CURRICULUM PROPOSAL 4416 TBSN

Prepare proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the headings not pertain to your proposal, write N/A.

PROPOSAL NUMBER: 25-26-09 Curriculum Proposal - Traditional BSN (R1)

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

SECTION 1: CONTACT INFORMATION

Name:	Denice Kirchoff
Title:	Chair, BSN Program
E-mail Address:	dkirchoff@fairmontstate.edu
Phone Number:	304367-4391

SECTION 2: PROGRAM INFORMATION

College:	Nursing
Department:	Traditional BSN
Name of Program	Traditional BSN
Degree Program Level:	Undergraduate
Date Originally Submitted:	November, 2025
Implementation Date Requested:	Fall 2026

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental approval of this proposal. Letters or emails of support must be included for any curriculum change, new or revised course that impacts another college, department, or program.

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

College	Dean's Signature
Nursing	Deb Stuth

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Change Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 150 words, describing proposed changes.
Delete NURS 4410 population health (5 credit hours) from curriculum Add NURS 4420 Community & Public Health (3 credits) to the curriculum Delete NURS 3420 Drug Calculations (3 credits) from the curriculum Add NURS 3410 Dosage Calculations (2 credits) to the curriculum.

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	Nursing Traditional BSN
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 X
4. How many credit hours will be added to the program?	3 (free electives)
5. How many credit hours will be removed from the program?	3

6. **Added Course(s) (**If applicable): List the course(s) to be added to program (if applicable). Indicate whether the course is an existing course or will be a proposed new course.
NURS 4420 Community & Public Health (3 credits) NURS 3410 Dosage Calculations (2 credits)
7. **Removed Courses (if applicable):** List course(s) to be deleted from the program (if applicable). Indicate the term in which the course will no longer be available for students to take and the catalog in which students will not have the option to take the course.
NURS 4410 population health (5 credit hours) NURS 3420 Drug Calculations (3 credits)
8. **Teach-out Arrangement**: If a required course will be deleted from the program, how will you accommodate current students in the program to complete the required course?
☐ XCourses will continue of be offered for students to complete program under previous catalog. (Typical) ☐ Students must transition to new catalog and meet all requirements. (Student advising required) ☐ Students in old catalog will take new or existing courses as outlined below. (Student advising required) ☐ Department will petition course changes for each student. (Not recommended)

Student Group	Catalog Year	Course Requirement	Action
Current students (enrolled through 2025–2026)	2022–2026 Catalogs	Must complete 5-credit Population Health	No change required
New students (starting Fall 2026 or later)	2026–2027 Catalog	Must complete new 3-credit Population Health and a 3 credits free elective	Follows revised curriculum
Students who withdraw or fail and return after Fall 2026	Return under new catalog	Must take the 3-credit Population Health, and 3 credit free elective	Will follow updated program plan

☐ Change is only editorial and will not impact student progress.

C. CHANGE IN PROGRAM DESCRIPTION (if applicable)

1. Current Program Description
N/A
2. Proposed Program Description
N/A

D. RATIONALE

1. **What is the rationale for this change?**
☐ Annual assessment results ☐ Program review ☐ Program accreditation ☐ College or Department strategic plan ☐ To align with University policy or standard ☐ **XOther**
2. **Description of the Rationale.** Briefly describe the evidence that supports changing the program's curriculum. For example, indicate the types of assessment data (e.g., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc.) collected and analyzed to determine that curricular changes were warranted. Is it due to market trends? Does it reflect changes in the discipline? What are the expected results of the change?
The number of credits for NURS 4410 Population Health will decrease from 5 to 3 credits as well as the course title and number change. Many accredited BSN programs offer similar Population Health courses at 3 or 4 credits. Adjusting to 3 credits aligns the program with national norms and supports consistency in academic planning and credit transferability. Focus on Competency-Based Education: The shift in nursing Education is toward outcomes and competency mastery rather than seat time. A well-designed 3 credit course with clear objectives and experiential learning components can still meet to exceed national competencies in population health. NURS 3402 Drug Calculations will be reduced from 3 credits to 2 credits. With the combined reduction in credit hours of these courses, a 3 credit free elective will be required.

E. RESOURCES

1. Will new faculty or staff be needed to support the program change? 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 changes to minors and certificates, please 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.X. Degree in XXXXXXXX
Current Program

[NOTE: For current program requirements, you can copy paste your program information from the Digital Catalog below. Program information can be found here https://catalog.fairmontstate.edu/index.php?catoid=23]

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	X
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	3-4
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	4-5

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 (70 Credit Hours)

Course Prefix & Number	Course Name	Credit Hours
NURS 1025	Introduction to Nursing	3
NURS 3310	Health Promotion and Communication	3
NURS 3332	Assessment and Physical Examination	3
NURS 3400	Foundations of Nursing	6
NURS 3401	Pharmacology	3
NURS 3402	**Drug Calculations**	3
NURS 3600	Adult Health I	6
NURS 3360	Nursing Ethics	3
NURS 3610	Mental and Behavioral Health	4
NURS 3700	Adult Health II	6
NURS 3701	Mother/Baby and Women's Health	4
NURS 3370	Nursing Informatics and Healthcare Technologies	3
NURS 3380	Evidence-Based practice	3
NURS 4401	Child and Adolescent Health	3
NURS 4410	**Population Health Nursing**	5
NURS 4430	Nursing Leadership	3
NURS 4442	Complex Healthcare	3
NURS 4444	NCLEX-RN Prep	1
NURS 4450	Healthcare Delivery Systems: Political, Social, and Economic Influences	3
NURS 4452	Clinical Capstone	5

Major Elective Courses (XX Credit Hours) – IF APPLICABLE
[Electives are selected from a specific major or program]

Course Prefix & Number	Course Name	Credit Hours

Concentration Courses (XX Credit Hours) – IF APPLICABLE

[A concentration is a focused curriculum within an approved major; adds a specialization within a major area of study. Undergraduate concentrations comprise 12-18 credits; Graduate concentrations comprise 6-15 credits. Concentrations associated with certification or licensure requirements may exceed the credit limit.

Course Prefix & Number	Course Name	Credit Hours

Total Core Curriculum Credit Hours:	27
Total Required Major Courses Credit Hours:	73
Total Required Concentration Credit Hours:	0
Total Elective Credit Hours (If applicable):	
Total Free Electives Credit Hours:	20
TOTAL CREDIT HOURS	120

B.S. Degree in Nursing

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**	X
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	3-4
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	4-5
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 (XX Credit Hours)		
Course Prefix & Number	**Course Name**	**Credit Hours**
NURS 1025	Introduction to Nursing	3
NURS 3310	Health Promotion and Communication	3
NURS 3332	Assessment and Physical Examination	3
NURS 3400	Foundations of Nursing	6
NURS 3401	Pharmacology	3
NURS 3402	**Dosage Calculations**	**2**
NURS 3600	Adult Health 1	6
NURS 3360	Nursing Ethics	3
NURS 3610	Mental and Behavioral Health	4
NURS 3700	Adult Health II	6
NURS 3701	Mother/Baby and Women's Health	4
NURS 3370	Nursing Informatics and Healthcare Technologies	3
NURS 3380	Evidence-Based practice	3
NURS 4401	Child and Adolescent Health	3
NURS 4420	**Community and Public Health Nursing**	**3**
NURS 4430	Nursing Leadership	3
NURS 4442	Complex Healthcare	3
NURS 4444	NCLEX-RN Prep	1
NURS 4450	Healthcare Delivery Systems: Political, Social, and Economic Influences	3
NURS 4452	Clinical Capstone	5

Major Elective Courses (XX Credit Hours) – IF APPLICABLE [Electives are selected from a specific major or program]		
Course Prefix & Number	**Course Name**	**Credit Hours**

Concentration Courses (XX Credit Hours) – IF APPLICABLE

[A concentration is a focused curriculum within an approved major; adds a specialization within a major area of study. Undergraduate concentrations comprise 12-18 credits; Graduate concentrations comprise 6-15 credits. Concentrations associated with certification or licensure requirements may exceed the credit limit.

Course Prefix & Number	Course Name	Credit Hours

Total Core Curriculum Credit Hours	27
Total Required Major Courses Credit Hours	70
Total Required Concentration Credit Hours (if applicable)	
Total Elective Credit Hours (if applicable)	
Total Free Electives Credit Hours (if applicable)	23
TOTAL CREDIT HOURS	120

Fairmont State University
NURS 4410 will change to
*NURS 4420**
Community and Public Health Nursing

Name	Office Location	Office Hours	Office Phone		Email
Dr. Denice Kirchoff	Room 102 Education Building	Tuesday 10:00a-1:00p Thursday 10:00a-12:00p .	Office: 304-367-4391		dkirchoff@fairmontstate.edu
Ellen Condron	Virtual				Ellen.condron@fairmontstate.edu
Faculty may not be available on the weekends, if you have any questions, please let us know by noon on Friday each week.					

Description

This course prepares students to apply principles of population health nursing to promote health and reduce disparities across diverse communities. Emphasis is placed on using clinical judgment, systems thinking, and evidence-based practice to assess community health needs, plan and implement interventions, and evaluate outcomes. Students will work collaboratively with community partners to address factors that influence health, including social and environmental determinants, health promotion, and disease prevention.

Course Prerequisites

PR: NURS 3380.

Textbooks and Course Materials

Stanley, M.J. & Niemi, C. (2024). Rector's Community and Public Health Nursing. Promoting the Public's Health. Wolters Kluwer, 11th ed.

Course Delivery

This course is a face to face course. In addition, expect to spend an additional 3 hours per credit hour each week on assignments. This equates to 12 hours per week on this course on theory. For clinical students should expect to spend approximately 4 to 6 hours/week on their clinical projects. The course is a combination of theory and clinical hours; the breakdown is as follows:

Type of Hour	Credit Hours	Number of Hours
2 class hours	2	30
1 hour-lab per week	1	45

Blackboard Operating Systems and Requirements

To access classes and complete coursework using the core features of Blackboard Learn, your system must meet these minimums. However, additional hardware specifications, software, or browser plug-ins may be required to complete course work as assigned by the instructors. It is the student's responsibility to check with instructors/programs for special technology requirements.

Operating System: Windows 10 or newer; Mac OS 10.14 Mojave or newer

- Processor: 1 GHz or faster
- RAM: 4 GB or higher
- 20 GB of available hard-drive space
- Screen resolution: 1280x1024 or higher
- Internet connection: Download speed of at least 1.5 Mbps, 750 kbps upload
- Webcam, microphone, and speakers
- If you are using a satellite internet provider, you may experience timeouts, IP address issues, session problems, or course mail issues caused by latency. Please try to use a different provider when accessing Blackboard Learn.

NOTE: Chromebooks operate with the Chrome OS, which is not supported by Blackboard Learn, although you may experience success with some features. Please do not plan to rely solely on a Chromebook for your course work; you must ensure access to a device running a full-featured operating system within the supported versions noted above.

NOTE: Although you can perform many tasks in Blackboard Learn on a mobile device (iPad, iPhone, Android tablet or phone), either through a mobile browser, or the Blackboard mobile application, not all of Learn's features support a mobile format. As such, you cannot rely solely on a mobile device to fully complete course work and must ensure access to a device running a full-featured operating system within the supported versions noted above.

Blackboard Recommended Browsers and Software

For best performance, use Mozilla Firefox or Google Chrome.

We do not recommend using Apple Safari or Microsoft Edge. Microsoft Internet Explorer is no longer a supported browser.

Browser Settings

- Enable third-party cookies
- Enable Javascript
- Disable pop-up blocker

Additionally, you may need to download these software applications if needed.

- Microsoft Office is required to open and upload most assignments in Blackboard Learn. Student links to the online versions of Microsoft Office Suite are located in the ***myFairmontState*** portal under the **OFFICE APPS** card, but it can be downloaded via the "Install Office" button on the top-right of the landing page after signing-in to office.com.
- Download the latest version of Java
- Adobe Acrobat Reader

Please note that Blackboard Learn does not support Google Docs, OpenOffice, or Apple's versions of the Office apps, such as Pages, Numbers, and Keynote.

Browser Checker - Opening this page checks whether your browser supports the most recent release of Blackboard

Tech Commons

Fairmont State University's Office of Information Technology (IT) will provide the aid you need. The Office seeks to further the mission and vision of the university as a whole by providing support and service to the campus community - including students.

IT staff are available to provide technical assistance via phone, email, or walk-in.

For assistance, please use the IT Help Self-Service Portal,

E-mail us at help@fairmontstate.edu,

or you can call us at (304) 367-4810.

You can also **visit us at our Help Desk Walk In Center** during the hours of Monday through Thursday 9 a.m. to 7 p.m. and Friday from 8 a.m. to 4 p.m.

First Floor Library, Room 139

Use our FAQ's page for assistance on common questions

Course Outcomes:

- Provide patient-centered care to groups, communities, and populations.
- Conduct a population health assessment to identify priority health needs.
- Collaborate with interprofessionals in addressing population health needs.
- Critique implemented evidence-based strategies aimed at population health needs

Assignments / Assessments

Assignment	Rubric Location	Points
Social Determinants of Health Assignment	Week 1	20
• ATI ATI Engage: Introduction to Community, Population, Public, and Global Health	Week 1	10
Module 2 Case Study Assignment	Week 2	30
• ATI: Principles in Community and Public Health Nursing	Week 2	10
• ATI: At-Risk and Vulnerable Populations and Related Effects on Health	Week 3	10
• ATI: Individual and Social Influences	Week 3	10
Pre-Req Quiz	Week 3	15
Preceptor/Mentor letter	Week 3	10
Health Promotion Campaign	Week 3	30
Windshield Assessment (part of Population Health Project)	Week 4	15
Community Resource Assessment (part of Population Health Project)	Week 4	25
• ATI Prevention and Control of Diseases and Illnesses	Week 4	10
Educational Principles Assignment	Week 5	20
• ATI Health Education	Week 5	10

Exam	Week 5	50
Goals and Outcomes (part of Population Health Project)	Week 6	20
• ATI: Community Program Planning Implementation and Evaluation	Week 6	10
Interventions & Timeline (part of Population Health Project)	Week 7	45
Health Policy Discussion	Week 7	50
• ATI: Epidemiology	Week 8	10
Epidemiology Program certificates	Week 8	30
Project Materials	Week 9	20
• Engage in ATI: Family Lesson and Test	Week 10	10
Exam	Week 10	50
• Engage in ATI: Prevention & Control of Diseases & Illnesses Lesson & Test	Week 11	10
Community Project Presentations	Week 12	50
ATI Remediation A	Week 12	10
Project Reflection	Week 12	15
Evaluation for Population Health Project by Preceptor	Week 12	15
Family Plan of Care	Week 13	100
• ATI Engage: At-Risk and Vulnerable Populations and Related Effects on Health	Week 14	10
• ATI: Individual and Social Influences	Week 14	10
Poverty Simulation Reflection	Week 14	10

• ATI Remediation B	Week 14	10
• ATI Emergency Preparedness and Management	Week 15	10
• ATI Remediation Due	Week 15	10
• SALT Mass Casualty Triage Training	Week 15	20
Finals	Week 16	
	Total Possible Points	**840**

Course Map/Connecting Learning Outcomes and Assessments

Course Learning Outcomes	Assessments/ Assignments
Apply clinical judgment and systems thinking to assess the needs of individuals, families, and populations	• Social Determinants of Health Assignment • Educational Principles Assignment • Goals and Outcomes (part of Population Health Project) • Interventions & Timeline (part of Population Health Project) • Aggregates of the Population Assignment • Project Log (part of Population Health Project) • Population Health Project Presentation • Population Nursing Role Presentation
Use evidence-based approaches to recognize priority health needs in vulnerable communities.	• Windshield Assessment (part of Population Health Project) • Community Resource Assessment (part of Population Health Project) • Vulnerable Populations and Health Problems Paper
Collaborate with interprofessional teams to design and implement health promotion and disease prevention strategies.	• Approval of materials for Population Health Project
Demonstrate cultural inclusivity and ethical decision-making when engaging with diverse and vulnerable populations.	• Population Health Project Presentation Discussion • Evaluation (part of Population Health Project) • Reflection (part of Population Health Project) •

Evaluate the impact of population-based interventions on health outcomes to support continuous quality improvement.	• Population Health Project Presentation Discussion • Evaluation (part of Population Health Project) • Reflection (part of Population Health Project)

Evaluation and Grading Scale

A = 92-100% (496-540 points)
B = 85-91% (459-495 points)
C = 78-84% (421-458 points)
D = 70-77% (Points)
F = 0-69%

A grade of "C" or above is required to pass the course and progress in the program. Grades will not be rounded and no extra credit will be given.

Course Policies and Guidelines

The student is responsible for policies as outlined in the ASN-BSN Student Handbook.

Contact and Participation Information

You are encouraged to contact us immediately if you have any questions about the course. You can use:

- The Course Email tool within BlackBoard is the preferred method of email communication.
- Personal Email
- Telephone Call

Our commitments to you as the course professor(s) include:

- Replying to emails within 72 hours excluding weekends and holidays.
- Reading and replying to discussion posts weekly.
- Checking course messages daily excluding weekends and holidays.

CLINICAL/PRACTICUM or PRECEPTORSHIP INFORMATION

Information regarding clinical/practicum experiences or preceptorship information can be found in Blackboard in **Week 1 Module - *Population Health Project Introduction and Overview.*** All assignments related to the project correspond to the course calendar.

The evaluation form for this experience is located in Blackboard.

County Resource Problem-based Assignment Discussion and Responses:
In Discussion Forum 1, please identify the forum in the subject line of your posting (e.g., "Assignment 2/ [Your Agency Name]/[Your Name]"). Post your response to the discussion topic(s) by the date indicated in the Course Calendar, and comment on at least two classmates' responses.

The purpose of this assignment is to understand agency resources for vulnerable populations located in Beaufort/Jasper/Colleton Counties that incorporate nursing and outreach services into their core functions. Students will select an agency and complete the discussion post and reflection on the agency and its mission/ service population. Students will read each other's posts and reflections to better understand the issues faced by Beaufort/Jasper/Colleton Counties, to determine need for agencies and build repertoire of networks/contacts for assisting clients in professional nursing practice.

For posting and grading guidelines and additional help with discussion activities, please refer to the Online Discussion Rubric located in Bb within the General Information area of the course website.

In-class Group Nursing Roles in Public/Community Health Presentations:

Students will be divided into groups and will create a 10–12-minute presentation on a public and community health nursing role in specialty fields. Students will explore the history of the specialty and relate nursing's unique contribution to public health and historic home-based care services across the lifespan.

Family Plan of Care:

For this assignment you will complete a Family Plan of Care on a family of their choice with permission from the family. A complete Family Health Assessment with a Genogram and Ecomap will also be included. After the assessment, students will identify evidence-based interventions and implement those with the family. After a few weeks, students will check in with families and continue to partner with them to achieve the desired outcomes.

Health Policy Discussion Forum:
In the Health Policy Discussion Forum, please identify the forum in the subject line of your posting (e.g., "Your policy name and number]/ [Your Name]"). Post your response to the discussion topic(s) by the date indicated in the Course Calendar, and comment on at least two classmates' responses.

Read/view the following: Chapter 10 in the textbook. Select a recent (less than 3 years old) health policy from the American Public Health Association (APHA).

Complete the following:

Summarize the policy and describe its type and current status.

Describe the provision (description) in the Code of Ethics for Nursing that would guide your actions pertaining to this policy.

How can nurses advocate with target groups/community members to help make sure this policy becomes law or is optimally implemented?

For posting and grading guidelines and additional help with discussion activities, please refer to the Online Discussion Rubric located in Bb within the General Information area of the course website.

Epidemiology Modules and Certificates (Estimated Completion Time: 4 hours):

The purpose of this assignment is to familiarize students with basic concepts related to epidemiology and to enhance understanding of role of epidemiology in guiding evidence-based nursing practice.

Directions:

Go to the Northwest Center for Public Health Practice training website—Public Health LearnLink—and establish an account. https://www.nwcphp.org/training

Select the link for "Search Trainings" under the Training heading.

In the middle of the screen, in the light blue box, under "Choose Topics," click on "Epidemiology" box

From the list of courses select the following 3 on-line courses (each one takes about 1 hour)

- What is Epidemiology (click next to bring up the next part of the list)
- Cause and Effect in Epidemiology (click previous to go back to the first part of the list)
- Measuring Risk in Epidemiology

Copy of certificate of completion for each course (3 total); these may be printed from the site, a screen shot may be taken, or you may take a photo with your phone.

Web of Causation:

This is an individual project to determine the web of causation for your "cause of death." Use the information from the textbook (or additional outside sources) to create

your personal web of causation citing references. Post your background on your web of causation in the body of your discussion post. Post to the discussion board.

SALT Mass Casualty Triage Training (Estimated Completion Time: 30 minutes):

Please go to the website and register for a free account:

https://register3.ndlsf.org/mod/page/view.php?id=2056&fbclid=IwAR3ADwk6K-p2Ojquvm3pJGaa0PPoNSfiKfRB3uCqzlPGEKbomB3Owhu11Mk

Once the account has been confirmed, enroll in the SALT MASS Casualty Triage Training course. You will view a 22-minute video then take a quiz. There are ONLY 2 attempts for this quiz.

Course Modules:
Module 1: Introduction to Public and Community-based Population Care

Module 2: Assessing and Evaluating Strength-based and Problem-based Communities

Module 3: Health Promotion and Disease Prevention Programs

Module 4: Epidemiology, Information Systems, and Surveillance Strategies

Module 5: Global Health, Disaster Management, and Environmental Concerns

College of Nursing Program Policies

The student is responsible for policies as outlined in the ASN-BSN Student Handbook.

Late Assignment

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

University Policies

The University Policies are located on BlackBoard under START HERE "Fairmont State University Standard Syllabus Statements" link. Use this link https://www.fairmontstate.edu/academicaffairs/syllabus-statements to access the

Standard Syllabus Statements for Fairmont State University. This link provides information on the following:

- Academic Integrity
- Accessibility Service
- Assessment, Surveys & Course Evaluations
- Attendance
- Social Justice
- and other important statements.

Academic Support and Resources

Academic Support Services

The LEAD (Learning Enrichment and Academic Development) Center offers a variety of resources to students, including peer and professional tutoring, workshops, peer mentoring, and more. If you have a question, we will either answer it or direct you to someone who can! The website is: https://www.fairmontstate.edu/academics/lead-center.

Accessibility Services

Through collaboration with institutional allies, networks, and community partners, Accessibility Services leadership contributes to the development of equitable higher education experiences for all students who have disabilities. These 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 these services and provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Accessibility Services must cooperate to ensure the most effective provision of accommodation for each class.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services.

Accessibility Services is located in the Turley Student Services Center (304) 367-4141. For additional information, please visit the Fairmont State Office of Accessibility Services webpage.

Falcon Wellness Center

The Falcon Wellness Center is located on the 3rd floor of the Falcon Center. The Wellness Center includes health services and mental/behavioral health counseling. Appointments are encouraged and some drop-in appointments are available. The web site is https://www.fairmontstate.edu/falconcenter/health-services. The phone number is 304.367.4155.

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:

S cholarship

O pportunity

A chievement

R esponsibility

SOAR with Fairmont State

Additional information about all FSU policies can be found online at:

Link to the student life handbook:

https://www.fairmontstate.edu/_files/student-success/student_life_handbook.pdf

Link to the student resources:

https://www.fairmontstate.edu/student-life/housing-residence-life/student-resources.aspx

NURS 4410 TBSN Course Outline8.9				
Week	Date	Topic/Assigned Reading	ATI Exams and Quizzes	Assignments Due (Sundays at 1130pm) All assignments due in bold are related to your project.
1 **Denice**	**8/18** **8/20= no** **Ellen**			• ATI Engage: Introduction to Community, Population, Public, and Global Health • Social Determinants of Health Assignment Due Aug 24, 1130 pm
2 **Denice**	**8/25** **8/27**	**CH 2: Public Health Nursing in the Community** **CH 3 History and Roles**		• ATI: Principles in Community and Public Health Nursing • Module 2 Case Study Assignment Due Aug 31, 1130 pm
3 **Denice**	**9/1: No class 9/3**	**CH 23: Working with Vulnerable People**		• ATI: At-Risk and Vulnerable Populations and Related Effects on Health • ATI: Individual and Social Influences • Health Promotion Campaign • **Pre-Req Quiz for Population Health Project** • **Preceptor/Mentor Letter** Due Sept 7, 1130 pm
4 **ELLEN**	**9/8** **9/10**	**CH 10: Communication, Collaboration and Technology—Assessment, planning and intervention** **CH 11: Health Promotion through Education** **In class: Mock community project windshield assessment, use websites to research and have them present it**		• ATI Prevention and Control of Diseases and Illnesses • **Windshield Assessment** • Community resource assessment Due Sept 14 1130pm
5 **ELLEN**	**9/15** **9/17**	**CH 11: Health Promotion through Education** **9/17 FRN Meeting** ***200 Fairmont Ave Suite 106, Fairmont, WV 26554***		• ATI Health Education • Education Principles assignment Due Sept 21 1130 pm

6 **Denice**	**9/22** **9/24**	**CH 12: Planning Implementing and Evaluating Community and public Health Programs**	Exam	• ATI: Community Program Planning Implementation and Evaluation • **Population Health Project Outcomes** Due Sept 28, 1130 pm
7 **Denice**	**9/29** **10/1**	**CH 13 Policy Making and Advocacy** **Speaker Chris McCormick**		• **Planned Interventions and timeline** • Health Policy Discussion Due October 5, 1130 pm
8 **Denice**	**10/6** **10/8**	**CH 7: Epidemiology in the Community** **Guest Speaker Ed Abbott**		• ATI: Epidemiology • Epidemiology Program certificates Due October 12, 1130
9 **ELLEN**	**10/13** **10/15**	**CH 10: Community as Client**		• **Project Materials** Due October 19, 1130
10 **Ellen**	**10/20** **10/22**	**CH 14 Family as Client**	Exam	• Engage in ATI: Family Lesson and Test Due October 26, 1130pm
11 **Denice**	**10/27** **10/29: ATI B**	**CH 8: Communicable Diseases** **Guest Speaker- Ed Abbott** **In class:** **https://www.cdc.gov/digital-social-media-tools/mobile/applications/sto/sto-web.html**	**ATI Practice Assessment A 2023 Report and Remediation**	• Engage in ATI: Prevention & Control of Diseases & Illnesses Lesson & ATI Practice A Due Nov. 2, 1130pm
12 **Denice**	**11/3** **11/5**	**CH 16: Global Health Nursing** Contagion Movie and Reflection In class: Community Project Presentations		• **Community Project Presentations Due in class 11/5** • **Project Reflection** • **Evaluation for Population Health Project by Preceptor**

13 **ELLEN**	**11/10** **11/12**	**CH 2 Public Health and the Nursing Community**	**ATI Practice B**	• Family Plan of Care Due November 16, 2025
14 **ELLEN**	**11/17** **11/19**	**CH 25: Behavioral Health and the Community** **CH 26: Unsheltered Communities**		• ATI Engage: At-Risk and Vulnerable Populations and Related Effects on Health • ATI: Individual and Social Influences • ATI Remediation • Poverty Simulation Reflection Due Nov 30, 1130 pm
15 **Denice**	**12/1** **12/3**	**CH 17: Disasters and their Impact**		• ATI Emergency Preparedness and Management • ATI Remediation Due • SALT Mass Casualty Triage Training Due Dec 7, 1130
16	**Dec 8** **Dec 10**	**ATI Comprehensive TBD** **Finals week**	ATI Comprehensive	• **Clinical Log of Hours** • **Project Reflection** • **Evaluation for Population Health Project by Preceptor** Due Friday Dec 10, 1130pm

The Course Outline is subject to change. Students will be notified of any changes through Blackboard communication.

Course Proposal *Dosage Calc.*

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

COURSE PROPOSAL NUMBER: 25-26--09(a) New Course - NURS 3410

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

SECTION 1: PROPOSAL INFORMATION

Name:	Denice Kirchoff
Title:	Chair, BSN Programs
E-mail Address:	Denice.Kirchoff@fairmontstate.edu
Phone Number:	304-367-4391

College:	Nursing
Department:	Traditional BSN
Program Level:	Undergraduate
Date Originally Submitted:	November 2025
Implementation Date Requested:	Fall 2026

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this course proposal. Letters or emails of support must be included for any new or revised course that impacts another college, department, or program.

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

College	Dean's Signature
Nursing	Deb Struth

ADDITIONAL COMMENTS:

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 may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	NURS 3410
2. **Course Title:** The title of the course as it will appear in the course catalog.	Dosage Calculation
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.	2
4. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	no
5. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	NURS 3310, NURS 3332, BIOL 2205, NUTR 1110
6. **Course Co-requisites:** Include subject prefix and course number.	NURS 3400, 3401, and BSBA 2209 or MGMT 3308
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	NA
8. **Course Restrictions** (e.g., Seniors only)	NA
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 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).	required
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

Provide a brief rationale for developing or revising the course credit hours. Explain how the course fits within the program, and indicate whether it fulfills a required or elective role.

This is a required course for the Traditional BSN program. The number of credits will be decreased from 3 to 2 credits. Adjusting to 2 credits aligns the program with national norms and supports consistency in academic planning and credit transferability.
Focus on Competency-Based Education: The shift in nursing Education is toward outcomes and competency mastery rather than seat time. A well-designed 2 credit course with clear objectives and experiential learning components can still meet or exceed national competencies.

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.

Fairmont State University
NURS 3402 will change to NURS 3410
Dosage Calculations*

Instructor Name and Title	Phone	E-mail	Office Location	Office Hours

Classroom Location

Course Description: This course focuses on the reading, interpreting, and solving drug calculation problems encountered in the preparation of medications (Credit Hours: 2; Lecture: 2 hours class per week).

Course Format: Face-to-Face

Course Prerequisites

NURS 3310 and NURS 3332

Course Co-requisites

NURS 3400, NURS 3401, and BSBA 2209 or MNMT 3308

Required Textbook and Resources with ISBN:

- Ogden's S. (2022). Calculation of Drug Dosages: A Work Text. (12th ed.). Evolve. ISBN: 978-0323551281

Technology Requirements

Minimum Technical Requirements

You will need the following software in order to complete the activities in this class:

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

Technology Assistance Information

- Located on Blackboard under START HERE "Minimum Technology Requirements."
- Teaching & Learning Commons Help Information
    - ✓ Phone: 304-367-4810 Option 3
    - ✓ Email: help@fairmontstate.edu
    - ✓ Hours: See Website for most current hours of operation
    - ✓ Weblink: http://www.fairmontstate.edu/it/teaching-learning-commons

BLACKBOARD Information

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

Course Delivery

FORMAT: This course is an in-person course. Teaching strategies include lecture, discussions, case studies, interactive tutorials, and interactive knowledge checks.

Type of Hour	Credit Hours	
Theory	2	**Total Hours:** 2

Course Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Identify components of medication labels.
2. Interpret healthcare provider orders regarding medications.
3. Solve drug dosage calculations for persons across the lifespan.
4. Calculate safe dose range of medications.
5. Examine legal, ethical, social, and cultural issues related to medication administration.

Course Outcomes and Assessment:

Course Outcome	Alignment to Program Outcome	Assessment Measure

Identify components of medication labels.	• Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidence-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care.	• Exams • Case studies • Interactive tutorials • Interactive knowledge checks • Discussions
Interpret healthcare provider orders regarding medications.	• Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes.	• Exams • Case studies • Interactive tutorials • Interactive knowledge checks Discussions
Solve drug dosage calculations for persons across the lifespan.	• Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes.	• Exams • Case studies • Interactive tutorials • Interactive knowledge checks Discussions

	• Prepare entry-level professional nurses to provide quality, safe, ethical, evidence-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health.	
Examine legal, ethical, social, and cultural issues related to medication administration.	• Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidence-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health.	• Exams • Case studies • Interactive tutorials • Interactive knowledge checks • Discussions

Assessments/Assignments

Testing Component	Points Each	Total Points
Exam 1	50	50
Exam 2	50	100
Exam 3	50	150
Exam 4	50	200
Exam 5	50	250
Comprehensive Final	100	350

Assignment Component		
ATI Unit Practice Tests (8 @10 each)	80	430
Evolve Elsevier Ogden Resources (9 @ 10 each)	90	520
Course total		**520**

The theory grade will be determined as follows:

Theory Grade	
Bracket One (80% of final grade)	Bracket Two (20% of final grade)
Exam One: 50 points	Evolve Ogden Assignments: 90 points (9 at 10 points each)
Exam Two: 50 points	ATI Unit Practice Tests: 80 points (8 at 10 points each)
Exam Three: 50 points	

Exam Four: 50 points	
Exam Five: 50 points	
Final Exam: 100 points	
Total: 350 points	**Total: 170 points**
> 272 points required	> 132 points required

Your final course grade is determined as follows:

- **The student must pass the exam bracket with a 78% to pass the course.**
- If the average within each bracket is greater than or equal to 78%, the final grade will be the averages weighted according to the bracket value.
- If the average of one or more bracket is less than 78%, the final grade will be the grade for the lowest bracket.

Grading Scale:

Grade	Grading Scale
A	92-100%
B	85-91%
C	78-84%
D	70-77%
F	0-69%

- A grade of "C" or above is required to pass the course and progress in the program.
- Grades will not be rounded, and no extra credit will be given.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful

completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Late Assignment

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

COURSE TIMELINE

Weeks	Topics	Readings and Learning Modules
Week 1 1/22/24 – 1/28/24 Class Monday 1 – 4PM	Review of Mathematics: "Med Math" Introduction	1. Ogden and Fluharty: Calculation of Drug Dosages Chapters 1, 2, 3, 4, 5 • Complete Post-test for Chapter 1,2,3,4,5 prior to class on 1/29. Bring workbook to class. • Complete Electronic Student Learning Activities (SLAs) in Ogden online resources for Chapter 1 (3 activities) and Chapter 2 (1activity) – 10 points
Week 2 1/29/24 – 2/4/24 Class Monday 1 – 4PM	Units and Measurements for the Calculation of Drug Dosages	1. Ogden & Fluharty: Calculation of Drug Dosages Chapters 6: Metric and Household Measures Chapter 7: Calculations Used in Patient Assessments Complete Post-test for Chapters 6&7 prior to class 2/5. Bring workbook to class. 2. ATI "Dosage Calculation and Safe Medication Administration" module called "Dosages by Weight". Complete the following sections of the module: a. Overview b. Weighing patient c. Converting ounces to pounds d. Converting pounds to kilograms e. Converting ounces to pounds to kilogram f. Complete the activity 1 at the end of module
Exam 1 – 2/5/24: Weeks 1 & 2 Content		
Week 3 2/5/24 – 2/11/24 Class Monday 1 – 4PM	Preparation for Calculation of Drug Dosages Exam 1: 2:30 PM	1. Ogden & Fluharty, Part 3 Chapter 8: Safety in Medication Administration. a. Complete the posttest on page 173 for class. Bring workbook to class. 2. ATI "Dosage Calculation and Safe Medication Administration" module called "Medication Administration". Complete the module with a focus on common abbreviations and rounding rules.

Week 4 2/12/24 – 2/18/24 Class Monday 1 – 4PM	Preparation for Calculation of Drug Dosages	1. Ogden & Fluharty, Part 3, Chapter 9: Interpretation of the Licensed Prescriber's orders and Chapter 10: Reading Medication Labels a. Complete the Ch. 10 Posttest on page 191 prior to class. Bring workbook to class. 2. ATI "Dosage Calculation and Safe Medication Administration" module called "Safe Dosage". Complete the module.
Week 5 2/19/24 – 2/25/24 Class Monday 1 – 4PM	Calculation of Drug Dosages	1. Ogden & Fluharty, Part 4, Chapter 11: Oral Dosages. Complete at least 25 problems provided in the Chapter 11 workbook. 2. ATI "Dosage Calculation and Safe Medication Administration" module called "Oral Medications". Complete the module.
Exam 2 – 3/4/24, 11:00AM: Weeks 3, 4 & 5 Content		
Week 6 2/26/24 – 3/3/24 Class Monday 1 – 4PM	Calculation of Drug Dosages Exam 2 – 2:30PM	1. Ogden & Fluharty, Part 4, Chapter 12: Parenteral Dosages. Complete at least 25 problems provided in the Chapter 12 workbook. 2. ATI "Dosage Calculation and Safe Medication Administration" module called "Injectable Medications". Complete the module.
Week 7 3/4/24 – 3/10/24 Class Monday 1 – 4PM	Calculation of Drug Dosages	1. Ogden & Fluharty, Part 4, Chapter 13: Dosages Measured in Units. Complete at least 25 problems provided in the Chapter 13 workbook.
Spring Break 3/11/24 – 3/15/24: Exam 3 3/18/24 11:00AM: Weeks 6 & 7 Content		
Week 8 3/18/24 – 3/24/24 Class Monday 1 – 4 PM	Calculation of Drug Dosages Exam 3 – 2:30PM	1. Ogden & Fluharty, Part 4, Chapter 14: Reconstitution of Medications. Complete at least 25 problems provided in the Chapter 14 workbook. 2. ATI "Dosage Calculation and Safe Medication Administration" module called "Reconstitution of Medications". Complete the module.
Week 9 3/25/24 – 3/31/24 Class Monday 1 – 4 PM	Calculation of Drug Dosages	1. Ogden & Fluharty, Part 4, Chapter 15 "Intravenous Flow Rates" Complete at least 25 problems provided in the Chapter 15 workbook. 2. ATI "Dosage Calculation and Safe Medication Administration" module called "Parenteral (IV) Medication". Complete the module.

Week 10 4/1/24 – 4/7/24 Class Monday 1 – 4 PM	Calculation of Drug Dosages	1. Ogden & Fluharty, Part 4, Chapter 16 "Intravenous Flow Rates for Dosages" Complete at least 25 problems provided in the Chapter 16 workbook.	
Exam 4 – 4/8/24 10:30AM: Weeks 8, 9, & 10 Content			
Week 11 4/8/24 – 4/14/24 Class Monday 1 – 4 PM	Skills Lab and Remediation Work Exam 4 – 2:30PM	1. TBA	
Week 12 4/15/24 – 4/21/24 Class Monday 1 – 4 PM	Skills Lab and Simulation Practice	1. TBA	
Week 13 4/22/24 – 4/28/24 Class Monday 1 – 4 PM	Remediation for Final Examination and Competency Validations	1. TBA	
Exam 5 – 4/29/24 10:30AM: Weeks 11, 12, & 13 Content			
Week 14 4/29/24 – 5/5/24	Remediation for Final Examination and Competency Validations Exam 5 – 2:30 PM	1. TBA	
Week 15 **Finals Week** **5/6/24 – 5/10/24**	Final Examination: Comprehensive Content	**Final Exams Day** **NURS 3402 Final Exam at**	
		Total exam points needed to pass with 78% = points	
Weeks	**Topics**	**Readings and Learning Modules**	

Week	Date	Graded Assignments /Due dates & times
1	1/22/24	Week One Activities in Evolve Course – 10 points total: due 11:59PM 1/28/24.
2	1/29/24	ATI Dosages by Weight test due 11:59PM 2/4/24 – 10 points total
3	2/5/24	ATI Medication Administration test due 11:59PM 2/11/24 -10 points total
4	2/12/24	ATI Safe Dosage test due: 2/18/24 - 10 points total
5	2/19/24	ATI Oral Dosage test due 11:59PM 2/25/24 - 10 points total
6	2/26/24	ATI Injectable Medications test due: 3/3/24 11:59PM - 10 points total.
7	3/4/24	ATI Dosages Measured in Units test due 11:59PM 3/10/24. 10 points total
8	3/18/24	ATI Reconstitution of medications due: 3/24/24 11:59PM 10 points total
9	3/25/24	ATI Parenteral (IV) Medication test due 11:59PM 3/31/24 10 points total
10	4/1/24	TBA
11	4/8/24	TBA

12	4/15/24	TBA
13	4/22/24	TBA
14	4/29/24	TBA
15	5/6/24	TBA

Course Proposal

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

COURSE PROPOSAL NUMBER: 25-26-09 (b)

REVISION (R1):

SECTION 1: PROPOSAL INFORMATION

Name:	Denice Kirchoff
Title:	Chair, BSN Programs
E-mail Address:	Denice.Kirchoff@fairmontstate.edu
Phone Number:	304-367-4391

College:	Nursing
Department:	Traditional BSN
Program Level:	Undergraduate
Date Originally Submitted:	November 11, 2025
Implementation Date Requested:	Fall 2026

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this course proposal. Letters or emails of support must be included for any new or revised course that impacts another college, department, or program.

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

College	Dean's Signature
Nursing	Richard Smith

ADDITIONAL COMMENTS:

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 may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	NURS 4420
2. **Course Title:** The title of the course as it will appear in the course catalog.	Community & Public Health
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.	yes
5. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	NURS 3380 with a minimum grade of C
6. **Course Co-requisites:** Include subject prefix and course number.	NA
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	NA
8. **Course Restrictions** (e.g., Seniors only)	NA
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 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).	required
11. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall
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

Provide a brief rationale for developing or revising the course credit hours. Explain how the course fits within the program, and indicate whether it fulfills a required or elective role.

This is a required course for the Traditional BSN program. The number of credits will be decreased from 5 to 3 credits. Many accredited BSN programs offer similar Population Health courses at 3 or 4 credits. Adjusting to 3 credits aligns the program with national norms and supports consistency in academic planning and credit transferability.
Focus on Competency-Based Education: The shift in nursing Education is toward outcomes and competency mastery rather than seat time. A well-designed 3 credit course with clear objectives and experiential learning components can still meet ot exceed national competencies in population health.

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.

Fairmont State University
NURS 4420
Community & Public Health

Name	Office Location	Office Hours	Office Phone	Email
Faculty may not be available on the weekends, if you have any questions, please let us know by noon on Friday each week.				

Description

This course prepares students to demonstrate competency in **population health nursing** through the application of **clinical judgment, systems thinking, and evidence-based practice** to promote health and reduce disparities among diverse and vulnerable populations. Students will engage in a comprehensive **community and population health assessment**, identify **priority health needs**, and collaborate with community partners to design, implement, and evaluate **evidence-based interventions** that address social determinants of health, health promotion, and disease prevention.

1. **Integrate clinical judgment and systems thinking** to assess population health status and identify priority health needs among diverse and vulnerable populations.

   AACN Domain 4: Sub-competencies 4.1, 4.2

2. **Synthesize evidence-based data and community input** to analyze social, structural, and environmental determinants influencing population health outcomes.

   ***AACN** Domain 4: Sub-competencies 4.2, 4.3*

3. **Design and implement population-focused interventions** that promote health, prevent disease, and address identified disparities using collaborative and culturally responsive strategies.

   AACN Domain 4: Sub-competencies 4.3, 4.4

4. **Evaluate the effectiveness and sustainability of evidence-based interventions** in improving health outcomes and advancing equity within populations.

AACN Domain 4: Sub-competencies 4.4, 4.5

5. **Advocate for policy and system-level changes** that strengthen community partnerships, address root causes of inequities, and improve population well-being.

   AACN Domain 4: Sub-competency 4.6

Course Prerequisites

Active, unencumbered nursing license required. PR: NURS 3380.

Textbooks and Course Materials

- OpenStax: Population Health for Nurses: Free online textbook. https://openstax.org/

Publish Date: May 15, 2024, Web Version Last Updated
May 15, 2024, Color:, ISBN-13: 978-1-711472-81-2
Black and White:
ISBN-13: 978-1-711472-80-5

Digital:
ISBN-13: 978-1-961584-39-6

- American Psychological Association. (2020). Publication Manual of the American Psychological Association. 7th Edition. ISBN: 978-1433832178 Required

Technology Requirements

Minimum Technical Requirement
You will need the following software in order to complete the activities in this class:

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

Blackboard Information

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Orientation Module located in the "START HERE" menu once you log into the course. The blackboard orientation is located in the menu on the left-hand column of the Course Page. The orientation is designed to help you learn how to navigate Blackboard. Students should log into Blackboard on a daily basis to receive any course updates from your instructors.

Technology Assistance Information

Teaching & Learning Commons Help Information
Phone: 304-367-4810 Option 3
Email: help@fairmontstate.edu
Hours: See Website for most current hours of operation
Weblink: http://www.fairmontstate.edu/it/teaching-learning-commons

Course Delivery

This course is an asynchronous online course. Videos and PowerPoints will be used in this course. Students will participate in individual and group assignments. Plan to allow 3 hours per week to read/listen to the online content for this course. In addition, expect to spend an additional 3 hours per credit hour each week on assignments. This equates to 12 hours per week on this course on theory. For clinical students should expect to spend approximately 4 to 6 hours/week on their clinical projects. The course is a combination of theory and clinical hours; the breakdown is as follows:

Type of Hour	Credit Hours	Number of Hours
3 class hours	3 to 2	45 to 30
2 hour-lab per week	2 to 1	60 to 30

Assignments / Assessments

Assignment	Rubric Location	Points
Introduction Discussion	Week 1	10
Social Determinants of Health Assignment	Week 2	30
Pre-Req Quiz	Week 3	15
Preceptor/Mentor letter	Week 3	10
Community Resource Assessment (part of Population Health Project)	Week 3	25

Windshield Assessment (part of Population Health Project)	Week 4	15
Health Promotion Campaign Analysis	Week 5	80
Educational Principles Assignment	Week 5	20
Goals and Outcomes (part of Population Health Project)	Week 6	20
Epidemiology Assignment	Week 6	30
Revision of Outcomes (if needed)	Week 7	0
Interventions & Timeline (part of Population Health Project)	Week 8	45
Health Policy Discussion	Week 9	48
Project Log (part of Population Health Project)	Week 11	15
Evaluation (part of Population Health Project)	Week 11	15
Reflection (part of Population Health Project)	Week 11	15
Population Health Project Presentation	Week 11	30
Population Health Project Presentation Discussion	Week 12	10
Caring across Practice settings video reflection	Week 13	40
SALT Mass Casualty Training	Week 14	30
Advocacy Case study	Week 15	48
Journal Entry	Week 1-12	120
	Total Possible Points	**671**

Course Map/Connecting Learning Outcomes and Assessments

Course Learning Outcomes	Assessments/ Assignments
Provide patient-centered care to groups, communities, and populations.	• Module 2 Social Determinants of Health Assignment • Educational Principles Assignment • Goals and Outcomes (part of Population Health Project) • Interventions & Timeline (part of Population Health Project) • Aggregates of the Population Assignment • Project Log (part of Population Health Project) • Population Health Project Presentation

Conduct a population health assessment to identify priority health needs.	• Windshield Assessment (part of Population Health Project) • Community Resource Assessment (part of Population Health Project)
Collaborate with interprofessionals in addressing population health needs.	• Academic Partnerships to Improve Health (APIH) entitled Navigating a Foodborne Outbreak: Preparation for Interprofessional Practice Certificate • E-mail of Approval of materials for Population Health Project by the University Marketing and Relations
Critique implemented evidence-based strategies aimed at population health needs	• Evaluation (part of Population Health Project) • Reflection (part of Population Health Project) • Health Problem Assignment • Population Health Project Presentation Discussion

Evaluation and Grading Scale

A = 92-100% (617-691 points)
B = 85-91% (570-616 points)
C = 78-84% (523-569 points)
D = 70-77% (Points)
F = 0-69%

A grade of "C" or above is required to pass the course and progress in the program. Grades will not be rounded and no extra credit will be given.

Course Policies and Guidelines

The student is responsible for policies as outlined in the ASN-BSN Student Guidebook.

Contact and Participation Information

You are encouraged to contact us immediately if you have any questions about the course. You can use:

- The Course Email tool within BlackBoard is the preferred method of email communication.
- Personal Email
- Telephone Call

Our commitments to you as the course professor(s) include:

- Replying to emails within 72 hours excluding weekends and holidays.
- Reading and replying to discussion posts weekly.
- Checking course messages daily excluding weekends and holidays.

CLINICAL/PRACTICUM or PRECEPTORSHIP INFORMATION

Information regarding clinical/practicum experiences or preceptorship information can be found in Blackboard in **Week 1 Module - *Population Health Project Introduction and Overview.*** All assignments related to the project correspond to the course calendar.

The evaluation form for this experience is located in Blackboard.

College of Nursing Program Policies

The student is responsible for policies as outlined in the ASN-BSN Student Handbook.

Late Assignment

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

University Policies

The University Policies are located on BlackBoard under START HERE "Fairmont State University Standard Syllabus Statements" link. Use this link https://www.fairmontstate.edu/academicaffairs/syllabus-statements to access the Standard Syllabus Statements for Fairmont State University. This link provides information on the following:

- Academic Integrity
- Accessibility Service
- Assessment, Surveys & Course Evaluations
- Attendance
- Social Justice
- and other important statements.

Academic Support and Resources

Academic Support Services

The LEAD (Learning Enrichment and Academic Development) Center offers a variety of resources to students, including peer and professional tutoring, workshops, peer mentoring, and more. If you have a question, we will either answer it or direct you to someone who can! The website is: https://www.fairmontstate.edu/academics/lead-center.

Accessibility Services

Through collaboration with institutional allies, networks, and community partners, Accessibility Services leadership contributes to the development of equitable higher education experiences for all students who have disabilities. These 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 these services and provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Accessibility Services must cooperate to ensure the most effective provision of accommodation for each class.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services.

Accessibility Services is located in the Turley Student Services Center (304) 367-4141. For additional information, please visit the Fairmont State Office of Accessibility Services webpage.

Falcon Wellness Center

The Falcon Wellness Center is located on the 3rd floor of the Falcon Center. The Wellness Center includes health services and mental/behavioral health counseling. Appointments are encouraged and some drop-in appointments are available. The web site is https://www.fairmontstate.edu/falconcenter/health-services. The phone number is 304.367.4155.

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:

S cholarship

O pportunity

A chievement

R esponsibility

SOAR with Fairmont State

Additional information about all FSU policies can be found online at:

Link to the student life handbook:

https://www.fairmontstate.edu/_files/student-success/student_life_handbook.pdf

Link to the student resources:

https://www.fairmontstate.edu/student-life/housing-residence-life/student-resources.aspx

Course Outline

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

Week/Unit	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1	Aug 18	**Syllabus and Introduction to Course and Population Health Project Chapters 1 and 2**	1. Introduction Discussion VoiceThread **2. Journal Entry #1** **Due Sun. Aug 24, 11:30 p.m.**
2	Aug 25	Chapter 1: What is Population Health	1. Social Determinants of Health Assignment **2. Journal Entry #2**

		Chapter 2: Foundations of Public/Community Health Chapter 3: Public/Community Health in Practice Chapter 8 Social Determinants Affecting Health Outcomes	**Due Sun. October 31 by 11:30 p.m.**
3	Sept 1	Chapter 4 The Health of the Population Website: Healthy People 2030 Chapter 5 Demographic Trends and Societal Changes	**1. Pre-Req Quiz for Population Health Project** **2. Preceptor/Mentor Letter** 3. Journal Entry #3 **Due Sun. Sept 7 by 11:30 p.m.**
4	Sept 8	Chapter 8 Social Determinants Affecting Health Outcomes Chapter 14 Environmental Health Chapter 16: The Community as Client	**1. Windshield Assessment for Population Health Project** **2. Community Resource** **3. Journal Entry #4** **Due Sun. Sept 14 by 11:30 p.m.**
5	Sept 15	Chapter 9 Health Disparities Chapter 15 Health Promotion and Disease Prevention Strategies Chapter 16 Creating a Health Community Chapter 17 Assessment, Analysis and Diagnosis	1. Health Promotion Campaign Assignment 2. Educational Principles Assignment 3. Journal Entry #5 **Due Sun. Sept 21 by 11:30 p.m.**
6	Sept 22	Chapter 12 Epidemiology for Informing Population/Community Health Decisions Chapter 13 Pandemics and Infectious Disease Outbreaks	1. Epidemiology Assignment 2. **Outcomes for Population Health Project** 3. Journal Entry #6 **Due Sun. Sept 28 by 11:30 p.m.**
7	Sept 29	Chapter 26: Health Promotion and Maintenance Across the Lifespan	**1. Revisions of Outcomes (if needed) for Population Health Project**

			2. Journal Entry #7 **Due Sun. October 5 by 11:30 p.m.**
8	Oct 6	Chapter 30: Care Transition and coordination Across the Community	**1. Planned Interventions & Timeline for Population Health Project** **2. Journal Entry #8** **Due Sun. October 12 by 11:30 p.m.**
9	Oct 13	Chapter 7 Policies and Regulatory Conditions Impacting Health Outcomes	1. Health Policy Discussion 2. Journal Entry #9 **Due Sun. October 19 by 11:30 p.m.**
10	Oct 20	Chapter 20 Implementation and Evaluation Considerations	**1. Journal Entry #10** **Due Sun. October 26 by 11:30 p.m.**
11	Oct 27	Chapter 27 Caring for Vulnerable Populations and communities	1. **Population Health Project Presentations (Voicethread)** **2. Clinical Reflection** **3. Clinical Log** **4. Evaluation for Population Health Project** 5. Journal Entry #11 **Due Nov 2, by 1130 pm**
12	Nov 3	**Chapter 8 Social Determinants Affecting Health**	1.**Population Heath Projects Discussion Responses (Voicethread)** **2. Journal Entry #12** **Due Sun. November 9 by 11:30 p.m.**

13	Nov 10	**Chapter 29 Caring Across Practice Settings** **Chapter 30 Care Transition and Coordination Across the community.**	1. Caring across Practice settings Assignment **Due Sun. Nov 16 by 11:30 p.m.**
14	Nov 17	**Chapter 32:** Principles of Disaster Management	1. SALT Mass Casualty Training Certificate **Due Sunday November 30th by 11:30 p.m.**
15	Dec 1	**Chapter 33 Advocating for Population Health**	1. Advocacy Case study **Due December 7th, 1130pm.**
16	Dec 8	**Finals**	**Course Evaluations**

The Course Outline is subject to change. Students will be notified of any changes through Blackboard communication.

CURRICULUM CHANGE PROPOSAL

Prepare proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the headings not pertain to your proposal, write N/A.

PROPOSAL NUMBER: 25-26-17

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

SECTION 1: CONTACT INFORMATION

Name:	Musat Crihalmeanu
Title:	Program Coordinator – Electronics Engineering Technology
E-mail Address:	Musat.Crihalmeanu@fairmontstate.edu
Phone Number:	4105

SECTION 2: PROGRAM INFORMATION

College:	College of Science & Technology
Department:	Engineering Technology
Title of Degree Program/Certificate:	Electronics Engineering Technology
Degree Program Level:	Bachelor's Degree
Date Originally Submitted:	11/10/2025
Implementation Date Requested:	8/1/2026

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

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Change Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 150 words, describing proposed changes.
This proposal updates the Bachelor of Science in Electronics Engineering Technology curriculum to enhance student preparation, program efficiency, and workforce readiness. The addition of ELEC 1101, Introduction to Electronics Engineering Technology, will provide students with a strong foundational overview before progressing into circuit analysis. ELEC 1110, Introduction to Circuit Analysis I, merges Circuit Analysis I and AC/DC Electronics into a single 4-credit course with an integrated lab, improving hands-on learning and aligning with the Mechanical Engineering Technology program schedule. The introduction of ELEC 2295, Electrical Power Systems I, responds to long-standing Industrial Advisory Council recommendations to strengthen graduates' applied technical competencies. Prerequisites and math/natural science requirements have also been streamlined to create a more coherent academic pathway, reduce administrative burden, and minimize the need for course substitutions or overrides, ultimately improving the student experience and supporting timely degree completion.

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	Electronics Engineering Technology
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?	Yes ☐ No ☒
4. How many credit hours will be added to the program?	6
5. How many credit hours will be deleted from the program?	6

6. Added Course(s) (If applicable): List the course(s) to be added to program (if applicable). Indicate whether the course is an existing course or will be a proposed new course.
ELEC 1101, ELEC 1110, and ELEC 2295
7. **Deleted Courses (if applicable):** List course(s) to be deleted from the program (if applicable). Indicate the term in which the course will no longer be available for students to take and the catalog in which students will not have the option to take the course.
ELEC 1100 and ELEC 1120, beginning in the Fall of 2026. These two courses will be replaced by ELEC 1110, which will be offered beginning in Spring 2026. Prerequisites have been revised to improve course sequencing and strengthen content continuity, creating a more cohesive and realistic progression for students through the program.

8. **Teach-out Arrangement**: If a required course will be deleted from the program, how will you accommodate current students in the program to complete the required course?

- ☐ Courses will continue of be offered for students to complete program under previous catalog. (Typical)
- ☐ Students must transition to new catalog and meet all requirements. (Student advising required)
- ☒ Students in old catalog will take new or existing courses as outlined below. (Student advising required)
- ☐ Department will petition course changes for each student. (Not recommended)
- ☐ Change is only editorial and will not impact student progress.

Students will take ELEC 1101 their first fall semester and ELEC 1110 in the first spring semester.

ELEC 1110 will replace ELEC 1100 and 1120 for students that are in existing catalogs

C. CHANGE IN PROGRAM DESCRIPTION (if applicable)

1. Current Program Description

No Program Description Change

2. Proposed Program Description

D. RATIONALE

1. **What is the rationale for this change?**

- ☒ Annual assessment results
- ☒ Program review
- ☐ Program accreditation
- ☐ College or Department Strategic Plan
- ☐ To align with University policy or standard
- ☒ Other

2. **Description of the Rationale.** Describe the evidence that supports changing the program's curriculum. For example, indicate the types of assessment data (e.g., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc.) collected and analyzed to determine that curricular changes were warranted. Is it due to market trends? Does it reflect changes in the discipline? What are the expected results of the change?

During recent program reviews, faculty identified that students in the Circuit Analysis I course were struggling with key foundational concepts necessary for success in upper-level electronics coursework. To strengthen student preparation, the program proposes the addition of ELEC 1101, Introduction to Electronics Engineering Technology, which will provide a structured introduction to the field and fundamental principles prior to engaging in detailed circuit analysis.

Circuit Analysis I and AC/DC Electronics will be combined into a single 4-credit course, ELEC 1110, Introduction to Circuit Analysis I, featuring integrated lecture and lab components. This approach enhances hands-on learning, improves content continuity, and aligns with the Mechanical Engineering Technology program schedule to support interdisciplinary collaboration.

The addition of ELEC 2295, Electrical Power Systems I, directly addresses Industrial Advisory Council recommendations to expand applied content in power systems and prepare students for workforce expectations. These curriculum changes also streamline prerequisites and math/science requirements, promoting program efficiency, reducing administrative barriers, and improving student progression toward degree completion.

E. RESOURCES

1. Will new faculty, be needed to support the program change? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.
No new faculty are required.
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 new facilities are required. With the addition of the ELEC 2295 course, the program will receive a donation of equipment to facilitate that course.

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 changes to minors and certificates, please 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.E.T. Degree in Electronics Engineering Technology
Current Program

[NOTE: For current program requirements, you can copy paste your program information from the Digital Catalog below. Program information can be found here https://catalog.fairmontstate.edu/index.php?catoid=23]

Degree Requirements
Degree Requirements

Core Curriculum (30-33 Credit Hours)

For details on the required courses, refer to the Core Curriculum program. For students in this major, the following courses satisfy both core curriculum and major requirements:

- **CHEM 1101 - General Chemistry Credit Hours: 4**
- **MATH 1510 - Applied Technical Mathematics I Credit Hours: 3**
- **PHYS 1101 - Introduction to Physics I Credit Hours: 4**

Major Courses (79 Credit Hours)

***Students can qualify (depending on ACT/SAT scores) to waive algebra and trigonometry for Calculus. In this case the student will take 6 additional credit hours of advanced mathematics or technical electives.**

- **CHEM 1101 - General Chemistry Credit Hours: 4**
- **COMP 1120 - Principles of Programming I Credit Hours: 3**
- **OR**
- **COMP 1110 - Introduction to Programming Credit Hours: 3 C++**
- **OR**
- **Python (3)**
- **ELEC 1100 - Circuit Analysis I Credit Hours: 3**
- **ELEC 1120 - AC/DC Electronics Analysis Credit Hours: 3**
- **ELEC 2210 - Circuit Analysis II Credit Hours: 3**
- **ELEC 2225 - Electronic Devices Credit Hours: 3**
- **ELEC 2230 - Digital Electronics Credit Hours: 3**
- **ELEC 2240 - Industrial Electronics Credit Hours: 3**
- **ELEC 2250 - AC-DC Machinery and Controls Credit Hours: 3**
- **ELEC 2270 - Microcomputers Credit Hours: 3**
- **ELEC 2280 - Programmable Controllers Credit Hours: 3**
- **ELEC 3300 - Advanced Linear Electronics Credit Hours: 3**
- **ELEC 3310 - Advanced Microcomputer Systems Credit Hours: 3**
- **ELEC 3360 - Communication Systems Credit Hours: 3**
- **ELEC 4401 - Senior Electronics Project I Credit Hours: 4**
- **ELEC 4402 - Senior Electronics Project II Credit Hours: 3**
- **ELEC 4410 - Data Acquisition and Control Systems Credit Hours: 4**
- **ELEC 4420 - Advanced Automation Controller Systems Credit Hours: 3**
- **MATH 1510 - Applied Technical Mathematics I Credit Hours: 3**
- **MATH 1520 - Applied Technical Mathematics II Credit Hours: 3**
- **PHYS 1101 - Introduction to Physics I Credit Hours: 4**

- **PHYS 1102 - Introduction to Physics II Credit Hours: 4**
- **TECH 2290 - Engineering Analysis I Credit Hours: 4**
- **TECH 3300 - Engineering Analysis II Credit Hours: 4**

Major Electives (4-6 Credit Hours)

Select 4-6 credit hours from the following list of courses below. Other technical related courses that meet the goals of the ELEC program and are not on this list will be considered for credit as a Technical Elective on a case-by-case basis.

- **BISM 1500 - Business Information Tools Credit Hours: 3**
- **BISM 2400 - Operating Systems Concepts Across the Enterprise Credit Hours: 3**
- **BISM 2600 - Introduction to Networking Administration Credit Hours: 3**
- **COMP 1130 - Principles of Programming II Credit Hours: 4**
- **COMP 2200 - Object-Oriented Programming Credit Hours: 3**
- **COMP 2220 - Fundamentals of Computer Security Credit Hours: 3**
- **MANF 2205 - Engineering Economy Credit Hours: 3**
- **MANF 2250 - Total Quality & SPC Credit Hours: 3**
- **MATH 2562 - Introduction to Discrete Mathematics Credit Hours: 3**
- **MATH 3503 - Calculus III Credit Hours: 4**
- **MATH 3550 - Probability Credit Hours: 3**
- **MATH 3520 - Linear Algebra Credit Hours: 3**
- **MATH 3504 - Differential Equations Credit Hours: 3**
- **MECH 1100 - Statics Credit Hours: 3**
- **MECH 2200 - Strength of Materials Credit Hours: 4**
- **MECH 2210 - Thermodynamics I Credit Hours: 3**
- **MECH 2220 - Fluid Mechanics Credit Hours: 3**
- **MECH 2240 - Machine Design I Credit Hours: 3**
- **SFTY 2250 - Safety Law and Compliance Credit Hours: 3**
- **TECH 1108 - Engineering Graphics I Credit Hours: 3**
- **TECH 2208 - Engineering Graphics II Credit Hours: 3**
- **TECH 4401 - Work Experience Laboratory Credit Hours: 8**

Free Electives

Students must complete a minimum of 9 credit hours of electives to complete the total degree requirements.
Degree Total = 120 Credit Hours

B.S.E.T. Degree in Electronics Engineering Technology
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 1100, HONR 1100, BSBA 1100, NURS 1025, STEM 1100	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 1410, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	3-4 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	4-5 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		
Course Prefix & Number	**Course Name**	**Credit Hours**
ELEC 1101	Introduction to Electronics Engineering Technology	3
ELEC 1110	Introduction to Circuit Analysis	4
COMP 1110	Introduction to Programming	3
ELEC 2210	Circuit Analysis II	3
ELEC 2295	Electrical Power Systems I	3
ELEC 2225	Electronic Devices	3
ELEC 2230	Digital Electronics	3
ELEC 2240	Industrial Electronics	3
ELEC 2250	AC/DC Machinery/Controls	3
ELEC 2270	Intro to Microcontroller Sys	3
ELEC 2280	Programmable Controllers	3
ELEC 3300	Advanced Linear Electronics	3
ELEC 3310	Adv. Microcontroller Systems	3
ELEC 3360	Communication Systems	3
ELEC 4401	Senior Electronics Project I	4
ELEC 4402	Senior Electronics Project II	3
ELEC 4410	Data Acquisition/Control Sys.	4
ELEC 4420	Advanced Automation Cont.	3
	Sub -Total	***57***
Mathematics Requirement	***Choose 1 of the following options***	
MATH 1430 AND Math 1540	College Algebra w/support AND Trigonometry	7
MATH 1530 AND Math 1540	College Algebra AND Trigonometry	6
MATH 1410 AND MATH 1520	Applied Technical Math I - Enhanced AND Applied Technical Math II	7
Chemistry Requirement	***Choose 1 of the following courses***	
CHEM 1101	General Chemistry I	4
CHEM 1105	Chemical Principles	5
Physics Requirement	***Choose 1 of the following options***	
PHYS 1101 & PHYS 1102	Introduction to Physics I & II	8
PHYS 1001 and PHYS 1002	General Physics I & II	8
PHYS 1115 AND PHYS 1116	Principles of Physics I and Principles of Physics II	8
Engineering Analysis or Calculus Requirements	***Choose 1 of the following options***	
TECH 2290 and TECH 3300	Engineering Analysis I AND Engineering Analysis II	8
MATH 2501 AND MATH 2502	Calculus I AND Calculus II	8
	Sub – total	***26-28***
	Total	**83-85**

Major Elective Courses (XX Credit Hours) – IF APPLICABLE [Electives are selected from a specific major or program]		
Course Prefix & Number	**Course Name**	**Credit Hours**

Concentration Courses (XX Credit Hours) – IF APPLICABLE [A concentration is a focused curriculum within an approved major; adds a specialization within a major area of study. Undergraduate concentrations comprise 12-18 credits; Graduate concentrations comprise 6-15 credits. Concentrations associated with certification or licensure requirements may exceed the credit limit.		
Course Prefix & Number	**Course Name**	**Credit Hours**

Total Core Curriculum Credit Hours	**23-28**
Total Required Major Courses Credit Hours	**83-85**
Total Required Concentration Credit Hours (if applicable)	**No Change**
Total Elective Credit Hours (if applicable)	**No Change**
Total Free Electives Credit Hours (if applicable)	**7-14**
TOTAL CREDIT HOURS	**120**

New Course Proposal

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

COURSE PROPOSAL NUMBER: 25-26-17 (a)

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

SECTION 1: PROPOSAL INFORMATION

Name:	Musat Crihalmeanu
Title:	Program Coordinator/Associate Professor Electroics Engineering Technology
E-mail Address:	Musat.Crihalmeanu@fairmontstate.edu
Phone Number:	x.4105

College:	College of Science & Technology
Department:	Engineering Technology
Program Level:	Undergraduate
Date Originally Submitted:	11/10/2025
Implementation Date Requested:	8/1/2026

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 may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	ELEC 1101
2. **Course Title:** The title of the course as it will appear in the course catalog.	Introduction to Electronics Engineering Technology
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.	0
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)	None
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).	Required – Electronics AS and BS
11. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall 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.	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.
ELEC 1101 was developed in response to faculty observations that students entering Circuit Analysis I lacke sufficient foundational knowledge to succeed in advanced coursework. This new course provides a structure breadth-first introduction to core concepts and sub-disciplines in Electronics Engineering Technology, ensuri students build the necessary conceptual framework before progressing into more complex topics. ELEC 1101 will be a required course for students in the Bachelor of Science in Electronics Engineering Technology (BSET) and the Associate of Science in Electronics Engineering Technology (EET AS) program serves as an entry point for both cohorts, establishing a consistent foundation across degree pathways. No existing course currently provides this broad, introductory coverage of both theoretical and applied principles. Therefore, ELEC 1101 fills a critical curricular gap by preparing students for success in subseque courses such as ELEC 1110, Introduction to Circuit Analysis I.

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 <u>demonstrate</u> 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.

FAIRMONT STATE UNIVERSITY

DEPARTMENT: ENGINEERING TECHNOLOGY
PROGRAM: ELECTRONICS TECHNOLOGY
COURSE TITLE: INTRODUCTION TO ELECTRONICS ENGINEERING TECHNOLOGY
COURSE NUMBER: ELEC 1101
SEMESTER: FALL 2026

Course Information

Course description: This course provides a breadth-first introduction to fundamental concepts and core areas of Electronics Engineering Technology. Topics include DC and AC circuits, electronic devices, digital systems, microprocessors, communication systems, power systems, and control concepts. Emphasis is placed on conceptual understanding and practical applications rather than detailed design. The course prepares students for advanced coursework in Electronics Engineering Technology.

Course Pre-requisite(s): None

Course Co-requisite(s): None

Delivery Method: This is an in-person class. The lecture will be delivered using a PowerPoint presentation and writing on the board. You also need to log in to Blackboard to access assignments, lectures, exams, and upload your answers.

Lecture Information: **3 credit hours**
Location: 311 Engineering Technology Building (ET)
Meeting day(s): T, R
Meeting time(s): 11:00 AM - 12:15 PM

Instructor Information

Instructor Name: Sakib Mohammad, Ph.D.
Email: smohammad@fairmontstate.edu
Office location: 419 ET Building
Office hours: See office door posting

Phone: (304) 367- 4145
Fax:

Communication with students: ***If the instructor needs to contact the entire class, it will be done through Blackboard. If the instructor needs to contact an individual, it will be done through the regular FSU e-mail. If a student needs to contact the instructor, use the regular FSU e-mail system. Check both systems regularly!***

Course Materials

Students will primarily follow the lecture slides provided by the instructor, along with any online resources. However, having the following textbooks is a plus.

Optional Textbook(s):

- Gibilisco, S. *Teach Yourself Electricity and Electronics*, 7th Edition. McGraw-Hill Education, 2020. ISBN: 978-1260456162.
- Kuphaldt, T. R. *Lessons In Electric Circuits*. Open-source textbook. Available free online https://www.allaboutcircuits.com/textbook/

.

Other Tools/Supplies: Scientific Calculator

Software: None

Course Outline and Learning Outcomes and Grading Scheme

By the end of the course, students will be able to:

1. Explain fundamental concepts of DC and AC circuit theory, including voltage, current, power, impedance, and phasors.
2. Describe the operation and applications of basic electronic components and devices, including resistors, capacitors, diodes, transistors, and op-amps.
3. Interpret basic digital logic systems, including number systems, logic gates, combinational and sequential logic.
4. Describe the basic structure and function of PLCs, microcontrollers, and communication systems.
5. Explain the fundamental operation of transformers, motors, power systems, and basic control systems.
6. Recognize the breadth of the EET field and identify connections between different subdisciplines.

Week	Topic	Key Concepts
1	Orientation to EET	Overview of electronics engineering technology fields, career paths, and tentative topics
2	DC Circuit Fundamentals	Voltage, current, resistance, power; Ohm's law, series & parallel circuits, KVL & KCL
3	AC Circuit Fundamentals	Sinusoid waveform, waveform features, phasors, reactance of capacitors & inductors, impedance
4	Electrical Power Concepts	Energy, power, sources vs loads, single-phase vs three-phase basics, real/reactive/apparent power
5	Passive Components	Resistors, capacitors, inductors, transformers (conceptual)
6	Diodes & Rectifiers	PN junction behavior, forward vs reverse bias, half-wave & full-wave rectification, filters
7	Transistors (BJT & MOSFET)	Basic structure, amplification vs switching roles, applications (as amplifiers, switches, regulators)
8	Operational Amplifiers	Ideal model, basic configurations: inverting, non-inverting, buffer, comparator, applications
9	Digital Logic Fundamentals I	Number systems (binary, decimal, hex), Boolean algebra, basic logic gates, and truth tables
10	Digital Logic Fundamentals II	Combinational circuits, sequential basics: flip-flops, registers, counters
11	PLC and Programmable Logic	Role of PLCs in industry, ladder diagrams, sensors and actuators, basic control applications
12	Microprocessors & Microcontrollers	CPU vs MCU, memory, I/O, basic block diagram; embedded systems examples (Arduino, Raspberry Pi)
13	Communication Systems	Analog vs digital communication, basic modulation (AM/FM), transmission media, introduction to wireless
14	Power Systems & Machines	Transformers, motors (AC/DC), generators, grid overview, safety, and protection basics
15	Control Systems & Course Integration	Feedback concepts, open vs closed loop, simple block diagrams, modern trends (IoT, automation, renewable energy integration)

Grading Scheme:

Homework (5 assignments)	25%
Quizzes	20%
Midterm Exam	25%
Final Exam (comprehensive)	30%

Policies/Procedures

Students enrolled in the Department of Technology programs at Fairmont State University will primarily be concerned with applying established scientific and engineering knowledge and methods combined with technical skills in support of engineering activities.

Ethics, Professionalism and Classroom/Lab Etiquette:

For Ethics please search for the following URL from IEEE: IEEE Ethics.url

Students will gain the most from this course if they treat it as a work or professional experience. Being prepared in the classroom/Lab means reading *and* comprehending all assignments prior to class meetings. Maintaining and organizing class documents will prepare you for future courses and future goals after you leave this program.

a. *No food or drink is permitted in the Labs.*
b. *Closed drinking containers are permitted in the classroom.*
c. *No Cell Phones in the classroom or laboratories.*
d. *No profanity or raw language.*
e. *Honor code. Cheating is a serious and punishable offense at institutions of higher learning.*
f. *Attendance/Tardy. Attendance/Tardiness will be taken. Be here and be on time. Tardiness is a disruption of the classroom setting. An employer will expect you to be on time.*
g. *You may not receive credit for an experiment completed by your lab group while you were absent. You must make up the lab time to get credit.*
i. *Student work is to be submitted for grade when requested. Always have it neat and ready to be checked.*
l. *The instructor may require you to surrender your cellphone or any other electronic equipment that he consider unfit, prior to a written examination.*

Disability Services: Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The Coordinator of Disability Services is located in Colebank Hall 307. The office phone is (304) 367-4686. For details check the following url: https://www.fairmontstate.edu/student-services/accessibility/default.aspx

Additional Policy Statements from the Office of Academic Affairs:
In keeping with the Department of Technology program's goal of professional development and conduct, the attached link further expresses the information regarding integrity, student disability services and expectations of students:
https://www.fairmontstate.edu/student-services/accessibility/default.aspx

Student Responsibilities

Student Workload:
This is a professional setting, and a high level of work ethic is expected. It is the ***STUDENT's*** duty to be prepared (this is accomplished by reading, comprehending, and working problems out of the text). It is the ***INSTRUCTOR'S*** responsibility to identify key topics from the text. Students are responsible for attending classes, completing examinations, and completing assignments**.**

Student Evaluation:
Each student is solely responsible for his/her grade average. This evaluation is objective and based on exams, homework assignments, and labs.

Student Grade Scale

A: 90%-100%	Benchmark: Professional
B: 80%-89.9%	Benchmark: Target
C: 70%-79.9%	Benchmark: Target
D: 60%-69.9%	Benchmark: Substandard
F : <60%	Benchmark: Substandard

Student Grade Distribution

90-100	**= A**
80-89	**= B**
70-79	**= C**
60-69	**= D**
59 and below	**= F**

New Course Proposal

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

COURSE PROPOSAL NUMBER: 25-26-17 (b)

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

SECTION 1: PROPOSAL INFORMATION

Name:	Musat Crihalmeanu
Title:	Program Coordinator/Associate Professor Electroics Engineering Technology
E-mail Address:	Musat.Crihalmeanu@fairmontstate.edu
Phone Number:	x.4105

College:	College of Science & Technology
Department:	Engineering Technology
Program Level:	Undergraduate
Date Originally Submitted:	11/10/2025
Implementation Date Requested:	8/1/2026

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 may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	ELEC 1110
2. **Course Title:** The title of the course as it will appear in the course catalog.	Introduction to Circuit Analysis
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.	4
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).	ELEC 1101 OR MATH 1410 or better
6. **Course Co-requisites:** Include subject prefix and course number.	None
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	None
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).	Required – Electronics AS and BS
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.
ELEC 1110 was developed to combine the content of Circuit Analysis I and AC/DC Electronics into a single, integrated 4-credit course with a laboratory component. This change provides students with a cohesive learn experience that strengthens conceptual understanding and practical application of circuit theory. ELEC 1110 will be a required course for students in the Bachelor of Science in Electronics Engineering Technology (BSET) and the Associate of Science in Electronics Engineering Technology (EET AS) program will also be taken by Mechanical Engineering Technology students as part of their foundational coursework. No existing course offers this level of integration between theory and lab-based application. ELEC 1110 ensures stronger course alignment, improved student progression, and enhanced preparation for advanced electronics and systems courses within the 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.

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.

Fairmont State University

Electronics Engineering Technology

Course title: Introduction to Circuit Analysis

Course code: ELEC-1110

Fall 2026

Instructor: Sakib Mohammad, Ph.D.
Lecture time: Tuesday and Thursday, 11 am – 12:15 pm (Lecture), Thursday 1:30 – 3:30 (Lab session).
Office hours: Refer to my schedule on Blackboard
Email: smohammad@fairmontstate.edu
Office: ET-419
Lecture: 3 credit hours lecture + 1 credit hour lab
Location: Room 311 (Lecture), 307 (Lab)

1. **Course description:**
   Introduction to fundamental electrical concepts including voltage, current, resistance, capacitance, and inductance. Topics cover Ohm's Law, Kirchhoff's Laws, and applications in DC, AC, and series-parallel circuits, along with an introduction to basic electromechanical machines. Laboratory activities reinforce theory through hands-on circuit construction, measurement, and simulation. Students develop practical soldering skills and apply theoretical and applied knowledge in a final project.

   Course Pre-requisite(s): None
   Course Co-requisite(s): ELEC 1101 OR MATH 1410 or better

2. **Delivery method:**
   This is an in-person class. The lecture will be delivered using a PowerPoint presentation and writing on the board. The laboratory session will include hands-on implementation of basic electrical circuits. Students need to log in to Blackboard to access assignments, lectures, exams, and upload their answers.

3. **Learning outcomes:**
   At the end of this course, students will be able to:
   1. Understand and apply Ohm's law to analyze the relationship among current, voltage, and resistance, and verify results experimentally in DC labs.
   2. Determine and measure the power consumed by various DC and AC components, using both theoretical calculations and laboratory instruments.
   3. Perform circuit analysis on series, parallel, and series-parallel circuits, validating results through hands-on construction, measurement, and simulation.
   4. Understand the operation of transformers and perform basic circuit analysis to compute power, current, voltage, and resistance, supported by lab demonstrations.
   5. Understand the fundamentals of AC and DC circuits (waveforms, RC, RL, RLC) and solve complex circuits through analytical, experimental, and simulation methods.

6. Apply knowledge of mathematics, science, engineering, and technology to design, build, solder, and troubleshoot circuits, culminating in a team-based project and presentation.

4. Required textbook

Introductory Circuit Analysis, 13th Edition, Robert L. Boylestad
ISBN 978-0-13-392360-5
Optional References: None
Other Tools/Supplies: Scientific Calculator
Software: None

5. Course outline

Course Alignment Map:

Course Learning Outcomes	Assessments/ Assignments	Learning Materials & Technology
1 to 6	Tests, Homework, Lab Reports, and Project	Book, Lecture notes

Lecture Topics

Introduction – Chapter 1 Sections 1.3-1.10	a. Units of measurement b. System of units c. Powers of ten d. Fixed-point, floating-point, scientific, and engineering notation e. Conversion between levels of powers of ten f. Conversion within and between systems of units g. Symbols
Voltage and Current – Chapter 2 sections 2.1 – 2.10 (except 2.5 – 2.7)	a. Introduction b. Atoms and Their Structures c. Voltage d. Current e. Conductors and Insulators f. Semiconductors g. Ammeters And Voltmeters
Resistance – Chapter 3 sections 3.1-3.9	a. Introduction b. Resistance: Circular Wires c. Wire Tables d. Temperature Effects e. Color Coding and Standard Resistor Values f. Conductance g. Ohmmeters h. Resistance
Ohms Law, Power, and Energy - Chapter 4 sections 4.1—4.6	a. Ohm's law i. Cause effect relationships ii. Voltage is the cause iii. Resistance is the opposition iv. Current is the effect

	b. Power & energy i. Definition ii. Units iii. Formulas c. Efficiency i. Definition ii. Formulas
Series DC circuits - Chapter 5 sections 5.1 – 5.7, 5.11	a. Series resistance b. Series circuits c. Power distribution d. Voltage sources in series e. Kirchhoff's voltage law (KVL) f. Voltage division g. Voltage divider rule (VDR) h. Voltage regulation i. Internal resistance of sources
Parallel DC Circuits - Chapter 6 sections 6.1 – 6.8	a. Parallel resistance b. Parallel circuits c. Power distribution d. Kirchhoff's current law (KCL) e. Current divider rule (CDR) f. Voltage sources in parallel g. Open and short circuits
Series-Parallel Networks – Chapter 7 section 7.2	Series-parallel networks
Sinusoidal Alternating Waveforms - Chapter 13 sections 13.1 – 13.8 (except 13.3)	a. Definitions b. Sinusoidal Waveform i. Radians ii. Degrees iii. Angular Velocity c. General Format of Sinusoidal Waveforms d. Phase Relations e. Average Value f. Effective (Rms) Value
The Basic Elements and Phasors - Chapter 14 sections 14.1-14.9 (except 14.4)	a. Response of basic r, l, and c elements b. Frequency response of the basic elements c. Complex numbers d. Rectangular and polar forms and conversion between e. Mathematical operations with complex numbers
AC Power - Chapter 20 sections 20.1-20.9	a. General equation b. Resistive circuit c. Apparent power d. Inductive circuit and reactive power e. Capacitive circuit and reactive power f. The power triangle g. The total p, q, and s h. Power factor correction

Transformers and Three-Phase (Polyphase) Systems - Chapters 23 and 24	a. Transformers (chapter 23, sections 23.3 -23.4) (high-level overview) b. Three-phase intro (chapter 24 sections 24.1-24.9) (high-level overview)

Lab Topics

Topics	Description
Lab Orientation & Safety	Lab safety rules, use of multimeter, power supply, breadboard, oscilloscope basics.
DC Lab 1: Ohm's Law	Verify Ohm's law, resistor color coding, and measurement of current/voltage relationships.
DC Lab 2: Series Circuits	KVL, series resistance measurement, voltage division.
DC Lab 3: Parallel Circuits	KCL, equivalent resistance, current divider.
DC Lab 4: Series-Parallel Circuits	Combination networks, source resistance, and power calculations.
AC Lab 1: Introduction to Sinusoidal Waveforms	Observe amplitude, frequency, phase shift, and RMS value using oscilloscope & function generator.
AC Lab 2: RC Circuits	Charging/discharging of capacitors, time constant measurement.
AC Lab 3: RL Circuits	Inductor behavior, phase shift, and measuring impedance.
AC Lab 4: RLC Circuits	Resonance concept, frequency response, voltage across components.
Simulation Lab: DC & AC Circuits in NI Multisim	Build and analyze DC and AC networks in Multisim, then verify the results against theoretical values.
Soldering Lab 1: Through-Hole Soldering	Practice soldering resistors, capacitors, and LEDs on a printer circuit board (PCB), and learn safe desoldering techniques.
Soldering Lab 2: Surface-Mount Soldering (SMD)	Introduction to SMD components, soldering with hot air/reflow methods.
Project Lab 1: Planning & Prototyping	Teams select/design small circuit projects, schematic + breadboarding.
Project Lab 2: Assembly & Testing	Final assembly, troubleshooting, performance testing.
Project Showcase & Buffer	Final project presentations, buffer time for make-up labs if needed.

6. **Marking Scheme:**

Each student is solely responsible for his/her grade average. This evaluation is objective and based on weekly lab work, homework, class assignments, quizzes, and exams. There shall be no curving or bonuses in this class. All grades are based entirely on the student's performance.

Grade Policy:

Homework	20%
Midterm	20%
Lab (20% reports + 10% final project)	30%
Final	30%

Numerical grades:

A 90 – 100
B 80 – less than 90
C 70 – less than 80
D 60 – less than 70
F less than 60

7. Policies/Procedures:

Students enrolled in the Department of Technology programs at Fairmont State University will primarily be concerned with applying established scientific and engineering knowledge and methods combined with technical skills in support of engineering activities.

Professionalism and Classroom Etiquette: Students will gain the most from this course if they treat it as a work or professional experience. Being prepared in the classroom means reading and comprehending all assignments before class meetings. Maintaining and organizing class documents will prepare you for future courses and future goals after you leave this program. Students are expected to be professional in their behavior.
The following activities are forbidden and are cause for dismissal from this class:

a. Use of a cell phone during class or exam
b. Use of profane or abusive language at any time
c. Causing a class disruption
d. Cheating
e. Showing disrespect to other students or the instructor

Student Workload: This is a professional setting, and a high level of work ethic is expected. It is the STUDENT'S responsibility to participate in classroom discussions and to be prepared (this is accomplished by reading, comprehending, and working the homework problems). It is the INSTRUCTOR'S responsibility to identify key topics from the text and present techniques to solve the issues and communicate real-world experiences into the classroom. Students are responsible for attending class, reading the material, completing examinations, and completing assignments.

Student Evaluation: Each student is solely responsible for his/her grade average. This evaluation is objective and based on multiple exams, quizzes, homework assignments, and projects. There shall be no curving or bonuses in this class. All grades are based entirely on the student's performance. There is only one make-up test. The student has the opportunity to make up one test during the final examination. If you miss a test or receive a low grade, you can retake it during the final exam timeframe. The make-up test may have different problems when compared to the original test. It is up to the student to arrange for the re-test by contacting the instructor at least 1 week in advance before the final exam so a test can be created and provided for the student. The best score will be used for the final test grade.

Student Assistance: If you are struggling with the material of this course, see the instructor for assistance by making an appointment and attending the session with prepared questions.

Disability Services: Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The Coordinator of Disability Services, Andrea Pammer, is located in Colebank Hall 307. The office phone is (304) 367-4686.

New Course Proposal

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

COURSE PROPOSAL NUMBER: 25-26-17 (c)

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

SECTION 1: PROPOSAL INFORMATION

Name:	Musat Crihalmeanu
Title:	Program Coordinator/Associate Professor Electroics Engineering Technology
E-mail Address:	Musat.Crihalmeanu@fairmontstate.edu
Phone Number:	x.4105

College:	College of Science & Technology
Department:	Engineering Technology
Program Level:	Undergraduate
Date Originally Submitted:	11/10/2025
Implementation Date Requested:	8/1/2026

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 may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	ELEC 2295
2. **Course Title:** The title of the course as it will appear in the course catalog.	Electrical Power Systems I
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.	0
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.	ELEC 2280
7. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	None
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).	Required – Electronics AS and BS
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.
ELEC 2295 was developed in response to consistent recommendations from the Industrial Advisory Council strengthen student understanding of electrical power generation, transmission, and distribution. The course provides both theoretical and hands-on instruction in key areas such as three-phase AC generation, substations, transmission lines, distribution systems, and renewable energy sources. ELEC 2295 will be a required course in both the Bachelor of Science in Electronics Engineering Technology (BSET) and the Associate of Science in Electronics Engineering Technology (EET AS) programs. It introduc essential skills in system design, simulation, and analysis using tools such as AutoCAD and Studio 5000, preparing students for upper-level coursework and professional practice. No existing course within the curriculum offers this comprehensive combination of applied learning and technical depth in electrical power systems. ELEC 2295 fills a critical gap by equipping graduates with the competencies necessary to meet workforce expectations and industry standards.

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.

FAIRMONT STATE UNIVERSITY

DEPARTMENT: ENGINEERING TECHNOLOGY
PROGRAM: ELECTRONICS ENGINEERING TECHNOLOGY
COURSE TITLE: ELECTRICAL POWER SYSTEMS I
COURSE NUMBER: ELEC 2295
SEMESTER: FALL 2026

Course Information

Course description: ELEC 2295 is a lecture and "hands-on" lab-based course designed to instruct students in electrical power systems.
At the end of this course, students will be able to understand basic concepts of Electrical Power Systems like: Three Phase AC generation, Power Plants, Substations, Transmission Lines, Distribution, Consumption, Renewable Energy.

Lecture Information	3 credit hours
Location:	311 Engineering-Technology Building
Meeting day(s):	Monday, Wednesday (lecture) Friday (Laboratory)
Meeting time(s):	9:00 AM – 9:50 AM (lecture TBD) 8:00 AM – 9:50 AM (Laboratory), TBD)
Course Pre-requisite(s):	MATH 1410 Applied Tech Math I Enh or better
Course Co-requisite(s):	ELEC 2280 PLC

Instructor Information

Instructor Name	Musat Crihalmeanu, MSEE, PE
Email:	mcrihalmeanu@fairmontstate.edu
Office location:	410 ET Building
Office hours:	Posted on office door or by appointment
Phone:	(304) 367-4105

Required Course Materials

Electric Power System Basics for the Nonelectrical Professional
3rd Edition by Steven Blume

ISBN **1394281986**
ISBN13: **9781394281985**

Optional References:	None
Other Tools/Supplies:	Scientific Calculator
Software:	AutoCAD, Rockwell STUDIO 5000 (ladder Logic and HMI)

Course Outcomes

	Upon successful completion of this course, students will be able to:
1.	Apply fundamental electrical and mathematical principles to analyze generation, transmission, and distribution system parameters such as voltage, current, power, and efficiency.
2.	Design and simulate the basic three-phase and single-line diagrams, protective schemes, and system layouts using AutoCAD and Studio 5000 software.
3.	Communicate technical information clearly through written lab reports, CAD documentation, oral presentations, and reference relevant codes and technical literature.
4.	Conduct standard laboratory tests and measurements on power system components (e.g., transformers, relays, breakers), interpret data, and evaluate results against theoretical expectations.
5.	Collaborate effectively in teams to troubleshoot and resolve electrical power system issues, demonstrating accountability, professionalism, and respect for safety procedures.
6.	Recognize and describe the operation and interrelationship of generation, substation, transmission, and distribution systems, including renewable energy sources.

Course Outline and Tentative Schedule of Topics

Intro: System Overview and Basic Concepts
History of Electric Power
System Overview
Voltage, Current, Power, Energy, Frequency, Phase Angle, AC Voltage Generation

1. Generation
Power Plants and Prime Movers
Steam Turbine Power Plants
Fossil Fuel Power Plants
Nuclear Power Plants
Hydroelectric Power Plants
Renewable Energy
Solar Direct Generation (Photovoltaic)
Geothermal Power Plants

2. Transmission Lines
Raising Voltage to reduce Current
Raising Voltage to reduce losses
AWG (American Standard Wire Gauge)

3. Substations
Current Transformers
Instrument Transformers
Autotransformers
Circuit Breakers

Disconnect Switches
Lightning Arrestors
Cap Banks
Static VAR Compensator

4. Distribution

Distribution Transformers

5. Consumption

Power Factor
Supply and Demand in Real Time
Smart Consumtion
Ground Fault Circuit Interruptors
Motor Starting Techniques

6. System Protections

Protection Equipment and concepts
Electromechanical Relays
Inverse current – time diagram
Transmission Protection
Underfrequency relays
Field Ground Protection
Over and Undervoltage Relays

7. System Control Centers and Telecommunication

Electric Systems Control Centers, SCADA, Data Acquisition Functions

Student Grade Distribution

90-100 = A
80-89 = B
70-79 = C
60-69 = D
59 and below = F

Attendance/Tardiness will affect your grade.
1 point will be deducted from your final grade average for every tardy. 2 points will be deducted from your final grade average for every absence. Coming through the class door at 11:01 is considered tardy.

Homework (20%):

1. Assignments are due on scheduled date. Have it ready to be turned when requested.
2. All late assignments will receive zero credit.

Labs (40 %)

1. Labs must be completed in the allotted time. If for some reason more time is needed, make a request.
2. No credit will be given for a lab completed by your partner in your absence. You must Make-up the lab time to get partial credit.
3. Points will be deducted due to wiring errors. Some assistance will be provided in the lab, but it is your responsibility to follow directions, review your work, and see each lab through to its

completion. It will be this way on the job as well. You need to complete your own work.

4. You must follow the directions given from instructor pertaining to how to write the Lab Report, to get full credit. All Lab Reports needs to be written in CAD (Computer Aided Design), and they have to contain the paragraphs as requested in the first day of school!

Tests (20%)

1. No make-up tests will be administered. A missed test will count as a zero.
2. Tests must be taken during the scheduled time, and no extra time will be given.

Comprehensive Final Exam (20%)

TEST1 ……...TBA
TEST 2 ……..TBA
COMPREHENSIVE FINAL EXAM …… TBA

Student Responsibilities

Student Workload:
This is a professional setting and a high level of work ethic is expected. It is the responsibility of the ***STUDENTS*** to come prepared (this is accomplished by reading, comprehending, and working problems out of the text). It is the ***INSTRUCTOR'S*** responsibility to identify key topics from the text. Students are responsible for attending class/labs, completing examinations, assignments**,** lab handouts.
Student Evaluation:
Each student is solely responsible for his/her grade average. This evaluation is objective and based on multiple exams, homework assignments, and labs.

Policies/Procedures

Students enrolled in the Department of Engineering Technology programs at Fairmont State University will primarily be concerned with applying established scientific and engineering knowledge and methods combined with technical skills in support of engineering activities.

Professionalism and Classroom/Lab Etiquette:
Students will gain the most from this course if they treat it as a work and **ethics**, or professional experience. Being prepared in the classroom/Lab means reading *and* comprehending all assignments prior to class meetings. Maintaining and organizing class documents will prepare you for future courses and future goals after you leave this program.

a. No food or drink is permitted in the Labs.
b. Closed drinking containers are permitted in the classroom.
c. No Cell Phones in the classroom or laboratories.
d. No profanity or raw language.
e. Honor code. Cheating is a serious and punishable offense at institutions of higher learning.
f. Attendance/tardy. Attendance will be taken. Be here and be on time. Tardiness is a disruption of the classroom

setting. An employer will expect you to be on time.

g. *It is OK to work with a lab partner. 4 members to a lab experiment is too many.*
h. *You may not receive credit for an experiment completed by your partner in your absence. You must make up the lab time to get credit.*
i. *Student work is to be submitted for grade when requested. Always have it neat and ready to be checked.*

Disability Services: Services are available to any student, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The Coordinator of Disability Services is located in Colebank Hall 307. The office phone is (304) 367-4686.

Additional Policy Statements from the Office of Academic Affairs:
In keeping with the Department of Technology program's goal of professional development and conduct, the attached link further expresses the information regarding integrity, student disability services and expectations of students: http://www.fairmontstate.edu/AcademicAffairs/SyllabusStatements.asp

25-26-17(a) ELEC 1101:

Outcomes:
By the end of the course, students will be able to:

1. Explain fundamental concepts of DC and AC circuit theory, including voltage, current, power, impedance, and phasors. (Bloom's Level One)
2. Describe the operation and applications of basic electronic components and devices, including resistors, capacitors, diodes, transistors, and op-amps. (Bloom's Level One)
3. Interpret basic digital logic systems, including number systems, logic gates, combinational and sequential logic. (Bloom's Level Three)
4. Describe the basic structure and function of PLCs, microcontrollers, and communication systems. (Bloom's Level One)
5. Explain the fundamental operation of transformers, motors, power systems, and basic control systems. (Bloom's Level One)
6. Recognize Explore the breadth of the EET field and identify connections between different subdisciplines. (Bloom's Level Two)

25-26-17 (b) ELEC 1110:

Outcomes:

1. ~~Understand and apply~~Apply Ohm's law to analyze the relationship among current, voltage, and resistance, and verify results experimentally in DC labs. (Bloom's Level Three)
2. Determine and measure the power consumed by various DC and AC components, using both theoretical calculations and laboratory instruments. (Bloom's Levels Two and Five)
3. Perform circuit analysis on series, parallel, and series-parallel circuits, validating results through hands-on construction, measurement, and simulation. (Bloom's Level Six)
4. ~~Understand~~ Apply the operation of transformers and perform basic circuit analysis to compute power, current, voltage, and resistance, supported by lab demonstrations. (Bloom's Levels Three and Six)
5. ~~Understand~~ Apply the fundamentals of AC and DC circuits (waveforms, RC, RL, RLC) and solve complex circuits through analytical, experimental, and simulation methods. (Bloom's Levels Two and Three)
6. Apply knowledge of mathematics, science, engineering, and technology to design, build, solder, and troubleshoot circuits, culminating in a team-based project and presentation. (Bloom's Levels Three and Six)

25-26-17 (c) ELEC 2295:

Outcomes:

1. Apply fundamental electrical and mathematical principles to analyze generation, transmission, and distribution system parameters such as voltage, current, power, and efficiency. (Bloom's Levels Three and Four)
2. Design and simulate the basic three-phase and single-line diagrams, protective schemes, and system layouts using AutoCAD and Studio 5000 software. (Bloom's Level Six)
3. Communicate technical information clearly through written lab reports, CAD documentation, oral presentations, and reference relevant codes and technical literature. (Bloom's Level Five)

4. Conduct standard laboratory tests and measurements on power system components (e.g., transformers, relays, breakers), interpret data, and evaluate results against theoretical expectations. (Bloom's Level Two)
5. Collaborate effectively in teams to troubleshoot and resolve electrical power system issues, demonstrating accountability, professionalism, and respect for safety procedures. (Bloom's Level Five)
6. ~~Recognize and describe~~Describe the operation and interrelationship of generation, substation, transmission, and distribution systems, including renewable energy sources. (Bloom's Level One)

CURRICULUM CHANGE PROPOSAL

Prepare proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the headings not pertain to your proposal, write N/A.

PROPOSAL NUMBER: 25-26-18

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

SECTION 1: CONTACT INFORMATION

Name:	Musat Crihalmeanu
Title:	Program Coordinator/Associate Professor Electronics Engineering Technology
E-mail Address:	Musat.Crihalmeanu@fairmontstate.edu
Phone Number:	X4105

SECTION 2: PROGRAM INFORMATION

College:	College of Science & Technology
Department:	Engineering Technology
Title of Degree Program/Certificate:	Electronics Engineering Technology
Degree Program Level:	Associate's Degree
Date Originally Submitted:	11/10/2025
Implementation Date Requested:	8/1/2026

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

SECTION 3: Curriculum Change Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 150 words, describing proposed changes.
This proposal outlines revisions to the Electronics Engineering Technology Associate of Science curriculum to strengthen student preparation and workforce readiness. The creation of ELEC 1101, Introduction to Electronics Engineering Technology, provides students with a foundational introduction before advancing into circuit analysis. ELEC 1110, Introduction to Circuit Analysis I, combines Circuit Analysis I and AC/DC Electronics into a single 4-credit course with integrated lab experiences, improving hands-on learning and aligning with the Mechanical Engineering Technology model schedule. Additionally, the new ELEC 2295, Electrical Power Systems I, addresses long-standing Industrial Advisory Council recommendations to enhance graduate readiness for industry roles. These revisions align the program more closely with university core curriculum requirements for AS degrees, support academic rigor, and ensure graduates possess the theoretical knowledge and applied skills necessary for immediate employment and professional growth.

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	Electronics Engineering Technology
2. Current number of credit hours required for the program:	60
3. Is the program changing the number of credit hours required for the program?	Yes ☐ No ☒
4. How many credit hours will be added to the program?	6
5. How many credit hours will be deleted from the program?	6

6. Added Course(s) (If applicable): List the course(s) to be added to program (if applicable). Indicate whether the course is an existing course or will be a proposed new course.
ELEC 1101, ELEC 1110 and ELEC 2295
7. **Deleted Courses (if applicable):** List course(s) to be deleted from the program (if applicable). Indicate the term in which the course will no longer be available for students to take and the catalog in which students will not have the option to take the course.
ELEC 1100 and ELEC 1120, beginning in the Fall of 2026. These two courses will be replaced by ELEC 1110, which will be offered beginning in Spring 2026. Prerequisites have been revised to improve course sequencing and strengthen content continuity, creating a more cohesive and realistic progression for students through the program.

8. **Teach-out Arrangement**: If a required course will be deleted from the program, how will you accommodate current students in the program to complete the required course?
☐ Courses will continue of be offered for students to complete program under previous catalog. (Typical) ☐ Students must transition to new catalog and meet all requirements. (Student advising required) ☒ Students in old catalog will take new or existing courses as outlined below. (Student advising required) ☐ Department will petition course changes for each student. (Not recommended) ☐ Change is only editorial and will not impact student progress. Students will take ELEC 1101 their first fall semester and ELEC 1110 in the first spring semester. ELEC 1110 will replace ELEC 1100 and 1120 for students that are in existing catalogs

C. CHANGE IN PROGRAM DESCRIPTION (if applicable)

1. Current Program Description
No Change in Description
2. Proposed Program Description

D. RATIONALE

1. **What is the rationale for this change?**
☐ Annual assessment results ☒ Program review ☐ Program accreditation ☐ College or Department strategic plan ☒ To align with University policy or standard (New AS Core Curriculum) ☒ Other

2. **Description of the Rationale.** Describe the evidence that supports changing the program's curriculum. For example, indicate the types of assessment data (e.g., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc.) collected and analyzed to determine that curricular changes were warranted. Is it due to market trends? Does it reflect changes in the discipline? What are the expected results of the change?
During recent program meetings, faculty identified that students in the Circuit Analysis I course were struggling with foundational concepts essential to success in subsequent coursework. To address this, the program proposed the creation of ELEC 1101, Introduction to Electronics Engineering Technology, as a true introductory course, providing students with essential background knowledge and context before advancing into circuit analysis. Additionally, Circuit Analysis I and AC/DC Electronics have been combined into a single, comprehensive 4-credit course, ELEC 1110, Introduction to Circuit Analysis I, which incorporates both lecture and laboratory components. This change provides students with a more integrated, hands-on learning experience and ensures a smoother transition into applied electronics. The course will also align with the mechanical engineering technology students' model schedule, allowing for shared foundational learning across disciplines. The creation of ELEC 2295, Electrical Power Systems I, responds directly to longstanding recommendations from the Industrial Advisory Council (IAC). The council has emphasized that a stronger foundation in electrical power systems will produce more well-rounded graduates prepared for workforce demands. Implementation of this course was previously delayed due to faculty load constraints but is now feasible with the stabilization of full-time faculty staffing. These curriculum revisions and new courses will also further align the Electronics Engineering Technology Associate of Science program with the university's core curriculum requirements for AS degrees, ensuring consistency across programs while maintaining academic rigor and workforce relevance. This addition strengthens the Associate of Science degree by equipping students with the applied skills and theoretical knowledge needed for immediate employment and career advancement.

E. RESOURCES

1. Will new faculty, be needed to support the program change? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.
No new faculty are required.
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 new facilities are required. With the addition of the ELEC 2295 course, the program will receive a donation of equipment to facilitate that course.

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 changes to minors and certificates, please attach a document showing the current program and proposed changes. You do not need to complete Appendix A for minors and certificates.

APPENDIX A
A.S. Degree in Electronics Engineering Technology
Current Program

[NOTE: For current program requirements, you can copy paste your program information from the Digital Catalog below. Program information can be found here https://catalog.fairmontstate.edu/index.php?catoid=23]

Degree Requirements

Core Curriculum (14 Credit Hours)

Students in Associate Degree program are required to complete 14 credit hours in the Core Curriculum courses inclusive of oral communication, written communication, fitness and wellbeing, and technology. For details on the required courses, refer to the Core Curriculum program.

- **COMM 2202 - Introduction to Communication in the World of Work Credit Hours: 3**
- **ENGL 1101 - Written English I Credit Hours: 3-4 (3 Credits Required)**
- **ENGL 1103 - Technical Report Writing Credit Hours: 3**

Major Courses (46 Credit Hours)

***Students can qualify (depending on ACT/SAT scores) to waive algebra and trigonometry for Calculus. In this case the student will take 6 additional credit hours of mathematics or technical electives.**

- **ELEC 1100 - Circuit Analysis I Credit Hours: 3**
- **ELEC 1120 - AC/DC Electronics Analysis Credit Hours: 3**
- **ELEC 2210 - Circuit Analysis II Credit Hours: 3**
- **ELEC 2225 - Electronic Devices Credit Hours: 3**
- **ELEC 2230 - Digital Electronics Credit Hours: 3**
- **ELEC 2240 - Industrial Electronics Credit Hours: 3**
- **ELEC 2250 - AC-DC Machinery and Controls Credit Hours: 3**
- **ELEC 2280 - Programmable Controllers Credit Hours: 3**
-
- **MATH 1510 - Applied Technical Mathematics I Credit Hours: 3 ***
- **OR**
- **MATH 1530 - College Algebra Credit Hours: 3 ***
-
- **MATH 1520 - Applied Technical Mathematics II Credit Hours: 3 ***
- **OR**
- **MATH 1540 - Trigonometry Credit Hours: 3 ***
-
- **MATH 2501 - Calculus I Credit Hours: 4**
- **OR**
- **TECH 2290 - Engineering Analysis I Credit Hours: 4**
-
- **MATH 2502 - Calculus II Credit Hours: 4**
- **OR**

- **TECH 3300 - Engineering Analysis II Credit Hours: 4**
-
- **PHYS 1101 - Introduction to Physics I Credit Hours: 4**
- **PHYS 1102 - Introduction to Physics II Credit Hours: 4**

Degree Total = 60 Credit Hours

A.S. Degree in Electronics Engineering Technology

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
AS Outcome 1 Academic Foundations	First Year Seminar	SOAR 1100, HONR 1100, BSBA 1100, NURS 1025	1-3X
	Written Communication	ENGL 1101 AND ENG 1102 OR ENG 1103	6-7 X
	Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3X
	Mathematics	MATH 1407, MATH 1507, MATH 1410, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501, TECH 2290 (Application for Core Curriculum in process F25)	3-4X
AS Outcome 2 Disciplinary Connections	Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	
	Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	
	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	8-9X
	Social Science	BSBA 2200, BSBA 2211, CRIM 1100, CRIM 2202, GEOG 2210, MANG 2205, POLI 2200, PSYC 1101, SOCY 1110, SOCY 2205, TECH 1100	
	Citizenship	HIST 1107, HIST 1108, POLI 1100, RECR 1141	
	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	
AS Outcome 3 Professional Foundations	Designated by each program	**ELEC 1101**	**3X**

Required Major Courses (60 Credit Hours)		
Course Prefix & Number	**Course Name**	**Credit Hours**
ELEC 1101	Introduction to Electronics Engineering Technology (Core Curriculum Outcome 3)	3
ELEC 1110	Introduction to Circuit Analysis I	4
COMP 1110	Introduction to Programming	3
ELEC 2210	Circuit Analysis II	3
ELEC 2225	Electronic Devices	3
ELEC 2230	Digital Electronics	3
ELEC 2240	Industrial Electronics	3
ELEC 2250	AC/DC Machinery/Controls	3
ELEC 2280	Programmable Controllers	3
ELEC 2295	Electrical Power Systems I	3
	Sub-Total	***31***
First Year Seminar	SOAR 1100	1
Written Communication	ENGL 1101 AND 1102 OR 1103	6-7
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics Requirement	***Choose 1 of the following options***	
MATH 1430 AND Math 1540	College Algebra w/support AND Trigonometry	7
MATH 1530 AND Math 1540	College Algebra AND Trigonometry	6
MATH 1410 AND MATH 1520	Applied Technical Math I - Enhanced AND Applied Technical Math II	7
Chemistry Requirement	***Choose 1 of the following courses***	
CHEM 1101	General Chemistry I	4
CHEM 1105	Chemical Principles	5
Physics Requirement	***Choose 1 of the following options***	
PHYS 1101 & PHYS 1102	Introduction to Physics I & II	8
PHYS 1001 and PHYS 1002	General Physics I & II	8
PHYS 1115 AND PHYS 1116	Principles of Physics I and Principles of Physics II	8
	Sub-Total	***28-31***
	Total	**59-62**

Major Elective Courses (XX Credit Hours) – IF APPLICABLE [Electives are selected from a specific major or program]		
Course Prefix & Number	**Course Name**	**Credit Hours**

Concentration Courses (XX Credit Hours) – IF APPLICABLE [A concentration is a focused curriculum within an approved major; adds a specialization within a major area of study. Undergraduate concentrations comprise 12-18 credits; Graduate concentrations comprise 6-15 credits. Concentrations associated with certification or licensure requirements may exceed the credit limit.		
Course Prefix & Number	**Course Name**	**Credit Hours**

Total Core Curriculum Credit Hours	**24**
Total Required Major Courses Credit Hours	**35**
Total Required Concentration Credit Hours (if applicable)	**NA**
Total Elective Credit Hours (if applicable)	**NA**
Total Free Electives Credit Hours (if applicable)	**1**
TOTAL CREDIT HOURS	**60**

CURRICULUM REVISION PROPOSAL

Prepare proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the headings not pertain to your proposal, write N/A.

PROPOSAL NUMBER: 25-26-19

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

SECTION 1: CONTACT INFORMATION

Name:	Elizabeth Savage
Title:	Professor of English
E-mail Address:	esavage@fairmontstate.edu
Phone Number:	x4085

SECTION 2: PROGRAM INFORMATION

College:	Liberal Arts
Department:	Humanities
Title of Degree Program/Certificate:	Women's & Gender Studies
Degree Program Level:	Minor
Date Originally Submitted:	Fall 2025
Implementation Date Requested:	Fall 2026

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
	James Matthews

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Revision Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 200 words, describing proposed changes.
The revisions in this proposal update electives for the Women's and Gender Studies Minor to eliminate courses taken out of rotation and add new courses from more fields in the electives category.

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	Women's & Gender Studies
2. Current number of credit hours required for the program:	18
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?	**NA**
5. How many credit hours will be deleted from the program?	**NA**

6. Added Course(s) (If applicable): List the course(s) to be added to program (if applicable). Indicate whether the course is an existing course or will be a proposed new course.
All are Eidsting Courus ART 3376: Art History 1450-1750 ART 3378: Art Hislory 1750-1950 ART 3380. Art Smee 1950 CHEP 3315 Heakhy Sexuality CHEP 3355 Heath Geography CHEP 3365 Heath Promotion Communication CHEP ◄000 Death, Dying, and caretakng CHEP 4001 Diub,Hv. Communilv and Health
7. **Deleted Courses (if applicable):** List course(s) to be deleted from the program (if applicable). Indicate the term in which the course will no longer be available for students to take and the catalog in which students will not have the option to take the course.
BSBA 3325 Women and Work (unavailable now) FREN 4426 Main Currents in French Literature and Culture (unavailable Fall 2026) SOCY 3310 Sociology of the Family (unavailable Fall 2026) SOCY 4450 Race and Ethnicity (unavailable Fall 2026)
8. **Teach-out Arrangement:** If a required course will be deleted from the program, what is the arrangement for current students in the program to complete the required course?
NA

C. REVISION TO PROGRAM DESCRIPTION {if applicable)

1. Current Program Description
NA
2. Proposed Program Description
NA

D. RATIONALE

1. **Description of the Rationale/Justification.** Describe the rationale for the curriculum revision. For example, indicate the types of assessment data (e.g., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc.) collected and analyzed to determine that curricular changes were warranted. Is it due to market trends? Does it reflect changes in the discipline? What are the expected results of the change?
The proposed changes to the electives menu for the Women's & Gender Studies minor is entirely practical. These changes allow students to take courses that didn't exist when the minor was last revised. These changes also remove courses that have been out of rotation for years so that the elective list isn't misleading. Further, the revisions allow for greater interdisciplinarity and take advantage of the innovations of new faculty who will be future stewards of the program.

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.

Current Minor

Minor Courses (6 Credit Hours)

- WGST 2201 - Introduction to Women's and Gender Studies Credit Hours: 3
- WGST 4402 - Capstone Seminar in Women's and Gender Studies Credit Hours: 3

Minor Electives (12 Credit Hours)

Select four courses from the following list:

- BSBA 3365 - Women and Work Credit Hours: 3
- COMM 4420 - Contemporary Storytelling Credit Hours: 3
- CRIM 3304 - The Female Offender Credit Hours: 3
- CRIM 33Q5 - Changing Roles of Women in Criminal Justice Credit Hours: 3
- ENGL 33Q3 - The American Novel Credit Hours: 3
- ENGL 33Q5 - American Modernism Credit Hours: 3
- ENGL 3366 – Contemporary Literature Credit Hours: 3
- ENGL 337-9 - Literature of the Victorian Period Credit Hours: 3
- ENGL 3380 - Twentieth-Century British Literature Credit Hours: 3
- ENGL 3381 -The British Novel Credit Hours: 3
- ENGL 3388 - Women's Literature Credit Hours: 3
- ENGL 338_9 - Minority Literature Credit Hours: 3
- ENGL 3391-The Short Story Credit Hours: 3
- ENGL 3393 - Southern Literature Credit Hours: 3
- ENGL 3396 - Literature and Film Credit Hours: 3
- FOLK 3301 - Material Culture Credit Hours: 3
- FOLK 3302 - Regional Cultural Geography and History Credit Hours: 3
- FREN 4426 - Main Currents of French Literature and Culture Credit Hours: 3
- HIST 3333 - Women in American History Credit Hours: 3
- HIST 3335 - Women in World History Credit Hours: 3
- HIST *4450* - History of American Sexualities Credit Hours: 3
- WGST 1150 - Women's and Gender Studies Colloquium Credit Hours: 1
- SOCY 2205 - Principles of Race, Class, and Gender Credit Hours: 3

- SOCY 3310 - Sociology of the Family Credit Hours: 3
- SOCY *4450* - Race and Ethnicity Credit Hours: 3

Revised Minor

Minor Courses (6 Credit Hours)

- WGST 2201 - Introduction to Women's and Gender Studies Credit Hours: 3
- WGST 4402 - Capstone Seminar in Women's and Gender Studies Credit Hours: 3

Minor Electives (12 Credit Hours)

Select four courses from the following list:

- ~~BSBA 3365 - Women and Work Credit Hours: 3~~
- ART 3376 – Art History, 1450-1750: 3
- ART 3378 – Art History, 1750-1950: 3
- ART 3380 – Art since 1950: 3
- CHEP 3315 – Healthy Sexuality: 3
- CHEP 3355 – Health Geography: 3
- CHEP 3365 – Health Promotion Communication: 3
- CHEP 4000 – Death, Dying, and Caretaking: 3
- CHEP 4061 – Disability, Community, and Health: 3
- COMM 4420 - Contemporary Storytelling Credit Hours: 3
- CRIM 3304 - The Female Offender Credit Hours: 3
- CRIM 33Q5 - Changing Roles of Women in Criminal Justice Credit Hours: 3
- ENGL 33Q3 - The American Novel Credit Hours: 3
- ENGL 33Q5 - American Modernism Credit Hours: 3
- ENGL 3366 - Contemporary Literature Credit Hours: 3
- ENGL 337-9 - Literature of the Victorian Period Credit Hours: 3
- ENGL 3380 - Twentieth-Century British Literature Credit Hours: 3
- ENGL 3381 -The British Novel Credit Hours: 3
- ENGL 3388 - Women's Literature Credit Hours: 3
- ENGL 3389 - Minority Literature Credit Hours: 3
- ENGL 3391-The Short Story Credit Hours: 3
- ENGL 3393 - Southern Literature Credit Hours: 3
- ENGL 3396 - Literature and Film Credit Hours: 3
- FOLK 3301 - Material Culture Credit Hours: 3
- FOLK 3302 - Regional Cultural Geography and History Credit Hours: 3

- ~~FREN 4426 - Main Currents of French Literature and Culture Credit Hours: 3~~
- HIST 3333 - Women in American History Credit Hours: 3
- HIST 3335 - Women in World History Credit Hours: 3
- HIST *4450* - History of American Sexualities Credit Hours: 3
- WGST 1150 - Women's and Gender Studies Colloquium Credit Hours: 1
- SOCY 2205 - Principles of Race, Class, and Gender Credit Hours: 3
- ~~SOCY 3310 - Sociology of the Family Credit Hours: 3~~
- ~~SOCY *4450* - Race and Ethnicity Credit Hours: 3~~

CURRICULUM REVISION PROPOSAL

PROPOSAL NUMBER:

REVISION:

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:	12/8/2025
Implementation Date Requested:	8/1/2026

APPROVAL

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

College	**Dean's Signature**
College of Science and Technology	

ADDITIONAL COMMENTS:

SECTION 3: CURRICULUM REVISION REQUEST

A. PROPOSAL ABSTRACT.

The purpose of this proposal is to update the major requirements for a BS in Computer Science as a result of deleting COMP 4440, adding two new courses COMP 2250 and 4430, and updating the math requirements. It also removes MATH 2510 from major elective pool and adds MATH 2545 into major elective pool.

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 2250 - Introduction to Software Engineering (new course) COMP 4430 - Computer Science Capstone (new course) MATH 1550 - Applied Statistics MATH 2545 - Mathematical Modeling (major elective)
7. Deleted Courses:
COMP 4440 - Software Engineering MATH 2510 - Mathematical Logic (major elective)
8. Teach-out Arrangement:
COMP 4440 Spring 2027 (Fall 2023 Freshman cohort) Spring 2028 (Fall 2024 Freshman cohort) Spring 2029 (Fall 2025 Freshman cohort) COMP 2250 Fall 2028 (Fall 2026, 2027 Freshman cohort) Every Fall after 2028 COMP 4430 Spring 2030 (Fall 2026 Freshman cohort) Every Spring after 2030

C. REVISION TO PROGRAM DESCRIPTION (if applicable)

1. Current Program Description
Appendix A
2. Proposed Program Description
Appendix A

D. RATIONALE

Description of the Rationale/Justification.
Delete COMP 4440 and add COMP 2250 and COMP 4430 The rationale is described in the two new course proposals. Add MATH 1550 We are proposing to add MATH 1550 (Applied Statistics) based on ABET curriculum criteria*, that covers very important and essential topics for CS majors.

* https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-computing-programs-2025-2026/

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

APPENDIX A attached.

APPENDIX A

B.S. Degree in Computer Science
Current Program

Degree Requirements

Core Curriculum Courses		
Core Area	**Course Prefix and Number**	**Credit Hours**
First Year Seminar	BSBA 1100, HONR 1100, NURS 1025, SOAR 1100, STEM 1100	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, COMM 2202	3
Mathematics	MATH 1407, MATH 1410, MATH 1430, MATH 1507, MATH 1510, MATH 1530, MATH 1540, 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 1120, MUSI 1167, MUSI 1168, MUSI 1169, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, FORS 2201, GEOL 1101, GEOL 1102, PHYS 1001, PHYS 1101, PHYS 1104, PHYS 1115, 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, CHEP 2210, CRIM 1100, CRIM 2202, GEOG 2210, MANF 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 1101, CHEP 1110, HLTA 1100, HLTA 1150, 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 three with at least one COMP and 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 two) -- 8-9 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 1115	Principles of Physics I	4
PHYS 1116	Principles of Physics II	4

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):	17-19
Total Free Electives Credit Hours:	17-23
TOTAL CREDIT HOURS	120

B.S. Degree in Computer Science
Proposed Program

Degree Requirements

Core Curriculum Courses		
Core Area	**Course Prefix and Number**	**Credit Hours**
First Year Seminar	BSBA 1100, HONR 1100, NURS 1025, SOAR 1100, STEM 1100	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, COMM 2202	3
Mathematics	MATH 1407, MATH 1410, MATH 1430, MATH 1507, MATH 1510, MATH 1530, MATH 1540, 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 1120, MUSI 1167, MUSI 1168, MUSI 1169, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, FORS 2201, GEOL 1101, GEOL 1102, PHYS 1001, PHYS 1101, PHYS 1104, PHYS 1115, 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, CHEP 2210, CRIM 1100, CRIM 2202, GEOG 2210, MANF 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 1101, CHEP 1110, HLTA 1100, HLTA 1150, HLTA 2203, NUTR 1110, PHED 1100 **Technology**: ART 2245, BISM 1200, CIVL 2210, EDUC 2201, MATH 1550, MANF 2250, MUSM 1100, TECH 1101	X

Required Major Courses -- 61 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 2250	Introduction to Software Engineering	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 4430	Computer Science Capstone	3
MATH 1550	Applied Statistics	3
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 three with at least one COMP and 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 2545	Mathematical Modeling	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 two) – 8-9 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 1115	Principles of Physics I	4
PHYS 1116	Principles of Physics II	4

Total Core Curriculum Credit Hours:	21-25
Total Required Major Courses Credit Hours:	61
Total Required Concentration Credit Hours:	
Total Elective Credit Hours (If applicable):	17-19
Total Free Electives Credit Hours:	15-21
TOTAL CREDIT HOURS	120

CURRICULUM REVISION PROPOSAL

PROPOSAL NUMBER:

REVISION:

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:	12/8/2025
Implementation Date Requested:	8/1/2026

APPROVAL

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

College	**Dean's Signature**
College of Science and Technology	

ADDITIONAL COMMENTS:

SECTION 3: CURRICULUM REVISION REQUEST

A. PROPOSAL ABSTRACT.

The purpose of this proposal is to update the major requirements for a BS in Computer Science (Cybersecurity Concentration) as a result of deleting COMP 4440, adding two new courses COMP 2250 and 4430, adding MATH 1550, and deleting BISM 2600. It also removes MATH 2510 from major elective pool and adds FORS 2201 into science elective pool.

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 2250 - Introduction to Software Engineering (new course) COMP 4430 - Computer Science Capstone (new course) MATH 1550 - Applied Statistic FORS 2201 - Introduction to Forensic Science (science elective)
7. Deleted Courses:
COMP 4440 - Software Engineering BISM 2600 - Introduction to Networking Administration MATH 2510 - Mathematical Logic (major elective)
8. Teach-out Arrangement:
<u>COMP 4440</u> Spring 2027 (Fall 2023 Freshman cohort) Spring 2028 (Fall 2024 Freshman cohort) Spring 2029 (Fall 2025 Freshman cohort) <u>COMP 2250</u> Fall 2028 (Fall 2026, 2027 Freshman cohort) Every Fall after 2028 <u>COMP 4430</u> Spring 2030 (Fall 2026 Freshman cohort) Every Spring after 2030

C. REVISION TO PROGRAM DESCRIPTION (if applicable)

1. Current Program Description
Appendix A
2. Proposed Program Description
Appendix A

D. RATIONALE

Description of the Rationale/Justification.
Delete COMP 4440 and add COMP 2250 and COMP 4430 The rationale is described in the two new course proposals. Add MATH 1550 We are proposing to add MATH 1550 (Applied Statistics) based on ABET curriculum criteria*, that covers very important and essential topics for CS majors. Delete BISM 2600 We cover basic network concepts in other courses that are required for getting into COMP 3390.

* https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-computing-programs-2025-2026/

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

APPENDIX A attached.

APPENDIX A

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

Degree Requirements

Core Curriculum Courses		
Core Area	**Course Prefix and Number**	**Credit Hours**
First Year Seminar	BSBA 1100, HONR 1100, NURS 1025, SOAR 1100, STEM 1100	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, COMM 2202	3
Mathematics	MATH 1407, MATH 1410, MATH 1430, MATH 1507, MATH 1510, MATH 1530, MATH 1540, 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 1120, MUSI 1167, MUSI 1168, MUSI 1169, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, FORS 2201, GEOL 1101, GEOL 1102, PHYS 1001, PHYS 1101, PHYS 1104, PHYS 1115, 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, CHEP 2210, CRIM 1100, CRIM 2202, GEOG 2210, MANF 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 1101, CHEP 1110, HLTA 1100, HLTA 1150, 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 -- 46 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 3340	Operating Systems	3
COMP 3395	Ethical Issues in Computing	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
Cybersecurity Concentration Courses -- 23 Credit Hours		
Course Prefix & Number	**Course Name**	**Credit Hours**
COMP 2220	Fundamentals of Computer Security	3
COMP 3380	Introduction to Cryptography	3
COMP 3390	Network Security	4
COMP 4415	Vulnerability Assessment	4
COMP 4495	Cybersecurity Senior Project	3
~~BISM 2600~~	~~Introduction to Networking Administration~~	~~3~~
CRIM 2250	Cybercrime	3
Major Elective Courses (Any one) -- 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 one) -- 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
PHYS 1101	Introduction to Physics I	4
PHYS 1115	Principles of Physics I	4

Total Core Curriculum Credit Hours:	23-28
Total Required Major Courses Credit Hours:	46
Total Required Concentration Credit Hours:	23
Total Elective Credit Hours (If applicable):	7-9
Total Free Electives Credit Hours:	14-21
TOTAL CREDIT HOURS	120

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

Degree Requirements

Core Curriculum Courses		
Core Area	**Course Prefix and Number**	**Credit Hours**
First Year Seminar	BSBA 1100, HONR 1100, NURS 1025, SOAR 1100, STEM 1100	1-3
Written Communication	ENGL 1101, ENG 1102, ENG 1103	6-7
Oral Communication	COMM 2200, COMM 2201, COMM 2202	3
Mathematics	MATH 1407, MATH 1410, MATH 1430, MATH 1507, MATH 1510, MATH 1530, MATH 1540, 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 1120, MUSI 1167, MUSI 1168, MUSI 1169, THEA 1120	2-3
Natural Science	BIOL 1104, BIOL 1105, BIOL 1106, BIOL 1180 & 1181, CHEM 1101, CHEM 1105, FORS 2201, GEOL 1101, GEOL 1102, PHYS 1001, PHYS 1101, PHYS 1104, PHYS 1115, 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, CHEP 2210, CRIM 1100, CRIM 2202, GEOG 2210, MANF 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 1101, CHEP 1110, HLTA 1100, HLTA 1150, 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 -- 51 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 2250	Introduction to Software Engineering	3
COMP 2270	Data Structures	3
COMP 3340	Operating Systems	3
COMP 3395	Ethical Issues in Computing	3
COMP 4410	Database Management	3
COMP 4430	Computer Science Capstone	3
MATH 1550	Applied Statistics	3
MATH 1561	Mathematical Reasoning	3
MATH 2562	Introduction to Discrete Mathematics	3
MATH 2501	Calculus I	4
Cybersecurity Concentration Courses -- 20 Credit Hours		
Course Prefix & Number	**Course Name**	**Credit Hours**
COMP 2220	Fundamentals of Computer Security	3
COMP 3380	Introduction to Cryptography	3
COMP 3390	Network Security	4
COMP 4415	Vulnerability Assessment	4
COMP 4495	Cybersecurity Senior Project	3
CRIM 2250	Cybercrime	3
Major Elective Courses (Any one) – 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
Science Electives (Any one) -- 4 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
FORS 2201	Introduction to Forensic Science	
PHYS 1101	Introduction to Physics I	4
PHYS 1115	Principles of Physics I	4

Total Core Curriculum Credit Hours:	21-25
Total Required Major Courses Credit Hours:	51
Total Required Concentration Credit Hours:	20
Total Elective Credit Hours (If applicable):	7-8
Total Free Electives Credit Hours:	16-21
TOTAL CREDIT HOURS	120

New Course Proposal

COURSE PROPOSAL NUMBER: 25-26-21 (a)

REVISION:

SECTION 1: PROPOSAL INFORMATION

Name:	Aaron Saas
Title:	Assistant Professor of Computer Science
E-mail Address:	asaas@fairmontstate.edu
Phone Number:	304-367-4496

College:	College of Science & Technology
Department:	Computer Science and Math
Program Level:	Undergraduate
Date Originally Submitted:	12/8/2025
Implementation Date Requested:	8/1/2026

APPROVAL

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

College	Dean's Signature
College of Science and Technology	Deb Hemler
	Verified by signNow 12/08/2025 17:05:33 UTC bc0030775275411b9aa

ADDITIONAL COMMENTS:

SECTION 2: COURSE CATALOG INFORMATION

1. **Course Subject Prefix and Number**	COMP 2250
2. **Course Title**	Introduction to Software Engineering
3. **Number of Credit Hours**	3
4. **Repeatability**	N/A
5. **Course Prerequisites**	A grade of C or better in COMP 1130
6. **Course Co-requisites:**	None
7. **Course Cross-listings**	None
8. **Course Restrictions**	Cannot take both COMP 2250 and COMP 4440.
9. **Grade Type**	Standard A-F final grade
10. **Requirements**	Required for BS in Computer Science and BS in Computer Science with Cybersecurity Concentration
11. **Course Terms**	Fall
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.
Software Engineering principles are currently being taught at the senior level, COMP 4440, after students have already learned to program. The goal of this course is to introduce students to software engineering principles earlier in order to establish better programming practice. The existing COMP 4440 will be retired and will be replaced by COMP 4430 Computer Science Capstone for the capstone experience.

SECTION 4: COURSE SYLLABUS

Catalog Course Description:

Credit Hours: 3

This course applies the key aspects of software engineering to the entire software development process. Topics include the software lifecycle, prescriptive models, agile models, software design, metrics, testing, and deployment.

Prerequisite(s): A grade of C or better in COMP 1130

A student cannot take both COMP 2250 and COMP 4440.

Course Learning Outcomes:

1. Explain the fundamental principles, processes, and life-cycle models of software engineering.
2. Apply software engineering methods to plan, analyze, and design a semester long project.
3. Develop clear and testable software requirements specifications (SRS) and basic system design documents.
4. Use appropriate tools for requirements management, version control, and team collaboration.
5. Implement modular, well-documented code following established coding standards and best practices.

Assessment:

Outcome	Direct Assessment	Satisfactory performance standard
1. Explain the fundamental principles, processes, and life-cycle models of software engineering.	Quiz, Exam	A class average of 70% or more.
2. Apply software engineering methods to plan, analyze, and design a semester long project.	Semester Project	A class average of 70% or more.
3. Develop clear and testable software requirements specifications (SRS) and basic system design documents.	Assignment #1 (SRS)	A class average of 70% or more.
4. Use appropriate tools for requirements management, version control, and team collaboration.	Assignment #2 (CRC)	A class average of 70% or more.
5. Implement modular, well-documented code following established coding standards and best practices.	Semester Project	A class average of 70% or more.

Course Outline:

- Introduction to Software Engineering
  - What is software engineering?
  - Large scale development challenges
  - Software Life Cycle
- Prescriptive Modeling
  - History, cause, necessity
  - Waterfall
  - Incremental
  - Iterative
  - Spiral
  - Prototyping
- Agile Modeling
  - Agile Manifesto, Values, Principles
  - Extreme Programming
  - Scrum
  - Test Driven Development
- Requirements Engineering
  - Elicitation and Analysis
  - Function vs Nonfunctional requirements
  - Requirements Modeling
- Design
  - UML Diagrams
  - Design Principles
  - Architecture Design
- Implementation
  - Implementation Principles
  - Common Metrics
  - Pair Programming
- Testing
  - Unit, Integration, System, Validation, Regression
  - Black box vs White box
  - Code Reviews
- Delivery/Deployment/Maintenance
  - Installation/Training
  - Bug reports
  - Patching
  - Retirement

New Course Proposal

COURSE PROPOSAL NUMBER: 25-26-21 (b)

REVISION:

SECTION 1: PROPOSAL INFORMATION

Name:	Aaron Saas
Title:	Assistant Professor of Computer Science
E-mail Address:	asaas@fairmontstate.edu
Phone Number:	304-367-4496

College:	College of Science & Technology
Department:	Computer Science and Math
Program Level:	Undergraduate
Date Originally Submitted:	12/8/2025
Implementation Date Requested:	8/1/2026

APPROVAL

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

College	Dean's Signature
Science and Technology	Deb Hemler
	Verified by signNow 12/08/2025 17:05:10 UTC 085620524f8048bcabb2

ADDITIONAL COMMENTS:

SECTION 2: COURSE CATALOG INFORMATION

1. **Course Subject Prefix and Number**	COMP 4430
2. **Course Title**	Computer Science Capstone
3. **Number of Credit Hours**	3
4. **Repeatability**	N/A
5. **Course Prerequisites**	COMP 2250, COMP 2230 or COMP 4410
6. **Course Co-requisites:**	None
7. **Course Cross-listings**	None
8. **Course Restrictions**	Seniors only. Cannot take both COMP 4430 and COMP 4440.
9. **Grade Type**	Standard A-F final grade
10. **Requirements**	Required for BS in Computer Science and BS in Computer Science with Cybersecurity Concentration
11. **Course Terms**	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.
This course will replace and maintain the hands-on experience from COMP 4440 which will be discontinued. The experience of creating a larger scale project in a group environment is crucial to students understanding their role in software development. For transitional purposes, this course will replace COMP 4440.

SECTION 4: COURSE SYLLABUS

Catalog Course Description:

Credit Hours: 3

This capstone course is designed for senior students to demonstrate their skills in software development. Students will work in a group-based environment simulating real world experience. Most projects include database work, front end web development frameworks, and cloud services.

Prerequisite(s): COMP 2250, COMP 2230 or COMP 4410

A student cannot take both COMP 4430 and COMP 4440.

Course Learning Outcomes:

1. Apply knowledge acquired as an undergraduate to develop a complex real-world project.
2. Collaborate effectively within a team to manage tasks, communicate, and demonstrate conflict resolution skills.
3. Communicate project status clearly using presentations and documentation
4. Evaluate and reflect on group and individual performance identifying areas of improvement.

Assessment:

Increments of the project will be evaluated by the instructor with the final project being presented at conclusion. Students will log their time spent and how it was spent on the project as part of a write up including what percentage of the project they believe they've contributed as well as other students' contribution to the project.

Outcome	**Direct Assessment**	**Satisfactory performance standard**
1. Apply knowledge acquired as an undergraduate to develop a complex real-world project.	Project - Final Presentation	A class average of 70% or more.
2. Collaborate effectively within a team to manage tasks, communicate, and demonstrate conflict resolution skills.	Project - Student Write-up	A class average of 70% or more.
3. Communicate project status clearly using presentations and documentation.	Increment Demonstrations, Final Presentation	A class average of 70% or more.
4. Evaluate and reflect on group and individual performance identifying areas of improvement.	Student Write-up	A class average of 70% or more.

Course Outline:

- Project Initiation
    - Project Descriptions
    - Mock Interviews
    - Group Creation
    - Group Orientation
- Implementation
    - Schedule Planning
    - Project Design Review and Modifications
    - Construction
    - Demonstration
- Testing (concurrent with Implementation)
    - Design Tests
    - Perform tests
    - Identify and resolve errors
- Delivery (concurrent with Implementation, post Testing)
    - User Manual developed
    - Handoff and delivery methods documented
- Final Review
    - Demonstration and Discussion

Tentative Course Schedule:

Week	**Description**	**Deliverable**
Week 1	Project Descriptions, Individual Interviews	
Week 2	Group Creation, Project Orientation	
Week 3	Work – Increment #1	
Week 4	Work – Increment #1	Increment Demonstration
Week 5	Work – Increment #2	
Week 6	Work – Increment #2	
Week 7	Work – Increment #2	Increment Demonstration
Week 8	Work – Increment #3	
Week 9	Work – Increment #3	
Week 10	Work – Increment #3	Increment Demonstration
Week 11	Work – Test Generation	
Week 12	Work – Testing	Testing Approach Demonstration
Week 13	Work – Debugging	
Week 14	Work – Debugging, Documentation	
Week 15	Delivery	Final Presentation, Documentation, Write up

Memorandum

To: Susan Ross
Associate Provost of Academic Affairs

From: Jim Matthews, Interim Dean, College of Liberal Arts

Date: November 19, 2025

Re: Discontinue – Minor in International Studies

- Purpose of memo: To make Minor in International Studies inactive

- End term for discontinuation: Fall 2026

- Brief reason for discontinuing: This minor is not worth the effort to maintain. Only 1 student has it currently declared. The last time we awarded the minor was Spring 2021. We have awarded it a total of 23 times since Fall 2000.

- Given the low numbers above, no Departments will be impacted by the discontinuation. All courses in the minor except one are in the College of Liberal Arts.

- Teach out arrangement – The one student currently taking this minor will be able to complete it. Advisors in the college will be instructed that no additional students can declare International Studies as a minor.

CURRICULUM CHANGE PROPOSAL

Prepare proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the headings not pertain to your proposal, write N/A.

PROPOSAL NUMBER: 25-26-23

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

SECTION 1: CONTACT INFORMATION

Name:	Robin Payne
Title:	Director of Honors / Professor of History
E-mail Address:	robin.payne@fairmontstate.edu
Phone Number:	Ext 4197

SECTION 2: PROGRAM INFORMATION

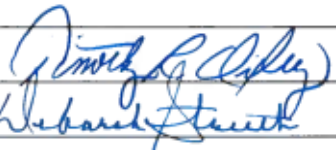
College:	
Department:	Honors Program
Title of Degree Program/Certificate:	
Degree Program Level:	Bachelor's Degree
Date Originally Submitted:	
Implementation Date Requested:	8/1/2026

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
College of Liberal Arts (Dr. Jim Matthews)	
College of Education, Health & Human Performance (Dr. Amanda Metcalf)	Amanda Metcalf
College of Science and Technology (Dr. Deb Hemler)	Deb Hemler

College of Business and Aviation (Dr. Tim Oxley)	
College of Nursing (Dr. Deb Struth)	

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Change Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 150 words, describing proposed changes.
This curriculum proposal revises the Honors Curriculum to meet the needs of current students. Significant revisions include: • the creation of a sliding scale for required credit hours in Honors dependent upon the number of credit hours a student has upon entry into the Honors Program. • the establishment of an Honors Portfolio as the primary means by which a students' progress in the Honors Program is assessed. • the revision of Honors Program Outcomes to better align with the program's current focus and student needs.

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	Honors Program
2. Current number of credit hours required for the program:	25-30 credit hours
3. Is the program changing the number of credit hours required for the program?	Yes ☒ No ☐
4. How many credit hours will be added to the program?	NA
5. How many credit hours will be deleted from the program?	Hours will not be deleted, but a sliding scale will be introduced regarding total credit hours required.

6. Added Course(s) (If applicable): List the course(s) to be added to program (if applicable). Indicate whether the course is an existing course or will be a proposed new course.

New courses:
HONR 1115 – Introduction to Honors (1 credit hour) – not repeatable for credit
HONR 2225 – Honors Portfolio Development I (1 credit hour) – not repeatable for credit
HONR 3335 – Honors Portfolio Development II (1 credit hour) – not repeatable for credit
HONR 4445 – Honors Senior Portfolio (1 credit hour) – not repeatable for credit

7. **Deleted Courses (if applicable):** List course(s) to be deleted from the program (if applicable). Indicate the term in which the course will no longer be available for students to take and the catalog in which students will not have the option to take the course.

HONR 4400 – Honors Thesis Design (2-3 credit hours)

- We will offer this course until AY 2028/2029 to accommodate students who entered the Honors Program prior to AY 2026/2027.
- It should not be listed as an Honors course in the academic catalog beginning in Fall 2026. Students entering the program after that point will not be able to take the course.
- NOTE: the content from this course will be reintegrated into HONR 2225 and HONR 3335.

8. **Teach-out Arrangement**: If a required course will be deleted from the program, how will you accommodate current students in the program to complete the required course?

☒ Courses will continue of be offered for students to complete program under previous catalog.
(Typical)

☐ Students must transition to new catalog and meet all requirements. (Student advising required)

☐ Students in old catalog will take new or existing courses as outlined below. (Student advising
required)

☐ Department will petition course changes for each student. (Not recommended)

☐ Change is only editorial and will not impact student progress.

C. CHANGE IN PROGRAM DESCRIPTION (if applicable)

1. Current Program Description

NA

2. Proposed Program Description
NA

D. RATIONALE

1. **What is the rationale for this change?**
☒ Annual assessment results ☐ Program review ☐ Program accreditation ☐ College or Department strategic plan ☐ To align with University policy or standard ☒ Other
2. **Description of the Rationale.** Describe the evidence that supports changing the program's curriculum. For example, indicate the types of assessment data (e.g., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc.) collected and analyzed to determine that curricular changes were warranted. Is it due to market trends? Does it reflect changes in the discipline? What are the expected results of the change?
The Honors Program has compiled data regarding the number of credit hours incoming Honors students are bringing into the university during the last several academic years. As outlined in Appendix E, there has been a steady upward trend in which Honors students arrive with a high volume of credit hours due to Advanced Placement or Dual Enrollment credits. In addition, a variety of factors, including (but not limited to) the impact of compliance with federal financial aid regulations, the rigors of students' major requirements, and trends in national Honors curricula, make it increasingly necessary to provide Honors students with greater flexibility in fulfilling their Honors requirements. This data supports the need to create a sliding scale for required number of credit hours in Honors curriculum to be completed by students. In addition, the implementation of the Honors Senior Portfolio (supported by incremental portfolio development courses) will allow the Honors Program to better ensure that Honors students are achieving Honors Programs outcomes (Appendix C) in a way that enhances their degree program(s) of study.

E. RESOURCES

1. Will new faculty, be needed to support the program change? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.

No additional faculty are required for the implementation of these curricular changes; however, the creation of a full-time staff position within the Honors Program would aid the program significantly with anticipated program growth resulting from the changes.
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).
NA.

F. PROGRAM CHANGE SUMMARY

A. **APPENDIX A**: Current Curriculum
B. **APPENDIX B**: Proposed Curriculum
C. **APPENDIX C**: Honors Program Outcomes
D. **APPENDIX D**: New Course proposals
    1. HONR 1115
    2. HONR 2225
    3. HONR 3335
    4. HONR 4445
E. APPENDIX E: Honors Core Curriculum Tracking Data

APPENDIX A

Honors Program -- Current Program

[NOTE: For current program requirements, you can copy paste your program information from the Digital Catalog below. Program information can be found here https://catalog.fairmontstate.edu/index.php?catoid=23]

Honors Curriculum Requirement (10 Credit Hours)

- HONR 1100 Honors Seminar: 1 Credit Hour
- HONR 3350 Honors Seminar in Special Topics (3 Credit Hour)
- HONR 4400 Honors Thesis Design (3 Credit Hours)
- Honors Thesis Project in Student's Major Field (3 Credit Hours)
  Honors students will determine an appropriate project in consultation with the Honors Director and their faculty mentor. Students will be required to present their project in an appropriate venue upon its completion.

Honors Elective Requirements (15-20 Credit Hours)

- Core Curriculum Basic Skills, Critical Reasoning, and Personal Development with Honors designation
- HONR 2200 Honors Mentoring (Repeatable up to 4 credit hours)
- HONR 3301 Honors Study/Travel (Repeatable up to 12 credit hours)
- HONR 3350 Honors Seminar in Special Topics (Repeatable up to 12 credit hours)
- Major Requirements or Electives with Honors designation

Note: There may be curriculum exceptions for transfer students and/or students in programs with special accreditation requirements

Honors Designation Total: 25 - 30 Credit Hours

Transfer Student Honors Requirements (15-20 Credit Hours)

Students who transfer into the Honors Program from another institution with at least 60 credits must complete 15-20 credit hours in the Honors curriculum. Requirements include:

- Core Curriculum, major field of study, and/or courses with Honors designation prefix (6-11 Credit Hours)
- HONR 3350 Honors Seminar in Special Topics (Repeatable)
- HONR 4400 Honors Thesis Design (3 Credit Hours)
- Honors Thesis Project in Student's Major Field (3 Credit Hours)
  Honors students will determine an appropriate project in consultation with the Honors Director and their faculty mentor. Students will be required to present their project in an appropriate venue upon its completion.

Nursing Honors Requirements (25-30 Credit Hours)

Students completing the RN-BSN Nursing degree will undertake the following program of study for their core Honors requirements:

- HONR 1100 Honors Seminar: 1 Credit Hour
- HONR 3350 Honors Seminar in Special Topics (3 Credit Hour)
- NURS 3380 Evidence Based Practice with Honors Designation (3 Credit Hours)
- Honors Core Curriculum Electives (13-18 Credit Hours)

Education Honors Requirements (25-30 Credit Hours)

Students completing Secondary Education degrees will determine in consultation with the Director of Honors and their academic advisor the best course of action for satisfying their senior thesis requirement.

- HONR 1100 Honors Seminar (1 Credit Hour)
- HONR 3350 Honors Seminar in Special Topics (3 Credit Hour)
- EDUC 3340 Instructional Design II with Honors Designation (3 Credit Hours)
- EDUC 3341 Residency 1: Teaching Practice and Assessment with Honors Designation (5 Credit Hours)
- Honors Core Curriculum Electives (15-20 Credit Hours)

APPENDIX B

Honors Program -- Proposed Program

Honors Core Program Requirements (10 Credit Hours)

- Honors Introductory Seminar (1 credit hour)
  - Satisfied by HONR 1100 or HONR 1115

- Honors Portfolio Development (3 credit hours total)
  - HONR 2225 – Honors Portfolio Development I (1 credit hour)
    - To be completed between the 2nd and 4th semester of study.
  - HONR 3335 – Honors Portfolio Development II (1 credit hour)
    - To be completed between the 3rd and 6th semester of study.
  - HONR 4445 – Senior Honors Portfolio (1 credit hour)
    - Must be completed in the last semester of study.

- Honors Interdisciplinary Seminar (3 credit hours)
  - Satisfied by HONR 3350, HONR 3351, or HONR 335+

- Honors Keystone Experience (3 credit hours)
  - May be satisfied by independent study in the students' major / minor field or with HONR 4498.

Additional Hours in Honors:

- All Honors students will complete the Honors Core Program Requirements (outlined above). The number of additional required credit hours with the Honors attribute will be determined by a sliding scale based on the number of credit hours a student has earned at the time of their admission to the Honors Program.

Credit Hours Upon Arrival*	Number of Additional Credit Hours in Honors	TOTAL CREDIT HOURS in Honors
0-15	15	**25**
16-30	12	**22**
31-45	9	**19**
46-60+	6	**16**
* The number of credit hours upon arrival will be determined based on dual enrollment, Advanced Placement, or International Baccalaureate credit for first-time freshman, transfer credits from accredited colleges or universities, or credit hours earned at Fairmont State for returning or current students who did not begin in the Honors Program during their first semester of study.		

- Additional Honors Hours will be earned in the following ways:
  - Honors section of Core Curriculum or Major Requirements

        - The courses noted below are regularly offered for Honors credit. The Honors Director will also continue to work with faculty across campus to determine when and where coursework being completed within the major should be eligible for receiving Honors credit.
        - ART 1120, BIOL 1106, CHEM 1105, COMM 2200, COMM 2201, CRIM 2212, CRIM 4413, ENGL 1101, ENGL 1102, ENGL 2220, ENGL 2221, HIST 1107, HIST 1108, HIST 2211, HIST 2213, MATH 2501, MUSI 1120, MUSI 1168, MUSI 1169, PSYC 1101, THEA 1120, WGST 2201
- Honors Electives:
    - HONR 1103 (Community Service Learning) – repeatable for credit
    - HONR 2200 (Honors Mentoring) – repeatable for credit
    - HONR 3301 (Honors Study/Travel) – repeatable for credit
    - HONR 3350, HONR 3351, HONR 335+
        - Student may take additional sections of the Honors Interdisciplinary Seminar for up to 15 total credit hours

APPENDIX C

Honors Program Outcomes

Current Honors Program Outcomes:

Critical Thinking
Students will acquire and deepen analytical, rhetorical, and reasoning (argumentative) skills.

Knowledge Base
Students will increase both general and discipline-specific knowledge.

Community
Through participation in the social activities of the Honors Program and in their Honors curriculum, Honors students will develop critical skills in collaborative, cooperative, and collegial interaction.

Culture
Students will gain exposure to various forms of cultural expression, including the visual and performing arts, global history and languages, and/or domestic and international travel.

Leadership and Service
Students will acquire and deepen leadership skills and engage in service-oriented learning in their Honors curriculum and in Honors Association activities.

Proposed Honors Program Outcomes:

1. The Pillar of Knowledge (Critical Thinking and Scholarship):
    a. Students will document and develop analytical, rhetorical, and reasoning (argumentative) skills.
    b. Students will develop both general and discipline-specific knowledge.
2. The Pillar of Service (Community and Collaboration):
    a. Through participation in the social activities of the Honors Program and in their Honors curriculum, Honors students will develop critical skills in collaborative, cooperative, and collegial interaction.
    b. Honors students will cultivate a service-based ethos in curricular, co-curricular, and extracurricular activities.

3. The Pillar of Citizenship (Culture Awareness and Global Society):

    a. Students will explore various forms of cultural expression, including the visual and performing arts, global history and languages, and/or domestic and international travel.

    b. Students will develop a sense of purpose in the responsibilities of global citizenship.

4. The Pillar of Leadership (Stewardship and Initiative):

    a. Honors students will actively develop leadership skills and serve in leadership positions when appropriate.

    b. Honors students will be proactive in tailoring their curricular, co-curricular, and extracurricular activities to fulfill their academic goals.

APPENDIX D-1

New Course Proposal – HONR 1115

COURSE CATALOG INFORMATION

1. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	HONR 1115
2. **Course Title:** The title of the course as it will appear in the course catalog.	Honors Introductory Seminar
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).	
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).	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).	
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.	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.
This course is designed to serve alongside of HONR 1100 (Honors First Year Seminar). HONR 1100 is a requirement for the Honors Program and satisfies a Core Curriculum outcome. Many Honors students, however, are **required** to take a first-year seminar class in their program of study (ie NURS 1025 or BSBA 1100). HONR 1115 will thus be developed as an alternative course for students in the Honors Program that will have satisfied the Core Curriculum requirement for the First Year Seminar or have an exemption from that requirement (ie transfer students). It will remove elements of the HONR 1100 curriculum that are redundant for these students and focus explicitly on introducing new Honors students to the Honors Program Outcomes while cultivating allowing them to cultivate a sense of community with other Honors students. The anticipated student population for this course are Honors students who are required to take a different version of the first-year seminar, transfer students, and current students who wish to join the Honors Program after their first semester at Fairmont State. Students who do not fit into one of those categories will continue to take HONR 1100 to satisfy both the Honors requirement for an Honors Introductory Seminar and the Core Curriculum Requirement for a First Year Seminar.

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.

Honors Introductory Seminar provides Honors students with an introduction to the Four Pillars of Honors and the opportunities, expectations, and resources available through Honors. Students explore foundational critical thinking, campus engagement, and ways to integrate Honors experiences into their academic and co-curricular plans.

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…”

- Outcome 1 **–** Students will explain the Four Pillars of Honors and describe how the pillars may be built within their own program of study.

- Outcome 2 – Students will identify co- and extra-curricular opportunities on campus, with particular attention to opportunities within the Honors Program, that may facilitate their ability to achieve Honors Program outcomes.

- Outcome 3 – Students will learn about Honors Program requirements and develop an academic roadmap that enables them to determine how they can complete their Honors requirements alongside of their degree requirements.

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

The Honors Introductory Seminar (HONR 1115) will introduce students to the Four Pillars of Honors – **Knowledge** (Critical Thinking and Scholarship), **Service** (Community and Collaboration), **Citizenship** (Culture Awareness and Global Society), and **Leadership** (Stewardship and Initiative). They will engage in a variety of activities that will enable them to cultivate a sense of community with other Honors students, understand the Honors curriculum, and take the preliminary steps necessary to begin their Honors Portfolio, which will successively be developed via HONR 2225, HONR 3335, and HONR 4445.

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

This one-credit course will be delivered primarily via an online, asynchronous format through Blackboard, though students will be expected to engage in small group work, attend two to three group workshops, and meet one-on-one with the instructor as needed. These will be scheduled so as not to conflict with students' class schedules.

Course content and activities will mirror those utilized in HONR 1100, with redundancies for students who have (or will) complete an alternative first year seminar course.

Students will engage in a series of activities and exercises utilizing online discussion forums to explore the Four Pillars of Honors. They will review evidence of how more advanced Honors students have achieved the program outcomes and they will reflect on how they might achieve the program outcomes within their own program of study. Examples of assessment activities include, but are not limited to:

1. Students will read "The Backfire Effect," an excerpt from Plato's "Allegory of the Cave," and Laird Eldman's "The Rules of Critical Thinking." They will write a brief reflective analysis of the sources and engage in a discussion (in person or on-line, as appropriate) with their classmates about the importance of critical thinking. **(Outcome 1).**

2. Students will participate in an activity called “Honors Survival Island” in order to establish a sense of community, explore the importance of teamwork, and assess important qualities of leadership and initiative. **(Outcome 1)**

3. Students will attend at least one cultural or academic event on campus and write a reflective analysis in order to develop an appreciation for cultural awareness and global citizenship. **(Outcome 1 and Outcome 2)**

4. Students will learn about co and extra-curricular opportunities on campus and find ways to get involved on campus and in the community. **(Outcome 1 and Outcome 2)**

5. Students will learn about the requirements of the Honors Program and will create (or revise) an academic roadmap that takes into account how their Honors requirement can be completed alongside of their degree requirements. (**Outcome 3)**

6. Students will take the first steps in creating their own Honors Portfolio with an end-of-semester final (un)essay project that asks them to explore how they have been building the Four Pillars of Honors in their curricular, co-curricular, and extra-curricular activities on campus. **(Outcome 1)**

APPENDIX D-2

New Course Proposal – HONR 2225

COURSE CATALOG INFORMATION

14. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	HONR 2225
15. **Course Title:** The title of the course as it will appear in the course catalog.	Honors Portfolio Development I
16. **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
17. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	0
18. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	HONR 1100 or HONR 1115
19. **Course Co-requisites:** Include subject prefix and course number.	
20. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	
21. **Course Restrictions** (e.g., Seniors only)	
22. **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
23. **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).	
24. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall and Spring
25. **Writing Intensive:** Does this course fulfill the Writing Intensive major requirement?	No
26. **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 Honors Program will implement a senior portfolio course for students to take upon completion of the Honors Program and the earning of their baccalaureate degree(s). The senior portfolio course will be completed in a student's final semester of study prior to their graduation. HONR 2225 will be the second of four sequential courses Honors students will take towards the completion of the Honors Senior Portfolio (see Appendix D-4). It should be completed between the 2nd and 4th semester of study.

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.

In Honors Portfolio Development I, students begin to build an Honors portfolio that documents their progress in the Four Pillars of Honors. They identify and curate early artifacts from coursework and co-curricular experiences and reflect on how these experiences contribute to their development as Honors students.

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…"

- Outcome 1 **–** Students will continue to cultivate their comprehension of the Four Pillars of Honors, building on foundational knowledge from HONR 1100 or HONR 1115.

- Outcome 2 – Students will identify which of the Four Pillars of Honors they believe are most critical to their own academic goals.

- Outcome 3 – Students will demonstrate their development of at least TWO of the Four Pillars of Honors – Knowledge, Leadership, Service, and Citizenship -- by curating and submitting artifacts from successfully completed courses in their Honors courses, their major curriculum, and their co- and extracurricular activities.

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

Honors Portfolio Development I will primarily serve to allow students to chronicle their progress in the Honors Program upon degree completion to catalogue artifacts that demonstrate their mastery of the Honors Program outcomes, to reflect on their experiences and their postbaccalaureate goals, and to produce a digital portfolio in celebration of their work. The Honors Director will oversee the deployment of the course with input as needed from Honors faculty / advisors and Honors peer mentors.

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

This course will be delivered primarily via an online, asynchronous format through Blackboard, though students may be asked to participate in one-on-one or group meetings, as needed, with the instructor and other students. These will be scheduled so as not to conflict with students' class schedules.

1. Comprehension of Program Outcomes (Course Outcome 1)
    a. Students will engage in a series of activities and exercises utilizing online discussion forums to explore the Four Pillars of Honors. They will review evidence of how more advanced Honors students have achieved the program outcomes and they will reflect on how they might achieve the program outcomes within their own program of study.

2. Identify Program Outcomes for Portfolio Development (Course Outcome 2)
    a. Students will reflect on their degree goals and their co- and extracurricular activities to determine two to three of the Four Pillars of Honors that they are most interested in developing.

3. Honors Portfolio Development (Outcome 3)
    a. Students will begin to develop a portfolio in which they curate artifacts and evidence of how their academic programs of study and their co- and extra-curricular activities are leading to their development of two to three of the Honors Program outcomes.

APPENDIX D-3

New Course Proposal – HONR 3335

COURSE CATALOG INFORMATION

27. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	HONR 3335
28. **Course Title:** The title of the course as it will appear in the course catalog.	Honors Portfolio Development II
29. **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
30. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	0
31. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	HONR 2225
32. **Course Co-requisites:** Include subject prefix and course number.	
33. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	
34. **Course Restrictions** (e.g., Seniors only)	
35. **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
36. **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).	
37. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall and Spring
38. **Writing Intensive:** Does this course fulfill the Writing Intensive major requirement?	No
39. **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 Honors Program will implement a senior portfolio course for students to take upon completion of the Honors Program and the earning of their baccalaureate degree(s). The senior portfolio course will be completed in a student's final semester of study prior to their graduation. HONR 3335 will be the third of four sequential courses Honors students will take towards the completion of the Honors Senior Portfolio (see Appendix D-4). It should be taken between the 3rd and 6th semester of study.

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.

In Honors Portfolio Development II, students will continue to build a portfolio that demonstrates their progress in building the Four Pillars of Honors in their own academic and co-curricular program(s) of study. Students will also evaluate successful models of Honors Keystone Projects in order to develop a proposal for their own keystone experience.

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…"

- Outcome 1 – Students will demonstrate their mastery of at least TWO of the Four Pillars of Honors – Knowledge, Leadership, Service, and Cultural Awareness -- by curating and submitting artifacts from successfully completed courses in their Honors courses, their major curriculum, and their co- and extracurricular activities.

- Outcome 2 – Students will review a variety of options for their Honors Keystone Experience by reviewing examples of successful keystone projects, ranging from traditional honors theses to co-curricular service-based projects to relevant field experience endeavors.

- Outcome 3 – Students will produce a proposal for their own Honors Keystone Experience to be completed during their final one to two semesters of study.

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

Honors Portfolio Development II will primarily serve to allow students to chronicle their progress in the Honors Program upon degree completion to catalogue artifacts that demonstrate their mastery of the Honors Program outcomes, to reflect on their experiences and their postbaccalaureate goals, and to produce a digital portfolio in celebration of their work. The Honors Director will oversee the deployment of the course with input as needed from Honors faculty / advisors and Honors peer mentors. Students will identify a primary faculty mentor for their Honors Keystone Experience by the end of the semester. Faculty mentors will review their students' proposals and provide input as needed.

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

This course will be delivered primarily via an online, asynchronous format through Blackboard, though students may be asked to participate in one-on-one or group meetings, as needed, with the instructor and other students. These will be scheduled so as not to conflict with students' class schedules.

1. Evidence of mastery of program outcomes (Course Outcome 1)
    a. Students will curate and upload artifacts including (but not limited to) how their experiences in their curricular, co-curricular, and extra-curricular activities have enabled them to develop their mastery of at least two of the "Four Pillars of Honors." Students will utilize their experiences in Honors coursework, their major coursework, and their co- and extracurricular activities.

2. Review of formerly submitted Honors Keystone (ie thesis) projects and evaluation of options for completion of student's own project (Course Outcome 2)

    a. Students will review a sampling of successful senior keystone (ie thesis) projects in order to identify and evaluate the components of a successful project. They will also explore possibilities for their own keystone projects in light of their academic and career goals.

3. Honors Keystone Project Proposal (Outcome 3)

a. Students will create identify a faculty mentor to work within completing their Honors Keystone Project. They will submit a two- to three-page project proposal for their project. The proposal will outline the nature of their project and establish a plan of action to complete their project by the time of their degree completion.

APPENDIX D-4

New Course Proposal – HONR 4445

SECTION 2: COURSE CATALOG INFORMATION

40. **Course Subject Prefix and number (e.g., ENGL 1101):** Course number/prefix combinations may be used only once, and may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	HONR 4445
41. **Course Title:** The title of the course as it will appear in the course catalog.	Honors Senior Portfolio
42. **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
43. **Repeatability (number of repeat credit hours):** Students can repeat the course for credit.	0
44. **Course Prerequisites:** Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	HONR 3335
45. **Course Co-requisites:** Include subject prefix and course number.	
46. **Course Cross-listings** (e.g., PSYC 2230 and SOCY 2230)	
47. **Course Restrictions** (e.g., Seniors only)	Must be completed in last semester of study prior to graduation.
48. **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
49. **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).	Required for Honors notation on final transcript
50. **Course Terms:** In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall and Spring
51. **Writing Intensive:** Does this course fulfill the Writing Intensive major requirement?	No
52. **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 Honors Program will implement a senior portfolio course for students to take upon completion of the Honors Program and the earning of their baccalaureate degree(s). The senior portfolio course will be completed in a student's final semester of study prior to their graduation. Honors students will complete the requirements for their Honors portfolio, which will have been incrementally developed in HONR 2225 and HONR 3335. By the time students reach HONR 4445, they should show significant evidence for their development of at least three of the Four Pillars of Honors – Knowledge, Leadership, Service, and Cultural Awareness – which underscore the Honors Program Student Learning Outcomes. In addition to submitting tl portfolio with corresponding artifacts, Honors students will write a final reflection on their accomplishments in the program, including an outline of their goals post-graduation. This will provide the Honors Program with better opportunities for program assessment while enabling students to build a portfolio that spotlights their accomplishments and acquired skills.

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.

In the Honors Senior Portfolio course, students will submit will create a portfolio that combines documentation of their mastery of Honors Program Student Learning Outcomes. They will also write a final reflection on their accomplishments in the Honors Program and their postbaccalaureate goals for utilizing their Honors education within their particular field of study. Students must be in their final semester prior to graduation and they must have applied for graduation in order to enroll in the course.

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> 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…"

- Outcome 1 – Students will demonstrate their mastery of at least THREE of the Four Pillars of Honors – Knowledge, Leadership, Community, and Cultural Awareness -- by curating and submitting artifacts from successfully completed courses in their Honors courses, their major curriculum, and their co- and extracurricular activities.

- Outcome 2 – Students will create a formal portfolio that includes relevant documentation related to their Honors-specific coursework, including but not limited to a self-assessment of their experiences in courses such as the Honors Interdisciplinary Seminars, Honors Experiential Learning Travel Courses, and their Honors Keystone Experience, including evidence that they have presented their work in an appropriate, scholarly venue.

- Outcome 3 – Students will produce a reflective essay on their accomplishments in the Honors Program and their professional, postbaccalaureate goals. Reflective essays should include an assessment of how their Honors education has influenced them in their major field(s) of study.

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

The Honors Senior Portfolio will primarily serve to allow students to chronicle their progress in the Honors Program upon degree completion to catalogue artifacts that demonstrate their mastery of the Honors Program outcomes, to reflect on their experiences and their postbaccalaureate goals, and to produce a digital portfolio in celebration of their work. The Honors Director will overview deployment of the course each semester with assistance from faculty who teach and advise Honors students. A panel of at least three Honors faculty will be enlisted each semester to help evaluate student portfolio submissions. The Honors Director will seek input from Honors faculty across campus in the creation of rubrics that will be used to assess student's work as outlined below. A shell will be created in Blackboard with standard rubrics that all faculty will utilize to ensure uniformity of evaluation from semester to semester.

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

This course will be delivered primarily via an online, asynchronous format through Blackboard, though students may be asked to participate in one-on-one or group meetings, as needed, with the instructor and other students. These will be scheduled so as not to conflict with students' class schedules.

4. Evidence of mastery of program outcomes (Course Outcome 1)
    a. Students will curate and upload artifacts including (but not limited to) how their experiences throughout their baccalaureate degree program have enabled them to develop significant mastery of at least three of the "Four Pillars of Honors." Students will utilize their experiences in Honors coursework, their major coursework, and their co- and extracurricular

activities.

5. Creation of a digital portfolio (Course Outcome 2)
    a. In addition to uploading evidence in relationship to the Four Pillars of Honors, students will upload relevant documentation and self-assessment regarding their Honors-specific curriculum, including their progress in courses such as the Honors Interdisciplinary Seminars, Honors Experiential Learning Travel Courses, and their Honors Keystone Experience.

6. Reflective essay on accomplishments within the program and postbaccalaureate goals (Outcome 3)
    a. Upon submission of their artifacts and creation of their digital portfolio, students will write and submit a reflective essay (suggested length roughly 5-10 double-spaced, typed pages) in which they assess their progress within the Honors Program and their plans post-graduation. In this essay, students should comment on how the materials they have included in their digital portfolio were significant in their mastery of the Honors Program outcomes, affected their professional goals, or impacted their experience within the program.

APPENDIX E

Honors Core Curriculum Tracking Data

The Honors Program has been compiling data regarding the number of credit hours (through dual enrollment or programs such as the College Board's Advanced Placement exams) Honors students have upon their arrival at Fairmont State University. In addition, the Honors Program has catalogued how this increasingly high volume of credit hours affects which Core Curriculum classes Honors students still need. The goal of this initiative has been twofold:

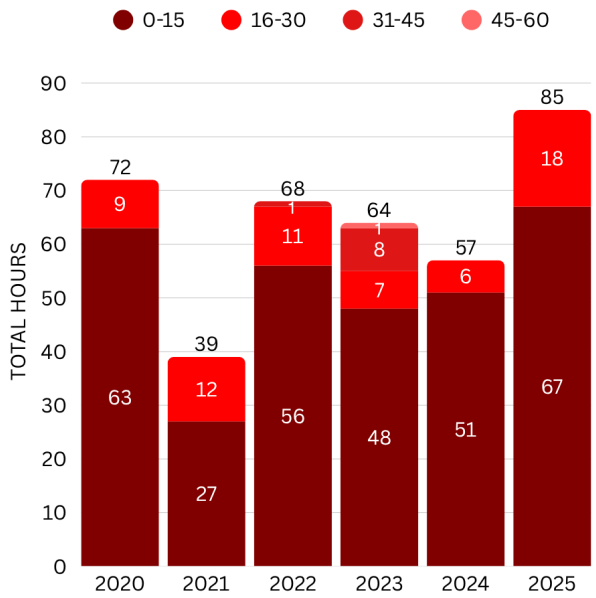
1) to determine if credits received prior to joining the Honors Program adversely impact Honors students' ability to complete the Honors Program.

2) to determine if the Honors Program needs to adjust expectations for how Honors students achieve Honors Programs outcomes.

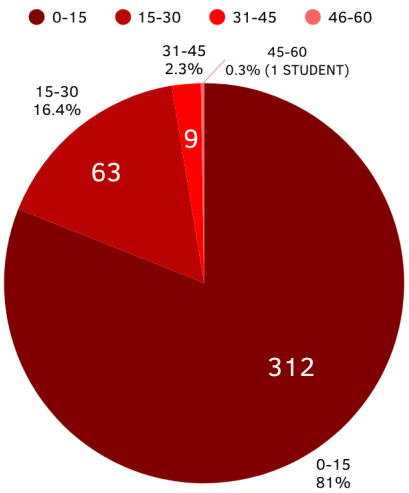
This curriculum revision is designed to address the resultant challenges of these trends by providing students with greater flexibility and a higher degree of agency in achieving completing the Honors Program as they progress in their degree program(s) of study.

The Honors Director can provide more complete data sets upon request. The table below provides a general overview of the data we have produced.

<u>Total Number of Credit Hours Upon Arrival</u>
As indicated in the table below, an overwhelming majority of Honors students are arriving with a significant number of credit hours.



TRANSFERRED CREDIT HOURS
DUAL ENROLLMENT AND ADVANCED PLACEMENT CREDITS



TRANSFERRED CREDIT HOURS
DUAL ENROLLMENT AND ADVANCED PLACEMENT CREDITS

Core Curriculum Categories Satisfied Upon Arrival

The tables below indicates the total number and percentage of students over the last five years that have arrived with the noted Core Curriculum categories already satisfied by dual enrollment or Advanced Placement exams.

Table A:

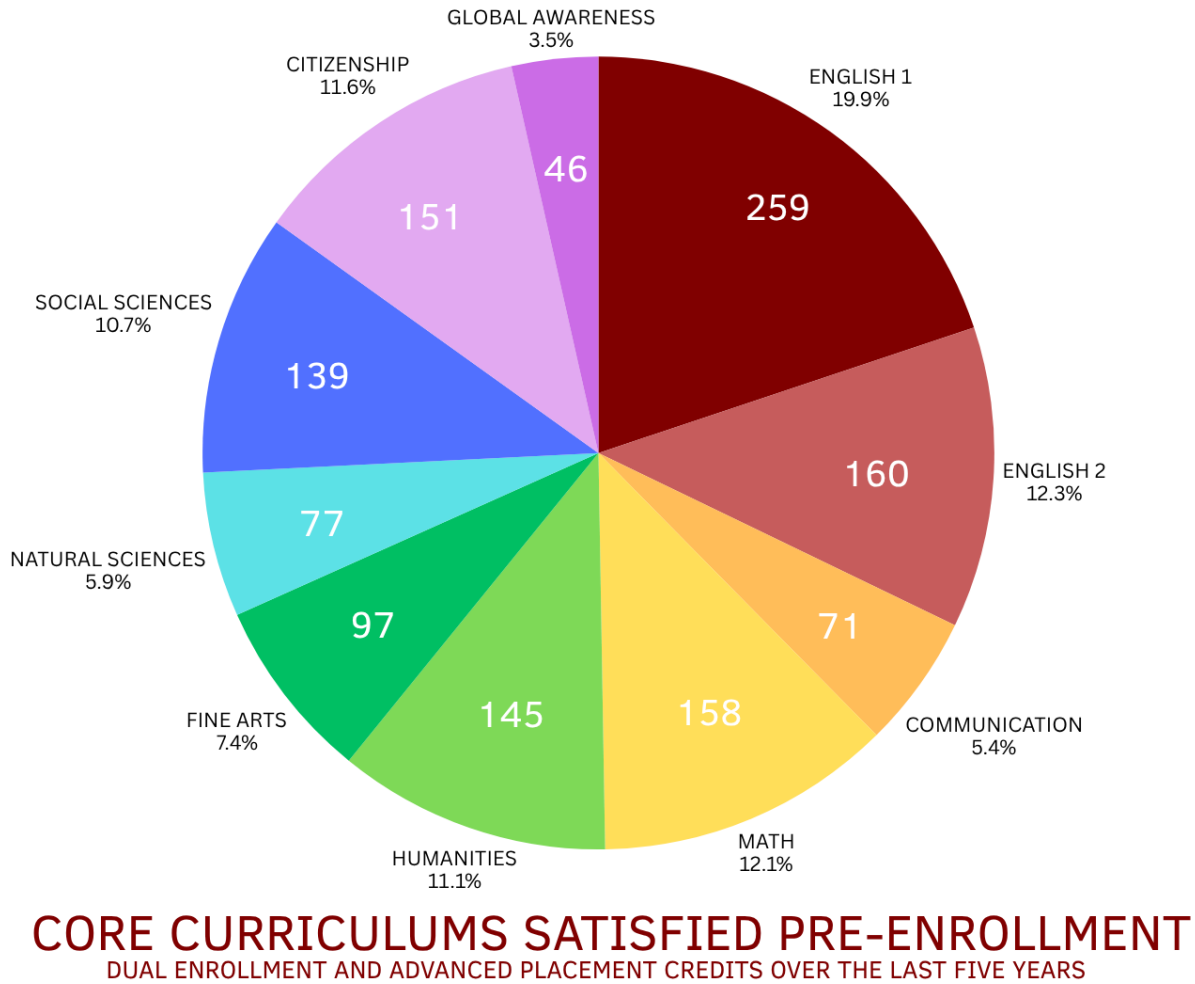


Table B:

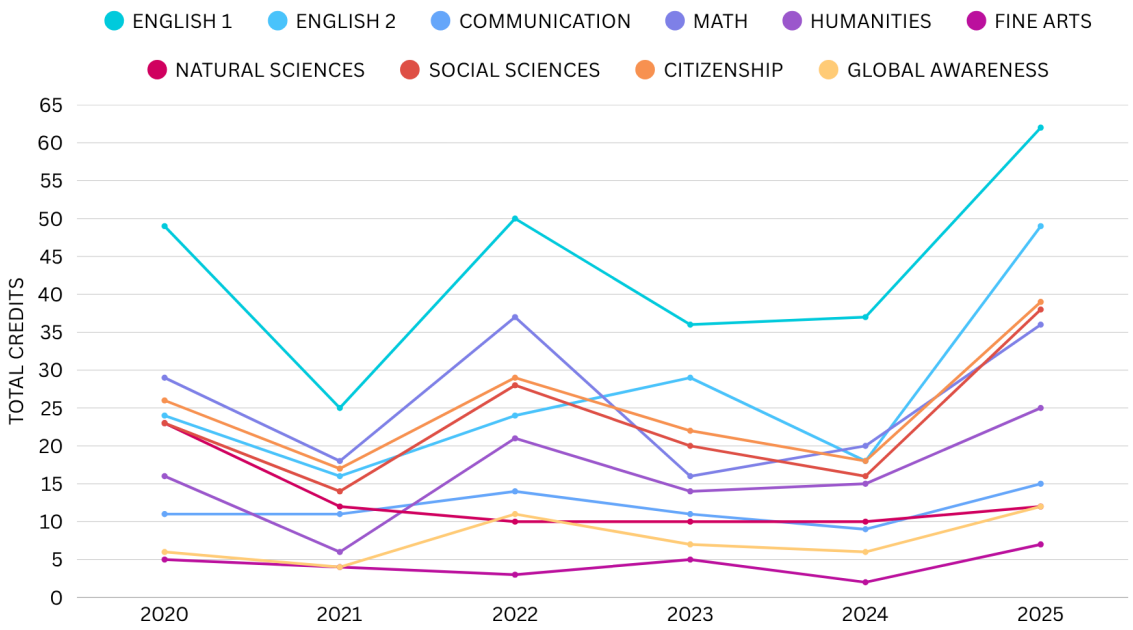
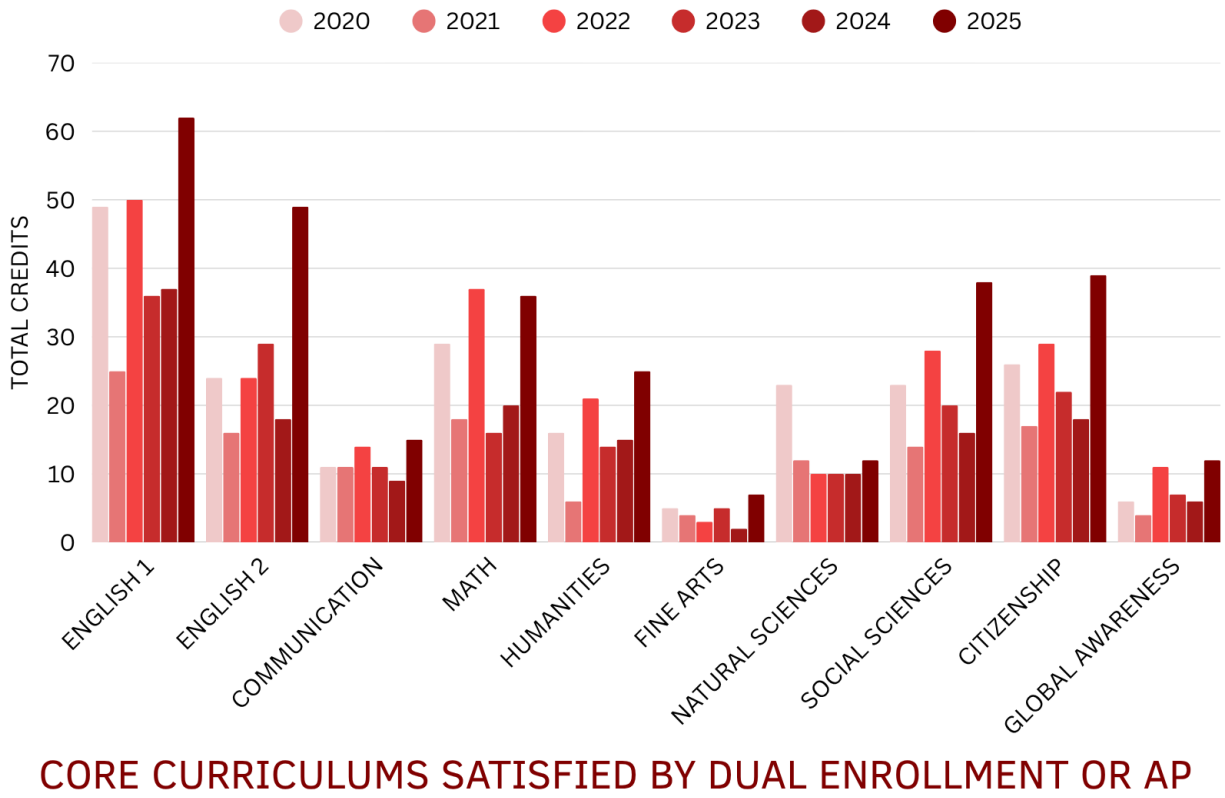


Table C:



The wording for course-level outcomes were fine for HONR 1115, 2225, 3335, and 4445.

HONR 115 has five outcomes for a one-credit course. You might consider reducing the number of outcomes to two or three. Consider if any of the outcomes would be more appropriate as module outcomes. For example, Outcome Four singles out the pillar of critical thinking and might be appropriate as a module outcome under the course-level outcome that is currently listed as Outcome One (which covers all four pillars). Similarly, Outcome Two might be appropriate as a module outcome under the course outcome that is currently listed as Outcome Five.

Proposed Honors Program Outcomes:

1. The Pillar of Knowledge (Critical Thinking and Scholarship):
    a. Students will ~~acquire~~ document and ~~deepen~~ further develop analytical, rhetorical, and reasoning (argumentative) skills.
    b. Students will ~~increase~~ further develop both general and discipline-specific knowledge.

2. The Pillar of Service (Community and Collaboration):
    a. Through participation in the social activities of the Honors Program and in their Honors curriculum, Honors students will develop critical skills in collaborative, cooperative, and collegial interaction.
    b. Honors students will cultivate a service-based ethos in curricular, co- curricular, and extracurricular activities.

3. The Pillar of Citizenship (Culture Awareness and Global Society):
    a. Students will ~~gain exposure to~~explore various forms of cultural expression, including the visual and performing arts, global history and languages, and/or domestic and international travel.
    b. Students will develop a sense of purpose in the responsibilities of global citizenship.

4. The Pillar of Leadership (Stewardship and Initiative):
    a. Honors students will actively develop leadership skills and serve in leadership positions when appropriate.
    b. Honors students will be proactive in tailoring their curricular, co-curricular, and extracurricular activities to fulfill their academic goals.

CURRICULUM CHANGE PROPOSAL

Prepare proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the headings not pertain to your proposal, write N/A.

PROPOSAL NUMBER: 25-26-24

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

SECTION 1: CONTACT INFORMATION

Name:	Cecilia Cotton-Elam, MSN, RN, CNE
Title:	Associate Professor
E-mail Address:	ccotton@fairmontstate.edu
Phone Number:	304-367-4767

SECTION 2: PROGRAM INFORMATION

College:	College of Nursing
Department:	LPN-ASN
Title of Degree Program/Certificate:	LPN-ASN
Degree Program Level:	Associate's Degree
Date Originally Submitted:	9/3/2025
Implementation Date Requested:	8/17/2026

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
	

ADDITIONAL COMMENTS:

SECTION 3: Curriculum Change Request

A. PROPOSAL ABSTRACT.

Write a brief abstract, not exceeding 150 words, describing proposed changes.
The proposed changes aim to align the LPN-ASN program more closely with the traditional ASN program to ensure consistency in curriculum delivery, academic rigor, and student outcomes. By synchronizing course objectives, instructional methods, and clinical experiences, the revised LPN-ASN program will better reflect the core competencies expected in the traditional ASN pathway. The alignment will also involve adopting similar evaluation tools, competency-based assessments, and technology-enhanced learning strategies, such as standardized simulation scenarios. These modifications are designed to enhance student preparedness for the NCLEX-RN exam, facilitate smoother transitions into clinical practice, and promote equitable learning experiences for all nursing students. Additionally, faculty development initiatives will ensure cohesive instructional approaches across both programs, ultimately supporting the college's mission of providing high-quality nursing education to both traditional and non-traditional students.

B. DESCRIPTION OF THE PROPOSAL

1. Full Program Name:	LPN-ASN Program
2. Current number of credit hours required for the program:	60
3. Is the program changing the number of credit hours required for the program?	Yes ☐ 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) (If applicable): List the course(s) to be added to program (if applicable). Indicate whether the course is an existing course or will be a proposed new course.

Course	Credits	Comments
NURS 1055	2	New Proposed Course
NURS 1050	5	New Proposed Course

NURS 1118	3	Existing course
BIOL 2205	3	Existing course
NURS 1125	2	Existing course
NURS 2208	6	Existing course
NURS 2114	3	Existing course
NURS 2214	3	Existing course
NURS 2203	4	Existing course
NURS 2211	2	Existing course
NURS 2212	3	Existing course
NURS 2220	2	Existing course

7. **Deleted Courses (if applicable):** List course(s) to be deleted from the program (if applicable). Indicate the term in which the course will no longer be available for students to take and the catalog in which students will not have the option to take the course.

Course	Credits	Comments
NURS 1200 Nursing Care Across the Lifespan 1	7	Fall 2026
NURS 1201 Mental Health Nursing Across the Lifespan	3	Fall 2026
NURS 1206 Health Assessment Across the Lifespan	2	Fall 2026
NURS 2301 Nursing Care Across the Lifespan 2	7	Spring 2027
NURS 2304 Pharmacology Across the Lifespan	3	Spring 2027
NURS 2401 Nursing Care Across the Lifespan 3	5	Summer 2027
NURS 2403 Capstone Clinical Experience	4	Summer 2027
NURS 2405 LPN to RN Role Transition	3	Summer 2027

8. **Teach-out Arrangement**: If a required course will be deleted from the program, how will you accommodate current students in the program to complete the required course?

☒ Courses will continue of be offered for students to complete program under previous catalog. (Typical)

☐ Students must transition to new catalog and meet all requirements. (Student advising required)

☐ Students in old catalog will take new or existing courses as outlined below. (Student advising required)

☐ Department will petition course changes for each student. (Not recommended)

☐ Change is only editorial and will not impact student progress.

C. CHANGE IN PROGRAM DESCRIPTION (if applicable)

1. Current Program Description
N/A
2. Proposed Program Description
N/A

D. RATIONALE

1. **What is the rationale for this change?**
☐ Annual assessment results ☐ Program review ☐ Program accreditation ☒ College or Department strategic plan ☐ To align with University policy or standard ☐ Other
2. **Description of the Rationale.** Describe the evidence that supports changing the program's curriculum. For example, indicate the types of assessment data (e.g., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc.) collected and analyzed to determine that curricular changes were warranted. Is it due to market trends? Does it reflect changes in the discipline? What are the expected results of the change?
The decision to change the LPN-ASN program's curriculum is supported by a comprehensive review of assessment data, market trends, and evolving industry standards. Key evidence includes: 1. **Licensure Exam Performance**: NCLEX-RN first-time pass rates have demonstrated an upward trend. However, analysis of specific test items and areas of student performance indicate gaps in clinical reasoning and competency that can be addressed by aligning the LPN-ASN curriculum more closely with the traditional ASN program. Research supports integrating NCLEX-style questions throughout coursework to reinforce critical thinking and exam readiness (Davenport, 2017; Romeo, 2013). 2. **Student and Faculty Feedback**: Surveys and interviews conducted with current students, alumni, and faculty have highlighted inconsistencies in the learning experience between the LPN-ASN and traditional ASN programs. Students reported a desire for more robust simulation experiences and clearer alignment with clinical expectations.

Variability in these areas can negatively impact learner outcomes (Moradi & Salahshoori, 2020; Ironside, 2015).

3. **Accreditation Reports**: The recent ACEN accreditation report recommended greater standardization between the LPN-ASN and traditional ASN programs to ensure curriculum coherence and consistency in meeting learning outcomes. This mirrors national calls for improved instructional alignment to ensure all students meet program outcomes regardless of delivery model (Oermann et al., 2017).
4. **Industry Trends**: The evolving healthcare environment demands nurses with strong critical thinking, adaptability, and interdisciplinary teamwork skills. Employers have expressed a need for LPN-ASN graduates to have the same clinical readiness as traditional ASN graduates. Aligning simulation, clinical exposure, and instruction across tracks helps ensure readiness (Jeffries et al., 2015; Fogg et al., 2020).
5. **Discipline Changes**: Advancements in nursing education, particularly in simulation and competency-based learning, have led to curricular revisions nationwide. To stay current with best practices, the program must integrate updated teaching strategies and technology. These tools promote consistent evaluation and knowledge transfer, especially in hybrid and asynchronous programs (McCutcheon et al., 2018; De Gagne et al., 2021).

Expected Results: The alignment is anticipated to:

- Improve NCLEX-RN pass rates by providing uniform content and clinical rigor across both programs.
- Enhance student clinical readiness and employability.
- Ensure consistency in faculty instructional methods and assessments.
- Promote program growth by appealing to both traditional and non-traditional students seeking high-quality nursing education.

E. RESOURCES

1. Will new faculty, be needed to support the program change? If no new faculty are required and the revision is adding classes or substituting courses, identify how current faculty will meet the demand.

No new faculty are anticipated to be required to support the proposed LPN-ASN program changes. The revision focuses on aligning the curriculum with the traditional ASN program by substituting courses and optimizing the use of existing faculty expertise rather than adding new classes. Current faculty will meet the increased demand in the following ways:

1. **Faculty Reallocation and Cross-Teaching**: Faculty members who already teach in the traditional ASN program will be cross-utilized to teach in the LPN-ASN program. Since both programs will share similar course objectives and content, this reallocation will allow for a more efficient use of faculty resources.
2. **Enhanced Faculty Development**: Current faculty will undergo professional development to ensure they are equipped to teach across both programs effectively. Training in standardized teaching strategies, simulation-based education, and competency-based evaluations will help faculty manage the increased demand without additional hires.

3. **Technology Integration**: Leveraging technology such as online modules, simulation labs, and digital tools like VoiceThread will help faculty deliver content more efficiently, reducing the time burden of in-person instruction.
4. **Collaborative Course Design**: By developing shared syllabi, lesson plans, and evaluation tools across both programs, faculty can streamline course delivery, allowing them to manage their teaching load more effectively without the need for additional personnel.

This approach ensures that the existing faculty body can accommodate the curricular changes while maintaining the high quality of education for both LPN-ASN and traditional ASN students.

These changes are based on collaborative review and reflect the College of Nursing's commitment to continuous improvement. No new resources are required, as alignment allows for shared instructional materials, improved use of existing simulation capacity, and better cross-utilization of faculty expertise.

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 significant new facilities, equipment, or space modifications are anticipated to support the LPN-ASN program changes. However, the following adjustments will be made to optimize current resources:

1. **Simulation Labs and Equipment**: The existing simulation labs will be more fully utilized by both LPN-ASN and traditional ASN students. The shared use of simulation scenarios, competency-based assessments, and high-fidelity mannequins will enhance student learning without requiring new equipment. No additional simulation lab sessions should be required as LPN-ASN students utilize the lab in their current curriculum.
2. **Library Materials and Services**: As the LPN-ASN program aligns with the traditional ASN curriculum, existing library resources such as textbooks, e-books, and databases should meet the needs of both programs. There may be a slight increase in demand for certain digital resources (e.g., access to nursing journals, e-books), but these can be managed within the current library budget.
3. **Classroom and Online Learning Spaces**: The physical classrooms currently used by the traditional ASN program should not be affected as the LPN-ASN program will remain online aside from clinical. In terms of online course delivery, the continued use of Blackboard, VoiceThread, and other digital tools will remain central. The alignment of the curriculum may lead to some cost savings as digital resources are standardized across both programs.
4. **Reduction in Costs**: By aligning the curriculum and standardizing course materials across both programs, there may be some reduction in the cost of developing new courses or purchasing additional materials. The increased use of shared simulation resources, digital tools, and standardized teaching strategies will lead to more efficient use of current resources, potentially reducing overall program expenses.

Estimated Cost: **Minimal** (mostly related to potential increases in digital resource access fees and extended lab hours). No significant new expenditures for facilities or equipment are expected. No fees will be added.

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 changes to minors and certificates, please attach a document showing the current program and proposed changes. You do not need to complete Appendix A for minors and certificates.

APPENDIX A
LPN-ASN Degree
Current Program

[NOTE: For current program requirements, you can copy paste your program information from the Digital Catalog below. Program information can be found here https://catalog.fairmontstate.edu/index.php?catoid=23]

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	0
Written Communication	ENGL 1101, ENG 1102, ENG 1103	X
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	0
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	0
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	0
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	0
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	0
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	3

Required Major Courses (XX Credit Hours)		
Course Prefix & Number	**Course Name**	**Credit Hours**
ENGL 1101	Written English 1	3
ENGL 1102	Written English 2	3
PSYC 1101	Introduction to Psychology	3
BIOL 1180	Human Anatomy and Physiology	3
BIOL 1181	Human Anatomy and Physiology Lab	1
BIOL 2205	Technical Microbiology	3
NUTR 1110	Nutrition	3
NURS 1101	Fundamentals of Nursing	7
NURS 1200	Nursing Care Across the Lifespan 1	7
NURS 1201	Mental Health Nursing Across the Lifespan	3
NURS 1206	Health Assessment Throughout the Lifespan	2
NURS 2301	Nursing Care Across the Lifespan 2	7
NURS 2304	Pharmacology Throughout the Lifespan	3
NURS 2401	Nursing Care Across the Lifespan 3	5
NURS 2403	Capstone Clinical Experience	4
NURS 2405	LPN-RN Role Transition	3

Total Core Curriculum Credit Hours:	**19**
Total Required Major Courses Credit Hours:	**41**
Total Required Concentration Credit Hours:	
Total Elective Credit Hours (If applicable):	**0**
Total Free Electives Credit Hours:	**0**
TOTAL CREDIT HOURS	**60**

LPN-ASN Degree

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	0
Written Communication	ENGL 1101, ENG 1102, ENG 1103	X
Oral Communication	COMM 2200, COMM 2201, or COMM 2202	0
Mathematics	MATH 1407, MATH 1507, MATH 1510, MATH 1430, MATH 1530, MATH 1540, MATH 1585, MATH 2501	0
Humanities	ENGL 2220, ENGL 2221, ENGL 2240, FOLK 2200, HIST 2211, HIST 2212, HIST 2213, PHIL 2200, PHIL 2250, PHIL 2275	0
Fine Arts	ART 1120, ART 1141, MUSI 1106, MUSI 1120, MUSI 1167, MUSI 1168, MUSI 1169, MUSI 2247, MUSI 2277, MUSI 2279, THEA 1120	0
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	0
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	3

Required Major Courses (XX Credit Hours)		
Course Prefix & Number	**Course Name**	**Credit Hours**
NURS 1055	Health Assessment and Therapeutic Communication	2
ENGL 1101	Written English 1	3
BIOL 1180	Human Anatomy and Physiology	3
BIOL 1181	Human Anatomy and Physiology Lab	1
NUTR 1110	Nutrition	3
PSYC 1101	Introduction to Psychology	3
NURS 1050	Fundamentals of Nursing	5
NURS 1108	Nursing Care of Adults 1	6
NURS 1118	Pharmacology and Nursing Process	3
BIOL 2205	Technical Microbiology	3
NURS 1125	Basic Drug Dosage Calculations for Nurses	2
NURS 2208	Nursing Care of Adults 2	6
NURS 2114	Nursing Care of Maternal and Infants	3
NURS 2214	Nursing Care of Children and Adolescents	3
NURS 2203	Mental Health Nursing	4
NURS 2211	Professional Role Transition	2
NURS 2212	Nursing Care of Adults 3	3
NURS 2220	Nursing Capstone Clinical	2
ENGL 1102	Written English 2	3

Total Core Curriculum Credit Hours	**19**
Total Required Major Courses Credit Hours	**41**
Total Required Concentration Credit Hours (if applicable)	
Total Elective Credit Hours (if applicable)	
Total Free Electives Credit Hours (if applicable)	
TOTAL CREDIT HOURS	**60**

New Course Proposal

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

COURSE PROPOSAL NUMBER: 25-26-24(a)

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

SECTION 1: PROPOSAL INFORMATION

Name:	Cecilia Cotton-Elam MSN, RN, CNE
Title:	Associate Professor
E-mail Address:	ccotton@fairmontstate.edu
Phone Number:	304-367-4767

College:	College of Nursing
Department:	ASN
Program Level:	Undergraduate
Date Originally Submitted:	9/26/2025
Implementation Date Requested:	8/17/2026

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
Nursing	

ADDITIONAL COMMENTS:

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 may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	NURS 1050
2. **Course Title:** The title of the course as it will appear in the course catalog.	Fundamentals of Nursing
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.	5
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).	Admission to Traditional ASN Program or Weekend/Hybrid ASN Program
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)	Traditional ASN, Weekend Hybrid ASN students 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).	Standard 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).	Required. College of Nursing ASN requirement
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.	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 new *Fundamentals of Nursing* course was developed to restructure content and credit hours for improved alignment across all ASN program tracks. The previous *Fundamentals of Nursing* course (7 credits: 5 theory, 2 clinical) included health assessment content, creating an extensive workload. The revised structure reduces the course to 5 credits (4 theory, 1 clinical) and moves health assessment content into a separate 2-credit *Health Assessment and Therapeutic Communication* course, which already exists in the LPN-ASN track. This change allows all ASN students (Traditional, Weekend, and LPN-ASN) to follow a consistent, aligned curriculum while maintaining dedicated instruction in health assessment. The course is a required component of the ASN curriculum and cannot be replaced by an existing course due to its updated focus, credit distribution, and role in establishing foundational nursing competencies.

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.

> This course introduces beginning nursing students to foundational concepts essential to safe and effective nursing practice. Students explore the nurse's role as a care provider and develop a basic understanding of how to apply the nursing process to support the health and well-being of individuals. Clinical, laboratory, and simulation experiences provide opportunities to practice fundamental nursing skills, deliver basic client care, and promote comfort and safety. The course also examines developmental considerations, sociocultural influences, and factors affecting mental and emotional well-being across the lifespan.

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> 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:

Concepts	Outcome(s)
Human Flourishing	1. Utilize nursing judgment skills in establishing an individualized plan of care for adult clients.
Nursing Judgment	2. Practice basic strategies to promote a safe, effective care environment. 3. Practice inter-professional communication skills.
Professional Identify	4. Demonstrate professional responsibility in the delivery of client-centered care.
Spirit of Inquiry	5. Describe evidence-based practice guidelines to improve the quality of care.

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

Students' achievement of the course learning outcomes will be assessed through a combination of practical and theoretical evaluations. These will include:

- Written examinations and quizzes to assess understanding and application of foundational nursing concepts, safety principles, and the nursing process.
- Skills performance competencies and simulation activities to evaluate psychomotor competency, clinical reasoning, and prioritization of care.
- Clinical evaluations measuring application of knowledge, professionalism, communication, and collaboration in care settings.
- Assignments and reflective journals to assess integration of evidence-based practice, ethical standards, and professional behaviors.
- Participation and engagement in class, lab, and clinical experiences to demonstrate accountability and readiness for practice.

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

Unit	Concepts Included
Unit 1: Foundations of Nursing Practice	Health & Wellness; Health Disparities; Medical Terminology (Intro); Basic Human Needs; Nursing Process; Theory, Research & Evidence-Based Practice; Critical Thinking; Cardiopulmonary Function & Oxygenation; Vital Signs; Test-Taking and Basic Math for Nursing
Unit 2: Human Development & Infection Control	Asepsis & Infection Prevention; Urinary Elimination; Growth & Development Across the Lifespan (Adolescent → Older Adult); Homeostasis; Intro to Fluids & Electrolytes; Learning & Study Strategy Building; Introduction to Medication Dosage Calculations
Unit 3: Medication & Comfort Care	Principles of Safe Medication Administration; Pain & Comfort Concepts; Skin Integrity & Wound Healing Processes; Administration of Medications (Oral, Parenteral, Topical, Inhaled, Irrigation)
Unit 4: Professional Nursing Practice & Client Management	Ethics & Values; Legal Implications; Client Education Principles; Managing and Coordinating Client Care; Delegation; Sleep & Rest; Documentation & Record-Keeping; Math Skill Refinement

Unit	Concepts Included
Unit 5: Physiological & Psychosocial Care Support	Nutrition; Fluid & Electrolyte Balance (Applied Understanding); Bowel Elimination; Spiritual Health; Stress & Adaptation; Cultural Considerations in Care
Unit 6: Identity, Roles & Human Development	Self-Concept; Sexuality & Reproduction
Final Integration	Course Review and Concept Synthesis

New Course Proposal

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

COURSE PROPOSAL NUMBER: 25-26-24(b)

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

SECTION 1: PROPOSAL INFORMATION

Name:	Cecilia Cotton-Elam MSN, RN, CNE
Title:	Associate Professor
E-mail Address:	ccotton@fairmontstate.edu
Phone Number:	304-367-4767

College:	College of Nursing
Department:	ASN
Program Level:	Undergraduate
Date Originally Submitted:	9/26/2025
Implementation Date Requested:	8/17/2026

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
Nursing	

ADDITIONAL COMMENTS:

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 may not be recycled; please check with the Registrar's Office to get a list of available, valid course numbers.	NURS 1055
2. **Course Title:** The title of the course as it will appear in the course catalog.	Health Assessment and Therapeutic 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.	2 (1 theory, 1 clinical)
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).	Admission to Traditional ASN Program, LPN-ASN Program, or Weekend/Hybrid ASN Program
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)	Traditional ASN, LPN-ASN, and Weekend Hybrid ASN students 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).	Standard 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).	Required. College of Nursing ASN requirement
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.	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 Health Assessment and Therapeutic Communication course was developed as part of a curriculum restructuring intended to improve alignment and consistency across all ASN program tracks. Previously, health assessment content was embedded within the 7-credit Fundamentals of Nursing course, which resulted in an excessive student workload and uneven sequencing of foundational skills. In contrast, the LPN-ASN track already offered a standalone 2-credit Health Assessment Across the Lifespan course, providing focused instruction in interviewing, health history, physical assessment techniques, therapeutic communication, and documentation. By transitioning to this dedicated 2-credit course, the ASN program ensures that all students (Traditional, Weekend, and LPN-ASN) receive the same comprehensive, structured preparation in health assessment and communication. This promotes curricular coherence, improves credit distribution, and supports clearer progression into subsequent clinical and medical–surgical courses. This course is required for all ASN students and cannot be replaced by any existing course, as its updated focus, dedicated credit hours, and alignment with program outcomes reflect the redesigned curriculum structure and accreditation expectations for foundational assessment competencies.

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.

> This course focuses on concepts and principles underlying assessment of the health status of individuals across the lifespan, with emphasis placed on interviewing skills, health histories, and the physical assessment of findings in maternal, newborn, pediatric, adult, and geriatric populations. Students will develop effective therapeutic communication techniques to support client-centered care, enhance cultural sensitivity, and foster trust during health interviews and assessments. Through guided practice, students obtain health histories, perform physical assessments, and apply the nursing process while demonstrating clear, professional, and compassionate communication in clinical interactions. PR: Admission to any of the ASN program tracks, Meets all program prerequisite requirements.

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to <u>demonstrate</u> 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:

Concepts	Outcome(s)
Human Flourishing	1. Conduct a comprehensive health history using therapeutic communication strategies to identify current and potential health problems and identify health promotion activities across the lifespan.
Nursing Judgment	2. Use evidence-based assessment guidelines appropriate to client age, condition, and cultural background. 3. Differentiate between expected and unexpected assessment findings across the lifespan to support safe clinical decision-making.
Professional Identify	4. Demonstrate effective communication with clients, families, and healthcare professionals during health history interviews and physical assessments. 5. Document assessment findings clearly, accurately, and professionally using accepted nursing standards.
Spirit of Inquiry	6. Utilize evidence-based practice assessment guidelines to guide assessment techniques, communication approaches, and interpretation of findings.

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

Students' achievement of the course learning outcomes will be assessed through a combination of practical and theoretical evaluations. These will include:

- **Written examinations** to assess mastery of health history, communication, system-specific assessment techniques, expected vs. unexpected findings, and evidence-based assessment guidelines.
- **A comprehensive head-to-toe assessment competency**, in which students demonstrate their ability to obtain a health history, perform a complete physical assessment across body systems, communicate findings clearly, and document accurately.
- **Virtual simulations, ATI modules, and Swift River assignments** to evaluate clinical reasoning, assessment decision-making, and application of assessment skills to diverse adult, pediatric, maternal–newborn, and geriatric scenarios.
- **Weekly assignments and case studies** to measure understanding of assessment principles, cultural considerations, therapeutic communication, and adaptations across the lifespan.
- **Documentation and communication activities** to assess students' ability to accurately record findings, provide organized SBAR communication, and use professional therapeutic communication techniques.
- **Participation and engagement in asynchronous learning activities**, including videos, case-based exercises, and discussion-based components, to demonstrate

preparedness, accountability, and consistent progress toward proficiency.

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

Unit	Concepts Included
Unit 1: Foundations for Health Assessment	Introduction to Health Assessment; Purpose and Components of Health Histories; Assessment Equipment & Techniques (inspection, palpation, percussion, auscultation); General Survey & Measurement (appearance, behavior, vital signs); Cultural Considerations in Assessment; Pain Assessment Principles; Documentation Basics (subjective vs. objective data; structuring accurate notes)
Unit 2: Communication in Health Assessment	Therapeutic Communication Principles; Verbal & Nonverbal Communication Techniques; Establishing Rapport and Building Trust; Open-Ended vs. Closed-Ended Questioning; Active Listening & Clarification Strategies; Motivational Interviewing Basics; Communication Adaptations Across the Lifespan (Pediatric communication [caregiver involvement, age-appropriate language], Adolescent communication [privacy, autonomy], Older adult communication [addressing sensory/cognitive changes]); Communicating Cultural, Linguistic, and Health Literacy Considerations; Communication During the Physical Examination; Professional Communication with the Interprofessional Team (ISBAR)
Unit 3: Adult Physical Assessment	Head-To-Toe Systems Assessment (Skin, Hair & Nails, HEENT, Respiratory System, Cardiovascular, Peripheral Vascular, Gastrointestinal/Abdominal, Musculoskeletal System, Neurological System, Breast & Axillae, Genitourinary & Reproductive); Expected vs. Unexpected Findings Across Systems; Reporting Urgent Abnormalities; Documentation of Adult System Findings; Virtual and Simulated Case Studies (ATI, Swift River)
Unit 4: Health Assessment Across the Lifespan	Developmental Assessment Across the Lifespan; Assessment of the Infant, Child & Adolescent; Family-Centered Assessment & Communication; Assessing the Pregnant Patient; Newborn Assessment; Assessment of the Older Adult (Normal age-related variations, Atypical presentations, Safety considerations); Lifespan Adaptations in Communication & Physical Examination; Documentation Across the Lifespan; Pediatric, OB, and Geriatric Virtual Case Studies
Unit 5: Comprehensive Assessment & Clinical Application	Conducting a Complete Head-to-Toe Physical Examination; Integrating Health History and Physical Findings; Prioritizing Assessment Data; Evidence-Based Assessment Guidelines; Communicating a Full Assessment to Providers (verbal + written); Professional Documentation of Comprehensive Assessments; Preparation for Head-to-Toe Video Competency; Course Review and Concept Synthesis

Unit	Concepts Included
Final Integration	Lifespan Synthesis of Assessment, Communication, and Clinical Judgment; Review for Comprehensive Final Exam; Application of Concepts in Clinical and Virtual Settings