



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE:

SUBJECT: Curriculum Proposal #19-20-25

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

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

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

Proposal Number: #19-20-25

School/Department/Program: School of Education, Health, and Human Performance

Preparer/Contact Person: Taylor Masters and Julie Reneau

Telephone Extension: x3687; x4507

Date Originally Submitted: _____

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

Implementation Date Requested: August 2020

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

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

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

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

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.

EDUC 1103 College Success

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

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

See Appendix B

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

See Appendix C

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

See Appendix D

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

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

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

III. **RATIONALE FOR THE PROPOSAL.**

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

Recent research on college experiences for students with Autism Spectrum Disorders (ASD) indicates that due to cognitive, interpersonal and intra-personal challenges experienced by individuals with autism, support must be more intensive and more comprehensive to effectively meet the needs of these students (Cox, Thompson, Anderson, Mintz, Locks, Morgan, Edelstein, and Wolz, 2017). Programs that include coaching on social communication and executive functioning skills with opportunities for application of those skills in academic and social settings lead to improved planning and goal-setting skills as well as improvements in social-communication abilities (Kuder & Accardo, 2018).

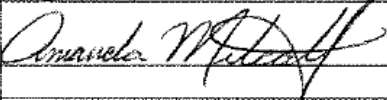
B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment,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

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

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

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

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

College/School	Dean	Signature
School of Education, Health & Human Performance	Dr. Amanda Metcalf	

N/A

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

N/A

VI. **ADDITIONAL COMMENTS.**

APPENDIX A
B.X. Degree in XXXXXXXX
Proposed Program

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

APPENDIX B

Course Description for College Success

EDUC 1103 - College Success (1 credit hour)

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

APPENDIX C

Course Outline for EDUC 1103 College Success

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

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

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

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

Lesson Plan: Organization Skills

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

Lesson Plan: Social Norms

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

Lesson Plan: Personalities and Friendships

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

Lesson Plan: Stress Management

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

Lesson Plan: Navigating Degree Works/Academic Advising

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

Lesson Plan: Job Prep/Future and Beyond

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

Lesson Plan: Intro Group Presentation

- Activity – Journal

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

Lesson Plan: Group Presentation

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

Lesson Plan: Sense of Community

- Assignment – Autism Walk in Nutter Fort, WV

Lesson Plan: Finals Prep

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

Finals Week

- Assignment – Final Social Gathering

APPENDIX D

Course Competencies and Methods of Assessment

EDUC 1103 College Success

Outcome Competencies

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

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

Methods of Assessment

Establish connections with other students, faculty, and staff

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

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

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

Demonstrate a Sense of Identity

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

- Small and large group discussion
 - Group Project
3. Analyze how personality type relates to interacting with others socially and academically.
 - Enneagram Personality Test
 4. Assess level of connections with others, academic and personal growth.
 - Meditation
 - Midterm and Finals Week Social Gathering

APPENDIX F

References

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

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