Minutes – Undergraduate Curriculum Committee  
May 8, 2019    Ginger Hall 201    2:00 p.m. – 2:50 p.m.

PRESENT: DR. LAURIE COUCH, DR. JULIA HYPES, DR. SHANE SHOPE, DR. JULIA FINCH (VIA EMAIL), DR. DIRK GRUPE, DR. NILESH JOSHI, DR. FLINT HARRELSON, MR. TOM KMETZ, MS. KERRY MURPHY, DR. IGNACIO BIRRIEL (PHYS), DR. MICHELE WALTERS (NURS) & DR. CHRIS SCHROEDER (MAPH)

ABSENT: DR. SARA LINDSEY & DR. MORGAN GETCHELL

RECORDING: MS. GABRIA SEXTON

I. Minutes:

a. A motion to approve minutes from April 10, 2019 was made by Dr. Hypes with a second by Dr. Grupe. Minutes approved.

II. New Course:

a. NURS 401: Disaster and Emergency Management. Dr. Lucy Mays, Originator – Dr. Walters was present to summarize and answer questions concerning the proposal. The new course proposal requests to create NURS 401 which was developed to meet student demand for upper level electives. The course will be offered during the 2nd ½ semester. A motion to approve was made by Julia Hypes with a second by Dr. Harrelson. The committee voted and approved the proposal. The course is effective fall 2020.

III. Physics 231, Minor in Physics, & Minor in Astrophysics Proposals:

These three proposals are related to the loss of MATH 275 as a corequisite of PHYS 231. Drs. Schroeder and Birriel were present to summarize and answer questions concerning the PHYS 231 and Physics Minor proposals. Dr. Grupe was present to summarize and answer questions concerning the Astrophysics Minor proposal. The PHYS 231 proposal requests to add Math 275 as a corequisite for PHYS 231. Since PHYS 231 is a calculus based physics course, MATH 275 as a corequisite is appropriate for student success and appeared in previous catalogs but does not currently. The proposal for the Physics Minor requests to add a statement to the Physics Minor section of the UG Catalog to inform interested students that they will need to complete MATH 175 and MATH 275 but it does not add them as required courses for the minor. The proposal for the Astrophysics Minor requests to add MATH 175 and MATH 275 as required courses. The committee discussed the two ways the academic minor proposal originators proposed to align the academic Minors with the proposed PHYS 231 corequisite requirement and the rationale of each concerning double-dipping, effects on students, and required number of hours for an academic minor.

a. PHYS 231: Engineering Physics I. Dr. Birriel, Originator – A motion was made to approve by Dr. Grupe with a second by Dr. Joshi. The committee voted and approved the proposal. With an exception to the normal timeline, the changes are effective fall 2019.
b. Physics Minor. Dr. Birriel, Originator – A motion was made to approve by Dr. Hypes with a second by Dr. Harrelson. The committee voted and approved the proposal. With an exception to the normal timeline, the changes will be effective fall 2019.

c. Astrophysics Minor. Dr. Grupe, Originator – A motion was made to approve by Dr. Joshi with a second by Dr. Hypes. The committee voted and approved the proposal. With an exception to the normal timeline, the changes are effective fall 2019.

IV. Other Business:

Committee membership will change for 2019-20 as follows: Dr. Hypes will be replaced by Dr. Janet Ratliff, Dr. Shope will be replaced by Dr. Daryl Privott and Dr. Finch will be replaced by Dr. Mark Graves. Dr. Grupe has been selected for another term.

Dr. Couch updated the committee on the General Education Implementation committee’s timeline and how it may affect the submissions to this committee. She also stated that the Space Systems Engineering program has been approved by the CPE and it has been determined that it is not a substantive change for SACs.

The committee discussed again the rationale/need for courses with multiple equated prefixes. Dr. Couch stated that the committee could decide not to approve course equations in the future with a stated rationale.
COURSE
New Course or Major Revision to Existing Course
Undergraduate Curriculum Routing Form
Revised January 2018

This is a ☑ New Course ☐ Revised Course

<table>
<thead>
<tr>
<th>Course:</th>
<th>NURS 401: Disaster and Emergency Management (3-0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>Nursing</td>
</tr>
<tr>
<td>College:</td>
<td>Science</td>
</tr>
</tbody>
</table>

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

If question F1 or F2 in section V is answered yes, then you (the initiator) must have a representative from Information Technology (GH 201) sign the signature sheet before it is submitted to the department curriculum committee.

Chris Howes 03/25/2019
Information Technology Resources Are Available (Sign and Print)
∞ Approved ( ) Disapproved Date

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.

Departmental Curriculum Committee

Department Chair or Associate Dean (Sign and Print)

College Curriculum Committee (Sign and Print)

Dean (Sign and Print)

Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print)

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie Conna 5/8/19
Undergraduate Curriculum Committee (Sign and Print)

Vice President for Academic Affairs (Sign and Print)

Fall 2020
**COVER SHEET**

This sheet (including the Checklist) **MUST** accompany the paper hard copy of the proposal that is routed through the signature process.

<table>
<thead>
<tr>
<th>Course: (as listed in current catalog)</th>
<th>NURS 401: Disaster and Emergency Management (3-0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: (as listed in current catalog)</td>
<td>Nursing</td>
</tr>
<tr>
<td>College: (as listed in current catalog)</td>
<td>Science</td>
</tr>
</tbody>
</table>

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

**Please note: it is the initiator’s responsibility to track a proposal through the approval process.**

The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

<table>
<thead>
<tr>
<th>Initiator</th>
<th>Department Curriculum Committee Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>The curriculum proposal form has not been altered (formatting, font, etc.).</td>
</tr>
<tr>
<td>✓</td>
<td>If an Information Technology signature is required, it has been obtained.</td>
</tr>
<tr>
<td>✓</td>
<td>If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.</td>
</tr>
<tr>
<td>✓</td>
<td>Grammar, spelling, punctuation, sentence structure, etc. is accurate.</td>
</tr>
<tr>
<td>✓</td>
<td>The course title, department, and college names correspond to the current catalog.</td>
</tr>
<tr>
<td>✓</td>
<td>Course teaching workload, formula, and semesters taught are specified.</td>
</tr>
<tr>
<td>✓</td>
<td>The course description EXACTLY matches the course description stated in the syllabus.</td>
</tr>
<tr>
<td>✓</td>
<td>The impacted departments, programs, the individuals notified, and the method of notification are listed.</td>
</tr>
</tbody>
</table>

Impact is defined as any program or department that requires the course, offers the course as an elective, offers a similar course, has an equated course, has the course listed as a co-requisite or prerequisite, shares staff and/or resources.

✓ Responses are complete and applicable for each question.

✓ If the course requires the use of live animals, the IACUC form is attached.

✓ The syllabus starts on a separate page.

✓ The syllabus contains a heading to reflect “Morehead State University” as well as college, school, and/or department.

✓ The syllabus contains the course title and course number (exactly as listed in the proposal).

✓ The syllabus contains the academic term with date.

✓ The syllabus contains the instructor’s name.

✓ The syllabus contains the office location.
The syllabus contains the instructor’s office phone number and office hours schedule.

The syllabus contains the email address and URL for the instructor’s personal website, if applicable.

The syllabus contains the revised course description and it exactly matches the course description on the proposal. If there is no revision to the course description, it exactly matches the course description in the current catalog.

The syllabus contains the intended student learning outcomes related to program objectives as specified in the catalog.

The syllabus contains the methods by which the achievement of each student learning outcome listed on the syllabus will be measured. List each activity and the assessment method for that activity.
For example: 1. Students will write a term paper; scored by a rubric; or 2. Students will complete an exam; objective test.

The syllabus contains a week by week or day by day course calendar with specific content, assignments and/or exams highlighted.

The syllabus contains a grading description and distribution (please be very specific).

The syllabus contains a course attendance policy (please be very specific and ensure compliance with UAR 131.01).

The syllabus contains the following Campus Safety Statement:

**Campus Safety Statement**
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: http://www.moreheadstate.edu/emergency/

The syllabus contains the following academic honesty policy:

**Academic honesty:** All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one’s own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.

The syllabus contains the following policy for accommodating students with disabilities:

**Americans with Disabilities Act (ADA)**
Students with disabilities are entitled to academic accommodations and services to support their access and safety needs. The Office for Disability Services in 202 Adron Doran University Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at www.moreheadstate.edu/disability.

The entire proposal is saved as one Word document.

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**My signature verifies that I have reviewed the proposal and it is ready to go to the next level.**

Lucy Mays 3/15/19

Lauren Bades 3/25/19
COURSE
New Course or Major Revision to Existing Course

This outline is to be used when a new course is proposed or when a major change is proposed to an existing course. If you are preparing a new experimental course/workshop proposal, please use the New Experimental Course/Workshop form. This outline is not to be used for General Education Courses. Refer to the General Education web site.

I. COURSE INFORMATION
- The course title should only be 30 characters.
- The following are definitions of terms related to courses:
  - Petition required – requires permission from the Department Chair to enroll in a section of the course.
  - Equated – two different courses with the same content at the same level with different prefixes.
  - Restricted – program admission is required and/or must have Department Chair approval.
  - Formula – (3-0-3) = instruction hours – lab hours – credit hours

This is a ☑ New Course ☐ Revised Course

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course prefix (Example: ENG)</th>
<th>Number (Example: 100)</th>
<th>Title (Example: Writing I)</th>
<th>Formula (Example: 3-0-3)</th>
<th>Faculty Load (Contact your Department Chair or Dean’s Office for assistance)</th>
<th>Intended Terms Offered (Example: Fall/Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Course Name</td>
<td>Course prefix (Example: ENG)</td>
<td>Number (Example: 100)</td>
<td>Title (Example: Writing I)</td>
<td>Formula (Example: 3-0-3)</td>
<td>Faculty Load (Contact your Department Chair or Dean’s Office for assistance)</td>
<td>Intended Terms Offered (Example: Fall/Spring)</td>
</tr>
<tr>
<td>NURS</td>
<td>401</td>
<td>Disaster and Emergency Management</td>
<td>(3-0-3)</td>
<td>3</td>
<td>Fall/Spring</td>
<td></td>
</tr>
</tbody>
</table>

Approved major or program(s) in which the course will be offered. (as listed in the current catalog)
Bachelor of Science in Nursing Post-Licensure

This is a ☐ required course. This is an ☑ elective course.

Course Description
Course description exactly as it will appear in the catalog and as it appears on the sample syllabus.
Include pre-requisites/co-requisites, petition requirements, course equations, restrictions and term(s) offered. Example: XYZ 288. Guidelines for a New Course. (3-0-3) Fall and Spring; petition required. A study of the impact of technology on individuals, society, and the environment. Equated with ABC 288.

NURS 401. (3-0-3) Fall and Spring. Open to any interested student. A study of the cause, impact and mitigation of disasters and emergency management.

II. PURPOSE, GOALS AND OBJECTIVES

A. What are the goals and objectives of the proposal? Explain why you are proposing a new course or why and how you are revising a current course.
The goals of the course include improving disaster and emergency management. This course is being proposed because:
1.) there is a need for improved disaster and emergency management within the service region and 2.) to provide an additional NURS elective to meet learning needs of both Bachelor of Science in Nursing, Post-Licensure Program students and MSU students at large.

B. Justify the proposed instructional level (100-600) or instructional level change.
This course is a 400 level course since it addresses content that equates to senior level curriculum. Learning activities require students to go beyond acquisition and analysis of information, and into the realm of investigation and appraisal in order to form solutions to address the issues related to disaster and emergency management. Assignments include discussions, quizzes, annotated bibliography, development of a personal disaster plan and a disaster plan evaluation. The textbook selected for the course is not a “nursing” textbook since the course is open to nursing students as well as the general student population. Multiple professional online resources will also be used in the course to enhance student learning related to disaster and emergency management.

C. List the student learning outcomes for the course.
1. Critically explore disaster preparedness at the local and national level.
2. Critique ethical and legal issues through a disaster perspective.
3. Analyze the impact of disaster on high-vulnerability populations.
4. Explore the impact of natural disasters and methods of mitigating harm.
5. Analyze chemical, biological and radiological threats to humanity
6. Adapt triage and health management to the disaster setting.
7. Outline available resources for disaster planning and mitigation.

D. **Describe how those student learning outcomes will be assessed. List each activity and the assessment method for that activity.** For example: 1. Students will write a term paper; scored by a rubric; or
   2. Students will complete an exam; objective test.
   1. Students will complete quizzes (objective tests) and assignments (discussion, personal disaster plan, disaster plan evaluation) scored by a rubric
   2. Students will complete quizzes (objective tests) and discussions (scored by a rubric)
   3. Students will complete quizzes (objective tests) and assignments (discussions, disaster plan evaluation) scored by a rubric
   4. Students will complete quizzes (objective tests) and assignments (discussions, annotated bibliography) scored by a rubric
   5. Students will complete quizzes (objective tests) and assignments (discussions, annotated bibliography) scored by a rubric
   6. Students will complete quizzes (objective tests) and assignments (discussions, disaster plan evaluation) scored by a rubric
   7. Students will complete quizzes (objective tests) and assignments (discussions, personal disaster plan) scored by a rubric

E. **Define how the course helps students to achieve learning objectives required for the program.**
   This course addresses the following program outcomes in relation to disaster and emergency management:
   1. Assume a leadership role in promoting quality and compliance regarding safety and health in a complex health care environment.
      - Leadership roles within disaster and emergency management will be explored which promote mitigation of morbidity and mortality.
   2. Evaluate health care policy, financial and regulatory environments that impact delivery of health care services.
      - The US National Preparedness system will be analyzed, including local, state and national responses to disaster and emergency situations.
   3. Develop effective interprofessional communication and collaboration and function effectively in interprofessional teams.
      - Methods of improving communication and collaboration during disaster and emergency management will be outlined.
   4. Promote individual and population health through health promotion and mitigation of acute and chronic illness.
      - Methods of mitigating negative impacts of disaster and emergency situations on physiological and psychological well-being will be analyzed.
   5. Exhibit professional behaviors that are accountable, ethical, legal and moral.
      - Legal and ethical issues regarding disaster and emergency management will be explored, including but not limited to ethical and legal aspects of disaster triage.

F. **Explain how the specific goals and objectives of the course relate to the mission statement of the University.**
   The goals and objectives of the course relate to the Morehead State University (MSU) mission by engaging in scholarship, educating students for success in a global environment and serving our communities to improve the quality of life through disaster and emergency management.

**III. IMPACT**

A. List any existing course(s) that will be replaced by the proposed/revised course.
   None

B. List other courses now offered at MSU that will have duplication or overlap. Explain the degree to which the course duplicates or overlaps and provide justification for the duplication or overlap.
   None

C. List departments and programs that could be impacted by this proposal. For example, any department that:
   a. requires the course
   b. offers the course as an elective
   c. offers a similar course
   d. has an equated course
   e. has the course listed as a co-requisite or pre-requisite
   f. shares staff and/or resources
   None other than Nursing

D. List each of the individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)
   NA

**IV. PERSONNEL**
A. List names, qualifications including the highest earned degree, and academic rank(s), of faculty available to MSU who will teach the course.
Lauren Bates, DNP, RN (Instructor of Nursing)
Nathania Bush, DNP, RN (Associate Professor of Nursing)
Kim Cleveenger, EdD, RN (Associate Professor of Nursing)
Merry Jo Cloud, MSN, RN (Instructor/Simulation Specialist)
Teresa Ferguson, DNP, RN (Associate Professor of Nursing)
Judy Harrison, MSN, APRN (Instructor of Nursing)
Teresa Howell, DNP, RN (Professor of Nursing)
Tonya Kennedy, MSN, RN (Instructor of Nursing)
Lucy Mays, DNP, APRN (Professor of Nursing)
Michelle McClave, EdD, RN (Associate Professor of Nursing)
Lisa McDavid, MSN, RN (Associate Professor of Nursing)
Nancy O’Neill, DNP, APRN (Assistant Instructor of Nursing)
Samantha O’Neal, MSN, RN (Instructor of Nursing)
Lynn Parsons, PhD, RN (Professor of Nursing)
Charles Rogers, MSN, APRN (Associate Professor of Nursing)
Shelley Sadler, MSN, RN (Instructor of Nursing)
Christa Thompson, MSN, RN (Instructor of Nursing)
Lisa Wallace, MSN, RN (Instructor of Nursing)
Michele Walters, DNP, APRN (Associate Professor of Nursing)
Suzi White, MSN, RN (Associate Professor of Nursing)
Tiffany Wright, DNP, APRN (Assistant Professor of Nursing)

B. Identify external adjunct faculty, if appropriate.
Amy Brown, MSN
Norma Ginter, DNP
LaLona Hall, MSN
Lindsey Kincaid Barrett, MSN
Jodi Myers, MSN
Christopher Noble, MSN
Diana Rose, MSN

V. ADDITIONAL INFORMATION

A. Desired section size and anticipated enrollment.
50 and 50

B. Desired implementation date for the course.
Fall 2020

C. Method of instruction (online, lecture, laboratory, individualized, etc.).
Online

D. Additional facilities and special equipment needs for this course, if any.
NA

E. Use of library resources
It is recommended that you contact a library liaison prior to completing this section to determine what resources and services are available to support the course.

- Does the course require library resources to support specific class assignments or supplemental reading?  
  ☒ Yes  ☐ No

- Do the library services and resources presently available meet student needs for the course?  
  ☒ Yes  ☐ No

If not, what library acquisitions are being proposed to meet essential needs?

F. Does this course require new technology?
Please note that Information Technology (GH 110) should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.

☐ Yes (If yes, you must have a representative from Information Technology review the proposal and sign the signature sheet.)
☒ No
If yes, please list:
1. the software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server-based license for the software. (IT does not install individual packages in labs, only server-based versions).
2. the type of hardware to be utilized.

G. Does this course involve the use of live animals? □ Yes □ No
   If so, include the approval form from the associated Institutional Animal Care and Use Committee (IACUC).

H. Please include a sample syllabus (must start on new page). All elements on the syllabus checklist must be included on the sample syllabus (syllabus checklist attached).
   - Proposals for all Teacher Education courses (including content courses that typically have 50% more teacher preparation majors enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process.
   - The teacher education syllabi must contain these elements: the theme for MSU’s Teacher Education Program; CAEP* themes; any additional EPSB themes; and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp). Further information and models are provided at http://www.moreheadstate.edu/education/.
   - *The College of Education (CoE) is NCATE accredited. NCATE and TEAC have combined to form CAEP, a new national accrediting organization. Educator Preparation Programs, including the CoE at MSU are in the process of transitioning from NCATE to CAEP and as such, we are working to transition to align our programs with CAEP standards and requirements in anticipation of our next accreditation visit in 2018, at which time we will fall fully under CAEP standards and guidelines. For more information on CAEP and the new accreditation process, please see www.caepnet.org.
NURS 401: Disaster and Emergency Management
Syllabus
Fall 2020
MOREHEAD STATE UNIVERSITY
College of Science
School of Health Sciences
Department of Nursing
Post-Licensure Baccalaureate Nursing Program

COURSE NUMBER:  NURS 401

COURSE TITLE:  Disaster and Emergency Management

COURSE CREDIT AND CLOCK HOURS:  3 semester hours of credit

FACULTY:

Lucy Mays, DNP, APRN, FNP-BC
201 G Center for Health Education and Research
(606) 783-2773 – office
l.mays@moreheadstate.edu
Office Hours: Available on request

CATALOG DESCRIPTION:

NURS 401. (3-0-3) Fall and Spring. Open to any interested student. A study of the cause, impact and mitigation of disasters and emergency management.

COURSE STUDENT LEARNING OUTCOMES:

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

1. Critically explore disaster preparedness at the local and national level.
2. Critique ethical and legal issues through a disaster perspective.
3. Analyze the impact of disaster on high-vulnerability populations.
4. Explore the impact of natural disasters and methods of mitigating harm.
5. Analyze chemical, biological and radiological threats to humanity
6. Adapt triage and health management to the disaster setting.
7. Outline available resources for disaster planning and mitigation.
TOPICAL OUTLINE:

Module 1
  • Disaster Preparedness
Module 2
  • Ethical and Legal Issues
Module 3
  • High-Vulnerability Populations
Module 4
  • Global Issues
Module 5
  • Natural Disasters
Module 6
  • Disaster Response
Module 7
  • Chemical, Biological and Radiological Agents
Module 8
  • Special Topics in Disaster

TEACHING STRATEGIES:

Teaching strategies include lecture utilizing PowerPoint, discussion board, reading assignments, active learning exercises and assignments, audiovisual materials, computer assisted instruction (CAI), demonstration.

EVALUATION METHODS:

Late assignment submissions will result in a 5 point deduction for each day late. All assignments must be submitted in order to meet course requirements.

PROGRAM GRADING PROCEDURE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89.5-100% of total points possible</td>
</tr>
<tr>
<td>B</td>
<td>79.5-89.4% of total points possible</td>
</tr>
<tr>
<td>C</td>
<td>69.5-79.4% of total points possible</td>
</tr>
<tr>
<td>D</td>
<td>59.5-69.4% of total points possible</td>
</tr>
<tr>
<td>E</td>
<td>≤ 59.4% of total points possible</td>
</tr>
</tbody>
</table>

At the end of the course, individual assignment grades are added together for total points. The final course grade is based on the above percentage of total points earned as outlined in each course syllabus.
COURSE SPECIFIC GRADING INFORMATION:

A (197-220 points)
B (175-196 points)
C (153-174 points)
D (131-152 points)
E (≤ 130 points)

Discussions (8) 80
Quizzes (4) 80
Personal Disaster Plan (1) 20
Disaster Plan Evaluation (1) 20
Annotated Bibliography 20
Total Points Possible 220

GRADING POLICY:

To successfully complete a nursing course, the student must achieve a “C” or above in the theory component. Grading information for specific assignments will be posted in the NURS 401: Disaster and Emergency Preparedness Blackboard site.

STUDENT LEARNING OUTCOMES (SLO) AND EVALUATION:

<table>
<thead>
<tr>
<th>Evaluation Form</th>
<th>Quiz (4)</th>
<th>Discussion (8)</th>
<th>Personal Disaster Plan</th>
<th>Disaster Plan Evaluation</th>
<th>Annotated Bibliography</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Scored</td>
<td>Objective Test</td>
<td>Rubric</td>
<td>Rubric</td>
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<tr>
<td>SLO-1</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>SLO-2</td>
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</table>

ATTENDANCE POLICY:

1. Theory: Faculty strongly recommend you to log on to Blackboard and University email daily in order to stay current with the course and the announcements. University email should be set to the default email. All email communication sent from faculty will be sent through your University email account. *There are no specific, scheduled meeting times; you will access course materials and activities when convenient for you. However, the course is not self-paced*; be sure to work within the due dates listed for course activities and assignments.

2. Examinations: Examinations/quizzes are to be taken at the scheduled time. If absence is unavoidable, it is the student's responsibility to contact the instructor prior to the scheduled examination time. Make-up exams will only be available for exams missed with documented excused absences. Make-up exams will be offered at a designated date/time in October and December. Electronic devices are not permitted in the examination area; further, hats, coats and backpacks must be placed in designated areas prior to testing.

3. All students are expected to turn in work at the assigned date and time designated by the faculty member.
COURSE PROCEDURES:
1. Programs of nursing are very rigorous and require significant student study. The standard recommendation is at least three hours of study time for each hour of lecture time. Committing less time studying than recommended will likely result in poor grades and course failure.
2. A late assignment contract may be granted, at the discretion of the faculty, if circumstances warrant. When a late assignment contract is granted, the student will have 10% deducted from the grade earned on the late assignment; therefore, 90% is the maximum grade achievable for the assignment.
3. Professional Behaviors: Each student contributes to the learning of the entire class. Courteous and professional behavior is expected at all times in the classroom and clinical setting.
4. In compliance with the University’s philosophy regarding attainment of general educational competencies, all written work must reflect correct spelling, punctuation, and grammar. Students are expected to communicate effectively using standard written English. Students are expected to produce clear writing that is free of distracting errors in grammar and spelling in all written assignments. Work that does not meet this expectation will be penalized accordingly. For more information on learning lab services and programs, call the TLC at (606) 783-5105.
5. Academic honesty: Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic honesty will result in severe disciplinary action including, but not limited to: failure of the student’s assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic honesty, read The Eagle: Student Handbook or ask your instructor. The policy is located at http://www.moreheadstate.edu/dean/ For example: Copying information from the Internet is plagiarism if appropriate citation credit is not given.
6. Students are required to have an active MSU email address by the first week of class.
7. Americans with Disabilities Act (ADA): Students with disabilities are entitled to academic accommodations and services to support their access and safety. The Office for Disability Services coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or eday@moreheadstate.edu or visit their website at www.moreheadstate.edu/disability
8. Campus Safety Statement: Emergency response information will be discussed in class, if on campus. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: www.moreheadstate.edu/emergency.
9. Please refer to Morehead State University The Eagle Student Handbook http://www.moreheadstate.edu/dean/ for more information on Student Health Services.
11. The University is committed to providing a safe and healthy working, living and learning environment for its students, faculty, staff, and visitors to our campus. The University acknowledges and supports the findings of the Surgeon General that tobacco use in any form is a significant health hazard. Use of any tobacco or tobacco byproduct is prohibited on all university owned or controlled property. Each student must follow the smoking policy of each clinical agency to which they are assigned. Violation of agency smoking policies will result in an unsatisfactory for the clinical. Any student who comes to clinical smelling like smoke will be sent home and given an unsatisfactory for the clinical. Second-hand smoke is detrimental to patients and it is our responsibility to protect patients at all times.
12. Student Handbook: Please refer to the Department of Nursing Student Handbook for further policies available at the MSU Department of Nursing website http://www.moreheadstate.edu/nursing/

DISTANCE EDUCATION:
1. The Information Technology (IT) Help Desk is available to students:
   606-783-HELP (4357)
   111 Ginger Hall
   Monday-Friday 08:00 am – 4:30 pm
   Email: ithelpdesk@moreheadstate.edu
2. Blackboard: You can logon to Blackboard first clicking on the “Quicklinks” tab from http://www.moreheadstate.edu/ and then selecting “Blackboard”. Your course will be delivered via Blackboard. Information regarding required system specifications can be found at https://help.blackboard.com/Learn/Student/Getting_STARTED/Browser_Support
3. Respondus LockDown Browser: Quizzes and exams (referred to as “test/tests” in the rest of this statement) taken within this course may be administered online via Blackboard and may require the student to load the Respondus LockDown Browser onto the computer being used for the test. Respondus LockDown Browser will effectively “lock down” the browser on your computer only during the Blackboard test, prohibiting any other browsers to be opened while the test is being taken. This is a method of test security chosen by Morehead State University’s Department of Nursing. Once loaded on the student’s computer, and prior to beginning each test, students will click on the Respondus icon on their desktop. The process of “locking down” the browser may take up to five minutes, so please be patient. Even if it looks as though nothing is “working,” it is performing the necessary functions in the background. BE PATIENT! Once the “lock down” has taken place, the student will be able to go into Blackboard and take the appropriate test. The student will be unable to exit the test until the test has been submitted.

To download and install LockDown Browser, use this link:
http://www.respondus.com/lockdown/download.php?id=355135518

When you’re ready to take any test, do the following:
Start LockDown Browser from your desktop (remember to be patient!)
Log into Blackboard, and select the appropriate course.
Select the appropriate test
Complete and submit the test

Exit LockDown Browser.

If you have any difficulties with the Respondus LockDown Browser, you may contact MSU Instructional Technology at:

Phone: 606-783-2140
Hours: 8 am-4:30 pm EST Monday-Friday
E-mail: msuonline@moreheadstate.edu

4. Minimum student technical skills required for the course include:
   a. Navigate and use Blackboard.
   b. Access the internet via cable modem, DSL, Wifi or network interface.
   c. Understand basic computer usage including keyboard, mouse, CD drive, USB port, and printer.
   d. Use computer operating system (Windows/Mac OS) to find, copy, move rename and delete files, create folders, launch, run, and switch between software applications.
   e. Consult with Microsoft Office to create, format, edit, spell check, save print, and retrieve documents, cut, copy and paste information between and within documents; save a word processing document in text (.doc, .docx, or rtf format).
   f. Use a web browser to open, print and/or save web pages to a local or removable storage drive, open and save PDF files, create, maintain and manage a list of web pages (favorites/bookmarks), use a search engine’s basic features to find information on the web.
   g. Download and install programs from remote servers.
   h. Use email to send, receive and open file attachments.
   i. Use a webcam to communicate with course faculty. This will require a high speed internet connection.

5. Electronic Submission of Assignments:
   a. Do not take a picture of the computer screen and post. This takes up too much space and takes forever to download.
   b. Do not submit multiple files for one assignment. If you are scanning a document, scan multiple pages into one document.
   c. All written assignments must be completed as a Word (doc. or docx.), Rich Text Format (RTF) or PDF document. If you do not have Microsoft software products you can download a free office suite that allows you to save your document as a Word, RTF or PDF document. Go to http://www.openoffice.org/ to download a copy of Open Office Writer.
   d. Work that cannot be opened cannot be graded.
   e. Please adhere to these guidelines. The Tutoring and Learning Center (606-783-5105) is also available to help you with computer applications.

Course Materials Required:
1. High-speed internet connection
2. Microsoft Office 2010 or newer
3. Required textbook below
TEXTBOOK:

Required:

### NURS 401: Disaster and Emergency Management
#### Learning Schedule

All assignments are due at 23:59 on the last date of module availability unless otherwise designated.

<table>
<thead>
<tr>
<th>Module &amp; Date</th>
<th>Topic &amp; Learning Outcomes</th>
<th>Self-Study &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Disaster Preparedness</td>
<td>Reading: Chapters 1-5</td>
</tr>
<tr>
<td></td>
<td>• Explore essentials of disaster planning.</td>
<td>Assignments:</td>
</tr>
<tr>
<td></td>
<td>• Outline local and national preparedness measures.</td>
<td>• Course Syllabus Agreement due 8/17</td>
</tr>
<tr>
<td></td>
<td>• Explore leadership roles in disaster and emergency management.</td>
<td>• Discussion #1</td>
</tr>
<tr>
<td></td>
<td>• Outline methods of improving communication and collaboration during disaster and emergency management.</td>
<td></td>
</tr>
<tr>
<td>Module 2</td>
<td>Ethical and Legal Issues</td>
<td>Reading: Chapter 6</td>
</tr>
<tr>
<td></td>
<td>• Analyze legal issues related to disaster and emergency management.</td>
<td>Assignments:</td>
</tr>
<tr>
<td></td>
<td>• Analyze ethical issues related to disaster and emergency management.</td>
<td>• Discussion #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quiz #1</td>
</tr>
<tr>
<td>Module 3</td>
<td>High-Vulnerability Populations</td>
<td>Reading:</td>
</tr>
<tr>
<td></td>
<td>• Explore the physical and psychological impacts of disaster.</td>
<td>• Chapters 7-13</td>
</tr>
<tr>
<td></td>
<td>• Prioritize needs of high-vulnerability populations.</td>
<td>• NIH Disaster Preparedness Tips</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments:</td>
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<tr>
<td></td>
<td></td>
<td>• Discussion #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Personal Disaster Plan</td>
</tr>
<tr>
<td>Module 4</td>
<td>Global Issues</td>
<td>Reading: Chapters 14-16</td>
</tr>
<tr>
<td></td>
<td>• Analyze strategies for meeting basic human needs on the global scale during disaster.</td>
<td>Assignments:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion #4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quiz #2</td>
</tr>
<tr>
<td>Module 5</td>
<td>Natural Disasters</td>
<td>Reading: Chapters 17-19</td>
</tr>
<tr>
<td></td>
<td>• Explore outcomes of natural and environmental emergencies.</td>
<td>Assignments:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion #5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Disaster Plan Evaluation</td>
</tr>
<tr>
<td>Module 6</td>
<td>Disaster Response</td>
<td>Reading: Chapters 22-27</td>
</tr>
<tr>
<td></td>
<td>• Compare and contrast disaster triage with traditional triage.</td>
<td>Assignments:</td>
</tr>
<tr>
<td></td>
<td>• Illustrate methods to prevent spread of transmission of blood borne pathogens during disaster management.</td>
<td>• Discussion #6</td>
</tr>
<tr>
<td></td>
<td>• Explore management of traumatic and burn injury during disasters.</td>
<td>• Quiz #3</td>
</tr>
<tr>
<td>Module 7</td>
<td>Chemical, Biological and Radiological Agents</td>
<td>Reading: Chapters 28-35</td>
</tr>
<tr>
<td></td>
<td>• Analyze the impact of chemical, biological and radiological agents in the disaster setting.</td>
<td>• Discussion #7</td>
</tr>
<tr>
<td></td>
<td>• Illustrate methods to mitigate harm in chemical, biological and radiological disasters.</td>
<td>• Annotated Bibliography</td>
</tr>
<tr>
<td></td>
<td>• Outline decontamination strategies and the use of personal protective equipment (PPE).</td>
<td></td>
</tr>
</tbody>
</table>
| Module 8 | Special Topics in Disaster  
- Explore resources for disaster planning and mitigation.  
- Analyze future directions for disaster and emergency preparedness. | Reading: Chapters 36-40  
Assignments:  
- Discussion #8  
- Quiz #4  
- Please remember to complete course evaluations |
Course Syllabus Agreement

I have read and understand the course description for NURS 401: Disaster and Emergency Preparedness. I understand I will be held accountable for meeting the requirements of the course in order to successfully pass NURS 401. I have had an opportunity to ask questions regarding the syllabus. I understand that any future questions should be directed to the full time faculty involved in teaching NURS 401. I also understand that I must adhere to the policies of the nursing program as stated in the Department of Nursing Student Handbook and the Morehead State University Catalog.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Date</th>
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<tr>
<td></td>
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<tr>
<td>Course</td>
<td>Portfolio Assignment</td>
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</tr>
<tr>
<td>NURG 610</td>
<td>Portfolio Assignment I NURG 610</td>
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<tr>
<td></td>
<td>Portfolio Assignment II NURG 610</td>
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<tr>
<td></td>
<td>Portfolio Assignment III NURG 610</td>
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<tr>
<td>NURG 630</td>
<td>Portfolio Assignment NURG 630</td>
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<tr>
<td>NURG 613</td>
<td>Portfolio Assignment NURG 613</td>
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<tr>
<td>NURG 612</td>
<td>Portfolio Assignment NURG 612 (Pharm)</td>
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<tr>
<td>NURG 631</td>
<td>Portfolio Assignment NURG 631</td>
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<tr>
<td>NURG 618</td>
<td>Portfolio Assignment NURG 612</td>
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<td>NURG 632</td>
<td>Portfolio Assignment NURG 632</td>
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<td>NURG 636</td>
<td>Portfolio Assignment NURG 636</td>
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<td>NURG 634</td>
<td>Portfolio Assignment NURG 634 (Common Alt in Prim Care)</td>
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<td>NURG 635</td>
<td>Portfolio Assignment I NURG 635 (Pract I)</td>
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<tr>
<td></td>
<td>Portfolio Assignment II NURG 635 (Pract I)</td>
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<tr>
<td></td>
<td>Portfolio Assignment II NURG 635 (Pract I)</td>
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<tr>
<td></td>
<td>Portfolio Assignment III NURG 635 (Pract I)</td>
</tr>
<tr>
<td>NURG 633</td>
<td>Portfolio Assignment NURG 633 (Care of the Aging)</td>
</tr>
<tr>
<td>NURG 641</td>
<td>Portfolio Assignment NURG 641 (Complex Alt in Prim Care)</td>
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<tr>
<td>NURG 645</td>
<td>Portfolio Assignment I NURG 645 (Pract II)</td>
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<tr>
<td></td>
<td>Portfolio Assignment II NURG 645 (Pract II)</td>
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<tr>
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<td>Portfolio Assignment II NURG 645 (Pract II)</td>
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<tr>
<td>Course</td>
<td>Portfolio Assignment</td>
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<tr>
<td>NURG 640</td>
<td>Portfolio Assignment III</td>
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<td>NURG 640 (Pract II)</td>
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<td></td>
<td>NURG 640 (Pop Health/Epi)</td>
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<tr>
<td>NURG 620*</td>
<td>Portfolio Assignment</td>
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<td></td>
<td>NURG 620 (Roles &amp; Issues)</td>
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<td>NURG 621*</td>
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<td>NURG 621 (Roles &amp; Issues Post Grad)</td>
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<tr>
<td>NURG 650</td>
<td>Portfolio Assignment I</td>
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<td>NURG 650 (Prof Pract)</td>
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<td></td>
<td>Portfolio Assignment II</td>
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<tr>
<td></td>
<td>NURG 650 (Prof Pract)</td>
</tr>
<tr>
<td></td>
<td>Portfolio Assignment III</td>
</tr>
<tr>
<td></td>
<td>NURG 650 (Prof Pract)</td>
</tr>
<tr>
<td></td>
<td>Portfolio Assignment IV</td>
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<tr>
<td></td>
<td>NURG 650 (Prof Pract)</td>
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<tr>
<td></td>
<td>Portfolio Assignment V</td>
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<td>NURG 650 (Prof Pract)</td>
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<td>NURG 655</td>
<td>Portfolio Assignment I</td>
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<tr>
<td></td>
<td>NURG 655 (Pract III)</td>
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<tr>
<td></td>
<td>Portfolio Assignment II</td>
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<tr>
<td></td>
<td>NURG 655 (Pract III)</td>
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<tr>
<td></td>
<td>Portfolio Assignment II</td>
</tr>
<tr>
<td></td>
<td>NURG 655 (Pract III)</td>
</tr>
<tr>
<td></td>
<td>Portfolio Assignment III</td>
</tr>
<tr>
<td></td>
<td>NURG 655 (Pract III)</td>
</tr>
<tr>
<td>NURG 642</td>
<td>Portfolio Assignment</td>
</tr>
<tr>
<td></td>
<td>NURG 642 (Policy/Econ)</td>
</tr>
</tbody>
</table>

* Only one or the other (NURG 620 or NURG 621) will be required.
COURSE

Minor Revision to an Existing Course
Undergraduate Curriculum Routing Form
Revised January 2018

<table>
<thead>
<tr>
<th>Course (as listed in current catalog)</th>
<th>PHYS 231: Engineering Physics I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department (as listed in current catalog)</td>
<td>Mathematics and Physics</td>
</tr>
<tr>
<td>College (as listed in current catalog)</td>
<td>College of Science</td>
</tr>
</tbody>
</table>

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.

Departmental Curriculum Committee

[Signature]

[Date: 4/5/19]

Department Chair or Associate Dean (Sign and Print)

[Signature]

[Date: 2015-April-15]

College Curriculum Committee (Sign and Print)

[Signature]

[Date: 4/17/2019]

Dean (Sign and Print)

[Signature]

[Date]

Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print)

[Signature]

[Date]

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

[Signature]

[Date: 5/9/19]

Undergraduate Curriculum Committee (Sign and Print)

[Signature]

[Date: 5-5-19]

Vice President for Academic Affairs (Sign and Print)
COVER SHEET
This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

<table>
<thead>
<tr>
<th>Course: (as listed in current catalog)</th>
<th>PHYS 231: Engineering Physics I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: (as listed in current catalog)</td>
<td>Mathematics and Physics</td>
</tr>
<tr>
<td>College: (as listed in current catalog)</td>
<td>College of Science</td>
</tr>
</tbody>
</table>

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator’s responsibility to track a proposal through the approval process.

The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

<table>
<thead>
<tr>
<th>Initiator</th>
<th>Department Curriculum Committee Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ The curriculum proposal form has not been altered (formatting, font, etc.).</td>
<td>☑</td>
</tr>
<tr>
<td>☑ Grammar, spelling, punctuation, sentence structure, etc. is accurate.</td>
<td>☑</td>
</tr>
<tr>
<td>☑ The course title, department, and college names correspond to the current catalog.</td>
<td>☑</td>
</tr>
<tr>
<td>☑ Course teaching workload, formula, and semesters taught are specified.</td>
<td>☑</td>
</tr>
<tr>
<td>☑ The impacted departments, programs, the individuals notified, and the method of notification are listed.</td>
<td>☑</td>
</tr>
<tr>
<td>☑ Impact is defined as any program or department that requires the course, offers the course as an elective, offers a similar course, has an equated course, has the course listed as a co-requisite or pre-requisite, shares staff and/or resources.</td>
<td>☑</td>
</tr>
<tr>
<td>☑ Responses are complete and applicable for each question.</td>
<td>☑</td>
</tr>
<tr>
<td>☑ The entire proposal is saved as one Word document.</td>
<td>☑</td>
</tr>
</tbody>
</table>

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

[Signatures]

Originator (Sign and Print) ____________________________ Approval Date 4/5/19

Department Curriculum Committee Chair (Sign and Print) ____________________________ Approval Date 4/5/19
Use this outline to report a minor modification of a previously approved course and to equate a current course with a new course. Minor revisions include title, prefix, course number, catalog course description, and admission requirements (test scores, pre-requisites, or co-requisites). Minor changes do not modify course content or the course formula. If the course content or formula is to be modified, use the New Course or Major Revision to Existing Course Form. Terms offered should be consistent with the curriculum map.

I. COURSE

<table>
<thead>
<tr>
<th>Current Course Name: (as listed in the current catalog)</th>
<th>Course prefix (Example: ENG)</th>
<th>Number (Example: 100)</th>
<th>Title (Example: Writing I)</th>
<th>Faculty Load</th>
<th>Formula (Example: 3-0-3)</th>
<th>Intended Terms Offered (Example: Fall/Spring)</th>
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</thead>
<tbody>
<tr>
<td>PHYS 231 Engineering Physics I</td>
<td>4.0</td>
<td>4-0-4</td>
<td>Fall/Spring</td>
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</table>

Proposed Course Name:

<table>
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<th>Course prefix (Example: ENG)</th>
<th>Number (Example: 100)</th>
<th>Title (Example: Writing I)</th>
<th>Faculty Load</th>
<th>Formula (Example: 3-0-3)</th>
<th>Intended Terms Offered (Example: Fall/Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 231 Engineering Physics I</td>
<td>4.0</td>
<td>4-0-4</td>
<td>Fall/Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. EXPLANATION

A. Describe the change and justify what this proposal is requesting; what are you doing and why are you doing it? Content will be listed at the end of the document.

We are adding MATH 275: Calculus II as a prerequisite or corequisite class. Engineering Physics is a calculus-based physics course and to be successful in the course a student must have a knowledge of Calculus concepts including those that are introduced in Calculus II.

B. List all other departments and programs that could be impacted by this proposal. For example, any department or program that:
   a. requires the course
   b. offers the course as an elective
   c. offers a similar course
   d. has an equated course
   e. has the course listed as a co-requisite or pre-requisite
   f. shares staff and/or resources

School of Engineering and Information Systems; Department of Earth and Space Sciences.

C. Explain the potential impact on the other departments and programs.

Majors and Areas of Concentration in the School of Engineering and Information Systems, the Department of Earth and Space Science, and the Department of Mathematics and Physics that require PHYS 231 also already require MATH 275, but their curriculum maps may need to be revised to ensure that their students take MATH 275 during or before the semester they take PHYS 231. The Astrophysics Minor and the Physics Minor require PHYS 231 but do not also require MATH 275. They will need to be modified accordingly.

D. List each of the individuals in the other departments and programs notified by the proposing department and define the method of contact (e-mail, phone conversation, etc.)

Ahmad Zargari, Associate Dean, School of Engineering and Information Systems; Eric Jerde, Chair, Department of Earth and Space Sciences. Each will be notified through email.
III. ADDITIONAL INFORMATION

A. If this is a change that effects the current MSU Undergraduate Catalog content, please provide the copy that is to appear in the next catalog revision.

PHYS 231 - Engineering Physics I
(4-0-4) Introduction to physics for scientists and engineers. Topics that will be covered: Motion, statics, kinetics and dynamics of linear and rotational motion. Work, energy and power. Gravitational fields, waves and fluids. Thermal properties of matter and heat transfer.
Corequisite: PHYS 231A; Corequisite or Prerequisite: MATH 275

Please insert (paste) any supporting documentation here. If you have no supporting information, please remove this section from your proposal.
MINOR or CERTIFICATE
Revision of a Minor or Certificate
Undergraduate Curriculum Routing Form
January 2019

| Minor or Certificate: (as listed in current catalog) | Physics Minor |
| Department: (as listed in current catalog) | Mathematics and Physics |
| College: (as listed in current catalog) | College of Science |

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.

Departmental Curriculum Committee (Sign and Print) 
Date 

Department Chair or Associate Dean (Sign and Print) 

Department Chair or Associate Dean (Sign and Print) 

College Curriculum Committee (Sign and Print) 

College Curriculum Committee (Sign and Print) 

Dean (Sign and Print) 

Dean (Sign and Print) 

Teacher Ed. Council (if a secondary education program) (Sign and Print) 
Date 

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Undergraduate Curriculum Committee (Sign and Print) 
Date 

Vice President for Academic Affairs (Sign and Print) 
Date
COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

<table>
<thead>
<tr>
<th>Minor or Certificate: (as listed in current catalog)</th>
<th>Physics Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: (as listed in current catalog)</td>
<td>Mathematics and Physics</td>
</tr>
<tr>
<td>College: (as listed in current catalog)</td>
<td>College of Science</td>
</tr>
</tbody>
</table>

Helpful Information:
1. Important Definitions Used in the Curriculum Process
   - Minor = a set of discipline-specific courses of at least 21 hours
   - Certificate = a series of courses related to a specific topic or skill with a prescribed number of hours. For additional information contact the Office of Academic Programs at 783-2003 or email undergraduate@moreheadstate.edu.
     - More than 50% of certificate credit hours must be 300 level or above and students must have a major on file.
     - Certificate program must be completed in less than one academic year and must be completed in less than 30 credit hours.
     - Completion of a certificate does not replace a minor for program completion.
   - Equated courses vs. cross-listed courses = equated courses are courses of identical content that have different prefixes (and are approved through the undergraduate curriculum process), whereas cross-listed courses have the same instructor and are offered at the same time/location.
   - Pre-requisite = course(s) that a student must successfully complete prior to registering for a more advanced course.
   - Co-requisite = course(s) that a student must take concurrently with another course.

2. Any proposal with a secondary education component must be routed through the Teacher Education Council.

3. The initiator is responsible for tracking a proposal through the approval process.

4. Edits to the proposal may be requested at any level of review. Such edits should be made by the originator of the proposal. The originator also may be asked to address questions (in writing or in person) at any level of review.
# Checklist

The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

<table>
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</tr>
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<tbody>
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<td>□</td>
</tr>
<tr>
<td>□ Grammar, spelling, punctuation, sentence structure, etc. is accurate.</td>
<td>□</td>
</tr>
<tr>
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<td>□</td>
</tr>
<tr>
<td>□ If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.</td>
<td>□</td>
</tr>
<tr>
<td>□ The impacted departments, programs, the individuals notified, and the method of notification are listed.</td>
<td>□</td>
</tr>
</tbody>
</table>

Impact is defined as any program or department that requires the course, offers the course as an elective, offers a similar course, has an equated course, has the course listed as a co-requisite or pre-requisite, shares staff and/or resources.

□ Responses are complete and applicable for each question.

□ Each course pre-fix, number, and title is consistent with the current undergraduate catalog (or with revisions made in supporting curriculum proposals).

□ Each course has been reviewed for pre-requisites, co-requisites or testing requirements. There are no hidden pre-requisites, co-requisites, or testing requirements.

□ If the proposal is a certificate, more than 50% of the credit hours are 300 level or above.

□ If the proposal is a certificate, the proposal includes language that students must have a major on file.

□ If the proposal is a certificate, there is language that the program must be completed in less than one academic year.

□ If the proposal is a certificate, it contains less than 30 credit hours.

□ If the proposal is a certificate, there is language in the proposal to indicate that it does not replace a minor for program completion.

□ The entire proposal is saved as one Word document.

---

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

[Signature]

Originator (Sign and Print)  Approval Date

[Signature]

Department Curriculum Committee Chair (Sign and Print)  Approval Date
MINOR OR CERTIFICATE
Revision of a Minor or Certificate Form

The outline below is to be used for the revision of a minor or certificate. Any new course included in this minor or certificate requires a separate “New Course or Major Revision to Existing Course” proposal. A new minor or certificate should use the “Creation of a Minor or Certificate” form.

☐ Revision of a Minor ☐ Revision of a Certificate
- More than 50% of certificate credit hours must be 300 level or above and students must have a major on file.
- Certificate program must be completed in less than one academic year and must be completed in less than 30 credit hours.
- Completion of a certificate does not replace a minor for program completion.

I. MINOR OR CERTIFICATE REVISION INFORMATION

State the current title of the Minor or Certificate (as listed in the current catalog)
Physics Minor

State the proposed revised title of the Minor or Certificate (if applicable)
Physics Minor

CIP Code
40.08

Contact your department chair or associate dean to verify the correct CIP code information.

II. NEED AND JUSTIFICATION

A. Describe the change and justify what this proposal is requesting; what are you doing and why are you doing it? Content will be listed at the end of the document.
MATH 275: Calculus II needs to be added as a corequisite or prerequisite course for PHYS 231: Engineering Physics I, and PHYS 231 is the first course required in the Physics Minor. Thus, a student who wishes to obtain a Physics Minor would need to be made aware that he or she must have had or must also take MATH 275. We are adding that information to the catalog so that anyone wishing to obtain a Physics Minor would be aware of that requirement. This proposal would add the following as a preface to the Physics Minor in the Fall 2019 and following catalogs:

Please note that MATH 275: Calculus II must be taken as a prerequisite or corequisite of PHYS 231: Engineering Physics I. Thus, any student who wishes to obtain a Physics Minor must have already taken MATH 275 or be able to take MATH 275 during the semester that PHYS 231 is taken.

B. Program coherence refers to 1) appropriate sequencing of courses, not a mere bundling of credits so that 2) student learning is progressively more advanced in terms of assignments and scholarship required and 3) demonstrates progressive advancement in a field of study that allows students to integrate knowledge and grow in critical skills. The expectation that a program embodies a coherent course of study applies regardless of the mode of delivery. Describe any impacts to coherence that the proposed revision may have.
The established coherence of the Physics Minor will not be affected with this proposed change.

C. Have admission requirements and/or limitations on enrollment changed? ☐ Yes ☒ No
If so, how?

D. If a similar program exists at MSU or in Kentucky, list the program and provide justification for the duplication.
This is a minor that has existed at MSU, as well as most other higher education institutions in Kentucky, for a long time.

III. GOALS AND OBJECTIVES

A. Has the purpose of the program changed? ☐ Yes ☒ No
If so, how?

B. What are the goals and objectives of this proposal? How do the proposed changes impact the
program’s alignment with the program’s mission and goals, and/or the University’s mission and goals?
The proposed changes give the students a better idea of what is needed to obtain a Physics Minor which inherently increases their chances for success at MSU.

<table>
<thead>
<tr>
<th>C. State the revised program outcomes or competencies to be achieved by students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no changes to the program outcomes or competencies to be achieved by students with this proposal.</td>
</tr>
</tbody>
</table>
D. How do the specific goals and objectives relate to the mission statement of the University?
The Physics Minor has long since established that it is in keeping with the mission statement of the University. This proposal would not affect that in any way.

E. List the methods of program assessment to be used, other than course grades, to ensure that the desired outcomes or competencies are attained by students. Indicate the frequency of assessment and how results will be made available to program faculty.

There will be no changes to the methods of program assessments in the Physics Minor as a result of the proposed change.

**IMPACT**

A. How will the program changes affect transfer students?
Transfer students who wish to obtain a minor in Physics would be made aware that they must take or have taken MATH 275 in order to enroll in PHYS 231.

B. List all departments and programs that could be impacted by this proposal. For example, any department that:
   a. offers required courses for this minor or certificate
   b. offers elective courses for this minor or certificate
   c. offers similar courses contained in this minor or certificate
   d. has an equated course
   e. has courses in this proposal listed as a co-requisite or pre-requisite
   f. shares staff and/or resources

Only the Department of Mathematics and Physics is directly impacted by this proposal.

C. Explain the potential impact on the other departments and programs.
There are no impacts on other departments or programs.

D. List each of the individuals in the other departments and programs notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.).
Out of courtesy, the department chairs in the College of Science, as well as the Associate Dean of the School of Engineering and Information Systems will be notified as students in those programs are historically the most likely to obtain a Physics minor. They will be notified through email.

E. Will this change impact personnel resources?  
   ☑ Yes  ☐ No  If so, how?

**IV. ADDITIONAL INFORMATION**

A. Please list enrollment and number of students completing the minor/certificate for the past four years.
   Approximately eight students (or two per year) have completed the minor over the last four years.
   2015: 2 students
   2016: 2 students
   2017: 2 students
   2018: 2 students

A. Anticipated enrollment and number of graduates from this program for the next four years.
   We would expect to enroll and award approximately 8 students with a Physics Minor over the next four years.
   2019: 2 students
   2020: 2 students
   2021: 2 students
   2022: 2 students

B. Explain and include a cost for any additional or remodeled facilities that will be required as a result of the change.
   No additional or remodeled facilities will be required as a result of the change.

C. List and provide a cost for any additional equipment required.
   No additional equipment will be required as a result of the change.

D. State the desired implementation date for the minor or certificate.
   Fall 2019
V. PROPOSED PROGRAM REQUIREMENTS

Please use the template below to list all Program courses. To create additional lines, tab while cursor is in the last “Course Hours” field.

Example of different types of entries. Not all programs, minors or certificates will have each type of entry.

<table>
<thead>
<tr>
<th>Course Prefix (Example: ENG)</th>
<th>Number (Example: 100)</th>
<th>Course Name</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSU</td>
<td>300</td>
<td>Upper level course</td>
<td>3</td>
</tr>
<tr>
<td>MSU</td>
<td>400</td>
<td>Variable hour course</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Free Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

List each specific course required in the minor or certificate. To create additional lines, place the cursor in the last “Course Hours” field and tab.

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<th>Course Name</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>There are no changes to the courses required for the Physics Minor. Only the addition of the disclaimer statement as written in Section II. A. of this proposal.</td>
<td></td>
</tr>
</tbody>
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Total Minor or Certificate Hours
MINOR or CERTIFICATE
Revision of a Minor or Certificate
Undergraduate Curriculum Routing Form
January 2019

<table>
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<tr>
<th>Minor or Certificate: (as listed in current catalog)</th>
<th>Astrophysics Minor</th>
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<tbody>
<tr>
<td>Department: (as listed in current catalog)</td>
<td>Earth &amp; Space Sciences</td>
</tr>
<tr>
<td>College (as listed in current catalog)</td>
<td>Science</td>
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Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

Thomas Pannuti  Thomas Pannuti  4/19/19

Department Chair or Associate Dean (Sign and Print)

Date

Department Chair or Associate Dean (Sign and Print)

Date

College Curriculum Committee (Sign and Print)

Date

Dean (Sign and Print)

Date

( ) Approved ( ) Disapproved

Teacher Ed. Council (if a secondary education program) (Sign and Print)

Date

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie Cover

Undergraduate Curriculum Committee (Sign and Print)

Date

( ) Approved ( ) Disapproved

Vice President for Academic Affairs (Sign and Print)

Date

( ) Approved ( ) Disapproved
COVER SHEET

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Helpful Information:

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**CHECKLIST**

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</table>

*My signature verifies that I have reviewed the proposal and it is ready to go to the next level.*

 Originator (Sign and Print)  

[Signature]

DIRK GROVE  

2019-Apr-6-19  

Approval Date

Department Curriculum Committee Chair (Sign and Print)  

[Signature]  

Thomas Pennuti  

4/19/2019  

Approval Date
MINOR OR CERTIFICATE
Revision of a Minor or Certificate Form

The outline below is to be used for the revision of a minor or certificate. Any new course included in this minor or certificate requires a separate “New Course or Major Revision to Existing Course” proposal. A new minor or certificate should use the “Creation of a Minor or Certificate” form.

- Revision of a Minor
- Revision of a Certificate
  - More than 50% of certificate credit hours must be 300 level or above and students must have a major on file.
  - Certificate program must be completed in less than one academic year and must be completed in less than 30 credit hours.
  - Completion of a certificate does not replace a minor for program completion.

I. MINOR OR CERTIFICATE REVISION INFORMATION

State the current title of the Minor or Certificate (as listed in the current catalog)
Astrophysics Minor

State the proposed revised title of the Minor or Certificate (if applicable)

CIP Code
40.0299 Astronomy & Astrophysics

Contact your department chair or associate dean to verify the correct CIP code information.

II. NEED AND JUSTIFICATION

A. Describe the change and justify what this proposal is requesting; what are you doing and why are you doing it? Content will be listed at the end of the document.

The engineering Physics course PHYS 231 is changing its prerequisite and is now requiring MATH 275 (Calculus II). This requires that we also list MATH 175 (Calculus I) and MATH 275 (Calculus II) as requirements for the Astrophysics Minor. This change will have no effect on the students pursuing the Astrophysics Minor because these students are typically physics majors or space system engineering majors for which MATH 175 and MATH 275 are curriculum requirements. In addition we want to add our new course in Astrophysical Insumentations & Payloads (ASTR 403) to the list of electives for the Astrophysics Minor.

B. Program coherence refers to 1) appropriate sequencing of courses, not a mere bundling of credits so that 2) student learning is progressively more advanced in terms of assignments and scholarship required and 3) demonstrates progressive advancement in a field of study that allows students to integrate knowledge and grow in critical skills. The expectation that a program embodies a coherent course of study applies regardless of the mode of delivery. Describe any impacts to coherence that the proposed revision may have.

None, as explained about the Astrophysics Minor is pursued by students pursuing physics and space system engineering majors. They are not affected by this change.

C. Have admission requirements and/or limitations on enrollment changed? Yes ☐ No ☒

If so, how?

D. If a similar program exists at MSU or in Kentucky, list the program and provide justification for the duplication.

III. GOALS AND OBJECTIVES

A. Has the purpose of the program changed? Yes ☐ No ☒

If so, how?

B. What are the goals and objectives of this proposal? How do the proposed changes impact the program’s alignment with the program’s mission and goals, and/or the University’s mission and
goals?
The change in the requirements of the Astronomy Minor is necessary because PHYS 231 will have MATH 275 as a prerequisite. This was a prerequisite in the past, but was overlooked when the course catalogue was changed to online only. PHYS 231 is a calculus based engineering physics class where the requirement for the students having MATH 275 is fully justified.
Adding ASTR 403 Astrophysical Instrumentations and Payloads as an elective to the Astrophysics Minor will give the students an additional class they can choose from.

C. State the revised program outcomes or competencies to be achieved by students.
No changes will be made to the goals and competencies attained by the students, except that adding ASTR 403 to the electives will give the students the opportunity to learn more about the physics involved in instrumentation.
D. How do the specific goals and objectives relate to the mission statement of the University?
The changes will enhance the quality of the Astrophysics Minor and improve the scientific proficiency of students in the service region.

E. List the methods of program assessment to be used, other than course grades, to ensure that the desired outcomes or competencies are attained by students. Indicate the frequency of assessment and how results will be made available to program faculty.
Many of the electives of the Astronomy Minor (including ASTR 403) require the students to write a short paper and present a talk on a small research project that they performed during the semester. The paper and the talk will be assessed by a rubric.

**IMPACT**

A. How will the program changes affect transfer students?
These changes will not affect transfer students

B. List all departments and programs that could be impacted by this proposal. For example, any department that:
   a. offers required courses for this minor or certificate
   b. offers elective courses for this minor or certificate
   c. offers similar courses contained in this minor or certificate
   d. has an equated course
   e. has courses in this proposal listed as a co-requisite or pre-requisite
   f. shares staff and/or resources

C. Explain the potential impact on the other departments and programs.
None

D. List each of the individuals in the other departments and programs notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.).

E. Will this change impact personnel resources?  Yes  No  If so, how?

**IV. ADDITIONAL INFORMATION**

A. Please list enrollment and number of students completing the minor/certificate for the past four years.
   2015: 3/0
   2016: 5/2
   2017: 5/2
   2018: 5/3

A. Anticipated enrollment and number of graduates from this program for the next four years.
   2019: 5/3
   2020: 6/5
   2021: 7/6
   2022: 8/7

B. Explain and include a cost for any additional or remodeled facilities that will be required as a result of the change.
none

C. List and provide a cost for any additional equipment required.
none

D. State the desired implementation date for the minor or certificate.
Fall 2019, the reason is that this goes then together with the change of the PHYS 231 course.

**V. PROPOSED PROGRAM REQUIREMENTS**

Please use the template below to list all Program courses. To create additional lines, tap while cursor is in the last “Course Hours” field.

Example of different types of entries. Not all programs, minors or certificates will have each type of entry.
Example of different types of entries. Not all programs, minors or certificates will have each type of entry.

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<td>MSU</td>
<td>400</td>
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<td>1-3</td>
</tr>
<tr>
<td></td>
<td></td>
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List each specific course required in the minor or certificate. To create additional lines, tab while the cursor is in the last “Course Hours” field.

<table>
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<th>Number (Example: 100)</th>
<th>Course Name</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR</td>
<td>125</td>
<td>Astronomical and Physical Methods to Explore the Universe (Note, students who seek to obtain the Astrophysics minor cannot substitute the GenEd NSC II requirement with ASTR 125 and are required to take another GenEd NSC II class.)</td>
<td>3</td>
</tr>
<tr>
<td>ASTR</td>
<td>130</td>
<td>Stars, Galaxies, and Cosmology</td>
<td>3</td>
</tr>
<tr>
<td>ASTR</td>
<td>311</td>
<td>Astrophysics I: Stars and Stellar Evolution</td>
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Total Minor or Certificate Hours 33-34