LPN to ASN student knowledge regarding spirit of inquiry, nursing judgment, professional identify and human flourishing in the nurse's role caring for patients across the lifespan. Emphasis is placed on hematologic, cardiovascular, respiratory, endocrine and neurologic systems. PR: NURS 1200, NURS 1201, and NURS 1206. Co-req: NURS 2303, NURS 2304 and BIOL 2205.

NURS 2304 - Pharmacology Across the Lifespan (3 hours; 3 hours theory) Required

This course focuses on the clinical application within the context of the provision of nursing care to patients across the lifespan based on consideration given to physiological, psychological, cultural, spiritual and genetic needs of the patient. Explores indications, modes of action, effects,

contraindications, interactions, and outcomes of selected medications. Specific nursing responsibilities related to medication administration and drug calculations are emphasized. PR: Successful completion of NURS 1200, 1201 and 1206. Co-req: NURS 2301 and BIOL 2205.

NURS 2401 - Nursing Care Across the Lifespan III (5 hours; 5 hours theory) Required

This course focuses on building the LPN to ASN student knowledge regarding spirit of inquiry, nursing judgment, professional identify and human flourishing in the nurse's role caring for patients across the lifespan. Emphasis is placed on nursing care of patients with complex and critical health problems. PR: Successful completion of NURS 2301, 2302 and BIOL 2205. Co-req: NURS 2402 and 2403.

NURS 2403 - Capstone Clinical Experience (4 hours; 1hour theory; 3 hours clinical) Required

This course provides a culminating experience for the LPN to ASN student by providing opportunities for them to assume the role of a registered nurse through provision of high-quality patient-centered care, apply leadership concepts and skills in decision making, practice interprofessional and intraprofessional collaboration, and direct management of care. Co-req: NURS 2401 and 2402. This course will be taken in the student's last semester.

NURS 2405 – LPN to RN Role Transition (3 hours; 3 hours theory) Required

This course focuses on the role transition from an LPN to a RN. Emphasis is placed on current issues in health care, nursing leadership and management, professional practice issues for registered nurses, and transition into the workplace, and preparing for the NCLEX-RN licensure exam. PR: Successful completion of NURS 2301, 2302 and BIOL 2205. Co-req: NURS 2401 and 2403.

APPENDIX D

LPN to ASN Progression Plan
Current Progression Plan

Course	Course #	Semester I	Credit Hrs
NURS	1200	Nursing Care Across the Lifespan I	7
NURS	1201	Mental Health Across the Lifespan	3
NURS	1202	Assessment Across the Lifespan I	1
NURS	1203	Transition for Licensed Practical Nurses	1
NURS	1204	Pharmacology Across the Lifespan I	1
		Total Credit Semester I	**13**
Course	Course #	Semester II	Credit Hrs
NURS	2301	Nursing Care Across the Lifespan II	7
NURS	2302	Assessment Across the Lifespan II	1
NURS	2303	Pharmacology Across the Lifespan II	1
BIOL	2205	Microbiology	3
		Total Credit Semester II	**12**
Course	Course #	Semester III	Credit Hrs
NURS	2401	Nursing Care Across the Lifespan III	5
NURS	2402	Role Transition, Professionalism, and Management	3
NURS	2403	Capstone Clinical Experience	3 (90 hrs)
NURS	2404	Pharmacology Across the Lifespan III	1
		Total Credit Semester III	**12**

Proposed Progression Plan

Course	Course #	Semester I	Credit Hrs
NURS	1200	Nursing Care Across the Lifespan I	7
NURS	1201	Mental Health Across the Lifespan	3
NURS	1206	Assessment Across the Lifespan	2
		Total Credit Semester I	**12**
Course	Course #	Semester II	Credit Hrs
NURS	2301	Nursing Care Across the Lifespan II	7
NURS	2304	Pharmacology Across the Lifespan	3
BIOL	2205	Microbiology	3
		Total Credit Semester II	**13**
Course	Course #	Semester III	Credit Hrs
NURS	2401	Nursing Care Across the Lifespan III	5
NURS	2403	Capstone Clinical Experience	4
NURS	2405	LPN-RN Role Transition	3
		Total Credit Semester III	**12**

Appendix E

NURS 1206 Assessment Across the Lifespan
Course Outline and Methods of Assessment

Course Description: This course focuses on expanding the principles and skills underlying assessment of the health status of patients across the lifespan. Emphasis is placed on interviewing skills, health histories, and the physical and psychosocial findings along with understanding disease prevention and health promotion strategies. PR: Admission to the LPN to ASN program. Co-req: NURS 1200 and 1201.

Course Outcomes and Methods of Assessment

Course Outcomes	Methods of Assessment
Conduct a comprehensive health history to identify current and potential health problems and identify health promotion activities across the lifespan.	• Health history assignment • Skill competency demonstration • Exam • Shadow Health assignment
Conduct comprehensive and focused assessments (physical, psychosocial, spiritual, developmental, socioeconomic, and environmental) of patients across the lifespan.	• Skill competency demonstration • Exams • Shadow Health assignment
Differentiate between expected and unexpected assessment findings across the lifespan.	• Skill competency demonstration • Exams • Shadow Health assignment
Demonstrate collaboration and communication with healthcare professionals and patients to develop plans of care.	• Skill competency demonstration • Exams • Shadow Health assignment
Apply principles of infection control and patient safety during the assessment process.	• Skill competency demonstration • Exams • Shadow Health assignment

Description of Assessment Measures:
1. **Health History Assignment:** Each student collects a written health history following guidelines provided in the grading rubric in Blackboard®.
2. **Skill Competency Demonstration:** Each student will obtain a health history, conduct comprehensive and focused assessments including differentiating between expected and unexpected findings, using principles of infection control and patient safety following guidelines provided in the grading rubric in Blackboard®
3. **Exams –** A variety of questions will be posed to students using multiple choice, multiple answer, fill in the blank, hot spot, etc. style questions.
4. **Shadow Health Assignments –** This is an ongoing avatar case study program that requires students to communicate with and conduct relevant assessments on the avatars. The program provides feedback to students and faculty and is programmed to grade the assignment.

Course Outline

- Health Assessment
  - Nurses Role
  - Safety
  - Infection Control
- Interviewing and Communication
  - Phases of interviewing
  - Therapeutic communication
  - Ethics
  - Adapting for various ages
- Health History
  - Subjective and objective data
  - Parts of the history
  - Obtaining across lifespans – infants thru geriatrics
  - Sensitive topics
  - Identification of health promotion and disease prevention strategies
  - Documentation of findings
  - Communication of findings with healthcare professionals
- Special Assessments
  - Cultural
  - Socioeconomic
  - Developmental
  - Physical
  - Psychosocial
  - Genetic
  - Spiritual
  - Environmental
  - Pre/Post-op
  - Braden Scale
  - Fall Risk
  - Behavioral Risk Factor Assessments
  - Obstetrical
  - Specialized across the lifespan assessments
- Physical Examination
  - Techniques
  - Vital signs
  - Pain
  - Nutrition
  - Systems
    - General survey
    - Integumentary System
    - Gastrointestinal System
    - Renal System
    - Reproductive System
    - Fetal Assessment during Labor

- - - Hematologic System
    - Cardiovascular System
    - Peripheral Vascular System
    - Lymphatics System
    - Respiratory System
    - Endocrine System
    - Nervous System
    - Visual and Auditory Systems
    - Musculoskeletal System
  - Comprehensive vs. Focused
  - Special techniques for across the lifespan
  - Identification of health promotion and disease prevention strategies
  - Documentation of findings
  - Communication of findings with healthcare professionals

Appendix F

NURS 2304 - Pharmacology Across the Lifespan
Course Outline and Methods of Assessment

Course Description: This course focuses on the clinical application within the context of the provision of nursing care to patients across the lifespan based on consideration given to physiological, psychological, cultural, spiritual and genetic needs of the patient. Explores indications, modes of action, effects, contraindications, interactions, and outcomes of selected medications. Specific nursing responsibilities related to medication administration and drug calculations are emphasized. PR: Successful completion of NURS 1200, 1201 and 1206. Co-req: NURS 2301 and BIOL 2205.

Course Outcomes and Methods of Assessment

Course Outcomes	Methods of Assessment
Evaluate the role of drug therapy in relation to health promotion, disease prevention and disease management across the lifespan.	1. Exams 2. Case studies
Assess and evaluate influences of medications on body systems using the nursing process.	1. Exams 2. Case studies
Describe the professional responsibility and standards of practice for the professional registered nurse as related to the medication administration process.	1. Exams 2. Case studies 3. Drug calculation assignments
Demonstrates safe drug dosage calculations.	1. Exams 2. Case studies 3. Drug calculation assignments 4. Drug Dosage Exam

Description of Assessment Measures: this is an example
1. **Exams:** A variety of questions will be posed to students using multiple choice, multiple answer, fill in the blank, etc. style questions.
2. **Case Studies:** Students will respond to a variety of case study questions that incorporate patient assessment data, diagnostic study results, etc. to determine the outcomes of select medications, safe routes of administration, contraindications, health promotion, disease prevention and disease management across the lifespan. Drug calculations will be included in the case studies. The case studies may be part of class discussion, group activities or on exams.
3. **Drug Calculation Assignments:** Students will complete pre- and post-test assignments in a workbook on drug dosage calculations and safe administration of mediations to patients across the lifespan.
4. **Drug Dosage Exam:** Students will be required to successfully pass a drug dosage calculation exam in order to pass the course. Students will have two attempts to pass the exam.

Course Outline

- Pharmacological basis
    - Nursing process
    - Pharmacological principles
    - Lifespan considerations
    - Cultural considerations
    - Legal considerations
    - Medication errors – preventing and responding to
    - Patient education
    - Over-the-counter medications
    - Herbal and dietary supplements
    - Gene therapy
    - Polypharmacy
    - Medication administration
    - Drug calculations
- Drugs affecting the central nervous system
    - Anesthetics
    - Central nervous system depressants
    - Muscle relaxants
    - Central nervous system stimulants
    - Antiepileptic drugs
    - Antiparkinson drugs
    - Psychotherapy drugs
    - Substance use disorder
- Drugs affecting the autonomic nervous system
    - Adrenergic drugs
    - Adrenergic blocking drugs
    - Cholinergic drugs
    - Cholinergic-blocking drugs
- Drugs affection the cardiovascular and renal systems
    - Antihypertensive drugs
    - Antianginal drugs
    - Heart failure drugs
    - Antidysrhythmic drugs
    - Coagulation modifier drugs
    - Antilipemic drugs
    - Diuretic drugs
    - Fluids and electrolytes
- Drugs affecting the endocrine system
    - Pituitary drugs
    - Thyroid drugs
    - Antithyroid drugs
    - Diabetes drugs
    - Adrenal drugs

- Drugs affecting the reproductive system
  - Women's health drugs
    - Menopause
    - Birth control
    - Estrogen
    - Progestins
    - Uterine stimulants
    - Preterm labor drugs
  - Men's health drugs
    - Erectile dysfunction
    - Alpha-adrenergic blockers
    - Anabolic steroids
    - Androgens
    - Antiandrogens
    - 5-Alpha Reductase inhibitors
    - Gonadotropin-releasing hormone analogues
    - Peripheral vasodilator
- Drugs affecting the respiratory system
  - Antihistamines
  - Decongestants
  - Antitussives
  - Expectorants
  - Bronchodilators
  - Nonbronchodilators
- Anti-infective and anti-inflammatory drugs
  - Antibiotics
  - Antiviral
  - Antitubercular
  - Antifungal
  - Antimalaria, antiprotozoal, and anthelmintic
  - Anti-inflammatory
  - Antigout
- Chemotherapy and biologic modifiers
  - Antineoplastic
  - Biological response
  - Antirheumatic
  - Immunosuppressants
  - Immunizing
- Drugs affecting the GI system
  - Acid controlling
    - Antacids
    - H2 Receptor antagonists
    - Proton Pump Inhibitors
    - Acid controlling drugs
  - Bowel disorder
    - Antidiarrheals

- - - Laxatives
  - o Antiemetic and anti-nausea
  - o Vitamins and minerals
  - o Anemic
  - o Nutritional supplements
- Dermatologic, ophthalmic and otic drugs
  - o Dermatologic
    - Antibacterial
    - Antiacne
    - Antifungal
    - Antiviral
    - Antipruritic
    - Anti-inflammatory
    - Antipsoriatic
    - Sunscreen
    - Antineoplastic
    - Hair growth
    - Immunodulators
    - Wound care
    - Skin preparation
  - o Ophthalmic
    - Antiglaucoma
    - Miotic
    - Mydriatics
    - Beta-adrenergic blockers
    - Carbonic anhydrase inhibitors
    - Prostaglandin agonists
    - Antimicrobials
    - Anti-inflammatory
    - Local anesthetics
    - Miscellaneous
  - o Otic
    - Earwax emulsifiers
    - Antibacterial and antifungal

Appendix G

NURS 2403 - Capstone Clinical Experience
Course Outline and Methods of Assessment

This course provides a culminating experience for the LPN to ASN student by providing opportunities to assume the role of a registered nurse through provision of high-quality patient-centered care, apply leadership concepts and skills in decision making, practice interprofessional and intraprofessional collaboration, and direct management of care. Co-req: NURS 2401 and 2402. This course will be taken in the student's last semester.

Course Outcomes and Methods of Assessment

Course Outcomes	Methods of Assessment
Provide patient- centered care to patients across the lifespan in response to their changing health needs.	• Develop a formal clinical learning contract with preceptor • Clinical log • Communication with student and preceptor • Clinical evaluation (midterm and final) • Case presentations
Advocate for patients in ways to promote their self-determination and ongoing growth.	• Clinical log • Communication with student and preceptor • Clinical evaluation (midterm and final) • Case presentations
Apply evidence-based practice, and clinical judgment in the provision of patient-centered care across the lifespan.	• Clinical log • Communication with student and preceptor • Clinical evaluation (midterm and final) • Case presentations
Use the nursing process, information management systems, teamwork and inter-professional collaboration to provide safe, effective, quality care aimed at promoting the patients' health across the lifespan.	• Clinical log • Communication with student and preceptor • Clinical evaluation (midterm and final) • Case presentations
Provide compassionate patient-centered care through roles of care provider, manager, educator, leader, and advocate to patients across the lifespan.	• Clinical log • Communication with student and preceptor • Clinical evaluation (midterm and final) • Case presentations
Communicate professionally and collaboratively with patients across the	• Clinical log • Communication with student and preceptor

lifespan and members of the healthcare team.	• Clinical evaluation (midterm and final) • Case presentations
Demonstrates responsibility and accountability for professional nursing practice and lifelong learning.	• Clinical log • Communication with student and preceptor • Clinical evaluation (midterm and final) • Case presentations
Integrate current best practices to deliver safe and effective patient-centered care aimed at improving quality of care and care outcomes	• Clinical log • Communication with student and preceptor • Clinical evaluation (midterm and final) • Case presentations • Legal, ethical, and/or moral case presentation

Description of Assessment Measures:
1. **Develop a formal clinical learning contract with preceptor**: The contract is a signed agreement between the student and clinical preceptor regarding clinical dates, times, clinical objectives, and responsibilities of each person (student and preceptor).   The contract must be approved by course faculty.
2. **Clinical log**: Following each student clinical experience, the student will do a self-evaluation of their experience in relation to the course outcomes. The clinical log must address how each outcome was met and opportunities and plans for further professional growth. Feedback will be provided by faculty to the student regarding clinical logs.
3. **Communication with student and preceptor:** Faculty will meet with both the student and preceptor a minimum of twice during the semester to discuss student performance, attainment of course outcomes, and plans for further professional development.
4. **Clinical evaluations:** The student will complete a midterm (formative) and final (summative) clinical evaluation of their performance. This will be reviewed by the faculty member in consultation with the clinical preceptor and an evaluation will be completed by the course faculty and reviewed with the student.
5. **Case presentations:** The student will develop two in-depth case presentations to share with faculty and classmates during the semester. A rubric with specific guidelines will be shared with the students for their presentations.
6. **Legal, ethical, and/or moral case presentation –** The student will lead a class discussion on a legal, ethical and/or moral situation experienced during their capstone clinical. A rubric with specific guidelines will be shared with the students for their presentations.

Course Outline

Capstone clinical experience
- Develop formal learning contract with clinical objectives
- 96 hours of direct patient care with a RN preceptor
- Clinical logs submitted within 48 hours of the end of a clinical

- Clinical self-evaluation (midterm and final)
- Communication with preceptor and faculty member

Seminar hours (theory component)
- 16 hours
- Case presentations
- Legal, ethical, and/or moral case presentations

#19-20-20 BSSL Curriculum Proposal

Approved by the Curriculum Committee on April 7th, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: April 7, 2020

SUBJECT: Curriculum Proposal #19-20-20

The School of Business & Aviation is proposing to offer a new online adult degree completion program – Bachelor of Science in Strategic Leadership (BSSL) – through online delivery, providing an opportunity for students to obtain a bachelor's degree who possess an associate degree from a regionally accredited institution, or who have 60 or more hours of transferable college credit at one, or more, regionally accredited institution. This degree is similar in design to the Regents Bachelor of Arts, except that it provides a specific concentration, or focus, to offer completers a credential for workplace readiness or career advancement.

The School of Business & Aviation will provide a minimum of 10 three-credit hour core online courses in strategic leadership through an eight-week format on a static rotation. This proposal requests to apply the same general education standards as the Regents Bachelor of Arts to further allow completers flexibility in attaining credits toward degree completion.

cc: Richard Harvey
        Lori Schoonmaker
        Laura Ransom
        Cheri Gonzalez
        Tim Oxley

CURRICULUM PROPOSAL
FOR
BACHELOR OF SCIENCE IN
STRATEGIC LEADERSHIP (BSSL) DEGREE

FEBRUARY 1, 2020
REVISION #1 – MARCH 26, 2020

Submitted by:

Dr. Timothy R. Oxley, Interim Dean, Professor of Business
Dr. Macgorine Cassell, Professor of Business Administration

with assistance from

Professor M.E. Yancosek Gamble, Associate Professor of Business
Ms. Billie Shepherd, Adjunct Professor of Business
Dr. Sunil Surendran, Professor of Marketing and Management

PREPARING CURRICULUM PROPOSALS

INSTRUCTIONS

Draft your proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the several headings not pertain to your proposal, write N/A. **Number the second and subsequent pages of your proposal.**

Supply the preliminary information about the proposal as indicated below:

PROPOSAL NUMBER: Leave this space blank. A number will be assigned to the proposal by the Associate Provost.

SCHOOL: Enter the name of the College or School (e.g., *Liberal Arts*), Department (e.g., Language and Literature), and Program (e.g., English).

PREPARER/CONTACT PERSON: Enter the name of the person who prepared the proposal and his/her telephone extension number.

COPIES OF MEMOS SENT TO AFFECTED DEPARTMENTS: Attach these to the back of your proposal.

LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS: If the Curriculum Committee requests these letters, attach them to the back of your proposal.

DATE SUBMITTED: The Curriculum Committee meets on the fourth Tuesday of each month. **Proposals are due in the Office of the Associate Provost on or before the second Tuesday of the month.**

REVISION SUBMISSION DATE: If changes are required to the original proposal, enter the date the proposal was resubmitted.

IMPLEMENTATION DATE REQUESTED: Enter the first day of the semester (or summer term) and year in which the proposed curriculum change(s) would take effect.

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

Proposal Number:	19-20-20
School/Department/Program:	School of Business & Aviation
Preparer/Contact Person:	Dr. Timothy R. Oxley, Interim Dean
Telephone Extension:	4239
Date Originally Submitted:	
Revision (Indicate date and label it Revision #1, #2, etc.):	Revision #1 – March 26, 2020
Implementation Date Requested:	Fall 2020

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

The School of Business & Aviation is proposing to offer a new online adult degree completion program – Bachelor of Science in Strategic Leadership (BSSL) – through online delivery, providing an opportunity for students to obtain a bachelor's degree who possess an associate degree from a regionally accredited institution, or who have 60 or more hours of transferable college credit at one, or more, regionally accredited institution. This degree is similar in design to the Regents Bachelor of Arts, except that it provides a specific concentration, or focus, to offer completers a credential for workplace readiness or career advancement.

The School of Business & Aviation will provide a minimum of 10 three-credit hour core online courses in strategic leadership through an eight-week format on a static rotation. This proposal requests to apply the same general education standards as the Regents Bachelor of Arts to further allow completers flexibility in attaining credits toward degree completion.

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

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

                Total hours deleted.   **N/A**

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

                Total hours added.   **30**

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

Courses proposed for inclusion in the BSSL program will be reserved for students in the program. Depending on seat availability and with instructor permission, RBA and School of Business & Aviation students may be permitted to enroll in one or more for use as elective credit. BSSL courses are not intended to be used as a substitute for any core or concentration course in one of the School's regular undergraduate degree programs.

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

Not applicable

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

None

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.

Table 1 – Proposed New Courses for BSSL Program

Course Number	Title	Cr. Hrs.	Prerequisite	Status
BSSL 3100	Dimensions of Strategic Leadership	3	None	Required
BSSL 3200	Strategic Leadership: Theory and Perspectives	3	None	Required
BSSL 3300	Strategic Communication for Effective Leaders	3	ENGL 1101	Required
BSSL 3400	Negotiation & Conflict Transformation Skills for Leaders	3	BSSL 3100	Required
BSSL 3500	Group Dynamics & Team Building Efficacy for Leaders	3	BSSL 3300	Required
BSSL 3600	Cross-Cultural Leadership	3	BSSL 3200	Required
BSSL 3700	Global Business Strategies	3	BSSL 3600	Required
BSSL 3800	Leading Strategic Innovation and Change Initiatives	3	BSSL 3500	Required
BSSL 3900	Strategic Leadership: Responsible Governance	3	BSSL 3800	Required
BSSL 4000	Strategic Leadership Capstone	3	BSSL 3800	Required

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

Please refer to Appendix B for course descriptions.

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

Please refer to Appendix C for detailed course outcomes, two-level outlines, and assessment measures.

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.

Please refer to Appendix D for Program Outcomes and Assessment Plan; Rotation Schedule.

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.

The B.S. in Strategic Leadership is a new program requiring a total of 120 credit hours to complete. Refer to Appendix A 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.

According to HEPC's 2017 Report Card, there has been a 30% decrease in the number of community college students entering baccalaureate programs during the 2012 to 2016 year period after enrolling in a community and technical college. During this same time period, a slight increase of 2.6% was reported for students who completed an associate's degree program in a career-technical field. During the 2012 – 2016 period, a total of 12,463 degrees were awarded. Many of these associate degrees in an applied field do not have a baccalaureate option without incurring a significant number of additional credits. Examples of such fields would include Applied Manufacturing Technology, Applied Design, Emergency Medical Services, Industrial Technology, Paralegal Studies, Welding Technology, or Veterinary Technology.

In addition to individuals with completed associate degrees in applied technology fields, many in West Virginia hold college-credit but do not have a completed degree. Individuals in West Virginia with at least 60 hours or more of college credit would benefit from additional options for online degree completion.

According to the U.S. Census Bureau's 2018 American Community Survey, it is estimated that 332,568 West Virginians over the age of 25 hold some college credit or a completed associate degree representing 25.3% of the total subject population. This number represents a potential market for an online adult degree completion program. See Table 2 below.

Table 2 – West Virginia Select Educational Attainment, 2018 American Community Survey

Population Subject	Total Subject Population		Percent of Population	
	Estimate	Margin of Error	Estimate	Margin of Error
25 years and over				
Some college, no degree	240,593	+/-4.549	18.6%	+/-0.4
Associate's degree	91,975	+/-1,894	7.1%	+/-0.1
Total	**332,568**		**25.3%**	

Source: Educational Attainment 2018 American Community Survey 5-year Estimates Data Profile, U. S. Census Bureau

West Virginians who are 25 years of age or older with a bachelor's degree earn approximately 38% more per year than someone with some college or an associate's degree. According to the 2010-2016 American Community Survey 5-Year Estimates, Median Earnings in the Past 12 Months, West Virginians with some college or associate's degree have median earnings of $30,568 versus $42,248 for someone with a Bachelor's degree (https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF).   Payscale.com reports that the return on investment (ROI) of a bachelor's degree is greater due to higher earning potential throughout the holder's career than those with only an associate's degree credential.

Nine private baccalaureate and 10 public baccalaureate granting institutions were included in a review of their websites to determine if similar adult degree completion programs are offered.   Table 3 provides a summary of this information. Other than for nursing programs and Regents Bachelor of Arts, only West Liberty University offers a similar program – Bachelor of Arts in Organizational Leadership.   West Liberty University's program is offered on an accelerated format but is not an online program.

The Bachelor of Science in Strategic Leadership being proposed will be fully online with course content developed around and focused on strategic leadership as an academic discipline. It is this strategic focus of program content that will differentiate the BSSL from programs with a general business or organizational administration focus.

While management can be a passive process, strategic leadership never is. Strategic leaders by definition play an active role in guiding a business to success. These individuals develop a vision for advancement by exploring areas in which the business needs to improve and developing clear and systematic plans. As the name suggests, a strategic leader develops a defined strategy to enhance success, unlike a manager who may simply seek to keep workers in line in a more passive fashion (Schreiner, n.d.).

Reference:

Schreiner, E. (n.d.) *Differences Between a Manager & a Strategic Leader*. Retrieved from https://smallbusiness.chron.com/differences-between-manager-strategic-leader-17461.html

Table 3 – Institutions Offering Similar Programs

Institution Name	Degree Completion Program	Name(s) of the Program(s)
Alderson Broaddus University	Yes	LPN to BSN
		RN to BSN
		Petroleum Management
American Public University	No	
Bethany College	No	
Bluefield State College	Yes	LPN to BSN
University of Charleston	No	
Concord University	Yes	Regents Bachelor of Arts
Davis & Elkins College	Yes	RN to BSN
Glenville State College	Yes	Regents Bachelor of Arts
Marshall University	Yes	Regents Bachelor of Arts
		RN to BSN
Ohio Valley University	No	
Salem University	Yes	RN to BSN
Shepherd University	Yes	Regents Bachelor of Arts
West Liberty University	Yes	Dental Hygiene
		Bachelor of Arts in Organizational Leadership
		Regents Bachelor of Arts
West Virginia State University	Yes	Regents Bachelor of Arts
West Virginia University	Yes	RN to BSN
		Regents Bachelor of Arts
WVU at Parkersburg	Yes	RN to BSN
		Regents Bachelor of Arts
WVU Institute of Technology	No	
West Virginia Wesleyan College	No	
Wheeling Jesuit University	No	

Source: Information retrieved from each respective institution website.

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

It is anticipated that this degree program will be offered through the School of Business with existing full-time faculty augmented by adjunct faculty as needed. Program coordination will be assumed by the Dean of the School, with program oversight and advising being coordinated through Pamela Stephens, Coordinator, Regents Bachelor of Arts (RBA) Degree Program. Additional administrative and marketing materials for this new program will be covered by existing budget allocations of the School of Business & Aviation.

The required and elective courses of the BSSL program will be delivered in an online eight-week format on a cohort basis. The course rotation schedule will allow for a new cohort to be admitted each academic cycle beginning with the fall term. This approach will minimize the number of course sections needing to be offered each academic year and the number of additional faculty needed to launch the program until the program reaches a sustainable level of growth.

All courses designed for the BSSL program will meet *Quality Matters*™ standards and will be delivered by Blackboard®, the current Learning Management System employed by Fairmont State University.

The BSSL program complements, not competes, with the Regents Bachelor of Arts. Students desiring to pursue the RBA degree, who need at least 30 or more upper division hours may benefit from having a program of study focusing on knowledge and skills applicable to mid- and upper-level managers in contemporary organizations.

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

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

College/School	Dean	Signature
School of Business & Aviation	Dr. Timothy R. Oxley	*[signature]*

It is not anticipated that the BSSL program being proposed will affect any course or program in another school outside of the Regents Bachelor of Arts program, which is administered through the Provost's office.

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.

For the BSSL program to have maximum appeal to working adults as a degree completion program, the School of Business & Aviation is requesting a waiver of the institution's general studies program and instead, follow the basic general education components totaling 30 credit hours similar to that being employed by the Regents Bachelor of Arts (RBA) program. Students matriculating through the BSSL program, would be required to complete, or provide transfer credit, for the following:

Communications:	6 hours
Natural Science:	3 hours
Mathematics –	3 hours
Computer/Information Technology –	3 hours
Social Science –	9 hours
Humanities/Fine Arts –	6 hours

VI.   ADDITIONAL COMMENTS.

A student must complete a minimum of 30 hours from Fairmont State University in order to meet the residency requirement.

Required Major Courses	HRS
The Bachelor of Science in Strategic Leadership degree being proposed is a new program.	
TOTAL Required Major Courses	XX
Major Electives	XX
Minor Requirements/Electives (if minor is required)	XX
TOTAL HOURS FOR MAJOR (and minor if required)	XX

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

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

TOTAL GENERAL STUDIES HOURS	**39**

TOTAL FREE ELECTIVES	**XX**

TOTAL HOURS	**120**

NOTE:

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

B. S. in Strategic Leadership
Proposed Program

Required Major Courses			HRS
BSSL	3100	Dimensions of Strategic Leadership	3
BSSL	3200	Strategic Leadership: Theory and Perspectives	3
BSSL	3300	Strategic Communication for Effective Leaders	3
BSSL	3400	Negotiation & Conflict Transformation Skills for Leaders	3
BSSL	3500	Group Dynamics & team Building Efficacy for Leaders	3
BSSL	3600	Cross-Cultural Leadership	3
BSSL	3700	Global Business Strategies	3
BSSL	3800	Leading Strategic Innovation and Change Initiatives	3
BSSL	3900	Strategic Leadership: Responsible Governance	3
BSSL	4000	Strategic Leadership Capstone	3
TOTAL Required Major Courses			**30**
Major Electives			**60**
Major electives will consist of previously earned/transferred college credit, general (free) electives, or additional courses suggested or recommended by the advisor to total 60 hours.			
Minor Requirements/Electives (Minor Not Required)			0

TOTAL HOURS FOR MAJOR	**90**

Required General Studies Courses (<u>may be satisfied from previously earned or transfer credit</u>)	
Communications	6 hours
Natural Science	3 hours
Mathematics	3 hours
Computer/Information Systems	3 hours
Social Science	9 hours
Humanities/Fine Arts	6 hours

TOTAL GENERAL STUDIES HOURS	**30**

TOTAL FREE ELECTIVES – *See note under "Major Electives" above*	

TOTAL HOURS	**120**

COURSE DESCRIPTIONS

BSSL 3100 – Dimensions of Strategic Leadership **3 hrs.**

This course examines strategic leadership fundamentals and skills that enable students and practitioners to lead by working effectively with and through others. Students develop a general knowledge framework and understanding of strategic leadership and the skills possessed by authentic leaders to inspire others to attain the organization's shared vision and future direction. *PR*: None

BSSL 3200 – Strategic Leadership: Theory and Perspectives **3 hrs.**

This course provides an overview of leadership theories and dimensions as well as macro- and micro-management theories and concepts to equip students and practitioners with the theoretical background necessary to think strategically and challenge viewpoints to make transcending strategic decisions that address organizational challenges. *PR*: None

BSSL 3300 – Strategic Communication of Effective Leaders **3 hrs.**

This course equips students and practitioners with the skills to communicate effectively through clear and concise written and oral communications, persuasive delivery of reasoned and factually supported arguments, active listening skills, and thought-provoking questions to clarify understanding and seek divergent points of view. Students hone emotional intelligence skills to target messages and styles to audiences, interpret verbal and non-verbal cues, convey authentic and empathetic messages in the digital world, and adapt communications as necessary. *PR*: ENGL 1101

BSSL 3400 – Negotiation & Conflict Transformation Skills for Leaders **3 hrs.**

This course equips students and practitioners with the collaborative and agile leadership competencies necessary to exemplify commitment to collaborate and build communal spirit, identify opportunities, cultivate cross-functional and cross-organizational strategic partnerships, nurture team leadership development to encourage a combination of task and relationship leadership, and develop high performance teams to execute strategic initiatives. *PR*: BSSL 3100

BSSL 3500 – Group Dynamics & Team Building Efficacy for Leaders **3 hrs.**

This course equips students and practitioners with quintessential influential and persuasion skills requisite for strategic leaders to be transformative and encourage cooperative working relationships through creation of psychologically safe working environments, negotiating strategically and skillfully, channeling constructive conflicts into a productive exchange of ideas, and facilitating the transformation of destructive conflicts. *PR*: BSSL 3300

BSSL 3600 – Cross-Cultural Leadership **3 hrs.**

This course provides students and practitioners the opportunity to explore and develop global intercultural competence as well as the cross-cultural leadership skills necessary to be an effective global leader to inspire across differences. *PR*: BSSL 3200

BSSL 3700 – Global Business Strategies **3 hrs.**

This course examines the role of strategic leaders to drive results by examining the business environment, defining strategic measures of success, engaging in innovative decision-making, and putting strategy into leadership action. *PR*: BSSL 3600

BSSL 3800 – Leading Strategic Innovation and Change Initiatives **3 hrs.**

This course instils creative leadership competencies to perceive, analyze, and execute innovative solutions and positive and lasting change to address complex organizational problems and issues in the rapidly changing business environment. Students embrace the role of a strategic leader to inspire innovation and catalyze change, create and

sustain organizational alignment, and invest the time and effort to align stakeholders for success when implementing innovation and change initiatives. *PR*: BSSL 3500

BSSL 3900 – Strategic Leadership: Responsible Governance   **3 hrs.**

This course critically analyzes legal, ethical, and social responsibility dynamics to equip students and practitioners with the leadership core values and character to lead responsibly and with integrity. PR: BSSL 3800

BSSL 4000 – Strategic Leadership Capstone   **3 hrs.**

The BSSL capstone course provides students and practitioners with the opportunity to demonstrate their strategic leadership mindset and competencies through portfolio development. It is intended that this course be completed after 24 hours of required BSSL courses have been completed. *PR*: BSSL 3800

COURSE OUTCOMES, COURSE OUTLINES, and COURSE ASSESSMENTS

BSSL 3100 – Dimensions of Strategic Leadership   **3 hrs.**

This course examines strategic leadership fundamentals and skills that enable students and practitioners to lead by working effectively with and through others. Students develop a general knowledge framework and understanding of strategic leadership and the skills possessed by authentic leaders to inspire others to attain the organization's shared vision and future direction. *PR*: None

Course Outline:

I.   Strategic Leadership Fundamentals
      a. Principles
      b. "Laws"
      c. Contexts
      d. Fundamental Competencies

II.   Working With and Through Others
      a. Empowerment
      b. Coaching
      c. Mentoring
      d. Team Leadership
      e. Collaboration

III.   Leadership Effectiveness
      a. Appropriate Leadership Style
           i. Individual Level
          ii. Organizational Level
      b. Embody Leadership Qualities
      c. Assess Strategic Leadership Effectiveness

IV.   Authentic Leadership Development
      a. Authentic Leadership
      b. Leadership Point of View
      c. Personal Leadership Development Plan

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Illustrate strategic leadership principles, "laws," and contexts.	PLG1 – **LEAD BY WORKING EFFECTIVELY WITH AND THROUGH OTHERS**: Strategic leaders inspire others to attain the organization's shared vision and future direction.	Self-Discovery Assignments Self-Disclosure Discussions
LO2 – Examine the strategic leader's role to garner alignment between the strategic vision and operations through instilling trust, transforming the culture, and inspiring and motivating others.	PLG1 – **LEAD BY WORKING EFFECTIVELY WITH AND THROUGH OTHERS**: Strategic leaders inspire others to attain the organization's shared vision and future direction.	Self-Discovery Assignments Self-Disclosure Discussions
LO3 – Examine strategic leadership's effectiveness to work with and through others utilizing empowerment,	PLG1 – **LEAD BY WORKING EFFECTIVELY WITH AND THROUGH OTHERS**: Strategic leaders inspire others to attain	Self-Discovery Assignments

coaching, mentoring, team leadership, and strategic collaboration to curate a continuous learning environment.	the organization's shared vision and future direction.	Self-Disclosure Discussions
LO4 – Cultivate enhanced self-awareness and a repertoire of leadership styles and pragmatic leadership skills.	PLG1 – **LEAD BY WORKING EFFECTIVELY WITH AND THROUGH OTHERS**: Strategic leaders inspire others to attain the organization's shared vision and future direction.	Self-Discovery Assignments

BSSL 3200 – Strategic Leadership: Theory and Perspectives   **3 hrs.**

This course provides an overview of leadership theories and dimensions as well as macro- and micro-management theories and concepts to equip students and practitioners with the theoretical background necessary to think strategically and challenge viewpoints to make transcending strategic decisions that address organizational challenges. *PR*: None

Course Outline:

I.   Self-Awareness - Identifying Personal Styles
        a. Personality Style Instrument
        b. Leadership Style Instrument
II.   Early Leadership Thought
        a. Trait Approach
        b. Skills Approach
        c. Behavioral Approach
III.   Evolution of Leadership Ideology
        a. Situational Approach
        b. Path-Goal Theory
        c. Leader Member Exchange Theory
        d. Contingency Theory
IV.   Transformational Leadership
        a. Overview
        b. Contrast Transactional Leadership
        c. Key Competencies
V.   Contemporary/Emerging Leadership Approaches
VI.   Think Like A Strategic Leader
        a. Drucker's Five Most Important Questions
        b. Review of the Literature
VII.   Make Transcending Decisions
        a. Comprehensive Decision-Making Interactive Exercise
        b. New Venture Simulation: The Food Truck Challenge
VIII.   Experience Flow
        a. Fligby Simulation

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Explain the breadth and depth of key leadership theories, concepts, and practices.	PLG2 - **THINK STRATEGICALLY AND CHALLENGE VIEWPOINTS TO MAKE TRANSCENDING DECISIONS**: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	Self-Discovery Assignments Self-Disclosure Discussions New Venture Simulation: The Food Truck Challenge Fligby Simulation
LO2 – Review strategic leadership literature to draw meaningful inferences and generalizations.	PLG2 - **THINK STRATEGICALLY AND CHALLENGE VIEWPOINTS TO MAKE TRANSCENDING DECISIONS**: Strategic leaders possess the academic expertise to critically analyze	Self-Discovery Assignments

	organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	
LO3 – Utilize strategic leadership acumen to engage in critical thinking and challenge existing/counter viewpoints to make transcending strategic decisions to address organizational challenges.	PLG2 - **THINK STRATEGICALLY AND CHALLENGE VIEWPOINTS TO MAKE TRANSCENDING DECISIONS**: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	New Venture Simulation Fligby Simulation

BSSL 3300 – Strategic Communication of Effective Leaders   **3 hrs.**

This course equips students and practitioners with the skills to communicate effectively through clear and concise written and oral communications, persuasive delivery of reasoned and factually supported arguments, active listening skills, and thought-provoking questions to clarify understanding and seek divergent points of view. Students hone emotional intelligence skills to target messages and styles to audiences, interpret verbal and non-verbal cues, convey authentic and empathetic messages in the digital world, and adapt communications as necessary. *PR*: ENGL 1101

Course Outline:

I. Core Leadership Communication
- a.   What is Leadership Communication?
- b.   Leadership Communication Strategy and Structure
- c.   The Language of Leaders
- d.   Social Media and Other Leadership Correspondence
- e.   Leadership Documents and Reports
- f.   Leadership Presentations in Person and Online
- g.   Graphics with a Leadership Edge
- h.   Emotional Intelligence and Interpersonal Skills for Leadership
- i.   Diversity and Intercultural Communication Leadership

II. Group and Organizational Leadership Communication
- a.   High-Performing Team Leadership
- b.   Meetings: Leadership and Productivity
- c.   Leadership in an Organizational Context
- d.   Leadership through Strategic Internal Communication
- e.   Leadership through Effective External Relations

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Develop your ability to use clear, concise, and grammatically correct language in multiple business communication modalities.	PLG3 - **Demonstrate the ability to communicate effectively**: Strategic leaders are powerful, influential communicators.	Discussions Board assignments; Written Assignments; Self-Assessments; Video recorded presentations;
LO2 – Develop your ability to orally deliver information in a businesslike and professional manner.	PLG3 - **Demonstrate the ability to communicate effectively**: Strategic leaders are powerful, influential communicators.	Video recorded presentations
LO3 – Develop your ability to exercise effective interpersonal communication skills in business and organizational contexts	PLG3 - **Demonstrate the ability to communicate effectively**: Strategic leaders are powerful, influential communicators.	Discussions Board assignments; Written Assignments; Self-Assessments; Video recorded presentations; Communication Analysis Paper

BSSL 3400 – Negotiation & Conflict Transformation Skills for Leaders   **3 hrs.**

This course equips students and practitioners with the collaborative and agile leadership competencies necessary to exemplify commitment to collaborate and build communal spirit, identify opportunities, cultivate cross-functional and cross-organizational strategic partnerships, nurture team leadership development to encourage a combination of task and relationship leadership, and develop high performance teams to execute strategic initiatives. *PR*: BSSL 3100

Course Outline:

I.   Persuade Artfully
      a. Influence: The Psychology of Persuasion
          i. Cialdini's Six Principles of Influence
          ii. Applicability of the Principles
      b. Interpersonal Influence Inventory

II.   Negotiate Skillfully
      a. Getting to Yes: Negotiating Agreement Without Giving In
          i. Principled Negotiation
          ii. Six Integrative Negotiation Skills
      b. Negotiating Style Profile
      c. Strategy Simulation: The Negotiator's Dilemma

III.   Transform Conflict
      a. Conflict Resolution Theory & Practice
      b. Conflict Transformation
      c. Comprehensive Difficult Interactions Interactive Exercise

IV.   Promote Fearless Organizations
      a. Psychologically Safe Workplaces
          i. Voice
          ii. Impact on Continuous Learning, Innovation, and Growth
      b. Creation of Fearless Organizations

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Illustrate the role of power and strategic influence to leadership as well as the nuances underlying negotiation and conflict transformation.	PLG4 – **BE TRANSFORMATIVE:** Strategic leaders possess formidable strategic influence, negotiation, and conflict transformation skills.	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
LO2 – Examine strategic leadership's effectiveness in utilizing artful persuasion to motivate and inspire others to work cooperatively, engage in integrative problem-solving to satisfy strategic initiatives, negotiate skillfully, and facilitate the transformation of conflicts.	PLG4 – **BE TRANSFORMATIVE:** Strategic leaders possess formidable strategic influence, negotiation, and conflict transformation skills.	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
LO3 – Examine the strategic leader's role to nurture a healthy, psychologically safe climate to transcend conflicts and foster a fearless organization.	PLG4 – **BE TRANSFORMATIVE:** Strategic leaders possess formidable strategic influence, negotiation, and conflict transformation skills.	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
LO4 – Apply theories and concepts of negotiation and conflict transformation to real-life scenarios.	PLG4 – **BE TRANSFORMATIVE:** Strategic leaders possess formidable strategic influence, negotiation, and conflict transformation skills.	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation

BSSL 3500 – Group Dynamics & Team Building Efficacy for Leaders **3 hrs.**

This course equips students and practitioners with quintessential influential and persuasion skills requisite for strategic leaders to be transformative and encourage cooperative working relationships through creation of psychologically safe working environments, negotiating strategically and skillfully, channeling constructive conflicts into a productive exchange of ideas, and facilitating the transformation of destructive conflicts. *PR*: BSSL 3300

Course Outline:

I.   Team Ice Breaker
       a. Determine Personal Team Member Style
       b. Tsunami Survival Situation Team Simulation

II.   Collaborate Effectively Utilizing The Strategic Doing Cycle
       a. 4 Questions and Ten Rules
       b. Team Presentation

III.   Work Cohesively With All
       a. Working With Diverse People
       b. Global Collaboration Team Simulation

IV.   Overcome Team Dysfunctions
       a. Overcome 5 Dimensions of a Team Dysfunctions
       b. Minimum Effort Team Simulation

V.   Team Synergy
       a. Comprehensive Team Management Interactive Exercise
       b. Evaluate Team Synergy
            i. Team Simulation Reflection Paper
            ii. Team Effectiveness Questionnaire

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Explain internal group dynamics and the benefits of high performing teams.	PLG5 - **COLLABORATE**: Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	Self-Discovery Assignments; Self-Disclosure Discussions; Team Simulations; Team Presentation
LO2 – Examine strategic leadership's effectiveness to employ agile leadership abilities to engage in complex, strategic collaborations with internal and external stakeholders at all levels, and create an inspiring environment that fosters synergistic problem solving, innovation, and ownership to deliver value.	PLG5 - **COLLABORATE**: Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	Self-Discovery Assignments; Self-Disclosure Discussions; Team Simulations; Team Presentation
LO3 - Collaborate effectively to develop a high performing team, monitor team performance, and resolve common culprits in dysfunctional teams.	PLG5 - **COLLABORATE**: Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	Self-Discovery Assignments; Team Simulations; Team Presentation

BSSL 3600 – Cross-Cultural Leadership   **3 hrs.**

This course provides students and practitioners the opportunity to explore and develop global intercultural competence as well as the cross-cultural leadership skills necessary to be an effective global leader to inspire across differences. *PR*: BSSL 3200

Course Outline:

I.   Social Identity
     a. Significance of Social Identity Theory
     b. In-group/Out-group Phenomenon
     c. Personal Social Identity Map
II. Triggers and Faultlines
     a. Five Types of Triggers
     b. Triggers at the Personal, Organizational, and Societal Levels
     c. Faultlines
     d. Two Types of Conflict in Faultline Groups
     e. Leadership Styles and Strategies to Address Faultlines
III. Leadership Response Cycle
     a. Collective Responsibility to Recognize Identity Based Conflict in Organizations
     b. Six Step Leadership Response Cycle
     c. Three Predominant Beliefs Concerning the Organization's Role in Managing Cross-Group Relationships
     d. Leadership Practices for Managing Social Identity Conflict
IV. Cultural Values & Tolerance
     a. Cultural Values
     b. Cultural Value Dimensions Influence on Leadership
     c. Xenophobia and Allophilia in Organizations
V.   Cultural Intelligence
     a. Emotional Intelligence vs. Cultural Intelligence
     b. Four-Factor Model of Cultural Intelligence
VI. Social Justice, Dignity, & Equality
     a. Systems of Privilege and Oppression
     b. Personal and Professional Impact of Social Identity
     c. Miasma in Organizations
     d. Mitigating Miasma
VII. Cultural Identity & Cross-Cultural Adaptability
     a. Self-Concept
     b. Analyze Cross-Cultural Adaptability Inventory Results
     c. Action Plan Development
VIII. Leading Through Paradox
     a. Authentic Leaders in Organizations
     b. Importance of Paradoxical Mindset and Improvisational Routines to Effectively Lead in a Globally Diverse World
IX. Global Intercultural Competence
     a. Comprehensive Diversity Interactive Exercise
     b. Group Presentation

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Identify global cultural differences.	PLG6 – **INSPIRE ACROSS DIFFERENCES**: Strategic leaders capitalize on diversity.	Self-Discovery Assignments; Self-Disclosure Discussions ; Group Presentation

LO2 – Examine strategic leadership's effectiveness in utilizing cultural intelligence; cross-cultural adaptability; and a paradoxical mindset to inspire across differences and promote social justice, dignity and equality for all.	PLG6 – **INSPIRE ACROSS DIFFERENCES**: Strategic leaders capitalize on diversity.	Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation
LO3 – Apply global intercultural competence and skills to cross-cultural scenarios.	PLG6 – **INSPIRE ACROSS DIFFERENCES**: Strategic leaders capitalize on diversity.	Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation
LO4 – Cultivate the personal leadership skills necessary to succeed in multicultural environments.	PLG6 – **INSPIRE ACROSS DIFFERENCES**: Strategic leaders capitalize on diversity.	Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation

BSSL 3700 – Global Business Strategies   **3 hrs.**

This course examines the role of strategic leaders to drive results by examining the business environment, defining strategic measures of success, engaging in innovative decision-making, and putting strategy into leadership action. *PR*: BSSL 3600

Course Outline:

I.   Section A: Concepts and Techniques for Crafting and Executing Strategy Section A: Introduction and Overview
    a.   What is Strategy and Why is it Important
    b.   Charting a Company's Direction
    c.   Evaluating a Company's External Environment

II.   Section B: Core Concepts and Analytical Tools
    a.   Evaluating a Company's External Environment
    b.   Evaluating a Company's Resources, Capabilities, and Competitiveness

III   Section C: Crafting a Strategy
    a.   The Five Generic Competitive Strategies
    b.   Strengthening a Company's Competitive Position
    c.   Strategies for Competing in International Markets
    d.   Corporate Strategy
    e.   Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy

IV. Section D: Executing the Strategy
    a.   Building an Organization Capable of Good Strategy Execution: People, Capabilities, and Structure
    b.   Managing Internal Operations
    c.   Corporate Culture and Leadership

Course Outcomes & Assessments

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Analyze and develop vision and mission statements.	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component
LO2 – Evaluate industry structure	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component
LO3 – Evaluate internal environment	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component
LO4 – Formulate global business strategies	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component

LO5 - Assess implementation strategies	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component

BSSL 3800 – Leading Strategic Innovation and Change Initiatives   **3 hrs.**

This course instils creative leadership competencies to perceive, analyze, and execute innovative solutions and positive and lasting change to address complex organizational problems and issues in the rapidly changing business environment. Students embrace the role of a strategic leader to inspire innovation and catalyze change, create and sustain organizational alignment, and invest the time and effort to align stakeholders for success when implementing innovation and change initiatives. *PR*: BSSL 3500

Course Outline:

I.   Personal Change
        a. Covey's 7 Habits of Highly Effective People

II.   Organizational Change
        a. Kotter's 8-Step Process for Successful Change

III.   The Leadership Challenge's 5 Practices of Exemplary Leadership
        a. Practice 1 - Model the Way
        b. Practice 2 - Inspire a Shared Vision
        c. Practice 3 - Challenge the Process
        d. Practice 4 - Enable Others to Act
        e. Practice 5 - Encourage the Heart

IV.   Creative Leadership
        a. Innovation & Creative Leadership
        b. Pixar's Success Story

V.   Develop Strategic Change Competencies
        a. Assess Personal Skill Level & Develop 5 Behaviors of Effective Change Leaders
        b. Change Management Simulation: Power and Influence
        c. Comprehensive Change Management Interactive Exercise

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Demonstrate the complexity and dynamics of strategic change initiatives.	PLG8 – **ALIGN STAKEHOLDERS FOR SUCCESS**: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	Self-Discovery Assignments Self-Disclosure Discussions Simulation
LO2 – Examine the strategic leader's role to assess the need for innovation or change; strategically forecast; collaborate with stakeholders to inspire a shared vision and foster alignment to overcome resistance; and construct effective innovation and change initiatives despite ambiguous, complex, or volatile conditions.	PLG8 – **ALIGN STAKEHOLDERS FOR SUCCESS**: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	Self-Discovery Assignments Self-Disclosure Discussions Simulation
LO3 – Examine strategic leadership's effectiveness to lead change by establishing a process framework for leading the strategic change initiative, motivating and mobilizing the organization, sustaining the momentum of the change over time, and continuously adapting change strategies and personal leadership accordingly.	PLG8 – **ALIGN STAKEHOLDERS FOR SUCCESS**: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	Self-Discovery Assignments Self-Disclosure Discussions Simulation

BSSL 3900 – Strategic Leadership: Responsible Governance   **3 hrs.**

This course critically analyzes legal, ethical, and social responsibility dynamics to equip students and practitioners with the leadership core values and character to lead responsibly and with integrity. PR: BSSL 3800

Course Outline:

I.   Foundations of the Legal and Regulatory Environment
    a.   Law, Value Creation, and Risk Management
    b.   Ethics and the Law
    c.   Sources of Law, Courts, and Dispute Resolution
    d.   Constitutional Bases for Business Regulation
    e.   Agency
    f.   Administrative Law

II.   The Legal Environment
    a.   Contracts
    b.   Sales, Licensing, and E-Commerce
    c.   Torts and Privacy Protection
    d.   Product Liability
    e.   Intellectual Property

III. Human Resources
    a.   The Employment Agreement
    b.   Civil Rights and Employment Discrimination

IV. The Regulatory Environment
    a.   Criminal Law
    b.   Antitrust
    c.   Consumer Protection

V. Corporate Governance, Ownership, and Control
    a.   Forms of Business Organizations
    b.   Directors, Officers, and Controlling Shareholders

VI Securities and Financial Transactions
    a.   Public and Private Offerings of Securities
    b.   Securities Fraud and Insider Trading

VII. Introduction to Ethics in Business
    a.   Ethics and Business
    b.   Ethical Decision Making: Personal and Professional Contexts

VIII Origins of Ethical Decision Making
    a.   Philosophical Ethics and Business

IX. Corporate Applications of Ethics
    a.   The Corporate Culture - Impact and Implications
    b.   Corporate Social Responsibility

X. Application of Ethical Decision Making in Business Environments
    a.   Ethical Decision Making: Employer Responsibilities and Employee Rights
    b.   Ethical Decision Making: Technology and Privacy in the Workplace
    c.   Ethics and Marketing
    d.   Ethical Decision Making: Corporate Governance, Accounting, and Finance

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Explain legal concepts and terminology related to business	PLG9 - **Apply a process to lead responsibly and with integrity**: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions
LO2 – Explain elements of Constitutional authority, individual rights, law, and their implication in the business context	PLG9 - **Apply a process to lead responsibly and with integrity**: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions
LO3 – Apply a process for ethically responsible decision-making in personal and professional contexts.	PLG9 - **Apply a process to lead responsibly and with integrity**: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions
LO4 – Examine the role of ethics and corporate social responsibility in today's business environments.	PLG9 - **Apply a process to lead responsibly and with integrity**: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions

BSSL 4000 – Strategic Leadership Capstone 3 hrs.

The BSSL capstone course provides students and practitioners with the opportunity to demonstrate their strategic leadership mindset and competencies through portfolio development. It is intended that this course be completed after 24 hours of required BSSL courses have been completed and serve as a summative program assessment. *PR*: BSSL 3800

Course Outcome:

1. Students will demonstrate their knowledge and skills of strategic leadership through development of a comprehensive capstone portfolio addressing each of the ten program outcomes:
    a. The ability to lead by working effectively with and through others.
    b. To think strategically and challenge viewpoints to make transcending decisions.
    c. The ability to communicate effectively: Strategic leaders are powerful, influential communicators.
    d. Skills needed to be transformative: Strategic leaders possess formidable negotiation and conflict transformation skills.
    e. Leader's role and abilities needed to collaborate.
    f. Personal leadership skills to inspire across differences.
    g. Strategies to drive results.
    h. Align stakeholders for success.
    i. Lead responsibly and with integrity.
    j. Demonstrate strategic proficiency.

    Evidence and artifacts from each BSSL course will be incorporated into the capstone portfolio. The evidence and artifacts to be included will be determined by faculty for each course and highlighted in their respective syllabi. Students are expected to retain artifacts for incorporation into their portfolio. Artifacts may include formal writing assignments, research notes or papers, reflective writing, recorded video, or written exam responses. The capstone portfolio should demonstrate a progression of learning throughout the program.

2. Students will demonstrate their professional readiness through the development of a showcase portfolio which may be used to leverage entry into, or augment, their career.

    Evidence and artifacts from their BSSL coursework will be chosen by the student to exemplify their best work and performance as a student. The evidence and artifacts for this showcase portfolio is intended to highlight the student's knowledge, skills, or experiences most related to their intended employment opportunity or current position. Artifacts would include a variety of assignments including, but not limited to, written assignments, research assignments, reflective assignments, recorded videos, and positive feedback from course instructors.

3. Students will formulate a written reflection on their professional self, including their values, ethics, goals, and experiences, and the perceived impact their participation in the program will have on their professional self.

4. Students will create a professional resume suitable for presentation to prospective or current employers in their chosen fields.

Course Assessment:

A comprehensive rubric will be developed to assess the quality of each of the components of the capstone course. The final grade of this course will consist of a weighted score on each component:
   1. Capstone Portfolio   30%
   2. Showcase Portfolio   25%
   3. Written Reflection   25%
   4. Professional Resume   20%

PROGRAM OUTCOME AND ASSESSMENT PLAN; COURSE ROTATION SCHEDULE

Graduates with a B. S. in Strategic Leadership will be able to:

1. **<u>Demonstrate</u> the ability to lead by working effectively with and through others:** Strategic leaders act with integrity and inspire others to attain the organization's shared vision and future direction.

2. **<u>Explain</u> essential concepts to think strategically and challenge viewpoints to make transcending decisions**: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.

3. **<u>Demonstrate</u> the ability to communicate effectively**: Strategic leaders are powerful, influential communicators.

4. **<u>Examine</u> skills needed to be transformative**: Strategic leaders possess formidable negotiation and conflict transformation skills.

5. **<u>Evaluate</u> leader's role and abilities needed to collaborate**: Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.

6. **<u>Develop</u> personal leadership skills to inspire across differences**: Strategic leaders capitalize on diversity

7. **<u>Formulate</u> strategies to drive results**: Strategic leaders put strategy into leadership action.

8. **<u>Evaluate</u> the leader's role to align stakeholders for success**: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.

9. **<u>Apply</u> a process to lead responsibly and with integrity**: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.

10. **<u>Demonstrate</u> strategic proficiency**: Strategic leaders can translate strategic thinking into aspired outcomes.

COURSE ROTATION:

Course Rotation Schedule				
Fall Term		**Spring Term**		**Summer Term**
1st 8- Weeks	**2nd 8-Weeks**	**1st 8-Weeks**	**2nd 8-Weeks**	**Full Term**
BSSL 3100 *Dimensions of Strategic Leadership*	**BSSL 3300** *Strategic Communication for Effective Leaders*	**BSSL 3500** *Group Dynamics & Team Building Efficacy for Leaders*	**BSSL 3700** *Global Business Strategies*	**BSSL 3900** *Strategic Leadership: Responsible Governance*
BSSL 3200 *Strategic Leadership: Theory and Perspectives*	**BSSL 3400** *Negotiation & Conflict Transformation Skills for Leaders*	**BSSL 3600** *Cross-Cultural Leadership*	**BSSL 3800** *Leading Strategic Innovation and Change Initiatives*	**BSSL 4000** *Strategic Leadership Capstone*

ASSESSMENT PLAN:

PROGRAM OUTCOME	COURSE	METHODS
11. Demonstrate the ability to lead by working effectively with and through others: Strategic leaders act with integrity and inspire others to attain the organization's shared vision and future direction.	BSSL 3100 – Dimensions of Strategic Leadership	Self-Discovery Assignments; Self-Disclosure Discussions
12. Explain essential concepts to think strategically and challenge viewpoints to make transcending decisions: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	BSSL 3200 – Strategic Leadership: Theory and Perspectives	Self-Discovery Assignments; Self-Disclosure Discussions; Simulations
13. Demonstrate the ability to communicate effectively: Strategic leaders are powerful, influential communicators.	BSSL 3300 – Strategic Communication of Effective Leaders	Written Assignments; Video recorded presentations
14. Examine skills needed to be transformative: Strategic leaders possess formidable negotiation and conflict transformation skills.	BSSL 3400 – Negotiation & conflict Transformation Skills for Leaders	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
15. Evaluate leader's role and abilities needed to collaborate: Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	BSSL 3500 – Group Dynamics & Team Building Efficacy for Leaders	Self-Discovery Assignments; Team Simulations; Team Presentation
16. Develop personal leadership skills to inspire across differences: Strategic leaders capitalize on diversity.	BSSL 3600 – Cross-Cultural Leadership	Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation
17. Formulate strategies to drive results: Strategic leaders put strategy into leadership action.	BSSL 3700 – Global Business Strategies	Exam Questions; Discussion Thread; Research Paper component
18. Evaluate the leader's role to align stakeholders for success: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	BSSL 3800 – Leading Strategic Innovation and Change Initiatives	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
19. Apply a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	BSSL 3900 – Strategic Leadership: Responsible Governance	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions
20. Demonstrate strategic proficiency: Strategic leaders can translate strategic thinking into aspired outcomes.	BSSL 4000 – Strategic Leadership Capstone	Portfolio Components

#19-20-21 ISM Curriculum Proposal

FAIRMONT STATE UNIVERSITY™

Approved by the Curriculum Committee on April 7th, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: April 7, 2020

SUBJECT: Curriculum Proposal #19-20-21

 The intent of this proposal is to request a revision of the curriculum for the BS major in Information Systems Management (ISM). Changes in required courses for the ISM program curriculum include: a) deletion of three courses, including BSBA 2201, BSBA 2202, and BISM 2800 (9 credit hours will be deleted); b) add six new required courses, as described in the proposal (18 credit hours will be added); and change BISM 4300 (3 credit hours) from elective to required status.

In addition, two course numbering changes are proposed: BISM 2200 Business Information Tools will be moved from a sophomore level course to a second-semester freshman level course and will be renumbered as BISM 1500; and BISM 3200 Management Information Systems will be moved from a junior level course to a first-semester sophomore level course and will be renumbered as BISM 2000.

This curriculum proposal is being driven by the noted areas for improvement within the program as a result of the program assessment process as well as recent changes in the Accounting curriculum course offerings and changes to the general studies requirements.

cc: Richard Harvey
         Lori Schoonmaker
         Laura Ransom
         Cheri Gonzalez
         Rebecca Giorcelli

Fairmont State University is an equal opportunity, affirmative action institution.

INFORMATION SYSTEMS MANAGEMENT CURRICULUM PROPOSAL

Proposal Number: **#19-20-21**

School/Department/Program: School of Business & Aviation
                                   Department of Marketing & Management Studies
                                   Information Systems Management Program

Preparer/Contact Person: Dr. Rebecca Giorcelli
                                   Chair, Marketing & Management Studies
                                   Professor, Information Management Studies
                                   rgiorcelli@fairmontstate.edu

Telephone Extension: 4183

Date Originally Submitted: January 2020

Revision: Revision #1 - March 17, 2020

Implementation Date Requested: Fall 2020

I.   Proposal

The intent of this proposal is to request a revision of the curriculum for the BS major in Information Systems Management (ISM). Changes in required courses for the ISM program curriculum include: a) deletion of three courses, including BSBA 2201, BSBA 2202, and BISM 2800 (9 credit hours will be deleted); b) add six new required courses, as described in the proposal (18 credit hours will be added); and change BISM 4300 (3 credit hours) from elective to required status.

In addition, two course numbering changes are proposed: BISM 2200 Business Information Tools will be moved from a sophomore level course to a second-semester freshman level course and will be renumbered as BISM 1500; and BISM 3200 Management Information Systems will be moved from a junior level course to a first-semester sophomore level course and will be renumbered as BISM 2000.

This curriculum proposal is being driven by the noted areas for improvement within the program as a result of the program assessment process as well as recent changes in the Accounting curriculum course offerings and changes to the general studies requirements. The current and proposed program formats can be found in Appendix A.

Description of Proposal

A. Deletion of Courses/credits from program:

                                    Total Hours Deleted: 9 credit hours

- **Course requirements to be deleted from the program**
  BSBA 2201   Principles of Accounting I   3 credit hours
  BSBA 2202   Principles of Accounting II   3 credit hours

- **Course to be completely deleted from the catalog**
  Deletion of BISM required course:
  BISM 2800   Corporate Communications & Technology   3 credit hours

B. Addition of courses/credits to programs and total hours added:

                                    Total Hours Added: 18 credit hours

Addition of new course requirements:
  BSBA 2220   Fundamentals of Accounting   3 credit hours
  BSBA 2299   SPTP: Business Communications   3 credit hours
  BISM 3300   Information Systems & Data Analytics for Leaders   3 credit hours
  BISM 3500   Fundamentals of SDLC Methodologies   3 credit hours
  BISM 4500   Information Systems Project Planning   3 credit hours
  BISM 4600   Information Assurance & Cybersecurity   3 credit hours

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

D. Revision of course content: N/A

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

Change in course numbers:
Business Information Tools ~ From BISM 2200 to BISM 1500
Management Information Systems ~ From BISM 3200 to BISM 2000

Change in course status from elective to required course:
BISM 4300 Business Intelligence   3 credit hours

                                    Total Hours Changed: 3 credit hours

Add co-requisite requirement to BISM course:
BISM 4200 Systems Analysis and Design (*refer to page 5 for explanation*)

F. Creation of new course(s).

BSBA 2220 Fundamentals of Accounting   3 credit hours
- *Being developed as part of the recently approved Accounting curriculum*

BSBA 2299 SPTP: Business Communications   3 credit hours
- *Currently being developed as a permanent BSBA course*

BISM 3300 Information Systems & Data Analytics for Leaders 3 credit hours
- *To be developed for the ISM program*

BISM 3500 Fundamentals of SDLC Methodologies   3 credit hours
- *To be developed for the ISM program*

BISM 4500 Information Systems Project Planning   3 credit hours
- *To be developed for the ISM program*

BISM 4600 Information Assurance & Cybersecurity   3 credit hours
- *To be developed for the ISM program*

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

1. Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours?

The program will still require 120 hours. The course requirements in the major area (Information Systems Management) will increase from 63 to a total of 84 hours. (There is no required minor for the proposed ISM degree.) The general studies hours are reduced from 42 to 33 credit hours (with 9 credit hours being satisfied within the major) in order to meet the newly revised university general studies requirements. The total of free elective hours has been reduced from 15 to 12 credit hours. The current and proposed program formats can be found in *Appendix A*.

The School of Business programs will be affected by the course numbering changes to the currently required BISM 2200 and BISM 3200 courses given these are both part of the business core. In addition, business core changes include requiring the Special Topics Business Communications course (currently under development as a permanent course) in place of the current BISM 2800 requirement.

The National Security & Intelligence (NSI) program currently requires the BISM 4300 Business Intelligence course. However, changes are underway to change the status from required to elective status for this course in the NSI program. Additionally, notification has been sent to the NSI program contact to explain that the BISM 3300 Information Systems & Data Analytics for Leaders which will now be the pre-requisite course for BISM 4300 is more suitable as an elective given it will cover the introductory concepts without requiring course pre-requisites.

II.   Rationale for the Proposal

A. *Quantitative Assessment:*
Given the dynamic nature of the Information Systems Management (ISM) field, it is imperative to keep abreast of new technologies, techniques, and areas of study. The basis of proposing the data analytics-based courses for the ISM curriculum is a recognized discrepancy regarding the significant growth in demand for data analytics skills in the workforce and the lack of education and training programs available to prepare workers for these types of positions.

Over the past decade, there has been explosive growth in technology and significant volumes of data produced in essentially every field. However, Srinivasen Parthasarathy, co-director of the Ohio State University data analytics program (one of the first undergraduate programs introduced in the data analytics field), stated, "companies are generating and collecting huge amounts of data, but they lack the skills to make sense of it." He and his co-director have received many requests from colleges interested in learning more about the program because it is becoming widely recognized that there is an enormous gap between the supply and demand of data analytics skills.

There are a variety of compelling statistics regarding the data science and analytics market as presented in a report by Burning Glass, IBM, and the Business Higher Education Forum. "We project that by 2020 the number of positions for data and analytics talent in the United States will increase by 364,000 openings, to 2,720,000. In 2020, job openings for data scientists and similar advanced analytical roles will reach 61,799. This is a significant number, but it represents just 2% of the projected demand across all job roles requiring data and analytics skill." In addition, the average annual salaries for all data science and analytics positions are reported to be $80,265 and average annual salaries for analytics managers are being reported as high as $113,754 depending upon the industry sector (Markow, Braganza, Taska, Miller, & Hughes, 2017).

Higher education is being called out to be responsive through bachelors, graduate, certificate, and executive level programs in meeting the growing demands for data analytics in the workforce. "Data democratization impacts every career path, so academia must strive to make data literacy an option, if not a requirement, for every student in any field of study" (Markow, Braganza, Taska, Miller, & Hughes, 2017). In addition to a foundation in data literacy for every student, the report entitled, "The Quant Crunch: How the Demand for Data Science Skills is Disrupting the Job Market" also emphasizes the significant need for new data science and analytics education programs.

References

Markow, W., Braganza, S., Taska, B., Miller, S. M., & Hughes, D. (2017). *The Quant Crunch - How the Demand for Data Science Skills is Disrupting the Job Market.* Boston: Burning Glass Technologies.

Tate, E. (2017, March 15). *Data Analytics Programs Take Off.* Retrieved from Inside Higher Ed: https://www.insidehighered.com/digital-learning/article/2017/03/15/data-analytics-programs-taking-colleges

B. *Qualitative Assessment:*

The rationale for each modification in the curriculum is described as follows:

Delete BSBA 2201 and BSBA 2202 course requirements and add BSBA 2220
The Accounting program recently underwent a curriculum change and as a result, the BSBA 2201 Principles of Accounting I and BSBA 2202 Principles of Accounting II courses are being replaced with one course, BSBA 2220 Fundamentals of Accounting.

Delete BISM 2800 course requirement and add BSBA 2299
The BISM 2800 course has been taught solely by adjunct instructors since it was developed in 2010 due to a lack of faculty resources. M.E. Yancosek Gamble, current Chair for the Communications Department and faculty member within the School of Business, is currently teaching a special topics course, BSBA 2299 Business Communications. This course is intended to be proposed as a permanent course to replace the BISM 2800 requirement in the business core. M.E. has been working with the ISM faculty to incorporate requirements that will align with ISM student needs. Therefore, the ISM program will be requiring this new course to replace the current BISM 2800 course.

Add two new courses: BISM 3500 Fundamentals of SDLC Methodologies and BISM 4500 Information Systems Project Planning
The MGMT 3500 course was originally developed as an Introduction to Project Management to be used as an elective for the Management concentration. Based upon program assessment results in the past, the ISM faculty identified a need for ISM students to have a better understanding of Project Management concepts prior to taking the BISM 4800 Information Systems Project Management capstone course. Therefore, the MGMT 3500 course was previously added to the ISM curriculum as a pre-requisite for the BISM 4800 course in addition to the BISM 4200 Systems Analysis and Design pre-requisite.

Since that time, the capstone project experience has evolved such that the students are planning real-world, industry-sponsored, software development projects in the Fall term of the Senior year. These projects are then developed and delivered to the industry sponsor in collaboration with Computer Science students in the Software Engineering capstone course during the Spring semester. Recent program assessment efforts have now identified a need for both a Project Planning course prior to the BISM 4800 course as well as an introduction to systems analysis and software development life cycle methodologies course prior to the BISM 4200 course. Therefore, the BISM 3500 Fundamentals of SDLC Methodologies course and will be added as a pre-requisite to BISM 4200 Systems Analysis and Design. BISM 4500 Information Systems Project Planning will be added as a bridge course between MGMT 3500 Introduction to Project Management and BISM 4800 Information Systems Project Management capstone course.

Addition of Co-requisite Requirement for BISM 4200 Systems Analysis & Design
The proposed change to add a co-requisite requirement between *BISM 4200 Systems Analysis and Design* and *BISM 4500 Information Systems Planning* is based on the use of the same collaborative real-world, industry-sponsored, capstone project in both classes for which students will perform systems analysis, elicit project requirements, and plan the overall project.

Course Number Changes
The current curriculum and model schedule provides only one ISM class during the entire freshman year, BISM 1200 Introduction to Computing. The proposed schedule moves BISM 2200 Business Information Tools to the second semester of the freshman year. This class presents more in-depth Excel concepts as introduced in BISM 1200 in addition to the introduction of database concepts with Access. It is the most logical class to add to the second semester of the freshman year as BISM 1500 Business Information Tools.

Additionally, BISM 3200 Management Information Systems used to be a sophomore level class but was changed in 2010 to a 3000 level class due to issues with Pierpont's IS program curriculum. However, an introduction to Information Systems Management is needed earlier in the curriculum. Currently, the students are not really introduced to ISM until their junior year. Therefore, this class will be offered in the first semester of the sophomore year as BISM 2000 Management Information Systems to provide students with a better introduction to the field of study.

Addition of New Courses to be Developed
Due to the dynamic nature of technology, it is necessary to update the curriculum with new concepts as deemed important based upon the needs in industry. Currently, data analytics and cybersecurity are two of the fastest growing fields.
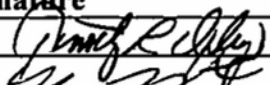
Data Analytics & Business Intelligence
The BISM 4300 Business Intelligence course has been offered in the past as an elective course. However, the content of this course is deemed important for all ISM students and will be added as a program requirement. In addition, based upon previous experiences teaching this course, it has been determined that students need to have a background in data analytics concepts, database concepts, and statistics to improve performance. Therefore, BISM 3300 Information Systems and Data Analytics for Leaders, BISM 3400 Database Design and Development, and BSBA 3310 Business and Economic Statistics will be added as pre-requisites to the BISM 4300 course.

Information Assurance and Cybersecurity
Information Assurance and Cybersecurity are about protecting computer-based equipment and information from unintended or unauthorized access, change, or destruction. As more and more business activities move online, it is critical that information systems managers address issues to keep the company's information and financials safe and prevent any disruption in business. The BISM 4600 Information Assurance and Cybersecurity course will provide the ISM students with necessary fundamental concepts related to information assurance and cybersecurity within a business context.

IV. Other Schools/Programs Affected by this Proposal

College/School	Dean	Signature
School of Business & Aviation	Timothy P. Oxley	(illegible signature)
College of Liberal	Chris/Ras/	(illegible signature)

V. Additional Comments

- E-mail messages from the Office of the Registrar have been received by Dr. Rebecca Giorcelli to confirm approval of the proposed course numbers as indicated in the ISM proposal.

APPENDIX A
B.S. Degree in Information Systems Management
Current Program

Required Major Courses			HRS
BSBA	2201	Principles of Accounting I	3
BSBA	2202	Principles of Accounting II	3
BISM	2200	Business Information Tools	3
BISM	2400	Operating Systems Concepts	3
BISM	2600	Introduction to Networking Administration	3
BISM	2800	Corporate Communications & Technology	3
BISM	3000	Business Programming Logic	3
BISM	3200	Management Information Systems	3
BISM	3400	Database Design and Development	3
BISM	3600	E-Commerce and Web Development Strategy	3
BISM	3800	Object-Oriented Business Applications	3
BISM	4200	Systems Analysis and Design	3
BISM	4800	Information Systems Project Management	3
BSBA	3306	Business Law I	3
BSBA	3310	Business and Economics Statistics	3
BSBA	4420	Business Ethics and Corporate Accountability	3
BSBA	2211	Principles of Macroeconomics	3
BSBA	2212	Principles of Microeconomics	3
BSBA	2221	Introduction to Financial Management	3
BSBA	2204	Principles of Marketing	3
BSBA	2209	Principles of Management	3
MGMT	3500	Project Management	3
MATH	1530	College Algebra (or higher MATH) ~ Outcome 2	3
TOTAL Required Major Courses			63
Major Electives to be offered – Not required			
BISM	4300	Business Intelligence	3
BISM	4400	Current Topics in Information Systems	3
BISM	4900	Internship in Information Systems	3
BISM	4998	Undergraduate Research	3
Minor Electives			N/A
TOTAL HOURS FOR MAJOR			**63**

Required General Studies Courses	
Attribute IA – Critical Analysis	**X**
BISM 2200	
Attribute IB – Quantitative Literacy	3
MATH 1530/1430 or higher (Satisfied in major)	
Attribute IC – Written Communication	3
ENGL 1101 (*Institutional Requirement*)	
Attribute ID – Teamwork	**X**
BSBA 2209 (Satisfied in major)	

Attribute IE – Information Literacy	3
ENGL 1102 (*Institutional Requirement*)	
Attribute IF – Technology Literacy	3
BISM 1200*	
Attribute IG – Oral Communication	3
COMM 2202 (preferred) or 2200 or 2201*	
Attribute III - Citizenship	3
Student Choice from Approved Options	
Attribute IV - Ethics	**X**
BSBA 4420 (Satisfied in major)	
Attribute V - Health	2
PHED 1100*	
Attribute VI - Interdisciplinary	3
Student Choice from Approved Options	
Attribute VIIA - Arts	3
Student Choice from Approved Options	
Attribute VIIB - Humanities	3
Student Choice from Approved Options	
Attribute VIIC – Social Sciences	3
BSBA 2211 (Satisfied in major)	
Attribute VIID - Natural Science	4
Student Choice from Approved Options	
Attribute VIII – Cultural Awareness	3
Student Choice from Approved Options	
Additional General Studies hours	**X**
BISM 2800 (Satisfied in major) *Writing Intensive Course*	

TOTAL GENERAL STUDIES HOURS	**42**

TOTAL FREE ELECTIVES	**15**

TOTAL HOURS	**120**

*Any course(s) marked with an asterisk (*) above are recommended to complement the program curriculum; however, students may select any other courses from the approved General Studies list.

APPENDIX A
B.S. Degree in Information Systems Management
Proposed Program

Required Major Courses			HRS
BSBA	**2220**	**Fundamentals of Accounting**	**3**
~~BSBA~~	~~2201~~	~~Principles of Accounting I~~	~~3~~
~~BSBA~~	~~2202~~	~~Principles of Accounting II~~	~~3~~
BISM	**1200**	**Introduction to Computing**	**3**
BISM	1500	Business Information Tools (# change – from BISM 2200)	3
BISM	2000	Management Information Systems (# change- from BISM 3200)	3
BISM	2400	Operating Systems Concepts	3
BISM	2600	Introduction to Networking Administration	3
~~BISM~~	~~2800~~	~~Corporate Communications & Technology~~	~~3~~
BSBA	**2299**	**SPTP: Business Communications**	**3**
BISM	3000	Business Programming Logic	3
BISM	**3300**	**Information Systems & Data Analytics for Leaders**	**3**
BISM	3400	Database Design and Development	3
BISM	**3500**	**Fundamentals of SDLC Methodologies**	**3**
BISM	3600	E-Commerce and Web Development Strategy	3
BISM	3800	Object-Oriented Business Applications	3
BISM	4200	Systems Analysis and Design	3
BISM	**4300**	**Business Intelligence**	**3**
BISM	**4500**	**Information Systems Project Planning** *(ISM Capstone Experience Part 1)*	**3**
BISM	**4600**	**Information Assurance and Cybersecurity**	**3**
BISM	4800	Information Systems Project Management *(ISM Capstone Experience Part II)*	3
BSBA	3306	Business Law I	3
BSBA	3310	Business and Economics Statistics	3
BSBA	4420	Business Ethics and Corporate Accountability	3
BSBA	2211	Principles of Macroeconomics	3
BSBA	2212	Principles of Microeconomics	3
BSBA	2221	Introduction to Financial Management	3
MGMT	3500	Introduction to Project Management	3
BSBA	2204	Principles of Marketing	3
BSBA	2209	Principles of Management	3
MATH	1530	College Algebra (or higher MATH) ~ Outcome 2	3
TOTAL Required Major Courses			~~63~~ 84
Major Electives to be offered – Not required			
~~BISM~~	~~4300~~	~~Business Intelligence~~	~~3~~
BISM	4400	Current Topics in Information Systems	3
BISM	4900	Internship in Information Systems	3
BISM	4998	Undergraduate Research	3
Minor Electives			N/A
TOTAL HOURS FOR MAJOR			**84**

Required General Studies Courses	
Basic Skills (13 – 14 hours)	**15**
Basic Skills #1 First Year Seminar	3
BSBA 1100* Recommended	
Basic Skills #2 Written Communication	3
Student Choice from Approved Option(s)	
Basic Skills #3 Written Communication	3
ENGL 1102* Recommended	
Basic Skills #4 Oral Communication	3
COMM 2202* Recommended	
Basic Skills #5 Mathematics	X
MATH 1530/1430 or higher (Satisfied in major)	
Critical Reasoning in the Disciplines (12 – 14 hours)	**12**
Critical Reasoning in the Disciplines #6 ~ Humanities	3
Student Choice from Approved Options	
Critical Reasoning in the Disciplines #7 ~ Fine Arts	3
Student Choice from Approved Options	
Critical Reasoning in the Disciplines #8 ~ Natural Science	3
Student Choice from Approved Options	
Critical Reasoning in the Disciplines #9 ~ Social Science	X
BSBA 2211 (Satisfied in major)	
Personal Development (5 – 6 hours)	**6**
Personal Development #10 ~ Citizenship	3
Student Choice from Approved Options	
Personal Development #11 ~ Technology	X
BISM 1200 (Satisfied in major)	
TOTAL GENERAL STUDIES HOURS *(33 – 9 satisfied in the major)*	**24**

TOTAL FREE ELECTIVES	**12**

TOTAL HOURS	**120**

*Any course(s) marked with an asterisk (*) above are recommended to complement the program curriculum; however, students may select any other course from the approved General Studies list.

Appendix B

Course number: BISM 3300
Course Title: Information Systems and Data Analytics for Leaders
Credit Hours: 3
Prerequisites: N/A
Ownership: FSU
Status: Required for Information Systems Management Majors; Elective for non-majors

Course Description for Catalog:
BISM 3300 This course provides an overview of information systems and data analytics as related to decision-making in a business context. This course is intended to be used as a breadth-first introductory course for majors and non-majors. Topics include: an overview of descriptive, predictive, and prescriptive analytics; types and sources of data; big data concepts; data visualization; strategic data-driven decision-making; and future trends and ethical considerations.

Detailed Course Outline
- Introductory Concepts ~ Information Systems and Data Analytics
  - Data Science
  - Data Analytics
  - Business Analytics
  - Business Intelligence
  - Information Systems as related to business analytics and decision-making
- Descriptive Analytics (Nature of Data and Statistical Modeling)
  - Qualitative vs quantitative
  - Mean/median/mode
  - Descriptive and inferential statistics
- Data Visualization
  - Dashboard tools and techniques
- Predictive Analytics
  - Data mining
  - Structured vs unstructured data
  - Analytics for text, web, and social media
- Prescriptive Analytics
  - Data-driven goals and decisions
- Big Data
  - Big Data concepts
  - Survey of Common Big Data Tools
- Future Trends and Ethical Considerations
  - Emerging technologies for decision-making
  - Ethics and privacy issues as related to Information Systems and Business Analytics

Outcome Competencies and Assessment Methods:
- Students will identify and define key concepts related to data analytics.
  - Assessed by chapter review quizzes, midterm, and final exam
- Students will explain the role of information systems in supporting data analytic processes for businesses.
  - Assessed by class assignments, discussions, and final exam
- Students will analyze and evaluate business analytics programs for supporting strategic decision-making.
  - Assessed by class project/case study

Course number: BISM 3500
Course Title: Fundamentals of SDLC Methodologies
Credit Hours: 3
Prerequisites: BISM 2000, BISM 3000
Ownership: FSU
Status: Required for Information Systems Management Majors

Course Description for Catalog:
BISM 3500 Systems analysis is the methodology for studying a procedure or business in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way. In this course students will be introduced to the broad field of systems development and get a basic understanding for all the various approaches that can be taken to deploy and operate a safe, reliable, and secure system. Topics covered include the various development life cycle methodologies (with a focus on agile methodologies), requirements collection and analysis, logical and physical information flow modeling, a variety of system development methodologies, data modeling, object oriented analysis and modeling utilizing Unified Modeling Language (UML). PR: BISM 2000, BISM 3000

Detailed Course Outline
- Systems Development
  - Lifecycle Methodologies
  - Agile Development
  - Quality Management
  - Configuration Management
- Structural Methodologies
  - Data modeling
  - Business Process Modeling
  - Functional Modeling
  - Representing Requirements
- Object Oriented Methodologies
  - Object Oriented Concepts
  - Static Models and Behavior Modeling
  - UML

Outcome Competencies and Assessment Methods:
- Students will recognize Systems Analysis and Design concepts and terminology.
  - Assessed by class discussions, assignments, and exams
- Students will use a variety of data models to visualize and report on information system designs.
  - Assessed by class discussions, assignments, and exams
- Students will create a requirements document, statement of work, process model, project plan, data model, use case model, UML models, feasibility analysis and system proposal.
  - Assessed by class assignments/project

Course number: BISM 4600
Course Title: Information Assurance and Cybersecurity
Credit Hours: 3
Prerequisites: BISM 4200
Ownership: FSU
Status: Required for Information Systems Management Majors

Course Description for Catalog:
BISM 4600 This course is an introduction to information assurance and cyber security, providing a breadth of knowledge and skills that covers a wide domain. The intent is to introduce a wide-variety of topics relative to information assurance and cyber security and drill down into one specific topic to provide a basic understanding of the Risk Management Framework (RMF) as it pertains to the systems development life cycle (SDLC). Students will learn how to use this understanding during the development, management, assessment and continuous monitoring of information systems.
PR: BISM 4200

Detailed Course Outline
- Basic Information Technology Security
  - Responsibilities in protecting information and information systems (IS)
  - Social networking guidelines
  - Phishing attacks and know how to handle them securely
  - Mobile device security and best practices
  - Secure password management
  - Security aware when traveling overseas
  - Threats to IS and privacy information, including insider threat
  - Privacy and Personally Identifiable Information (PII)
- Introduction to Laws, standards, and NIST RMF
  - Driving Needs for security
  - Laws, Policies, and Regulations
  - Classified websites and classifications
  - Certifications
  - Risk management framework
  - NIST and Publications
- NIST Risk Management Framework (RMF) Overview
  - 6 steps to RMF
  - Roles and Responsibilities
  - Timelines and application to development and operations
- Data Flow Diagrams (DFDs) for Threat Modeling
  - Modeling systems using DFDs
  - Modeling systems using UML
  - Threat Modeling
  - Threat Modeling applied to DFDs and UML
- Conducting Risk Assessments, Threat and Vulnerability Assessments
  - Definition of risk
  - Process of risk assessment
  - Integration of threats
  - Vulnerability assessments
- System Security Plan
  - Purpose
  - Best Practices

- o Template and Guidance
- o Timeframes and configuration management
- Cyber Security Framework
  - o Nation's Critical Infrastructure
  - o Cybersecurity Framework Overview
  - o Framework Core/Tiers/Profiles
  - o CSF Implementation

Outcome Competencies and Assessment Methods:
- Students will learn the concepts and underlying framework of information assurance and cyber security
  - o Assessed by class assignments and exams
- Students will acquire a practical understanding of the risk management framework
  - o Assessed by class assignments and discussions
- Students will apply the fundamental principles of the risk management framework on an information system
  - o Assessed by class assignments and class project
- Students will demonstrate the ability to present professional-quality oral presentations
  - o Assessed by formal class presentations

Course number: BISM 4500
Course Title: Information Systems Project Planning
Credit Hours: 3
Prerequisites: MGMT 3500
Co-requisites: BISM 4200
Ownership: FSU
Status: Required for Information Systems Management Majors

Course Description for Catalog:
BISM 4500 This course explores best practices in project management planning with respect to technical projects. Concepts covered include Project Management Initiation and Planning process groups and relevant Knowledge Management areas as defined by the Project Management Body of Knowledge (PMBOK). Student teams apply project management tools and techniques to formally plan an information systems-related project with an emphasis on required project management documentation.
PR: MGMT 3500; Co-requisite: BISM 4200

Detailed Course Outline
- Introduction
    - Project Initiation and Planning Overview
    - Introduction to Project Proposals and Industry Sponsors
- Project Initiation
    - Project Management Methodology
    - Business Case
    - Project Selection
    - Stakeholder Register and Analysis
    - Project Charter
    - Kick-off Meeting
- Project Planning (Core Knowledge Areas)
    - Integration Management
    - Scope Management Planning
    - Schedule Management Planning
    - Cost Management Planning
    - Quality Management Planning
- Project Planning (Facilitating Knowledge Areas)
    - Resource Management Planning
    - Communications Management Planning
    - Stakeholder Management Planning
    - Risk Management Planning
    - Procurement Management Planning
- Final Project Management Plan Deliverables
    - Project Management Plan - Digital Binder
    - Final Presentation to Sponsor

Outcome Competencies and Assessment Methods:
- Students will explain the main tasks involved in and outputs of the project management process groups for initiating and planning a project
    - Assessed by chapter review quizzes and exams
- Students will demonstrate the ability to initiate and plan a collaborative information systems-related project through application of project management best practices using tools and techniques
    - Assessed by team project
- Students will demonstrate effective communications skills
    - Assessed by project stakeholder feedback, project status reporting assignments, and formal project presentations

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Appendix C
Proposed Information Systems Management Program
Model Schedule

Bachelor of Science in Information Systems Management; School of Business & Aviation Model Schedule

	FALL			SPRING	

Freshman First Semester

Credits	Type	Course
3	CC	BSBA 1100 Business Onboarding (satisfies **CORE #1** First Year Seminar)*
3	CC	ENGL 1101 Written English (satisfies **CORE #2** Written Communication)
3	ISM	MATH 1430/1530 College Algebra (satisfies **Core #5** Mathematics)
3	ISM	BISM 1200 Intro to Computing (satisfies **Core #11** Personal Development/Technology)
3	ISM	BSBA 2211 Principles of Macroeconomics (satisfies **Core #9** Social Science w/crit. thinking)
15		

Freshman Second Semester

Credits	Type	Course
3	CC	ENGL1102 Written English II (satisfies **CORE #3** Written Comm.)*
3	ISM	BISM 1500 Business Information Tools
3	ISM	BSBA 2212 Principles of Microeconomics
3	CC	COMM 2202 Comm in World of Work (satisfies **Core #4** Oral Comm.)*
3	CC	Choose from **Core #8** courses (Natural Science w/Critical Thinking)
15		

Sophomore First Semester

Credits	Type	Course
3	ISM	BSBA 2220 Fundamentals of Accounting
3	ISM	BSBA 2209 Principles of Management
3	ISM	BISM 2000 Management Information Systems
3	ISM	BISM 2400 Operating Systems
3	CC	Choose from courses in **Core #10** Citizenship
15		

Sophomore Second Semester

Credits	Type	Course
3	ISM	BSBA 2221 Intro to Financial Management
3	ISM	BSBA 2204 Principles of Marketing
3	ISM	BISM 2600 Introduction to Networking Administration
3	ISM	BSBA 2XXX Corporate Communications
3	CC	Choose from courses in **Core #6** Humanities w/critical thinking
15		

Junior First Semester

Credits	Type	Course
3	ISM	BISM 3000 Business Programming Logic
3	ISM	BISM 3300 Information Systems and Data Analytics for Leaders
3	ISM	BISM 3400 Database Design and Development
3	ISM	BSBA 3310 Business & Economic Statistics
3	CC	Choose course from **CORE #7** Fine Arts w/critical thinking)
15		

Junior Second Semester

Credits	Type	Course
3	ISM	BISM 3500 Fundamentals of Systems Analysis
3	ISM	BISM 3600 E-commerce & Web Development Strategy
3	ISM	BISM 3800 Object-Oriented Business Applications
3	ISM	BISM 4300 Business Intelligence
3	ISM	MGMT 3500 Introduction to Project Management
15		

Senior First Semester

Credits	Type	Course
3	ISM	BSBA 3306 Business Law I
3	ISM	BISM 4200 Systems Analysis & Design
3	ISM	BISM 4500 Information Systems Project Planning
3	E	ELECTIVE
3	E	ELECTIVE
15		

Senior Second Semester

Credits	Type	Course
3	ISM	BISM 4600 Introduction to Cybersecurity
3	ISM	BISM 4800 Information Systems Project Management
3	ISM	BSBA 4420 Business Ethics
3	E	ELECTIVE
3	E	ELECTIVE
15		

* Course is recommended for ISM majors; however student may opt to substitute another course from approved course list in Core Curriculum

Codes			
	ISM: Information Systems Management Courses required for the degree	84	
	CC: Core Curriculum course that satisfies Categories #1-#11 (includes some Business Core cours	24**	*Total needed for graduation: 120 credit hours*
	E: Free Electives of your choice; courses shown are recommendations	12	

** Additional 9 hours of CC met through Major requirements

#19-20-22 Aviation Curriculum Proposal

Approved by the Curriculum Committee on April 7th, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: April 7, 2020

SUBJECT: Curriculum Proposal #19-20-22

The purpose of this proposal is to revise the Aviation Program at Fairmont State University by incorporating changes in the aviation course pathways to more accurately reflect industry trends. We plan to change the degree program name to B.S. in Aviation and revise the course curriculum. The major adjustments include the following:

(1) Develop a strong core of courses for all students pursuing a B. S. in Aviation
(2) Develop two concentrations: (a) Aviation Management and (b) Professional Flight
(3) Terminate the Aviation Maintenance Management option from the program
(4) Terminate the Minor in Aviation Administration

cc: Richard Harvey
        Lori Schoonmaker
        Laura Ransom
        Cheri Gonzalez
        Jason Vosburgh

CURRICULUM PROPOSAL
FOR
BACHELOR OF SCIENCE IN
AVIATION DEGREE

FEBRUARY 1, 2020
REVISION #1 – MARCH 26, 2020

Submitted by:

Mr. Jason Vosburgh, Assistant Professor of Aviation, Chair, Department of Aviation
Mr. Dennis Elliott, Assistant Professor of Aviation

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

Proposal Number:	#19-20-22
School/Department/Program:	School of Business & Aviation / Department of Aviation
Preparer/Contact Person:	Jason Vosburgh
Telephone Extension:	X4283
Date Originally Submitted:	January 31, 2020
Revision (Indicate date and label it Revision #1, #2, etc.):	Revision #1 – March 26, 2020
Implementation Date Requested:	Fall 2020

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

The purpose of this proposal is to revise the Aviation Program at Fairmont State University by incorporating changes in the aviation course pathways to more accurately reflect industry trends. We plan to change the degree program name to B.S. in Aviation and revise the course curriculum. The major adjustments include the following:
(1) Develop a strong core of courses for all students pursuing a B. S. in Aviation
(2) Develop two concentrations: (a) Aviation Management and (b) Professional Flight
(3) Terminate the Aviation Maintenance Management option from the program
(4) Terminate the Minor in Aviation Administration

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)

   SFTY 1100 Safety and Environmental Components of Industry
   SFTY 1150 Management and Concepts in Accident Prevention
   PHYS 1101 Introduction to Physics I or PHYS 1105 Introduction to Physics II

   Total hours deleted.   7

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

   PHYS 1103 Introduction to Physics for Aviation
      *Change of class name from PHYS 1199
   AVMA 3306 from (3) credits to (6) credits

   Total hours added.   7

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.

Changing course title
From: AVMA 1100 from Aircraft Flight Theory
To: AVMA 1100 Introduction to Aviation.

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.

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.

The purpose of this proposal is to revise the Aviation Program at Fairmont State University by incorporating changes in the aviation course pathways. Course hours will remain unchanged.
This is being accomplished by:
1. Changing the name of the program from BS in Aviation Technology to BS in Aviation now that we are located in the School of Business & Aviation. The students in the BS in Aviation program will choose one of two concentrations: (1) Aviation Management; (2) Professional Flight.
2. We are eliminating the Aviation Maintenance Management concentration. The antecedent to this concentration was a 2+2 arrangement with Pierpont Community and Technical College. (Refer to appendices A)
3. The BS in Aviation program will require the following adjustments:
    a. The creation of a year-round flight curriculum. [See below]
    b. Renaming AVMA 1100 from Aircraft Flight Theory to Introduction to Aviation. There will be no changes in content or course learning outcomes.
    c. Eliminating PHYS 1101 and adding PHYS 1104 – Introduction to Physics for Aviation to support FAA course content requirements.
    d. Eliminating the SFTY 1100 and SFTY 1150 requirements as this information is redundant to what is taught in AVMA 3307 – Aviation Safety.
    e. Change all flight labs from letter grades to Credit/No credit to more appropriately reflect the nature of FAA flight certification instruction.
    f. Add AVMA 1100 Introduction to Aviation as a prerequisite for AVMA 1102 - Introduction to Air Traffic Control. AVMA 1100 as a prerequisite will provide students with required fundamental knowledge needed for AVMA 1102.

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 original curriculum for the aviation program and its subsequent degrees was based upon a manufacturing / maintenance outcome(s) by Pierpont Technical College. The Department of Aviation has been moved from the College of Science and Technology to the Fairmont State School of Business to align with current and new curriculum goals and outcomes. The curriculum is being moved toward a business model outcome / result based for managerial and professional flight students for career fields in:
1.)   Aviation Management, airport and maintenance
2.)   Professional Flight
This proposal seeks to focus the direction of the aviation administration curriculum to more completely equip students to meet the needs of the rapidly growing and evolving aviation industry.
"There's a pilot shortage—so severe that Boeing estimates the airlines will need to hire 804,000 pilots over the next 20 years." SHORTAGES ALL AROUND AVIATION'S CAREER DILEMMAS (December 1, 2019 T Horne)
Horne T. (December 1, 2019), SHORTAGES ALL AROUND AVIATION'S CAREER DILEMMAS. AOPA. https://www.aopa.org/news-and-media/all-news/2019/december/pilot/turbine-shortages-all-around
Stop-and-go funding crises have exacerbated the FAA's air traffic controller staffing crisis. The FAA's Certified Professional Controller (CPC) workforce remains at a 30-year low and a significant percentage of the certified controller workforce remains eligible to retire (16%). To make matters worse, the FAA lowered its air traffic controller hiring target for this fiscal year from 1,431 to 907 as a result of the shutdown.
Moreover, the controller staffing crisis cannot be remedied simply by increased hiring by the FAA in the short-term. New hires who are admitted into the FAA Academy today will require two to five years of training before they become fully trained and capable of separating air traffic on their own. Of those who are admitted, in 2019, only 73% of students have successfully completed their Academy training. Historically, there has been additional attrition once Academy graduates begin on-the-job training at their

facilities. NATCA is encouraged, however, as we are starting to see some positive results from the transfer program that allows CPCs from facilities with a lower staffing need to transfer to facilities with the greatest staffing need, while the FAA also continues to place Academy graduates at certain air traffic facilities in which initial certification is more likely.
(January 31, 2020) The Air Traffic Control Staffing Crisis. NATCA. https://www.natca.org/issues/staffing/

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?

After reviewing and comparing our current curriculum with other similar curricula it was found that changes were required to more directly address aviation administrative goals and requirements. Current program curriculum blends technology and administration with neither focus meeting a more administration centric focus. Adjustments to the aviation common core curriculum and additions of new concentrations, Aviation Management and Professional Flight**,** aligns the curriculum to the goals and outcomes of a business administration / flight program. This is an academic adjustment. There is no impact financially on the program. The addition of Introduction to Physics for Aviation (PHYS 1104) satisfies the FAA academic content requirements for Air Transport Rating 250 flight hour(s) reduction as specified in 14CFR part 141 of the FAA regulations.

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
College of Science and Technology	Dr. Steven Roof	
School of Business & Aviation	Dr. Timothy R. Oxley	

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.

B.S. Degree in Aviation
Current Program
AVIATION TECHNOLOGY

The Bachelor of Science in Aviation Technology is offered to students whose career objective is the management and operation of airside activities in the aviation industry. The program provides the graduate with technical competence in an aviation related career as well as the skills needed to assume supervisory responsibilities. There are several areas of specialization in this degree: Aviation Administration (which has a focus on management), Aviation Administration with a Flight option, and Aviation Maintenance Management. All Aviation Technology students are required to take the Aviation Common Core requirements listed below.

```
 Aviation Common Core .........................................................................27 SEM. HRS.
AVMA3301 AVIATION HISTORY .........................................……..…3
AVMA3302 AVIATION LAW........................................………..3
AVMA3303 AIRLINE OPERATIONS ...........................................3
AVMA3304 AVIATION MAINTENANCE MANAGEMENT...........................3
AVMA3305 GENERAL AVIATION OPERATIONS ................................... 3
AVMA3307 AVIATION SAFETY.......................................................3
AVMA4402 FISCAL ASPECTS OF AVIATION MANAGEMENT..................3
BSBA 2209 PRINCIPLES OF MANAGEMENT...........................................3
MGMT 3390 ORGANIZATIONAL BEHAVIOR ...........................................3
AVIATION ADMINISTRATION..................................................................120 SEM. HRS.
113
 Aviation Common Core ........................................................................27 SEM.
HRS.
 Aviation Admin. Curriculum (see below) ....................................................39 SEM. HRS.
 General Studies Requirements ................................................................39-41 SEM. HRS.
 Free Electives …………………………………………………………….....13-15 SEM. HRS.
```

This option prepares the student for employment in administrative areas with companies in and related to the aviation industry. Typical positions include airport manager, flight dispatcher, flight scheduler, crew coordinator, air cargo administration, aviation marketing, air traffic controller, and online management. A Flight Option is available within this degree; see details below.

```
**Aviation Administration Curriculum** .......................................................33 SEM. HRS.
Required Courses (39 hrs.)
AVMA1100 AIRCRAFT FLIGHT THEORY..................................................3
AVMA1102 INTRODUCTION TO AIR TRAFFIC CONTROL......................3
AVMA2206 AVIATION SECURITY...............................................................3
AVMA2210 AVIATION METEOROLOGY.....................................................3
AVMA2211 AIRPORT MANAGEMENT........................................................3
AVMA2213 AIRPORT PLANNING AND DEVELOPMENT .......................3
BSBA 2201 PRINCIPLES OF ACCOUNTING ..........................................3
BSBA 3310 BUSINESS AND ECONOMIC STATISTICS...........................3
BSBA 2204 PRINCIPLES OF MARKETING................................................3
SFTY 1100 SAFETY & ENVIRONMENTAL COMP. OF INDUSTRY .........3
SFTY 1150 SAFETY MGT. & CONCEPTS IN ACCIDENT PREV .............3
Major Electives (Select 6 hrs. from the following courses)
AVMA4401 AVIATION INDUSTRY RESEARCH ......................................3
AVMA4403 AVIATION PROJECT................................................................1-4
AVMA4411 AVIATION INDUSTRY INTERNSHIP.......................................3
AVMA4498 UNDERGRADUATE RESEARCH.........................................1-6
• General Studies Requirements ...............................................................39-41 SEM.
HRS. Outcome 1 - Critical Analysis
ENGL 1102 (Institutional Requirement).....................................................3
Outcome 2 - Quantitative Literacy
MATH 1510 or 1430 or 1530 (PR for PHYS 1101)....................................3
Outcome 3 - Written Communication
```

ENGL 1101 (Institutional Requirement)...3
Outcome 4 - Teamwork
MANF 2250 3
Outcome 5 - Information Literacy
Met in Outcome 1 with ENGL 1102..………..X
Outcome 6 - Technology Literacy
TECH 1100 or BISM 1200*...3
Outcome 7 - Oral Communication
COMM 2200 or 2201 or 2202*...3
Outcome 8 - Citizenship
POLI 1100* 3
Outcome 9 - Ethics
Met in Outcome 7 with COMM 2200 or 2201 or 2202............................3
Outcome 10- Health
Any course listed in Outcome 10 2-3
Outcome 11- Interdisciplinary
Met in Outcome 8 with POLI 1100…………………….......................X
Outcome 12 - Arts
Any course listed in Outcome 12 3
Outcome 13 - Humanities
Any course listed in Outcome 13 3
Outcome 14 - Social Sciences
BSBA 2200 or 2211 or PSYC 1101 or SOCY 1110* 3
Outcome 15 - Natural Science
PHYS 1101 or 1105 (Physics required to meet certain FAA guidelines
for ATP reduction in flight hours) 4-5
Outcome 16 - Cultural Awareness
Any course listed in Outcome 16 3
Additional General Studies hours 0
* Any course(s) marked with an asterisk (*) above are recommended
to complement the program curriculum; however, students may select
any other courses from the approved General Studies list.

AVIATION ADMINISTRATION /
PROFESSIONAL FLIGHT ....120 SEM. HRS.
Aviation Common Core ....27 SEM. HRS.
Aviation Admin./ Flight Curriculum ....48 SEM. HRS.
General Studies Requirements ....39-42 SEM. HRS.
Free Electives 3-6 SEM. HRS.
Flight fees for students to obtain their private, commercial, or
instrument license must be paid during the semester in which you
enroll in the class.

Aviation Administration / Flight
Required Courses (48 hrs.)
AVMA1102 INTRO TO AIR TRAFFIC CONTROL......................................3
AVMA2201 INSTRUMENT PILOT TECHNOLOGY.....................................3
AVMA2204 INSTRUMENT PILOT TECHNOLOGY LAB.............................3
AVMA2206 AVIATION SECURITY...3
AVMA2211 AIRPORT MANAGEMENT..3
AVMA2213 AIRPORT PLANNING & DEVELOPMENT...............................3
AVMA3300 COMMERCIAL PILOT TECHNOLOGY 3
AVMA3306 COMMERCIAL PILOT TECHNOLOGY LAB............................3
BSBA 2201 PRINCIPLES OF ACCOUNTING 3
BSBA 2204 PRINCIPLES OF MARKETING 3
BSBA 3310 BUSINESS AND ECONOMICS STATISTICS 3
SFTY 1100 SAFETY & ENVIRONMENTAL COMPONENTS
OF INDUSTRY .... ….3
SFTY 1150 SAFETY MANAGEMENT & CONCEPTS IN
ACCIDENT PREVENTION...3
Major Electives (Select 9 credits from the following)

AVMA1101 PRIVATE PILOT TECHNOLOCY..3
AVMA1103 PRIVATE PILOT TECHNOLOGY LAB.................................3
AVMA4401 AVIATION INDUSTRY RESEARCH AND ANALYSIS..............3
AVMA4403 AVIATION PROJECT..3
AVMA4411 AVIATION INDUSTRY INTERNSHIP.......................................3
AVMA4498 UNDERGRADUATE RESEARCH...3

Aviation Maintenance Management

*Prerequisite for admission into program - earned A&P license.This option prepares the student for entry-level management positions in the maintenance field with airlines, aviation manufacturers, repair stations, and fixed base operators. To be admitted to the program, all students must have obtained their FAA Airframe and Powerplant License.

• General Studies Requirements ....39-42 SEM. HRS.

Outcome 1 - Critical Analysis
ENGL 1102 (Institutional Requirement)..3
Outcome 2 - Quantitative Literacy
MATH 1510 or 1430 or 1530 (PR for PHYS 1101)............................3
Outcome 3 - Written Communication
ENGL 1101 (Institutional Requirement)..3
Outcome 4 – Teamwork
MANF 2250*3
Outcome 5 - Information Literacy
Met in Outcome 1 with ENGL 1102...X
Outcome 6 - Technology Literacy
TECH 1100* 3
Outcome 7 - Oral Communication
COMM 2200 or 2201 or 2202*...3
Outcome 8 – Citizenship
POLI 1100* 3
Outcome 9 – Ethics
Met in Outcome 7 with COMM 2200 or 2201 or 2202 X
Outcome 10- Health
Any course listed in Outcome 10..2-4
Outcome 11- Interdisciplinary
Met in Outcome 8 with POLI 1100..X
Outcome 12 – Arts
Any course listed in Outcome 12...3
Outcome 13 – Humanities
Any course listed in Outcome 13...3
Outcome 14 - Social Sciences
BSBA 2200 or 2211 or PSYC 1101 or SOCY 1110* 3
Outcome 15 - Natural Science
PHYS 1101 or 1105 (Physics required to meet certain FAA guidelines
for ATP reduction in flight hours)……………………………............4-5
Outcome 16 - Cultural Awareness
Any course listed in Outcome 16 3
Additional General Studies hours 0
* Any course(s) marked with an asterisk (*) above are recommended
to complement the program curriculum; however, students may
select any other courses from the approved General Studies list.

MINOR IN AVIATION ADMINISTRATION
(No Flight) 21 SEM. HRS.
Required Courses (15 hrs.)
AVMA1100 AIRCRAFT FLIGHT THEORY
....
3
AVMA1102 INTRODUCTION TO AIR TRAFFIC CONTROL
....

3
AVMA2211 AIRPORT MANAGEMENT
....
3
AVMA3303 AIRLINE OPERATIONS
....
3
AVMA3305 GENERAL AVIATION OPERATIONS
....
3
Electives (6 hrs.)
(Select two courses from the following list.)
AVMA2213 AIRPORT PLANNING AND DEVELOPMENT
....
3
AVMA3301 AVIATION HISTORY
....
3
AVMA3302 AVIATION LAW
....
3
AVMA3307 AVIATION SAFETY
....
3
AVMA4401 AVIATION INDUSTRY RESEARCH & ANALYSIS
....
3

MINOR IN AVIATION ADMINISTRATION
(Flight Option) ....18 SEM. HRS.
Required Courses (12 hrs.)
AVMA1101 PRIVATE PILOT TECHNOLOGY................................3
AVMA3301 AVIATION HISTORY 3
AVMA3302 AVIATION LAW 3
AVMA3305 GENERAL AVIATION OPERATIONS 3
Electives (6 hrs.)
(Select two courses from the following list.)
AVMA2211 AIRPORT MANAGEMENT.......................................3
AVMA2213 AIRPORT PLANNING AND DEVELOPMENT 3
AVMA2214 ADVANCED AIR TRAFFIC CONTROL......................3
AVMA3303 AIRLINE OPERATIONS 3
AVMA3307 AVIATION SAFETY...3
AVIATION MAINTENANCE
MANAGEMENT120 SEM.HRS.
Aviation Common Core ....27 SEM. HRS.
Aviation Maintenance Management
Curriculum* (see below) ....53 SEM. HRS.
General Studies Requirements..39-42 SEM.
HRS. Free Electives 0-1 SEM. HRS.
* Any course(s) marked with an asterisk (*) above are recommended
to complement the program curriculum; however, students may select
any other courses from the approved General Studies list.

Required General Studies Courses

Outcome 1 - Critical Analysis
ENGL 1102 (Institutional Requirement)..3
Outcome 2 - Quantitative Literacy

MATH 1510 or 1430 or 1530 (PR for PHYS 1101)............................3
Outcome 3 - Written Communication
ENGL 1101 (Institutional Requirement)..3
Outcome 4 – Teamwork
MANF 2250*3
Outcome 5 - Information Literacy
Met in Outcome 1 with ENGL 1102...X
Outcome 6 - Technology Literacy
TECH 1100* 3
Outcome 7 - Oral Communication
COMM 2200 or 2201 or 2202*...3
Outcome 8 – Citizenship
POLI 1100* 3
Outcome 9 – Ethics
Met in Outcome 7 with COMM 2200 or 2201 or 2202 X
Outcome 10- Health
Any course listed in Outcome 10...2-4
Outcome 11- Interdisciplinary
Met in Outcome 8 with POLI 1100...X
Outcome 12 – Arts
Any course listed in Outcome 12..3
Outcome 13 – Humanities
Any course listed in Outcome 13..3
Outcome 14 - Social Sciences
BSBA 2200 or 2211 or PSYC 1101 or SOCY 1110* 3
Outcome 15 - Natural Science
PHYS 1101 or 1105 (Physics required to meet certain FAA guidelines
for ATP reduction in flight hours)……………………………….........4-5
Outcome 16 - Cultural Awareness
Any course listed in Outcome 16 3

B. S. in Aviation – Aviation Management Concentration			
Aviation Core – 64 credit hours			
Course Prefix	*Course Number*	*Course Title*	*Credit Hours*
AVMA	1100	Introduction to Aviation	3
AVMA	1102	Instruction to Air Traffic Control	3
AVMA	2206	Aviation Security	3
AVMA	2210	Aviation Meteorology	3
AVMA	2211	Airport Management	3
AVMA	2213	Airport Planning and Development	3
AVMA	3301	Aviation History	3
AVMA	3302	Aviation Law	3
AVMA	3303	Airline Operations	3
AVMA	3304	Aviation Maintenance Management	3
AVMA	3305	General Aviation Operations	3
AVMA	3307	Aviation Safety	3
AVMA	4402	Fiscal Aspects of Aviation Management	3
BISM	1200	Introduction to Computing	3
BSBA	2204	Principles of Marketing	3
BSBA	2209	Principles of Management	3
BSBA	2220	Fundamentals of Accounting	3
BSBA	3310	Business and Economics Statistics	3
MGMT	3390	Organizational Behavior	3
MATH	1530	College Algebra (or higher)	3
PHYS	1104	Introduction to Physics for Aviation	4
Aviation Management Concentration – 12 credit hours			
MGMT	3500	Project Management	3
BSBA	4420	Business Ethics & Corporate Accountability	3
AVMA	4401	Aviation Industry Research	3
AVMA	4403	Aviation Project	3
Common Core – 28 credit hours			
Basic Skills, Critical Reasoning, and Personal Development			28
Free Electives – 16 credit hours			16
Aviation Management		**Total**	**120**

B. S. in Aviation – Professional Flight Concentration			
Aviation Core – 64 credit hours			
Course Prefix	*Course Number*	*Course Title*	*Credit Hours*
AVMA	1100	Introduction to Aviation	3
AVMA	1102	Instruction to Air Traffic Control	3
AVMA	2206	Aviation Security	3
AVMA	2210	Aviation Meteorology	3
AVMA	2211	Airport Management	3
AVMA	2213	Airport Planning and Development	3
AVMA	3301	Aviation History	3
AVMA	3302	Aviation Law	3
AVMA	3303	Airline Operations	3
AVMA	3304	Aviation Maintenance Management	3
AVMA	3305	General Aviation Operations	3
AVMA	3307	Aviation Safety	3
AVMA	4402	Fiscal Aspects of Aviation Management	3
BISM	1200	Introduction to Computing	3
BSBA	2204	Principles of Marketing	3
BSBA	2209	Principles of Management	3
BSBA	2220	Fundamentals of Accounting (new course)	3
BSBA	3310	Business and Economics Statistics	3
MGMT	3390	Organizational Behavior	3
MATH	1530	College Algebra (or higher)	3
PHYS	1104	Introduction to Physics for Aviation	4
Professional Flight Concentration – 21 credit hours			
AVMA	1101	Private Pilot Technology	3
AVMA	1103	Private Pilot Technology Lab	3
AVMA	2201	Instrument Pilot Technology	3
AVMA	2204	Instrument Pilot Technology Lab	3
AVMA	3300	Commercial Pilot Technology	3
AVMA	3306	Commercial Pilot Technology Lab	6
Common Core – 28 credit hours			
Basic Skills, Critical Reasoning, and Personal Development			28
Free Electives – 7 credit hours			7
Professional Flight		**Total**	**120**

Required Common Core Courses	
Basic Skills (13 – 15 hours)	**12**
Basic Skills #1 First Year Seminar	3
BSBA 1100 Recommended	
Basic Skills #2 Written Communication	3
ENGL 1101 Recommended	
Basic Skills #3 Written Communication	3
ENGL 1102 Recommended	
Basic Skills #4 Oral Communication	3
COMM 2202 Recommended	
Basic Skills #5 Mathematics	In Aviation Core
MATH 1530/1430 or higher Recommended (Prerequisite to BSBA 3310 required course)	
Critical Reasoning in the Disciplines (12 – 14 hours)	**13**
Critical Reasoning in the Disciplines #6 ~ Humanities	3
Student Choice from Approved Options	
Critical Reasoning in the Disciplines #7 ~ Fine Arts	3
Student Choice from Approved Options	
Critical Reasoning in the Disciplines #8 ~ Natural Science	4
Student Choice from Approved Options	
Critical Reasoning in the Disciplines #9 ~ Social Science	3
BSBA 2200 Recommended	
Personal Development (5 – 6 hours)	**3**
Personal Development #10 ~ Citizenship	3
Student Choice from Approved Options	
Personal Development #11 ~ Technology	In Aviation Core
BISM 1200 Recommended	
TOTAL GENERAL STUDIES HOURS	**28**

#19-20-23 EDUC 2200 and 2200L

FAIRMONT STATE UNIVERSITY ™

Approved by Curriculum Committee on March 17, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: March 26, 2020

SUBJECT: Curriculum Proposal #19-20-23

The School of Education, Health and Human Performance proposes to revise the course content and objectives for EDUC 2200 Introduction to Education. The changes would incorporate the Pre-Admission Field Experience 1 (currently a non-credit pre-admission requirement) as a zero-credit lab and integrate student success and on-boarding skills needed for the profession.

cc: Richard Harvey
             Cheri Gonzalez
             Laura Ransom
             Lori Schoonmaker
             Sharon Smith

Fairmont State University is an equal opportunity, affirmative action institution.

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

Proposal Number:	#19-20-23
School/Department/Program:	School of Education, Health & Human Performance
Preparer/Contact Person:	Sharon Smith
Telephone Extension:	4665
Date Originally Submitted:	February 10, 2020
Revision (Indicate date and label it Revision #1, #2, etc.):	
Implementation Date Requested:	August 2020

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

The School of Education, Health and Human Performance proposes to revise the course content and objectives for EDUC 2200 Introduction to Education. The changes would incorporate the Pre-Admission Field Experience 1 (currently a non-credit pre-admission requirement) as a zero-credit lab and integrate student success and on-boarding skills needed for the profession.

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.   NA

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

       EDUC 2200L Field Experience 1…………………………0 hrs.

                                  Total hours added.   0

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

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

EDUC 2200 Introduction to Education ....3 hrs.

This course provides the teacher candidate with an overview of the profession. Its primary purpose is to offer information necessary for an informed career decision and a professional commitment to teaching. It also includes analysis of the historical and sociological bases for programs, instructional strategies and ethical teaching behaviors in American education. (Adapted from current catalog p. 208). Concurrent enrollment in (proposed) EDUC 2200L Field Experience I (0 credit hours) is required. Recommended concurrent enrollment in SOAR course (Education section).

EDUC 2200L Field Experience 1…………………………0 hrs.

(Previously Early Field Experience, a pre-admission field placement). A field experience designed to introduce prospective teacher candidates to the teaching profession and the work of educators in the school setting. Teacher candidates are placed in Professional Development Schools that formally partner with Fairmont State. The experience must total a minimum of 20 clock hours scheduled over at least five (5) days.

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

NA

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.

EDUC 2200L Field Experience 1……………….0 hrs. (required)

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

Please see Appendix A

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

Please see Appendix B

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.

Please see Appendix B

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.

EDUC 2200 Introduction to Education is a required course for all related Teacher Education programs including Elementary Education; Pre-K-Adult and 5-9, 5-Adult, 9-Adult Programs (Secondary) – Art, Biology, Chemistry, Earth-Space-and Science, English, General Science, Mathematics, General Mathematics through Algebra I, Music, Physical Education, School Health, Social Studies, Spanish and

Theatre. <u>The hours needed to complete each of these programs remains the same, there is no change in the number of credit hours</u>.

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.

A systematic review of the required Praxis Core Academic Skills for Educators ((CORE) tests (reading, writing and mathematics) over the past four (4) years, reveal declining numbers of students who actually take the tests despite our best efforts to support them. While there are likely multiple reasons for the decline, we are responding to the need for increased monitoring and support of students during that all-important freshman year with these proposed changes. A total of eight or more EDUC 2200 classes have been offered each academic year, with consistently strong enrollment, yet many students fail to register for and take the tests.

For example, in 2018-2019, 195 students were enrolled in EDUC 2200, and fewer than 50 students attempted to take the Praxis tests. Most recently, in Fall 2019, 124 students were enrolled in EDUC 2200, while fewer than 30 students attempted to take the Praxis tests

2019-2020*incomplete year				
	1 Attempt to Pass	2 Attempts to Pass	3+ Attempts to Pass	Not Passed
Reading	28	1	1	10
Writing	18	3	0	26
Math	26	3	1	20

2018-2019				
	1 Attempt to Pass	2 Attempts to Pass	3+ Attempts to Pass	Not Passed
Reading	48	1	0	11
Writing	26	11	4	30
Math	23	6	4	40

2017-2018				
	1 Attempt to Pass	2 Attempts to Pass	3+ Attempts to Pass	Not Passed
Reading	60	1	0	8
Writing	48	10	1	30
Math	40	6	5	42

2016-2017				
	1 Attempt to Pass	2 Attempts to Pass	3+ Attempts to Pass	Not Passed
Reading	80	3	2	10
Writing	52	8	6	39
Math	58	15	5	36

Program admission numbers changed dramatically when the CORE test became a requirement; however, we have been able to maintain a relatively stable number for the past three (3) years. We believe the proposed changes in the EDUC 2200 course will bolster our retention numbers from pre-program admission, and thus increase numbers of those fully admitted.

3

Fall 2016   24
Spring 2017   18
Fall 2017   45
Spring 2018   19
Fall 2018   31
Spring 2019   16
Fall 2019   31

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?

Our desire is to create an on-boarding course with seven (7) focused learning outcomes instead of the previous 19 course outcomes. After review of the course by a summer work group, we were able to combine or delete some repetitive outcomes. The new outcomes also address the knowledge and skills identified by our accreditors and state requirements needed by novices in the field of teaching.

We hope to increase retention by creating an Education learning community. We also want to provide support for the admission process to the Teacher Education Program, as well as a clearer understanding of teacher certification requirements. Additionally, we want to lay the foundation for understanding diversity and its implications for teaching.

Some candidates have difficulty understanding and completing the requirements for full admission to the Teacher Education program. While providing support courses and tutoring to help candidates prepare for the Praxis CORE tests (required by the state for eligibility and certification) has helped, the approach is reactive. We propose a more proactive approach, clearly outlining the requirements for an informed career decision, and providing intentional support for candidate success.

The course will also lay the foundation for understanding the increasingly diverse student populations our teacher candidates will be serving. To be effective, teachers must know their students and seek to understand the effects of contextual factors (e.g. culture, ethnicity, socio-economic status).

At this time, we do not foresee the need for new faculty, facilities, equipment or materials.

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
College of Liberal Arts	**Dr. Chris Kast**	
College of Science & Technology	**Dr. Steve Roof**	
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.

NA

VI.   ADDITIONAL COMMENTS.

EDUC 2200 Introduction to Education ....3 hrs.

This course provides the teacher candidate with an overview of the profession. Its primary purpose is to offer information necessary for an informed career decision and a professional commitment to teaching. It also includes analysis of the historical and sociological bases for programs, instructional strategies and ethical teaching behaviors in American education. (Adapted from current catalog p. 208). Concurrent enrollment in (proposed) EDUC 2200L Field Experience I (0 credit hours) is required. Recommended concurrent enrollment in SOAR course (Education section).

EDUC 2200L Field Experience 1…………………………0 hrs.

(Previously Early Field Experience, a pre-admission field placement). A field experience designed to introduce prospective teacher candidates to the teaching profession and the work of educators in the school setting. Teacher candidates are placed in Professional Development Schools that formally partner with Fairmont State. The experience must total a minimum of 20 clock hours scheduled over at least five (5) days.

Course Outcomes and Assessments

EDUC 2200 Learning Outcomes (Old)

1. Career and Employment Opportunities
Identify trends and issues related to career and employment opportunities.
> **Assessment:** Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

2. Teacher and Community Empowerment
Describe the concepts of teacher and community empowerment.
> **Assessment:** Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

3. Professional Education Organizations
Analyze professional education organizations and describe their role in education.
> **Assessment:** Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

4. Societal Trends and Issues
Identify societal trends and issues in education.
> **Assessment:** Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

5. Educational Philosophies
Identify, compare, and contrast educational philosophies.
> **Assessment:** Philosophy Statement (**measured by** rubric)

6. Traditional and Contemporary Views in Education
Summarize how traditional and contemporary views impact on the aims of education, curriculum content, the teaching-learning process, teaching strategies, the discipline, and management.
> **Assessment:** Mini Teaching Lesson/Online Equivalent such as Online Presentation for Target Audience (**measured by** rubric or checklist)

7. Evolution of Education
Describe the evolution of education in the United States.
> **Assessment:** Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

8. Development of Teacher Preparation
Describe the development of teacher preparation.
> **Assessment:** Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

9. Development of Education for Special Populations
Describe the development of education for special populations.
> **Assessment:** Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

10. Rural, Urban, and Metropolitan Schools
Compare and contrast rural, urban and metropolitan schools.
> **Assessment:** Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

11. Multiethnicity and Education
Recognize the multiethnic makeup of society in the United States and implications for education and the education profession.
> Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

12. School as a Societal Institution
Identify the school as a societal institution.
> **Assessment:** Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

13. Social Issues and Implications for Schools
Summarize selected social issues affecting the school.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria) Video Analysis Assignment or Multimedia Presentation Assignment (**measured by** question criterion/criteria, paper criterion/criteria or rubric)

14. Compensatory and Special Needs Programs

Identify compensatory and special needs programs.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

15. Rights of Students and Teachers

Recognize the rights of students and teachers.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions (**measured by** question criterion/criteria)

16. Professional Personalized Plan

Develop a personalized professional plan for program completion.

Assessment: Digitally-created Graphic Organizer or Face-to-Face or Online Discussion (**measured by** rubric or checklist or question criteria/criterion)

17. Qualities of Successful Teachers

Identify basic qualities of successful teachers

Assessment: Face-to-Face Shared Summary or Online Summary (**measured by** rubric or summary criterion/criteria)

18. Portfolio Development

Develop a rudimentary WVPTC-based professional portfolio

Assessment: Digitally-Submitted Reflective (Introduction) Paper Submitted to TaskStream (**measured by** rubric or checklist)

19. Technology in Education and Society

Identify the impact of technology on education and society.

Assessment: Quiz, Test, Verbal, or Online Discussion Questions; Multimedia Presentation or Mini Teaching Lesson (**measured by** question criterion/criteria, rubric or lesson criteria/criterion or checklist)

EDUC 2200 Learning Outcomes (Proposed)

1. Investigate the historical, sociological, and professional aspects of education and teaching in the United States.
   - Assessed with Historical/Contemporary Issue presentation and Professional Organization Jigsaw research activity.
2. Articulate teacher certification requirements for West Virginia and states with reciprocity.
   - Assessed with exams.
3. Initiate the process of admission to the Fairmont State University Teacher Education program.
   - Assessed with submission of Declaration of Intent, preparation of Admission to the Program Portfolio documents, Praxis CORE test practice, and registration documents for the tests, tutoring or support courses.
4. Analyze the relationship of contextual factors and diversity in education.
   - Assessed with Noticing Journal and Diversity Perspective paper.

EDUC 2200L Field Experience I outcomes and assessments:

5. Explain classroom contexts from multiple perspectives (that of a student, teacher, and participant observer).
   - Assessed with Noticing Journal
6. Justify the decision to pursue teaching as a career choice.
   - Assessed with My Story (and how it led to me wanting to be a teacher) SOAR assignment and Dispositions form
7. Analyze diverse aspects of the classroom.
   - Assessed with Diversity Perspectives paper

APPENDIX C
Proposed Course Syllabus

SYLLABUS

EDUC 2200 and 2200L

Introduction to Education and Field Experience 1

Instructor Information

Instructor:

Office:

Phone:

Email:

Office hours:

Shared Values and Beliefs for Educator Preparation

The mission of the Fairmont State University School of Education (Educator Preparation Provider or EPP) is to prepare reflective and responsive educators who possess the knowledge, skills, and dispositions to help all students learn. The EPP integrates the mission across the curriculum, field experiences, clinical practice, and assessments of candidates. The mission provides the structure and guiding principles that are necessary to prepare reflective and responsive educators. The West Virginia Professional Teaching Standards (WVPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and the Council for the Accreditation of Educator Preparation (CAEP) Standards establish and represent the knowledge, skills, and dispositions that candidates must possess in order to facilitate learning for all students. The mission includes the cross-cutting themes of diversity and technology.

Demonstrated competencies within the standards empower candidates to develop and function as reflective and responsive educators who help all students learn. The EPP's research-based mission incorporates educator best practices that apply to teacher candidates at the initial level as well as accomplished teachers at the advanced level. The mission and the respective standards are also central guiding elements of the FSU Professional Development School

(PDS) Partnership. The PDS Partnership provides for an exemplary collaboration with P-12 schools that allow candidates multiple, quality field experiences/internships as well as professional development opportunities for all stakeholders. The EPP's shared values and beliefs include reflective habits of practice; culturally responsive teaching stance; content knowledge; pedagogical knowledge and skills; commitment to and dispositions for renewal of self, curriculum, school, profession; broad definition of diversity; and technology as an opportunity for learning.

The EPP outcomes relate to the shared values and beliefs and incorporate the WVPTS and InTASC Standards. The EPP assesses the outcomes in a systematic and coherent manner throughout the program. Additionally, the EPP reports, analyzes, and shares the results of these outcomes with the purpose of continuous improvement.

The EPP Program Outcomes are:

(1) **Curriculum and Planning** based on current knowledge of content, pedagogy, assessment, instructional design, and the integration of 21st century tools to help all students learn;

(2) **The Learner and the Learning Environment** with a focus on how to create a culture and learning environment that meets the learning needs of all students;

(3) **Teaching** based on the best teaching practices for the integration of knowledge of content, pedagogy, the learner, and the learning environment to involve all students in relevant, engaging, and effective learning opportunities while engaging in a reflective instructional cycle of planning, instructing, assessing, and adjusting based on data;

(4) **Professional Responsibilities for Self-Renewal** through individual and collaborative processes in the teaching profession to improve learning for all students;

(5) **Professional Responsibilities for School and Community** through strategies for engagement of the larger community of parents and stakeholders to maintain an environment that fosters learning for all students;

(6) **Professional Responsibilities for Technology in Education** by transforming teaching and learning to engage all students through the meaningful integration of technology;

(7) **Culturally Responsive Teaching Practice** that create ideal learning conditions for all students under a broad definition of diversity;

(8) **Effective Communication** through face-to-face and media techniques in interactions with all students, colleagues, parents, and community; and

(9) **Professional Dispositions** that demonstrate a commitment to help all students learn.

Course Information

Course ID:

Course Description: This course provides the teacher candidate with an overview of the profession. Its primary purpose is to offer information necessary for an informed career decision and a professional commitment to teaching. It also includes analysis of the historical and sociological bases for programs, instructional strategies and ethical teaching behaviors in American education. (Adapted from current catalog p. 205-206). Co-requisite Field Experience I and SOAR EDUC course.

Course Outcomes:

1. Investigate the historical, sociological, and professional aspects of education and teaching in the United States.

   a. Assessed with Historical/Contemporary Issue presentation and Professional Organization Jigsaw research activity.

2. Articulate teacher certification requirements for West Virginia and states with reciprocity.

   a. Assessed with exams.

3. Initiate the process of admission to the Fairmont State University Teacher Education program.

   a. Assessed with submission of Declaration of Intent, preparation of Admission to the Program Portfolio documents, CORE test practice and registration documents for the tests, tutoring or support courses.

4. Analyze the relationship of contextual factors and diversity in education.

   a. Assessed with Noticing Journal and Diversity Perspective paper.

Field Experience I outcomes and assessments:

5. Explain classroom contexts from multiple perspectives (that of a student, teacher, and participant observer).

   a. Assessed with Noticing Journal

6. Justify the decision to pursue teaching as a career choice.

   a. Assessed with My Story (and how it led to me wanting to be a teacher) SOAR assignment and Dispositions form

7. Analyze diverse aspects of the classroom.

   a. Assessed with Diversity Perspectives paper

Professional Standards: (can be copied from TaskStream AMS – InTASC and WVPTS) The FSU Teacher Education Program is based on the Interstate Teacher Assessment and Support Consortium (InTASC) and the West Virginia Professional Teaching Standards (WVPTS) [see https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf and http://wvde.state.wv.us/teachwv/profstandards.html]. Throughout the program, courses emphasize specific standards. This course supports the development and demonstration of these InTASC and WVPTS:

InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

WVPTS Standard 2 The Learner and Learning

WVPTS Standard 4 Professional Responsibility for Self-Renewal

Diversity: (can be copied from TaskStream AMS - CREDE, highlight diversity outcomes/objectives) The Center for Research on Education, Diversity & Excellence Standards for Effective Pedagogy & Learning (CREDE) Standards represent a set of research-based culturally responsive teaching practices that help all students learn; regardless of socio-economic status, language, race, gender, or special needs [see http://crede.berkeley.edu/research/crede/standards.html]. This course supports the development of culturally responsive teaching and the demonstration of these CREDE Standards:

- Joint Productive Activity
Teacher and Students Producing Together
- Language Development
Developing Language and Literacy Across the Curriculum
- Contextualization
Making Meaning: Connecting School to Students' Lives
- Challenging Activities
Teaching Complex Thinking
- Instructional Conversation
Teaching Through Conversation

Technology: The International Society for Technology in Education's Standards for Educators describe the skills and knowledge educators need to change the way they teach, the way they work, and the way they learn in an increasingly connected global and digital society [see https://www.iste.org/standards/for-educators]. This course supports these Standards for Educators:

- Historical or Contemporary Issue Technology assignment

<u>Policies</u> (See link for current University policies: https://www.fairmontstate.edu/academicaffairs/syllabusstatements.asp)

Academic Integrity: Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as: the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense. Plagiarism is defined here as: the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Disability Services: Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The coordinator of Disability Services can be reached at (304) 367-4686 or (800) 641-5678 Ext. 8.

Course Expectations: The profession of education requires practitioners to aspire to a certain degree of professionalism; therefore, preservice teacher education candidates will be expected to exhibit the same professional standards as their future colleagues. Candidates will be expected to exhibit the dispositions noted on the FSU School of Education Disposition Report at the "Acceptable" or "Exemplary" levels. Candidates will attend class regularly, be on time, inform the instructor or host teacher of any planned absences and the reason for the absence, be honest, <u>wear professional dress during field experiences and presentations</u>, observe confidentiality when appropriate, and be courteous to and considerate of their classmates and colleagues. If an illness or emergency arises, it is your responsibility to notify the professor or school immediately. Candidates will not be permitted to disrupt class or testing situations by tardiness, cell phones, or other inappropriate behaviors. Cell phones must be off during class of field experience unless, with instructor or host teacher permission, there is a special circumstance requiring your availability. On test days, you will not be permitted to enter the classroom once testing has begun.   It is your responsibility to reschedule and take the make-up exam prior to the next class.

Assignment Policy: Assignments have been made at the beginning of the course; therefore, **absences do not excuse assignments**. All assignments must be typed, double-spaced (unless otherwise noted), neat and contain correct sentence structure, spelling, punctuation, and grammar, using APA style. Most will be submitted in Blackboard or TaskStream. Candidates who are unprepared will complete a Late or Incomplete Assignment Form, and if habitual, a Dispositions Incident Form.

Homework and Preparation for Class Policy: Prior to most classes, homework or readings will be assigned. The purposes of these assignments are to introduce candidates to the topic and help them access prior knowledge.   Readings and preparation may be assessed by quizzes, written summaries, graphic representations, brainstorming lists, etc. Candidates who are unprepared will complete a Late or Incomplete Assignment Form, and if habitual, a Dispositions Incident Form.

Required Texts/Readings/Resources TBD

Course Requirements

Blackboard and TaskStream are the University's online learning management systems. Accounts will now be provided for all students.   You will be expected to submit most assignments for this course and Field Experience I in TaskStream or Blackboard.

<u>Evaluation</u> **Assessments – Detailed instructions will be distributed and/or available on Blackboard and TaskStream for each assignment –** Grades are calculated using a weighted point system. Points are converted to percentages (divide the total points earned by the total points possible and multiply by 100) and placed on the following scale:
90-100 – A   80-89 – B   70-79 – C   60-69 – D   <59 – F

Summative Assessments
    Field Experience I   40%
        Noticing Journal   (10%)
        Diversity Perspectives paper   (10%)
        Dispositions   (10%)
        20 hr. must be completed   (10%)
    Final   10%

Formative Assessments (rubric scores will also be recorded as percentages in the grade book)

My Story paper	5%
Historical/Contemporary Issue Integrated Technology Presentation	15%
Professional Organization Jigsaw activity	15%
Preparation of Admission to the Program Portfolio	5%
Practice and registration for the CORE exams/tutoring/support courses	10%

Dispositions – the following dispositions will be assessed during the field experience using the FSU School of Education Disposition Report and filed with the Associate Dean. If you score at the Basic or Unsatisfactory levels, you will be given opportunities to improve; however, frequency and degree of infractions will be considered before progress in the program is made. Please see the Field Experience I handbook for a detailed rubric with explanations of behaviors at each performance level.

➤ Attendance, punctuality, and preparedness	➤ Appearance and demeanor
➤ Initiative	➤ Ethical issues
➤ Self-assessment	➤ Sound judgment, critical thinking
➤ Communication	➤ Fairness
➤ Collaborative	➤ Respectful

Course Outline

Week	Daily Topics for Class Meetings/ Assignments
1	-Intro to course, syllabus, icebreaker -Teaching as a Profession -Teaching as a profession *Sign up for historical contemporary issue presentation *My Story addendum (due week 3)
2	Field Experience Overview -InTASC -WVPTS
3	-Knowledge of the Profession (salary, opportunities, advancement, NBPTS) - Knowledge of the Profession (salary, opportunities, advancement, NBPTS) -Teacher Knowledges (My Story Addendum due)
4	-Field Experience Follow-Up -Professionalism-Ethics (including Technology)
5	-Dispositions -Diversity in the Classroom -Noticing Journal Explanation
6	-Professional Organizations -Professional Organizations -Professional Organizations Jigsaw
7	-Requirements for Teacher Certification -Requirements for Teacher Certification -Requirements for Teacher Certification (CORE)
8	-Historical Purpose of Education -Historical Purpose -Sociological Purpose -Midterm - Check Noticing Journal

9	-Types of Schools -Types of Schools -Types of Schools
10	-Curricular Standards for Students (Common Core/College and Career Readiness) -Curricular Standards for Students -Curricular Standards for Students (PRAXIS)
11	-Contextual Factors -Contextual Factors -<mark>Diversity Perspectives Paper Explanation</mark>
12	-Contextual Factors -Contextual Factors -Contextual Factors
13	-Community/Family -Community/Family
14	-CORE Practice -CORE Practice
15	-Admission to the Program Portfolio
16	Final

Other

#19-20-24 Minor in Nutrition Science

Approved by Curriculum Committee on March 17, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: April 6, 2020

SUBJECT: Curriculum Proposal #19-20-24

The Department of Health and Human Performance (HHP) proposes an 18-credit hour Minor in Nutrition Science. This minor is designed to broaden the student's knowledge of the biological sciences, with a particular emphasis on the interdisciplinary nature of nutrition. This minor would benefit those who intend to pursue careers in the food, health, and fitness industries, or those planning to enter health and exercise science, nursing, physical or occupational therapy, nutrition research, and nutrition communication. In addition, a minor in Nutrition Science could also assist in providing a strong knowledge base for students planning to attend graduate or medical school

cc: Richard Harvey
             Cheri Gonzalez
             Laura Ransom
             Lori Schoonmaker
             Andrea Haney
             Jan Kiger

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

Proposal Number:	#19-20-24
School/Department/Program:	School of Education, Health & Human Performance/ Department of Health & Human Performance/ Nutrition Science Minor
Preparer/Contact Person:	Dr. Andrea C. Haney and Jan Kiger
Telephone Extension:	Haney x4509, Kiger x4984
Date Originally Submitted:	Feb. 7, 2020
Revision (Indicate date and label it Revision #1, #2, etc.):	
Implementation Date Requested:	Fall 2020

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

The Department of Health and Human Performance (HHP) proposes an 18-credit hour Minor in Nutrition Science. This minor is designed to broaden the student's knowledge of the biological sciences, with a particular emphasis on the interdisciplinary nature of nutrition. This minor would benefit those who intend to pursue careers in the food, health, and fitness industries, or those planning to enter health and exercise science, nursing, physical or occupational therapy, nutrition research, and nutrition communication. In addition, a minor in Nutrition Science could also assist in providing a strong knowledge base for students planning to attend graduate or medical school.

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.   0

   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.

There would be no significant change in the content of the courses.

See Appendix C: Current Course Descriptions.
See Appendix D: Proposed Catalog Descriptions.

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

See Appendix C: Current Course Descriptions.
See Appendix D: Proposed Catalog Descriptions.

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.

n/a

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.
See Appendix D: Nutrition Science Minor Proposed Course Catalog Description

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

Not applicable. Detailed course outlines already exist for these courses.

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 E: Curriculum Map for Courses in Nutrition Science Minor.

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

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

n/a

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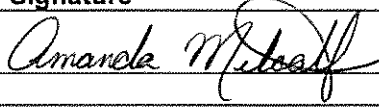   **See Appendix F:** Rationale for Proposal

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

See Appendix F: Rationale for Proposal

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 Education, Health & Human Performance	**Dr. Amanda Metcalf**	*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.

3

Required Minor Courses	HRS
There is no current Minor in Nutrition Science	

TOTAL Required Minor Courses

APPENDIX B
Minor in Nutrition Science
Proposed Program

Required Minor Courses		HRS
NUTR 1110	Nutrition	3
NUTR 1120	Nutrition for Childhood and Adolescence	3
NUTR 1145	Sports Nutrition	3
NUTR 1155	Farm to Fork	3
NUTR 2220	Nutrition Therapy	3
NUTR 2250	Epidemiology and Community Nutrition	3
TOTAL HOURS FOR MINOR		**18**

CURRENT COURSE DESCRIPTIONS

HLTA 1110 Nutrition ....3 hours.
This course is a study of the nutrients, their sources, and their relationship to body functions. Each stage of the life cycle will be studied as it relates to changing nutritional requirements for individuals and family groups of varying cultural and economic levels. Students will evaluate their daily nutritional intake against recommended daily allowances.

HLTA 1120 Nutrition in Childhood & Adolescence...........3 hours.
This course will provide an overview of basic nutrition as well as nutrient standards used to evaluate nutrition status among Americans. Specific focus will include nutrition needs from pre-pregnancy through adolescence. Students will evaluate dietary guidelines, conduct a diet analysis, and complete a menu planning assignment for an individual between the ages of 2-18.

HLTA 1145 Sports Nutrition. ....3 hours.
This course will provide an introduction to sports nutrition including definitions of sports nutrition and general nutrition concepts, a review of digestion and energy metabolism, a thorough explanation of macronutrients, micronutrients, and water as they relate to athletic performance. The course will also review the most current research as it relates to the energy systems and specific nutrition needs of athletes in three categories - endurance, strength/power, and team sports.

HLTA 1155 Local Market Agriculture. ....3 hours.
This course will cover topics in small farm viability and will explore the collaboration between farmers and chefs in supporting and promoting the local food market. In addition, students will examine local farmers' most common direct marketing opportunities. The student will be able to develop a farm to restaurant model, which will illustrate the importance of sharing the value of local foods.

HLTA 1199 Special Topics in Health...............................1-12 hours.
Special topics will be studied, to be determined by the instructor and approved by the Department Chair or Associate Dean. Credits earned will be applicable as free electives in degree and certificate programs.

HLTA 2220 Diet Therapy...3 hours.
This course discusses the nutritional needs of different age groups, the special nutritional requirements in various diseases and the planning of menus to meet these various nutritional needs. PR: HLTA 1110

HLTA 2250 Applications in Community & Medical Nutrition ....3 hours.
This course will provide students with methods and practices necessary to access nutritional needs in client-oriented dietetic systems and community-oriented nutrition programs. Students will apply nutrition knowledge to the following: patient education, screening for nutritional risk, determining nutrient requirements across the lifespan, translating nutritional needs into food and menu choices, calculating body composition, and calculating diets for specific health conditions. PR: HLTA 2220.

Nutrition Science Course Proposed Catalog Descriptions

NUTR 1110 Nutrition. 3 credits. This course is a study of the nutrients, their sources, and their relationship to body functions and metabolism. Stages of the lifecycle will be studied as it relates to changing nutritional requirements for individuals of varying cultural and economic levels. Students will evaluate their daily nutritional intake against recommended daily allowances, and complete a menu planning assignment.

NUTR 1120 Nutrition in Childhood and Adolescence. 3 credits. This course will provide an overview of basic nutrition as well as nutrient standards used to evaluate nutrition status among Americans. Specific focus will include nutrition during the periconceptional period, nutrition during pregnancy, and lactation. Additionally, students will be introduced to nutrition in infancy through adolescence. Students will evaluate dietary guidelines and complete a menu planning assignment for an individual between the ages of 2-18.

NUTR 1145 Sports Nutrition. 3 credits. This course will introduce sports nutrition including definitions of sports nutrition and general nutrition concepts, a review of digestion and energy metabolism, an in-depth explanation of macronutrients, micronutrients, and water as they relate to athletic performance. The course will also review the most current research as it relates to the energy systems and specific nutrition needs of athletes in categories including endurance, strength/power, and team sports. Students will evaluate and complete a menu specific to their assigned sport.

NUTR 1155 Farm to Fork. 3 credits. This course introduces the social responsibility of production of natural agricultural products meeting the growing public demand for healthy, organic, and whole foods. Students will examine the issues related to the economic prosperity of farm-to-fork concepts and marketing strategies of local farmers. In addition, students will be educated on food systems, food sources, the advantages of buying local, and environmental protection of food sustainability.

NUTR 2220 Nutrition Therapy. 3 credits. This course discusses the nutritional needs of different age groups, the special nutritional requirements in various diseases and the planning of menus to meet these various nutritional needs. Students will learn the role of nutrition therapy in healthcare, the nutrition care process, and be introduced to pathophysiology as it relates to nutrition. PR: NUTR 1110

NUTR 2250 Epidemiology and Community Nutrition. 3 credits. This course will provide students with methods and practices necessary to assess nutritional needs in community-oriented nutrition programs. Students will be introduced to nutrition relationships through the application of epidemiologic methods, develop and evaluate nutritional status of populations, examine the role of nutrition in the etiology of nutrition/disease relationships, and develop interventions to achieve and maintain healthful eating patterns among populations using nutritional measures. PR: NUTR 2220

Appendix E

Curriculum Map for Courses in Nutrition Science Minor

Program Student Learning Outcomes	
Prepared by: Dr. Andrea Haney	January 19, 2020

1. Demonstrate critical thinking skills and analytical abilities to identify and explain dietary problems in the nutritional sciences.
2. Evaluate nutritional status of individuals in various life-cycle stages and determine nutrition-related conditions and diseases by applying knowledge of metabolism and nutrient functions and food sources.
3. Critique and effectively apply knowledge of the science of nutrition in professional health care environments.
4. Describe the social and environmental responsibilities of food production and availability to facilitate healthy lifestyle choices.
5. Recognize dietary patterns for prevention of chronic disease and demonstrate the necessary nutrient requirements.
6. Analyze nutrition needs of communities and research incidence, distribution, and possible control of diseases and other factors relating to health.
7. Formulate nutrition therapy for individuals throughout stages of life cycles.

Core Curriculum Cores		Program Student Learning Outcomes						
		1	2	3	4	5	6	7
Nutrition	NUTR 1110	I-Quizzes	R- Written Assignment	M-Group Final/Menu Planning		R-Assignments		M-Final Exam
Nutrition in Childhood and Adolescents	NUTR 1120	I-Quizzes	R- Written Assignment	M-Group Final/Menu Planning	R-Activities/ Discussion Boards			M-Final Exam
Sports Nutrition	NUTR 1145	I-Quizzes	R- Written Assignment	M-Group Final/Menu Planning				M-Final Exam
Farm to Fork	NUTR 2210		I-Written Assignment		R-Activities/ Discussion Boards		M-Final Exam	
Nutrition Therapy	NUTR 2220	I-Quizzes	R- Written Assignment	R-Discussion Boards		M-Exams		M-Final Exam
Epidemiology and Community Nutrition	NUTR 2250	I-Quizzes		R-Discussion Boards	R-Activities/ Discussion Boards		M-Final Exam	

Level of Learning: I-Introduced, R-Reinforced, M-Mastered

Key for Bloom's Taxonomy of the Cognitive Domain
Red=Remembering and Understanding: Assignments that test student's ability to recall the facts and discuss the concepts.
Purple=Applying and Analyzing: Assignments that test ability to differentiate and employ different skills.
Orange=Evaluating: Assignments that require the students to select and defend decisions.
Yellow=Creating: Assignments that require students to develop new concepts

Rationale for Proposal

Quantitative Assessment

According to the U.S. Bureau of Labor Statistics (2020), the employment opportunities for nutritionists and dietitians are expected to increase by 11 percent from 2018 to 2028. Currently, there are 70,900 nutritionists and dietitians working in the U.S with this number proposed to increase to 78,900. This increase is attributed to the rising concerns of obesity, type 2 diabetes, and heart disease. Interest in the role of food and nutrition in promoting health and wellness has increased vastly due to recent trends toward eating locally grown, organic and non-genetically modified foods. This global interest has opened up other food nutrition-related opportunities such as community-based nutrition and epidemiological nutrition (U.S. Bureau of Labor Statistics, 2020).

Obesity is a major health problem on a national level, but is particularly persistent in West Virginia. According to the 2018 WV BRFSS the prevalence of obesity in West Virginia was 37.7%, which was 1st highest in the nation (Division of Health Promotion and Chronic Disease, 2018). More than two-thirds (70.9%) of West Virginia adults are overweight or obese. Additionally, the Pediatric Nutrition Surveillance System Survey (PedNSS) found a prevalence of obesity of 13.4% among children ages two through four in West Virginia who were enrolled in WIC (Women, Infants, and Children) (West Virginia Department of Health and Human Resources, 2018). On campuses across the nation college students struggle to maintain healthy lifestyles, as risky behaviors such as fast food consumption, physical inactivity, and stress have created a generation with a high incidence of obesity (Nanney et al., 2015).

The mission of Fairmont State University is to serve as a leader in improving the health of West Virginia and the global community and educate global citizen leaders. A unique pedagogically cross-curriculum development between nutrition science, nursing, exercise science, and physical education could yield the exceptional global leaders that allows Fairmont State University students to "soar" to innovative and higher economic career opportunities.

Nurses play an important role in the nutrition care process of patients as providing good nutrition to patients in hospitals and health care settings has become a primary focus in many nutrition and health delivery services (Masoodi, Seth, & Singh, 2019). Knowledge of nutrition enables the nurse to make sound assessments, to know when to make appropriate referrals, and to work effectively as a team member with dieticians in developing and accessing care plans to provide adequate nutrition for the patient. Nurses also work with children in schools and it is essential they are educated in adequate nourishment to help our youth deal with overweight and obesity during childhood and adolescence (Tsai, Luck, Jefferies, & Wilkes, 2019).

The role of sports nutrition has become an emergent area of research. Physical fitness, nutrition status, and sports-specific training can influence the performance of an athlete (Colleran, Alghuraybi, Fuller, Roberta, & Hall, 2019). Exercise science and exercise physiology students at Fairmont State University could benefit from this interdisciplinary nutrition minor to help both fields of study become more versatile and effective in training the next generation of extreme athletes.

It is of value that students of all disciplines gain an understanding of the benefits of local food production and practices. Nutrition educators are consistently searching for innovative methods to promote healthy eating as a prevention method for obesity and chronic disease. Educating college students on the implications of organic and whole food production related to economic prosperity, and the farm to fork concepts in marketing and

strategies would produce a generation of environmentally-conscious entrepreneurs related to food sustainability careers (Pelletier, Laska, Neumark-Sztainer, & Story, 2013).

Whether a student at Fairmont State University chooses to work in the nursing field, medicine, nutrition and food science, or government or non-profit organization, this minor will provide critical interdisciplinary educational resources to help each student be an effective and global citizen.

Qualitative Assessment

In three informal surveys during the 2020 Spring classes I successfully collected data related to perceived interest in additional courses related to nutrition. I identified a theme of positive interest and attitude in all three of the following courses; Nutrition 1110, Sports Nutrition 1145, and Nutrition for Childhood and Adolescents 1120. By a display of hands, 16 out of 53, or 30% of students indicating they have interest in a nutrition minor at Fairmont State University.

References

Colleran, H. L., Alghuraybi, S., Fuller, T., Roberta, C. S., & Hall, E. E. (2019). Nutrition Knowledge of Division I Student-Athletes at A Private Four-Year Institution. Archives| Food and Nutrition| ReDelve: RD-FNU, 10002.

Department of Health and Human Resources (2020). West Virginia Everyday… Retrieved from http://dhhr.wv.gov/hpcd/Documents/Everyday%20Final.pdf

Department of Health and Human Resources (2018). *Obesity in West Virginia*. Retrieved on January 21, 2020 from http://www.wvdhhr.org/bph/hsc/pubs/other/obesityreport2011/obesityreport2011.pdf

Division of Health Promotion and Chronic Disease. (2020). Data and Reports. Retrieved on January 23, 2020 from https://dhhr.wv.gov/hpcd/Pages/default.aspx

Masoodi, N., Seth, V., & Singh, K. (2019). Role of Nurses in Nutrition Care in Hospitals in Srinagar City (Jammu and Kashmir, India). J Nursing Care, 8(480), 2167-1168. doi: 10.4172/2167-1168.1000480

Nanney, M.S., Lytle, L.A., Farbakhsh, K., Moe, S.G., Linde, J.A., Gardner, J.K., & Laska, M.N. (2015). Weight and weight-related behaviors among 2-year college student. Journal of American College Health, 63(4), 221-229). doi:10.1080/07448481.215.1015022

Pelletier, J. E., Laska, M. N., Neumark-Sztainer, D., & Story, M. (2013). Positive attitudes toward organic, local, and sustainable foods are associated with higher dietary quality among young adults. Journal of the Academy of Nutrition and Dietetics, 113(1), 127-132. doi: 10.1016/j.jand.2012.08.021

Tsai, T. I., Luck, L., Jefferies, D., & Wilkes, L. (2019). Exploring the knowledge of student nurses about children who are overweight/obese. Clinical Nursing Studies, 63-69. doi:10.5430/cns.v7n4p63

Memorandum

To: Susan Ross
          Executive Director of Academic Programs and Support Services

From: Amanda Metcalf
          Interim Associate Dean

Date: February 10, 2020

Re: Program Proposal – M.Ed. in Educational Leadership

The School of Education, Health and Human Performance has voted to approve the Curriculum Proposal for an 18-credit hour minor in Nutrition Science. The vote occurred at our School meeting on February 6, 2020.

#19-20-25 College Success AIMSS

FAIRMONT STATE UNIVERSITY ™

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE:

SUBJECT: Curriculum Proposal #19-20-25

The intent of this proposal is to implement the current special topics course (known as EDUC 1199 College Success) as a permanent course in the Fairmont State curriculum. This course will complement SOAR 1100 to address the needs of students with autism. EDUC 1103 will provide students with the academic, daily living, and social skills support needed to be successful at the college level and develop a sense of belonging at Fairmont State by facilitating connections with other students, faculty, and staff.

cc: Richard Harvey
         Lori Schoonmaker
         Cheri Gonzalez
         Laura Ransom
         Julie Reneau
         Taylor Masters

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

Proposal Number:	#19-20-25
School/Department/Program:	School of Education, Health, and Human Performance
Preparer/Contact Person:	Taylor Masters and Julie Reneau
Telephone Extension:	x3687; x4507
Date Originally Submitted:	
Revision (Indicate date and label it Revision #1, #2, etc.):	Revision 1
Implementation Date Requested:	August 2020

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

The intent of this proposal is to implement the current special topics course (known as EDUC 1199 College Success) as a permanent course in the Fairmont State curriculum. This course will complement SOAR 1100 to address the needs of students with autism. EDUC 1103 will provide students with the academic, daily living, and social skills support needed to be successful at the college level and develop a sense of belonging at Fairmont State by facilitating connections with other students, faculty, and staff.

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)

<div align="center">

Total hours deleted.   0

</div>

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

<div align="center">

Total hours added.   0

</div>

  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.

EDUC 1103 College Success
One credit hour (Prerequisites: Instructor Approval; Co-requisite: none) This course will be an elective.

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.

Adding EDUC 1103 as an elective will not affect the total 120-hour requirement for graduation.

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

   Recent research on college experiences for students with Autism Spectrum Disorders (ASD) indicates that due to cognitive, interpersonal and intra-personal challenges experienced by individuals with autism, support must be more intensive and more comprehensive to effectively meet the needs of these students (Cox, Thompson, Anderson, Mintz, Locks, Morgan, Edelstein, and Wolz, 2017). Programs that include coaching on social communication and executive functioning skills with opportunities for application of those skills in academic and social settings lead to improved planning and goal-setting skills as well as improvements in social-communication abilities (Kuder & Accardo, 2018).
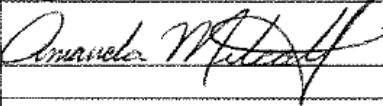
   B. **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

   The College Success course addresses the unique needs of college students with autism spectrum disorders. Student who have participated in the current special topics College Success course indicate that the course led to improvements in executive functioning skills, social skills, and academic performance.

   No new faculty or funds will be needed. The course will be taught be the current Coordinator for the Autism Individualized Mentoring and Support Services (AIMSS) program.

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 Education, Health & Human Performance	Dr. Amanda Metcalf	*Amanda Metcalf*

N/A

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.

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APPENDIX A
B.X. Degree in XXXXXXXX
Current Program

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

APPENDIX A
B.X. Degree in XXXXXXXX
Proposed Program

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

Course Description for College Success

EDUC 1103 - College Success (1 credit hour)

Students in the course will gain the knowledge and tools needed to succeed in college. The course will cover learning strategies, executive function skills, and social skills that will help students become independent members of the university community. Additionally, students will develop strong connections with faculty, staff, and other students who will support them throughout their college career. PR: Instructor Approval

APPENDIX C

Course Outline for EDUC 1103 College Success

Lesson Plan: Welcome, Accommodation Letters, Get to Know One Another

- Activity – Journal Entry
- Activity – Human Knot game
- Activity – Role playing appropriate interactions with professors
- Assignment – Accommodation Letters

Lesson Plan: Acceptance/Uniquely You, Being in College with Autism

- Activity – Journal
- Activity – Small and large group discussion about the uniqueness of each student
- Assignment – Personality Wheel

Lesson Plan: Organization Skills

- Activity – Journal
- Activity – Small and large group discussion about organizational skills
- Assignment – Keep a calendar, assignment sheet, notebook, etc. throughout the week

Lesson Plan: Social Norms

- Activity – Journal
- Activity – Small and large group discussion about appropriate social interactions
- Assignments – Social Observation and reflection paper

Lesson Plan: Personalities and Friendships

- Activity – Journal
- Activity – Enneagram Personality Quiz
- Activity – Small and large group discussion about results

Lesson Plan: Stress Management

- Activity – Journal
- Activity – Meditation
- Assignment – Midterm Stress-Less Social Gathering

Lesson Plan: Navigating Degree Works/Academic Advising

- Activity – Journal
- Assignment – Email and schedule meeting with advisor
- Assignment – Work on draft schedules for Fall 2020 semester

Lesson Plan: Job Prep/Future and Beyond

- Activity – Journal
- Activity – Discussion and presentation from mentor with autism

Lesson Plan: Intro Group Presentation

- Activity – Journal

- Activity – Introduction, discussion, overview
- Assignment – Begin working on group project, meet with assigned partner

Lesson Plan: Group Presentation

- Assignment – Written Survey
- Assignment – Oral Presentation/PowerPoint
- Assignment – Written Reflection

Lesson Plan: Sense of Community

- Assignment – Autism Walk in Nutter Fort, WV

Lesson Plan: Finals Prep

- Activity – Journal
- Activity – Test Taking Strategies
- Assignment – List of final exam dates/times

Finals Week

- Assignment – Final Social Gathering

APPENDIX D

Course Competencies and Methods of Assessment
EDUC 1103 College Success

Outcome Competencies

Students should demonstrate a successful transition into and through college by learning about and applying academic, executive function, and social strategies in the FSU community.

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

Methods of Assessment

Establish connections with other students, faculty, and staff

1. Attend class.
2. Engage in daily class discussions and structured in-class activities.
3. Create PowerPoint Assignment to create connection between individual student and faculty.
4. Engage in midterm and final class social events to create connection between individual student, fellow classmates/peers, and faculty.
5. Engage in weekly journal entries to enrich and strengthen connection between individual student and faculty.

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

1. Apply the following academic strategies and learning experiences to individual courses:
   - Creating course goals
   - Utilizing fixed commitment, Outlook calendars, daily assignment sheets
   - Meeting with academic advisor
- Plan and present a group project.
- Navigate an academic path.

Demonstrate a Sense of Identity

1. Explore opportunities for academic, social, and cultural interactions and identify areas of interest.
   - Social Observation and Reflection
   - Personality Wheel
2. Discuss what it means to be a part of a global community, promote inclusion, and affirm differences among people.

- Small and large group discussion
- Group Project

3. Analyze how personality type relates to interacting with others socially and academically.

- Enneagram Personality Test

4. Assess level of connections with others, academic and personal growth.

- Meditation
- Midterm and Finals Week Social Gathering

APPENDIX F
References

Cox, B. E., Thompson, K., Anderson, A., Mintz, A., Locks, T., Morgan, L., … Wolz, A. (2017). College experiences for students with autism spectrum disorder (ASD): Personal identity, public disclosure, and institutional support. *Journal Of College Student Development*. Retrieved from http://purl.flvc.org/fsu/fd/FSU_libsubv1_scholarship_submission_1460660561

Kuder, S. J., & Accardo, A. (2018). What works for college students with autism spectrum disorder. *Journal of Autism & Developmental Disorders, 48(*3), 722–731. https://doi-org.ezproxy.fairmontstate.edu/10.1007/s10803-017-3434-4