



**Office of the Provost**

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Phone: (304) 367-4098 • Fax: (304) 367-4902  
[www.fairmontstate.edu](http://www.fairmontstate.edu)

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**MEMORANDUM**

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TO: Faculty Senate

FROM: Susan Ross

DATE: March 4, 2019

SUBJECT: Curriculum Proposal #18-19-09

I recommend approval of the attached Curriculum Proposal #18-19-09. This proposal establishes a Creative Writing Minor for non-English majors, so that students outside the major may receive training in writing creatively.

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

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

**Proposal Number:** #18-19-09

**School/Department/Program:** College of Liberal Arts/Language and Literature/English

**Preparer/Contact Person:** Angela Schwer

**Telephone Extension:** X4723

**Date Originally Submitted:** November, 2018

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

**Implementation Date Requested:** Fall 2019

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

**This proposal establishes a Creative Writing Minor for non-English majors, so that students outside the major may receive training in writing creatively.**

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

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

Total hours deleted. N/A

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

Total hours added. N/A

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

N/A

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

N/A

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

N/A

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

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

**See description of Creative Writing Minor in Appendix A**

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

N/A

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

N/A

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

N/A

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

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

**This is a new Minor.**

### III. RATIONALE FOR THE PROPOSAL.

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

**Students at Maroon and White Day are constantly asking if Fairmont State offers a Creative Writing program; at the most recent one, at least 7-9 asked about a minor in particular. This minor will make training in creative writing available to students in majors other than English.**

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

**This proposal parallels the Creative Writing Concentration in the English major, so no new classes or personnel will be required. We are already teaching these classes.**

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

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

College/School	Dean	Signature
<i>Liberal Arts</i>	<i>Deanna Shields</i>	<i>Deanna Shields</i>

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

VI. ADDITIONAL COMMENTS.

**APPENDIX A:**  
**Proposed Creative Writing Minor**  
*Not open to English majors*

Students in this minor are encouraged to take ENGL 2220 or 2221 as part of their General Studies Requirements.

Choose 15 hours from these Writing Classes:

ENGL 3332 Narrative and Descriptive Writing  
ENGL 3333 Writing Non-Fiction  
ENGL 3344 Writing Poetry  
ENGL 3345 Writing Fiction  
ENGL 4401 Creative Writing Capstone  
ENGL 4491 Writing Internship  
JOUR 3330 Writing for Multimedia  
JOUR 3350 Participatory Journalism and Social Media

Choose six hours from the following three elective groups:

ENGL 3301 Theories of Language I  
ENGL 3355 Young Adult Literature

Study of Genre

ENGL 3356 Fantasy, Science Fiction, and Magical Realism  
ENGL 3382 World Novel  
ENGL 3383 Epic Tradition  
ENGL 3390 Modern Drama  
ENGL 3391 Short Story  
ENGL 3392 Contemporary Poetry  
ENGL 3394 Art of the Motion Picture

Studies in Literature and Culture

ENGL 3364 Appalachian Literature  
ENGL 3385 The Arthurian Tradition  
ENGL 3386 The Bible as Literature  
ENGL 3387 Folk Literature  
ENGL 3388 Women's Literature  
ENGL 3389 Minority Literature  
ENGL 3395 Journeys in Comparative Mythology  
ENGL 3396 Literature and Film

Total hours for the minor=21

## **Appendix B:**

### **Creative Writing Minor Program Outcomes**

Students in the Creative Writing Minor will

- 1) Demonstrate critical reading and thinking ability through reading and responding to works in a variety of genres.
- 2) Evaluate other students' work during written and/or oral peer review.
- 3) Create and revise their own work based on their own goals, peer review, and instructor comments.

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**MEMORANDUM**

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TO: Faculty Senate

FROM: Susan Ross

DATE: March 4, 2019

SUBJECT: Curriculum Proposal #18-19-10

I recommend approval of the attached Curriculum Proposal #18-19-10. The Fairmont State University School of Education, Health & Human Performance proposes to add two (2) one (1) credit hour elective courses to the teacher education programs. These courses will support pre-education students who need additional practice and support for taking the Praxis Core Academic Skills for Educators test as required by the West Virginia Department of Education in order to be admitted into the Education program.

cc: Mark Flood  
Richard Harvey  
Pam Pittman  
Laura Ransom  
Cheri Gonzalez  
Lori Schoonmaker

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

**Proposal Number:** #18-19-10  
**School/Department/Program:** School of Education, Health & Human Performance  
/Education/Education  
**Preparer/Contact Person:** Pam Pittman  
**Telephone Extension:** 4272  
**Date Originally Submitted:** 12/11/2018  
**Revision (Indicate date and label it**  
**Revision #1, #2, etc.):** 2/12/2019 Revision 1  
**Implementation Date Requested:** January 14, 2019

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

The Fairmont State University School of Education, Health & Human Performance proposes to add two (2) one (1) credit hour elective courses to the teacher education programs. These courses will support pre-education students who need additional practice and support for taking the Praxis Core Academic Skills for Educators test as required by the West Virginia Department of Education in order to be admitted into the Education program.

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

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

Total hours deleted. 0

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

Total hours added. 0

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

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

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

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

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



All courses are owned by the university. The course titles, credit hours, and prerequisites are listed below:

EDUC 1101 Core Support for Reading

1 credit hour (Prerequisite: none; Co-requisite: none) (elective)

EDUC 1102 Core Support for Writing

1 credit hour (Prerequisite: none; Co-requisite: none) (elective)

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

**See Appendix B**

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

**See Appendix C**

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

**See Appendix D**

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

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

**N/A**

III. **RATIONALE FOR THE PROPOSAL.**

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

Data analysis of ACT scores of undergraduate students with declared majors in Education between December, 2013 and August, 2018 shows that students scoring below 17 on the ACT have a 46% pass rate on the Praxis Core Skills for Educators test in reading. Students scoring below 21 on the English portion of the ACT have a 45% pass rate on the Praxis Core Skills for Educators test in writing.

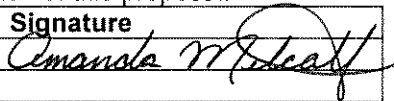
A similar Special Topics course in math has produced promising results as more than 53% passed the math Praxis Core Skills for Educators test.

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

Students who do not pass the Praxis Core Skills for Educators test required by the West Virginia Department of Education cannot gain admission into the Education program. As a result, pre-education students exhaust all course options and are left with limited options to continue their studies in Education. Implementation of these courses is expected to increase retention and lead to more teacher candidates receiving certification in a time when there is a teacher shortage. No additional resources are required to implement this change.

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

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

College/School	Dean	Signature
SOEHHP	Amanda Metcalf	

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

- VI. **ADDITIONAL COMMENTS.**



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

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



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

**NOTE:**

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

**APPENDIX B**  
**Course Description for Core Support Courses**

**EDUC 1101 – Core Support for Reading (1 credit hour)**

This elective course supports students in understanding the Praxis Core Academic Skills for Educators reading test required for admittance into the Education program. Students have opportunities to assess their learning needs in reading, to understand the structure of the tests, and to practice the skills necessary not only for taking but also for passing the test.

**EDUC 1102 – Core Support for Writing (1 credit hour)**

This elective course supports students in understanding the Praxis Core Academic Skills for Educators writing test required for admittance into the Education program. Students have opportunities to assess their learning needs in writing and grammar, to understand the structure of the tests, and to practice the skills necessary not only for taking but also for passing the test.

**APPENDIX C**  
**Course Outline for EDUC 1101 Core Support for Reading**

- I. Analyzing reading difficulties
  - A. Using reading assessment for self-diagnosis
  - B. Collaborating in reading activities
  
- II. Understanding Praxis test structure
  - A. Identifying test construction techniques
  - B. Recognizing question structure
  - C. Recognizing answer structure
  
- III. Applying Skills
  - A. Using reading guides
  - B. Accessing and using the online database for test-taking
    - 1. Using vocabulary strategies effectively
    - 2. Using content reading strategies effectively



**APPENDIX C**  
**Course Outline for EDUC 1102 Core Support for Writing**

- I. Writing to prompts
  - A. Learning to outline
  - B. Creating a thesis statement
  - C. Creating supportive evidence
  - D. Proofreading
  
- II. Learning grammar rules related to the Praxis test
  - A. Understanding the multiple choice questions
  - B. Identifying test construction techniques
  
- III. Applying Skills
  - A. Practicing time management
  - B. Accessing and using the online database for test-taking

**APPENDIX D**  
**Outcome Competencies and Methods of Assessment**  
**EDUC 1101 Core Support for Reading**

**Outcome competencies**

Students will:

1. Analyze their own reading difficulties, using self-assessment
2. Analyze the structure of the Praxis Core Academic Skills for Educators reading test
3. Apply the skills necessary for taking and passing the Praxis Core Academic Skills for Educators reading test

**Methods of Assessment**

Students will:

1. Apply reading skills in the online database for practice
2. Take the online practice test to demonstrate proficiency

**APPENDIX E**  
**Outcome Competencies and Methods of Assessment**  
**EDUC 1102 Core Support for Writing**

**Outcome competencies**

Students will:

1. Analyze writing prompts, create outlines, generate thesis statements, and create main ideas and supportive details sufficient for passing the Praxis Core Academic Skills for Educators writing test
2. Analyze the structure of the Praxis Core Academic Skills for Educators writing test
3. Apply the skills necessary for taking and passing the Praxis Core Academic Skills for Educators writing test

**Methods of Assessment**

Students will:

1. Apply writing skills on timed written responses
2. Take the online practice test to demonstrate proficiency on multiple-choice questions



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**MEMORANDUM**

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TO: Faculty Senate

FROM: Dr. Susan Ross

DATE: March 1, 2019

SUBJECT: Curriculum Proposal #18-19-08

I recommend approval of the attached Curriculum Proposal #18-19-08. This proposal requests two changes to the existing Bachelor of Science in Community Health Education degree program. The first change is to update the Learning Objectives for HLTA 3330: *Introduction to Epidemiology & Biostatistics* & 4452: *Field Practicum in Community Health Portfolio*. The second change is to allow students the option of completing an Area of Emphasis OR any minor offered by the University to satisfy degree completion requirements.

cc: Mark Flood  
Richard Harvey  
Dr. Janie Leary  
Dr. Amy Sidwell  
Laura Ransom  
Cheri Gonzalez  
Lori Schoonmaker

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

**Proposal Number:** #18-19-08  
**School/Department/Program:** School of Education, Health & Human Performance/ Health & Human Performance/ Community Health Education  
**Preparer/Contact Person:** Dr. Janie Leary & Dr. Amy Sidwell  
**Telephone Extension:** x 3630 & x 4509  
**Date Originally Submitted:** November 2, 2018  
**Revision (Indicate date and label it Revision #1, #2, etc.):** February 15, 2019 Revision 2  
**Implementation Date Requested:** Fall 2019

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

**The purpose of this proposal is to request two changes to the existing Bachelor of Science in Community Health Education degree program.**

- 1. Update Learning Objectives for HLTA 3330: *Introduction to Epidemiology & Biostatistics* & 4452: *Field Practicum in Community Health Portfolio***
- 2. Allow students the option of completing an Area of Emphasis OR any minor offered by the University to satisfy degree completion requirements. We would like students to have the opportunity to complete either an Area of Emphasis or Minor toward degree completion.**

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

1. Deletion of course(s) or credit(s) from program(s). **None**  
Total hours 0 deleted.

2. Addition of course(s) or credit(s) to program(s). **None**  
Total hours added. 0

3. Provision for interchangeable use of course(s) with program(s)  
**The Community Health Education program has always required an Area of Emphasis (previously approved through the appropriate academic departments). The Area of Emphasis currently requires at least 9 credits from one of the following:**

- **Psychology**
- **Sociology**
- **Exercise Science**
- **Nutrition**

**Each of the Areas of Emphasis also require a pre-requisite course (not currently counted in the required 9 hours). We would like to include the appropriate pre-requisite courses in the Areas of Emphasis and increase the credit hours to 12. This does not affect the actual number of courses student have to take. It simply reiterates inclusion of the pre-requisite courses for each Area of Emphasis that were described in previously approved Community Health Education**

**curriculum proposals.**

**Also, we would like to allow students the option to complete a minor in any topic in lieu of the 12-credit Area of Emphasis.**

4. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.  
N/A
5. Other changes to existing courses such as changes to title, course number, and elective or required status.

**HLTA 3330: Introduction to Epidemiology & Biostatistics**

**Current course learning outcome:**

**1. Create health measurement instruments**

- a. This is now covered in HLTA 4440: *Research Measurement & Design* and therefore is not a necessary inclusion in HLTA 3330. While students will learn about data collection tools in HLTA 3330, the course will focus on data collection tools that are already available rather than designing new ones.
- b. The student artifact (developing data collection tool) is required for HLTA 4440 and is a more appropriate placement since HLTA 4440 is where students design their own research study.
  - The related learning outcome for HLTA 4440 is listed below. We are not seeking approval for this learning objective because it was previously approved through the university's system and is not changing. "Creating health measurement instruments" is part of the methods section in this course.

*Demonstration of Research Report- Complete an introduction, review of literature and a methods section on a selected topic of interest in the field of health promotion. (Student artifact)  
NCHEC Area of Responsibility & Competency 4.1: Develop Evaluation/Research Plan*

**HLTA 4452: Field Practicum Portfolio**

**Current course learning outcome:**

**1. Provide estimation of fiscal demands necessary for execution of suggested actions (NCHEC Area V)**

- a. This is now covered in HLTA 4446: *Funding & Administration of Health Promotion Programs* and not a necessary inclusion for HLTA 4452. Removing this from HLTA 4452 will allow more time to focus on preparing students for graduation and entering the workforce.
- b. The student artifacts (development of a project budget and budget justification) will remain the same, but will instead be a requirement within HLTA 4446.
  - The related learning outcome for HLTA 4446 is listed below. We are not seeking approval for this learning objective because it was previously approved through the university's system and is not changing.

*Demonstrate fiscal stewardship: Students will demonstrate fiscal stewardship through a semester long project managing a fictitious health promotion program budget.*

**6. Creation of new course(s).**

1. Include, as an appendix, a course description, written in complete sentences,

- suitable for use in the college catalog.
2. Include, as an appendix, a detailed course outline consisting of at least two levels.
  3. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.
7. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

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

**We would like to add the option to complete a minor in any topic in lieu of the 12-credit hour Area of Emphasis. This would allow students to have more control over their coursework in relation to their post-graduation plans. For example, a student who plans to open his/her own health promotion business may prefer to minor in business and a student who plans to work in worksite wellness may prefer to minor in occupational safety.**

**Students who do not wish to complete a minor would still have to choose among the above listed areas of emphasis.**

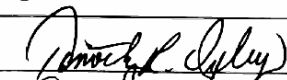
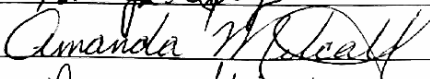
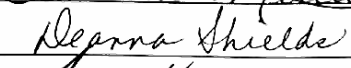
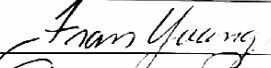

**There will be no increased costs, faculty, facilities, or library materials.**

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

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

- a) **This proposal does not affect the hours needed to complete the bachelor's degree in Community Health Education. There are no net gains or losses in hours.**

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

College/School	Dean	Signature
School of Business	Dr. <del>Richard Harvey</del> <sup>Tim Oxtley</sup>	
School of Education/HHP	Dr. Amanda Metcalf	
<del>College</del> School of Liberal Arts	Dr. Deanna Shields	
School of Nursing	Dr. <del>Mary Bonk</del> <sup>Fran Young</sup>	
<del>College</del> School of Science & Technology	Dr. Steven Roof	

Should this proposal affects any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal. This proposal does not affect General Studies requirements.



## **RATIONALE FOR THE PROPOSAL.**

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

**While we currently encourage students in our program to complete a minor, students who choose to do so typically choose the minor related to their Area of Emphasis to reduce the time and financial burden. Of our current graduates (n=25), 15 declared a minor with one (n=1) declared in psychology, three (n=3) in exercise science, three (n=3) in sociology, and eight (n=8) in nutrition- a minor that is greatly needed but was discontinued.**

**Allowing students the option of earning a minor in another field allows them to tailor their training to meet their career aspirations without having to complete a minor AND an Area of Emphasis for our degree. Keeping the Area of Emphasis option also benefits students who do not have a desire for a minor- this can be especially important to students who join our program in their junior or later years because they are more likely to complete the degree within the 120 hour/4-year expectations.**

**According to the National Commission for Health Education Credentialing agency that certifies health education specialists through a nationally-normed exam- a certification that is beneficial for our students;**

**<https://www.nchec.org>):**

**“Job settings for health education specialists that were identified in the 2015 Health Education Specialist Practice Analysis (HESPA) include the following: Community/non- profit, Health Care/Hospitals, Government, School Health, Academia/University, and Business/Worksite.”**

**Partial list of employer types:**

- **Military and government/social service agencies**
- **Community non-profits**
- **Insurance & health management companies**
- **Fitness programs**
- **Construction companies**
- **Human resources companies**
- **Food processing companies**
- **Academic institutions**
- **Injury prevention companies**
- **Health technology companies**

**APPENDIX A**

Current B.S. Degree in Community Health Education

<b>Required Major Courses</b>	<b>HRS</b>
HLTA 1150 Introduction to Health Education	3
PHED 1100 Fitness & Wellness	2
HLTA 1110 Nutrition	3
HLTA 2202 Environmental Health	3
HLTA 220-3 Contemporary & Drug Behavior Issues	3
HLTA 2210 Disease Etiology	3
HLTA 3315 Healthy Sexuality	3
HLTA 3320 Behavior Change Theory	3
HLTA 3330 Introduction to Epidemiology & Biostatistics	3
HLTA 3345 Community Needs Assessment	3
HLTA 3350 Health Promotion & Program Planning	3
HLTA 3360 Communication Techniques for Health Promotion	2
HLTA 4440 Health Research and Measurement Design	3
HLTA 4410 Seminar in Public Health	3
HLTA 4445 Health Research Implementation	3
HLTA 4451 Field Practicum in Community Health	3
HLTA 4452 Field Practicum in Community Health Portfolio	1
HLTA 4446 Funding & Administration of Health Promotion Programs	3
HLTA 3390 Certified Health Education Specialist (CHES) Preparation	2
Area of Emphasis Electives	9
<b>TOTAL HOURS FOR MAJOR</b>	<b>61</b>
Attribute IA – Critical Analysis	3
Any course in 1A	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher	
Attribute IC – Written Communication	3
ENGL 1101	
Attribute ID - Teamwork	3
Any course in ID	
Attribute IE – Information Literacy	3
ENGL 1102	
Attribute IF – Technology Literacy	3
Any course in IF	
Attribute IG – Oral Communication	3
COMM 2200 Intro to Communications	
or COMM 2201 Introduction to Group Communication	
or COMM 2202 Into to Communication in World of Work	
Attribute III - Citizenship	3
Any course in III	
Attribute IV - Ethics	3

Any course in IV	
Attribute V - Health	X
PHED 1100 (required by major)	
Attribute VI - Interdisciplinary	3
Any course in VI	
Attribute VIIA - Arts	3
Any course in VIIA	
Attribute VIIB - Humanities	3
Any course in VIIB	
Attribute VIIC – Social Sciences	3
PSYC 1101 Intro to Psych or SOCY 1110 Intro to Socy recommended	
Attribute VIID - Natural Science	3-4
Any course in VIID	
Attribute VIII – Cultural Awareness	3
Any course in VIII	
Additional General Studies hours	X
Major Course – HLTA 2203 writing intensive course	
<b>TOTAL GENERAL STUDIES HOURS</b>	<b>45-46</b>
<b>TOTAL FREE ELECTIVES</b>	<b>13-14</b>
<b>TOTAL HOURS</b>	<b>120</b>

**APPENDIX B**

Proposed B.S. Degree in Community Health Education

<b>Required Major Courses</b>	<b>HRS</b>
HLTA 1150 Introduction to Health Education	3
PHED 1100 Fitness & Wellness	2
HLTA 1110 Nutrition	3
HLTA 2202 Environmental Health	3
HLTA 2203 Contemporary & Drug Behavior Issues	3
HLTA 2210 Disease Etiology	3
HLTA 3315 Healthy Sexuality	3
HLTA 3320 Behavior Change Theory	3
HLTA 3330 Introduction to Epidemiology & Biostatistics	3
HLTA 3345 Community Needs Assessment	3
HLTA 3350 Health Promotion & Program Planning	3
HLTA 3360 Communication Techniques for Health Promotion	2
HLTA 3390 Certified Health Education Specialist (CHES) Preparation	2
HLTA 4410 Seminar in Public Health	3
HLTA 4440 Health Research and Measurement Design	3
HLTA 4445 Health Research Implementation	3
HLTA 4451 Field Practicum in Community Health	3
HLTA 4452 Field Practicum in Community Health Portfolio	1
HLTA 4446 Funding & Administration of Health Promotion Programs.	3
<b>"Area of Emphasis" or "Minor in any area"</b>	<b>12 to 24</b>
<b>TOTAL HOURS FOR MAJOR (depends on whether the student completes Area of Emphasis or Minor)</b>	<b>64-76</b>
Attribute IA – Critical Analysis	3
Any course in 1A	
Attribute IB – Quantitative Literacy	3
MATH 1407 or higher	
Attribute IC – Written Communication	3
ENGL 1101	
Attribute ID - Teamwork	3
Any course in ID	
Attribute IE – Information Literacy	3
ENGL 1102	
Attribute IF – Technology Literacy	3
Any course in IF	
Attribute IG – Oral Communication	3
COMM 2200 Intro to Communications	
or COMM 2201 Introduction to Group Communication	
or COMM 2202 Intro to Communication in World of Work	
Attribute III - Citizenship	3

Any course in III	
Attribute IV - Ethics	3
Any course in IV	
Attribute V - Health	X
PHED 1100 (required by major)	
Attribute VI - Interdisciplinary	3
Any course in VI	
Attribute VIIA - Arts	3
Any course in VIIA	
Attribute VIIB - Humanities	3
Any course in VIIB	
Attribute VIIC – Social Sciences	3
PSYC 1101 Intro to Psych or SOCY 1110 Intro to Socy recommended	
Attribute VIID - Natural Science	3-4
Any course in VIID	
Attribute VIII – Cultural Awareness	3
Any course in VIII	
Additional General Studies hours	X
Major Course – HLTA 2203 writing intensive course	
<b>TOTAL GENERAL STUDIES HOURS</b>	<b>45-46</b>
<b>TOTAL FREE ELECTIVES</b>	<b>0-11</b>
<b>(depending on whether the student completes the Area of Emphasis or a Minor)</b>	
<b>TOTAL HOURS</b>	<b>120</b>

Breakdown of how hours are computed:

Student seeks a degree in Community Health Education with an AREA of EMPHASIS		Student seeks a degree in Community Health Education with a MINOR	
General Studies	45-46	General Studies	45-46
Major	52	Major	52
Area of Emphasis	12	Minor	18-21
Free Electives	10-11	Free Electives	1-5
<b>TOTAL for degree</b>	<b>120</b>	<b>TOTAL for degree</b>	<b>120</b>

(The course information below is for reference only. All courses were previously approved for use in their respective Areas of Emphasis)

## Areas of Emphasis

### Psychology

- PSCY 1101: *Introduction to Psychology (3 credit hours)*
- 9 credit hours of Psychology courses at the 3000 and/or 4000 level
  - (PSYC/SOCY 2240-*Behavioral Statistics* may count for 3 of the 9 credit hours)

### Sociology

- SOCY 1110: *Introduction to Sociology (3 credit hours)*
- 9 credit hours of Sociology courses at the 3000 and/or 4000 level
  - (PSYC/SOCY 2240-*Behavioral Statistics* may count for 3 of the 9 credit hours)

### Exercise Science

- PHED 2211: *Anatomy & Physiology (3 credit hours)*
- PHED 3312: *Physiology of Exercise (3 credit hours)*
- PHED 3316: *Fitness Assessment & Exercise Physiology (3 credit hours)*
- PHED 3317: *Clinical Applications for Exercise Physiology (3 credit hours)*

### Nutrition

- HLTA 1110L *Nutrition (3 credit hours)*
- 9 credit hours of Nutrition courses from the list below:
  - HLTA 1120: *Nutrition in Childhood & Adolescence (3 credit hours)*
  - HLTA 1145: *Sports Nutrition (3 credit hours)*
  - HLTA 1155: *Local Market Agriculture (3 credit hours)*
  - HLTA 2215: *Introduction to Foods (3 credit hours)*
  - HLTA 2220: *Diet Therapy (3 credit hours)*
  - HLTA 2250: *Applications in Community & Medical Nutrition (3 credit hours)*

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**MEMORANDUM**

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TO: Faculty Senate

FROM: Susan Ross

DATE: March 4, 2019

SUBJECT: Curriculum Proposal #18-19-12  
College of Liberal Arts/Language & Literature/Folklore

I recommend approval of the attached Curriculum Proposal #18-19-12. This proposal will establish a regular course number for the course associated with Fairmont State's Appalachian Teaching Project annual grant from the Appalachian Regional Commission. The new course will be an elective in the Folklore Studies minor, entitled **FOLK 3375: Preserving Appalachian Culture**. In this course, college students will take their knowledge of Appalachian Folk Culture into the community, sharing this knowledge through a designated community partner, then reporting on the project at the end of the semester in person to the Appalachian Regional Commission in Washington D.C.

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

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

**Proposal Number:** #18-19-12

**School/Department/Program:** College of Liberal Arts/Language and Literature/Folklore

**Preparer/Contact Person:** Angela Schwer

**Telephone Extension:** X4723

**Date Originally Submitted:** November 2018

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

**Implementation Date Requested:** Fall 2019

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

This proposal will establish a regular course number for the course associated with Fairmont State's Appalachian Teaching Project annual grant from the Appalachian Regional Commission. The new course will be an elective in the Folklore Studies minor, entitled **FOLK 3375: Preserving Appalachian Culture**. In this course, college students will take their knowledge of Appalachian Folk Culture into the community, sharing this knowledge through a designated community partner, then reporting on the project at the end of the semester in person to the Appalachian Regional Commission in Washington D.C.

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

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

Total hours deleted. N/A

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

Total hours added. N/A

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

This course will be an upper-level Folklore elective, fulfilling the FOLK 4400 Directed Study requirement.



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

N/A

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

N/A

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

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

**FOLK 3375: Preservation of Appalachian Culture (3 credits)**

No PR, though FOLK 2200 and 2201 are recommended, FSU owned course.

Elective in the Folklore Minor.

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

**See Appendix A**

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

**See Appendix B**

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

**See Appendix C**

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

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

N/A

III. **RATIONALE FOR THE PROPOSAL.**

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

**This course has been successfully run for the last several years based upon annual grants from the Appalachian Regional Commission. Fairmont State is the only institution in the state of WV to receive this grant, and an academic course is vital to involve college students in cultural outreach to the community. Even if Fairmont State fails to secure the grant in future, this course is a valuable way to share the work of the Folklore program at Fairmont State with community members.**

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

**The Appalachian Regional Commission provides funds to cover project expenses and travel so that the students can present their project in Washington DC.**

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

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

College/School	Dean	Signature
Liberal Arts	Deanna Shields	Deanna Shields

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

**This would be a great General Studies course, but the General Studies Committee is not reviewing any new courses at this time.**

VI. **ADDITIONAL COMMENTS.**

## **Appendix A: Catalog Description**

**FOLK 3375: Preservation of Appalachian Culture.** 3 credits. This course invites students to learn elements of traditional Appalachian culture and then to share these traditions with local community members through the cooperation of a community partner. The traditions emphasized may vary from year to year. May be repeated.

## **Appendix B: Course Outline at Two Levels**

### **I Introduction to the course and the goals of the Appalachian Regional Commission.**

#### **Goal 1: Economic Opportunities**

Invest in entrepreneurial and business development strategies that strengthen Appalachia's economy.

#### **Goal 2: Ready Workforce**

Increase the education, knowledge, skills, and health of residents to work and succeed in Appalachia.

#### **Goal 3: Critical Infrastructure**

Invest in critical infrastructure—especially broadband; transportation, including the Appalachian Development Highway System; and water/wastewater systems.

#### **Goal 4: Natural and Cultural Assets**

Strengthen Appalachia's community and economic development potential by leveraging the Region's natural and cultural heritage assets.

#### **Goal 5: Leadership and Community Capacity**

Build the capacity and skills of current and next-generation leaders and organizations to innovate, collaborate, and advance community and economic development.

Project will address at least 2 of these goals.

### **II. Introduction to Appalachian Cultural Tradition that needs to be preserved.**

- A. Presentation by local cultural experts (traditional music expert, master quilter, naturalist, etc)**
- B. Practice of cultural art or skill by students**
- C. Plan for teaching sessions**

### **III. Communicate Cultural Form to Constituent Audience**

- A. At least 4 meetings with local audience, working through community partner, ie school, social service agency or cultural preservation unit.**
- B. Utilize pre- and post- surveys to assess impact of project**
- C. Encourage constituents to present to their wider community**

### **IV. Present results of the Project to a Professional Audience**

- A. Presentation to Appalachian Regional Commission and/or**
- B. Presentation at the Appalachian Studies Conference and/or**
- C. Any other undergraduate research conference**

## **Appendix C: Outcomes and Assessments**

**Outcomes:** As a result of completing this course, students will

- **Demonstrate knowledge of Appalachia's cultural heritage**
- **Plan ways to share this knowledge with community members**
- **Discuss their proposed plans with community partners**
- **Assess the impact of their project in relation to the goals of the Appalachian Regional Commission**
- **Analyze their project and present their findings to a professional audience**

### **Assessments**

- **Pre- and Post- surveys of community members to determine impact of project**
- **Participation in community education efforts**
- **Final professional presentation**

**From:** Matthews, James  
**Sent:** Monday, February 25, 2019 1:30 PM  
**To:** Harvey, Richard; O'Connor, John  
**Subject:** Core Curriculum

Drs. Harvey and O'Connor,

For the past thirteen months, the General Studies Committee has worked diligently to create FSU's new Core Curriculum. We believe the draft Core presented to the Faculty Senate last semester reflects the best general education program possible at this time.

The Senate's ad hoc committee has returned the Core to us for final revisions, but with strong reservations about using SOAR 1199 as the primary course available for all students to meet the Freshman Seminar requirement, given that the course has never been approved by the Curriculum Committee. That leaves us with a dilemma. If we remove that requirement, not only do we remove an essential component of the first year experience, we also then have a Core that drops below the minimum 30 credit hours mandated for general education by state code.

During a recent Academic Affairs meeting I attended, several deans and chairs suggested creating discipline specific or meta-major specific freshman seminar courses. However, those courses would also require curriculum proposals, as well as review by our committee. There is insufficient time to complete the curriculum proposal process for any new courses before the beginning of freshman registration, which is fast approaching.

An overhaul of general education would affect most of the pages in the Course Catalog. The deadline for minor changes has always been flexible, but anyone tracking all of the changes this transition would require considerable lead time, more than is available at this late date.

For all of these reasons, the General Studies Committee cannot implement the Core Curriculum in time for the 2019-2020 catalog. **We cannot move forward until decisions are made about what all will be included in our students' freshman seminar options.**

We recommend extending the deadline for new course submissions to early October of 2019. The basic structure of the Core will remain unchanged, and the current General Studies program will remain in place another year. This change will enable us to implement the Core for fall of 2020.

Dr. James Matthews  
Professor of English/ Writing Center Director  
Fairmont State University  
(304) 367-4780

This Faculty Senate Bylaws amendment was passed at the May 2016 meeting

### ARTICLE III Officers

Section 3. If the President of the shall resign or for any reason be removed from the office during an academic year the Vice-President of the Senate shall upon such resignation or removal immediately assume the role of President of the Senate and shall assume all duties, rights and responsibilities of the the President. In such a circumstance the Vice President shall serve in the capacity of President until the May meeting of the Senate in the academic year in which the President either resigns or is removed from office. At the April meeting the President shall include in the nominations to be presented to the Senate at the May meeting the unexpired term of President and at the May meeting the Senate shall choose a President to fulfill the unexpired term of the former President.