

Syllabus Template

Fairmont State University Syllabus Template

The syllabus establishes the structure of the course and communicates the essential information students will need to be successful. The syllabus communicates what student will learn, how they will be assessed and evaluated, and what is required for them successful. An instructor can circumvent a host of student misunderstandings and grievances over the course of the semester by clearly communicating course expectations.

The Fairmont State University Board of Governors Policy 18 states:

Students have the right to receive from the instructor written descriptions of content and requirements for any course in which they are enrolled (e.g., attendance expectations, special requirements, laboratory requirements including time, fieldtrips and costs, grading standards and procedures, professional standards, etc.).

Proposed Syllabus Template Components

- General Course Information
- Instructor Contact Information
- Course Description
- Textbook and Course Material
- Technology Requirements
- Course Learning Outcomes
- Course Structure
- Assignments/Assessments
- Evaluation and Grading Scale
- Course Map
- Course Policies and Guidelines
 - Communication with Instructor
 - Attendance Policy
 - Assignment Expectations (e.g., make-up policy, submission requirements)
- Academic Support and Resources
- Course Outline

Fairmont State University
Course Designator and Number (example - EDUC 2201)

Course Title
Semester and Year of Offering

[Note: This document is formatted for ADA accessibility and includes syllabus best practices. It is recommended that you maintain the heading structure and modify the text for your individual course.]

Instructor Name and Title:

Phone:

E-mail:

Office Location:

Office Hours:

Classroom Location:

Description

[Enter the description from Fairmont State catalog.]

Course Prerequisites

[Enter any prerequisites for the course. If there are none, include a statement that says "There are no prerequisites for this course."]

Textbook and Course Materials

[Include all required texts and course materials (e.g., lab notebooks, safety equipment, calculators) and where to find these items. Include links when applicable. Also include any required fieldtrips or class event that have an additional cost. For all books, include the ISBN number and edition. Differentiate between required and optional textbooks. Materials may be organized in a variety of ways depending on the course. Include a citation for each required reading/material and a notation that all readings/materials comply with copyright/fair use policies. A few samples are below.]

McKenzie, J.F. & Pinger, R.R. (2017). *An Introduction to Community & Public Health* (9th Edition). Burlington, MA: Jones & Bartlett Publishers. ISBN: 1284108414

Lunsford, Andrea A. (2017). *The Everyday Writer*. 6th edition. Bedford/St. Martin's, ISBN-10: 1319083439

All course materials comply with copyright/fair use policies.

Technology Requirements

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

The PowerPoint lecture presentations, links to articles, assignments, quizzes, and rubrics are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations (transcripts provided);
- Reliable Internet access and an FSU email account;
- A current Internet browser that is compatible with Blackboard (Chrome is the recommended browser for Blackboard or Firefox);
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the (Help Desk link)

Course Learning Outcomes

[List Course Learning Outcome (CLOs). These may be mandated by the department and/or accrediting body. All CLO's should be measurable and generally answer the question: What should your students learn or be able to do as a result of participating successfully in your course? Identify modes of thinking and transferrable skills when possible.

- CLOs should be specific and well-defined and explain in concise terms the skills the learner will be able to demonstrate, know, or produce as a result of completing the course curriculum.
- CLOs should be realistic, taking into consideration student's initial skill set, background knowledge, abilities, and time in the course.
- CLOs should be measurable higher order thinking action verbs (e.g., create, discover, analyze, execute, implement, interpret, distinguish, critique, investigate).
- CLOs should align with the course curriculum (e.g., assessments, instructional resources, instructional methods).

- There should be enough learning outcomes to address the assessment plan.
- All learning outcomes in this course are equivalent to the face-to-face (F2F) version of this course.]

Course Structure

[Explain the structure of the course here including elements of how the work outside and inside the class should be balanced]

Example: This course has 4 live-sessions via WebEx that are mandatory. The flexible framework does not require you to be in a specific location to participate; however, you must have access to a full-screen computer or tablet for each live session. (If you use a tablet for the live session, you must be comfortable typing responses on it.) The online nature of this class will push you to take an active role in the learning process. You will do this by engaging and collaborating with other students and the instructor on a regular basis both, in live sessions, as well as through group work and activities.

[If the course is online, you may wish to add this section]

Tips for Success in an Online Course

1. **Participate.** Discussions and group work are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Make time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** Log in to Blackboard several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use Blackboard notification settings.** Be sure to enable announcements in Blackboard to ensure you receive timely notifications in your email or via text.
6. **Ask for help if needed.** If you need help with Blackboard or other technology, contact IT Commons at help@fairmontstate.edu. If you are struggling with a course concept, reach out to me, and/or your classmates for support.

It is important to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time and will not be accepted late. You may not save up your assignments to complete in the last weeks or days of the semester. Each assignment sequence must be completed according to the course schedule in order to be successful.

Assignments/Assessments

[Include all graded course assignments, exams, homework, projects, etc. Describe each graded component in enough detail that students reading will have a general understanding of the amount of and type of work required. If you assess student on class participation, include clear criterion on how student participation will be assessed. Sample assignment information and descriptions are below.]

General Assignment Information

- All coursework (assignments, exams, etc.) is secured in Blackboard.
- All assignments and exams are due on the day indicated on the course schedule.
- All online quizzes and tests are secured in Blackboard.
- Complete rubrics will be provided in Blackboard.

Exams

There are three (3) in-class exams that will allow you to demonstrate your learning on each of the three course units. Exam format will be Multiple Choice Questions, Short Answer and Essay Questions and they will cover material from each respective unit. In addition, the Unit 3 exam will contain a cumulative essay portion. I will provide you with a study guide before each exam, but students who do well do not wait until getting the guide to begin studying.

Discussion Boards

Special topics will be posted on Blackboard weekly. You will read posted materials and engage in the discussion boards set up in Blackboard. You will utilize readings and information that you collect from various online sources to inform your discussion. Respect and critical thinking will guide these discussions.

Discussion board posts are a significant part of this course. Students are required to post answers to instructor-posted questions and respond to fellow classmates by the due dates listed on the course schedule. A full discussion board rubric is provided in Blackboard.

Project

A two (2) hands-on project will be completed during the semester. Hands-on projects will be based on multiple book chapters & Project Alert software will be utilized to complete the projects. You may only complete each hands-on project one time. The project will be evaluated using a rubric available in Blackboard.

Final Exam

Each semester, faculty members shall give final examinations, including laboratory examinations, in accordance with the published schedule and shall not deviate from it without prior approval from their dean.

The final exam is comprehensive and will consist of True/False, Multiple Choice and Short Answer questions. Exam questions/answers are randomly displayed and drawn from substantial test banks.

Course Alignment Map

[List each of your course assessments. **Indicate how each assignment aligns with the learning outcomes.** Example assessments include quizzes, exams, homework, projects, lab reports, presentations, and work accomplished by a group of students. Include a **Course Alignment Map** that aligns your course learning outcomes, assessments and materials/technology in the course. See map item descriptions below]

Course Learning Outcomes	Assessments/ Assignments	Learning Materials & Technology

Course Learning Outcome: Already listed above, and should be linked here to “link” to the appropriate assessment/assignments

Assessment/Assignment: Assessments measure learner progress in achieving the stated learning outcomes. List the name of the assessment and the rubric you plan to use.

Course Materials/Technology: List specific materials and/or technology that support learner achievement of the learning outcomes (e.g., platforms, discussion board tools, web conferencing, software).

Evaluation and Grading Scale

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

All grades will be posted on Blackboard. You are strongly encouraged to check you scores in Blackboard regularly. A final letter grade will be assigned based on percentages.

Assignment	Points/Percent
Class Participation	10
Quizzes	60
Critical Essay	30
Response Paper	10
Midterm Exam	30
Final	50
Total Points	200

Grading Scale

90-100 = 180 – 200 points = A
80-89 = 160 – 179 points = B
70-79 = 140 – 159 points = C
60-69 = 120 – 139 points = D
Below 60 = 0 – 119 points = F

Course Policies and Guidelines

[Include any course or university policies that students need to be aware of. This is where you set expectations for student behavior as learners and as people. It is strongly suggested to include policies regarding academic integrity and late submission. Other policies may include student conduct, incomplete grades, withdrawal without penalty, confidentiality, or course communication. Sample policy categories and language are below.]

Communication with Instructor

[Establish clear expectations for student-instructor communication, including days available and response time. Sample language is below].

Email: The best way to contact me is through email and expected to use the Course Email tool on Blackboard to send and receive personal emails from me and other participants WITHIN the course. In the event Blackboard is down, email me at xxxxxx@fairmontstate.edu

Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions. While I will do my best to respond to all emails within 24 hours, you will more likely receive email responses from me on Monday through Friday from 8:00am-10am EST.

Announcements: If I will be traveling and unable to answer emails, I will let you know via a blackboard announcement. You must make sure our email notifications (including

changes in assignment and/or due dates) are enabled in Blackboard so you do not miss a message.

Attendance Policy

[Describe your attendance policy and the include any penalties imposed for non-attendance. Note: an excused absence is recognized if a student misses class for institutional sanctioned event]

Face to Face attendance (example): Attendance, being punctual, and full participation in all class activities are expected and essential to succeeding in this course. Absence from class diminishes your ability to understand the course content, complete lab assignments, and perform well on exams. If you miss a class, you are responsible for determining the material you missed, including any administrative announcements made.

Online attendance (example): Success in this course is dependent on your active participation throughout the course. You are expected to log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements, etc. It is your responsibility to checking updates related to the course.

Assignment Deadlines and Make-up Policy

All assignments, quizzes, and exams are due by the deadline as posted on the course schedule. Please plan accordingly, and complete these assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. User error does not qualify you for any kind of makeup or retake opportunity.

Completing and submitting the assignments or quizzes responses by the due date is the sole responsibility of you. If you receive an incomplete score because of failure to submit the assignment or test by the due date, then your score for that assignment will be recorded as "zero."

Late work will be accepted if the following two requirements are met:

1. You contact me in advance of the exam's deadline to make arrangements for completion.
2. You complete the exam within the week following of its due date.

Assignment Submission

All assignment noted on syllabus are to be submitted through Blackboard by the due date.

Academic Support and Resources

[Include resources available through the university that promote student success, such as student disability resources, academic support, and student services, provide links to the information on the Fairmont State website]

Accessibility Services

[<https://www.fairmontstate.edu/studentservices/accessibility-services>]

Career Services

[<https://www.fairmontstate.edu/studentservices/career-services>]

Counseling Services

[<https://www.fairmontstate.edu/studentservices/counseling-service>]

Health Services

{<https://www.fairmontstate.edu/falconcenter/health-services>}

International Student Services

[<https://www.fairmontstate.edu/internationalstudents/office-international-student-services>]

Library Resources

[<https://library.fairmontstate.edu/>]

Tutoring Writing Center

Technical Support

[Include any necessary information about technology support from FSU or 3rd party vendors. Sample language is below.]

If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Tech Commons of Information Technology Service Desk at (304) 777-1800 or submit an online request through the Help@fairmontstate.edu The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Daylight Time).

Course Outline

[The format of this section will vary based on the design of your course and the semester, but our guidance is to aim for a clear and concise table that maps out all of the assignment assessments and deadlines and gives students a sense of the course's organization.]

Week #	Topic	Deliverable/Due Date
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

General Studies Memo

Memo

To: Faculty Senate

From: Matthew Scanlon, Chair General Studies

cc: Susan Ross, Chuck Shields

Date: 3-19-2021

Re: Core Curriculum Approvals.

The General Studies Committee has unanimously approved the following course for inclusion in the Core curriculum

ART 1141: Design II: 3D In category 7: Fine Arts with Critical Thinking

English Revised Core Curriculum

Application for Course Acceptance as a Core Curriculum Course Required for Bachelor's Degree

Click to enter date.

8/20/2020

TABLE #1		General Information	
Course Title:	ENGL 2240: Introduction to Literature: Prose, Poetry, and Drama		
Course Description as listed in the current FSU Catalog:	A survey of representative works in prose, poetry, and drama, accomplished through close reading, discussion, and written response.		
Prepared by:	Nathan Myers	Choose an item.	
Preparer email address:	Enter Emailnmyers7@fairmontstate.edu		
Course Coordinator:	Angela Schwer	Choose an item.	
Course Coordinator email:	Angela.Schwer@fairmontstate.edu		
Core Curriculum Category Outcome:	Category 6 - Humanities with Critical Thinking	6. Students will be able to understand the basic elements of the humanities and the role that language, literature, and/or history plays in their daily lives.	
Enter ALL course outcomes: Note: If there are multiple outcomes this cell may spread onto another page. If that occurs, move Table #2 about course outcomes onto a new page.	<ul style="list-style-type: none"> -Evaluate the genres of prose (fiction, memoir, and/or essay), poetry, and drama to recognize recurring human situations, problems, and dilemmas. -Demonstrate an appreciation of the scope of narrative art through the use of appropriate terminology. -Analyze and express interpretations of literature. 		



Information Required for Creating Assessment Plan in Taskstream

Complete one copy of Table #2 for each course outcome which addresses the Core Curriculum category outcome. Cells expand.

Copy Table #2 to create a separate table for additional course outcome as many times as needed. Place only one table per page.

Table #2	Course Outcome(s) Information
Course Outcome:	-Evaluate the genres of prose (fiction, memoir, and/or essay), poetry, and drama to recognize recurring human situations, problems, and dilemmas.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Paper analyzing marriage in 2 works studied in class.
Satisfactory Performance Standard (based on rubric):	80% of students will achieve a grade of 70% or higher on essays
Ideal Target (based on rubric):	100% of students will achieve a grade of 70% or higher on essays
Implementation Plan (timeline):	At least one 3-5 page paper per semester.
Key/Responsible Personnel:	Enter Name
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	<i>Attachment 1:</i> Formal Paper Assignment <i>Attachment 2:</i> Paper Rubric

[Attachment 1: Formal Paper Assignment](#)

Formal Paper (Perspicacious Paper): Explore how culture and place affect the marriage dynamics in at least two of plays from our class reading list, making comparisons and contrasts among the texts. 4 pages minimum (List: "Trifles," "A Raisin in the Sun," "Othello," "A Doll's House")

[Attachment 2: Paper Rubric](#)

RUBRICS: Research Papers and Presentation Papers for English 2200, 2221, 2230, 2231

The A paper exhibits keen, detailed understanding of the text(s) and is clearly and effectively written. Its thesis is clear. It is well-organized, free of grammatical and/or mechanical errors, and uses a variety of appropriate specific examples to support the thesis. This paper contains correct internal documentation.

The B paper, although displaying a clear thesis, lacks some of the vision and scope of the A paper. It is organized well but may contain a few minor grammatical and/or mechanical errors. It contains a number of specific examples for support. This paper contains correct internal documentation.

The C paper has an adequate thesis supported with a few specific examples, but relies mainly on generalizations. It is not as well organized as either the A or B papers and may display one or two serious grammatical and/or mechanical errors (i.e., a sentence fragment). For the most part, this paper uses internal documentation correctly.

The D paper exhibits considerable organizational disarray and its thesis is weak. Few if any specific examples appear for support and there are a number of serious grammatical and/or mechanical errors. This paper may contain some errors in documentation.

The F paper displays neither a discernible thesis nor any attempt to organize a discussion. This paper may use documentation incorrectly, if at all. Many egregious grammatical and/or mechanical errors appear in this paper.

Table #2	Course Outcome(s) Information
Course Outcome:	- Demonstrate an appreciation of the scope of narrative art through the use of appropriate terminology.
Method to Measure Course Outcome	Direct - Exam
Details/ Description:	Identification of Literary Terms section on exam
Satisfactory Performance Standard (based on rubric):	80% of students will achieve a grade of 70% or higher on exams
Ideal Target (based on rubric):	100% of students will achieve a grade of 70% or higher on exams
Implementation Plan (timeline):	At least 3 exams during the semester
Key/Responsible Personnel:	Instructor and Department Chair
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	<i>Attachment 1:</i> Literary Terms section on Poetry and Drama exam <i>Attachment 2:</i> Exam grading rubric

[Attachment 1: Literary Terms section on Poetry and Drama exam](#)

I. Matching---Match the literary term with an example of this term. (4 pts each) Note: It's possible that one example might, in fact, exhibit more than one characteristic. If this is the case, explain how the example exhibits the characteristic you chose it for. Choose from these terms: allegory, allusion, alliteration, ballad, metaphor, simile, personification, imagery, elegy, onomatopoeia, sonnet, protagonist, antagonist, dramatic monologue, parody

1. "He had cancer stenciled into his face Like pencil marks from the sun"
2. "Ozymandias" or "Death Be Not Proud"
3. "I think of Polacks nursing long beers in Tiltonsville, And gray faces of Negroes in the blast furnace at Benwood, And the ruptured night watchman of Wheeling Steel"
4. "One short sleep past, we wake eternally And death shall be no more; Death, thou shalt die."
5. Minnie Wright

6. John Wright
7. “you are the pocket that was going to open and come up empty any friday.”
8. “And know you not, says Love, who bore the blame? My dear, then I will serve. You must sit down, says Love, and taste my meat: So I did sit and eat.”
9. “Br-r-ram-m-m, rackety-am-m, OM, Am:”
10. “When I was born (The Past), baby knew best. They shook when I bawled, took Freud’s path, threw away their wrath.”

[Attachment 2: Essay Exam Grading Rubric](#)

Grading Rubric for Essay Exam Questions

Full Credit

Essay responds directly to prompt, showing understanding of the complexities and implications of the question. Essay provides specific examples to support points. Essay is well organized, with a clear thesis statement and unified paragraphs. Essay moves from idea to idea coherently, and mechanical errors do not interfere with reading comprehension.

Partial Credit

Essay makes an attempt to respond to the prompt but shows deficiencies in understanding. Essay provides examples to illustrate supporting points but those examples include some generalizations and may not always clearly show the connection to supporting point. Essay has a thesis and a sense of organization but may show lapses in unity and/or coherence. Mechanical errors do not interfere with reading comprehension.

No Credit

Essay may refer to prompt or include a rewriting of the wording of the prompt but fails to respond to it in any significant way. Essay fails to provide examples to illustrate supporting points. Essay consists of ideas in no particular order, often without connection. Mechanical errors make the essay difficult to read.

Table #2	Course Outcome(s) Information
Course Outcome:	--Analyze and express interpretations of literature.
Method to Measure Course Outcome	Direct - Exam
Details/ Description:	Close Reading Exam Testing interpretation of Literature
Satisfactory Performance Standard (based on rubric):	80% of students will achieve a grade of 70% or higher on exams
Ideal Target (based on rubric):	100% of students will achieve a grade of 70% or higher on exams
Implementation Plan (timeline):	At least 3 major exams during the semester
Key/Responsible Personnel:	Instructor and Department Chair
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	<i>Attachment 1:</i> Click or tap here to enter text. <i>Attachment 2:</i> Click or tap here to enter text.

[Attachment 1: Sample Interpretive Essay Exam Questions](#)

In answering the following essay questions about “The Story of an Hour” by Kate Chopin, be sure you support your remarks with textual citations and sound reasoning; include paragraph numbers for citations. Notes and other ideas you borrow from others must be rephrased in your own words unless directly quoted. You must show a clear and complete understanding of the ideas discussed in class.

Any disagreement you express must be presented in addition to, not in place of, such a showing, and must be supported as noted in the previous paragraph.

1. What is the textual evidence for the hypothesis that the Mallard's were relatively well-off?
2. In paragraphs 9-10, what was “creeping out of the sky, reaching toward” Louise, “this thing that was approaching to possess her”? Why was she afraid of it, “striving to beat it back with her will—as powerless as her two white slender hands would have been?”
3. Discuss the double irony of last paragraph, “When the doctors came they said she had died of heart disease—of joy that kills.”

Grading Rubric for Essay Exam Questions

Full Credit

Essay responds directly to prompt, showing understanding of the complexities and implications of the question. Essay provides specific examples to support points. Essay is well organized, with a clear thesis statement and unified paragraphs. Essay moves from idea to idea coherently, and mechanical errors do not interfere with reading comprehension.

Partial Credit

Essay makes an attempt to respond to the prompt but shows deficiencies in understanding. Essay provides examples to illustrate supporting points but those examples include some generalizations and may not always clearly show the connection to supporting point. Essay has a thesis and a sense of organization but may show lapses in unity and/or coherence. Mechanical errors do not interfere with reading comprehension.

No Credit

Essay may refer to prompt or include a rewriting of the wording of the prompt but fails to respond to it in any significant way. Essay fails to provide examples to illustrate supporting points. Essay consists of ideas in no particular order, often without connection. Mechanical errors make the essay difficult to read.

Core Curriculum CHEP 1100

Submissions accepted through September 15, 2019.



Application for Course Acceptance as a Core Curriculum Course Required for Bachelor's Degree

6/4/2020

TABLE #1	General Information	
Course Title:	CHEP 1100: Health Promotion	
Course Description as listed in the current FSU Catalog:	Students will explore the significance of each dimension of health and the reciprocal relationship between human health status and the environment. Various body systems and related health issues will be discussed. Students will learn how to be educated consumers of health information and how to advocate for health on behalf of their clients.	
Prepared by:	Janie Leary	Full-time
Preparer email address:	Jleary2@fairmontstate.edu	
Course Coordinator:	Janie Leary	Full-time
Course Coordinator email:	Jleary2@fairmontstate.edu	
Core Curriculum Category Outcome:	Category 11B - Fitness & Well-Being	11B. Students will be able to identify the behaviors and skills that lead to physical and psychological health and well-being.
Enter ALL course outcomes: <i>Note: If there are multiple outcomes this cell may spread onto another page. If that occurs, move Table #2 about course outcomes onto a new page.</i>	<ol style="list-style-type: none"> 1. Identify the dimensions of health, health behaviors, and social/environmental influences that lead to healthy/unhealthy physical and psychological outcomes. 2. Identify and apply strategies to assess health information for quality 3. Students will be able to identify the behaviors and skills that lead to physical and psychological health and well-being by compiling/analyzing data on health-related topics, comparing findings to secondary data sources, and offering suggestions (skills) to meet the identified health issues. 	

Submissions accepted through September 15, 2019.



Information Required for Assessment Plan in Taskstream

Complete Table #2 for each course outcome which addresses the core curriculum category outcome.

Copy Table #2 to create a table for additional course outcomes as many times as needed. Place only one table per page.

Table #2a	Course Outcome(s) Information	
Course Outcome:	1. Identify the dimensions of health, health behaviors, and social/environmental influences that lead to healthy/unhealthy physical and psychological outcomes.	
Method to Measure Course Outcome	Direct - Exam	
Details/ Description:	Students will complete exams assessing their: <ul style="list-style-type: none"> • Ability to identify the dimensions of health (physical, psychological, social, etc.) • Understanding of how behaviors/attitudes/skills impact health 	
Satisfactory Performance Standard (based on rubric):	The class average on exams will be at least 70%.	
Ideal Target (based on rubric):	The class average on exams will be at least 80%.	
Implementation Plan (timeline):	At least annually	
Key/Responsible Personnel:	Janie Leary	
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	<i>Attachment 1: Sample exam. This sample exam pulls questions from each of the exams. Each exam addresses different dimensions of health. The current format is as follows:</i>	
	Exam 1: <i>Health-related behavior change theories Nutrition & Physical Activity Risk factors for chronic disease</i>	Exam 3: <i>Addiction Violence & Injury Relationships</i>
	Exam 2: <i>Cardiovascular disease & Stroke Diabetes & Weight Management Cancer</i>	Exam 4: <i>Reproductive Health & Contraceptives Infectious Disease & STIs Psychological Health Geriatric Health</i>

Sample Exam Questions

Question Pools are provided for multiple choice and short answer questions

45 Multiple choice questions will be worth 2 points each (Question pool will include questions below)

2 Short answer questions will be worth 5 points each (Question pool is at the end of this file)

1. _____ have the highest rate of hypertension.
 - a. Caucasian Americans
 - b. African Americans
 - c. Asian Americans
 - d. Middle Eastern Americans
2. Age, ethnicity, genetics, & biological factors are
 - a. risk factors only if person has hypertension.
 - b. not related to diabetes risk.
 - c. nonmodifiable risk factors for diabetes.
 - d. modifiable risk factors for diabetes.
3. Which single dietary change can lower LDL levels?
 - a. Consume less sodium
 - b. Consume less sugar
 - c. Consume more soluble fiber
 - d. Consume more vegetables
4. Which of the following groups underuse mental health services?
 - a. African Americans
 - b. Asian Americans
 - c. European Americans
 - d. Native Americans
5. When considering mental health issues, elderly, rural residents experience all of the following, except:
 - a. Higher rates of depression
 - b. Poorer physical health
 - c. More access to health professionals
 - d. More social support
6. What term below describes the wear and tear we sustain while adjusting to stress?
 - a. Burnout
 - b. Strain
 - c. Distress
 - d. Overload
7. Drek has high blood pressure, also called _____.
 - a. hypertension.
 - b. coronary artery disease.
 - c. hyperlipemia.
 - d. atherosclerosis.
8. Psychological health is another term for
 - a. authenticity.
 - b. positive psychology.
 - c. psychological normality.
 - d. mental health.
9. Which of the following is physiological arousal response in which the body prepares to combat a real or perceived threat?
 - a. Adjustment
 - b. fight-or-flight response
 - c. adaptive response
 - d. strain
10. A correct definition of exercise is...
 - a. Planned, structured, & repetitive movement
 - b. Body movement produced by skeletal muscles
 - c. The body's ability to respond to the demands of physical effort
 - d. Physical activities that increase the heart rate
11. The ability to perform moderate to vigorous physical activities on a regular basis and to complete daily tasks without undue fatigue demonstrates
 - a. weight-loss success.
 - b. endurance exercise.
 - c. physical activity.
 - d. physical fitness.
12. The following may help people who are obese reach a healthy body weight EXCEPT:
 - a. Increase whole grains
 - b. Increase carbohydrates
 - c. Reduce fruit juice consumption
 - d. Reduce alcohol consumption
13. GAS is an acronym for
 - a. genetically alleviated stress.
 - b. growth adjustment of stress.
 - c. general adaptation syndrome.
 - d. general acceleration due to stress.
14. Psychological disorders may be a result of all of the following EXCEPT
 - a. genetic differences.
 - b. exposure to traumatic events.
 - c. good coping skills.
 - d. life events.
15. Max wants to get in better physical shape and lose 10 pounds. His belief about whether he can successfully begin and maintain a fitness program is directly related to his level of
 - a. self-satisfaction.
 - b. self-mastery.
 - c. self-esteem.
 - d. self-efficacy

16. Which of the following is most likely to cause eustress instead of distress?
- Failing a test
 - Losing your job
 - The death of a cherished grandparent
 - An upcoming promotion
17. Which of the following cardiovascular disease risk factors is uncontrollable?
- cholesterol levels
 - cigarette smoking
 - family history of heart disease
 - physical inactivity
18. The number-one killer of American women is...
- breast cancer
 - ovarian cancer
 - heart disease
 - stroke
19. Exercise alters blood fat levels by
- raising LDL levels.
 - raising triglyceride levels.
 - raising HDL levels.
 - lowering HDL levels.
20. Susan believes she can successfully lose ten pounds by May. She is demonstrating high
- self-actualization
 - self-egotism
 - self-efficacy
 - self-control
21. A body mass index (BMI) of 27 is classified as
- underweight.
 - ideal weight.
 - overweight.
 - obese.
22. Metabolic syndrome is associated with which
- Fatigue
 - Insulin resistance
 - Low blood pressure
 - Low levels of LDL cholesterol
23. The leading cause of death in American is
- Cancer
 - Heart Disease
 - Respiratory Infections
 - Diabetes
24. The spiral-shaped organism that causes syphilis is
- chancre.
 - bacterium.
 - virus.
 - protozoan.
25. The first stage of labor is characterized by
- delivery of the placenta.
 - crowning.
 - dilation of the cervix.
 - the delivery of the baby.
26. A disease in which an individual's immune system attacks his or her own body's cells is called a(n)
- autoimmune disease.
 - acquired immune response.
 - antibody deficiency disease.
 - natural immune disorder
27. Blindness, amputations, & kidney disease can result
- from pre-diabetes.
 - from uncontrolled diabetes.
 - from metabolic syndrome.
 - from insulin dependency.
28. A cluster of conditions that strongly increases the risk of developing type 2 diabetes is known as
- cardiovascular disease.
 - pre-diabetes.
 - central adiposity.
 - metabolic syndrome.
29. Which of the following is an example of secondary prevention?
- receiving a flu vaccination
 - getting a mammogram
 - practicing safer sex
 - flossing your teeth
30. Nerve damage associated with diabetes usually causes numbness in
- the back and legs.
 - the hands and feet.
 - the feet and legs.
 - the back and arms.
31. Increased risk for colon & rectal cancers is linked to
- a history of ulcers.
 - high consumption of red & processed meats.
 - high consumption of fruits and vegetables.
 - too much calcium in the diet.
32. Regardless of BMI number, _____ can be used to assess health risks associated with body weight (is also a risk factor for metabolic syndrome).
- caloric intake estimates
 - activity assessments
 - resting metabolic rate
 - waist circumference

33. Regular exercise reduces the risk for cardiovascular diseases by
- thinning the blood and increasing blood pressure.
 - increasing flexibility and stamina.
 - decreasing lung capacity and recovery time.
 - improving blood flow and strengthening the heart muscle.
34. Which of the following statements is not true in relation to the ecological model?
- There are multiple levels of influence.
 - Policy, interpersonal, individual & community factors are important influences.
 - An individual can influence the community & the community can influence an individual.
 - Generally, cancer prevention behavior is influenced by only a single factor.
35. An area of Ruben's father's heart was blocked from its normal blood supply. What is a more common name for this occurrence?
- angina
 - heart attack
 - heart palpitation
 - stroke
36. Seasonal affective disorder is associated with
- a malfunction of the thyroid gland.
 - lack of social interaction.
 - too much external stimuli.
 - reduced exposure to sunlight.
37. A pop quiz in class is an example of
- chronic stress.
 - a stressor.
 - a frustration.
 - eustress.
38. Physiological state in which all body systems are in balance & functioning normally is
- adaptation.
 - eustress.
 - homeostasis.
 - recovery.
39. A person who experiences flashbacks after a violent mugging is suffering from
- a phobia.
 - post-traumatic stress disorder.
 - obsessive-compulsive disorder.
 - Schizophrenia
40. Which of the following is an ecological model policy level factor, and could promote heart health for everyone in the campus community?
- promoting 'walk and talk' classes
 - requiring campus vending machines to offer healthy options
 - educational programs explaining the benefits of regular physical activity
 - social support for employees who participate in lunchtime walking groups
41. Which of the following best reflects physical activity as primary prevention of heart disease?
- People who are physically active experience a significant reduction in risk compared with people who are sedentary
 - Physical activity is associated with reduced risk of coronary heart disease but not of stroke
 - There is a high absolute risk of sudden death after strenuous activity
 - Physical activity is associated with reduced risk of stroke but not of heart disease
42. When trying to determine your ideal body weight, which of the following factors is the least important to take into consideration?
- body structure
 - how you compare to your friends
 - ratio of fat to lean tissue
 - how your weight is distributed
43. Type 2 diabetes
- occurs in 1 in 25 Americans.
 - is best prevented by maintaining a healthy diet and exercising.
 - always requires insulin injections as a method of treatment.
 - has obvious symptoms in the early stages.
44. Rates of mental illness are similar in rural and urban areas but rural areas suffer due to which of the following?
- Greater lack of understanding
 - Greater lack of services and qualified providers
 - Greater variety of mental health diseases
 - Fewer insurance options for sufferers
45. Long-term overexposure to stress hormones
- has been linked to health problems.
 - raises resistance to disease.
 - disables eustress.
 - enables eustress.

46. Ongoing worry that may cause restlessness, tension, & sleep disturbances is the condition
- schizophrenia.
 - generalized anxiety disorder.
 - clinical depression.
 - chronic mood disorder.
47. Psychological health is another term for
- authenticity.
 - positive psychology.
 - psychological normality.
 - mental health.
48. Which of the following body reactions is characteristic of the stress response?
- Your pupils constrict.
 - Your heart rate increases.
 - Your digestion speeds up.
 - Your respiration rate decreases.
49. GAS is an acronym for
- genetically alleviated stress.
 - growth adjustment of stress.
 - general adaptation syndrome.
 - general acceleration due to stress.
50. Palliative care focuses on
- experimental treatment.
 - reducing pain and suffering.
 - supporting immune function.
 - rehabilitation.
51. Psychological disorders may be a result of all of the following EXCEPT
- genetic differences.
 - exposure to traumatic events.
 - good coping skills.
 - life events.
52. Family support to a parent entering a nursing home is an example of what level of the ecological model?
- Intrapersonal
 - Interpersonal
 - Community/Organization
 - Law/Regulations
53. Jane is a researcher who studies the individual and collective aging processes in humans. Jane works in the field of
- sociology.
 - gerontology.
 - psychology.
 - anthropology.
54. All of the following are growing concerns in the geriatric prison population, except:
- Higher rates of disease
 - Acceptance back into the community
 - Retrofitting facilities
 - Decreasing recidivism rates
55. Health care costs for older Americans are
- rapidly increasing.
 - rapidly decreasing.
 - slowly increasing.
 - slowly decreasing.
56. Older adults are more likely to use
- illicit drugs.
 - multiple prescription drugs.
 - over-the-counter drugs instead of prescription drugs because of cost.
 - alcohol in combination with prescription drugs.
57. Which of the following is a symptom of depression?
- loss of pleasure in doing usual activities
 - autonomy
 - obsession with exercise
 - increased social interaction
58. *Gonads are*
- vaginal lesions.
 - hormones.
 - penises and vaginas.
 - ovaries and testes.
59. Max wants to get in better physical shape and lose 10 pounds. His belief about whether he can successfully begin and maintain a fitness program is directly related to his level of
- self-satisfaction.
 - self-mastery.
 - self-esteem.
 - self-efficacy
60. Which of the following is most likely to cause eustress instead of distress?
- Failing a test
 - Losing your job
 - The death of a cherished grandparent
 - An upcoming promotion
61. John has a disease whose symptoms include memory loss, disorientation, and personality changes. He has been diagnosed with
- schizophrenia.
 - major depression.
 - Alzheimer's disease.
 - Parkinson's disease.

62. Jan is concerned about fatigue, loss of energy, significant weight loss, & diminished appetite. She feels hopeless, a loss of motivation, & no interest in pleasurable activities. She most likely has
- paranoia
 - an anxiety disorder
 - schizophrenia
 - depression
63. After a tough semester, an unfulfilling part-time job, being in an abusive relationship, Suzie becomes so mentally & physically drained that she ends up in the hospital. What phase of the GAS is this?
- alarm
 - resistance
 - reaction
 - exhaustion
64. Evan washes his hands 50 times a day because of an ongoing fixation on germs; he has
- a phobia.
 - post-traumatic stress disorder.
 - obsessive-compulsive disorder.
 - schizophrenia.
65. Which of the following are common sources of stress for most college students?
- academic demands & time management
 - children and pets
 - laundry and dishes
 - involvement in political causes
66. When Mika gazes at the stars, she realizes she is just a small part of a much larger existence. Her thoughts relate to which dimension of health?
- social
 - spiritual
 - physical
 - mental
67. Bones becoming brittle, weak, and more prone to breakage is characteristic of which of the following conditions?
- Osteoarthritis
 - Osteoporosis
 - Rheumatoid arthritis
 - Multiple sclerosis
68. When care or treatment that would prolong life is deliberately withheld from a terminally ill person.
- rational suicide.
 - negligent homicide.
 - passive euthanasia.
 - active euthanasia.
69. Ana suffers from a persistent & unreasonable fear of snakes. She panics even if she sees the image of a snake on television. Ana is most likely has a(n)
- depressive disorder.
 - panic attack.
 - phobia.
 - overreaction.
70. A contraceptive that physically blocks the sperm from reaching the egg is
- a barrier method.
 - a hormonal method.
 - rarely effective.
 - irreversible.
71. According to Maslow's hierarchy, human needs are ranked in the following ascending order:
- Esteem, survival, social, security, self-actualization
 - Survival, security, social, esteem, self-actualization
 - Self-actualization, social, esteem, security, survival
 - Survival, social, security, esteem, self-actualization
72. The first sign of female puberty is
- underarm hair.
 - an increase in growth rate.
 - the onset of menstruation.
 - breast development.
73. A contraceptive method that more or less permanently prevents transport of the sperm or egg to the site of conception is a
- surgical method.
 - hormonal method.
 - barrier method.
 - natural method.
74. The fertilized egg is implanted in the _____ where it grows into a fetus.
- uterus
 - vagina
 - ovary
 - cervix
75. Lana is entering college in the fall. She will be living away from home for the first time & responsible for managing her own schedule & finances. If Lana is psychologically healthy, she will react to this by
- feeling overwhelmed.
 - becoming more independent.
 - having uncontrolled anxiety.
 - seeking social acceptance.

76. The period during which both the male and the female reproductive system matures is called
- menstruation.
 - puberty.
 - growing pains.
 - menopause.
77. The first stage of the sexual response cycle is the _____ phase.
- excitement
 - plateau
 - orgasmic
 - resolution
78. The second stage of the sexual response cycle is the _____ phase.
- excitement
 - orgasmic
 - resolution
 - plateau
79. A legal document that states an individual's wishes about medical care used to make treatment decisions when the person is not able to voice his or her preferences is a(n)
- advance directive.
 - legal will.
 - health care proxy.
 - power of attorney.
77. The "typical use" contraceptive failure rate is based on studies that measure the percentage of women experiencing an unintended pregnancy in the first
- six months of use.
 - year of use.
 - two years of use.
 - five years of use.
82. Oral contraceptives prevent conception by
- reducing the number of sperm that penetrate the cervix.
 - blocking sperm from reaching the ovum.
 - changing the acidity of the vaginal canal.
 - preventing ovulation by mimicking the hormonal activity of the corpus luteum.
83. Male sex hormones are
- testosterone.
 - estrogens.
 - progestins.
 - endorphins.
84. Ovulation theoretically occurs
- at the beginning of the menstrual cycle.
 - in the estrogenic phase of the menstrual cycle.
 - at the end of the menstrual cycle.
 - 14 days prior to the onset of menses.
85. The female sex hormones include high levels of
- androgens.
 - estrogens and progestins.
 - FSH and LH.
 - estrogens and premarin.
86. The fallopian tubes link the
- uterus and urethra.
 - uterus and bladder.
 - ovaries and uterus.
 - cervix and uterus.
87. The hormones secreted by the _____ gland regulate the hormones secreted by the ovaries, testes, and adrenal glands.
- endocrine
 - Bartholin's
 - Cowper's
 - pituitary
88. Most condoms sold in the U.S. are made of
- lambskin.
 - latex.
 - polyurethane.
 - polyisoprene.
89. Which of the following lubricants can be used safely with a latex condom?
- baby oil
 - petroleum jelly
 - KY Jelly
 - lotion containing mineral oil
90. The female condom
- is inserted completely into the vagina, with none visible outside.
 - can be inserted up to 8 hours before intercourse.
 - requires lubrication.
 - can be washed and reused.
91. Which of the following is probably the most serious disadvantage of oral contraceptives for most women?
- They provide no protection against STDs.
 - They cause symptoms of early pregnancy.
 - They cause vaginal bleeding (spotting) between periods.
 - They can cause vaginal discharge.

92. Which of the following chromosomal configurations denotes female?
- YY
 - YX
 - XY
 - XX
93. The third stage of the sexual response cycle is the _____ phase.
- resolution
 - orgasmic
 - plateau
 - excitement
94. Productive maturation of boys lags behind that of girls by about _____ year(s).
- one
 - two
 - three
 - four
95. Withdrawal has a relatively low effectiveness as a contraceptive method owing to
- epididymis.
 - glans.
 - prostate gland.
 - Pre-ejaculatory fluid.
96. Compliance is higher for the contraceptive skin patch than for oral contraceptives probably because
- the skin patch is easier to obtain.
 - it is safer than OCs.
 - the patch requires weekly instead of daily action.
 - the patch is cheaper.
97. The average age of menarche in the United States is about
- 8 years of age.
 - 10 years of age.
 - 12 years of age.
 - 14 years of age.
98. Which of the following statements regarding premenstrual dysphoric disorder (PMDD) is CORRECT?
- It is not physically painful but causes psychological distress.
 - It occurs primarily in emotionally unstable women.
 - It is experienced by more than half of all women.
 - It interferes with normal daily activities.
99. The cessation of menstruation around age 50 is called
- menopause.
 - menarche.
 - senescence.
 - midlife crisis.
100. Which one of the following statements about the aging male is TRUE?
- It takes less time for an older male to achieve an erection.
 - Orgasmic contractions are more intense in the older male.
 - Less direct physical stimulation is needed for sexual arousal.
 - Testosterone production decreases as men age.
101. A small flexible cup that fits over the cervix and serves as a barrier to sperm is the
- sponge.
 - diaphragm.
 - Billings shield.
 - Cervical Cap.
102. Which of the following statements regarding male sterilization is TRUE?
- The procedure has significantly higher risk for physical complications than does female sterilization.
 - Another form of birth control should be used for three months after the procedure.
 - It is immediately effective.
 - It is performed under general anesthesia.
103. Alice delivered a set of fraternal twins. Which of the following statements about them is TRUE?
- They will be exactly alike in terms of their genetic code.
 - They came from an egg that was fertilized by two sperm.
 - They resulted from two eggs, each fertilized by a separate sperm.
 - They came from two eggs fertilized by a single sperm.
104. Male and female reactions during the sexual response cycle differ in which of the following ways?
- Males experience a fusion of the plateau and orgasmic phases.
 - Females experience a more uniform progression through the phases.
 - Females cannot be immediately restimulated to orgasm.
 - Males enter a refractory period.

105. Sexual privacy includes all of the following EXCEPT
- trust.
 - dark rooms.
 - respect.
 - communication.
106. _____ is the natural process of fertilization of an egg by a sperm.
- Conception
 - In vitro
 - Genetic coding
 - Insemination
107. The fertilized egg is supposed to rest in the lining of the
- ovary.
 - uterus.
 - vagina.
 - fallopian tube.
108. Barbara has just given birth to quadruplets—two boys and two girls. At least how many eggs had to be fertilized?
- one
 - two
 - three
 - four
109. Which of the following is the most accurate definition of endometriosis?
- blockage of the urethra
 - blockage of the vas deferens
 - growth of uterine tissue outside the uterus
 - surgical sterilization
110. Endometriosis is associated with all of the following EXCEPT
- pelvic inflammatory disease.
 - sterility.
 - infertility.
 - painful intercourse.
111. At what age is testicular cancer most frequently diagnosed?
- age 20 to 39
 - age 40 to 59
 - age 60 to 69
 - age 80 and older
112. Which of the following is NOT an early sign of pregnancy?
- nausea
 - fatigue
 - Braxton Hicks contractions
 - breast tenderness
113. Which of the following is not a part of healthy, responsible sexual behavior?
- placing your needs and desires as a priority over your partner's
 - open, honest communication
 - the use of contraception to prevent an unwanted pregnancy
 - practicing safe sex to avoid STDs
114. Pelvic inflammatory disease is most often the result of
- age.
 - urinary tract infections.
 - scarring from sexually transmitted diseases.
 - scarring from abdominal surgery.
115. The _____ provides a two-way exchange of nutrients and waste materials between the mother and the fetus.
- blastocyst
 - chorionic villi
 - embryo
 - placenta
116. Which one of the following is the most customary recommendation regarding exercise during pregnancy?
- Start a rigorous exercise program.
 - Continue a moderate exercise program.
 - Stop exercising.
 - Increase the intensity of exercise.
117. Identical twins
- share the same genetic code.
 - are no more alike than other siblings.
 - result from one egg fertilized by two separate sperm.
 - result from two eggs fertilized by two separate sperm.
118. The third stage of labor is characterized by
- intense uterine contractions.
 - movement of the baby's head into the birth canal.
 - delivery of the amniotic sac.
 - delivery of the placenta.
119. _____ exercises are recommended for pregnant women to strengthen the pelvic floor muscles.
- Kegel
 - Isotonic
 - Aerobic
 - Kinetic

120. A(n) _____ pregnancy occurs when a fertilized egg is implanted outside the uterus.
- ectopic
 - aborted
 - gestation
 - peritoneal
121. An amniocentesis
- cannot be performed during the second trimester.
 - is performed primarily to collect genetic information of a fetus.
 - cannot determine the sex of a fetus.
 - carries a very high risk for complications.
122. The first stage of labor is characterized by
- delivery of the placenta.
 - crowning.
 - dilation of the cervix.
 - lightening.
123. To reduce the risk for sudden infant death syndrome (SIDS), parents should
- put babies to sleep on fluffy bedding.
 - put babies to sleep on their backs.
 - keep the baby's room warmer than the rest of the house.
 - space children at least two years apart.
124. Bonnie's pregnancy has been confirmed with a home pregnancy test. Bonnie should
- establish a relationship with a health care provider so that she can receive the appropriate prenatal care.
 - be patient and retest in two weeks because of the high incidence of false positive results with home pregnancy tests.
 - immediately begin an exercise program.
 - join a medically supervised weight-loss program because she is beginning her pregnancy 35 pounds overweight.
125. Which of the following is NOT a benefit associated with breastfeeding?
- Breastfeeding contributes to post pregnancy weight loss.
 - Breastfeeding can enhance emotional attachment between mother and infant.
 - Breastfeeding is a reliable form of birth control.
 - Breast milk is more suited to the nutritional needs of the infant and more easily digested when compared to formula.
126. Kate and Michael are 19-year-old college students who are beginning a sexual relationship. Both have had previous partners and have not been tested for STDs. Which of the following contraceptive methods would be best for Kate and Michael to use?
- Depo-Provera
 - latex male condoms
 - IUD
 - diaphragm
127. Which of the following is the most accurate definition of dysmenorrhea?
- lengthy menstruation
 - infrequent menstruation
 - painful menstruation
 - interrupted menstruation
128. If a condom breaks, the most effective strategy to reduce the risk of pregnancy is to
- douche.
 - insert a vaginal contraceptive ring.
 - take an emergency contraceptive.
 - use a spermicide.
129. The release of the ovum is a characteristic of
- menses.
 - the pregestational phase.
 - the estrogenic phase.
 - ovulation.
130. Place the following conditions in order of severity of symptoms, from least severe to most severe.
- premenstrual syndrome, premenstrual tension, premenstrual dysphoric disorder
 - premenstrual syndrome, premenstrual dysphoric disorder, premenstrual tension
 - premenstrual tension, premenstrual syndrome, premenstrual dysphoric disorder
 - premenstrual dysphoric disorder, premenstrual tension, premenstrual syndrome

Sample Short Answer Questions

1. Explain the difference between modifiable and non-modifiable risk factors for disease. Provide three examples for each.
2. Describe one strategy for each Level of Prevention. (primary, secondary, and tertiary prevention) for hypertension
3. Explain the difference between the three main types of diabetes
4. Metabolic syndrome is diagnosed when at least three of five risk factors are present. Name the five risk factor categories.
5. There are three main materials used for male condoms. Explain the types of materials and at least one advantage and one disadvantage for each.
6. Explain the WV laws regarding age of sexual consent.
7. Explain the Cycle of Violence.
8. Apply the Maddon Matrix to an injury you or someone you know experienced.
9. Choose one disease and explain how each dimension of health impacts or is impacted by that disease. Make sure to include all seven dimensions.
10. Explain how Life Expectancy has changed over the past 120 years. Provide five examples of how it has changed.
11. According to your readings, some elderly may experience changes that disrupt their ability to benefit from health education/promotion activities. Provide two examples for each of the following categories.
 - Physical changes**
 - Psychological changes**
 - Socio-Cultural changes**
12. You were instructed to review the table describing the various types of drugs that are commonly abused. Use the table below to provide information about three of the categories

Category (were highlighted in blue in the original table)	Example (Street or Pharmacy name)	Two Effects of the drug

Submissions accepted through September 15, 2019.



Information Required for Assessment Plan in Taskstream

Complete Table #2 for each course outcome which addresses the core curriculum category outcome.

Copy Table #2 to create a table for additional course outcomes as many times as needed. Place only one table per page.

Table #2a	Course Outcome(s) Information		
Course Outcome:	1. Identify and apply strategies to assess health information for quality		
Method to Measure Course Outcome	Direct - Student Artifact		
Details/ Description:	Being able to critically evaluate health-related sources of information is a critical skill for managing one's health and advocating for the health of others. Students will complete an assignment assessing their ability to evaluate the quality of websites.		
Satisfactory Performance Standard (based on rubric):	70% of students will earn a 70% or higher on the assignment.		
Ideal Target (based on rubric):	80% of students will earn a 70% or higher on the assignment.		
Implementation Plan (timeline):	At least annually		
Key/Responsible Personnel:	Janie Leary		
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	<i>Attachment 1: Assignment Instructions and point distribution. Students can choose a health issue that is of interest to them. Most students choose a physical or psychological disease such as: heart disease, cancer, depression, anxiety, etc. As long as their topic fits into one of the following dimensions of health, they are allowed to use it for the assignment:</i>		
	<i>Cultural Awareness Environmental or Planetary health Financial health</i>	<i>Intellectual health Occupational health Physical health</i>	<i>Psychological/Emotional health Social/Interpersonal health Spiritual health</i>

Assessing Quality of Health Related-Information

Being an educated consumer of information is critical for health of individuals. It is important that you can differentiate between fake news/information and real news/information related to health. You will also spend time helping family, friends, and clients learn how to assess information. This assignment is a first step in developing your skills for assessing quality of resources.

Resources to help you complete this assignment.

Within this file, you should find information about APA referencing. Make sure to refer to this information and Purdue OWL (<https://owl.english.purdue.edu/owl/resource/560/01/>) for information.

Evaluating Internet Health Information: A Tutorial from the National Library of Medicine (2015) Medline Plus. Accessed February 22, 2016 at: <https://www.nlm.nih.gov/medlineplus/webeval/>

"Office of Dietary Supplements - How To Evaluate Health Information on the Internet: Questions and Answers." National Institutes of Health, 24 June 2011. Web. 22 Feb. 2016.
https://ods.od.nih.gov/Health_Information/How_To_Evaluate_Health_Information_on_the_Internet_Questions_and_Answers.aspx

Part A

Instructions: Choose one webpage with each main type of ending (.gov, .edu, .org, & .com). Answer the following questions for each. Use the same health topic for all of the webpage you include in your answers. Any cells left empty will be counted as wrong. If the webpage does not provide the information, state that in the cell (keep in mind that I will verify that the information is not actually on the webpage).

Example of a webpage (you cannot use this webpage for your assignment):

- National Program of Cancer Registries (NPCR)- <https://www.cdc.gov/cancer/npcr/about.htm>
- You will notice the above is ONE **webpage** within the larger CDC **Website**. For your assignment, use a single webpage, not the entire Website.

Health topic you are using for this assignment: _____

Webpage ending in ".gov"

Point Values		
0.25	Webpage address	
0.25	Who sponsors/pays for the Webpage?	
0.5	What is the Webpage's purpose?	
0.25	Who wrote the information?	
0.25	When was the information published or last reviewed?	
0.25	How does the Webpage protect your privacy?	

0.5	How accurate is the information? How do you know this?	
0.25	How can you contact the sponsor?	

Webpage ending in ".edu"

Point Values		
0.25	Webpage address	
0.25	Who sponsors/pays for the Webpage?	
0.5	What is the Webpage's purpose?	
0.25	Who wrote the information?	
0.25	When was the information published or last reviewed?	
0.25	How does the Webpage protect your privacy?	
0.5	How accurate is the information? How do you know this?	
0.25	How can you contact the sponsor?	

Webpage ending in ".org"

Point Values		
0.25	Webpage address	
0.25	Who sponsors/pays for the Webpage?	
0.5	What is the Webpage's purpose?	
0.25	Who wrote the information?	
0.25	When was the information published or last reviewed?	
0.25	How does the Webpage protect your privacy?	
0.5	How accurate is the information? How do you know this?	
0.25	How can you contact the sponsor?	

Webpage ending in ".com"

Point Values		
0.25	Webpage address	
0.25	Who sponsors/pays for the Webpage?	
0.5	What is the Webpage's purpose?	
0.25	Who wrote the information?	
0.25	When was the information published or last reviewed?	
0.25	How does the Webpage protect your	

	privacy?	
0.5	How accurate is the information? How do you know this?	
0.25	How can you contact the sponsor?	

Part B (Questions are worth 2 points each)

Now you will conduct an in-depth analysis of one website. It should be a .com or .net page on the same health topic you used in Part A. Answer each of the following questions. **Please highlight your answers in yellow.**

Website: _____

Date visited: _____

Credibility/Authority

1. What is the purpose of the page?
2. Who is the target audience?
3. Who wrote this?
4. What are their degrees/ what credentials do they hold? From where?
5. Can you verify with an internet search, or by contacting their institution of learning?
6. What position do they hold?
7. Does the author's experience really qualify them as an expert? How so?
8. Do they offer first-hand credibility? (For instance, a Vietnam veteran or a witness to Woodstock?)
9. Is there a "contact us" section... or a biography section?
10. Does the e-mail address indicate if the person is working for a reputable institution or instead, are they contacted via G-mail, Yahoo or Hotmail, for example?
11. Can you write to the author and get their CV? Or is their CV on LinkedIn or their employer's website?
12. Who is the sponsor/publisher (government, university, non-profit, for profit, individual, etc.)?
13. People within institutions might be given their own personal pages linked to a domain within a large site (often indicated by a tilde ~name) but the content is not being verified or checked by others before it is posted. Is this the case with this page?
14. What is the mission of the sponsors?
15. If the site lacks a sponsoring organization, it might be a "passionate individual" who may or may not be very knowledgeable. On the other hand, if it is a sponsored site or a site that can afford its own domain/server (that you see at the beginning of the URL), can you infer that the author has financial resources, libraries and/or a research staff to support his/her work?
 - a. Note that the URL can indicate whether the site is hosted by an institution of merit, or just a free hosting site like Geocities, Wordpress, Google, etc.
16. Has the site won awards... indicating that it is credible and helpful? How can you verify (through an independent source) that this site REALLY earned that award?
17. Do many other web pages from trusted sources link to this site, demonstrating that it is an important and authoritative source of information?
 - a. Tool: learn about sites that link to this web site if you perform a search using Alexa.com. Just put the site URL in the search box.

Accuracy

18. Is this site accurate or sloppy with the stats and details?
19. Do the facts/stats stand up against other credible sources you are consulting?
20. Based on your knowledge, does the information seem accurate? Is the information consistent with information you learned from other sources?
21. Is the information second hand? Has it been altered? How do you know?
22. Are there errors on the page (spelling, grammar, facts)? Examples?

Reliability

23. Can I rely on this information? Why?
24. If I compared the claims made in this source, does similar information appear in other sources leading me to trust it as valid information?

Relevance

25. Is this site helpful, given your research focus?
26. Is the content tightly focused to answer your question, or is it way off track?
27. What is the reading level of the site?
28. Is the site designed and constructed well enough for the average reader to use it efficiently? How so?
29. Is this site really worth the time it will take to extract the needed information?
30. Did the search engine deliver this site because it is a sponsoring link (i.e. the authors pay Google to put it at the top of the search results?) Or did you get here because it was “pushed at you” by sneaky means? How do you know this?

Date

26. How important is the “age” of the source? Is “current” information essential to the reader’s needs, or is it possible that older resources (primary sources) might improve the quality of your research? After considering those questions, ask...How old is the site?
27. When was the source last updated– is there a “last updated” indicator?
28. Why does the recency of the information matter (or not matter)?
29. Is the information currently valid?
30. Do all the links on the page still work?
31. Is it possible that the information presented is out-of-date and lacking the insight of more recently published materials?

Sources

32. Does the author cite their sources to support their claims?
33. If the site links to its publications, are they well researched and documented?
34. Do the references appear to be trustworthy? How do you know this?
35. Are the references from a variety of sources and authors?
36. Do the referenced/linked articles indicate a balanced approach to a topic, or are they all supporting just one perspective on the issue? (This could be indicative of a biased presentation.) Tool: if you think this site might be a hoax site, you can investigate it using tools described in the [blue box at bottom of article](#).

Scope and Purpose

37. How broadly and deeply does this site explore the topic?
38. Are claims supported with rich details, examples, long discussion of case studies, etc.? Or is this source skimpy and undetailed?
39. Web sites are messages with a purpose. What is the purpose of this site? Is it to persuade the reader? Inform? Sell something? Recruit? Offer support? Etc.?
40. Does the site offer any of the following areas to help the reader learn about the organization (the following are examples; the actual titles might vary)?
 - a. Mission Statement
 - b. About this Site
 - c. Join us! or Membership
41. Is the information objective? Fair? How so?
42. Information almost ALWAYS has a bias. What bias is demonstrated if this appears to be a source with a mission to persuade the reader rather than present all perspectives on a matter?
43. Does the reader get a complete picture with fair treatment to all sides of an issue? If there is a links section, does it take me to biased sources?
44. Do any of these sections appear that would enable the reader to investigate the site’s perspective or bias: Issues, Action, Advocacy, Publications, Topics— presented in biased language?

45. Regarding any ads on this site, could they indicate that a particular segment of the population (sympathetic to a spirited cause) is being targeted for marketing?

The internet offers readers a variety of types of sites, so learn how to recognize the type of web site you have encountered, and consider how and why the site was constructed, and if the purpose of the site can adequately address YOUR information when you use...

- a. Blogs
- b. Sites that sell products
- c. Wikis
- d. Question and Answer sites
- e. Discussion lists (or forums or groups)
- f. Scholarly works*
- g. Search engines
- h. News/article sites
- i. Databases/archives
- j. Reference sources
- k. Documents (primary sources)
- l. Informational pages by amateurs as well as experts

*Even Scholarly articles vary in their credibility (the first 4 should not be used for most papers):

1. Letters to the Editor
2. Commentaries
3. Opinion pieces
4. Book Review
5. Case Studies/Series
6. Review articles
7. Original research
8. Meta-analysis
9. Literature Review

Adapted from:

<http://depts.washington.edu/trio/trioquest/resources/web/evaluation.php>
<https://hbwoodlawn.apsva.us/library-home/research/evaluating-resources-caardss/>
<https://ccconline.libguides.com/c.php?g=242130&p=1609638>

Submissions accepted through September 15, 2019.



Information Required for Assessment Plan in Taskstream

Complete Table #2 for each course outcome which addresses the core curriculum category outcome.

Copy Table #2 to create a table for additional course outcomes as many times as needed.

Place only one table per page.

Table #2a	Course Outcome(s) Information
Course Outcome:	1. Students will be able to identify the behaviors and skills that lead to physical and psychological health and well-being by compiling/analyzing data on health-related topics, comparing findings to secondary data sources, and offering suggestions (skills) to meet the identified health issues.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	After completing the IRB-required ethics training, students will collect data on psychological and physical health of individuals. A paper version of the survey is attached (surveys are collected electronically). Students then complete the attached table assessing the data. Once students analyze the data, they write up a short report that includes their assessment of the data, connections with publicly available health information, and offering suggestions to address the health issues.
Satisfactory Performance Standard (based on rubric):	70% of students will earn a 70% or higher on the assignment.
Ideal Target (based on rubric):	80% of students will earn a 70% or higher on the assignment.
Implementation Plan (timeline):	At least annually
Key/Responsible Personnel:	Janie Leary
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	<i>Attachment 1: Assignment Instructions and point distribution.</i>

Data Collection Assignment

(point values are based on a 100-point assignment)

Students are responsible for collecting and analyzing data, as well as writing a report based on their findings. There are three sections to this assignment. Students who do not complete Section A will not be able to complete the remaining sections. Use the following web address when asking people to complete the survey for this assignment: <https://redcap.wvctsi.org/redcap/surveys/?s=9PH9C4XY94>

Section A (5% of your grade) 1 point for each survey you collect.

Complete the required CITI training modules and submit them to the instructor. You are not allowed to collect surveys or use the data required to complete this assignment unless you have submitted proof that you have successfully passed the CITI training (CITI training requires an average score of 90% to pass). Once you have submitted the CITI training, have five people (they must be 18 years of age or older) complete the survey. You can be one of the five people completing the survey. Multiple students cannot ask the same person to complete a survey for them. Each person you ask to complete the survey MUST acknowledge you as the person who invited them to participate. There is a drop-down menu that includes students' names. If your name is missing, they will have to type your name into a box at the end of the survey. It is YOUR responsibility to make sure they enter your first AND last name.

Section B (35% of your grade) ~0.15 points for each cell completed correctly.

After each of you have five completed surveys, the instructor will provide you with an Excel file with survey data to analyze. Use the table on the following page. Each cell must include the number of respondents who provided that answer, as well as the related percentage. We will work through some of this together in class. There are also video instructions posted in the assignment area of the course space.

Section C (60% of your grade)

- Write a paragraph summarizing your findings. You must include at least one survey question findings from the first three in the table and all three questions from the bottom of the table in your summary. **25 points for following instructions and correctly summarizing the findings**
- Compare your findings with secondary data on the health topic. Make sure to include all of the findings you mentioned in your summary paragraph.
 - We have discussed and read about various agencies and organizations that research/report on these health issues. Revisit those organizations or locate new ones (just make sure they are reliable). **25 points for adequately comparing data results with appropriate secondary sources.**
 - Make sure to give credit to the resources you use (APA formatted in-text citations and references). **10 points for proper APA format**

Suggestions for writing the summaries:

- Does one group have general health that is different than other groups?
- Does one group get more social support than another group?
- Is one group more satisfied with their lives than another group?
- Why do you think this is the case?
- What suggestions would you offer to improve health states for these groups?
- How do you think the answers might be impacted by the pandemic?
 - The first column of the Excel file indicates whether the person completed the survey before the COVID pandemic or during the pandemic. Review the information and provide an educated idea of how you think the responses have varied.
 - If you are inclined, you can separate the two groups and calculate their responses to various questions and provide that information.

Name of Investigator: Dr. Janie Leary Department: Community Health Program Title of the Study: CHEP 1100 Class
Project Phone Number: 304-333-3630
Email: jleary2@fairmontstate.edu

The survey is being conducted as part of the CHEP 1100: Intro to Health Promotion course. The class project as part of our psychological health module near the end of the semester. This form is to help you understand of the study procedures. By clicking continue you signify that you have read and understand all procedures, possible risks, and benefits of this study as well as the fact that you are voluntarily agreeing to participate in this research project.

PURPOSE OF THIS STUDY

The survey asks a number of questions about your physical health and psychological (mental) health. These questions are asked because they align with the material in our class module. You will NOT be asked your name or any identifying information.

INFORMATION ABOUT STUDY PARTICIPANTS

You must be 18 years of age or older. Participation in this study is entirely voluntary. Even after the study has begun, you are free to exit the website at any time. If you leave the study before it is completed, there will be no penalty to you. It is estimated that 200 people will participate in this study.

WHAT YOU WILL BE ASKED TO DO

You will be asked to complete an online survey that includes multiple choice and short answer questions. The survey will take approximately 10 minutes to complete. After the last question you will get contact information in case you have any follow up questions.

RISKS AND DISCOMFORTS

There are no foreseeable risks or discomforts that will arise during your participation in this study. You are free not to answer any question you wish.

WITHDRAW FROM THIS STUDY

You can stop participating in this study at any time, for any reason. Your decision to stop participating or refusal to answer any particular question will not affect your relationship with the researcher, Fairmont State University, or any group associated with the research.

CONFIDENTIALITY

All information you supply during the survey will be held in confidence, and your name is not collected. Your data will be safely stored in a secure location/digital device.

QUESTIONS ABOUT THE RESEARCH

If you have any questions about the research in general, or about your role in the study, please feel free to contact me at jleary2@fairmontstate.edu.

You may also express a concern about a study or ask any questions about being a study participant by contacting the Institutional Review Board listed below.

Joshua Smallridge PH.D., Fairmont State IRB Chair jsmallridge@fairmontstate.edu or 304-367-4740

If you are concerned about a possible violation of your privacy or concerned about a study you may contact the Fairmont State University Office of Sponsored Grants which serves as the central point for researchers in meeting their compliance and ethics responsibilities at 304-367-4266.

CONSENT

I am confirming that I have read and understand the information above and have had the opportunity to ask questions, which have been answered fully. I understand that my participation is entirely voluntary, and I am free to withdraw at any time without giving any reason. I understand the risks and discomforts that may or may not occur during my participation in this study. I am willing to perform the assessments asked of me.

Do you agree to participate in this project?

- Yes
- No

In the last TWO weeks, have you felt CONTENT?

Never experienced	About half the time	All the time
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(Place a mark on the scale above)

In the last TWO weeks, have you felt DEPRESSED?

Never experienced	About half the time	All the time
-------------------	------------------------	--------------

(Place a mark on the scale above)

In the last TWO weeks, have you felt AFRAID AS IF SOMETHING AWFUL MIGHT HAPPEN?

Never experienced	About half the time	All the time
-------------------	------------------------	--------------

(Place a mark on the scale above)

In the last TWO weeks, have you felt HAPPY?

Never experienced	About half the time	All the time
-------------------	------------------------	--------------

(Place a mark on the scale above)

In the last TWO weeks, have you felt RESTLESS/ON EDGE?

Never experienced	About half the time	All the time
-------------------	------------------------	--------------

(Place a mark on the scale above)

In the last TWO weeks, have you felt HOPELESS?

Never experienced	About half the time	All the time
-------------------	------------------------	--------------

(Place a mark on the scale above)

In the last TWO weeks, have you felt IRRITABLE/EASILY ANNOYED?

Never experienced	About half the time	All the time
-------------------	------------------------	--------------

(Place a mark on the scale above)

In the last TWO weeks, have you felt UNABLE TO STOP WORRYING?

Never experienced	About half the time	All the time
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(Place a mark on the scale above)

Core Curriculum CHEP 1110

Submissions accepted through September 15, 2019.



Application for Course Acceptance as a Core Curriculum Course Required for Bachelor's Degree

6/4/2020

TABLE #1	General Information	
Course Title:	CHEP 1110: Nutrition and Health Promotion	
Course Description as listed in the current FSU Catalog:	This course examines nutritional needs across the life cycle and in special populations. The course will also discuss challenges to healthy nutrition, including eating disorders and economic/geographical barriers. Students will develop a plan for healthy nutrition.	
Prepared by:	Janie Leary	Full-time
Preparer email address:	jleary2@fairmontstate.edu	
Course Coordinator:	Janie Leary	Full-time
Course Coordinator email:	jleary2@fairmontstate.edu	
Core Curriculum Category Outcome:	Category 11B - Fitness & Well-Being	11B. Students will be able to identify the behaviors and skills that lead to physical and psychological health and well-being.
Enter ALL course outcomes: <i>Note: If there are multiple outcomes this cell may spread onto another page. If that occurs, move Table #2 about course outcomes onto a new page.</i>	<p>Students will be able to identify the behaviors and skills that lead to physical and psychological health and well-being through the following course objectives:</p> <ol style="list-style-type: none"> 1. Identify the nutritional needs and issues that impact physical and psychological health across the lifespan. 2. Identify and apply strategies to assess health information for quality. 3. Demonstrate the ability to identify and apply related skills to promote healthy nutrition for self. 	

Submissions accepted through September 15, 2019.



Information Required for Assessment Plan in Taskstream

Complete Table #2 for each course outcome which addresses the core curriculum category outcome.

Copy Table #2 to create a table for additional course outcomes as many times as needed. Place only one table per page.

Table #2a	Course Outcome(s) Information
Course Outcome:	Identify the nutritional needs and issues that impact physical and psychological health across the lifespan.
Method to Measure Course Outcome	Direct - Exam
Details/ Description:	Students will complete an exam measuring knowledge about: <ol style="list-style-type: none"> 1. how nutrients impact physical and psychological health 2. relationship between nutrients and specific health outcomes (such as heart disease, cancer, depressions, anxiety, etc.)
Satisfactory Performance Standard (based on rubric):	The class average on exams will be at least 70%.
Ideal Target (based on rubric):	The class average on exams will be at least 80%.
Implementation Plan (timeline):	At least annually
Key/Responsible Personnel:	Janie Leary
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	<i>Attachment 1: Sample exam.</i> <i>Attachment 2: Nutritional Needs Project</i> <i>(Attachment 2 is located after the Objective 2 table because the assignment meets both objectives)</i>

Sample CHEP 1110 Exam

20 Multiple choice questions will be worth 2 points each (Question pool will include questions below) 2 Short answer questions will be worth 5 points each (Question pool is at the end of this file)

1. The science that studies food and nourishment, including food composition and the physiological effects of food on the body is
 - A) craving.
 - B) appetite.
 - C) nutrition.
 - D) hunger.
2. How many calories per gram do carbohydrates provide to the body?
 - A) 2
 - B) 4
 - C) 7
 - D) 9
3. How many calories per gram do proteins provide to the body?
 - A) 2
 - B) 4
 - C) 7
 - D) 9
4. How many calories per gram do fats provide to the body?
 - A) 2
 - B) 4
 - C) 7
 - D) 9
5. Which of the following is not used when diagnosing anorexia nervosa?
 - A) Depressive symptoms
 - B) Significant Weight Loss
 - C) Body Image Distortion
 - D) Fear of becoming fat
6. How many calories are equal to one pound of body weight?
 - A) 2500
 - B) 3000
 - C) 3500
 - D) 4000
7. Which of the following is not a fat-soluble vitamin?
 - A) Vitamin A
 - B) Vitamin C
 - C) Vitamin D
 - D) Vitamin E
8. Vitamin A deficiency can cause:
 - A) Night Blindness
 - B) Rickets
 - C) Chronic Disease
 - D) Hemorrhagic Disease
9. It is true about Bulimia Nervosa that:
 - A) Patients usually have a BMI < 17.5 kg/m²
 - B) It has an equal gender distribution
 - C) Some patients have purging without binge eating episodes
 - D) Self-induced vomiting is the most frequent compensatory behavior
10. Vitamin K deficiency can cause:
 - A) Night Blindness
 - B) Rickets
 - C) Chronic Disease
 - D) Hemorrhagic Disease
11. Vitamin D deficiency can cause:
 - A) Night Blindness
 - B) Rickets
 - C) Chronic Disease
 - D) Hemorrhagic Disease
12. Vitamin K acts to :
 - A) Activate proteins that help the blood coagulate
 - B) Provide the body with Antioxidants
 - C) Regulate calcium levels in the blood
 - D) assist with vision
13. Vitamin A acts to :
 - A) Activate proteins that help the blood coagulate
 - B) Provide the body with Antioxidants
 - C) Regulate calcium levels in the blood
 - D) assist with vision
14. Thiamin deficiency leads to all of the following except:
 - A) Beriberi
 - B) Peripheral nerve degeneration
 - C) Wernike-Korsakoff syndrome
 - D) Anemia
15. Vitamin C deficiency leads to which of the following?
 - A) Pellagra
 - B) Stomatitis
 - C) Wernike-Korsakoff syndrome
 - D) Scurvy

16. Which of the following is needed in the body for thyroid hormone synthesis?
- Iron
 - Copper
 - Zinc
 - Iodine
17. Which of the following is needed in the body for hemoglobin synthesis?
- Iron
 - Copper
 - Zinc
 - Iodine
18. The most appropriate initial goal for a client diagnosed with bulimia is to:
- avoid shopping for large amounts of food
 - control eating impulses
 - identify anxiety-causing situations
 - eat only three meals per day
19. Which body fluids most closely resemble each other in electrolyte composition?
- Intravascular fluid and interstitial fluid
 - Extracellular fluid and intracellular fluid
 - Intracellular fluid and intravascular fluid
 - Intravascular fluid and water
20. The concentration of electrolytes is commonly expressed in units that express the ability of positive and negative ions to combine with each other. What are the units of concentration that express this relationship?
- Milliequivalents per liter of plasma
 - Milligrams per 100 ml of plasma
 - Milliosmoles per liter of plasma
 - None of the above
21. What is the role of protein in nutrition?
- Contribute to the structural components of the cells
 - Are the main source of readily available energy
 - Protein is not necessary for good nutrition
 - Are components of all cell membranes, and their metabolism contributes twice as many calories for energy
22. What is the role of carbohydrates in nutrition?
- Contribute to the structural components of the cells
 - Are the main source of readily available energy
 - Carbohydrates are not necessary for good nutrition
 - Are components of all cell membranes, and their metabolism contributes twice as many calories for energy
23. What is the role of lipids in nutrition?
- Contribute to the structural components of the cells
 - Are the main source of readily available energy
 - Lipids are not necessary for good nutrition
 - Are components of all cell membranes, and their metabolism contributes twice as many calories for energy
24. Nutrition is the science that investigates
- the discovery of new nutrients.
 - the process of digestion and metabolism that breaks food down for use by the body.
 - the relationship between the body's functioning and the elements of food eaten.
 - diseases of the digestive tract.
25. The digestive process begins in the
- stomach.
 - small intestine.
 - mouth.
 - esophagus.
26. Calories are the measure of
- essential vitamins contained in a particular food.
 - essential minerals contained in a particular food.
 - the fat content of a particular food.
 - energy obtained from a particular food.
27. After water, which are the next most abundant substances in the human body?
- Carbohydrates
 - Proteins
 - Fats
 - Electrolytes
28. Carbohydrates, proteins, fats, and water are essential
- nutrients.
 - vitamins.
 - minerals.
 - amino acids.
29. One-third of the calories Americans consume come from
- fruit.
 - healthy snacks.
 - junk food.
 - vegetables.
30. Which is the most appropriate to include in a plan helping someone manage an eating disorder?
- Restrict visits with the family until they eat
 - Provide privacy during meals
 - Set up a strict eating plan for the client
 - Exercise daily, which will reduce anxiety

31. Which of the following medical conditions is commonly found in clients with bulimia nervosa?
- A) Allergies
 - B) Cancer
 - C) Diabetes mellitus
 - D) Hepatitis A
32. How much of our total body weight is water?
- A) 30-50 percent
 - B) 40-60 percent
 - C) 50-70 percent
 - D) 60-80 percent
33. Which type of fiber dissolves in water and can be digested easily by bacteria in the colon?
- A) Functional
 - B) Dietary fiber
 - C) Soluble
 - D) Insoluble
34. Which of the following guidelines will be helpful if you want to increase your intake of antioxidants?
- A) Eat a wide variety of fruits and vegetables, including dark green vegetables.
 - B) Eat at least 2 servings of lean red meat each day.
 - C) Eat whole grain foods with at least 3 grams of fiber per serving.
 - D) Eat several servings of fatty fish each week.
35. Which of these is correct about anorexia nervosa that:
- A) Females are three times more affected than males
 - B) It never happens in children or post-menopausal women.
 - C) Males from any socioeconomic background can be affected.
 - D) Prevalence rates are 2% for female adolescents.
36. When protein is consumed, the body breaks it down into smaller molecules known as
- A) micronutrients.
 - B) macronutrients.
 - C) amino acids.
 - D) lipids.
37. A recurrence of an eating disorder is most likely related to which of the following:
- A) Manipulation of others
 - B) gain control of one part of one's life
 - C) desire to commit suicide
 - D) live up to expectations of family/friends
38. Binge eating disorder most often begins when?
- A) During adolescence
 - B) During middle age
 - C) In the elderly
 - D) In preschoolers
39. Foods from animal sources usually contain which type of protein?
- A) Complete
 - B) Incomplete
 - C) Complementary
 - D) Essential
40. To support cellular growth and repair, a pregnant woman and a person recovering from surgery both need to eat
- A) extra carbohydrates.
 - B) extra protein.
 - C) extra fat.
 - D) extra fiber.
41. The energy to sustain normal daily activities is provided by
- A) amino acids.
 - B) carbohydrates.
 - C) fats.
 - D) protein.
42. The main fuel for the body's cells is
- A) protein.
 - B) glucose.
 - C) fat.
 - D) vitamins.
43. Which of the following are sources of complex carbohydrates?
- A) Fruits, milk, and cheese
 - B) Grains, legumes, and vegetables
 - C) Milk, cheese, and vegetables
 - D) Legumes, milk, and grains
44. Which of the following is a simple carbohydrate?
- A) Glycogen
 - B) Lactose
 - C) Fiber
 - D) Starch
45. Paul drinks a glass of milk with dinner. The disaccharide in milk that must be broken down before being used by his body is
- A) lactose.
 - B) lactase.
 - C) sucrose.
 - D) fructose.

46. Complex carbohydrates are also known as
- disaccharides.
 - monosaccharides.
 - polysaccharides.
 - bisaccharides.
47. Glucose is stored in muscles and the liver in the form of
- glucagon.
 - triglycerides.
 - nitrogen.
 - glycogen.
48. The safest way to thaw frozen food is
- in warm water.
 - in the refrigerator.
 - in the microwave.
 - covered on the kitchen counter.
49. How many grams of dietary fiber are recommended for adults to consume each day?
- 20-30 grams
 - 25-40 grams
 - 30-45 grams
 - 35-50 grams
50. Providing energy, insulating body organs, and maintaining body temperature are functions of
- proteins.
 - fats.
 - carbohydrates.
 - vitamins.
51. The majority of fat in the body consists of
- cholesterol.
 - lipids.
 - polysaccharides.
 - triglycerides.
52. Arthur is diagnosed with atherosclerosis. Which substance makes up the major portion of the plaque build-up in his arteries?
- Diglycerides
 - Saturated fats
 - Cholesterol
 - Unsaturated fats
53. Which of the following essential nutrients supplies energy?
- proteins
 - water
 - minerals
 - vitamins
54. High levels of which type of cholesterol appear to reduce the risk of atherosclerosis?
- LDL
 - HDL
 - MUFA
 - PUFA
55. What percentage of total calories consumed should come from fat?
- 5% to 15%
 - 10% to 25%
 - 20% to 35%
 - 30% to 40%
56. Monounsaturated fats are generally thought of as healthful because they appear to
- lower LDL levels and increase HDL levels.
 - lower HDL levels and increase LDL levels.
 - have fewer calories than saturated fats..
 - have a lower smoke point than saturated fats.
57. The process of hydrogenating fats is used to
- keep them liquid at all temperatures.
 - reduce the amount of cholesterol.
 - solidify the oil and allow a longer shelf life.
 - enhance the taste of packaged foods.
58. What happens when oils are hydrogenated?
- Monounsaturated fats are produced.
 - Trans*-fatty acids are produced.
 - Amino acids are produced.
 - Polyunsaturated fats are produced.
59. Flax seeds, fatty fish, walnuts, and dark green leafy vegetables contain beneficial fats known as
- omega-3 fatty acids.
 - omega-6 fatty acids.
 - trans*-fatty acids.
 - linoleic acids.
60. Which of the following would be the best source of omega-3 fatty acids?
- Chicken
 - Shrimp
 - Pork
 - Salmon
61. Which of the following is NOT an essential nutrient?
- vitamins
 - minerals
 - enzymes
 - amino acids
62. A good source of omega-3 fatty acids is
- chicken.
 - pork.
 - spinach.
 - salmon.

63. Which type of foods are believed to have specific health benefits beyond basic nutrition?
- Low-fat foods
 - Functional foods
 - Raw foods
 - Whole foods
64. Calcium is an example of which type of mineral?
- Major mineral
 - Micromineral
 - Trace mineral
 - Macromineral
65. Which mineral is necessary for the regulation of blood pressure & fluid balance in the body?
- Zinc
 - Sodium
 - Iodine
 - Calcium
66. The recommended daily amount of sodium for a healthy adult is fewer than 2,300 milligrams, which equates to
- less than 1 teaspoon of table salt.
 - just over 1 teaspoon of table salt.
 - about 2 teaspoons of table salt.
 - just over 2 teaspoons of table salt.
67. Which of the following is the primary mineral component in bones and teeth?
- Zinc
 - Iron
 - Magnesium
 - Calcium
68. In addition to dairy products, what other foods are good sources of calcium?
- Broccoli and kale
 - Whole grains
 - Chard and carrots
 - Spinach and beet greens
69. What is the most common nutrient deficiency, both in the United States and worldwide?
- Calcium deficiency
 - Vitamin D deficiency
 - Iron deficiency
 - Zinc deficiency
70. Which ingredient in soft drinks can cause loss of bone density, especially in women?
- Aspartame
 - Phosphoric acid
 - Calcium carbonate
 - Sucrose
71. Which vitamin is necessary for the body to properly absorb calcium?
- A
 - D
 - E
 - K
72. Some consumption of fats is _____ to health.
- helpful
 - harmful
 - essential
 - optional
73. *Trans*-fatty acids can have a _____ effect on blood cholesterol by raising LDL and lowering HDL.
- helpful
 - harmful
 - essential
 - optional
74. High _____ intake may increase a person's risk of high blood pressure, heart attack, and stroke.
- Sodium
 - Carbohydrates
 - Iron
 - Proteins
75. Most plant-based foods supply _____ proteins.
- complete
 - primary
 - secondary
 - incomplete
76. Empty calorie foods are foods that are
- nutrient-dense in relation to calories.
 - high in water content in relation to calories.
 - high-calorie foods with little nutritional value.
 - low-calorie foods with little nutritional value.
77. Ida is a vegetarian who also consumes dairy products and eggs. People with her eating habits are known as
- pesco-vegetarians.
 - lacto-vegetarians.
 - lacto-ovo vegetarians.
 - semi-vegetarians.
78. A person who avoids eating red meat but does consume seafood, dairy products, and eggs is known as a
- lacto-ovo vegetarian.
 - pesco-vegetarian.
 - semi-vegetarian.
 - lacto-vegetarian.

79. Antioxidants are substances that
- speed the growth of cancer cells.
 - stabilize free radicals.
 - contribute to oxidative stress.
 - contain a high level of nutrients.
80. Which of the factors below is NOT considered a risk factor for eating disorders
- Perfectionism traits
 - Female gender
 - Dieting during adolescence
 - Parental anxiety
81. The most common genetically modified food crops are
- corn, wheat, and soybeans.
 - soybeans, corn, and cotton.
 - tomatoes, corn, and wheat.
 - oats, wheat, and cotton.
82. To ensure safety, leftovers that have been properly wrapped and refrigerated should be eaten within
- 24 hours.
 - two days.
 - three days.
 - four days.
83. Fats are also called
- lipids.
 - enzymes.
 - glycogen.
 - glycerol.
84. Sulfites, salt, gluten, and coloring agents are examples of common
- processed foods.
 - allergens.
 - food additives.
 - genetically modified substances.
85. If appropriate combinations of plant-based foods are eaten, the complementary proteins can provide all the _____ needed to be healthy.
- essential amino acids
 - carbohydrates
 - fats
 - minerals
86. _____ is added by manufacturers to bread, rice, cereal, and pasta products in the United States, and may reduce the risk of neurotube defects.
- Folic acid
 - Calcium
 - Fiber
 - Protein
87. Saturated fats are primarily found in _____ food sources and are _____ at room temperature.
- animal; liquid
 - plant; solid
 - plant; liquid
 - animal; solid
88. Which of the following foods is a complex carbohydrate?
- potato
 - orange juice
 - table sugar
 - milk
89. Which of the following describes protein sources that provide adequate amounts of all the amino acids not manufactured in the body?
- complete
 - essential
 - nonessential
 - incomplete
90. Which of the following describes the process by which the body breaks down and absorbs foods?
- respiration
 - metabolism
 - digestion
 - catecation
91. Nutrition is best described as the
- science of food.
 - study of health.
 - study of obesity.
 - science of calories.
92. Colleen has been warned by her nutritionist that taking large amounts of a certain vitamin can be toxic because it accumulates in the liver. Which vitamin?
- Vitamin A
 - Vitamin B₆
 - Vitamin C
 - Vitamin B₁₂
93. A 15-year-old, female patient with anorexia nervosa has just been released from the hospital. Her parents are instructed to:
- discourage sneaking between meals by reducing access to the kitchen.
 - encourage interest in menu planning, food magazines, and cooking lessons, by leaving information around the house.
 - Allow her to eat meals privately in her bedroom.
 - Have her participate in routine family meals and clear the dishes, even if she does not eat.

94. Which of the following are richest in complex carbohydrates?
- grains and legumes
 - fruits, milk, and cheese
 - milk and vegetables
 - fruits and honey
95. The Dietary Reference Intakes
- are designed to prevent nutritional deficiencies and chronic diseases.
 - will eventually be replaced by RDA values.
 - are used as a basis for most food labels approved by the FDA.
 - are a food group plan.
96. Minerals are inorganic elements that the body needs to
- aid physiological processes, such as the absorption of vitamins.
 - ensure proper functioning of the nervous system.
 - aid in digestion and prevent bloating, gassiness, pain, and ulcers.
 - stored in the body since they can't be excreted.
97. Which of the following best describes simple carbohydrates?
- They include most starches.
 - They are the main source of carbohydrates in most vegetables.
 - They are found naturally in fruits and milk.
 - Some are more nutritious than others.
98. Food irradiation
- is used to preserve color and extend the shelf life of vegetables.
 - destroys pathogens in food and extends the shelf life.
 - does not require special labeling.
 - has been shown to leave radioactive residues in food.
99. The term *locavore* describes people who
- cook most of their meals at home.
 - only patronize grocery stores near their home.
 - primarily eat foods grown or produced near their home.
 - eat only organic foods.
100. High-fiber diets can help decrease the risk of all of the following EXCEPT
- colon cancer.
 - heart disease.
 - obesity.
 - fibromyalgia.
101. Which of the following is true about Recommended Dietary Allowances (RDAs)?
- They are the reference standard for intake levels necessary to meet the needs of most healthy individuals.
 - They are the highest amount of a particular nutrient that can be safely consumed daily.
 - They are the recommended average daily intake by healthy people when the research is limited.
 - They are the amount of intake needed to prevent chronic disease.
102. Dietary fats that are solid at room temperature are
- unsaturated.
 - polyunsaturated.
 - saturated.
 - monounsaturated.
103. Nutrients are
- the compounds in food that the body requires to sustain proper functioning.
 - units of measure that indicate the amount of energy in a particular food.
 - best obtained from foods containing protein.
 - best absorbed when drinking a lot of water.
104. Which of the following statements best describes the role of vitamins in the body?
- They are required in large amounts to sustain vital functions.
 - They are important in the maintenance of the immune system.
 - They provide direct energy to the body.
 - They are the building blocks of proteins.
105. Organic foods are those that are
- less than 20 percent genetically modified.
 - less likely to cause food allergies because they have been produced in sterile conditions.
 - free of all food additives.
 - grown or produced without the use of pesticides, chemicals, or hormones.
106. A known alcoholic is admitted to the hospital for treatment of an infection. Which of the following is the patient at risk for developing, as she is away from her ready supply of alcohol?
- Wernicke encephalopathy
 - Delirium tremens
 - Thiamine deficiency
 - Korsakoff dementia

101. Which of the following is true about

Sample Short Answer Questions

1. Name all of the fat soluble Vitamins
2. Name all of the water soluble Vitamins
3. Which vitamins are necessary for DNA synthesis?
4. What is an essential amino acid and how many are there?
5. What is the function of an antioxidant?
6. List the four causes of malnutrition.
7. Explain the difference between simple carbohydrates and complex carbohydrates.
8. List three ways to decrease salt intake.
9. List at least three health benefits of a fiber-rich diet.
10. List at least four ways to increase fiber in the diet.
11. Explain why *trans* fats are so dangerous to health and how to avoid them.
12. How does nutrition impact psychological health? You can address a specific mental health condition or explain related to overall psychological health.
13. What is pica and what is its relationship to nutrition?

Submissions accepted through September 15, 2019.



Information Required for Assessment Plan in Taskstream

Complete Table #2 for each course outcome which addresses the core curriculum category outcome.

Copy Table #2 to create a table for additional course outcomes as many times as needed. Place only one table per page.

Table #2a	Course Outcome(s) Information
Course Outcome:	Identify and apply strategies to assess health information for quality.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Students will complete a project and present it to the class, highlighting the nutritional needs of their assigned group. To create the final project, students have to: <ol style="list-style-type: none"> 1. Identify the current state of the topic (for example, how many people are impacted by cardiovascular disease) and the relationship between nutrition and the health topic. 2. Develop nutrition-related strategies to promote a healthier state of health.
Satisfactory Performance Standard (based on rubric):	70% of students will earn a 70% or higher on the project.
Ideal Target (based on rubric):	80% of students will earn a 70% or higher on the project.
Implementation Plan (timeline):	At least annually
Key/Responsible Personnel:	Janie Leary
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	<i>Attachment 1: Nutritional Needs Project</i>

Nutritional Needs Project

Students will be able to identify the behaviors and skills that lead to physical and psychological health and well-being through the following course objectives:

Student Learning Outcome 1:

Identify the nutritional needs and issues that impact physical and psychological health across the lifespan.

Student Learning Outcome 2:

Identify and apply strategies to assess health information for quality.

You will present about the nutritional needs of a specific group. "Presentation" can be face-to-face, video presentation, role-playing video, cooking lesson, voiceover infographic/newsletter, etc. Multimedia projects must include the recipe, script, written material used in the development of the project.

There are topic options in Blackboard. The earlier you sign up, the more likely it is that you get the topic you want. Each topic will have at least one resource to get you started. You MUST reach out beyond any provided resources. Make sure your resources are reliable. You are required to provide an APA reference list so make sure to keep track of your resources. Remember all peer-reviewed resources must be no more than 5 years old and any internet resources can be no more than 3 years old.

While this project gives students considerable freedom in design, the content requirements include:

- Recent statistics
- Nutritional needs (macro and micro, should be worded in a way that is understandable to the general population)
- How nutrition can help prevent and/or manage the health issue
- Challenges to meeting recommendations (what are some of the other life events for that group that might play into their ability to have healthy eating habits)
- Suggestions for improving nutrition and overcoming challenges
- Provide at least three reliable resources that the general public could use to better understand the topic
- Anything else you think would be important or unique to the group

Sample topics from which students may choose are listed below.

ADD/ADHD

Allergies & Intolerances

Anorexia nervosa

Binge eating

Bulimia nervosa

Cancer

Cardiovascular disease

Depression and anxiety

Diabetes

Eating Disorders

Infectious diseases

Night eating syndrome

Pica

Prader-Willi Syndrome

Reproduction

Specific age groups

Stress

Substance abuse

Below are several tools that may help with designing your project (You are not required to use these):

- PowerPoint allows basic slides for face-to-face presentations or you can record voiceovers if it will be offered over the internet.
- Microsoft Word and MS Publisher can be used to make newsletters, infographics, etc.
- Canva.com has a number of useful templates for making newsletters, infographics, etc.
 - If you use this tool, use your school email to register so you get the full product options for free: <https://www.canva.com/education/>
 - This is the tool I used to make your syllabus
- Microsoft Teams and/or WebEx can be used to record a presentation
- Google Sites can be used to make wiki-style pages (what we are using for the Nutrition & Health Conditions project)

Rubrics adapted from: http://www.readwritethink.org/files/resources/lesson_images/lesson416/OralRubric.pdf

Grading Rubric

ELEMENT	Unsatisfactory	Partially Proficient	Proficient	Exemplary
Content	Provides no understanding about the topic. Fails to explain ideas clearly, and does not use any supporting evidence. Presents information in a disjointed, unpolished style which is inappropriate for the intended audience.	Provides only minimal understanding about the topic. Incompletely explains ideas and does not effectively use supporting evidence. Presents information in a style that is often inappropriate for the intended audience.	Provides a moderate amount of insight and understanding about the topic. Explains most ideas clearly and concisely with supporting evidence. Presents information in a style that is generally appropriate for the intended audience.	Provides comprehensive insight and understanding about the topic. Explains all ideas clearly and concisely in a logical progression with effective supporting evidence. Presents all information in a style that is appealing and appropriate for the intended audience.
Organization	Fails to provide a consistent organizational structure, and information is difficult to locate.	Uses a loosely defined organizational structure which attempts to group similar items.	Uses an organizational structure which groups some but not all, related information, defines specialized vocabulary and/or provides a table of contents.	Uses a consistent organizational structure that includes grouping related information, defines specialized vocabulary and/or provides a table of contents.
Connections to additional resources	Does not include any resources, or the resources are of poor quality/ unreliable. The resources do not add value to the information presented. Connects to outdated resources which have no connection to the topic.	Includes few reliable resources. Resources provided add little value to the information presented. Connects to many outdated/ unreliable resources which appear to have only a minimal connection to the topic.	Most resources are reliable. Most but not all resources enhance the information presented. Connects to reliable resources which are usually relevant and up-to-date.	All resources are reliable and enhance the information presented. Connects to relevant, up-to-date resources. (within 3 years for websites and 5 years for books/peer-reviewed articles).
Graphics and Multimedia	Selects no graphics or uses only low-quality graphics and multimedia which do not enhance the content. Fails to acknowledge any image or multimedia sources, either with a caption or an annotation.	Selects many low- quality graphics and multimedia which do not enhance the content. Acknowledges only a few multimedia and image sources and uses incomplete captions or annotations.	Selects graphics and multimedia which are mostly high quality and enhance and clarify the content. Acknowledges most image and multimedia sources with captions or annotations.	Selects high quality graphics and multimedia when appropriate to enhance and clarify the content. Acknowledges all image and multimedia sources with captions or annotations.
Citations/ References	Does not provide citations and/or reference list.	Provides adequate citations and references but not in APA format.	Uses APA format to cite sources most of the time and provides the full APA format reference list.	Consistently uses APA format to cite sources and provides the full APA format reference list.
Resources for the general public	Resources are not appropriate for the topic or for use by the general public. Resources provided for the general public are outdated and/or are not properly formatted.	Most resources are appropriate for the topic but not for use by the general public. Resources provided for the general public are outdated but are properly formatted.	Most resources are appropriate for the topic and for use by the general public. Resources provided for the general public are up to date but not properly formatted.	All resources are appropriate for the topic and for use by the general public. Resources provided for the general public up to date and properly formatted.
Mechanics (for multimedia projects assessment will be based on the supporting written materials)	Edits the text but numerous errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major revision is required. (more than five errors)	Edits the text, but errors in grammar, capitalization, punctuation and spelling distract or impair readability. (three or more errors)	Edits the text with minor additional editing required for grammar, capitalization, punctuation, and spelling.	Edits the text with no errors in grammar, capitalization, punctuation, and spelling.
Text Layout (for multimedia projects assessment will be based on the supporting written materials)	Makes no use of headings, fonts, bullet points or white space to enhance visual appeal and readability.	Makes minimal use of headings, fonts, bullet points and white space to enhance visual appeal and readability.	Makes occasional use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.	Makes frequent and effective use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.
Presentation Skills (if role playing, eye contact will be evaluated based on the connection between those in the scene.)	Makes no eye contact with the audience/ recording device. Tension & nervousness are obvious; has trouble recovering from mistakes.	References notes more than looking at the audience/recording device. Displays mild tension; has trouble recovering from mistakes.	Consistent use of direct eye contact with audience/ recording device, but still returns to notes. Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Holds eye contact with audience/recording device. Student displays relaxed, self-confident nature about self, with no mistakes.
	Shows absolutely no interest in topic presented. Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.	Shows some negativity toward topic presented. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Occasionally shows positive feelings about topic. Student pronounces most words correctly. Most audience members can hear presentation.	Demonstrates a strong, positive feeling about topic during entire presentation. Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. Student's voice is clear.

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Information Required for Assessment Plan in Taskstream

Complete Table #2 for each course outcome which addresses the core curriculum category outcome.

Copy Table #2 to create a table for additional course outcomes as many times as needed. Place only one table per page.

Table #2a	Course Outcome(s) Information
Course Outcome:	Demonstrate the ability to identify and apply related skills to promote healthy nutrition for self.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	<ol style="list-style-type: none"> 1. Students will identify their personal nutritional needs and track their nutritional intake. They will also track their physical activity and mood for each day. 2. Students will develop a one-week menu that meets their nutritional needs. 3. Students will then write a summary assessing how well they meet their actual needs, how their nutritional choices impacted their physical/psychological health, and how they can use nutrition to improve their health.
Satisfactory Performance Standard (based on rubric):	70% of students will earn a 70% or higher on the project.
Ideal Target (based on rubric):	80% of students will earn a 70% or higher on the project.
Implementation Plan (timeline):	At least annually
Key/Responsible Personnel:	Janie Leary
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	<i>Attachment 1: Healthy Meal Planning Assignment</i>

Healthy Meal Planning Assignment

This assignment provides students the opportunity to apply the course content to their own lives.

Students will be able to identify the behaviors and skills that lead to physical and psychological health and well-being through the following course objective:

Student Learning Outcome 3:

Demonstrate the ability to identify and apply related skills to promote healthy nutrition for self.

The assignment is divided into two parts:

Part A: Data collection of nutritional habits

Part B: Applying nutritional knowledge to real world food planning

Make sure to begin the assignment early. It required data collection, analysis, and application, all of which take time.

In addition to the instructions for each part, please see the general instructions below:

- Please leave the instructions in the file when you submit the assignment.
- Make sure to answer all sections of the assignment.
- You may highlight your answers, change the font color, or otherwise distinguish them from the assignment instructions.
- While there are no page or word count requirements for this assignment. When completing the summaries and reflections, use complete sentences. Also, follow standard spelling and grammar rules.
- You will need to consult various outside resources to complete this assignment. Make sure you are paraphrasing (no direct quotes or copy/pasting). Also, remember to include APA formatted in-text citations and references.

Part A: Data collection of nutritional habits

Using what you learned in this course, determine how many calories and percentages of nutrients you should be consuming (use your 'usual' physical activity level when determining nutrient needs).

1. Based on your weight status, physical activity level, and any medical/nutritional restrictions/needs, provide the recommended amounts of the following:

Calories:	Sugars:
Fats:	Vitamin D:
Proteins:	Calcium:
Carbohydrates:	Iron:
Sodium:	Potassium:
Fiber:	
2. Explain how you calculated the above information. (I do NOT need to know your medical/nutritional restrictions/needs, just how you came up with the numbers)
3. Are the above numbers based on you maintaining, losing, or gaining weight?

For a minimum of one week, track all of your food, drinks, etc.

- Keep track of calories, fats, proteins, carbohydrates, sodium, fiber, and sugars. When tracking your food intake, make sure to take into account the number of servings and adjust the data accordingly.
- You can use an electronic or paper food log, but you will have to submit the log with this assignment using the tables found later in this file.
- When tracking calories, fats, proteins, carbohydrates, sodium, and sugars, you may have to estimate. There are several resources to help you determine this information, most smart phone apps that track meals will provide you with this information. You can also use various websites to track the information, such as: [My Fitness Pal](#), [WebMD Calorie Counter](#), and [Spark People](#).
 - Make sure the information provide on the food labels/apps/websites are consistent. For example, a food label may state there are 120 calories in the granola bar BUT when you calculate calories based on the milligrams or grams listed for the macronutrients, you may find there are actually more than 120 calories. Prepackaged foods/meals are the most likely to have this discrepancy.
- Under each day's table, write a sentence describing your physical activity level for the day. If you track your physical activity (steps, etc.), you can include it here explaining if it is typical, more, or less than your typical activity level.
- Analyze your nutrient intake for the week and write a summary. Things to consider:
 - What was it like to track your food intake and develop a menu?
 - How much time did it take? What were some of the challenges?
 - Explain how your calculations related to nutrition labels provided with packaged foods.
 - If you did not meet the recommendations (over or under), explain why.
 - What could you do to more closely match your nutritional needs?
 - Considering your current eating behaviors and your family's medical history, what chronic health issues might you have to manage in the future?
 - Can the health issues be prevented or delayed by healthier eating? Explain.
 - What will your health status be in 10 years if you continue with your current eating behaviors?
 - If your eating behaviors need to change, how and why?
 - If your eating behaviors need to remain the same, why?

Part B: Applying nutritional knowledge to real world food planning

Personal Nutritional Needs

Plan a one-week menu- blank menu forms are in this file. This menu should meet **your** nutritional requirements. Consider your nutritional needs by way of calories, macronutrients, and micronutrients (focus on Vitamin D, Calcium, Iron, and Potassium for this assignment but keep in mind that there are other micronutrients that are important to human health).

Nutritional needs should be balanced over the course of seven days, even if it is not perfectly balanced on a single day. If you are eating out or ordering food to bring home, take into consideration those nutrients. This may include contacting the restaurant and asking, if you cannot find the information online, or breaking down the food and calculating the information yourself). When calculating your nutrients, remember to take into account serving size. If you normally eat two cups of something but the nutritional label indicates a serving is one cup, you must double everything.

- The following resource may help you calculate meal nutrients: [Tufts Restaurant Calorie Counter](#)
- Nutrients for individual food items: [Nutritive Value of Foods](#)
- If you need to improve a specific nutrient, this site might help: [Nutrition Value org](#)

Write a summary about your experience with this assignment. Things to consider:

1. What your food diary an accurate representation of a normal week? Why or why not.
2. How did your physical activity (or inactivity) impact your eating and overall nutritional needs?
3. How did your mood each day impact your eating and overall nutritional needs?
4. Explain at least two ways you can use nutrition to promote physical health.
5. Explain at least two ways you can use nutrition to promote psychological health.

Part A: Log

Format your food diary as follows (you will have to add additional rows for each day):

Monday	Food/drink	Total calories	Total fats	Total proteins	Total carbohydrates	Total sodium	Total fiber	Total sugars	

Monday's physical activity:

Monday's mood:

Tuesday	Food/drink	Total calories	Total fats	Total proteins	Total carbohydrates	Total sodium	Total fiber	Total sugars	

Tuesday's physical activity:

Tuesday's mood:

Wednesday	Food/drink	Total calories	Total fats	Total proteins	Total carbohydrates	Total sodium	Total fiber	Total sugars	

Wednesday's physical activity:

Wednesday's mood:

Thursday	Food/drink	Total calories	Total fats	Total proteins	Total carbohydrates	Total sodium	Total fiber	Total sugars	

Thursday's physical activity:

Thursday's mood:

Friday	Food/drink	Total calories	Total fats	Total proteins	Total carbohydrates	Total sodium	Total fiber	Total sugars

Friday's physical activity:

Friday's mood:

	Food/drink	Total calories	Total fats	Total proteins	Total carbohydrates	Total sodium	Total fiber	Total sugars

Saturday's physical activity:

Saturday's mood:

Sunday	Food/drink	Total calories	Total fats	Total proteins	Total carbohydrates	Total sodium	Total fiber	Total sugars

Sunday's physical activity:

Sunday's mood:

Part B: Menus

MENU: Personal Nutritional Needs Menu

WK 1	Breakfast	Lunch	Dinner/Supper	Snacks	Daily nutritional information
Monday					Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Tuesday					Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Wednesday					Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:

Thursday					Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Friday					Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Saturday					Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Sunday					Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:

MENU: _____ Nutritional Needs Menu

WK 2	Breakfast	Lunch	Dinner/Supper	Snacks
Monday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Tuesday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Wednesday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Thursday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:

Friday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Saturday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Sunday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:

MENU: _____ Nutritional Needs Menu

WK 1	Breakfast	Lunch	Dinner/Supper	Snacks
Monday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Tuesday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Wednesday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Thursday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:

Friday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Saturday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:
Sunday				Calories: Fats: Proteins: Carbohydrates: Sodium: Fiber: Sugars: Vitamin D: Calcium: Iron: Potassium:

Part A grading rubric:

	Poor	Fair	Good	Excellent
Data Collection	Completed and logged 1- 2 consecutive days of food intake and daily exercise.	Completed and logged 3-4 consecutive days of food intake and daily exercise.	Completed and logged 5-6 consecutive days of food intake and daily exercise.	Completed and logged 7 consecutive days of food intake and daily exercise.
	Did not provide calorie and nutrient information for most days	Provided some of the calorie and nutrient information for most days	Provided all of the calorie and nutrient information for most days	Provided all of the calorie and nutrient information for all 7 days
Data Analysis	Did not include the required items	Included one of the three following items: <ul style="list-style-type: none"> personal caloric needs Nutrient needs Explanation of how needs were determined 	Included two of the three following items: <ul style="list-style-type: none"> personal caloric needs Nutrient needs Explanation of how needs were determined 	Included all three of the required items
Summary	Responses were brief and did not address the required elements	Responses were brief and/or vague	Responses covered most of the required elements	Responses were well considered and included all required elements

Part B grading rubric:

	Poor	Fair	Good	Excellent
Menu Planning for self and clients	Incomplete menu	Menus include all meals but not nutrient information	Menus include all of the nutrient information but not actual meals.	Menus include all meals and nutrients. Menus meet the nutritional requirements for each person
Meeting the needs of clients	Describes relationship of nutrition and chronic diseases in general but not specific to the clients	Describes vague relationship of specific nutritional needs related to specific health conditions of clients	Describes in detail the specific nutritional needs and client's health condition	Describes in detail the specific nutritional needs and client's health condition
Adapting for comorbidities	Did not provide examples of how to adapt nutritional needs to meet the needs of the specific health issues.	Provided one example of how the client can accommodate nutritional needs related to the specific health issues.	Provided multiple, vague examples of how the client can accommodate nutritional needs related to the specific health issues.	Provided multiple, detailed examples of how the client can accommodate nutritional needs related to the specific health issues.
Self-Reflection	Rarely demonstrates an understanding of how meal plans/exercise can be used to achieve health. (for example: paper was vague and/or only included information on foods eaten.)	Sometimes demonstrates an understanding of how meal plans/exercise can be used to achieve health. (for example: provided a couple of examples of how to improve food choices.)	Usually demonstrates an understanding of how meal plans/exercise can be used to achieve health. (for example: includes foods eaten, information on better food choices and how to incorporate the choices into daily life.	Demonstrates a thorough understanding of how meal plans/exercise can be used to achieve health. (for example: includes foods eaten, information on better food choices and how to incorporate choices into daily life. Provides information about how changes may prevent certain health issues in the future.)
Mechanics	More than five problems with grammar, spelling, organization, lack of APA formatted references and citations	Three to four problems with grammar, spelling, organization, lack of APA formatted references and citations	One or two problems with grammar, spelling, organization. References and citations were included but were not APA formatted.	No problems with grammar, spelling, organization. Included appropriate APA formatted references and citations.

Nursing Core Curriculum

Application for Course Acceptance as a Core Curriculum Course Required for Bachelor's Degree

(This page is to be deleted from submission. It is informational purposes only.)

General Instructions

The General Studies Committee is taking submissions for **NEW** courses to be considered for the Core Curriculum for inclusion in the 2019-20 Fairmont State University catalog. If you have a course that you believe fulfills a Core Curriculum category outcome, complete Table #1 and Table #2 on pages 4 and 5. Provide supporting documents as per the directions below. Pages 1, 2, and 3 are only informational pages and are to be deleted from the application.

1. Applications will be reviewed by the General Studies Committee. You will be notified of any necessary changes or if additional information is needed.
2. Once approved by the General Studies Committee, the faculty preparer and course coordinator will be notified. Following approval, information from this application must be entered into the course workspace in Watermark (formerly Taskstream).
3. If there are any questions, contact Dr. James Matthews at 304-367-4780 or James.Matthews@fairmontstate.edu.

Submission Instructions:

1. **Complete Table #1 (page 4).**
2. **Complete Table #2 (page 5) for each course outcome which addresses the Core Curriculum category outcome.**
3. **Place only one table per page.**
4. **Attach assignments and rubrics only for course outcomes which address the Core Curriculum category outcome.**
5. **All parts of the chosen Core Curriculum category outcome(s) must be addressed within the course outcomes. (i.e., all verbs in the chosen core curriculum category outcome must be addressed.)**
6. **Immediately after the chart of each course outcome, insert the sample assignment and rubric/checklist which is used to determine the proficiency of the students on the outcome.**
7. **The assignment and rubric must be consistent with the language of the Core Curriculum category outcome and the course outcome.**
8. **Once all documents are completed and placed in the correct order, convert the completed application into a single pdf file.**
9. **Email one (1) pdf file to Jim Matthews – James.Matthews@fairmontstate.edu prior to the due date.**

EXAMPLE *(This page is to be deleted from submission. It is informational purposes only.)*

Example of Materials Order for Core Curriculum Category Application

All application materials must be combined into one (1) PDF file.

Complete Table #1 – Course/submitter general information and identification of Core Curriculum category

Next, insert one copy of Table #2 table for each course outcome that supports the Core Curriculum category outcome followed by supporting documentation. If more than one assignment supports the outcome, place each assignment & rubric directly after the table as shown.

Complete Table #2 for first course outcome

Assignment A: Paper

Grading Rubric for paper

Assignment B: Designated exam questions

Grading rubric or explanation of point allocation listed on the exam

Complete Table #2 for next course outcome

Assignment C: Portfolio

Grading rubric for portfolio

Complete Table #2 for next course outcome

Assignment D: Student artifact produced by student during an activity

Grading Rubric for student artifact

Continue this order for as many course outcomes as needed to support the Core Curriculum category outcome.

Scan all documentation into one (1) PDF file and email to James.Matthews@fairmontstate.edu

Core Curriculum Category Outcomes *(This page is to be deleted from submission. It is informational purposes only.)*

Category 1: First Year Seminar

Student will apply academic tools, utilize campus resources, and actively participate in order to successfully transition into and through the first year of college.

Category 2: Written Communication

Students will be able to read critically and reflectively, and be able to use writing to communicate effectively with an audience.

Category 3: Written Communication

Students will be able to read critically and reflectively, and be able to use writing to communicate effectively with an audience.

Category 4: Oral Communication

Students will be able to demonstrate communication skills in argument and reasoning, the analysis and use of evidence, persuasion, and oral presentations.

Category 5: Mathematics

Students will be able to use appropriate symbolic manipulation skills and problem-solving methods to model problems and reach logical conclusions, and correctly use the language of mathematics to communicate conclusions and solutions.

Category 6: Humanities with Critical Thinking

Students will be able to understand the basic elements of the humanities and the role that language, literature, and/or history plays in their daily lives.

Category 7: Fine Arts with Critical Thinking

Students will be able to demonstrate the ability to analyze or interpret works of fine art using the language of criticism relevant to the form of study or to create works of fine art using the appropriate processes.

Category 8: Natural Science with Critical Thinking

Students will demonstrate proficiency with scientific content and data analysis to address real world problems, and recognize the limitations of the scientific process.

Category 9: Social Science with Critical Thinking

Students will be able to apply concepts and prevailing theories within the social and behavioral sciences.

Category 10: Citizenship

Students will be able to explain the responsibilities of citizens, how to participate in the democratic process, and how to contribute to civil society.

Category 11A: Global Awareness

Students will develop the awareness and knowledge to understand the complexity of intercultural connections and to live and work in a global society.

Category 11B: Fitness & Well-Being

Students will be able to identify the behaviors and skills that lead to physical and psychological health and well-being.

Category 11C: Technology

Students will demonstrate technology skills that will help them in problem solving or decision making.

Application for Course Acceptance as a Core Curriculum Course Required for Bachelor's Degree

8/25/2020

TABLE #1	General Information	
Course Title:	Nurs 1025 – Introduction to Nursing	
Course Description as listed in the current FSU Catalog:	This course is designed to help students make the transition into college learning, prepare for the nursing program, and explore the field of nursing. This course is designed for pre-nursing majors and is not a requirement of the nursing program but can be used to fulfill Category 1: First Year Seminar if the core curriculum for Bachelor's degree.	
Prepared by:	Alexis Hicks	Full-time
Preparer email address:	Alexis.hicks@fairmontstate.edu	
Course Coordinator:	Alexis Hicks	Choose an item.
Course Coordinator email:	Alexis.hicks@fairmontstate.edu	
Core Curriculum Category Outcome:	Category 1 -(in process) First Year Seminar	1. (in process) Student will apply academic tools, utilize campus resources, and actively participate in order to successfully transition into and through the first year of college.
Enter ALL course outcomes: Note: If there are multiple outcomes this cell may spread onto another page. If that occurs, move Table #2 about course outcomes onto a new page.	<ol style="list-style-type: none"> 1. Identify resources Fairmont State University provides to assist students to be successful in college. 2. Identify admission requirements for the nursing program 3. Apply appropriate strategies and tools to promote academic success. 4. Utilize a study plan for success on the nursing program entrance exam (TEAS). 5. Describe the roles and responsibilities of a registered professional nurse. 	

Information Required for Assessment Plan in Watermark (formerly Taskstream)

Complete once copy of Table #2 for each course outcome which addresses the Core Curriculum category outcome.

Copy Table #2 to create a separate table for additional course outcomes as many times as needed. Place only one table per page.

Table #2	Course Outcome(s) Information
Course Outcome:	Identify resources Fairmont State University provides to assist students to be successful in college.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	<p>Assignment 1: Students are required to go on an online and physical scavenger hunt on the FSU website and on campus to locate information, resources, and places on campus. The students then have to turn in a document of questions answered once they have located the resource or place.</p> <p>Assignment 2: Advising, information literacy, academic support will be discussed and the student will have to develop their own progression plan.</p> <p>Assignment 3: Students will discuss budgeting and prepare their own budget plan.</p>
Satisfactory Performance Standard (based on rubric):	70% of students will be able to identify all the resources on campus.
Ideal Target (based on rubric):	100% of students will be able to identify all the resources on campus
Implementation Plan (timeline):	The outcome will be assessed once each semester.
Key/Responsible Personnel:	Course Coordinator, Alexis Hicks
<p>Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.</p>	<p><i>Attachment 1:</i> The students will turn in a scavenger hunt document of questions answered once they have located the resource or place. Students will develop a progression plan to help them reach their graduation goals. Students will prepare their own budget plan.</p> <p><i>Attachment 2:</i> Scavenger Hunt Assignment Grading Rubric, Progression Plan Checklist, Budget Plan Checklist</p>

**Scavenger Hunt Assignment
Grading Rubric**

Complete	Novice	Competent	Proficient
The student will complete all questions on the scavenger hunt.	0 points The student completed less than 50% of the questions on the assignment.	10 points The student completed 50% to 99% of the questions on the assignment.	20 points The student completed 100% of all questions on the assignment.

Progression Plan

Checklist

1. Student included all classes that are required for the ASN program.
2. Student included all non-nursing classes that are required for the ASN program.
3. Students filled in extra classes with classes that will count towards core curriculum or towards required BSN program classes.

Budget Plan

Checklist

1. Student included cost of living in their budget.
2. Student included expenses in their budget, including school and non-school essentials.
3. Student included all sources of income in their budget.

Table #2	Course Outcome(s) Information
Course Outcome:	Apply appropriate strategies and tools to promote academic success.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	<p>Assignment 1: Complete the VARK learning styles assessment tool.</p> <ul style="list-style-type: none"> • Submit a reflection journal based from the VARK assessment tool. <p>Assignment 2:</p> <ul style="list-style-type: none"> • Prepare a study schedule to include the TEAS and other classes and responsibilities.
Satisfactory Performance Standard (based on rubric):	70% of students will earn an 80% or better on the assignment.
Ideal Target (based on rubric):	100% of students will earn an 80% or better on the assignment.
Implementation Plan (timeline):	The outcome will be assessed once each semester.
Key/Responsible Personnel:	Course Coordinator, Alexis Hicks
<p>Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.</p>	<p><i>Attachment 1:</i> The reflection journal and rubric.</p> <p><i>Assignment 2:</i> Checklist for developing a study schedule assignment.</p>

**Attachment 1:
VARK Reflection Journal**

Grading Rubric

Complete	Novice	Competent	Proficient
The student will discuss all questions on the VARK reflection journal.	0 points The student completed less than 50% of the questions on the assignment.	15 points The student completed 50% to 99% of the questions on the assignment.	30 points The student completed 100% of all questions on the assignment.

Questions on the VARK learning reflection journal:

- What is your learning style or learning styles?
- How will you use the information to your advantage?
- If you are in a setting that doesn't ascribe to your learning style, how will you adapt?

Attachment 2:

Checklist for creating a study plan:

The study plan includes:

1. The TEAS nursing test.
2. The classes you currently are taking using the rule that 2-3 hours of study/prep time is needed per credit hour.

Table #2	Course Outcome(s) Information
Course Outcome:	Identify admission requirements for the nursing program.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Assignment 1: Develop a progression plan and schedule for classes.
Satisfactory Performance Standard (based on rubric):	70% of students will be able to identify the admission requirements for the nursing program.
Ideal Target (based on rubric):	100% of students will be able to identify the admission requirements for the nursing program.
Implementation Plan (timeline):	The outcome will be assessed once each semester.
Key/Responsible Personnel:	Course Coordinator, Alexis Hicks
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	<i>Attachment 1:</i> Progression plan assignment checklist

Progression Plan

Checklist

1. Student included all classes that are required for the ASN program.
2. Student included all non-nursing classes that are required for the ASN program.
3. Students filled in extra classes with classes that will count towards core curriculum or towards required BSN program classes.

Table #2	Course Outcome(s) Information
Course Outcome:	Utilize a study plan for success on the nursing program entrance exam (TEAS).
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	Assignment 1: Prepare a study schedule to include the TEAS and other classes and responsibilities.
Satisfactory Performance Standard (based on rubric):	70% of students will earn an 80% or better on the assignments.
Ideal Target (based on rubric):	100% of students will earn an 80% or better on the assignments.
Implementation Plan (timeline):	The outcome will be assessed once each semester.
Key/Responsible Personnel:	Course Coordinator, Alexis Hicks
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	<i>Attachment 1:</i> Prepare a study schedule to include the TEAS and other classes and responsibilities assignment.

Study Plan Assignment:

Create a study plan strategy for the TEAS test and your current classes.

- Using the information discussed in this class
- TEAS prep material being used
- TEAS study guide
- The classes you currently are taking
- Be sure to have a goal for each TEAS/Course study session.
- Consider that for each credit hour you need to study 2-3 hours. For example, this class is a 3 credit class. $3 \times 2 = 6$, so you need to study at least 6 hours a week studying and preparing for this class.

Table #2	Course Outcome(s) Information
Course Outcome:	Describe the roles and responsibilities of a registered professional nurse.
Method to Measure Course Outcome	Direct - Student Artifact
Details/ Description:	<p>Assignment 1: Interview a nurse.</p> <p>Assignment 2: Groups will present on a historical nursing figure.</p>
Satisfactory Performance Standard (based on rubric):	70% or better will earn an 80% or better on the assignment.
Ideal Target (based on rubric):	100% of students will earn an 80% or better on the assignments.
Implementation Plan (timeline):	The outcome will be assessed once each semester.
Key/Responsible Personnel:	Course Coordinator, Alexis Hicks
Supporting Attachments: These attachments are to be placed immediately after the associated chart in the proposal.	<p><i>Attachment 1:</i> Rubric for assignment, 'interview a nurse'.</p> <p><i>Attachment 2:</i> Rubric for the assignment, 'present on a historical nursing figure'.</p>

Attachment 1

Interview a nurse rubric

Proficient				
Interview questions answered	Points: 2 (6.66666%) The student did not include the provided questions throughout their submitted work	Points: 3 (10.00%) The student included only three of less of the questions provided throughout their submitted work	Points: 4 (13.33333%) The student included four of the five provided questions throughout their submitted work	Points: 5 (16.66666%) The student included all the provided questions throughout their submitted work
Content Knowledge	Points: 4 (13.33333%) The student does not have much information from the interview noted in the reflection	Points: 6 (20.00%) The student has a brief amount of knowledge from the interview noted in the reflection	Points: 8 (26.66666%) The student has knowledge of the interview but does not elaborate on the interview in reflection	Points: 10 (33.33333%) The student has knowledge and presents an interview with interest in the topic noted in reflection
Professionalism	Points: 4 (13.33333%) The student used slang language and did not submit an overall professional assignment	Points: 6 (20.00%) The student's assignment uses professional content and language but is difficult to follow with improper sentence structure	Points: 8 (26.66666%) The student's assignment using easy to follow sentence structure but does not use dynamic language	Points: 10 (33.33333%) The student's assignment reflects that of a professional assignment using dynamic language and easy to follow sentence structure
Grammar & Spelling	Points: 0 (0.00%) The student has more than five errors of grammar and/or spelling throughout work	Points: 2 (6.66666%) The student has less than four grammatical errors and/or spelling errors throughout submitted work	Points: 4 (13.33333%) The student has less than three grammatical errors and/or spelling errors throughout submitted work	Points: 5 (16.66666%) The student has less than two grammatical errors and/or spelling errors throughout submitted work

Interview a Nurse Rubric

Attachment 2

Group Presentation on a Historical Nursing Figure Rubric

ate Rubric – NURS-1199-004 Fall 2020 - Google Chrome

ilearn-fsu.wvnet.edu/webapps/rubric/do/course/manageRubrics?dispatch=create&popup=true&course_id=_54423_1&panelId=agn&entityId=&entityType=&mo

Levels of Achievement ↕

Criteria ↑↓

	Novice ▼	Competent ▼	Proficient ▼
A historical nursing figure was chosen ▼	Points 0 The student did not choose a nursing figure from history.	Points 10 The student chose a nurse from history but it was not a historical nursing figure.	Points 20 The student chose an historical nursing figure for the presentation.
Content Knowledge ▼	Points 0 The student did not participate or add knowledge as part of the presentation.	Points 10 The student presented the historical nursing figure but not sufficient enough for a presentation.	Points 20 The student presents the historical nursing figure as part of a group on a historical nursing figure.
Professionalism ▼	Points 0 The student did not participate as part of the group or did not present in a professional manner.	Points 10 The student's presentation was not organized or sequenced.	Points 20 The student presents in an organized and sequenced manner during the presentation.

Total Points: 60

Pay Periods Letter

Faculty Senate:

April 2021

A question was raised by a constituent about what happens when the number of pay periods in a year exceeds the “normal” number of 26 and how changes in the academic calendar can affect it. This issue was raised at recent Faculty Senate meetings, and I now have a clear answer that I wish to communicate. The following four items are facts:

- (1) the academic calendar does *not* affect pay periods in any way — it is defined entirely by the fiscal year,
- (2) the WV State Auditor defines a pay for any given pay period by dividing the employee’s salary by 26,
- (3) there are normally 26 pay periods in a fiscal year, but occasionally (approximately every 11 years), 27 pay periods occur within an academic year, and
- (4) the university *will* pay faculty every two weeks.

The consequence of these facts is, during the rare years where a 27th pay period occurs, faculty will receive an “extra pay” of the regular full amount. HR stated very clearly that there will be no “skipped pay period” nor will there be “reduced pay” over such a year to extend a salary for an extra week. Employees can verify this themselves by checking pay stubs on the WV State Auditor’s website.

According to the pay period calendar sent to me, the next “27 pay periods in a fiscal year” anomaly will occur during the 2022–2023 fiscal year.

Sincerely,



Dr. Tom Cuchta

Proposed Constitution and Bylaws Revision

THE CONSTITUTION OF THE FACULTY SENATE OF FAIRMONT STATE UNIVERSITY

ARTICLE I. Name, Purpose, and Jurisdiction

Section 1. The name of this society shall be the Faculty Senate of Fairmont State University.

Section 2. The Faculty Senate shall act as the principal agent of the Faculty of Fairmont State University in policy determination.

Section 3. Throughout this Constitution and the Faculty Senate Bylaws, the expression “University” shall denote Fairmont State University; the expression “Faculty” shall denote the full-time faculty of Fairmont State University, unless otherwise specified; the expression “Faculty member” shall denote a member of the same.

ARTICLE II. Membership

Section 1. Unless otherwise specified the term “election” shall denote election conducted by electronic secret ballot distributed through Fairmont State University’s official email system. Any academic unit may choose to elect unit representatives by other means.

Section 2. Each Academic Unit of the University ~~shall may~~ elect one senator for each ten full-time faculty members or fractions thereof; however, the ~~number of senators from any College or School shall not exceed one senator per ten faculty members or fractions thereof in the College or School as a whole. The distribution of representation within the College or School shall be an internal matter to be determined at the discretion of the College or School. In this constitution~~ For purposes of this Constitution, ~~the definition of academic unit shall be the same as set forth in the bylaws of the Faculty Senate and such definition is incorporated herein by reference. The term Academic Unit will refer to the following: Behavioral Sciences; Biology, Chemistry, and Geoscience; Business; Computer Science, Mathematics, and Physics; Education; Fine Arts; Health and Human Performance; Language and Literature; Nursing and Allied Health Administration; Social Sciences; and Technology. Marketing and Management Studies; Accounting Economics & Finance; Aviation; Elementary/Secondary Education; Health and Human Performance; Natural Resources; Computer Science & Math; Architecture, Art & Design; Engineering Technology; Humanities; Behavioral Sciences; Social Sciences; ASN Nursing; and BSN Nursing~~ The Library is designated as an academic support unit and is permitted to elect one senator.

The term of office for senators so elected shall be two years. The Library is designated as an academic support unit and is permitted to elect one senator.

- a. These elections shall be conducted by secret ballot at the Academic Unit’s meeting of the academic year that falls prior to the penultimate Senate meeting of the academic year.
- b. Deans and Chairs shall neither be eligible to vote, except in case of a tie, nor be elected at such elections.

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- c. To be eligible for election to the Senate, a candidate shall have been a Faculty member at Fairmont State University for at least two complete academic years by the September following their election. However, this requirement may be waived if no qualified person is available.
- d. If a vacancy in an unexpired term of an elected Senator occurs, it shall be filled by a special election in the appropriate Academic Unit.

Section 3. The Academic Affairs Council shall elect two Senators who meet the time qualifications for Senate membership stated in Article II, Section 1.d.

- a. The term of office for Senators so elected shall be two years.
- b. The election of these Senators shall be conducted by secret ballot at the Academic Affairs Council meeting that falls prior to the penultimate Senate meeting of the academic year.
- c. The President of the University and the Provost and Academic Vice-President shall not be eligible to be elected to the Senate by the Academic Affairs Council.
- d. If a Senator elected by the Academic Affairs Council should relinquish the position on the Academic Affairs Council for any reason, that person's name shall be removed from the Senate roll immediately, and a vacancy shall be considered to exist. If a vacancy in an unexpired term of a Senator from the Academic Affairs Council occurs, the vacancy shall be filled by a special election conducted by the Academic Affairs Council.

Section 4. The Fairmont State University representative to the Advisory Council of Faculty (ACF) shall be elected by the full faculty. The representative to the ACF and reporting on ACF meetings to the Faculty Senate. The representative shall be a full, voting member of Senate.

- a. In accordance with West Virginia Code §18B-6-2(b)(2), the term of office for the representative will be two years. Representatives shall be eligible to succeed themselves.
- b. The representative shall be a full-time member of the faculty with the rank of instructor or above, duly elected by the faculty. Deans, chairs, and faculty with 50 percent or more administrative duties are not eligible to serve as the representative.
- c. No person shall serve as both a Senator from an academic unit and the ACF representative.
- d. The election of the representative shall be initiated by the Faculty Senate Executive Committee and the results presented at the penultimate Senate meeting of the academic year.
- e. The election of the representative will occur in odd-numbered years.
- f. If a vacancy in an unexpired term of an elected faculty representative occurs, it shall be filled by a special election initiated by the Faculty Senate Executive Committee.

Section 5. The Fairmont State University faculty representative to the Fairmont State Board of Governors (BOG) shall be elected by the full faculty. The representative is responsible for representing the interests of the faculty to the BOG and reporting on BOG meetings to the Faculty Senate. The representative shall be a full, voting member of Senate.

- a. In accordance with West Virginia Code Section §18B-2A-1(d)(2), the term of office for the faculty representative will be two years. The faculty representative is eligible to succeed himself or herself for three additional terms, not to exceed a total of eight consecutive years.

- b. The representative shall be a full-time member of the faculty with the rank of instructor or above, duly elected by the faculty. Deans, chairs, and faculty with 50 percent or more administrative duties are not eligible to serve as the representative.
- c. No person shall serve as both a Senator from an academic unit and the BOG representative.
- d. The election of the representative shall be initiated by the Faculty Senate Executive Committee and the results presented at the penultimate Senate meeting of the academic year.
- e. The election of the representative will occur in odd-numbered years.
- f. If a vacancy in an unexpired term of an elected faculty representative occurs, it shall be filled by a special election initiated by the Executive Committee.

Section 6. Two members of the student body of Fairmont State University serve as members-at-large in the Faculty Senate.

- a. Student members shall be selected by the entire student body in a manner determined by Student Government.
- b. Such selection shall occur prior to the last Senate meeting of the academic year.
- c. The term of office for student members shall be one academic year.
- d. To be eligible to serve in the Faculty Senate a student must be a full-time student. The student must have an overall grade point average of at least two and two tenths (2.2) at the time of election.
- e. No student shall be eligible to serve on the Executive Committee.
- f. A vacancy in an unexpired student term shall be filled by Student Government.

Section 7. Any duly elected member of the Senate who is temporarily appointed to an acting administrative position should not be removed from Senate membership unless the acting position of the title is made permanent. If said Senate member is a member of the Senate Executive Committee, that member shall resign the Executive Committee position and a replacement member shall be appointed by the Senate President.

ARTICLE III. Officers

Section 1. The Senate shall biennially elect a President. The President of the Senate may not serve more than two consecutive terms in office. The Senate shall annually elect the following officers: Vice President, Secretary, a Webmaster, and three at-large members of the Executive Committee.

Section 2. The President of the Senate shall preside at the meetings of the Senate, call and preside at monthly meetings of the Executive Committee of the Senate, and serve as ex-officio member of all Faculty Senate committees. The President may select a Parliamentarian from the full-time faculty to serve during that term of office, but such Parliamentarian shall not vote in the Senate unless the Parliamentarian is also a Senator. The President, or appointee(s), shall provide orientation for all newly elected members of the Senate.

Section 3. The Vice President of the Senate shall preside in the absence of the President and shall serve as a member of the Executive Committee of the Senate.

Section 4. The Secretary of the Senate shall maintain an up-to-date list of the Senate's membership, including the expiration date of term for each member; distribute the Senate agenda; record the proceedings of each meeting of the Senate; and distribute minutes of each Senate meeting to each member of the Faculty Senate and the Faculty. The Secretary shall also maintain appropriate files for retaining Senate records.

ARTICLE IV. Meetings

Section 1. Regular meetings of the Senate shall be held monthly at times to be decided by the Senate Executive Committee.

Section 2. Special meetings may be called by the President of the Senate, the President of the University, or upon the written petition to the President of the Senate by any five Senators or any twenty members of the Faculty. Written notice of the time, place, and purpose of special Senate meetings shall be given to each Senator at least forty-eight hours in advance of each meeting.

ARTICLE V. Amendments

Amendments to this Constitution may be made by a two-thirds (2/3) vote of the Faculty Senate followed by the approval of a two-thirds (2/3) vote of the Faculty members present at a General Faculty meeting. Proposals for amendments must be circulated in writing to the total membership of the Faculty at least thirty (30) days before the Faculty vote is taken.

Addenda

1. In the event that any provision of this Constitution shall conflict with the Rules and Regulations of the Fairmont State Board of Governors, such Rules and Regulations shall govern.
2. Unless otherwise provided in this Constitution, all proceedings shall be governed by Robert's Rules of Order.

**FAIRMONT STATE UNIVERSITY
FACULTY SENATE BYLAWS**

ARTICLE I. Meetings

Section 1. Regular meetings of the Faculty Senate shall be held each month during the academic year, on dates and at times to be determined and announced by the Executive Committee. A list of dates for such forthcoming meetings shall be published annually and distributed to each Senator at least ten days prior to the September meeting. Senators are expected to make themselves available for extended business and discussions when necessary.

Section 2. Except where specifically prohibited in these Bylaws, the terms written notice and written communication shall be construed to include all forms of electronic communications. Only electronic notifications or communications sent via Fairmont State University's email system shall be deemed to satisfy the requirement of written notice and written communication.

Section 3. The last regularly scheduled Senate meeting of each academic year, which shall follow the annual Academic Unit Senate elections, shall be held for the purpose of electing new officers for the next year. The meeting shall be called and chaired by the President of the outgoing Senate.

Section 4. The Senators present at any meeting may, by a majority vote of those present, change the date for any subsequent meeting or call a special meeting.

Section 5. Any member of the University community with a direct interest in the business of any Senate meeting shall have the right to attend such meeting. Subject to recognition and approval of the presiding officer of the Senate, this attendee may plead his/her case to redress interests relevant to the business of the Senate.

Section 6. A Senator unable to be in attendance for a particular meeting should send a substitute representative from the same Academic Unit who meets the requirements for Faculty Senate membership. The individual designated as a substitute shall assume the seat and vote for the absent member provided that notice of such substitution is given to the President and Secretary of the Senate prior to the call to order of the meeting.

Section 7. All members of the Senate entitled to vote shall be seated directly around the table.

Section 8. The physical presence of at least fifty percent (50%) of the members or their substitutes shall constitute a quorum.

Section 9. Meetings of the Senate shall be conducted in accordance with the current edition of Robert's Rules of Order, except as otherwise provided in the Bylaws.

ARTICLE II. Officers

Section 1. During the regularly scheduled April Senate meeting, the President of the Senate shall appoint a Nominating Committee of five members of the Faculty Senate charged with providing a slate of proposed Senate officers.

Section 2. The Senate shall, by secret ballot, elect biennially during the May meeting or whenever a vacancy exists, a President. The Senate shall, by secret ballot, elect annually during the May meeting or whenever a vacancy exists, a Vice President, a Secretary, a Webmaster, and three members of the Executive Committee from among its elected members.

Section 3. The minimum qualification of a Senate officer is one year's service as a member of the Senate prior to election. This requirement may be waived and an exception made upon a majority vote of the Senate.

Section 4. The term of office for the President of the Senate shall be two years, except when an election is held to fill a vacancy, in which case the period shall be for the unexpired part of the original term of office. The term of office for the Vice President, Secretary, and Executive Committee members shall be one year except when an election is held to fill a vacancy, in which case the period shall be for the unexpired part of the original term of office. Officers shall be eligible for re-election, but the President of the Senate may not serve more than two consecutive terms.

Section 5. The Academic Unit whose Senator will be serving as President of the Senate will be required to choose a substitute Senator to serve during the term of the President. The senatorial term of the President of the Faculty Senate shall continue for as long as the faculty member is the President of the Senate. At the end of the presidential term, there shall be an election in the Academic Unit for the senatorial seat.

ARTICLE III. Executive Committee

Section 1. The Executive Committee shall be composed of the President of the Senate, who shall be its chair; the Vice President of the Senate; the Senate Secretary, who shall be its secretary; the Webmaster; and three elected Senators, who shall be chosen by the Senate. The Vice President of the Senate, the Senate Secretary, the Webmaster, and the three elected members shall serve for a term of one year, and no member of the Executive Committee may serve more than three consecutive terms.

Section 2. It shall be the duty of the Executive Committee to:

- a. Arrange the agenda for Senate meetings and designate items of business as major or minor;
- b. Serve as a channel through which any member of the faculty may introduce matters for consideration by the Senate;
- c. Assist in carrying into effect the rules, regulations, and actions of the Senate;
- d. Act for the Senate on an emergency basis between meetings of the Senate, with such action reported for confirmation at the next Senate meeting;

- e. Recommend formation of such *ad hoc* committees within the Senate as may seem desirable;
- f. Recommend to the Senate rules of procedure and interpretation of the Faculty Constitution and Senate Bylaws; and
- g. Prepare and submit reports on the work of the Senate to the University President and the faculty.

Section 3. It shall be the duty of the Webmaster to maintain the Faculty Senate web pages, including:

- a. Publish the meeting agenda prior to the meeting;
- b. Publish meeting minutes once they are approved by Senate;
- c. Publish such other material as may assist Senators in the execution of their duties; and
- d. Archive records and ensure that published information is accurate.

ARTICLE IV. Voting Procedure

Section 1. Policy determination shall be by majority vote of the Senators present provided a quorum is constituted. Policies shall be effective after passage by the Senate and approval by the President of the University. The latter may interpose a veto on any Senate action, in which case the Senate may direct the President of the Senate to invite the President of the University to present a rationale for the veto.

Section 2. The presiding officer of the Senate shall not vote except in the case of a tie.

Section 3. A written, secret ballot shall be used in all elections.

Section 4. Any matter introduced in the Senate will be classified as either major or minor legislation. This classification will be made by the Executive Committee for items placed on the agenda and by the presiding officer for items introduced from the floor. However, a classification may be changed by a majority vote of the Senators present. An item classed as minor may be discussed, amended and disposed of at the meeting in which it is introduced. An item classed as major will require two meetings for final disposition.

- a. Discussion shall be terminated by a majority vote to pass the item to a "second reading" at the next meeting.
- b. At the next meeting (either regular or special), the item may be discussed, amended, and moved to final disposition.

Section 5. A voice vote shall be used to decide all major items of business, unless a Senator requests a secret ballot.

Section 6. On any matter before the Senate, a vote of two-thirds (2/3) of those Senators present shall be empowered to end debate.

ARTICLE V. Faculty Senate Committees – Rules of General Application

Section 1. Standing and *ad hoc* committees shall be established by the Senate as needed for the proper fulfillment of the functions as delegated to it by the Faculty of Fairmont State University.

Section 2. All committees shall follow the Rules of General Application and the processes specific to the Committee provided in Article VI of these Bylaws. *Ad hoc* committees may have additional or different rules and processes, which are subject to Senate approval.

Section 3. Each committee shall meet at least once each semester. Notice shall be provided to the President of the Senate by the Committee Chair if a committee does not satisfy this meeting requirement.

Section 4. Notice of all regular meetings of committees shall be announced through the Faculty Senate page of the Fairmont State University web site. Members of standing committees shall be notified of meeting dates electronically by the Committee Chair.

Section 5. All committee meetings will be open to all interested persons, unless the committee determines a closed meeting is necessary to protect personal rights of privacy as provided for in WV Code §6-9A-4.

Section 6. Each committee shall keep adequate records of committee business. Committee matters of general importance to the University shall be reported promptly to the President of the Senate who will notify the President of the Faculty Assembly when applicable.

Section 7. At the close of each semester each committee shall send a report of its activities in writing to the Executive Committee of the Senate. Additional reports may be requested by the Senate at any time.

Section 8. Committees shall be expected to conduct research, deliberate on policies, and make recommendations to the Senate relevant to the issues which they have explored. Procedural or policy changes recommended by a faculty committee which affect the instructional program or faculty welfare must be approved by the Senate and the President of the University. Procedural or policy changes that do not affect the instructional program or faculty welfare shall be referred to the appropriate Academic Unit.

Section 9. The term Academic Unit in these Bylaws ~~will~~ shall refer to the following: [Behavioral Sciences](#); [Biology](#); [Chemistry](#); and [Geoscience](#); [Business](#); [Computer Science](#); [Mathematics](#); and [Physics](#); [Education](#); [Fine Arts](#); [Health and Human Performance](#); [Language and Literature](#); [Library](#); [Nursing and Allied Health Administration](#); [Social Sciences](#); and [Technology](#). [Accounting](#); [Economics & Finance](#); [Architecture](#); [Art & Design](#); [Aviation](#); [Behavioral Sciences](#); [Computer Science & Math](#); [Elementary/Secondary Education](#); [Engineering Technology](#); [Health and Human Performance](#); [Humanities](#); [Marketing & Management Studies](#); [Natural Sciences](#); [Nursing ASN](#); [Nursing BSN](#); and [Social Sciences](#);

Section 10. For those Committees requiring elections, each Academic Unit shall, at its last meeting of the academic year, elect its members for a two-year term to begin the following semester. The Academic Units electing their representative during odd years will be ~~Biology, Chemistry, and Geoscience~~ Behavioral Sciences; Marketing & Management Studies; Business; Health and Human Performance; Language and Literature; Nursing and Allied Health Administration; and Technology Accounting, Economics & Finance; Aviation; Engineering Technology; Nursing ASN; Nursing BSN. Those electing representatives during even years will be Behavioral Sciences Education; Computer Science, Mathematics and Physics; Education; Fine Arts; Library; and Social Sciences. Natural Sciences; Humanities; Computer Science & Math; Social Sciences; Architecture, Art & Design.

Section 11. For the purpose of continuity, faculty members who are elected appointed or who serve by choice on any Senate committee will serve for a period of two years. In the event a committee member is unable to complete the two-year term the Faculty Senate Executive Committee will appoint a replacement to fill the unexpired term. However, a faculty member may request a change in membership if early termination of membership is desired. Furthermore, to allow as many faculty as possible to serve on the various Senate committees, and thus create a broad knowledge base about University policies, after serving for two years on any Senate committee, faculty members should choose to serve on a different committee.

Section 12. The Committee Chair from the previous academic year, acting in an *ex-officio* manner, shall call the first meeting of an academic year. Upon calling the meeting to order and the selection of a new Committee Chair, the *ex-officio* Committee Chair has fully discharged his or her responsibility and may be excused from the meeting.

Section 13. *Ex-officio* members of standing committees shall not vote on committee matters.

~~**Section 14.** In the case of a joint meeting of committees of Pierpont Community and Technical College and Fairmont State University, each committee will have equal representation. Should there develop a difference of opinion, principles, or policy, an *ad hoc* mediation committee shall be formed in accordance with State and accrediting bodies to encourage the prompt and equitable settlement of all controversies or claims between Pierpont Community and Technical College and Fairmont State University.~~

~~a. Any dispute will be submitted in writing to the joint *ad hoc* mediation committee, who shall promptly meet and confer in an effort to resolve such dispute through good faith consultations and negotiation.~~

~~b. This group will meet as a whole and select chairs or co-chairs.~~

- ~~e. They will discuss the situation and come up with possible resolutions to the situation. They will then take these resolutions back to each Institution and make recommendations.~~
- ~~d. The Faculty Senate will consider the options presented and, after discussion, vote concurrence or modify them with approved changes.~~
- ~~e. The approved proposals will then be placed into a special ballot and voted on by all Fairmont State University full time faculty.~~
- ~~f. If the vote fails to resolve the issue, the matter will be referred to the Presidents of both Institutions.~~

ARTICLE VI. Faculty Committees – Purpose, Organization, and Function

Section 1. At the regularly scheduled December Senate meeting, the President of the Senate shall appoint, and the Senate shall affirm, five members of the Faculty Senate to serve as the Committee on Committees, designating one of the five appointees to serve as chairperson. The Chairperson of the previous year's Committee on Committees shall be an *ex-officio* member.

Section 2. The Committee on Committees shall nominate as many faculty members to faculty committees as it deems necessary to fulfill each committee's function, with the exception of the Curriculum Committee, the Faculty Development Committee, the General Studies Committee, the Library Committee, and the Presidential Perception Survey Committee. When nominating faculty members for two year terms, the Committee on Committees should nominate representatives from [\(this language should be consistent with Article IV Section 10 above \)](#) When naming *ex-officio* members where specified, the Committee on Committees should consult with the designated Administrative Officer to determine whether that officer or a representative of that officer will serve in the *ex-officio* capacity. One student representative shall be selected to serve on each faculty committee for each-ten faculty members or fraction thereof on the committee with the exception of the Curriculum Committee where two student representatives shall be selected. No student representative shall be selected for the Academic Appeals Board, Faculty Development Committee, Faculty Grievance Committee, Faculty Personnel Committee, and the Faculty Welfare Committee.

Section 3. The first reading of the proposed committee assignments will be at the regularly scheduled May Senate meeting of the academic year; the second reading, at the first regularly scheduled September Senate meeting of the following academic year.

Section 4. Student members nominated to serve on faculty standing committees shall have been chosen from a list presented to the Committee on Committees by the Student Government. For every student nominated, two names shall have been presented by the Student Government.

A. ACADEMIC APPEALS BOARD. The Academic Appeals Board shall conduct an impartial investigation of any charges by students of prejudicial or capricious evaluation and recommend appropriate action. Grade appeals shall have been presented to the School or College Dean, Associate Dean, and/or Chair and the Provost and Vice President for Academic Affairs prior to the presentation to the Academic Appeals Board.

Committee Procedure:

1. The Academic Appeals Board shall be composed of nine (9) full-time faculty members; nine (9) faculty nominees submitted by the Student Government each year, nine (9) faculty nominees from Phi Theta Kappa, and nine (9) faculty nominees from the Faculty Senate. These nominees shall not include Deans, Associate Deans or Chairpersons of Academic Units.
2. This Board shall judge all student grade appeals within the jurisdiction of the calendar year beginning September 1.
3. At the start of each case, both the student and the instructor are entitled to dismiss two Board members from hearing their particular case. Board members may recuse themselves from hearing a particular case with permission of the Board Chairperson.
4. At least five Board members, after dismissals, must be present for a formal meeting of the Board.
5. The Board's Chairperson shall preside at appeals during the year except where he/she is challenged by one of the parties to the appeal, or is himself/herself a party to an appeal, or is otherwise unavailable. In such cases, the Board shall elect a temporary Chairperson.
6. Consonant with the rules of good order, the Board shall determine its own order of procedure and may call advisors if it desires.
7. These rules provide the instructor the opportunity to respond to all charges.
8. In an appeal case both student and instructor shall submit a written statement to the Board no later than five class days in advance of the hearing. Each statement shall be made available to the other party.
9. Each party may have one advisor (faculty or student) from the Fairmont State University campus community and may call witnesses to present information directly related to the appeal case.
10. The Board shall conduct its hearing and deliberation in private.
11. The Board shall record the information presented by the parties involved. This recording shall then be submitted to the President of the University to be stored in a secure place until final resolution.
12. The written decision of the Academic Appeals Board shall be sent to the Provost and Vice President for Academic Affairs, the Dean, Associate Dean, and/or Chair of the School, and the instructor and student involved.

B. ADMISSIONS AND CREDITS COMMITTEE. The Admissions and Credits Committee shall serve as a Faculty Advisory group to the Office of the Registrar and the Office of Admissions. In this capacity, the Committee shall review general University policies adopted by these offices and recommend any appropriate changes. This Committee shall be empowered to act upon individual cases involving admission, readmission, retention, and credits of students and shall be empowered to render judgment on petitions for grade changes submitted by faculty and administration. The Admissions and Credits Committee shall consist of interested members from the Academic Units. The Registrar and the

Director of Admissions and Recruiting, the Director of Advising and the Director of Tutoring and Testing (LEAD) shall be *ex-officio* members.

C. ATHLETICS COMMITTEE. The Athletics Committee shall:

- a. Review and recommend policies;
- b. Advise the President and the Athletic Director in the determination and maintenance of high standards of performance by the institution in this specialized area;
- c. Act as a liaison between faculty, students and administration;
- d. Monitor the athletic budget allocations and inter-collegiate schedules; and
- e. Periodically review compliance with WVIAC, NCAA, and Title IX policies and regulations.

The Athletics Committee shall consist of interested faculty from the Academic Units. The Director of Athletics and the University NCAA Academic Representative shall be *ex-officio* members.

D. CURRICULUM COMMITTEE. The Curriculum Committee shall:

- a. Review the initial decisions concerning curriculum change as reported by the Academic Vice President;
- b. Hear any appeals from Deans, Chairpersons, or other members of the Faculty concerning disposition of curriculum proposals;
- c. Undertake research into the successes and failures of the University curriculum; and
- d. Develop policy guidelines that will assist the University in curriculum development.

All four functions of the Committee will result in recommendations reported to the Faculty Senate for final action. The Curriculum Committee shall consist of one member elected by each Academic Unit. The Associate Provost for Academic Affairs shall serve as an *ex-officio* member.

E. FACULTY DEVELOPMENT COMMITTEE. The Faculty Development Committee shall:

- a. Publicize and solicit applications for Faculty Development grants and awards; and
- b. Select the recipients for final approval by the President of the University.

The Faculty Development Committee shall consist of one member elected by each Academic Unit. In the event a committee member applies for a Faculty Development grant, the committee member should recuse themselves during the period of deliberation and subsequent vote. The Director of the Center for Teaching Excellence shall serve as an *ex-officio* member.

F. FACULTY HARASSMENT COMPLAINT COMMITTEE. The Faculty Harassment Complaint Committee shall consist of six faculty members drawn from a panel of fifteen faculty members with representation from each Academic Unit in accordance with the committee procedures that follow. This committee shall (1) conduct a formal hearing in accordance with the University's Harassment Policy and (2) make recommendations to the President of the University.

Committee Procedure:

1. The President of the University shall strike six faculty members from the panel of fifteen members and then furnish the complainant and the faculty member who is respondent a list

Commented [CS1]: These are based on the recommendations of the committee chair. The Senate approved the Director of Tutoring and Testing at the September 10 2019 meeting. Director of Advising has never been approved by the Senate

of nine faculty members with instructions that each strike two names and return the list to the President within ten days.

2. If for any reason the faculty member and the complainant fail to strike or strike the same faculty, the President shall, within five days, strike a sufficient number to reduce the members to six, who shall constitute the formal hearing committee.
3. The President shall promptly notify the six members in writing that they have been selected to constitute a formal Hearing Committee and that they are responsible for selecting one of their members to be Chairperson. The President shall designate a time and place for their meeting to make such selection and to set a date for the hearing.
4. The Chairperson shall give timely notice by certified mail to the concerned persons of the time and place for the hearing.
5. The hearing shall be conducted with as little delay as possible.
6. The Hearing Committee shall hear such proof of facts as may be deemed proper and reasonable. The complainant and the faculty member shall have the opportunity to submit evidence relevant to the complaint.
7. Witnesses shall be examined under oath in the manner and form and in the order designated by the Committee.
8. The complainant and the faculty member shall have the right to have an advisor or legal counsel at their own expense.
9. Formal rules of evidence shall not apply in such hearings.
10. Testimony shall be recorded.
11. As soon as practicable after the hearing, the Hearing Committee shall deliver to the President a recording of the testimony, the summary of the hearing, and the findings and recommendations of the Committee.
12. If the claim of harassment is considered to have been verified, the Provost and Vice President for Academic Affairs shall recommend an appropriate sanction or sanctions to the President.
13. Faculty grievance procedures set forth in the Faculty Handbook may be used to appeal imposed sanctions.

G. FACULTY PERSONNEL COMMITTEE. The Faculty Personnel Committee shall:

- a. Make recommendations through the Provost and Vice President for Academic Affairs to the University President on professional personnel concerning tenure, promotion in rank, and sabbaticals; and
- b. Handle the business directed to it by the Faculty Senate Executive Committee.

The Faculty Personnel Committee shall consist of five faculty members. Only tenured faculty holding at least the rank of Professor shall be eligible to serve on the Faculty Personnel Committee. The Provost and Vice President for Academic Affairs shall serve as an *ex-officio* member.

H. FACULTY WELFARE COMMITTEE. The Faculty Welfare Committee shall recommend programs for the welfare of the faculty. The Faculty Welfare Committee shall consist of interested

faculty from the Academic Units. The Assistant Vice President for Human Resources shall serve as an *ex-officio* member.

I. GENERAL STUDIES COMMITTEE. The General Studies Committee shall:

- a. Review courses submitted for inclusion in the General Studies curriculum;
- b. Create and oversee the outcomes governing the General Studies curriculum and the listing of courses fulfilling them in the University catalog;
- c. Manage assessment data on the effectiveness of the General Studies curriculum and compile reports on this annually; and
- d. Conduct a review of the General Studies program every five years to ensure that the program meets the standards of the Higher Learning Commission (HLC) and other outside accreditors.

All four functions of the committee will result in recommendations reported to the Faculty Senate for final action. The General Studies Committee shall consist of one member elected by each Academic Unit. The Provost and Vice President for Academic Affairs, the Associate Provost for Academic Affairs, and the Director of the Center for Teaching Excellence shall serve as *ex-officio* members.

J. INSTITUTIONAL REVIEW BOARD. The Institutional Review Board shall:

- a. Function as the official institutional agency for insuring the ethical and legal use of humans and animals in the normal course of research conducted by any individuals affiliated with the institution.

The Institutional Review Board shall consist of interested faculty from the Academic Units.

K. INTERNATIONAL EDUCATION COMMITTEE. The International Education Committee shall investigate, promote, and coordinate all phases of international education among students and faculty. The International Education Committee shall consist of interested faculty from the Academic Units. The Associate Provost, the International Student Advisor, one student chosen by the Student Government, and one international student chosen by the International Student Advisor shall serve on the committee.

L. LEGISLATIVE ADVOCACY COMMITTEE. The Legislative Advocacy Committee shall:

- a. Inform faculty concerning higher education legislation as it is proposed and as it proceeds through the legislative process;
- b. Disseminate membership lists of legislative committees and addresses of pertinent legislators;
- c. Work in cooperation with similar committees on the other state college and university campuses; and
- d. Survey and collate information and opinions of faculty and forward them to the Advisory Council of Faculty for inclusion in proposed legislative packages.

The Legislative Advocacy Committee shall consist of interested faculty from the Academic Units. The representatives to the Board of Governors and Advisory Council of Faculty, and the Assistant to the President shall serve as *ex-officio* members.

M. LIBRARY COMMITTEE. The Library Committee shall:

- a. Study library needs in view of the academic program;
- b. Advise the librarian on matters of general library policy, the development of library resources, allocation of library budget, and upon means which may best integrate the library program with other academic activities of the University; and
- c. Serve as a liaison group between the faculty and the librarian.

The Library Committee shall consist of one member elected by each Academic Unit. The Director of the Library shall serve as an *ex-officio* member.

N. PRESIDENTIAL PERCEPTION SURVEY COMMITTEE. The Presidential Perception Survey Committee shall:

- a. Review the survey instrument and process of administration, and recommend any changes to the Faculty Senate;
- b. Administer the distribution of the approved survey instrument to the full-time faculty;
- c. Compile the results of the survey; and
- d. Report the finding of the survey to the Faculty Senate.

The Presidential Perception Survey Committee shall consist of one member elected by each Academic Unit.

O. STUDENT FINANCIAL AID APPEALS COMMITTEE. The Student Financial Aid Appeals Committee shall:

- a. Recommend to approve or deny the financial aid appeals related to the student financial aid program; and/or
- b. Make recommendations to the Financial Aid *ex-officio* member in attendance.

The Student Financial Aid Appeals Committee shall consist of interested faculty from the Academic Units. The Director of Financial Aid or appointee shall serve as an *ex-officio* member.

P. STUDENT HEARING BOARD. The Student Hearing Board shall hear student discipline cases, as directed by the Vice President for Student Affairs or his/her designee, in accordance with procedures outlined in the Student Handbook. After hearing all related evidence, the panel shall by secret ballot render a decision and, if guilty, recommend an appropriate penalty to be implemented by the Vice President for Student Affairs. The student may appeal the decision, following the procedure specified in the Student Handbook.

The Student Hearing Board shall consist of interested faculty from the Academic Units. The Student Hearing Board, in hearing a case, shall consist of the Chairperson of the Student Hearing Board or a substitute, two faculty members from the Student Hearing Board, and two students appointed by the Student Government.

ARTICLE VII. Amendment of Bylaws

Amendments of Bylaws of the Faculty Senate shall be made only at a regular meeting thereof, by a two thirds (2/3) vote of at least a quorum of the Faculty Senate. No proposition to amend shall be acted upon unless written notice thereof has been given to the President of the Senate at least thirty days prior to the meeting. A copy of such a proposition shall be provided in the call for the next regular meeting, and a copy sent to each Senator at least ten days before the date of the next regular meeting at which time the time the amendment will be presented for Senate Action.

Nursing SOAR Syllabus

Introduction to Nursing

Syllabus

NURS 1199

Spring 2021

Name	Office Location	Office Hours	Office Phone	Email
Stephanie Andenora	ED 234B	Monday 0900-1400	(304) 367-4004	sandenora@fairmontstate.edu

COURSE DESCRIPTION:

NURS 1199-This course is designed to help students make the transition into college learning, prepare for the nursing program, and explore the field of nursing. This course is designed for pre-nursing majors and is not a requirement of the nursing program but can be used to fulfill Category 1: First Year Seminar if the core curriculum for Bachelor's degree.

CREDIT BREAKDOWN:

- Lecture: 3 hours per week

COURSE FORMAT: Lecture

- Class time: 8:00 am – 9:15 am every Tuesday and Thursday
- Location: ET 427

LEARNING OUTCOMES: WHAT YOU WILL KNOW

Promote Academic Success

By fully participating in the SOAR experience, you will...

1. Begin a working plan for your educational path and academic vision; establish academic goals and select a program of study that supports those goals.-
2. Adapt and apply appropriate academic strategies to courses and learning experiences.
3. Articulate the significance of beyond the classroom experiences and community-based learning, and the role these experiences play in contributing to overall learning.
4. Implement a study plan for success on the nursing program entrance exam (TEAS).

Establish a Sense of Belonging

By fully participating in the SOAR experience, you will...

5. Establish a sense of community to promote a sense of belonging and to create a safe and welcoming learning environment.
6. Integrate academically and socially by making campus connections that will increase knowledge of resources, services, and programs.
7. Explore opportunities for social and cultural interaction; engage in the curricular, co-curricular, and extra-curricular life of the University.

Establish a Sense of Identity

By fully participating in the SOAR experience, you will...

8. Develop an awareness of your own identity and place within a diverse community.
9. Cultivate a legacy and prepare to leave a mark by establishing personal goals that positively affect in an enduring manner, the campus community.
10. Describe the roles and responsibilities of a registered professional nurse.

Recommended:

- 2020-2021 ATI TEAS Study Manual: https://atitesting.com/teas/study-manual?gclid=Cj0KCOiAw_H-BRD-ARIsALQE_2OI-stxTyFPGhxALA2aOITCWDs3IIawa7V689DwOCgjzIOEKaZH5UaAm8jEALw_wcB

Contact and Participation Information

I encourage you to contact me immediately if you have any questions about the course. You can:

- Use the Course Email tool to send and receive personal emails from me and other participants WITHIN the course; **preferred method**
- Phone me at 304-367-4004
- In the event that Blackboard is down, send email to my Fairmont State University email at sandenora@fairmontstate.edu.
- I will be available via email for any questions or concerns you have. BUT, I will only be online Monday, Tuesday, Thursday, and Friday. I will be in clinical on Wednesday and will not respond to emails on this day.

Virtual Office Hours

I am available in my virtual office by appointment only. Send me an email to set up an appointment.

Instructor Commitment

My commitments to you as an instructor include:

- Replying to emails within 48 hours excluding weekends and holidays
- Reading and replying to discussion posts weekly when applicable

- Checking course messages daily excluding weekends and holidays

BLACKBOARD INFORMATION:

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

TECHNOLOGY ASSISTANCE INFORMATION:

Teaching & Learning Commons Help Information

Phone: 304-367-4810 Option 3

Email: help@fairmontstate.edu

Hours: See Website for most current hours of operation

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

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

Minimum Technical Requirements

Please bring a lap top or tablet with you to every class.

You will need the following software in order to complete the activities in this class: (example below, add or remove)

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

HOW WILL I BE GRADED?

Grading	Points
Attendance	26 classes x 5 points= 130 points

Participation	5 in class activities x 15 pts= 75 points
Assignments	7 assignments x 25 points=175 points
Group Presentation	75 points
CPR card	25 points
Quiz	1 math quiz = 10 points
Final Exam	120 points
	Total Points: 610
	Points needed to pass this course: 458

Any and all assignments must be uploaded to the proper Blackboard dropbox

GRADING SCALE:

*Note this is the School of Nursing Grading Scale not the University's

A = 92-100

B = 84-91

C = 75-83

D = 66-74

F = < 66

POLICIES & UNIVERSITY POLICIES

FSU is a smoke, tobacco, and vapor free campus.

COVID-19 Provisions:

Following guidance from the CDC as well as State and Local Officials, Fairmont State reserves the right to determine method of delivery of class content, and modify classroom configuration to comply with COVID-19 safety guidance. The University also reserves the right to institute mandatory safety protocols including requiring students to wear masks at all times while in the classrooms.

Late Assignments

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

Attendance

Attendance to all class sessions, either in seat or live streamed is expected. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Class attendance will be tracked whether in-person or by live-stream.

- **Please note: There are specific dates in this course that you must be present in the face to face class. See the course timeline & alignment map for specific dates. There are 7 classes that you must attend in person face to face.**

Harassment and Discrimination

Title IX makes it clear that violence and harassment based on sex, gender and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at <http://www.fairmontstate.edu/adminfiscalaffairs/human-resources/title-ix-institutional-compliance-and-integrity-reporting-and-complaint-procedure>; by calling 304.367.4386; or by emailing HR@fairmontstate.edu.

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.

Assessments, Surveys, and Course Evaluations

Fairmont State University and Pierpont Community and Technical College value students' opinions. Your participation in special assessments, surveys and course evaluations assists us in improving the services of the institution and the effectiveness of classroom instruction. These are to be viewed as course requirements and completed to the best of your ability and with full attention.

Accessibility Services

Accessibility 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 disability services and to provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Accessibility Services must cooperate to ensure the most effective provision of accommodations for each class. The Office of Accessibility Services is located in suite 316 of the Turley Student Services Center 333-3661. For additional information, please visit the Fairmont State University Office of Accessibility Services webpage at www.fairmontstate.edu/access or call (304) 333-3661.

Students can access accessibility information for the Blackboard Course Management System used for this course by going to www.blackboard.com/platforms/learn/resources/accessibility.aspx.

Copyright Notice

Material presented in this course may be protected by copyright law.

Expectations

Students are expected to be:

- Present and attentive in class; aware of official university communication via email
- Prepared for university life; prepared for class
- Participating in class and in extra- and co-curricular activities
- Polite and respectful to everyone in our academic community.

Fairmont State's Core Values:

Scholarship
Oppportunity
Achievement
Responsibility

SOAR with Fairmont State

Additional information about all policies can be found online at: [/studentresources/default.asp](http://studentresources/default.asp)
[/publications/campushandbooks/studenthandbook/default.asp](http://publications/campushandbooks/studenthandbook/default.asp)

Social Justice Statement:

"Fairmont State University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran's status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise let me

know and make appropriate arrangements with the Office of Accessibility Services (304-367-4141). "

Course timeline and alignment map updated for new outcomes:

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

Module	Module/ Course Learning Outcome	Date/Topic(s)/Readings:	Graded Assignments /Due Dates & Times:
Module 1	6	<u>01/12/2021</u> <ul style="list-style-type: none"> • Icebreaker activity • Review course syllabus and class expectations • Discuss campus resources and scavenger hunt • Blackboard basics • Why do you want to be a nurse? 	Participation: Scavenger hunt & WebQuest 15 points each Due: 01/21/2021 Interactive Syllabus Assignment
Module 2	2	<u>01/14/2021</u> <i>Academic Success</i> <ul style="list-style-type: none"> • Preparing for classes • Note taking, study skills, study groups • Learning style survey 	Assignment: VARK learning styles assessment & Reflection journal 25 points. Due: 01/19/2021
Module 3	4, 1	<u>01/19/2021</u> <ul style="list-style-type: none"> • TEAS study tips • Time management • ASN program requirements 	Assignment: Prepare a study schedule to include the TEAS and other classes and responsibilities. 25 points Due: 01/26/2021
Module 4	8, 7	<u>01/21/2021</u> <ul style="list-style-type: none"> • Wellness <ul style="list-style-type: none"> ○ Diet, exercise, self-care, immunizations 	Attend a wellness Tuesday event and have the person at the table sign a statement that you attended.
Module 5	8, 7	<u>01/26/2021</u> <ul style="list-style-type: none"> • Wellness 	

Module 6	2	<ul style="list-style-type: none"> ○ Alcohol, vaping, tobacco use, drugs, sexual health <p><u>01/28/2021 Face to Face required</u></p> <ul style="list-style-type: none"> • Metacognition strategies 	
Module 7	4	<p><u>02/02/2020</u></p> <p>Test taking and test taking for the TEAS</p>	
Module 8	4	<p><u>02/04/ 2021</u></p> <ul style="list-style-type: none"> • Focus on TEAS Reading 	<p>Assignment: TEAS Reading Questions & Reflection Journal 25 points. Due: 02/09/2021</p>
Module 9	4	<p><u>02/09/2021</u></p> <ul style="list-style-type: none"> • Focus on TEAS English 	<p>Assignment: TEAS English Questions & Reflection Journal 25 points. Due: 02/16/2021</p>
Module 10	4	<p><u>02/11/2021</u></p> <ul style="list-style-type: none"> • Focus on TEAS Math 	<p>Assignment: TEAS Math Questions & Reflection Journal 25 points. Due: 02/16/2021</p>
Module 11	4	<p><u>02/16/2021</u></p> <ul style="list-style-type: none"> • Focus on TEAS Science 	<p>Assignment: TEAS Science Questions & Reflection Journal 25 points. Due: 02/23/2021</p>
Module X	10, 3	<p><i>02/18/2021 NO CLASS/CPR</i></p>	<p>CPR Card 25 points Due: 04/15/2021</p>
Module 12	10	<p><u>02/23/2021 Face to Face required</u></p> <ul style="list-style-type: none"> • Vital Signs 	

Module 13	10, 5	<u>02/25/2021 Face to Face required</u> <ul style="list-style-type: none"> • <i>First aid and Stop the Bleed training</i> 	Participation in class activity: In class activity to focus on first aid, stop the bleed, and vital signs. 15 points Due: 03/02/2021
Module 14	10, 5	<u>03/02/2021 Face to Face required</u> <ul style="list-style-type: none"> • <i>Skills/sim lab scenario (put skills from vital signs, first aid, and stop the bleed into action)</i> 	
Module 15	6, 2	<u>03/04/2021</u> <ul style="list-style-type: none"> • <i>Budget- scholarships and making ends meet.</i> 	Participation in class activity: Prepare a budget 15 points. Due: 03/09/2021
Module 16	10	<u>03/09/2021</u> <ul style="list-style-type: none"> • <i>Math calculations for nurses.</i> 	Quiz: Math calculations for nurses on 01/16/2021 at the beginning of class. 10 points.
Module Advising	1,6	<u>03/11/2021</u> <ul style="list-style-type: none"> • <i>Pre nursing advisor to come to class.</i> 	Participation: Progression plan/Class Schedule 15 points Due: 03/11/2021
Module 17	10,2	<u>01/16/2021</u> <ul style="list-style-type: none"> • Quiz on math calculations. • Communication <ul style="list-style-type: none"> ○ Styles ○ Assertiveness ○ Therapeutic communication ○ Social media ○ Netiquette 	Math Quiz TODAY (10 points)
Module X	10	<i>01/18/2021 NO CLASS/ CPR</i>	CPR card 25 points Due: 04/15/2021
Module 18	10, 2, 8, 9	<u>03/23/2021</u> <ul style="list-style-type: none"> • <i>What does it mean to be a nurse</i> • <i>Different nursing roles</i> 	Assignment: Nurse Interview 25 points Due: 04/01/2021

Module 19	10	<u>03/25/2021</u> <ul style="list-style-type: none"> • Educational levels • RN licensure requirements 	
Module 20	10, 9	<u>03/30/2021</u> <ul style="list-style-type: none"> • <i>Guest speakers on different nursing areas</i> 	
Module 21	10, 8, 9	<u>04/01/2021</u> <ul style="list-style-type: none"> • <i>WV Nurse Practice Act</i> • <i>HIPPA</i> • <i>Professionalism</i> • <i>Academic Integrity</i> 	
Module 22	10	<u>04/06/2021</u> <ul style="list-style-type: none"> • <i>History of a nurse, then and now.</i> 	Group Presentation: Groups will present on a historical nursing figure. 75 points. Due: 04/13/2021
Module 23	10	<u>04/08/2021 Face to Face required</u> <ul style="list-style-type: none"> • <i>Patient education</i> • <i>Caring</i> 	Participation in class activity: Patient Teaching Plan 15 points Due: 04/08/2021
Module 24	10	<u>04/13/2021 Face to Face required</u> <ul style="list-style-type: none"> • <i>Student presentations on nursing historical figure</i> 	
Module 25	10	<u>04/15/2021 Face to Face required</u> <ul style="list-style-type: none"> • <i>Student presentations on nursing historical figure</i> 	
Module 26	10	04/20-04/23-Finals Week No class Final Due: TBA	Final 'Why I want to be a Nurse' Essay 120 points. Due: TBA

TEAS Information Spring 2021

On campus test dates: Feb. 13th March 13th April 10th

The LEAD Center has A&P tutors available and they will offer A&P Review sessions prior to TEAS exams.

1. All exams will be administered 9am to 1pm in the library. Check in is in the library lobby and starts at 8:15AM and ends at 8:50AM. If you do not arrive by 8:50, you will not be allowed to take the exam.
2. Payment for the exam is \$90, due in form of exact cash or check made payable to Fairmont State University. All payments must be brought or mailed to The LEAD Center, located on the second floor of the library.
3. Payment for the exam is due no later than one week prior to the exam date. If payment is not received by the end of business hours the week before your exam, you will lose your reserved seat.
4. In order to receive a full refund, cancellations must be submitted to lead@fairmontstate.edu no later than 48 hours before the exam.
5. Any university policy regarding covid-19 testing, social distancing, and other procedures must be followed. Further details regarding this may change as Fairmont State determines criteria for campus presence for the spring semester.

American Heart Association CPR Classes

Location: FSU Campus: ED 222

When: Second Friday of each month at 1:00 PM

Cost: \$20

Contact to Register: Sharon Twentier at slt20er@yahoo.com

Must register PRIOR to the class.

Please note: Classes may take up to 4 hours depending on the number of individuals in the class.

UHC CPR dates

Location: UHC Hospital

When:

1/7/2021 8AM and 1PM

2/18/2021 8AM and 1PM

3/4/2021 8AM and 1PM

4/29/2021 8AM and 1PM

5/12/2021 8AM and 1PM

Cost: \$25

Contact to Register: Brenda Conch in Education at 681-342-1000

Syllabus and course timeline are subject to change at the instructor's discretion.

Students will be notified of any changes through Blackboard and you will be held accountable for any changes.