

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER: Click or tap here to enter text.

REVISION (label Revision #1, #2, etc.): Click or tap here to enter text.

SECTION 1: PROPOSAL INFORMATION


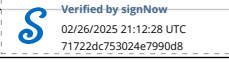
Name:	Angela Schwer
Title:	Chair, Humanities Department
E-mail Address:	Angela.Schwer@fairmontstate.edu
Phone Number:	X4723

College:	College of Liberal Arts
Department:	Humanities
Program Level:	Undergraduate
Date Originally Submitted:	11/11/2024
Implementation Date Requested:	Fall 2025

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) or email(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
Liberal Arts	
	

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. Course Subject Prefix and number (e.g., ENGL 1101): Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar's Office to get a list of available, valid course numbers.	MUSI 2270
2. Course Title: The title of the course as it will appear in the course catalog.	Color Guard
3. Number of Credit Hours: Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	1-3 credits Students may choose the number of credits so that the course fits within their schedules
4. Repeatability (number of repeat credit hours): Students can repeat the course for credit.	Repeatable up to 10 hours
5. Course Prerequisites: Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	None
6. Course Co-requisites: Include subject prefix and course number.	None
7. Course Cross-listings (e.g., PSYC 2230 and SOCY 2230)	N/A
8. Course Restrictions (e.g., Seniors only)	None
9. Grade Type: Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	Standard
10. Requirements: Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Elective
11. Course Terms: In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall and Spring
12. Writing Intensive: Does this course fulfill the Writing Intensive major requirement?	No
13. Core Curriculum: Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	Yes

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

Color Guard is an important addition to the Marching Band, presenting precision dance routines to coordinate with Band half-time shows. This course is also being proposed as an addition to the Core Curriculum Fine Arts offerings.

SECTION 4: COURSE SYLLABUS

Attach the course syllabus or at minimum the following course components:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

Color Guard focuses on creating a work of art using dance and music, and students will improve individual and ensemble skills in equipment handling, rhythm, body movement, and artistic expression through Color Guard performances.

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..."

- 1. Create high quality Fairmont State color guard performances.**
- 2. Develop equipment, rhythm, body, and artistic skills as individuals.**
- 3. Develop equipment, rhythm, body, and artistic skills as an ensemble.**
- 4. Exhibit personal and professional integrity in working with other members of the ensemble**

Assessment: Describe generally how students' achievement of the course learning outcomes will be assessed.

All rubrics are attached. **See Appendix A.**

Outcome 1: Student performances will be evaluated throughout the semester using the Performance Rubric. **Group performance will score at least 70% on rubric by end of semester.**

Outcome 2: Students will submit 5 individual Performance Tests throughout the semester. See Individual Performance Test Description and Rubric. **80% of Students will demonstrate at least 10% improvement from their first to last performance tests.**

Outcome 3: Student performance as a group will be evaluated throughout the semester using the Performance Rubric. **Group performance scores will improve by at least 10% from first evaluation to last evaluation on the scoring rubric.**

Outcome 4: Students will be evaluated using the Participation and Professionalism Rubric. **80% of students will earn 70% or higher on the Participation and Professionalism Rubric.**

Course Outline: Attach a course content outline consisting of at least two levels.

Course Outline:

1. Rehearse and perform routine for all Fairmont State home football and basketball games.
 - a. Individual routine practice
 - b. Sectional routine practice
 - c. Whole group practice
2. Rehearse and perform routine for area and regional high school spectaculars/exhibitions.
 - a. Individual routine practice
 - b. Sectional routine practice
 - c. Whole group practice
3. Rehearse and perform routine for various campus and community events.
 - a. Individual routine practice
 - b. Sectional routine practice
 - c. Whole group practice

Appendix A: Rubrics

Color Guard Performance Evaluation Rubric

Criteria	Excellent (10)	Good (8-9)	Satisfactory (6-7)	Needs Improvement (4-5)	Unsatisfactory (0-3)
Precision & Timing	Near-perfect alignment in timing; precision in movements	Minor timing errors; mostly precise	Some timing errors; movements fairly accurate	Frequent timing issues; movements lack clarity	Little to no alignment or timing; imprecise movements

Artistry & Expression	Fully expressive and engaging; strong artistic quality	Mostly expressive; good engagement	Shows some expressiveness; moderate artistry	Limited expressiveness; weak artistic delivery	Lacks expression; disengaging and flat
Body & Equipment Skills	Strong technical skill; highly controlled body & equipment	Mostly controlled with few errors	Moderate control; some technical issues	Limited control; noticeable skill gaps	Lack of control; very low technical skill
Ensemble Cohesion	Excellent blend and interaction; high teamwork	Mostly cohesive with minor gaps	Somewhat cohesive; moderate group blend	Limited cohesion; weak teamwork	Little to no ensemble cohesion or teamwork

Individual Performance Tests Description and Rubric

Fairmont State University- College of Liberal Arts
MUSI 1199 Section 001: Guard
Resa Morgan

Fall 2024 Individual Performance Tests

Purpose of Individual Performance Tests

Ensemble rehearsal times should be spent focusing on ensemble considerations, which necessitates sufficient individual preparation prior to/between rehearsals. Regular, consistent improvement in the preparation of your individual parts is expected throughout the semester, especially if specific considerations are addressed during ensemble rehearsal. Performers are expected to practice their individual parts outside of rehearsal time, being sure to address technique, movement articulation, and releases, rhythm, tempo, etc. Members are expected to work on and improve all technical demands for flags, rifles, sabers, and choreography as applicable/ necessary. As such, all colorguard members will be assigned FIVE (5) individual performance tests throughout the Fall semester. These tests will focus on specific sections of this semester's show and will often have specific guidelines for completion (i.e. counting, instruction on bodywork, etc.).

Grade Interpretations and Values

Letter grades may be interpreted qualitatively according to the following paradigm:

- A. Excellent work; all requirements met; thoughtful and careful; few - if any - mistakes and/or sloppy errors

- B. Above average work; most requirements met; some room to grow; some mistakes and/or sloppy errors
- C. Average work; some requirements met; under-prepared; several mistakes and/or sloppy errors.
- D. Below average work; few requirements met; unprepared; many mistakes and/or sloppy errors.
- F. Failure to meet requirements; student misses 15% or more of scheduled rehearsal times/ class meetings; student has an unexcused absence from a scheduled performance; academic dishonesty.

Performance Test Instructions

Individuals will be asked to submit video recordings of themselves performing the required repertoire for each playing test and should take care to ensure that the correct material is displayed and that all additional instructions (bodywork, counts, hand placements, etc.) are considered.

Videos must be uploaded to YouTube, Google Drive, or One Drive (or something similar) and the links to these **must be e-mailed** to Resa Morgan at resa.morgan@fairmontstate.edu by the assigned due dates. *Do not text or send videos on the Band App... videos submitted this way will not be graded!*

Performance Test Due Dates

**See Blackboard for specific performance test requirements*

Performance Test 01 Wednesday, August 28th by 11:59 pm

Test 02 Friday, September 6th by 11:59 pm

Test 03 Friday, September 13th by 11:59 pm

Test 04 Wednesday, September 25th by 11:59 pm

Test 05 Friday, October 11th by 11:59 pm

Participation & Professionalism Rubric

Students are evaluated at the beginning and end of the semester

Criteria	Excellent (10)	Good (8-9)	Satisfactory (6-7)	Needs Improvement (4-5)	Unsatisfactory (0-3)
Attendance	Perfect attendance; always punctual	Minimal absences or tardies	Occasional absences; mostly on time	Frequent absences; often tardy	Excessive absences or tardiness
Preparation	Fully prepared; completes all assigned parts	Generally prepared; minor gaps in preparation	Some preparation; occasional issues in assignments	Limited preparation; often unprepared	Rarely prepared; consistent lack of preparation

Professionalism	Highly respectful, courteous, and collaborative	Generally respectful; few issues	Occasionally lacks professionalism	Struggles with respect and collaboration	Displays unprofessional attitude regularly
Attitude & Engagement	Enthusiastic, engaged, and positive influence	Positive and engaged; generally attentive	Moderate engagement; attitude occasionally affects group	Limited engagement; attitude affects group cohesion	Disengaged; negative attitude disrupts group

NEW COURSE PROPOSAL GUIDELINES

- A. **NEW COURSE PROPOSAL FORM:** Use this for establishing a new undergraduate or graduate course as a program requirement or elective.
- B. **PROPOSAL SUBMISSION BY THE DEAN OR CHAIR TO PROVOST'S OFFICE:** Proposals originating from the academic unit are to be submitted electronically to the Provost Office/Executive Director of Academic Programs by the Dean or Chair on behalf of the department.
- C. **LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS:** If the Curriculum Committee requests these letters, attach them to the back of your proposal.
- D. **COURSE PROPOSAL SUBMISSION DATE:** Proposals may be submitted throughout the year, but *they must be received no later than November 15 if they require action for implementation for the following academic year.* Proposals received after the deadline may not be acted upon in time for implementation the next academic year.
- E. **CURRICULUM COMMITTEE MEETINGS:** The Curriculum Committee meets on the fourth Tuesday of each month.
- F. **2nd TUESDAY OF THE MONTH.** Proposals submitted to the Provost's Office/ on or before the second Tuesday of the month will be on that month's agenda. The last possible date to submit a new course proposal for the academic year is the 2nd Tuesday in January.

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER:

REVISION (label Revision #1, #2, etc.):

SECTION 1: PROPOSAL INFORMATION


Name:	Julie Reneau and Cicely Jones
Title:	AIMSS Executive Director, AIMSS Director
E-mail Address:	Julie.reneau@fairmontstate.edu cicely.jones@fairmontstate.edu
Phone Number:	x4507, x3687

College:	
Department:	AIMSS
Program Level:	Undergraduate
Date Originally Submitted:	11/15/2024
Implementation Date Requested:	8/18/2025

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) or email(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
Provost Office – University Program	

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. Course Subject Prefix and number (e.g., ENGL 1101): Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar's Office to get a list of available, valid course numbers.	NDED 1104
2. Course Title: The title of the course as it will appear in the course catalog.	Self-Advocacy for College Success
3. Number of Credit Hours: Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	1
4. Repeatability (number of repeat credit hours): Students can repeat the course for credit.	0
5. Course Prerequisites: Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	N/A
6. Course Co-requisites: Include subject prefix and course number.	N/A
7. Course Cross-listings (e.g., PSYC 2230 and SOCY 2230)	N/A
8. Course Restrictions (e.g., Seniors only)	Instructor Approval
9. Grade Type: Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F final grade
10. Requirements: Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Elective
11. Course Terms: In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Spring only
12. Writing Intensive: Does this course fulfill the Writing Intensive major requirement?	No
13. Core Curriculum: Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

The intent of this proposal is to establish NDED 1104: Self-Advocacy for College Success. This course will build upon foundational success skills and provide students with an understanding of the rights and responsibilities of college students, a sense of identity related to disability, and skills needed to support themselves and ask for support when needed. The course will complement SOAR 1100 to address the needs of students with autism.

The Self-Advocacy for College Success course will address the unique needs of college students with autism spectrum disorders. Students who have participated in the current 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 Director or Coordinator for the Autism Individualized Mentoring and Support Services (AIMSS) program.

SECTION 4: COURSE SYLLABUS

Attach the course syllabus or at minimum the following course components:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

Students enrolled in NDED 1104: Self-Advocacy for College Success will build upon the knowledge and tools needed to succeed in college. The course will cover college student rights and responsibilities, disability history and culture, and social skills that will help students understand and communicate their support needs and become more independent members of the university community. Additionally, students will develop and maintain strong connections with faculty, staff, and other students who will support them throughout their college career. PR: Instructor Approval

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with “Upon successful completion of this course, students should be able to...”

- Upon successful completion of this course, students should be able to express a sense of identity related to disability.
- Upon successful completion of this course, students should be able to explain the rights and responsibilities of college students, including the student’s role in promoting campus safety.
- Upon successful completion of this course, students should be able to successfully develop relationships with other students, faculty and staff, and communicate their support needs within those relationships.

Assessment: Describe generally how students’ achievement of the course learning outcomes will be assessed.

Outcome	Assessment
Express a sense of identity related to disability	70% of students will earn 80% or better on the sense of identity journals and assignments
Explain the rights and responsibilities of college students, including the student’s role in promoting campus safety.	70% of students will earn 80% or better on the rights and responsibilities journals and assignments
Successfully develop relationships with other students, faculty, and staff, and communicate their support needs within those relationships.	70% of students will have established and maintained at least three connections with other students, faculty and staff. 70% of students will earn 80% or better on seeking support assignment.

Course Outline: Attach a course content outline consisting of at least two levels.

Course Outline for NDED 1104: Self-Advocacy for College Success

Module One: Rights and Responsibilities

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

- Icebreaker
- Discussion/Journal: Reflecting on first semester student experience
- Why self-advocacy is important and how it relates to disability.
- Assignment – Submit Accommodation Letters

Lesson Plan: Student Rights and Responsibilities

- Assignment – Read excerpts from Student Code of Conduct
- Safety on Campus
- Transition to college – Risk-taking and potential consequences

Lesson Plan: Student Rights and Responsibilities

- Relationships and Boundaries—Title IX and consent
- Activity – Role play peer scenarios

Module Two: Accessibility and Accommodation

Lesson Plan: Accessibility

- Self-accommodation
- Sensory Needs Assessment

Lesson Plan: Accessibility

- Self-accommodation
- Sensory coping skills and emotional regulation
- Reflection: Self-advocacy opportunities in daily life

Lesson Plan: Accessibility

- Rights and Responsibilities in the Accommodation process
- Guest Speaker – Accessibility Services
- Accessibility on Campus – Walking reflection

Module Three: Disability and Identity Development

Lesson Plan: Disability and Identity Development

- Brief history of Disability activism in the United States
- Identity and positionality

Lesson Plan: Disability and Identity Development

- Medical Model and Social Model of Disability
- Person-first and Identity first language

Lesson Plan: Disability and Identity Development

- Social Activities and Social Issues on campus
- Identify and share online self-advocates

Lesson Plan: Masking and Disclosure

- Revisit positionality
- Code switching and Mirroring
- Reflection: What masks do you wear?

Lesson Plan: Masking and Disclosure

- What does it mean to “come out” as a person with a disability?
- Benefits and risks of disclosure

Lesson Plan: Masking and Disclosure

- Final Presentations

Finals Week

- Assignment – Final Social Gathering

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER:

REVISION (label Revision #1, #2, etc.):

SECTION 1: PROPOSAL INFORMATION

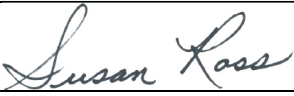
Name:	Julie Reneau and Cicely Jones
Title:	AIMSS Executive Director, AIMSS Director
E-mail Address:	Julie.reneau@fairmontstate.edu cicely.jones@fairmontstate.edu
Phone Number:	x4507, x3687

College:	
Department:	AIMSS
Program Level:	Undergraduate
Date Originally Submitted:	11/14/2024
Implementation Date Requested:	8/18/2025

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) or email(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
Provost Office – University Program	

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. Course Subject Prefix and number (e.g., ENGL 1101): Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar's Office to get a list of available, valid course numbers.	NDED 1109
2. Course Title: The title of the course as it will appear in the course catalog.	Interpersonal Communication
3. Number of Credit Hours: Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	1
4. Repeatability (number of repeat credit hours): Students can repeat the course for credit.	1
5. Course Prerequisites: Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	N/A
6. Course Co-requisites: Include subject prefix and course number.	N/A
7. Course Cross-listings (e.g., PSYC 2230 and SOCY 2230)	N/A
8. Course Restrictions (e.g., Seniors only)	Instructor Approval
9. Grade Type: Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F final grade
10. Requirements: Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Elective
11. Course Terms: In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall, Spring, Summer
12. Writing Intensive: Does this course fulfill the Writing Intensive major requirement?	No
13. Core Curriculum: Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

The intent of this proposal is to establish NDED 1109: Interpersonal Communication. The Interpersonal Communication course will address the unique needs of college students with autism spectrum disorder and other related disorders. Students who have participated in the current AIMSS courses indicate that the courses led to improvements in executive functioning skills, social skills, and academic performance. Interpersonal Communication will provide students the opportunity to learn about their individual communication style, learn assertive communication skills, develop active listening skills, practice empathy, and learn strategies for emotional regulation and conflict resolution. These skills will support students with relationship development, leading to stronger engagement with their academic program and college experience outside of the classroom.

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

SECTION 4: COURSE SYLLABUS

Attach the course syllabus or at minimum the following course components:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

Students in the Interpersonal Communication course will build upon the knowledge and tools needed to succeed in college by developing communication skills. The course will cover communication styles, assertive communication skills, active listening and empathy, and communication across cultural differences. Students will utilize communication skills to develop and maintain strong connections with faculty, staff, and other students, and become more engaged members of the university community. PR: Instructor Approval

Approved Spring 2022

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with “Upon successful completion of this course, students should be able to...”

- Upon successful completion of this course, students should be able to apply assertive communication skills, such as setting boundaries, using facts and “I” statements, and emotional regulation during conflict, through interactions with mentors and peers.
- Upon successful completion of this course, students should be able to express active listening, empathy, and conflict resolution skills such as maintaining focus, paraphrasing, emotional intelligence, and problem solving skills, through journaling about real-life scenarios.
- Upon successful completion of this course, students should be able to apply cultural awareness by recognizing, understanding, and appreciating the differences between themselves and others from various places, backgrounds, and types of abilities and disabilities through verbal, nonverbal, and written communication.

Assessment: Describe generally how students’ achievement of the course learning outcomes will be assessed.

Outcome	Assessment
Apply assertive communication skills, such as setting boundaries, using facts and “I” statements, and emotional regulation during conflict, through interactions with mentors and peers.	70% of students will earn 80% or better on the communication styles and skills journals and assignments.
Express active listening, empathy, and conflict resolution skills such as maintaining focus, paraphrasing, emotional intelligence,	70% of students will earn 80% or better on the conflict resolution journals and assignments

and problem-solving skills, through journaling about real-life scenarios.	
Apply cultural awareness by recognizing, understanding, and appreciating the differences between themselves and others from various places, backgrounds, and types of abilities and disabilities through verbal, nonverbal, and written communication.	70% of students will earn 80% or better on culture and background journals and assignments.

Course Outline: Attach a course content outline consisting of at least two levels.

Course Outline for NDED 1109: Interpersonal Communication

Module One: Communication Styles and Skills

Lesson Plan: Welcome, Icebreakers, Get to Know One Another

- Communication styles inventory
- Watch and respond to communication styles videos
- Affect and tone

Lesson Plan: Verbal and Non-verbal Communication

- Posture, gestures, facial expressions
- Ways in which neurodivergence can affect communication
- Mirroring
- Masking
- Conversation Journal: What do you see when you look in the mirror?

Lesson Plan: Developing Assertive Communication Skills

- Assertive communication skills—Confidence, clarity, conciseness, facts-based
- Conversation Journal—Practicing assertive communication with peers

Lesson Plan: Developing Assertive Communication Skills (continued)

- Assertive communication skills—"I" statements, boundaries, saying "no"
- Conversation Journal—Practicing assertive communication with mentors

Module Two: Conflict Resolution

Lesson Plan: Active Listening

- Mindfulness and being in the moment
- How to communicate that you are listening (paraphrase, ask questions)
- Reserving judgment
- Conversation Journal—Listening without responding

Lesson Plan: Emotional Regulation and Coping Skills

- Identifying feelings and locating them in the body
- Coping skills that can be practiced without losing focus
- Conversation Journal—How did you feel when listening to someone with different views than your own? How did you feel when others listened to you?

Lesson Plan: Empathy

- Curiosity and perspective
- Vulnerability
- Conversation Journal—Fictional Character Assessment

Lesson Plan: Conflict Resolution Practice

- Cognitive errors that lead to conflict
- Apologizing
- Relationships and Goals
- Conversation Journal—Bringing up conflict

Module Three: Culture and Background**Lesson Plan: Disability and Communication**

- Accommodation and self-accommodation
- Empowering language and identification preferences
- Conversation Journal—What do you want others to know about communicating with you?

Lesson Plan: Intergenerational Communication

- Overview of recent generational perspectives
- Curiosity and Conversation Starters
- Conversation Journal--Storytelling

Lesson Plan: Racial and Cultural Differences

- Identifying different communication strategies across cultures
- Cultural Awareness and Cultural Adaptation
- Gendered Communication
- Conversation Journal—Bias and Misunderstanding

Finals Week

- Assignment – Final Social Gathering

NEW COURSE PROPOSAL GUIDELINES

- A. **NEW COURSE PROPOSAL FORM:** Use this for establishing a new undergraduate or graduate course as a program requirement or elective.
- B. **PROPOSAL SUBMISSION BY THE DEAN OR CHAIR TO PROVOST'S OFFICE:** Proposals originating from the academic unit are to be submitted electronically to the Provost Office/Executive Director of Academic Programs by the Dean or Chair on behalf of the department.
- C. **LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS:** If the Curriculum Committee requests these letters, attach them to the back of your proposal.
- D. **COURSE PROPOSAL SUBMISSION DATE:** Proposals may be submitted throughout the year, but *they must be received no later than November 15 if they require action for implementation for the following academic year.* Proposals received after the deadline may not be acted upon in time for implementation the next academic year.
- E. **CURRICULUM COMMITTEE MEETINGS:** The Curriculum Committee meets on the fourth Tuesday of each month.
- F. **2nd TUESDAY OF THE MONTH.** Proposals submitted to the Provost's Office/ on or before the second Tuesday of the month will be on that month's agenda. The last possible date to submit a new course proposal for the academic year is the 2nd Tuesday in January.

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER:

REVISION (label Revision #1, #2, etc.):

SECTION 1: PROPOSAL INFORMATION

Name:	J. Chris Moss
Title:	Assistant Professor
E-mail Address:	Jmoss1@fairmontstate.edu
Phone Number:	367-4500
College:	COLA
Department:	Social Sciences
Program Level:	Criminal Justice
Date Originally Submitted:	10/15/24
Implementation Date Requested:	8/1/25

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) or email(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. Course Subject Prefix and number (e.g., ENGL 1101): Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar's Office to get a list of available, valid course numbers.	CRIM 3316
2. Course Title: The title of the course as it will appear in the course catalog.	Mental Health and the Criminal Justice System
3. Number of Credit Hours: Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. Repeatability (number of repeat credit hours): Students can repeat the course for credit.	
5. Course Prerequisites: Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	CRIM 1100
6. Course Co-requisites: Include subject prefix and course number.	
7. Course Cross-listings (e.g., PSYC 2230 and SOCY 2230)	
8. Course Restrictions (e.g., Seniors only)	
9. Grade Type: Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F
10. Requirements: Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	This serves as an elective course for the BS in Criminal Justice, BS in Criminal Justice

	Online, and the Criminal Justice Minor.
11. Course Terms: In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Spring
12. Writing Intensive: Does this course fulfill the Writing Intensive major requirement?	_ No
13. Core Curriculum: Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	_ No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

There is a need to develop a course dealing with mental health and criminal justice as there are currently none that focus on this important issue within our curriculum. People suffering from mental illnesses make up a large percentage of inmates and overall criminal offenders. Criminal justice students who pursue careers in law enforcement, corrections, the courts, or social work need a greater knowledge on how to better interact with these types of offenders and develop policy solutions to treat offenders who suffer from these conditions, which could impact the criminal justice system by reducing criminal recidivism.

SECTION 4: COURSE SYLLABUS

Attach the course syllabus or at minimum the following course components:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with “Upon successful completion of this course, students should be able to...”

Assessment: Describe generally how students’ achievement of the course learning outcomes will be assessed.

Course Outline: Attach a course content outline consisting of at least two levels.

**Department of Criminal Justice
Fairmont State University
Syllabus – Spring 2024
CRIM 3399
Mental Health and the Criminal
Justice System**

Instructor: Chris Moss, Ph.D.

Office: 110C Hardway Hall

Email: jmoss1@fairmontstate.edu

Class Hours: M-W: 1-1:50 Room 316 Hardway Hall and online delivery via lecture video and power-point slides on Friday.

Office Hours: Office Hours will be conducted on Mon & Wed from 12:30-1:00 and from 2:00-3:00. On Tue office hours will rotate between online and in person from 11:30-1:00. For the online office hours, I will respond to emails in real time and be available via either Zoom or TEAMS. It is always best to schedule an online meeting with me in advance. My availability on Thur and Fri is by appointment only. Feel free to stop by my office to meet with me or schedule an appointment at other times if my door is open.

Course Description: This course shows how mental health affects crime and how criminal justice professionals are affected by those suffering from mental health disorders and co-occurring disorders. It focuses on how mental health disorders are related to crime; common interactions between mentally ill offenders and emergency responders, probation officers, correctional officers, and other social workers; the stigmatization that exists for those suffering from mental illnesses; and policy solutions to address the needs of mentally ill offenders.

Credit hours: [3]

Course Student Learning Outcomes (SLOs): By the end of this course, students will be able to:

1. Compare and contrast the most salient mental illnesses associated with criminal behavior.
2. Evaluate the complex relationship between mental health, substance abuse, and crime.
3. Assess the history of mental illness policy in the U.S. and its shortcomings.
4. Analyze how the major criminal justice institutions have addressed mental health issues.
5. Critically analyze how mental health is managed in the criminal justice system and the subsequent impact on recidivism and long-term mental health.

Required Readings:

1. Hector, J. & Khey, D. (2018). *Criminal Justice and Mental Health: An Overview for Students*. Springer International Publishing.
2. You will also be required to watch a film dealing with drugs and crime. This will require either having access to a Netflix Account or purchasing the film through Youtube at the cost of roughly \$1.99-\$3.99. I will give 2-3 options, so this should not pose a major problem.

Research articles:

1. Volavka, J. (2013). *Violence in Schizophrenia and Bipolar Disorder*. pp. 24-33. NY, NY.
2. Fovet, T., Pierre, A., Vaiva, G., Adins, C., Thomas, P., Amad, A. (2015). Individuals With Bipolar Disorder and Their Relationship With the Criminal Justice System: A Critical Review. *Psychiatric Services* 66(4) pp. 348-353.
3. Yule, A. and Kelly, J. (2019). Integrating Treatment for Co-Occurring Mental Health Conditions. *Alcohol Research* pp. 1-13.
4. Galletta, E., Fagan, T., Shapiro, D., and Walker, L. (2021). Societal Reentry of Prison Inmates With Mental Illness: Obstacles, Programs, and Best Practices. *Correctional Health Care* 27(1) pp. 58-65.
5. Labrode, R. (2007). Etiology of the Psychopathic Serial Killer: An Analysis of Antisocial Personality Disorder, Psychopathy, and Serial Killer Personality and Crime Scene Characteristics. *Brief Crisis and Intervention*. 7(2) pp 151-160.

Additional readings and/or instructional videos may be assigned throughout the semester.

Grading:

Grades will be based on your scores on tests, quizzes, discussions, and papers/projects

Your grade will be calculated as follows:

Assignments and Tests:

Exams: Four exams will be given throughout the semester. Each exam is worth 100 points for a total of 400 points. The exams will consist of multiple choice, short answers, and essay questions.

Quizzes: There will be four quizzes given throughout the semester. Each quiz is worth 25 points for a total of 100 points.

Film Discussion: I will assign a film about mental health and crime. A summary and response to this film will be required. This assignment will be worth 50 points.

Group Presentation: There will be a total of four group presentations and papers this year. Each student is responsible for helping present on a topic that is central to crime and mental health as well as writing a brief reaction paper as well. The presentation is worth 25 points and the paper is worth 25 points, which equals 50 points in sum.

Topic Participation Reactions: After each group presents, everyone in class will respond to questions in an online discussion forum about these topics. These are worth 10 points each. You will also be responding to a beginning of the class discussion which will represent 10 points as well. There are a total of 50 points available for these assignments.

Topic 1: Mental Health Disorders and Crime

Topic 2: Co-occurring Disorders and Crime

Topic 3: Mental Health Treatment and Justice Programs

Topic 4: Personality Disorders and Crime

Attendance: Attendance is required. You are allowed 2 absences with no questions asked, except on days of tests and quizzes. After that, I will begin subtracting 5 points per absence from your participation grade.

There are 650 possible points for the semester. The following grading scale will be used:

A= 650-585 points

B= 584-520 points

C= 519-455 points

D= 454-390 points

F= 389 points or less

Course Policies: This represents a blueprint for how the course will proceed; however, I reserve the right to make alterations to this syllabus and the topics discussed and the manner in which things will proceed. I will always give at least one week's notice before each assignment, quiz, or exam will be due.

Week 1: Syllabus, Meet & Greet, & Chapter 1

Week 2: Lecture on Common Mental Illnesses and Mental Illness readings Quiz #1

Week 3: Chapter 2 & Topic 1 (Mental Health Disorders and Crime)

Week 4: Exam Review and Exam #1

Week 5: Chapter 3 and Crime and Violence reading assignment.

Week 6: Chap 4-5 and Quiz #2

Week 7: Chap 5, Exam Review, and Exam #2

Week 8: Chap 6, Topic 2 (Co-Occurring Disorders and Crime on Mar 28) and Specialty Court Readings

Week 9: Chap 7, Prison and Rentry Readings assignments, and Quiz #3

Week 10: Chap 8 and Drugs and Substance Abuse reading assignment.

Week 11: Exam Review and Exam #3

Week 12: Mental Health Treatment and Justice Programs) Mental Health Film and Chap 9

Week 13: May 2-6: Mental Health Film Paper due, Personality Disorders and their relationship to Serial Killers, Mass Murderers, and Organized Crime Figures, Chap 10, Quiz 4

Week 14: May 9-13: Chap 11, Topic 4 (Personality Disorders and Crime), Exam Review & Final Exam.

Late Assignments:

Late assignments will be docked 5 points for every day the assignment is late. An assignment is considered late if it is turned in after class on its due date.

Make-up Assignments/Exams:

No make-up exam will be offered if the student is absent on the day of the exam.

The only exception is in the case of a legitimate emergency. A legitimate emergency includes a hospitalization, the death of a parent, or one's own untimely demise. The make-up exam will be offered at a date convenient to the instructor, not to exceed one week from the date of the original exam.

Classroom Courtesy:

No cell phones or recording devices are permitted during class without written authorization from the university. During the duration of this course, sensitive topics may be discussed. Please be respectful of the opinions of other students and treat them with respect during classroom discussions. Insulting the instructor or other students will not be tolerated, and will result in your removal from the classroom.

If disruption becomes a problem, participation points will be subtracted from your final grade.

Classroom behavior problems will also result in the withholding of power-point slides. Normally, I post all of my lecture slides online before the day of the exam. These slides are a tremendous help in preparation for the tests. I provide these as a courtesy, but if classroom behavior becomes a problem, I will not post these slides.

Food and Beverages Are allowed so long as they are quiet, do not emit odor and are and nondisruptive. Please hold all garbage until a break or the end of class. Abuses of this policy may result in the revocation of the policy for a particular student or the entire group.

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 values 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.

Disability Services

Disability 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 Disability

Services must cooperate to ensure the most effective provision of accommodations for each class.

The Office of Disability 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 Disability Services webpage at www.fairmontstate.edu/access or call (304) 333-3661.

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

FSU is a tobacco and vapor-free campus.

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...> ; by calling 304.367.4386; or by emailing HR@fairmontstate.edu. Students may also contact the Office of Counseling & Disability Services for help, located at 316 Turley Center, (304) 367-4792.

Additional information about all policies can be found online at:

</publications/CampusHandbooks/studenthandbook/default.asp> Additional student resources can be found online at: </studentresources/default.asp>

Writing Center

The Fairmont State University Writing Center offers one-on-one peer tutoring to help students with writing assignments. This service is free for all full-time and part-time students and accepts both appointments and walk-ins. Tutors are trained to help with any kind of writing and with any step in the writing process. Additional assistance is available for students with documented disabilities and those for whom English is not their first language. The Writing Center is located in Jaynes Hall 308. For additional information, check the Tutoring Services website or call (304) 333-3699.

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 (304-3674141).

CURRICULUM REVISION PROPOSAL

PROPOSAL NUMBER:

REVISION (label Revision #1, #2, etc.):

SECTION 1: CONTACT INFORMATION

Name:	Mahmood Hossain
Title:	Professor of Computer Science
E-mail Address:	mhossain@fairmontstate.edu
Phone Number:	304-367-4967


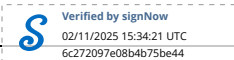
SECTION 2: PROGRAM INFORMATION

College:	College of Science & Technology
Department:	Computer Science and Math
Title of Degree Program/Certificate:	BS in Computer Science
Degree Program Level:	Undergraduate
Date Originally Submitted:	02/07/25
Implementation Date Requested:	Fall 2025

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental approval of this proposal. Should this proposal affect any course or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the memo(s) must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
Science & Technology	
	

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Revision Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 200 words, describing proposed changes.

The purpose of this proposal is to update the major hour requirements for a BS in Computer Science as a result of converting COMP 1120 – Principles of Programming I (3 credit hours, lecture) into a lab based 4 credit hour course (3 lecture hours and 3 lab hours per week).

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	BS in Computer Science
2. Current number of credit hours required for the program:	120
3. Is the program changing the number of credit hours required for the program?	No
4. How many credit hours will be added to the program?	0
5. How many credit hours will be deleted from the program?	0

6. Added Course(s):
COMP 1125 - Principles of Programming I (New course)
7. Deleted Courses:
COMP 1120 - Principles of Programming I (Fall 2025)
8. Teach-out Arrangement:
Students will take COMP 1125 instead of COMP 1120.

C. REVISION TO PROGRAM DESCRIPTION (if applicable)

1. Current Program Description
2. Proposed Program Description

D. RATIONALE

1. Description of the Rationale/Justification.
We are proposing to replace COMP 1120 with the lab-based COMP 1125 that requires one more credit hour for the major requirements. The rationale is described in the new course proposal.

E. RESOURCES

1. Will new faculty, be needed to support the program revision? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.
No
2. Will new facilities, equipment, space modification, and/or library materials/services be needed to support the program change? Provide an estimate of the increased cost, or reduction in cost of implementation (if applicable).
No

F. PROGRAM CHANGE SUMMARY

- A. **APPENDIX A:** For degree programs, majors, and concentrations (only), use the format in Appendix A to show the Current Program and Proposed Changes.
- B. For revisions to minors and certificates, attach a document showing the current program and proposed changes. You do not need to complete Appendix A for minors and certificates.

APPENDIX A

B.S. Degree in Computer Science Current Program

Degree Requirements

Core Curriculum Courses If a core curriculum course is also listed as a required major course, place an X in the 'credits' column.		
Core Area	Course Prefix and Number	Credit Hours
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105, SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	X
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Personal Development	Global Awareness: FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220 Fitness & Wellness: CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100 Technology: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	2-3

Required Major Courses -- 55 Credit Hours

Course Prefix & Number	Course Name	Credit Hours
COMP 1100	Introduction to Computer Science	3
COMP 1120	Principles of Programming I	3
COMP 1130	Principles of Programming II	4
COMP 2200	Object-Oriented Programming	3
COMP 2201	Machine Organization	3
COMP 2230	Client-Server Systems	3
COMP 2270	Data Structures	3
COMP 3330	Analysis of Algorithms	3
COMP 3340	Operating Systems	3
COMP 3395	Ethical Issues in Computing	3
COMP 4400	Automata Theory	3
COMP 4410	Database Management	3
COMP 4440	Software Engineering	4
MATH 1561	Mathematical Reasoning	3
MATH 2562	Introduction to Discrete Mathematics	3
MATH 2501	Calculus I	4
MATH 2502	Calculus II	4

Major Elective Courses (Any 3 from the following with at least one COMP and at least one MATH course) -- 9-10 Credit Hours

Course Prefix & Number	Course Name	Credit Hours
COMP 3300	Computer Graphics	3
COMP 3310	Artificial Intelligence	3
COMP 3380	Introduction to Cryptography	3
COMP 4420	Selected Advanced Topics	3
COMP 4450	Introduction to Data Mining	3
MATH 2510	Mathematical Logic	3
MATH 3503	Calculus III	4
MATH 3504	Differential Equations	3
MATH 3520	Linear Algebra	3
MATH 3550	Probability and Statistics	3

Science Electives (Any 2 from the following) -- 8-10 Credit Hours

Course Prefix & Number	Course Name	Credit Hours
BIOL 1105	Biological Principles I	4
BIOL 1106	Biological Principles II	4
CHEM 1105	Chemical Principles	5
CHEM 2200	Foundational Biochemistry	4
PHYS 1101	Introduction to Physics I	4
PHYS 1102	Introduction to Physics II	4
PHYS 1105	Principles of Physics I	5
PHYS 1106	Principles of Physics II	5

Total Core Curriculum Credit Hours:	24-28
Total Required Major Courses Credit Hours:	55
Total Required Concentration Credit Hours:	
Total Elective Credit Hours (If applicable):	17-20
Total Free Electives Credit Hours:	17-24
TOTAL CREDIT HOURS	120

**B.S. Degree in Computer Science
Proposed Program**

Degree Requirements

Core Curriculum Courses If a core curriculum course is also listed as a required major course, place an X in the 'credits' column.		
Core Area	Course Prefix and Number	Credit Hours
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105 SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	X
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Personal Development	Global Awareness: FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220 Fitness & Wellness: CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100 Technology: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	2-3

Required Major Courses -- 56 Credit Hours

Course Prefix & Number	Course Name	Credit Hours
COMP 1100	Introduction to Computer Science	3
COMP 1125	Principles of Programming I	4
COMP 1130	Principles of Programming II	4
COMP 2200	Object-Oriented Programming	3
COMP 2210	Computer Organization and Architecture	3
COMP 2230	Client-Server Systems	3
COMP 2270	Data Structures	3
COMP 3330	Analysis of Algorithms	3
COMP 3340	Operating Systems	3
COMP 3395	Ethical Issues in Computing	3
COMP 4400	Automata Theory	3
COMP 4410	Database Management	3
COMP 4440	Software Engineering	4
MATH 1561	Mathematical Reasoning	3
MATH 2562	Introduction to Discrete Mathematics	3
MATH 2501	Calculus I	4
MATH 2502	Calculus II	4

Major Elective Courses (Any 3 from the following with at least one COMP and at least one MATH course) -- 9-10 Credit Hours

Course Prefix & Number	Course Name	Credit Hours
COMP 3300	Computer Graphics	3
COMP 3310	Artificial Intelligence	3
COMP 3380	Introduction to Cryptography	3
COMP 4420	Selected Advanced Topics	3
COMP 4450	Introduction to Data Mining	3
MATH 2510	Mathematical Logic	3
MATH 3503	Calculus III	4
MATH 3504	Differential Equations	3
MATH 3520	Linear Algebra	3
MATH 3550	Probability and Statistics	3

Science Electives (Any 2 from the following) -- 8-10 Credit Hours

Course Prefix & Number	Course Name	Credit Hours
BIOL 1105	Biological Principles I	4
BIOL 1106	Biological Principles II	4
CHEM 1105	Chemical Principles	5
CHEM 2200	Foundational Biochemistry	4
PHYS 1101	Introduction to Physics I	4
PHYS 1102	Introduction to Physics II	4
PHYS 1105	Principles of Physics I	5
PHYS 1106	Principles of Physics II	5

Total Core Curriculum Credit Hours:	24-28
Total Required Major Courses Credit Hours:	56
Total Required Concentration Credit Hours:	
Total Elective Credit Hours (If applicable):	17-20
Total Free Electives Credit Hours:	16-23
TOTAL CREDIT HOURS	120

New Course Proposal

COURSE PROPOSAL NUMBER: Click or tap here to enter text.

REVISION (label Revision #1, #2, etc.): Click or tap here to enter text.

SECTION 1: PROPOSAL INFORMATION

Name:	Mahmood Hossain
Title:	Chair, Department of Computer Science and Math
E-mail Address:	mhossain@fairmontstate.edu
Phone Number:	304-367-4967

College:	College of Science & Technology
Department:	Computer Science and Math
Program Level:	Undergraduate
Date Originally Submitted:	1/17/2025
Implementation Date Requested:	8/1/2025

APPROVAL

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
Science and Technology	
	

ADDITIONAL COMMENTS:

SECTION 2: COURSE CATALOG INFORMATION

1. Course Subject Prefix and Number	COMP 1125
2. Course Title	Principles of Programming I
3. Number of Credit Hours	4
4. Repeatability (number of repeat credit hours)	N/A
5. Course Prerequisites	MATH ACT score of 23 or MATH SAT score of 560 or a grade of C or better in MATH 1430 or a grade of C or better in MATH 1530 or a grade of C or better in COMP 1110
6. Course Co-requisites:	None
7. Course Cross-listings	None
8. Course Restrictions	None
9. Grade Type	Standard A-F final grade
10. Requirements	<p>The following majors/minors will require COMP 1125:</p> <ul style="list-style-type: none">• BS in Computer Science, BS in Computer Science with Cybersecurity Concentration• BS in Mathematics (elective)• BS in Electronics Engineering Technology (elective)• BS in Mechanical Engineering Technology (elective)• Minor in Computer Science• Minor in Game Design• Minor in Automation and Robotics• Minor in Cybersecurity (elective) <p>The updated credit hour requirements for the affected programs are listed at the end.</p>
11. Course Terms	Fall and Spring
12. Writing Intensive	No
13. Core Curriculum	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

The purpose of this proposal is to convert COMP 1120 – Principles of Programming I (3 credit hours, lecture) into a lab based 4 credit hour course (3 lecture hours and 3 lab hours per week).

COMP 1120 and 1130 form the first-year programming sequence and build the foundations for the CS program. Teaching the freshman year programming courses with labs is the standard in most institutions that we did not have at Fairmont State till 2018.

During the CS program review in 2017, we identified the second programming course for improvement. Based on the recommendation from our Program Advisory Board, we converted the second programming course (previously COMP 1108) into a lab based 4 credit hour course and numbered it COMP 1130. During 2017-22, in the second programming course, we had an increase in success rate (C or better) of 20% compared to the prior 5 years (2012-17). This can largely be attributed to the inclusion of labs in the class.

But COMP 1120 still remains a high DFW course. From 2012-17 to 2017-22, we had a decrease in success rate of 13% in the first programming course. Based on our experience with the success of the lab based second programming course, we offered the first programming course as a lab based special topic course from Fall 2023 to Spring 2025. We have already seen the data and it shows an improvement in the success rate of students.

Before we had the trial run with the lab, the success rate of students in COMP 1120 in Fall 2022 was 51%. With the course being offered with a lab in Fall 2023, the success rate of students was 70%. This shows an improvement in the success rate. The students need a grade of C or better in the programming course to move on to the second one. Of the students who received a grade of C or better in Fall 2022, 80% moved on to take COMP 1130. With the course being offered with a lab in Fall 2023, of the students who received a grade of C or better, 79% moved on to take COMP 1130.

The proposed course COMP 1125 will not make any changes to the content of COMP 1120. The proposed course COMP 1125 will have the same learning outcomes and assessment measures.

SECTION 4: COURSE SYLLABUS

Catalog Course Description:

Credit Hours: 4

The course consists of three hours of lecture and three hours of lab per week

A study of the foundations of computer programming. Students are introduced to data representation, software development life cycle, and programming concepts including data types, console input/output, control structures, modularization, and text file processing. Programming projects are assigned in Java to provide experience in program development.

Prerequisite(s): MATH ACT score of 23 or MATH SAT score of 560 or a grade of C or better in MATH 1430 or a grade of C or better in MATH 1530 or a grade of C or better in COMP 1110

Course Learning Outcomes:

Describe below.

Assessment:

Outcome	Direct Assessment	Satisfactory performance standard
Write, compile, execute, and debug a program.	Programming project	A class average of 70% or more.
Use appropriate data types and arithmetic expressions to perform calculations in a program.	Programming project	A class average of 70% or more.
Perform console I/O in a program.	Programming project	A class average of 70% or more.
Use an appropriate decision structure in a program.	Programming project	A class average of 70% or more.
Use an appropriate repetition structure in a program.	Programming project	A class average of 70% or more.
Develop a program by decomposing it into modules.	Programming project	A class average of 70% or more.

Course Outline:

- Introduction to Programming
 - Computer Basics
 - Computer Organization
 - Types of Software
 - Computer Programming
 - Execution of a Program
 - Phases in Program Development
 - Algorithms
- Introduction to Java
 - Overall Organization of a Java Program
 - Data Types
 - Expressions
 - Input/Output
- Decision Structures
 - Relational and Logical Operators
 - Decision Making using if Statements
- Loop Structures
 - Concept of Loops
 - Different Types of Loops
- Modular Design
 - Concept of Methods
 - Scope of Identifiers
 - Passing Parameters
- File I/O
 - Reading Data from a Text File
 - Writing Data into a Text File

CURRICULUM REVISION PROPOSAL

PROPOSAL NUMBER:

REVISION (label Revision #1, #2, etc.):

SECTION 1: CONTACT INFORMATION

Name:	Mahmood Hossain
Title:	Professor of Computer Science
E-mail Address:	mhossain@fairmontstate.edu
Phone Number:	304-367-4967



SECTION 2: PROGRAM INFORMATION

College:	College of Science & Technology
Department:	Computer Science and Math
Title of Degree Program/Certificate:	BS in Computer Science (Cybersecurity Concentration)
Degree Program Level:	Undergraduate
Date Originally Submitted:	02/07/25
Implementation Date Requested:	Fall 2025

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental approval of this proposal. Should this proposal affect any course or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the memo(s) must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
Science & Technology	
	

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Revision Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 200 words, describing proposed changes.

The purpose of this proposal is to update the major hour requirements for a BS in Computer Science (Cybersecurity Concentration) as a result of converting COMP 1120 – Principles of Programming I (3 credit hours, lecture) into a lab based 4 credit hour course (3 lecture hours and 3 lab hours per week).

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	BS in Computer Science (Cybersecurity Concentration)
2. Current number of credit hours required for the program:	120
3. Is the program changing the number of credit hours required for the program?	No
4. How many credit hours will be added to the program?	0
5. How many credit hours will be deleted from the program?	0

6. Added Course(s):
COMP 1125 - Principles of Programming I (New course)
7. Deleted Courses:
COMP 1120 - Principles of Programming I (Fall 2025)
8. Teach-out Arrangement:
Students will take COMP 1125 instead of COMP 1120.

C. REVISION TO PROGRAM DESCRIPTION (if applicable)

1. Current Program Description
2. Proposed Program Description

D. RATIONALE

1. Description of the Rationale/Justification.
We are proposing to replace COMP 1120 with the lab-based COMP 1125 that requires one more credit hour for the major requirements. The rationale is described in the new course proposal.

E. RESOURCES

1. Will new faculty, be needed to support the program revision? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.
No
2. Will new facilities, equipment, space modification, and/or library materials/services be needed to support the program change? Provide an estimate of the increased cost, or reduction in cost of implementation (if applicable).
No

F. PROGRAM CHANGE SUMMARY

- A. **APPENDIX A:** For degree programs, majors, and concentrations (only), use the format in Appendix A to show the Current Program and Proposed Changes.
- B. For revisions to minors and certificates, attach a document showing the current program and proposed changes. You do not need to complete Appendix A for minors and certificates.

APPENDIX A

B.S. Degree in Computer Science (Cybersecurity Concentration) Current Program

Degree Requirements

Core Curriculum Courses		
If a core curriculum course is also listed as a required major course, place an X in the 'credits' column.		
Core Area	Course Prefix and Number	Credit Hours
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105, SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	X
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Personal Development	Global Awareness: FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220 Fitness & Wellness: CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100 Technology: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	2-3

Required Major Courses -- 66 Credit Hours

Course Prefix & Number	Course Name	Credit Hours
COMP 1100	Introduction to Computer Science	3
COMP 1120	Principles of Programming I	3
COMP 1130	Principles of Programming II	4
COMP 2200	Object-Oriented Programming	3
COMP 2201	Machine Organization	3
COMP 2220	Fundamentals of Computer Security	3
COMP 2230	Client-Server Systems	3
COMP 2270	Data Structures	3
COMP 3340	Operating Systems	3
COMP 3380	Introduction to Cryptography	3
COMP 3390	Network Security	4
COMP 3395	Ethical Issues in Computing	3
COMP 4410	Database Management	3
COMP 4415	Vulnerability Assessment	4
COMP 4440	Software Engineering	4
COMP 4495	Cybersecurity Senior Project	3
BISM 2600	Introduction to Networking Administration	3
CRIM 2250	Cybercrime	3
MATH 1561	Mathematical Reasoning	3
MATH 2562	Introduction to Discrete Mathematics	3
MATH 2501	Calculus I	4

Major Elective Courses (Any 1 from the following) -- 3-4 Credit Hours

Course Prefix & Number	Course Name	Credit Hours
COMP 3310	Artificial Intelligence	3
COMP 3330	Analysis of Algorithms	3
COMP 4400	Automata Theory	3
COMP 4420	Selected Advanced Topics	3
COMP 4450	Introduction to Data Mining	3
MATH 2502	Calculus II	4
MATH 2510	Mathematical Logic	3

Science Electives (Any 1 from the following) -- 4-5 Credit Hours

Course Prefix & Number	Course Name	Credit Hours
BIOL 1105	Biological Principles I	4
BIOL 1106	Biological Principles II	4
CHEM 1105	Chemical Principles	5
CHEM 2200	Foundational Biochemistry	4
PHYS 1101	Introduction to Physics I	4
PHYS 1105	Principles of Physics I	5

Total Core Curriculum Credit Hours:	24-28
Total Required Major Courses Credit Hours:	66
Total Required Concentration Credit Hours:	
Total Elective Credit Hours (If applicable):	7-9
Total Free Electives Credit Hours:	15-21
TOTAL CREDIT HOURS	120

B.S. Degree in Computer Science (Cybersecurity Concentration)
Proposed Program

Degree Requirements

Core Curriculum Courses If a core curriculum course is also listed as a required major course, place an X in the 'credits' column.		
Core Area	Course Prefix and Number	Credit Hours
First Year Seminar	SOAR 1199, HONR 1100, BSBA 1100, NURS 1025	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	X
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	3
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, GEOL 1101, GEOL 1102, PHYS 1101, PHYS 1105, SCIE 1100, SCIE 1103, SCIE 1105, SCIE 1107, SCIE 1115, SCIE 1120, SCIE 1130, SCIE 1210, SCIE 1250, SCIE 2200	X
Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	3
Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	3
Personal Development	Global Awareness: FREN 2202, SPAN 2202, LANG 1110, POLI 2210, POLI 2220 Fitness & Wellness: CRIM 2212, CHEP 1100, CHEP 1110, HLTA 1100, HLTA 2203, NUTR 1110, PHED 1100 Technology: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	2-3

Required Major Courses -- 67 Credit Hours

Course Prefix & Number	Course Name	Credit Hours
COMP 1100	Introduction to Computer Science	3
COMP 1125	Principles of Programming I	4
COMP 1130	Principles of Programming II	4
COMP 2200	Object-Oriented Programming	3
COMP 2210	Computer Organization and Architecture	3
COMP 2220	Fundamentals of Computer Security	3
COMP 2230	Client-Server Systems	3
COMP 2270	Data Structures	3
COMP 3340	Operating Systems	3
COMP 3380	Introduction to Cryptography	3
COMP 3390	Network Security	4
COMP 3395	Ethical Issues in Computing	3
COMP 4410	Database Management	3
COMP 4415	Vulnerability Assessment	4
COMP 4440	Software Engineering	4
COMP 4495	Cybersecurity Senior Project	3
BISM 2600	Introduction to Networking Administration	3
CRIM 2250	Cybercrime	3
MATH 1561	Mathematical Reasoning	3
MATH 2562	Introduction to Discrete Mathematics	3
MATH 2501	Calculus I	4

Major Elective Courses (Any 1 from the following) -- 3-4 Credit Hours

Course Prefix & Number	Course Name	Credit Hours
COMP 3310	Artificial Intelligence	3
COMP 3330	Analysis of Algorithms	3
COMP 4400	Automata Theory	3
COMP 4420	Selected Advanced Topics	3
COMP 4450	Introduction to Data Mining	3
MATH 2502	Calculus II	4
MATH 2510	Mathematical Logic	3

Science Electives (Any 1 from the following) -- 4-5 Credit Hours

Course Prefix & Number	Course Name	Credit Hours
BIOL 1105	Biological Principles I	4
BIOL 1106	Biological Principles II	4
CHEM 1105	Chemical Principles	5
CHEM 2200	Foundational Biochemistry	4
PHYS 1101	Introduction to Physics I	4
PHYS 1105	Principles of Physics I	5

Total Core Curriculum Credit Hours:	24-28
Total Required Major Courses Credit Hours:	67
Total Required Concentration Credit Hours:	
Total Elective Credit Hours (If applicable):	7-9
Total Free Electives Credit Hours:	14-20
TOTAL CREDIT HOURS	120

CURRICULUM REVISION PROPOSAL

PROPOSAL NUMBER:

REVISION (label Revision #1, #2, etc.):

SECTION 1: CONTACT INFORMATION

Name:	Mahmood Hossain
Title:	Professor of Computer Science
E-mail Address:	mhossain@fairmontstate.edu
Phone Number:	304-367-4967


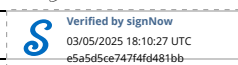
SECTION 2: PROGRAM INFORMATION

College:	College of Science & Technology
Department:	Computer Science and Math
Title of Degree Program/Certificate:	Minor in Computer Science
Degree Program Level:	Undergraduate
Date Originally Submitted:	02/07/25
Implementation Date Requested:	Fall 2025

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental approval of this proposal. Should this proposal affect any course or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the memo(s) must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
Science & Technology	
	

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Revision Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 200 words, describing proposed changes.

The purpose of this proposal is to update the requirements for the minor in Computer Science.

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	Minor in Computer Science
2. Current number of credit hours required for the program:	19-20
3. Is the program changing the number of credit hours required for the program?	No, it will be exactly 20.
4. How many credit hours will be added to the program?	0
5. How many credit hours will be deleted from the program?	0

6. Added Course(s):
COMP 1125 - Principles of Programming I (new course - required) COMP 2200 - Object-Oriented Programming (was required, will be made elective) COMP 2210 - Computer Organization and Architecture (elective) COMP 2270 – Data Structures (was elective, will be made required) COMP 3310 - Artificial Intelligence (elective) COMP 3340 - Operating Systems (elective) COMP 4400 - Automata Theory (elective) COMP 4410 - Database Management (elective) COMP 4450 - Introduction to Data Mining (elective)
7. Deleted Courses:
COMP 1120 - Principles of Programming I (required) COMP 2201 - Machine Organization (elective) COMP 3300 - Computer Graphics (elective) COMP 3395 - Ethical Issues in Computing (elective) COMP 4440 - Software Engineering (elective)
8. Teach-out Arrangement:
Students will take COMP 1125 instead of COMP 1120.

C. REVISION TO PROGRAM DESCRIPTION (if applicable)

1. Current Program Description
2. Proposed Program Description

D. RATIONALE

1. Description of the Rationale/Justification.
We are proposing to replace COMP 1120 with the lab-based COMP 1125. The rationale is described in a new course proposal.

E. RESOURCES

1. Will new faculty, be needed to support the program revision? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.
No
2. Will new facilities, equipment, space modification, and/or library materials/services be needed to support the program change? Provide an estimate of the increased cost, or reduction in cost of implementation (if applicable).
No

F. PROGRAM CHANGE SUMMARY

- A. **APPENDIX A:** For degree programs, majors, and concentrations (only), use the format in Appendix A to show the Current Program and Proposed Changes.
- B. For revisions to minors and certificates, attach a document showing the current program and proposed changes. You do not need to complete Appendix A for minors and certificates.

APPENDIX A

Minor in Computer Science Current Requirements

Required Courses -- 10 Credit Hours		
COMP 1120	Principles of Programming I	3
COMP 1130	Principles of Programming II	4
COMP 2200	Object-Oriented Programming	3
Electives Courses -- 9-10 Credit Hours		
COMP 2201	Machine Organization	3
COMP 2220	Fundamentals of Computer Security	3
COMP 2230	Client-Server Systems	3
COMP 2270	Data Structures	3
COMP 3300	Computer Graphics	3
COMP 3395	Ethical Issues in Computing	3
COMP 4440	Software Engineering	4
MATH 2562	Introduction to Discrete Mathematics	3
Total – 19-20 Credit Hours		

Minor in Computer Science Proposed Requirements

Required Courses -- 11 Credit Hours		
COMP 1125	Principles of Programming I	4
COMP 1130	Principles of Programming II	4
COMP 2270	Data Structures	3
Electives Courses -- 9 Credit Hours		
COMP 2200	Object-Oriented Programming	3
COMP 2210	Computer Organization and Architecture	3
COMP 2220	Fundamentals of Computer Security	3
COMP 2230	Client-Server Systems	3
COMP 3310	Artificial Intelligence	3
COMP 3340	Operating Systems	3
COMP 4400	Automata Theory	3
COMP 4410	Database Management	3
COMP 4450	Introduction to Data Mining	3
MATH 2562	Introduction to Discrete Mathematics	3
Total –20 Credit Hours		