Minutes
University Undergraduate Curriculum Committee
November 18, 2020 – Webex virtual meeting

Present: Dr. Laurie Couch, Ms. Pam Colyer, Dr. DuWayne Dale, Dr. Mark Graves, Dr. Dirk Grupe, Mr. Keith Moore, Ms. Kerry Murphy, Dr. Daryl Privott, Dr. Janet Ratliff, Dr. Emmalou Schmittzehe, and Dr. Edna Schack.

Guests: Dr. Charles Lydeard and Dr. Elizabeth Neilson

Absent: Dr. Heba Elgazzar

I.   **Minutes from November 11 (postponed until 1st meeting of Spring semester)**

II.   **Proposals**

Chemistry
- **Chemistry Area BS Major Revision to Existing Program**
- **Chemistry Major BS Major Revision to Existing Program**

Dr. Lydeard was present to represent the proposals and provided the following overview: Both proposals are to benefit students who have specified both chemistry and physics as part of their degree. The requested change is to add PHYS 231 and 232 with labs as alternatives to PHYS 201 and 202 with labs. Further, the chemistry area proposal requests to add courses to the list of those that can be completed to satisfy the elective requirement in the biomedical track.

Dr. Grupe noted the error on the curriculum map regarding PHYS 231 and 232. They are listed opposite of the term in which they are actually offered. Dr. Lydeard stated that he would make the correction on the curriculum map.

The committee discussed how the changes affected the percentage of classes in common across tracks. The Chemistry Major was in compliance with the "50% rule". The Chemistry Area MSUTeach track was not in compliance.

Dr. Graves moved to waive the 50% rule for the Chemistry Area MSUTeach track and to approve both proposals. The motion was seconded by Dr. Grupe. The committee approved unanimously.

Psychology:
- **PSY 365 Health Psychology New Course**
- **PSY 393 Psychology of Gender New Course**
- **Psychology Area BS Major Revision to Existing Program,**
- **Psychology Major BA Major Revision to Existing Program**
- **Psychology Major BS Major Revision to Existing Program**

Dr. Neilson was present to represent the proposals and provided an overview.

PSY 365 is a foundational survey course in health psychology methods with an emphasis on the bio/psychosocial model and its use to predict health behaviors. It has been offered as a special topics course several times with strong enrollment.

PSY 393 Psychology of Gender is an applied course which draws from different areas of psychology with a particular emphasis on social developmental personality and clinical as it applies to understanding gender development. Additionally, it is a writing focused course and includes a literature review assignment. Gender Studies personnel plan to propose an equated course (GST prefix) and a request to include it in the gender studies academic minor curriculum.

Dr. Neilson stated that the three major revision to existing program proposals request to add the two proposed new courses as electives in the programs' curriculum.

Dr. Schack asked about the offering frequency of the number of course in the elective lists. Dr. Neilson stated that they are not all offered as much as the department would like due to the lack of faculty. Dr. Couch stated upon review of the courses listed as electives for the Area, that most were offered once per year and most of the remaining were offered once every two years.

Dr. Graves moved to approve the two course proposals. Seconded by Dr. Grupe. Dr. Graves amended his motion to include all five proposals.

Dr. Schmittzehe noted errors in the title of the program on the Psychology Area BS proposal and requested an amendment to the motion to stipulate correction of the error. Dr. Graves and Dr. Grupe accepted the amendment. The committee unanimously approved all five proposals.

Entrepreneurship:
- **BBA 200 Major Revision of an Existing Course**
- **BBA 350 Entrepreneurship and Innovation/Business Plan Development Minor Revision of an Existing Course**
- **MNGT 315 Family Business New Course**
- **MNGT 320 Social Entrepreneurship New Course**
- **MNGT 355 Business Innovation & Creativity New Course**
- **Entrepreneurship New Minor**
- **Small Business Management Entrepreneurship Major Revision of Existing Program**

Committee Member, Dr. Ratliff, was present to represent the proposals and provided an overview of all. She stated that due to the length of time since the program had been revised, an update was necessary.

The three proposed elective courses are timely and appropriate for the field of study. The need for the first, MNGT 315 Family Business, is student driven in that many of them are returning or continuing to work in their family business and need the information and skills necessary to do that successfully. The second, MNGT 355 Business Innovation & Creativity, will equip individuals to successfully contribute with entrepreneurial activities within business. The third new course, MNGT 320 Social Entrepreneurship, will assist individuals to successfully navigate and address social justice issues as encountered in business.

The BBA 350 Minor Revision to Existing Course proposal requests to change the course title and description to more accurately reflect the current content of the course. The new title is "Business Plan Development".

The BBA 200 Major Revision to Existing Course proposal requests to expand upon the introductory Business and Entrepreneurship course by adding content to enable it use in serving a broader population of students.

The program is also requesting to add a new academic minor in Entrepreneurship. The current literature on 21st century skills indicates that many people aspire to have their own business or aspire to develop products within their own business or their field. A minor in Entrepreneurship would fulfil a void at MSU and align it with most other Universities that offer courses in Entrepreneurship. Mr. Moore noted that since BBA 350 has MKT 204 and MNGT 201 as prerequisites, they should both be listed as a requirement for the academic minor and as proposed. As proposed, MNGT 201 is not listed. Dr. Ratliff requested the committee to consider the proposal with a revision to add the course to the list, increasing the required hours from 21 to 24.

Dr. Schack asked about sharing courses with the Art Entrepreneurship minor. Dr. Ratliff stated that it was a possibility, however, the Entrepreneurship minor is very specifically prescribe with only one elective.

Dr. Schmittzehe stated that MNGT 355 has specific prerequisites but in the answer to II.B. concerning appropriateness of the course level states that the courses are recommended. Dr. Ratliff confirmed that the courses are required prior to MNGT 355 and will make the appropriate change in section II.B.

Dr. Grupe moved to approve MNGT 315, 320, and 355 (with the previously discussed revision). Seconded by Dr. Privott. The committee voted to approve with Dr. Ratliff abstaining.

Dr. Graves moved to approve BBA 200 and BBA 350. Dr. Schack seconded. The committee voted to approve. Dr. Ratliff abstained.

Dr. Graves moved to approve the Entrepreneurship minor (with the previously discussed revision). Dr. Schack Seconded. The committee voted to approve. Dr. Ratliff abstained.

Dr. Schack moved to approve the Small Business Management Entrepreneurship Major Revision of Existing Program proposal. Seconded by Dr. Graves. The committee voted to approve. Dr. Ratliff abstained.

III. New/Other Business
The next scheduled meeting is December 2 at 1:00 p.m. Currently the agenda only includes the general education related curriculum change forms. If no significant issues, the packet of forms could be voted on via email. The committee discussed the 50% rule and the lack of clear instruction on how it should be applied. They also discussed the effects of different revisions on MSU programs and possible ways to address the issues.

Dr. Grupe moved to adjourn. Seconded by Dr. Privott. Adjourned.

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**

Course Name: (as listed in the current catalog)	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)
Proposed Course Name:	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)

Approved major or program(s) in which the course will be offered. (as listed in the current catalog)

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.

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.

B. Justify the proposed instructional level (100-600) or instructional level change.

C. List the student learning outcomes for the <u>course</u>.

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.

E. Define how the course helps students to achieve learning objectives required for the <u>program</u>.

F. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

III. IMPACT

A. List any existing course(s) that will be replaced by the proposed/revised course.

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.

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

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

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.

B. Identify external adjunct faculty, if appropriate.

V. ADDITIONAL INFORMATION

A. Desired section size and anticipated enrollment.

B. Desired implementation date for the course.

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

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

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 *All elements on the syllabus checklist must be included on the sample syllabus*

- 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.

To insert the syllabus and any supporting documentation (email correspondence, IACUC form, etc.):
- **From the TOOLS Menu**
- **Choose ORGANIZE PAGES**
- **Choose INSERT - FROM FILE**
- **(Choose PDF of your syllabus or supporting documentation)**
- **In the pop up window: Choose AFTER & LAST PAGE and select OK.**
- **Verify that the pages are inserted and save this document.**

School of Business Administration

BBA 200-001
Business & Entrepreneurship
9:00 a.m.-9:50 a.m. Monday, Wednesday, & Friday
Fall 2021

This syllabus is made available in an electronic format in Blackboard (at the site for this class).

INSTRUCTOR: Dr. Janet Ratliff
Elmer and Donna Smith Endowed Chair in Entrepreneurship
Associate Professor of Management/Entrepreneurship
Center Director, Booth Entrepreneurship Center
Office Location: Combs 110B; Office Phone: 606-783-2390
E-Mail: j.ratliff@moreheadstate.edu

OFFICE HOURS: As posted on door or by appointment (10:00 a.m. – 11:30 a.m.; 1:00 p.m.-2:30 p.m. on Monday and Wednesday). Please always make an appointment to ensure availability. If none of these times meets your scheduling needs, other days and times are available by appointment if the instructor does not have scheduling conflicts. At times, called meetings may require attendance during a particular office hour; if this is the case, a note will be placed on the door with a return time.

Course Materials: Textbook: Entrepreneurship: The Practice and Mindset by Heidi Neck, Christopher Neck, and Emma Murray, Sage Publishing.

Additional Excepts and Readings will be provided from various other sources depending upon topic including but not limited to: The Entrepreneurial Mindset: Strategies for Continuously Creating Opportunity in an Age of Uncertainty by Rita Gunther McGrath. Start Something that Matters by Blake Mycoskie. Entrepreneurship Magazine. Fields of choice related readings as chosen by students individually for entrepreneurs in field (entrepreneur biographies/autobiographies by choice). Who Owns the Ice House by Schoeniger and Taulbert.

Course Description: ENT 200: Business & Entrepreneurship (3-0-3). This course is designed to introduce students to the field of entrepreneurship and a skill set that encourages thinking and acting entrepreneurially. Additionally, Students will learn to develop their own perspective on entrepreneurship by analyzing problems in our society and brainstorming innovative solutions to solving these problems. By doing this, students will learn to identify an opportunity that will create social and economic value in

a dynamic business environment. Students will be actively involved in both entrepreneurial and intrapreneurial thinking.

Course Attendance Policy (if COVID 19 is still a factor for attendance): *The attendance policy for BBA 200 is in compliance with the UAR 131.05 and reflects the temporary guidance from Academic Affairs related to COVID-19 as follows:*

Typical policies that govern excused student absences in courses for student illness (i.e., UAR 131) are relaxed for this term. Guidance from health departments and the CDC require anyone testing positive for COVID-19 to self-isolate and monitor symptoms. This guidance also requires anyone who has been exposed to COVID-19 to quarantine, monitor symptoms, and seek medical attention. Further, this guidance recommends that anyone experiencing COVID-19 symptoms (fever, cough, tiredness, difficulty breathing, etc.) stay home, monitor symptoms, and seek medical attention.

Students testing positive for COVID-19, those who have been exposed to COVID-19, and those experiencing COVID-19 symptoms must also contact their instructor(s) as soon as possible unless incapable due to illness. Student absences due to COVID-19 illness, exposure, or symptoms, with or without documentation, should be excused and students given a flexible timeline for production, make-up, and/or delivery of missed assignments. After reviewing the specific circumstance for student absence, the instructor and student will discuss makeup of missed assignments and mutually agreed upon deadlines.

In the case of illness/medical emergencies, if a period of extended absences is necessary (more than 15% of total class instructional time (the equivalent of 3-4 days - this is the equivalent of two weeks) the student should contact the Office of the Assistant Vice President/Dean of Students as soon as possible (but no later than two weeks after the period of absence). In these circumstances, documentation may be required and an institutional excuse may be provided to all of the student's instructors.

Additionally, Masks are required in all buildings and in instructional activities on the MSU campus. Students may request an accommodation with the MSU Office of Disability Services if they cannot wear a mask for medical reasons.

Normal Attendance Policy for BBA 200: All students taking this course, including participants in official university activities or programs are required to be on time with all assignments and in attendance at all class meetings (this pertains to on campus classes and on-line in that students must still keep up with all assignments and reading as required on a weekly basis); however, all absences will be handled in accordance with UAR Number 131.05, students will be permitted to make up work based on the excused absences policy. University excused absences are grouped into five categories: University-sponsored activities, student/family illness/death, military obligations, jury duty or subpoena for court appearances, and major religious holidays. Students missing for any of these reasons should contact the instructor of this class as soon as possible. If a student is absent from class because of a University excused absence, as identified in UAR 131.05, the instructor of this class will work with the student to provide to them an opportunity to make up missed work in a fair and equitable manner without any reduction in the student's final grade as a direct result of this absence.

Additionally, any student that abuses the starting time for the class (on campus classes), may be asked to be removed from the course, may not be permitted to enter class late, and may not be permitted to make up work turned in or done for that day, may be penalized points on attendance, or may be locked out of

the room. In addition, the same may apply to students choosing to leave class early. Any and all of the punishments mentioned may be the result of abuses of the starting time for class or early departure from class and may be laid upon the student at the discretion of the professor of this course. Participation is expected in each class session.

Student Learning Objectives and Assessment: Upon completion of this course, the student will be able to:

Student Learning Objective
- 1. Define business and entrepreneurship - 2. Explain the differences between areas of business covered (marketing, management, finance, accounting, computer information systems, and economics) - 3. Explain how entrepreneurship is a method - 4. Develop entrepreneurial perspectives and competencies applicable to any field of study - 5. Detail the process undertaken to identify problems, brainstorm, and find innovative solutions to solve these problems - 6. Create a Business Model Canvas (BMC) for a business idea of personal choice from the recognition of an opportunity - 7. Apply basic value propositioning to the BMC offering - 8. Assess business failures and show how these failures lead to further development and enhanced opportunities

*See tentative schedule below for complete details of all.

Course Requirements: Course requires **completion of several small projects** – research paper, brain storming and problem solving activities (i.e. castles, paperclip, value propositions, etc...), analysis of news articles for business failure and for entrepreneurial perspectives, business model canvas activities/assignments and research papers on entrepreneur of choice. Projects must meet all of the objectives as outlined in the curriculum. Each unacceptable project will be returned to the student for revision until it is acceptable. **Additional** hands on projects and assignments may be utilized throughout semester as needed.

Examinations: There will be three exams throughout the semester with a final comprehensive examination. Each exam will be a combination of <u>multiple choice and short answer essays</u> that both test knowledge and apply skills.

Grading:

A	**90 – 100**
B	**80 – 89**
C	**70 – 79**
D	**60 – 69**
E	**BELOW 60**

Other Policies:
- It is your responsibility to make sure that your attendance has been recorded. If you come to class late, make sure that you see the instructor after class.
- All pagers, cell phones, and other electronic devices must be turned off during class.
- Plagiarism of others work will result in a zero for both the individual copying and the individual loaning assignments.
- Students must retain <u>ALL</u> of their assignments until the end of the semester

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 ADUC coordinates reasonable accommodations for students with documented disabilities. During the COVID 19 crisis, it is also recommended that students go through this office if a medical condition warrants not wearing a face mask. Please bring all medical evidence to support the inability to wear a mask to this office so accommodations can formally be made as needed and notifications to instructors can likewise be provided in a timely manner. 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 for more information.

Campus Safety Statement: Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event that an 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

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. Additionally, if you are not sure what constitutes academic dishonesty, read The Eagle: Student Handbook or ask your instructor. Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Additionally, copying information from the Internet is plagiarism if appropriate credit is not given. In essence, academic dishonesty is serious and will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU.

Emergency Procedures Policy/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: www.moreheadstate.edu/emergency.

ENT 200-001 Tentative Course Schedule
Fall 2021

Week of Study Designation	Topic/Content	Activities/Assignments/Discussions	Due Date	Method of Evaluation	Alignment To Outcomes
Week 1 8-16-21; 8-18-21;8-20-21	Orientation & Practicing Entrepreneurship & Learning about business areas overall	Cover syllabus and assignments for the semester; provide fundamental definition of business (various areas of business) and entrepreneurship; send students out to learn how to practice entrepreneurship by observing and identifying opportunities activity (rubric). Chapter 1	8-23-21	Rubric	SLO #1 & #3
Week 2 8-23-21; 8-25-21; 8-27-21	Exploration of business innovators; The Activating an Entrepreneurial Mindset & Learning about business areas overall	Mindset discussions, aptitude and attributes activities (rubric), philosophy of entrepreneurship to be taught versus born; entrepreneurial traits discussed; paperclip/rubber band activity (rubric); - finding solutions to other problems other than intended purpose activity (rubric); evaluation of personal traits and skills and level of each; analysis of news articles related to areas of business covered (rubric); diversity activity (rubric). Chapter 2	8-30-21	Rubrics	SLO #5 & #2
Week 3 8-30-21; 9-1-21; 9-3-21	Creating and Recognizing New Opportunities	Selection of research paper topic of entrepreneur to study (rubric) Chapter 3 Identification of problem-solving steps and application in real life activity (newspaper articles used to find problems around community, state, and nation assignment (rubric); identification activity for simple other problems on campus); brainstorming basics activity (rubric). Chapter 3	9-6-21	Rubrics	SLO #5
Week 4 9-6-21; 9-8-21; 9-10-21	Using Design Thinking Observation and Insights	Understand and note the contributions of several entrepreneurs - news articles analysis related to individual	9-13-21	Rubrics	SLO #4

		entrenpreneurs in various fields of study (rubric) and introduction of research paper on specific entrenpreneurs in field of study of choice by individual student (rubric); discuss what is learned when you observe activity (rubric); each person will role play and discuss value of these contributions (rubric). Chapter 4			
Week 5 9-13-21; 9-15-21; 9-17-21	Building Business Models	Exam 1 (Chapters 1-4); Give Exam Back with Feedback. value proposition reading and activities to reinforce true understanding of application of concept (rubric); Exposure to various canvasing and plans that work; Actually create and explain all parts of a Business Model Canvas (BMC) for a particular good/service of choice (rubric). Chapter 5	9-13-21 9-27-21	Objective Test Rubrics	SLO #1, #2, #3, #4, & #5, SLO #6 & #7
Week 6 9-20-21; 9-22-21; 9-24-21	Developing Your Customers	Chapter 6 Continue work from the week before			SLO #6 & #7
Week 7 9-27-21; 9-29-21; 10-1-21	Testing and Experimenting with New Ideas	Thinking outside the box, seeing something entirely different that could lead to the best solutions; Sometimes the by-products of some things is very useful versus no use. Examples are bamboo flooring by products are stronger; reflective sign with no electricity on roadways provides guidance. An assignment will seek new similar examples per student (rubric). Chapter 7	10-4-21	Rubric	SLO #5, #6, & #7
Week 8 10-4-21; 10-6-21; 10-8-21	Developing Networks and Building Teams	Diversity activity- understanding cultures and appreciating differences (rubric) Chapter 8	10-11-21	Rubric	SLO #2, #6, & #7

Week 9 (10-11-21 Midterm grades due) 10-13-21; 10-15-21	Creating Revenue Models	Group Project Paper & Presentation/Individual Contributions Assignment Made. Chapter 9	Paper 11-8-21 Pres. 11-29-21	Rubrics	SLO #6 & #7
Week 10 10-18-21; 10-20-21; 10-22-21	Planning for Entrepreneurs	Exam 2 (Chapters 5-9); Give Exam Back with Feedback. Chapter 10		Objective Test	SLO #2, #5, #6, & #7
Week 11 10-25-21; 10-27-21; 10-29-21	Anticipating Failures	Business Failures Activity (failure and recognition of value for failures -i.e. post it pads-failure due to low adhesive power-, other examples identified by students); news article analysis for business failure assignment (rubric). Chapter 11		Rubric	SLO #8
Week 12 11-1-21; 11-3-21; 11-5-21	Bootstrapping and Crowdfunding for Resources	One-week group project for innovative creation (sales presentations and application of learned skill set evaluated and reflected upon)-Rubric. Chapter 12	11-8-21	Rubric	SLO #6 & #7
Week 13 11-8-21; 11-10-21; 11-12-21	Financing for Startups	Exam 3 (Chapters 10-12); Guest Speaker; Simplifying the financials activity (objective quiz); industry identification activity (rubric). Chapter 13	11-15-21	Objective Test & Rubric	SLO #6, #7, & #8
Week 14 11-15-21; 11-17-21; 11-19-21	Navigating Legal and IP Issues	Understanding ways to protect Intellectual Property (IP) and royalties; search for innovative products and find IP for those innovations assignment (rubric). Chapter 14	11-22-21	Rubric	SLO #6 & #7
Week 15 11-22-21; (Thanksgiving Holiday Break: 11-24-21 to 11-26-21)	Engaging Customers Through Marketing	Growth indications activity (rubric) – in class. Chapter 15	11-22-21	Rubric	SLO #6 & #7
Week 21 11-29-21; 12-1-21; 12-3-15	Supporting Social Entrepreneurship	Discussions of "Going beyond the norm" and searching for societal benefit/value; Presentations (rubric); Review Overall for Final	11-29-21	Rubric	

		Exam. Chapter 16			
Week 17 12-8-21		Final Exam (Chapters 13-16) TBA	TBA	Objective Test	SLO #6, #7

Course Delivery Change Notification Information:
Students will be notified of alternative delivery strategies during this semester through BlackBoard announcements and through email, if needed and promptly when needed. Clear information will be provided as to the changes necessary to take place to continue our course as needed in the event that we are unable to continue in face to face courses. Please make sure that you are able to receive all email through your MSU regular email account. BlackBoard is set up to send all email to all registered students through the regular MSU email accounts; thus, it is your responsibility to make sure you are able to receive such information in that manner.

COURSE
Minor Revision to an Existing Course

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

Current Course Name: (as listed in the current catalog)	**Course prefix** (Example: ENG)	**Number** (Example: 100)	**Title (Example: Writing I)**	**Faculty Load**	**Formula** (Example: 3-0-3)	**Intended Terms Offered** (Example: Fall/Spring)
Proposed Course Name:	**Course prefix** (Example: ENG)	**Number** (Example: 100)	**Title (Example: Writing I)**	**Faculty Load**	**Formula** (Example: 3-0-3)	**Intended Terms Offered** (Example: Fall/Spring)

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.**

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**

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

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.)

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.

Supporting documentation can be forwarded along with the electronic copy of the proposal.

Volgenau College of Education
Office of the Dean
100 Ginger Hall | Morehead, KY 40351
P: 606-783-2162 | F: 606-783-5029

www.moreheadstate.edu

November 11, 2020

Dr. Laurie Couch
Associate Provost
Morehead State University

Dear Laurie,

As the head of Morehead State's Educator Preparation Program (as defined by CAEP) and as chair of the Teacher Education Committee (TEC), I have reviewed the attached "Chemistry Area BS Program Revision." I find none of the proposed revisions to affect the existing educator preparation course requirements. Therefore, I conclude that it is not necessary for this proposed revision to be reviewed and approved by the TEC.

I recommend that this proposal with my letter be moved forward for review by the University Undergraduate Curriculum Committee.

Beyond this proposal, I recommend that the university's curriculum routing forms be revised to reflect that curriculum revision proposals must only be routed to the TEC when they propose changes to education-related course or program requirements. I would be happy to work with you or others you designate to revise this language.

Supportively,

Antony (Tony) D. Norman

PROGRAM

Major Revision of Existing Program

The outline below is to be used for program revisions. Each revised or new course included in this program requires a separate "New Course or Major Revision to Existing Course" proposal. *Note: an amended curriculum map must be attached to each "Major Revision of Existing Program" proposal.*

I. EXISTING PROGRAM REVISION
State the current title of the Program (as listed in the current catalog)   Chemistry Area BS
List the degree (e.g. Bachelor of Science) **and major or area** (e.g. Math Major, Biology Area); **as listed in the current catalog. Include tracks if applicable** (e.g. Bachelor of Arts, Philosophy Major, Religious Studies Track).   Chemistry Area - Bachelor of Science Biomedical Track; Chemistry Area - Bachelor of Science Professional Chemist Track; Chemistry Area - Bachelor of Science MSUTeach Track
State the proposed revised title of the Program (if applicable)   N/A
If the degree (e.g. Bachelor of Science) **and/or major or area** (e.g. Math Major, Biology Area) **names are changing, please list them below. Include tracks if applicable.**   N/A
CIP Code - *Contact your department chair to verify the correct CIP Code information.*   40.05

II. NEED AND JUSTIFICATON
A. Describe the changes and justify what this proposal is requesting; what are you doing and why are you doing it?   The first proposed changes are to remedy problems experienced by our double majors (ex. Chemistry & Physics dual major) who have been required to take redundant courses in the past to satisfy both majors' requirements and at the same time, offer additional flexibility to students in the Chemistry Area. Therefore, we propose to add as an either/or option Physics 231 & 232 (calculus-based physics) to the existinng Physics 201 & 202 (algebra-based physics) requirement to remedy this problem. The second proposed change will alter the Biomedical track only by adding eligible electives to enhance the program by giving students more options and flexibility in their education. The following courses will be added: Neurobiology BIOL 385, Medical Terminology IMS 202, Advanced Cell Biology BIOL 451, Histology BIOL 429 and Virology BIOL 428.
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 to the program may have.   None.
C. Have the admission requirements changed? If so, how?   No.
D. If a similar program at MSU or in Kentucky exists, provide justification for the duplication.   We are not duplicating the program offering, simply modifying course options for dual majors.

III. PURPOSE, GOALS, AND OBJECTIVES
A. 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 are to remedy problems experience by our double majors (ex. Chemistry & Physics dual major) who have been required to take redundant courses in the past to satisfy both majors' requirements.

B. State the revised program outcomes or competencies to be achieved by students.

There is no revision to the program outcomes or competencies to be achieved by students.

C. How do the specific goals and objectives relate to the mission statement of the University?

The primary goal is to provide a curriculum that enables students to continue their education in professional or graduate schools. This can be measured by the acceptance rate of students who apply to professional/graduate schools after completing their degree or obtain gainful employment. The new curriculum will enhance students chances for "success in a global environment" and "engage in scholarship". Many of these students will return to eastern Kentucky as doctors and pharmacists. This will contribute to the improvement of "the quality of life" in our community.

D. 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.

Scores on standardized American Chemical Society exams during 5 different chemistry courses will be used to evaluate competency. Scores on appropriate professional school exams including the MCAT, PCAT, DAT, OAT, GRE subject test in chemistry and GRE will also be used. The MFAT exam will also be administered as part of the senior thesis capstone course.

E. List discipline-specific standards for accreditation in addition to Southern Association of Colleges and Schools (SACS) accreditation standards. If applicable, attach current statement of requirements.

N/A.

IV. IMPACT

A. How will the program changes affect transfer students?

Transfer students should not be affected as most community colleges and universities offer programs of study in chemistry. We are in the process of developing a degree pathway as a part of the Kentucky Council of Post Secondary Education's KnowHow2Transfer initiative to make transferring to Morehead State University a smoother transition.

B. List all departments and programs that could be impacted by this proposal. For example, any department or program that:
  a. offers required courses for this program
  b. offers elective courses for this program
  c. offers similar courses in their program
  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.

None.

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

No other programs or departments will be impacted.

D. List 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.)

N/A

E. Does this program revision require new technology? Please note that Information Technology (GH 110) should be notified when the program 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** ☒ **No (If yes, a representative from Information Technology must sign the signature sheet.)**
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.

V. PERSONNEL

A. List name(s), qualifications including highest earned degree, and academic rank(s) of departmental faculty who will teach courses in this program.

Mark Blankenbuehler, Ph.D., Associate Professor
Nathan Coker, Ph.D., Associate Professor
Samuel David, Ph.D., Assistant Professor
Dennis Fulmer, MS, Instructor
Ann Macintosh, Ph.D., Associate Professor
Emma Schmittzehe, Ph.D. Assistant Professor
Elizabeth Thomas, Ph.D., Assistant Professor

B. Identify external or adjunct faculty, if appropriate.

N/A.

C. List any additional support personnel (clerical, laboratory assistants, and technicians) needed for implementation.

N/A

D. List additional faculty including academic rank and qualifications, who must be employed during the next four years if this is implemented.

N/A

VI. ADDITIONAL INFORMATION

A. Identify the enrollment and number of graduates from this program for the past four years

Previous Four Years	Enrollment	Graduation
2019-2020	21	-
2018-2019	31	2
2017-2018	25	1
2016-2017	21	3

B. List anticipated enrollment and number of graduates from this program for the next four years.

Next Four Years	Enrollment	Graduation
2020-2021	21	2
2021-2022	22	3
2022-2023	23	3
2023-2024	24	4

C. Explain any additional or remodeled facilities that will be required.

N/A.

D. List any additional equipment required.

N/A.

E. Provide the estimated additional cost required to support this program for the next four years. Identify source of new funds (special legislative request, system reallocation, etc.).

N/A.

VII. PROPOSED PROGRAM REQUIREMENTS

General Education

If the Program requires specific general education courses list them here.

Course Prefix	Number	Course Name	Course Hours
MATH	175	Calculus I	
BIOL	171	Principles of Biology	
CHEM	111	Principles of Chemistry I	
Variable		General Education	24

Total General Education Hours	24

Program Core Hours

Program Core courses must be taken by all students in the program. This section cannot contain options such as "MSU 111 or MSU 112" or "choose 3 hours from the following list". Any core Track hours should be listed in the Track section.

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
MATH	175	Calculus I	4
BIOL	171	Principles of Biology	4
CHEM	111	Principles of Chemistry I	4
CHEM	112	Principles of Chemistry II	4
CHEM	301	Fundamentals of Biochemistry	4
CHEM	326	Organic Chemistry I	4
CHEM	327	Organic Chemistry II	4
CHEM	351	Bioinorganic Chemistry	3
CHEM	360	Analytical Chemistry	3
CHEM	441	Physical Chemistry I	3

Total Program Core Hours (This total should be at least 50% or more of the Total Program Hours; not including general education hours and free elective hours).	37

Other Program Required Hours

Other Program Required Hours are required program courses with the option of choosing between two specific courses (i.e. "MSU 111 or MSU 112"). Track hours should be listed in the Track section.

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
PHYS	201	Physics I w/ lab OR	4
PHYS	231	Engineering Physics I w/lab	5
PHYS	202	Physics II w/ lab OR	4
PHYS	232	Engineering Physics II w/ lab	5
CHEM	499C & D	Chemistry Senior Project I and II OR	3
CHEM	499E	Issues in Chemistry	3

Total Other Program Required Hours	11-13

Program Electives

Program Electives are a list of required program-related courses from which a student chooses a specific number of hours. (e.g. "choose 3 hours from the following list"). Track electives should be listed in the Track section.

Course Prefix	Number	Course Name	Course Hours

Total Program Elective Hours	

IF YOUR PROGRAM DOES NOT HAVE TRACKS, PLEASE PROCEED TO THE FREE ELECTIVE SECTION BELOW.

*Please note: If you need more than two tracks, please contact *undergraduate@moreheadstate.edu* so that the forms can be revised to fit your needs.

Program Track Name: **Biomedical Track**			
Please list all Track Requirements			
Course Prefix (Example: ENG)	**Number (Example: 100)**	**Course Name**	**Course Hours**
BIOL	304	Genetics	3
BIOL	380	Cell Biology	3
BIOL	244	Human Anatomy and Physiology I	3
BIOL	244A	Human Anatomy and Physiology I Lab	1
		Choose four courses from the following:	
BIOL	245 & 245A	Human Anatomy and Physiology II/Lab	4
BIOL	317	Principles of Microbiology	4
BIOL	336	Pathophysiology	4
BIOL	446	Biotechnology	3
BIOL	490	Advanced Biochemistry	3
CHEM	429	Pharmaceutical Chemistry	3
BIOL	385	Neurobiology	3
IMS	202	Medical Terminology	2
BIOL	451	Advanced Cell Biology	3
BIOL	429	Histology w/Lab	3
BIOL	428	Virology	3
BIOL	399	Selected Topics	3
CHEM	399	Selected Topics	3

Total Track Hours	21-25

Program Track Name: **Professional Chemist Track**			
Please list all Track Requirements			
Course Prefix (Example: ENG)	**Number (Example: 100)**	**Course Name**	**Course Hours**
CHEM	340	Chemical Information	2
CHEM	442	Physical Chemistry II	5
CHEM	451	Advanced Inorganic Chemistry	3
CHEM	460	Instrumental Analysis	5

CHEM	476	Special Problems	1
MATH	275	Calculus II	4
		Choose one course from the following:	
MATH	276	Calculus III	4
MATH	363	Differential Equations	3
MATH	365	Introduction to Mathematical Statistics	3

Total Track Hours	23-24

Program Track Name: **MSUTeach Track**			
Please list all Track Requirements			
Course Prefix (Example: ENG)	**Number (Example: 100)**	**Course Name**	**Course Hours**
UTCH	100	Step 1: Inquiry Approaches to Teaching	1
UTCH	150	Step 2: Inquiry-Based Lesson Design	1
UTCH	200	Knowing and Learning in Mathematics and Science	3
UTCH	250	Perspectives on Science and Mathematics	3
UTCH	300	Classroom Interactions	3
UTCH	315	Functions and Moedeling	3
UTCH	350	Project-Based Instruction	3
UTCH	400	Research Methods	3
UTCH	450	Apprentice Teaching	12

Total Track Hours	32

Free Electives:			
Free General Electives are any course hours still necessary to meet the 120 hour degree requirement after all program requirements are met.			
Course Prefix	**Number**	**Course Name**	**Course Hours**
Variable	Variable	Free Electives	14-27

Total Free Elective Hours	14-27

TOTAL DEGREE HOURS (Total degree hours should equal 120 or contain a rationale as to why it cannot).	120
Rationale as to why program exceeds 120 hours (if applicable):	
NA	
If there is a change to the current catalog language for program competencies, admission criteria, standardized testing requirements, etc., please list the NEW catalog language below. Do not list the old catalog language. Do not list the program courses again.	

Curriculum Map – Chemistry Area Biomedical Track

NOTE: If you are required to complete any developmental courses, you may not be able to complete the degree in four years. This curriculum map assumes that you have not transferred in any previously completed college level courses.

All students must have 33 hours of general education courses which include:

FYS – First Year Seminar	ENG 100 – Core Writing I
COMS 108 – Fund. Of Speech Communication	ENG 200 – Core Writing II
MATH 131, 135, 152, 174 or 175 - CORE Math	

One 3 credit hour course from each of the following categories

HUM I	SBS I	NSC I
HUM II	SBS II	NSC II

The approved course list may be accessed through the current MSU Undergraduate Catalog.

FIRST YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	FYS 101	G	3		CHEM 112/112L	P,R	4
	ENG 100	G	3		MATH 175	G	4
	COMS 108	G	3		HUM 2 – Humanities	G	3
	CHEM 111/111L – NSCI	P,G,R	4		BIOL 171/171L – NSC II	P,G,R	4
	HUM 1 – Humanities	G	3				
	Total Credit Hours		**16**		**Total Credit Hours**		**15**

SECOND YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	ENG 200 or HON 200	P,G	3		CHEM 327/327L	P,R,U	4
	CHEM 326/326L	P,R,U	4		CHEM 301/301L	P,R,U	4
	PHYS 201 OR PHYS 231	P,R	4-5		PHYS 202 or PHYS 232	P,R	4-5
	BIOL 304/304L	P,R,U	3		SBS I – Social/Behavioral Sciences	G	3
	Total Credit Hours		**14-15**		**Total Credit Hours**		**15-16**

THIRD YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	BIOL 380/380L	PRU	3		CHEM 351	PRU	3
	BIOL 244/244A	PR	4		CHEM 360/360L	PRU	3
	SBS 2 – Social/Behavioral SCI	G	3		General Elective	U	6
	General Electives	EU	3		Biomedical Option Elective	EU	3-4
	Biomedical Option Elective	E	3-4				
	Total Credit Hours		**16-17**		**Total Credit Hours**		**15-16**

FOURTH YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	CHEM 499C	PRU	2		CHEM 499D	PRU	1
	CHEM 441	PRU	3		Biomedical Option Elective	EU	2-4
	Biomedical Option Elective	EU	3-4		General Elective	E	12
	General Electives	E	6				
	Total Credit Hours		**14-15**		**Total Credit Hours**		**16-17**

(E) Elective   (G) General Education Course
(P) Pre-requisite   (R) Required Course
(U) Upper Division Course 300-400 level (you must have 42 hours)

Curriculum Map – Chemistry Area Professional Chemist

NOTE: If you are required to complete any developmental courses, you may not be able to complete the degree in four years. This curriculum map assumes that you have not transferred in any previously completed college level courses.

All students must have 33 hours of general education courses which include:

FYS – First Year Seminar	ENG 100 – Core Writing I
COMS 108 – Fund. Of Speech Communication	ENG 200 – Core Writing II
MATH 131, 135, 152, 174 or 175 - CORE Math	

One 3 credit hour course from each of the following categories

HUM I	SBS I	NSC I
HUM II	SBS II	NSC II

The approved course list may be accessed through the current MSU Undergraduate Catalog.

FIRST YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	FYS 101	G	3		CHEM 112/112L	PR	4
	ENG 100	PG	3		MATH 175	PG	4
	NSC 2 – CHEM 111/111L	PGR	4		General Electives	E	6
	COMS 108	G	3		HUM 1 - Humanities	G	3
	Total Credit Hours		13		**Total Credit Hours**		17

SECOND YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	CHEM 326/326L	PR	4		CHEM 327/327L	PR	4
	PHYS 231/231A	PR	5		CHEM 360/360L	PRU	3
	MATH 275	PRG	4		SBS 1 – Social/Behavioral Sciences	G	3
	ENG 200	PG	3		General Electives	E	6
	Total Credit Hours		16		**Total Credit Hours**		**16**

THIRD YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	CHEM 340	PRU	2		CHEM 351	PRU	3
	MATH ELECTIVE	PR	3-4		NSC 2 BIOL 171/171L	PGRS	4
	HUM 2 – Humanities	G	3		PHYS 232/232A	PRS	5
	SBS 2 – Social/Behavioral Sciences	G	3		General Electives	E	3
	CHEM 301/301L	PRU	4				
	Total Credit Hours		15-16		**Total Credit Hours**		15

FOURTH YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	CHEM 441	PRU	3		CHEM 476	PRU	1
	CHEM 451	PRU	3		CHEM 442/442L	PRU	5
	General Electives	E	7		CHEM 499D	PRU	1
	CHEM 499C	PRU	2		CHEM 460/460L	PRU	5
	Total Credit Hours		15		**Total Credit Hours**		12

(E) Elective	(G) General Education Course
(P) Pre-requisite	(R) Required Course
(U) Upper Division Course 300-400 level (you must have 42 hours)	

Curriculum Map – Chemistry Area MSUTeach

NOTE: If you are required to complete any developmental courses, you may not be able to complete the degree in four years. This curriculum map assumes that you have not transferred in any previously completed college level courses.

All students must have 36 hours of general education courses which include:

FYS – First Year Seminar	ENG 100 – Core Writing I
COMS 108 – Fund. Of Speech Communication	ENG 200 – Core Writing II
MATH 131, 135, 152, 174 or 175 - CORE Math	Capstone

One 3 credit hour course from each of the following categories

HUM I	SBS I	NSC I
HUM II	SBS II	NSC II

The approved course list may be accessed through the current MSU Undergraduate Catalog.

FIRST YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	FYS 101	G	3		UTCH 150	PR	1
	UTCH 100	R	1		CHEM 112/112L	PR	4
	CHEM 111/111L	PRG	4		MATH 175	PG	4
	ENG 100	PG	3		COMS 108	G	3
	SBS – Social/Behavioral Sciences Elective	G	3		SBS 2 – Social/Behavioral Sciences	G	3
	Total Credit Hours		17		**Total Credit Hours**		15

SECOND YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	UTCH 200	PR	3		UTCH 250	PR	3
	CHEM 326/326L	PRU	4		CHEM 327/327L	PRU	4
	PHYS 201 or PHYS 231	PR	4-5		PHYS 202 or PHYS 232	PR	4-5
	ENG 200	PG	3		HUM 2 – Humanities	G	3
	Total Credit Hours		14-15		**Total Credit Hours**		14-15

THIRD YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	UTCH 300	PRU	3		UTCH 350	PRU	3
	CHEM 351	PRU	3		CHEM 301/301L	PRU	4
	BIOL 171/171L	PRG	4		CHEM 360/360L	PRU	3
	UTCH 315	PRU	3		General Elective	E	6
	General Electives	E	3				
	Total Credit Hours		16		**Total Credit Hours**		16

FOURTH YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	UTCH 400	PRU	3		UTCH 450	RU	12
	CHEM 441	PRU	3		CHEM 499E	RU	3
	General Electives	E	7				
	Total Credit Hours		13		**Total Credit Hours**		15

(E) Elective   (G) General Education Course   (P) Pre-requisite   (R) Required Course
(U) Upper Division Course 300-400 level (you must have 42 hours)

PROGRAM
Major Revision of Existing Program
Undergraduate Curriculum Routing Form
June 2020

Program: (as listed in current catalog)	Chemistry Major - Bachelor of Science
Department: (as listed in current catalog)	Biology and Chemistry
College: (as listed in current catalog)	Science
Originator's Name:	• Please confirm with the Office of Undergraduate Education and Student Success (3-2003) that you are initiating the correct proposal form. • Do not alter the proposal form language and formatting in any way. If the form is altered, it will be returned for revision. • It is the Originator's responsibility to track a proposal through the approval process.

Signatures: The originator and the departmental curriculum committee hair will review, complete the checklist, and sign on the "COVER SHEET" pages.

Charles Lydeard
Digitally signed by Charles Lydeard
Date: 2020.09.21 10:37:26 -04'00'
Approve
9/21/20
_____
Department Chair or Associate Dean — Date

Lisa Wallace
Digitally signed by Lisa Wallace
Date: 2020.10.12 16:15:16 -04'00'
Approve
10/12/2020
_____
College Curriculum Committee — Date

Wayne C. Miller
Digitally signed by Wayne C. Miller
Date: 2020.10.14 09:21:30 -04'00'
Approve
10/14/2020
_____
College Dean — Date

Status

_____
Teacher Ed. Council (if program is a secondary education program) — Date

Once the proposal has been approved through the above levels, submit the document to the Office of Undergraduate Education and Student Success: undergraduate@moreheadstate.edu

Laurie Couch by GWS
Digitally signed by Laurie Couch by GWS
Date: 2020.11.19 14:29:19 -05'00'
Approve
11/19/2020
_____
University Undergraduate Curriculum Committee — Date

Greg Russell
Digitally signed by Greg Russell
Date: 2020.11.19 19:45:28 -05'00'
Approve
11/19/2020
_____
Provost & Vice President for Academic Affairs — Date

COVER SHEET

Program: (as listed in current catalog)	Chemistry Major - Bachelor of Science
Department: (as listed in current catalog)	Biology and Chemistry
College: (as listed in current catalog)	Science

1. Important Definitions Used in the Curriculum Process:
   - Area - program of study comprised of at least 48 hours. Note that an area does not include "of concentration" in the designation.
   - Major - program of study comprised of at least 30 hours, accompanied by a minor.
   - 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 Undergraduate Education and Student Success at 783-2003. Completion of a certificate does not replace a minor for degree completion.
   - Core - a set of required courses taken by all students in a specific area or major.
   - Track - a subset of courses within an area or major designed to develop expertise in a particular topic at the undergraduate level.
   - 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 another course.
   - Co-requisite - course(s) that a student must take concurrently with another course.

2. An associate degree requires at least 60 semester hours including 15 hours of prescribed general education credit.

3. A baccalaureate degree program at the undergraduate level is either an Area or a Major.

4. A program's total credit hours include program core (i.e., courses taken by all students in the program), program supplemental courses (other required hours), and program specific electives. No general education courses or free elective courses count toward total program hours.

5. Curriculum should be designed so that the program's total credit hours plus general education hours and free electives add up to 120 total hours, with 42 of the hours in upper division (i.e., 300- to 400-level) courses.

6. To ensure that students enrolled in a program have common experiences fifty percent (50%) of a program's total credit hours must be made up of core courses. Examples:
   a. If an area is designed with 48 hours, then 24 or more of those hours must be in core courses. The rest of the program hours can be other program requirements that vary from student to student.
   b. If a major is designed with 30 hours, then 15 or more of those hours must be in core courses. The remainder of the major hours can be other program supplemental courses and program specific electives that vary from student to student. The minor is not considered in calculations for this 50% rule.
   c. If a major has 30 hours and includes tracks, the core must contain at least the same number (or higher) of hours as the track. For example, a Major could have 15 hours in core, 9 hours in the track, and 6 hours as program electives.
7. Any proposal with a secondary education component must be routed through the Teacher Education Council for approval.
8. Edits to the proposal may be requested at any level of review and are to be made by the originator. The originator also may be asked to address questions (in writing or in person) at any level of review.

The originator will review the final document and complete the checkboxes on the left side of the page, sign and date, and submit tthe 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, and submit the complete proposal to the department chair/associate dean.

Originator		Department Curriculum Committee Chair
✓	The curriculum proposal form has not been altered (formatting, font, etc.).	✓
✓	If question E. 1. or 2. in section IV. is answered yes, then the originator must have a representative from Information Technology sign the signature sheet before it is submitted to the departmental curriculum committee. IT signature: IT signature NOT required: ✓	✓
✓	If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.	✓
✓	Each revised or new course included in this program requires a separate "New Course or Major Revision to Existing Course" proposal.	✓
✓	Grammar, spelling, punctuation, sentence structure, etc. is accurate.	✓
✓	The title, department, school and college names correspond to the current catalog.	✓
✓	The impacted departments, programs, the individuals notified, and the method of notification are listed.	✓
✓	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.	✓
✓	The program core contains at least 50% of the total program hours (not including general education and free elective hours),	✓
✓	The program core does not contain courses that should be listed in other sections of the proposal (i.e. Other Program Required Hours, Program Electives, etc.).	✓
✓	The program has an adequate number of area/major hours (minimum of 48 for area and minimum 30 for major).	✓
✓	The program has at least 42 upper division hours.	✓
✓	If the program is a major, hours are designated for an accompanying minor.	✓
✓	If the program has tracks, the total track hours do not exceed the total core hours.	✓
✓	The program has a maximum of 120 hours. If not, sufficient rationale is included in the proposal.	✓
✓	The curriculum map contains the official name of the program and track (if applicable).	✓
✓	The curriculum map contains accurate course prefix, number, and name for each course.	✓

✓	The curriculum map lists General Education courses in the first two years.	✓
✓	If the program has tracks, a separate curriculum map is included for each track.	✓
✓	The curriculum maps each start on a separate page.	✓
✓	The curriculum map contains EXACTLY the same courses and the same number of credit-hours as the proposal.	✓
✓	The curriculum map does not contain hidden pre-requisites or co-requisites.	✓
✓	The curriculum map codes are accurate.	✓
✓	The total credit hours for each semester are acceptable (full-time, not overload, etc.).	✓

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

Charles Lydeard
Digitally signed by Charles Lydeard
Date: 2020.09.22 08:15:26 -04'00'

9/21/20

Originator   Approval Date

Kurt M. Gibbs
Digitally signed by Kurt M. Gibbs
Date: 2020.09.21 12:28:23 -04'00'

09/21/20

Department Curriculum Committee Chair   Approval Date

PROGRAM
Major Revision of Existing Program

The outline below is to be used for program revisions. Each revised or new course included in this program requires a separate "New Course or Major Revision to Existing Course" proposal. *Note: an amended curriculum map must be attached to each "Major Revision of Existing Program" proposal.*

I. EXISTING PROGRAM REVISION

State the current title of the Program (as listed in the current catalog)

Chemistry Major - Bachelor of Science

List the degree (e.g. Bachelor of Science) and major or area (e.g. Math Major, Biology Area); as listed in the current catalog. Include tracks if applicable (e.g. Bachelor of Arts, Philosophy Major, Religious Studies Track).

Chemistry Major - Bachelor of Science

State the proposed revised title of the Program (if applicable)

N/A

If the degree (e.g. Bachelor of Science) and/or major or area (e.g. Math Major, Biology Area) names are changing, please list them below. Include tracks if applicable.

N/A

CIP Code - *Contact your department chair to verify the correct CIP Code information.*

40.05

II. NEED AND JUSTIFICATON

A. Describe the changes and justify what this proposal is requesting; what are you doing and why are you doing it?

The proposed changes are to remedy problems experienced by our double majors (ex. Chemistry & Physics dual major) who have been required to take redundant courses in the past to satisfy both majors' requirements and at the same time, offer additional flexibility to students in the Chemistry Area. Therefore, we propose to add as an either/or option Physics 231 & 232 (calculus-based physics) to the existinng Physics 201 & 202 (algebra-based physics) requirement to remedy this problem.

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 to the program may have.

None.

C. Have the admission requirements changed? If so, how?

No.

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

We are not duplicating the program offering, simply modifying course options for dual majors.

III. PURPOSE, GOALS, AND OBJECTIVES

A. 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 are to remedy problems experience by our double majors (ex. Chemistry & Physics dual major) who have been required to take redundant courses in the past to satisfy both majors' requirements.

B. State the revised program outcomes or competencies to be achieved by students.

There is no revision to the program outcomes or competencies to be achieved by students.

C. How do the specific goals and objectives relate to the mission statement of the University?

The primary goal is to provide a curriculum that enables students to continue their education in professional or graduate schools. This can be measured by the acceptance rate of students who apply to professional/graduate schools after completing their degree or obtain gainful employment. The new curriculum will enhance students chances for "success in a global environment" and "engage in scholarship". Many of these students will return to eastern Kentucky as doctors and pharmacists. This will contribute to the improvement of "the quality of life" in our community.

D. 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.

Scores on standardized American Chemical Society exams during 5 different chemistry courses will be used to evaluate competency. Scores on appropriate professional school exams including the MCAT, PCAT, DAT, OAT, GRE subject test in chemistry and GRE will also be used. The MFAT exam will also be administered as part of the senior thesis capstone course.

E. List discipline-specific standards for accreditation in addition to Southern Association of Colleges and Schools (SACS) accreditation standards. If applicable, attach current statement of requirements.

N/A.

IV. IMPACT

A. How will the program changes affect transfer students?

Transfer students should not be affected as most community colleges and universities offer programs of study in chemistry. We are in the process of developing a degree pathway as a part of the Kentucky Council of Post Secondary Education's KnowHow2Transfer initiative to make transferring to Morehead State University a smoother transition.

B. List all departments and programs that could be impacted by this proposal. For example, any department or program that:
  a. offers required courses for this program
  b. offers elective courses for this program
  c. offers similar courses in their program
  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.

None.

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

No other programs or departments will be impacted.

D. List 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.)

N/A

E. Does this program revision require new technology? Please note that Information Technology (GH 110) should be notified when the program 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**   ☒ **No (If yes, a representative from Information Technology must sign the signature sheet.)**

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.

V. PERSONNEL

A. List name(s), qualifications including highest earned degree, and academic rank(s) of departmental faculty who will teach courses in this program.

Mark Blankenbuehler, Ph.D., Associate Professor
Nathan Coker, Ph.D., Associate Professor
Samuel David, Ph.D., Assistant Professor
Dennis Fulmer, MS, Instructor
Ann Macintosh, Ph.D., Associate Professor
Emma Schmittzehe, Ph.D. Assistant Professor
Elizabeth Thomas, Ph.D., Assistant Professor

B. Identify external or adjunct faculty, if appropriate.

N/A.

C. List any additional support personnel (clerical, laboratory assistants, and technicians) needed for implementation.

N/A.

D. List additional faculty including academic rank and qualifications, who must be employed during the next four years if this is implemented.

N/A.

VI. ADDITIONAL INFORMATION

A. Identify the enrollment and number of graduates from this program for the past four years

Previous Four Years	Enrollment	Graduation
2019-2020	23	-
2018-2019	21	7
2017-2018	31	6
2016-2017	33	6

B. List anticipated enrollment and number of graduates from this program for the next four years.

Next Four Years	Enrollment	Graduation
2020-2021		
2021-2022		
2022-2023		
2023-2024		

C. Explain any additional or remodeled facilities that will be required.

N/A.

D. List any additional equipment required.

N/A.

E. Provide the estimated additional cost required to support this program for the next four years. Identify source of new funds (special legislative request, system reallocation, etc.).

N/A

VII. PROPOSED PROGRAM REQUIREMENTS

Please use the following template 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.

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
MSU	300	Name of course	3
MSU	400	Name of variable hour course	1-3
Variable		Free Electives	9

General Education

If the Program requires specific general education courses list them here. These courses should NOT have hours listed again in the Program requirements. (e.g. exchange courses, capstone, etc.) Remaining hours should be listed with "variable" as course prefix and "General Education" as course name with the total remaining general education hours in course hours.

Course Prefix	Number	Course Name	Course Hours
MATH	175	Calculus I	
BIOL	171	Principles of Biology	
CHEM	111	Principles of Chemistry I	

Total General Education Hours	24

Program Core Hours

Program Core courses must be taken by all students in the program. This section cannot contain options such as "MSU 111 or MSU 112" or "choose 3 hours from the following list". Any core Track hours should be listed in the Track section.

Course Prefix	Number	Course Name	Course Hours
BIOL	171	Principles of Biology	4
CHEM	111	Principles of Chemistry I w/ lab	4
CHEM	112	Principles of Chemistry	4
CHEM	326	Organic Chemistry I	4
CHEM	351	Bioinorganic Chemistry	3
CHEM	360	Analytical Chemistry	3
CHEM	441	Physical Chemistry I	3
MATH	174	Pre-Calculus Mathematics	3
MATH	175	Calculus I	4

Total Program Core Hours (This total should be at least 50% or more of the Total Program Hours; not including general education hours and free elective hours).	32

Other Program Required Hours

Other Program Required Hours are required program courses with the option of choosing between two specific courses (i.e. "MSU 111 or MSU 112"). Track hours should be listed in the Track section.

Course Prefix	Number	Course Name	Course Hours
PHYS	201	Elementary Physics I w/ lab OR	4
PHYS	231	Engineering Physics I w/ lab	5
PHYS	202	Elementary Physics II w/ lab OR	4
PHYS	232	Engineering Physics II w/ lab	5
CHEM	499C and D	Chemistry Senior Project I & II OR	3
CHEM	499E	Issues in Chemistry	3

Total Other Program Required Hours	11-13

Program Electives

Program Electives are a list of required program-related courses from which a student chooses a specific number of hours. (e.g. "choose 3 hours from the following list"). Track electives should be listed in the Track section.

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
CHEM	Variable	Electives above 300-level	8

Total Program Elective Hours	8

Academic Minor:

Unless double-major, an academic minor must be completed. Minimum of 21 hours.

Total Academic Minor hours	21

Free Electives:

Free General Electives are any course hours still necessary to meet the 120 hour degree requirement after all program requirements are met.

Course Prefix (Example: ENG)	Number (Example: 100)	Course Name	Course Hours
Variable	Variable	Variable	22-24

Total Free Elective Hours	22-24

TOTAL DEGREE HOURS (Total degree hours should equal 120 or contain a rationale as to why it cannot).	120
Rationale as to why program exceeds 120 hours (if applicable):	
If there is a change to the current catalog language for program competencies, admission criteria, standardized testing requirements, etc., please list the NEW catalog language below. Do not list the old catalog language. Do not list the program courses again.	

Curriculum Map – Chemistry Major Bachelor of Science

NOTE: If you are required to complete any developmental courses, you may not be able to complete the degree in four years. This curriculum map assumes that you have not transferred in any previously completed college level courses.

All students must have 33 hours of general education courses which include:

FYS – First Year Seminar

ENG 100 – Core Writing I

COMS 108 – Fund. Of Speech Communication

ENG 200 – Core Writing II

MATH 131, 135, 152, 174 or 175 - CORE Math

One 3 credit hour course from each of the following categories

HUM I	SBS I	NSC I
HUM II	SBS II	NSC II

The approved course list may be accessed through the current MSU Undergraduate Catalog.

FIRST YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits		✓	Spring Semester	Code	Credits
	FYS 101	G	3			CHEM 112/112L	R	4
	MATH 174	PG	3			HUM 1 – Humanities	G	3
	ENG 100	PG	3			SBS 1 – Social/Behavioral Sciences	G	3
	CHEM 111/111L NSC2	PGR	4			BIOL 171/171L NSC 1	PRG	4
	Total Credit Hours		13			**Total Credit Hours**		14

SECOND YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits		✓	Spring Semester	Code	Credits
	CHEM 326/326L	PRU	4			CHEM Elective (327/327L)	PRU	4
	ENG 200	PG	4			General Elective or Minor	U	3
	PHYS 201/201L OR PHYS 231/231L	PR	4 or 5			PHYS 202/202L OR PHYS 232/232L	PR	4 or 5
	HUM 2	G	3			SBS 2 – Social/Behavioral Sciences	G	3
	COMS 108	G	3					
	Total Credit Hours		17–18			**Total Credit Hours**		14-15

THIRD YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits		✓	Spring Semester	Code	Credits
	MATH 175	PR	4			CHEM 351	PRU	3
	General Electives or Minor		10-12			CHEM 360/360L	PRU	3
						General Electives or Minor		9
	Total Credit Hours		14-16			**Total Credit Hours**		15

FOURTH YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits		✓	Spring Semester	Code	Credits
	CHEM 441	PRU	3			General Electives or Minor	U	12
	CHEM Elective (301/301L)	PRU	4			CHEM 499C & 499D or 499E	PRU	3
	General Electives or Minor	U	9					
	Total Credit Hours		16			**Total Credit Hours**		15

(E) Elective

(G) General Education Course

(P) Pre-requisite

(R) Required Course

(U) Upper Division Course 300-400 level (you must have 42 hours)

MINOR OR CERTIFICATE
New or Major Revision of a Minor or Certificate

The outline below is to be used to request a new academic minor or certificate or a major revision to an existing academic minor or certificate. To propose minor revisions to an academic minor or a certificate use the "Minor Revision to an Existing Minor or Certificate" form. Minor revisions do not change the content/required courses of the minor or certificate. Minor revisions include change of the admission requirements, progression requirements, and/or associated catalog language.

☐ **New Minor** ☐ **New Certificate**

☐ **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 INFORMATION

State the current title of the minor or certificate if applicable (as listed in the current catalog).

State the proposed or revised title of the minor or certificate if applicable.

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

II. NEED AND JUSTIFICATION

A. State the purpose of this proposal. (What are you proposing?)

B. State specific reasons for the creation or revision of the minor or certificate. (Why are you proposing it?)

C. 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. Is this true of the new or revised minor or certificate? ☐ **Yes** ☐ **No**

D. List special admission requirements and/or limitation on enrollment.

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

III. GOALS AND OBJECTIVES

A. What are the goals of the minor or certificate?

B. What are the student learning outcomes for the minor or certificate?

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

D. How do the specific goals and objectives relate to the mission statement of the University?

IV. IMPACT

A. How will the transfer students be impacted?

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.

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. Does this program revision require new technology? Please note that Information Technology (GH 110) should be notified when the program 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   **No**

If yes, a representative from Information Technology must sign the cover page.

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.**

V. PERSONNEL

A. List the name(s), qualifications including highest earned degree, and academic rank(s) of departmental faculty who will teach courses in this minor or certificate.

B. Identify external or adjunct faculty, if appropriate.

C. List any additional support personnel (clerical, laboratory assistants, and technicians) needed for implementation.

D. List additional faculty including academic rank and qualifications, who must be hired if proposal is approved.

VI. ADDITIONAL INFORMATION

A. Please list enrollment and number of students completing the minor or certificate for the past four years (if applicable).

A. Anticipated enrollment and number of graduates for the next four years.

B. Explain and include a cost for any additional or remodeled facilities that will be required.

C. List and provide a cost for any additional equipment required.

D. State the desired implementation date for the new or revised minor or certificate.

VII. PROPOSED PROGRAM REQUIREMENTS

List the course prefix, number, name and student credit hours required for the proposed minor or certificate program:

Total Minor or Certificate Hours	

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**

Course Name: (as listed in the current catalog)	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)
Proposed Course Name:	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)

Approved major or program(s) in which the course will be offered. (as listed in the current catalog)

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.

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.

B. Justify the proposed instructional level (100-600) or instructional level change.

C. List the student learning outcomes for the <u>course</u>.

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.

E. Define how the course helps students to achieve learning objectives required for the <u>program</u>.

F. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

III. IMPACT

A. List any existing course(s) that will be replaced by the proposed/revised course.

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.

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

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

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.

B. Identify external adjunct faculty, if appropriate.

V. *ADDITIONAL INFORMATION*

A. Desired section size and anticipated enrollment.

B. Desired implementation date for the course.

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

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

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 *All elements on the syllabus checklist must be included on the sample syllabus*

- 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.

To insert the syllabus and any supporting documentation (email correspondence, IACUC form, etc.):
- **From the TOOLS Menu**
- **Choose ORGANIZE PAGES**
- **Choose INSERT - FROM FILE**
- **(Choose PDF of your syllabus or supporting documentation)**
- **In the pop up window: Choose AFTER & LAST PAGE and select OK.**
- **Verify that the pages are inserted and save this document.**

MOREHEAD STATE UNIVERSITY

ELMER R. SMITH COLLEGE OF BUSINESS AND TECHNOLOGY

AACSB ACCREDITED

MNGT 315
FAMILY BUSINESS
Fall 2021

SECTION: 001
INSTRUCTOR: Dr. Fatma Mohamed
OFFICE: Combs 110-J
OFFICE HOURS: Email your requests for phone appointments.
E-MAIL: f.mohamed@moreheadstate.edu. I am readily accessible through email, which I check often. During the week you can expect a reply within 24 hours. Over the weekend, you can expect a reply within 48 hours.
All e-mail communications with me should bear the course and section number in the subject line. Furthermore, you must include "your full name" at the end of the content of each email. Failing to adhere to any of these communication rules will result in having your email neither read nor answered.
PHONE: 783-2745

Course Material:

Family Business, E.J. Poza (2018) 5th Edition, Thomson South-Western ISBN-13: 978-1-285-05682-1

Course Description

The course investigates the unique characteristics that allow family businesses to create inimitable competitive advantages that result in their outperformance of non-family businesses. The course is designed to explore issues and risks which lie at the intersection of ownership, control, and management of family businesses and the practices necessary to ensure effective optimization of all of the family business subsystems for the long-term benefit of the family business.
The experiences of many families will be brought to bear on issues of family control, non-family management, next-generation talent and development, estate and tax planning, wealth management concerns, philanthropy and family business financing.

Course Objectives

Upon successful completion of the course, a student should be able to:

1. Apply systems thinking and strategic planning tools applicable to family businesses and their families.

2. Identify the characteristics that differentiate a family business from other businesses
3. Examine the life cycles of family businesses from the perspective of business, family and ownership
4. Describe methods to enhance communication ability and conflict resolution with family business owners, managers, and family members
5. Develop family business competitive strategies
6. Evaluate situations and problems in family businesses
7. Analyze the implementation of appropriate succession plans and strategies to maintain the integrity and life cycle of the family business.
8. Critically evaluate how governance mechanisms, including advisory boards and councils, affects the management function of family businesses.
9. Recognize financial knowledge relative to financial statement analysis, family business valuation, and maintaining wealth accumulation.

Course Requirements

Individual activities
I.   **Making the Connection (Current Event Exercises).** To further illustrate real-world examples of subject topics, every individual student is required to submit **four** making the connection reports. The purpose of this assignment is to *analyze critically* (*not summarize*) recent article(**s**) that illustrates several key issues, concepts, challenges, and problems that we have discussed in a certain module. The article should be a *major article* (not articles that are 1 or 2 paragraphs in length) and have relevance to assigned international business topics. The article(s) should be published

There are two scheduled making the connection rounds. Each round of the assignment will correspond with a number of assigned chapters (see the course schedule below). Your report must provide a **"so what" or what you've learned from the article. You must** *critically* analyze several concepts from the **assigned readings for each round** and demonstrate how these concepts are connected to the core story discussed in the article. **Read the "making the connection rubric" before embarking on this assignment**. You have to gather relevant information for your report from one or more of the following high quality business press outlets; Wall Street Journal, The Economist, Fortune, Forbes, Business Week, reuters.com, The New York Times, Barrons Magazine, Financial Times, https://www.cnbc.com, and/or http://www.bbc.co.uk/news/business/. All of the journals identified in this list are searchable in MSU databases, Academic Search Complete, Business Source Premier or ABI/Inform. I require that you read from the previous list because the depth of reporting and insights provided by the major papers exceed most of the capabilities of the regional and some national papers. **Articles published in any other sources will not be accepted.** It is the student's responsibility to make sure that the article meets the conditions of the publishing source, publishing time, and relevance to the assigned corresponding chapters that are presented in the course schedule (see below). **Failing to meet any of these three conditions will result in a grade of zero on the assignment.**

The requirements for this exercise are

1. Identify an article(s) published in the approved list of press outlets, see above, on or after **January 1, 2021**, with a subject that is relevant to a topic from the corresponding round's reading material.
2. A complete citation for the article (source, date, page, etc.),
3. A write up—a minimum of three **doubled-spaced** pages long (with 1" margins and 12 point font), and error-free. Both the title page and the reference page are not part of the minimum size of three pages. That is, the count of pages for the purpose of the required work does not count the title and reference pages, even though when you set the numbers in each page it will place a number. But it's a safe assumption to include your in-text citations in your page count since the citations provide critical information within the text.
4. Submit an *electronic copy* of both your written report and the article(s) to the appropriate designated drop box on Blackboard.
5. The write up **Must** follow the following outline and include the following three *clearly labeled* sections (1) Succinctly discuss the major focus of the article (1/4 of the report), (2), **A discussion of how the major focus and content of the article relates to specific issues/concepts or theories covered in the corresponding chapters to the assigned round of the Making the Connection Assignment** (either demonstrating support for course concepts or contradicting concepts) (1/2 of the report) (3) What is your reaction to the issue and/or what solutions would you propose? Give your analysis/critique of how you think the organization(s) is handling the situation from family business point of view (1/4 of the report). You **MUST** Use headings per the outline above. **Make sure that**

6. **Read and follow the "making the connection rubric" before embarking on this assignment**.

II.   Case analyses

Students will be required to complete three assigned cases from the Poza textbook. Cases are to be a maximum of four pages, not including the academic coversheet, and follow APA format. Full details of this assignment will be available on Blackboard.

III.   Exams. Two exams will be given based on the contents of the corresponding part of the course. All exams must be taken at the scheduled time. Make-up exams are only considered due to a UNIVERSITY DEFINED EXCUSED ABSENCE.

Group activity

Research Paper:

You should choose any family firm you wish provided that it is in at least the second or preparing to transition to the second generation of ownership and/or management. Topics to be included:

1. Company History and Description
   a. Detailed account of the firm's history including why and how it started
   b. Any significant milestones in the company's development
   c. Organizational ownership structure
   d. Description of products and services
2. Family History
   a. From the founder through the current generation, develop a brief history of
3. Family Business Mission Statement (if available)
   a. Explain if this statement is consistent with your analysis of the company the family including where the family originated and any myths, rules, etc.
   b. Family members in management positions and in ownership
   c. Their title
   d. Job responsibilities
   e. Career goals
4. Current Analysis
   a. Current goals and objectives
   b. Current strategy
   c. Financial Analysis – give a brief overview (to the extent available)
5. **This is the most important sections of your paper. You should devote appropriate attention as you answer the following questions:**
   - What are three critical family business challenges facing the company and/or the owning family (families) that are present (and you should suggest an approach for dealing with each one)?

GRADING PROCEDURES

Requirements	Points
First Exam	225 points
Second Exam	225 points
Making the Connection (4 @ 50 each)	200 Points
Case analyses (3 @ 50 each)	150 Points
Research Paper	200 Points
Total	**1000 points**

Grading Scale

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
E	599 and below

No Rounding: For example, to earn an A, you must have a cumulative point average of 900 or above.

Assignments Submission
All written assignments are due in the relevant course drop box (on the course Blackboard Server) at 11:59 PM EST of the due date. Late submissions will not be accepted. All times published in this syllabus are Eastern Standard Times. When submitting an Assignment in Blackboard, particularly ones which include file attachments, you should take the time to confirm your submission. You should receive a confirmation message after you submit your assignment. It is the student responsibility to make sure that the intended document has been successfully submitted through the designated dropbox on Blackboard and it can be seen in the preview panel. After a student successfully submitted an assignment, the student should get a receipt email confirming the successful submission of his/her work. Also, it is a student's responsibility to verify that the right document was submitted through Blackboard. A submission of a corrupted, blank, or wrong document will result in a grade of ZERO.

GRADE ISSUES: I prefer to hear your concerns about grading during the semester – as early as possible. You will have seven days from the time an assignment grade is posted on the course's blackboard website to appeal it. Please check your grades regularly to

make certain that you have received accurate grades for your work. If you have a question about a grade, email me or talk to me immediately. Students must report missing grades in the Grade book within one week of the posting of the grades. Failure to report a missing grade/concern over a grade received in a timely manner (not to exceed one week from the grade posting) will result in no grade change/adjustment for that assignment. After seven days have passed, I will only consider grade appeals resulting from computational error.

Please do not wait until the end of the semester to see me regarding problems with the course material or your performance. It will be too late to address grade deficiencies at the end of the semester. There is nothing that either of us can do at the end of the semester.

No grade discrepancies will be adjusted following the conclusion of the last class of the semester. The last class of the semester is defined as that class or assignment period immediately preceding the final exam. I will not entertain grade appeals after submitting final grades.

PENALTIES FOR LATE WORK: **Caution** – ADVANCED NOTICE
Deadlines on assignments are important in the business world and they are important in this course. Missed deadlines are costly in business thus they will be costly in this course All individual and group assignments must be submitted by the deadline defined for each. No late assignments will be accepted. Assignments submitted after the due date will receive a grade of zero. ***The penalty will be effective immediately after*** deadline defined for each assignment. This will be STRICTLY ENFORCED and it applies to everyone so PLEASE meet the due dates of your assignments.

Course Attendance Policy:

- Regular class attendance is expected in this course. University policies that govern **excused** student absences in courses for student illness (i.e., UAR 131) are relaxed for this term due to COVID 19.
- Student attendance will be recorded and reviewed weekly.
- Dependent upon the specific circumstance for student absence, the instructor and student will discuss makeup of missed assignments and mutually agreed upon deadlines.

- Guidance from health departments and the CDC require anyone testing positive for COVID-19 to self-isolate and monitor symptoms. This guidance also requires anyone who has been exposed to COVID-19 to quarantine, monitor symptoms, and seek medical attention. Further, this guidance recommends that anyone experiencing COVID-19 symptoms (fever, cough, tiredness, difficulty breathing, etc.) stay home, monitor symptoms, and seek medical attention.
- Students testing positive for COVID-19, those who have been exposed to COVID-19, and those experiencing COVID-19 symptoms must also contact their instructor(s) as soon as possible unless incapable due to illness. Student absences due to COVID-19 illness, exposure, or symptoms, with or without

documentation, should be excused and students given a flexible timeline for production, make-up, and/or delivery of missed assignments.

- In the case of illness/medical emergencies, if a period of extended absences is necessary (more than 15% of total class instructional time) the student should contact the Office of the Assistant Vice President/Dean of Students as soon as possible (but no later than two weeks after the period of absence). In these circumstances, documentation may be required, and an institutional excuse may be provided to all of the student's instructors.

- For detailed information, please refer to: https://www.moreheadstate.edu/MSU/media/UARs/UAR-131-05-Excused-Absences-Policy.pdf

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. Academic dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized material or fabricated information in any academic work." It includes, but is not limited to: A. Cheating - giving or receiving answers on assigned material, using materials or aids forbidden by the instructor ... unauthorized possession of examinations.... B. Plagiarism - offering someone else's work, words, or ideas as one's own or using material from another source without acknowledgement. C. Buying or selling of term papers, homework, and examinations.

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 ADUC 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, e.day@moreheadstate.edu, or visit their website at www.moreheadstate.edu/disability for more information.

If Face to Face class - Masks are required in all buildings and in instructional activities on the MSU campus. Students may request an accommodation with the MSU Office of Disability Services if they cannot wear a mask for medical reasons.

Technical Assistance - If you require technical assistance, please contact:
IT HelpDesk - 783-HELP (4357); tsc@moreheadstate.edu (For assistance with password resets and WebAdvisor problems)
ITC HelpDesk - 783-2140; msuonline@moreheadstate.edu (For assistance with Blackboard questions)

TENTATIVE CLASS SCHEDULE

Date	Topic	METHOD OF EVALUATION	ALIGNMENT TO OUTCOMES
First Week	Chapter 1: THE NATURE, IMPORTANCE, AND UNIQUENESS OF FAMILY BUSINESS		SLO 2,3
Second Week	Chapter 2: THE FAMILY DYNAMICS CHALLENGE		SLO 1,4
Third Week	♦ Chapter 3: THE OWNERSHIP CHALLENGE		SLO 3
	♦ Making the Connection #1	Rubric	SLO 1, 2, 3. And 4
Fourth Week	♦ Chapter 4: THE GOVERNANCE AND PROFESSIONALIZATION CHALLENGE		SLO 4,8
	♦ **First case assignment**	Rubric	SLO 1,2,3,4, and 8
Fifth Week	♦ Chapter 5: ASSESSING THE FAMILY BUSINESS AND CREATING CONDITIONS FOR THE CONTINUED SPIRIT OF ENTERPRISE		SLO 4,6
Sixth Week	♦ Chapter 6: SUCCESSION: NEXT GENERATION DEVELOPMENT AND SUCCESSOR SELECTION		SLO 1,7
Seventh Week	♦ Chapter 7: SUCCESSION AND THE TRANSFER OF POWER ♦ Making the Connection #2	Rubric	SLO 1,3,6,7
Eighth Week	♦ **Exam 1** (covers chapter 1-7) ♦ **Fall Break**		SLO 1,2,3,4, 6,7, and 8
Ninth Week	♦ Chapter 8: CHANGE, ADAPTATION, AND INNOVATION: THE FUTURE OF FAMILY BUSINESS		SLO 1, 5
	♦ **Second case assignment**	Rubric	SLO 1, 5
Tenth Week	♦ Chapter 9: GOVERNANCE OF THE FAMILY BUSINESS: BOARDS OF DIRECTORS AND SHAREHOLDER MEETINGS		SLO 5,8

Eleventh Week	♦ Chapter 10: GOVERNANCE OF THE BUSINESS FAMILY: FAMILY MEETINGS, COUNCILS, AND FAMILY OFFICES		SLO 4,8
	♦ Making the Connection #3	Rubric	SLO 4,5, and 8
Twelfth Week	♦ Chapter 11: STRATEGIC PLANNING AND TRANSGENERATIONAL ENTREPRENEURSHIP		SLO 1, 5
Thirteenth Week	♦ Chapter 12: ESTATE PLANNING		SLO 1
Fourteenth Week	♦ Chapter 13: THE OWNERS PLAN		SLO1,3
Fifteenth Week	♦ Chapter 14: FINANCIAL AND WEALTH MANAGEMENT IN THE FAMILY BUSINESS		SLO 9
	♦ Making the Connection #4	Rubric	SLO 1,3,5, and 9
Sixteenth Week	♦ Chapter 15: KEY NONFAMILY MANAGEMENT: THE VISIBLE COMMITMENT TO MANAGING THE FAMILY BUSINESS PROFESSIONALLY		SLO 4
	♦ Third case assignment	Rubric	SLO 1,3,4,5, and 9
Seventeenth Week	♦ Research Paper	Rubric	SLO 1-9
	♦ **Final Exam**		SLO 1,3,5, 4 and 9

NOTICE: The instructor reserves the right to alter this tentative schedule as circumstances may dictate. Changes by the instructor may be made without notice if needed, but will be announced. <u>It is the student's responsibility to obtain information pertaining to changes in this schedule that are announced.</u>

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**

Course Name: (as listed in the current catalog)	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)
Proposed Course Name:	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)

Approved major or program(s) in which the course will be offered. (as listed in the current catalog)

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.

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.

B. Justify the proposed instructional level (100-600) or instructional level change.

C. List the student learning outcomes for the <u>course</u>.

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.

E. Define how the course helps students to achieve learning objectives required for the <u>program</u>.

F. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

III. IMPACT

A. List any existing course(s) that will be replaced by the proposed/revised course.

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.

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

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

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.

B. Identify external adjunct faculty, if appropriate.

V. ADDITIONAL INFORMATION

A. Desired section size and anticipated enrollment.

B. Desired implementation date for the course.

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

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

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 *All elements on the syllabus checklist must be included on the sample syllabus*

- 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.

To insert the syllabus and any supporting documentation (email correspondence, IACUC form, etc.):
- **From the TOOLS Menu**
- **Choose ORGANIZE PAGES**
- **Choose INSERT - FROM FILE**
- **(Choose PDF of your syllabus or supporting documentation)**
- **In the pop up window: Choose AFTER & LAST PAGE and select OK.**
- **Verify that the pages are inserted and save this document.**

ELMER R. SMITH COLLEGE OF BUSINESS AND TECHNOLOGY

**MNGT 320
SOCIAL ENTREPRENEURSHIP
Fall 2021**

SECTION: 001
INSTRUCTOR: Dr. Ahmad Hassan
OFFICE: Combs 110-I
OFFICE HOURS: TBD.
E-MAIL: a.hassan@moreheadstate.edu. I am readily accessible through email, which I check often. During the week you can expect a reply within 24 hours. Over the weekend, you can expect a reply within 48 hours.
All e-mail communications with me should bear the course and section number in the subject line. Furthermore, you must include "your full name" at the end of the content of each email. Failing to adhere to any of these communication rules will result in having your email neither read nor answered.
PHONE: 783-2742

Course Material:

Chahine, Teresa (2016), Introduction to Social Entrepreneurship, CRC Press, Taylor Francis Group, ISBN: 978-1-4987-1704-5

Course Description

The course offers an overview of selected concepts, theories, and perspectives of social

entrepreneurship that social innovators need to increase the likelihood of success in social entrepreneurial activities. The course presents fundamentals in venture planning and development, as well as an introduction to both traditional and emerging capitalization strategies such as philanthropy, government funding, and venture capital, microfinance, and competition prizes.

Course Objectives: Upon completion of this course, students will be able to:

1. Define social entrepreneurship and distinguish its elements from across a continuum of organizational structures from traditional nonprofits to social enterprises to traditional for-profits;
2. Identify many of the opportunities, challenges, and issues facing social entrepreneurs;
3. Demonstrate the role of social entrepreneurship in creating innovative responses to critical social needs;
4. Explore different steps toward participatory planning, identifying solutions and assets in the community and exchanging knowledge and capacity;
5. Discuss techniques to generate ideas;
6. Discuss the marketing challenges that are most pressing for social entrepreneurial firms;
7. Describe a variety of approaches and methods for measuring the impact of social entrepreneurial organizations;
8. Discuss business models;
9. Discuss the importance of writing a business plan and the guidelines to follow to write an effective business plan;
10. Explain the sources and types of funding;
11. Analyze and evaluate microfinance, a systems-changing example of social entrepreneurship;
12. Discuss and identify the different legal forms available to social entrepreneurial firms;
13. Assess the importance of scale and sustainability for the social entrepreneurial organization.

Course Requirements

<u>Individual Tasks</u>

I. Learning Check- Ups. Readings should be done within the time frames listed on the course calendar. That is, you must read the weekly assigned chapter before you come to class. Unannounced "learning check-ups" will be given during the semester. Learning check-ups are a mechanism to ensure that students read the assigned materials and actively participate in the class discussion regularly. These learning check-ups may take the form of timed multiple-choice, very short answer, fill-in-the-blank, true/false, and/or critical thinking questions. Each learning check up will be based upon the material in the reading since the previous check-up, including the material discussed in the current class period in

which the check up was administered. All learning check-ups must be taken at the scheduled time, no exceptions. If you come to the class late after administering the check-up, you will not be allowed to make it up. That is, the learning check-ups may not be made up. By design, if you do not know the material, you will not be able to complete the learning check-up within the time allotted. Be prepared.

II.   Field Interview. Students will be required to carry out a field interview of a director/upper level employee of a social mission organization in his/her town or region, enabling the student to interact with a social entrepreneur or visit a social enterprise at work.

III.   Measuring Impact. Students will analyze the impact of a social enterprise. Based on the course material, try to apply an assessment to a social enterprise you will choose to analyze. First, you will describe the social problem, the solution, the strategy, and the business model of the enterprise. Then, you will drive a set of performance criteria for the selected social enterprises. You will collect data to measure the impact on the basis of your assessment model. The data might be available or you might try to develop proxy measures that could form a base to assess the impact of the social enterprises chosen. You can write and ask some data from the selected organization

Group Tasks

I.   Group Project. The class will be organized into five-person teams to complete a consulting project. If one or more team members drop the class or withdraw from a team for any reason, the remaining member(s) will have full responsibility to complete the project. The group project provides you with an opportunity to complete one of three alternatives of direct relevance to social innovation and enterprise. The three alternatives include:

Alternative 1: Social Innovation Venture

The objective of the project is to apply what has been learned in the course to develop social innovations to a specific social problem in the U.S. Conceive of a new product, an improvement on an existing product, or a combined product- service solution that addresses a vexing social problem. Areas of investigation are limited to specific basic human needs—food, water, shelter, sanitation, health, education, or information—or select SI&E enablers—energy, transportation, or environment. Once you identified the problem, you will develop a solution as if you are going to establish a new social enterprise.

The analysis of a new venture should include:

1.   Executive summary

2. What is the social problem that your organization will address? Describe the context of the problem in-depth, supply relevant data for the context (culture, legal, political and economic). You must clearly provide justification of need.
3. How will your organization solve the problem?
4. Product description.
5. How is your solution different than what's already out there? PLEASE compare your own innovation with at least 2 alternative organizations also trying to address the problem.
6. What organizational form (e.g. non-profit, foundation, government, NGO, for-profit, partnership organization, hybrid) is the best for your organization and why?
7. Who will benefit from your organization? PLEASE do a stakeholder analysis.
8. How will you reach to those that will benefit from your innovation?
9. What is your marketing strategy?
10. What is your operations plan and schedule to deliver the goods/services you plan?
11. Who might feel threatened by your organization such as direct competitors, substitutes, or lobbying groups?
12. Impact assessment indicators.
13. What are the resources (capital, human, physical) needed to realize your innovation and how could your organization acquire these resources? Please deliver financial tables and organizational chart.
14. What are the risks of your organization and how do you plan to solve them?
15. How are you going to scale up your model? What might be the measures to use to assess the impact of your organization?

Alternative 2: Define New Policies (or Changes in Existing Policies) to Support Social Innovation

Identify specific legislative, regulatory, or related policy implementation mechanisms that would promote more SI&E development, and positive social and economic outcomes. Scope can focus on regional, national, or international institutions and issues. Particular emphasis should be given to the context and drivers supporting (or not supporting) the policy change as well as a comprehensive strategy to implement your proposal.

Outlines for completing the new policies:

• Executive summary
• Current situation and impact
• Description of proposed policy change
• Desired / anticipated impact(s)
• Approach and barriers to implementation
• Recommended next steps

Alternative 3: Propose How Technology Trends Will Impact Social Innovation

Project how a specific technology, and foreseeable trends in its development, utilization, and availability, will impact (positively or negatively) the growth of global social innovation and enterprise. Limit the time horizon for consideration to technologies that are, or will be, generally available within the next five years. The scope of geographies and social issues to be addressed is up to your discretion although, historically, more focused investigations customarily produce better results.

Outlines for completing new technology impact:

• Executive summary
• Description of the technology
• Development, utilization, and/or availability "trajectory"
• Specific examples of where the technology can (or will) be used in the context of social innovation and enterprise
• Primary benefits, costs, and risks of using the technology in that context
• Recommendations for decision makers and social innovators

Deliverables:
The **project output** includes a written report of a minimum of 10 **doubled-spaced pages long (with 1" margins and 12 point font), and error-free**. The limit does not include appendices, which can be used to provide charts, figures, or tables that effectively condense and summarize key material. The written document is **DUE ON TUESDAY APRIL 28** FOR ALL TEAMS.

II.   Proposal. A brief description of your project is due before class on Friday, September 5th, The brief description should include a relatively detailed description of the chosen alternative, your topic area, a proposed approach of investigation, its applicability to the field, and your reasons for selecting this topic.

III. Group Project Presentation. Each team will present the group project written report.

GRADING PROCEDURES

Requirements	Type	Points
Learning Check-Up	Individual	175 points
Field Interview	Individual	200 points
Measuring Impact	Individual	250 points
Proposal	Group	25 points
Group Project	Group	300 points

Consulting Project Presentation	Group	50 points
Total		1000 points each

GRADING SCALE

Grade	Points
A	900-1000
B	800-899
C	700-799
D	600-699
E	599 and below

No Rounding: For example, to earn an A, you must have a cumulative point average of 900 or above.

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Please do not wait until the end of the semester to see me regarding problems with the course material or your performance. It will be too late to address grade deficiencies at the end of the semester. There is nothing that either of us can do at the end of the semester.

No grade discrepancies will be adjusted following the conclusion of the last class of the semester. The last class of the semester is defined as that class or assignment period immediately preceding the final exam. I will not entertain grade appeals after submitting final grades.

PENALTIES FOR LATE WORK: Caution – ADVANCED NOTICE
Deadlines on assignments are important in the business world and they are important in this course. Missed deadlines are costly in business thus they will be costly in this course. All individual and group assignments must be submitted by the specified date and time defined for each. This policy is used in fairness to all those who turn in assignments on time and is also consistent with good professional practice.
No late assignments will be accepted. Assignments submitted after the due date will receive a grade of zero. The penalty will be effective immediately after deadline defined for each assignment. This will be STRICTLY ENFORCED and it applies to everyone so PLEASE meet the due dates of your assignments.

Assignments Submission
All written assignments must be in APA format with appropriate citations.
All written assignments are due in the relevant course drop box (on the course
Blackboard Server) at 11:59 PM EST of the due date. Late submissions will not be
accepted. All times published in this syllabus are Eastern Standard Times. When
submitting an Assignment in Blackboard, particularly ones which include file
attachments, you should take the time to confirm your submission. You should receive a
confirmation message after you submit your assignment. It is the student responsibility to
make sure that the intended document has been successfully submitted through the
designated dropbox on Blackboard and it can be seen in the preview panel. After a
student successfully submitted an assignment, the student should get a receipt email
confirming the successful submission of his/her work. Also, it is a student's responsibility
to verify that the right document was submitted through Blackboard. A submission of a
corrupted, blank, or wrong document will result in a grade of ZERO.

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: www.moreheadstate.edu/emergency.

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. Academic dishonesty is
defined as an intentional act of deception in which a student seeks to claim credit for the
work or effort of another person, or uses unauthorized material or fabricated information
in any academic work." It includes, but is not limited to: A. Cheating - giving or
receiving answers on assigned material, using materials or aids forbidden by the
instructor ... unauthorized possession of examinations.... B. Plagiarism - offering
someone else's work, words, or ideas as one's own or using material from another source
without acknowledgement. C. Buying or selling of term papers, homework, and
examinations.

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 ADUC
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, e.day@moreheadstate.edu, or visit their website at www.moreheadstate.edu/disability for more information.

PROFESSIONALISM

You are expected to behave professionally in class. This includes arriving on time, paying attention during class and not talking when someone else is talking. Tardiness is a distraction to your classmates and to your instructor. If you must be late, please enter the room as quietly as possible and take a seat near the door. Students should refrain from talking/reading or doing other things unrelated to class during class sessions. Professionalism also means refraining from texting or other cell phone use, and doing work for other classes or activities during class time. All electronic devices (e.g., cell phones, laptops, tablets, etc.) must be turned off and put away during class. Anyone who is observed text messaging or using an electronic device during class will be asked to leave the classroom. It also means notifying me ahead of time if you will be missing class or need to leave early. No electronic devices (i.e., laptops, cell phones, tablets, etc.) are to be visible during exams. If the instructor sees any electronic device during a quiz or exam, the student possessing the device is deemed to have committed an act of academic dishonesty.

ATTENDANCE

If students are to obtain maximum benefits from taking a course, regular attendance is essential. Course learning will also come from in-class exercises, discussions, and activities, as well as from lectures. At times, lectures and class activities will cover material that is not included in the text or readings. Therefore, your attendance and active engagement are important for your understanding of the course material. What I am looking for is active, thoughtful, and informed participation. You should also take care not to dominate discussions and to respectfully listen to your classmates' points of view. The responsibility of meeting all class requirements including quizzes and assignments lies with the students. In order to get the full value of any course taken, students must attend all the classes scheduled for the course. Students who skip a class meeting without making alternate arrangements, miss important learning experiences and reduce the value of the course. This diluted experience cannot be seen as equivalent to the full impact of the course when a student attends regularly, therefore, any student with any unexcused absences in a course may run the risk of receiving a grade that reflects less than optimal mastery of the full course content. This course will ensure compliance with UAR 131 Excused Absences Policy. To review this policy please go to: https://www.moreheadstate.edu/MSU/media/UARs/UAR-131-05-Excused-Absences-Policy.pdf

Additional Considerations for Attendance due to COVID 19-

University policies that govern **excused** student absences in courses for student illness (i.e., UAR 131) are relaxed for this term due to COVID 19. Student attendance will be recorded and reviewed weekly. In addition, Students testing positive for COVID-19, those who have been exposed to COVID-19, and those experiencing COVID-19

symptoms must also contact their instructor(s) as soon as possible unless incapable due to illness. Student absences due to COVID-19 illness, exposure, or symptoms, with or without documentation, should be excused and students given a flexible timeline for production, make-up, and/or delivery of missed assignments.

Guidance from health departments and the CDC require anyone testing positive for COVID-19 to self-isolate and monitor symptoms. This guidance also requires anyone who has been exposed to COVID-19 to quarantine, monitor symptoms, and seek medical attention. Further, this guidance recommends that anyone experiencing COVID-19 symptoms (fever, cough, tiredness, difficulty breathing, etc.) stay home, monitor symptoms, and seek medical attention. If a student has excessive absences, he/she should contact the Office of the Assistant Vice President/Dean of Students as soon as possible (but no later than two weeks after the period of absence). In these circumstances, documentation may be required, and an institutional excuse may be provided to all of the student's instructors.

Additional Required Materials (if face to face course):
Masks are required in all buildings and in instructional activities on the MSU campus. Students may request an accommodation with the MSU Office of Disability Services if they cannot wear a mask for medical reasons.

TENTATIVE CLASS SCHEDULE

DATE	CONTENT	ASSIGNMENTS	DUE DATE	METHOD OF EVALUATION	ALIGNMENT TO OUTCOMES
First Week (August 16)	♦ Review of course syllabus ♦ Introduction to Social Entrepreneurship	Read Chapter 1: Introduction to Social Entrepreneurship	8-18-21		SLO 1
		Student Profile (online)	8-25-21	Rubric	
		Learning Check-ups (in class)		Objective Test	
Second Week (August 23)	♦ Characterizing Your Challenge	Read Chapter 2: Characterizing Your Challenge			SLOs 2 and 3
		Learning Check-ups (in class)		Objective Test	
Third Week (August 30)	♦ Co-Creating with the Community	Read Chapter 3: Co-Creating with the Community	8-30-21		SLO 4
		Learning Check-ups (in class)		Objective Test	

Week	Topic	Task	Date	Assessment	SLO
Fourth Week (September 6)	♦ Designing Your Solution	**Labor Day (University closed)**	9-6-21		SLO 5
		Read Chapter 4: Designing Your Solution			
		Learning Check-ups (in class)		Objective Test	
		Project Proposal	9-10-21	Rubric	
Fifth Week (September 13)	♦ Market Strategy	Read Chapter 5: Market Strategy	9-13-21		SLO 6
		Learning Check-ups (in class)		Objective Test	
Sixth Week (September 20)	♦ Delivering Your Solution	Read Chapter 6: Delivering Your Solution	9-20-21		SLO 6
		Learning Check-ups (in class)		Objective Test	
Seventh Week (September 27)	♦ Measuring Social Impact	Read Chapter 7: Measuring Impact	9-27-21		SLO 7
		Learning Check-ups (in class)		Objective Test	
Eighth Week (October 4)	♦ Measuring Social Impact	Learning Check-ups (in class)		Objective Test	SLO 7
		Fall Break	October 7-8		
Ninth Week (October 11)	♦ Completing the Business Model	Read Chapter 8: Completing the Business Model	10-11-21		SLO 8
		Learning Check-ups (in class)		Objective Test	
		Measuring Impact Assignment	10-15-21	Rubric	
Tenth Week (October 19)	♦ Pitching and Networking	Read Chapter 9: Pitching and Networking	10-19-21		SLO 9
		Learning Check-ups (in class)		Objective Test	
Eleventh Week (October 25)	♦ Funding Your Venture	Read Chapter 10: Funding Your Venture	10-25-21		SLOs 10 and 11
		Learning Check-ups (in class)		Objective Test	
Twelfth Week (November 1)	♦ Building the Organization	Read Chapter 11: Building the Organization	11-1-21		SLO 12
		Learning Check-ups (in class)		Objective Test	
		Field Interview	11-5-21	Rubric	
Thirteenth		Read Chapter 12:	11-8-21		SLO 6

Week (November 8)	♦ Communicating Your Venture	Communications			
		Learning Check-ups (in class)		Objective Test	
Fourteenth Week (November 15)	♦ Managing Growth	Read Chapter 13: Managing Growth	11-15-21		SLO13
		Learning Check-ups (in class)		Objective Test	
Fifteenth Week (November 22)		Group Project	11-23-21	Rubric	
		Thanksgiving Break	**November 24-26**		
Sixteenth Week (November 29)		Group Project Presentation		Rubric	
Seventeenth Week (December 6)		Group Project Presentation		Rubric	

Disclaimer: **This schedule of topics and assignments is subject to change to allow for the pace of learning of the class**. It is a student's responsibility to obtain information pertaining to changes in this schedule that are announced in class, emailed to the class, and/or posted on Blackboard. Finally, it is a student's responsibility to read the syllabus thoroughly and regularly and keep track of all the important dates and requirements every week. Experience shows that the answer for most questions that students ask can in fact be found in the syllabus.

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**

Course Name: (as listed in the current catalog)	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)
Proposed Course Name:	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)

Approved major or program(s) in which the course will be offered. (as listed in the current catalog)

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.

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.

B. Justify the proposed instructional level (100-600) or instructional level change.

C. List the student learning outcomes for the <u>course</u>.

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.

E. Define how the course helps students to achieve learning objectives required for the <u>program</u>.

F. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

III. IMPACT

A. List any existing course(s) that will be replaced by the proposed/revised course.

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.

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

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

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.

B. Identify external adjunct faculty, if appropriate.

V. *ADDITIONAL INFORMATION*

A. Desired section size and anticipated enrollment.

B. Desired implementation date for the course.

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

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

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 *All elements on the syllabus checklist must be included on the sample syllabus*

- 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.

To insert the syllabus and any supporting documentation (email correspondence, IACUC form, etc.):
- **From the TOOLS Menu**
- **Choose ORGANIZE PAGES**
- **Choose INSERT - FROM FILE**
- **(Choose PDF of your syllabus or supporting documentation)**
- **In the pop up window: Choose AFTER & LAST PAGE and select OK.**
- **Verify that the pages are inserted and save this document.**

School of Business Administration

Management and Marketing

Management 355 – Section 001

BUSINESS INNOVATION & CREATIVITY

SPRING 2022

Course Syllabus

Instructor: Samuel L. Stapleton
Office: 110E Bert T. Combs Building
Telephone: 606-783-2770
E-Mail: slstapleton@moreheadstate.edu

Office Hours: Monday / Wednesday / Friday   12:00 PM – 1:50 PM
                           Tuesday / Thursday   1:00 PM – 1:50 PM
                           (Other Times Available by Appointment via WebEx)

Please Note: The **best** way to contact me is via e-mail. All e-mail should include the phrase: "*Management 355 – 001",* the sender's name and a brief subject line / description. Excluding weekends, I will normally respond to e-mail messages within twenty-four (24) hours.

Course Description: (as it appears in the Undergraduate Catalog)
This course will examine the importance of innovation within the entrepreneurial process from a corporate, product / process, social and sustainability perspective. Students will be introduced to the concepts of opportunity recognition and innovation management as a catalyst for value creation within the entrepreneurial venture. In addition, students will gain a better appreciation of the importance of businesses that create and support a climate of creativity to allow for and further the expansion of an on-going innovative culture.

Course Prerequisites: BBA 200 (Business & Entrepreneurship) & MNGT 201 (Principles of Management).

Course Textbook (REQUIRED):

Bessant, J. R., & Tidd, J. (2015). *Innovation and Entrepreneurship* (3rd ed.). Wiley.

Other Required Materials: As a requirement of this course, students must be able to access and navigate the Internet, Blackboard course site, as well as utilize computer and online communication channels (e.g., e-mail and discussion board postings). Students are required to have access to a computer that meets the Distance Learning Office Blackboard technical requirements (http://www.morehead-st.edu/units/distance/bbtech.shtml).

Please Note: Face coverings/masks are required in all buildings and in instructional activities on the MSU campus. Students may request an accommodation with the MSU Office of Disability Services if they cannot wear a mask for medical reasons.

Student Learning Outcomes: By the conclusion of this course, students will be able to do the following:
SLO 1: Recognize the importance of innovation in support of entrepreneurial goals and venture creation.
SLO 2: Identify and employ search strategies in determining innovative opportunities and resources.
SLO 3: Apply critical-thinking skills to the identification of risk assessment, forecasting and development of innovation networks.
SLO 4: Assess and apply the innovation process model in the creation of growth-oriented business ventures.
SLO 5: Demonstrate skills associated with innovation management in an entrepreneurial environment where risk, uncertainty and limited information may be common.

Course Requirements

Student performance in this course will be evaluated using the following assessment measures:

Exams:	400 Pts.
Quizzes:	100 Pts.
Class Assignments:	300 Pts.
Innovation Process Project:	200 Pts.
Total:	**1000 pts.**

Exams (400 Pts. Total / 100 Pts. per Exam)
- There will be four (4) exams administered during this course. Exams will consist of any number of True/False, multiple choice and/or short essay questions. If a student fails to complete and submit an exam as scheduled and their reasoning for absence is not excusable *(please refer to the Student Handbook),* they will receive a score of zero for that exam.

Quizzes (100 Pts. Total / 25 Pts. per Quiz)
- Throughout the semester, quizzes will be administered to check student understanding of the course materials. Quizzes will be unannounced and may

consist of True/False, multiple choice and/or short essay questions. Quizzes are intended to be a tool for both the student and instructor to gage the level of understanding for the concepts and ideas presented during the course.

Class Assignments (300 Pts. Total)
- Class assignments will be drawn from activities, case studies and innovation tools provided from the supplemental resource site accompanying the course textbook. www.innovation-portal.info
- Details and due dates for class assignments will be posted to Blackboard and announced in class. If a student were absent, it will be their responsibility to gather information on the materials covered or any assignments made from the instructor.

Innovation Process Project (200 Pts. Total)

- Over the duration of this course, students will work in small groups to identify and define a growth-oriented business venture using the Process Model for Innovation and Entrepreneurship, as defined within the accompanying textbook.
- The identified business venture should have an entrepreneurial focus and apply to one of the following: corporate, new product/process, social and/or sustainability opportunity.
- Other ventures applicable to this type of innovative analysis may be considered with approval by the instructor.
- Detailed project instructions will be provided to each student by the end of Week Two.

Course Grading Scale

Points Earned	Grade Assigned
900 – 1000	A
800 – 899	B
700 – 799	C
600 – 699	D
599 and Below	E

Course Attendance Policy:
- Regular class attendance will be a contributing factor to the success of the student in this course. Student attendance will be recorded and reviewed by the instructor as a weekly basis. University policies that govern **excused** student absences in courses for student illness (i.e., UAR 131) are relaxed for this term.
- Guidance from health departments and the CDC require anyone testing positive for COVID-19 to self-isolate and monitor symptoms. This guidance also requires anyone who has been exposed to COVID-19 to quarantine, monitor symptoms, and seek medical attention. Further, this guidance recommends that anyone experiencing COVID-19 symptoms (fever, cough, tiredness, difficulty breathing, etc.) stay home, monitor symptoms, and seek medical attention.
- Students testing positive for COVID-19, those who have been exposed to COVID-19, and those experiencing COVID-19 symptoms must also contact their instructor(s) as soon as possible unless incapable due to illness. Student absences due to COVID-19 illness, exposure, or symptoms, with or without documentation,

should be excused and students given a flexible timeline for production, make-up, and/or delivery of missed assignments. After reviewing the specific circumstance for student absence, the instructor and student will discuss makeup of missed assignments and mutually agreed upon deadlines.

- In the case of illness/medical emergencies, if a period of extended absences is necessary (more than 15% of total class instructional time) the student should contact the Office of the Assistant Vice President/Dean of Students as soon as possible (but no later than two weeks after the period of absence). In these circumstances, documentation may be required, and an institutional excuse may be provided to all of the student's instructors.

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. If you are not sure what constitutes academic dishonesty, read the Eagle Student Handbook or ask your instructor. The Eagle Student Handbook can be located at: http://www.moreheadstate.edu/dean [see pgs. 12 & 86].

Americans with Disabilities Act (ADA) Information:

Students with disabilities are entitled to academic accommodations and services to support their access and safety needs. The Office for Disability Services in 109-J Enrollment Services 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, e.day@moreheadstate.edu, or visit their website at: www.moreheadstate.edu/disability for more information.

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: www.moreheadstate.edu/emergency.

Notification of Change – Course Delivery Format:

This course will be delivered in a face-to-face instructional format, supplemented by an online Blackboard course site. If conditions arise that would require the transitioning to an alternative or solely online instructional format. Students will be notified immediately via email and Blackboard announcement. Directions will be provided on any changes to assess, student participation, course content and due dates.

Tentative Course Schedule:
I envision the schedule below as a general outline for the course. Please realize that, as with any plan, it is tentative in nature and is subject to refinement and improvement.

Week	Start Date	Reading	Content	Assignment - Exam Schedule	Due Date	Method of Evaluation	Alignment to Outcomes
One	10-Jan	Chapter 1	The Innovation Imperative	Course Overview	10-Jan	-	SLO 1
				Read - Chapter 1 (Out of Class)	14-Jan	-	
				Assignment #1 - Student Introductions (Submit Online)	16-Jan @ 11:59 PM EST	-	
Two	18-Jan	Chapter 2	Social Innovation	Review - Innovation Model Project Guidelines (In Class)	18-Jan	-	SLO 4
				Read - Chapter 2 (Out of Class)	22-Jan	-	SLO 1
				Complete - Quiz #1: Ch. 1 & 2 (Online)	23-Jan @ 11:59 PM EST	Objective Test	
				Assignment #2 - Strategic Innovation (Submit Online)		Rubric	
Three	24-Jan	Chapter 3	Innovation, Globalization and Development	Read - Chapter 3 (Out of Class)	28-Jan	-	
				Assignment #3 - Frugal Innovation (Submit Online)	30-Jan @ 11:59 PM EST	Rubric	
Four	31-Jan	Chapter 4	Sustainability-led Innovation	Read - Chapter 4 (Out of Class)	4-Feb	-	
				Complete - Exam #1: Ch. 1-4 (In Class)		Objective Test	
Five	7-Feb	Chapter 5	Entrepreneurial Creativity	Read - Chapter 5 (Out of Class)	11-Feb	-	SLO 1 & 3
				Assignment #4 - Case Study: Zara (Submit Online)	13-Feb @ 11:59 PM EST	Rubric	
Six	14-Feb	Chapter 6	Sources of Innovation	Read - Chapter 6 (Out of Class)	18-Feb	-	SLO 2 & 3
				Complete - Quiz #2: Ch. 5 & 6 (Online)	20-Feb @ 11:59 PM EST	Objective Test	
				Assignment #5 - Sources of Innovation (Submit Online)		Rubric	
Seven	21-Feb	Chapter 7	Search Strategies for Innovation	Read - Chapter 7 (Out of Class)	25-Feb	-	SLO 2, 3 & 5
				Assignment #6 - Twelve Search Strategies (Submit Online)	27-Feb @ 11:59 PM EST	Rubric	
Eight	28-Feb	Chapter 8	Building the Case	Read - Chapter 8 (Out of Class)	4-Mar	-	SLO 4 & 5
				Complete - Exam #2: Ch. 5 - 8 (In Class)		Objective Test	
Nine	7-Mar	Chapter 9	Leadership and Teams	Read - Chapter 9 (Out of Class)	11-Mar	-	
				Progress Check - Innovation Model Project (In Class)		Rubric	
Ten	14-Mar		Spring Break				
Eleven	21-Mar	Chapter 10	Exploiting Networks	Read - Chapter 10 (Out of Class)	25-Mar	-	SLO 3, 4 & 5
				Complete - Quiz #3: Ch. 9 & 10 (Online)	27-Mar @ 11:59 PM EST	Objective Test	
				Assignment #7 - Case Study: Supply Chain Learning (Submit Online)		Rubric	
Twelve	28-Mar	Chapter 11	Developing New Products and Services	Read - Chapter 11 (Out of Class)	1-Apr	-	SLO 1, 4 & 5
				Assignment #8 - Case Study: Better Place (Submit Online)	3-Apr @ 11:59 PM EST	Rubric	
Thirteen	4-Apr	Chapter 12	Creating New Ventures	Read - Chapter 12 (Out of Class)	8-Apr	-	SLO 1 & 5
				Complete - Exam #3: Ch. 9-12 (In Class)		Objective Test	
Fourteen	11-Apr	Chapter 14	Growing the Enterprise	Read - Chapter 14 (Out of Class)	15-Apr	-	SLO 4 & 5
				Assignment #9 - Case Study: M-PESA (Submit Online)	17-Apr @ 11:59 PM EST	Rubric	
Fifteen	18-Apr	Chapter 15	Exploiting Knowledge and Intellectual Property	Read - Chapter 15 (Out of Class)	22-Apr	-	SLO 3 & 5
				Progress Check - Innovation Model Project (In Class)		Rubric	
				Complete - Quiz #3: Ch. 14 & 15 (Online)	24-Apr @ 11:59 PM EST	Objective Test	
Sixteen	25-Apr	Chapters 16 & 17	Business Models and Capturing Value / Learning to Manage Innovation	Read - Chapter 16 & 17 (Out of Class)	29-Apr	-	SLO 1, 4 & 5
				Innovation Model Project (Submit Online)	1-May @ 11:59 PM EST	Rubric	
				Assignment #10 - Self-Reflection: Managing Innovation (Submit Online)			
Seventeen	2-May		Final Exam Week	Complete - Exam #4: Ch. 14 - 17 (In Class)		Objective Test	SLO 1, 3, 4 & 5

Caveat: The instructor reserves the right to alter this syllabus as is necessary.

COURSE
New Course or Major Revision to Existing Course

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  - **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**

Course Name: (as listed in the current catalog)	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)
Proposed Course Name:	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)

Approved major or program(s) in which the course will be offered. (as listed in the current catalog)

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.

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.

B. Justify the proposed instructional level (100-600) or instructional level change.

C. List the student learning outcomes for the <u>course</u>.

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.

E. Define how the course helps students to achieve learning objectives required for the <u>program</u>.

F. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

III. IMPACT

A. List any existing course(s) that will be replaced by the proposed/revised course.

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.

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

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

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.

B. Identify external adjunct faculty, if appropriate.

V. *ADDITIONAL INFORMATION*

A. Desired section size and anticipated enrollment.

B. Desired implementation date for the course.

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

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

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 *All elements on the syllabus checklist must be included on the sample syllabus*
- 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.

To insert the syllabus and any supporting documentation (email correspondence, IACUC form, etc.):
- **From the TOOLS Menu**
- **Choose ORGANIZE PAGES**
- **Choose INSERT - FROM FILE**
- **(Choose PDF of your syllabus or supporting documentation)**
- **In the pop up window: Choose AFTER & LAST PAGE and select OK.**
- **Verify that the pages are inserted and save this document.**

Health Psychology   Morehead State University, College of Science
Psych 399   Department of Psychology
                                                          Spring 2020

Course Overview
This course will provide an overview of the field of health psychology, examining how
psychological theories and research are applied to enhance health and well-being and to prevent
and treat illness. We will discuss the behavioral, emotional, social, and cognitive influences on
physical health (and, to a lesser extent, mental health). Among other topics, we will examine
stress, coping, risk behavior, pain, chronic illness, and the use of health services.
Prerequisite: PSY 154

Course time & location   Online

Instructor   Elizabeth C. Neilson, MSW, MPH, Ph.D.
                               Reed Hall, Office 441
                               Office Hours: Wednesdays, 11:00am-12:00pm (in person),
                               Thursdays, 12:00pm-1:00pm (virtual), and by appointment (in-
                               person, Skype, or phone)
                               Preferred contact: ecneilson@moreheadstate.edu
                               Office number: 606-783-2313

Student Learning Objectives: The assigned readings, assignments, and exams are designed to
enhance and assess your understanding of the topics presented in lecture and your critical
examination of these topics. Following this class, students should be able to:

1) Understand and describe the models and theories that are used to explain health-risk and
   health-enhancing behaviors. This SLO will be evaluated through examinations and
   written assignments.
2) Describe the influence of personality, social, and contextual factors in predicting health
   cognitions and behaviors. This SLO will be evaluated through examinations and written
   assignments.
3) Explain how psychosocial factors influence coping with stress, health problems, and
   seeking healthcare. This SLO will be evaluated through examinations and written
   assignments.
4) Create and implement a behavioral contract to change a health-related behavior. This
   SLO will be evaluated through examinations, written assignments, and discussion.
5) Analyze and explain the development of chronic disease using the biopsychosocial
   model. This SLO will be evaluated through examinations, written assignments, and
   discussion.

Course requirements:
- **Textbook**: Straub, R. O. (2015). *Health psychology: A biopsychosocial approach. (6th ed.).*
  New York: Worth.
- **Additional readings**: Posted in PDF format on course website

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how the course will run, how you will be graded, and what will be expected of you. Your
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Health Psychology   Morehead State University, College of Science
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- **Blackboard:** This course is entirely online and will use the Blackboard platform. You are expected to have access to laptop or tablet as well as reliable internet access which enables you to view electronic resources, participate in discussions, and complete online assignments and exams. Blackboard will also be used for posting important class announcements and documents, such as assignment instructions. It is your responsibility to check Blackboard regularly to ensure completion of all required coursework. If you have technical difficulties with Blackboard, please contact the Distance Education IT, (606) 783-2140.
- **LaunchPad:** In addition, we will use the publisher's online resources (LaunchPad) that accompany the textbook. I requested the MSU bookstore sells a loose leaf copy of the book bundled with a LaunchPad access code. The easiest way to register for LaunchPad is to go through the link that is posted on Blackboard (it's linked directly to our LaunchPad course, so you can be sure you're enrolling in the right place).

Course website and email:
- Class note outlines, lecture screencasts, and other resources are available on the course website on Blackboard
- Private email messages may be sent via email or Blackboard
- Questions on course material should be posted on the course discussion board
- Information will be disseminated via Blackboard Announcements and emails. It is your responsibility to keep up with the Announcements and emails pertaining to class information.

Responsibility for course material. The topics within the course are relevant to our day-to-day lives, and some topics may prompt strong emotional reactions. Students are expected to demonstrate understanding on all material presented in class. If you are concerned about your emotional reaction to a course topic, please talk to Dr. Neilson directly.

Office hours and availability outside of class. Participating and/or attending office hours enables you to engage with the material outside of class. It also gives an opportunity to ask questions, receive clarification, talk about your educational and career goals, and provide feedback to Dr. Neilson about the course. Dr. Neilson strongly believes in being available to students outside of class. Dr. Neilson will have one in-person office hour and one 'virtual' office hour in which she will be available to message over Blackboard. Students who are unable to travel to campus are welcome to set up a time to Skype or have a phone-based office hour. In fact, the use of technology for office hours is consistent with a movement within health care toward telehealth.

Campus safety statement. This course occurs entirely online, however it is assumed that many of you may complete the assignments or watch lectures while 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.

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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, e.day@moreheadstate.edu, or visit their website at www.moreheadstate.edu/disability for more information.

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. Please review the MSU statement on academic misconduct linked on the course website under "Resources". You are responsible for knowing all the material contained therein. Students suspected of violating MSU policies will receive notice of suspension and may be subject to the following penalties: a grade of 0 for that exam or writing assignment, being reported to the committee on academic conduct, and failing the course.

Makeup policies. University excused absences are grouped into five categories: University-sponsored activities, student/family illness or death, military obligations, jury duty or subpoena for court appearances, and major religious holidays. Students who miss class on an exam or assignment deadline due to a University excused absence must provide Dr. Neilson with the required paperwork in a timely fashion, and in advance, if possible. Please see University Administrative Regulations 103.05 in the Course Readings for additional information. **If an emergency not covered by University excused absences arises that prevents you from completing an assignment, discussion post, or exam, you must notify Dr. Neilson (either by email or phone) within 24 hours of the missed assignment/exam.** At her discretion, Dr. Neilson will arrange with you an alternate time for you to take an exam or extend an assignment deadline for you. You may be asked to provide documentation, such as a doctor's note, to verify the reason for your missed assignment/exam.

Grade grievance procedures. If you have a dispute over your grade, MSU has procedures that exist to resolve this. A link to these procedures may be found on the Blackboard website under "Resources".

Mandated reporting. Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Students have the right to receive an education free from sexual misconduct, including sexual harassment, assault, exploitation, stalking, dating violence, and intimate partner violence. All MSU faculty, staff, and administrators are responsible for reporting actions that violate the provision of Title IX to the Title IX Coordinator. Reports of imminent risk of abuse or neglect of a child under 18 or a dependent elder must be reported to

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Health Psychology   Morehead State University, College of Science
Psych 399   Department of Psychology
Spring 2020

the Kentucky Cabinet for Health and Family Services. Resources for counseling, emergency services, and information may be found under the "Resources" portion of the website.

ASSESSMENT
Exams (300 points; 40% of grade) There will be three non-cumulative multiple choice exams, each worth 100 points. Please expect that any material covered in the assigned chapters and class discussions may be included on the exams. Dates for all exams can be found on the course calendar.

All students are required to use the Respondus Lockdown Browser to access exams in this course. Students may also be required to utilize Respondus Monitor for some or all of the course exams. This program uses a webcam and video technology to prevent cheating during online exams. MSU has an account through Respondus. Information is posted on Blackboard as to how to download Respondus through MSU. **Students are responsible for downloading the program and ensuring appropriate equipment to utilize this service.** It is Dr. Neilson's hope that time and energy will be allocated to studying for the exams, rather than identifying ways around the Respondus Lockdown Browser.

More information about accessing online tests and the testing policies for the course are provided on Blackboard under the Syllabus & Information tab.

Makeup exam policy: All exams are REQUIRED and must be taken at the scheduled time. If you are unable to take the exam at the scheduled time, you must contact Dr. Neilson before the exam (via email). It is *strongly* recommended that you do not miss an exam. Please see "Makeup policies."

Assignments and Discussion (150 points; 20% of grade): For most weekly units of the course, there will be one assignment and/or discussion activity that corresponds to the material covered in the unit. Instructions for each assignment will be posted on Blackboard with the unit content and will be due on the dates specified on the course calendar. Discussion prompts will be posted on the Blackboard discussion board. Each student is expected to submit one original post and to respond two at least two other students' posts. Satisfactory responses do NOT include "that's interesting" or "I agree with the above," but rather are a substantive contribution or reply to the original poster's comment. Some of the discussion prompts will require you to first watch a video clip (links will be provided on Blackboard to the video clip or LaunchPad) or complete some library-based research. Please refer to the Discussion Forum Guidelines (under the Syllabus & Information tab in Blackboard) for more details. Due dates for assignments and discussion posts are on the course calendar. All assignments/discussion posts are due at 11:59pm on the assigned day, unless noted otherwise. **Late policy:** Weekly assignments and discussions will lose 1 point for every day they are late. I will continue to accept weekly assignments until three days after the deadline, after which late assignments will not be accepted (unless the lateness is due to a University-excused absence).

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LaunchPad Quizzes (100 points; 14% of grade): Chapter summary quizzes on LaunchPad will be assigned weekly (see course calendar for due dates). There will be 12 quizzes at 10 points each. I will drop your two lowest quizzes. The purpose of these quizzes is to help you gauge your understanding of the material as you prepare for the exams. Thus, these quizzes should be completed after you have read the chapters and reviewed the corresponding PowerPoint slides.

Written assignments (200 points; 26% of grade): Three written assignments will be due during the semester: 1) Health behavior contract, 2) Critical thinking assignment, 3) Cancer paper. Specific guidelines are posted on the "Assignments" page of the course website. Assignments should be typed in 12pt font, double-spaced, and with one-inch margins. Please include your name and student ID in the header (not the main body of the page). Late assignments will lose 5% of the grade per day and will not be accepted after 3 days post-due-date. Dr. Neilson will utilize the SafeAssign feature of Blackboard which provides a percentage of the assignment that closely resembles or verbatim copies text found within Blackboard and pages outside of Blackboard. **If Dr. Neilson cannot open your assignment, you will receive a 0. Blackboard gives a preview and you must be able to see it or you will receive a zero. Additionally, all assignments should be submitted as Microsoft word documents.**

- **Health behavior contract (85 points):** For this assignment, you will identify a personal health behavior that you want to change (for example, increasing your exercise or quitting smoking). You will create a behavioral contract that you will implement in partnership with a classmate. This assignment will be ongoing for four weeks; at the end of the three weeks, you will turn in a report of your progress toward changing your health behavior. More detailed information about this assignment will be provided on Blackboard.

- **Critical thinking assignment (20 points):** The health and wellness industry has expanded tremendously in the past decade, and the global wellness economy was $4.5 trillion in 2018 (GWI, 2019). Included within this explosion are numerous self-styled health and wellness coaches, who disseminate information and recommendations. Is the information they are providing actually based upon empirical data and scientific knowledge? For this assignment, you will identify and read one health and wellness blog (ex. Goop, Medical Medium, Happily Eva After) and conduct a critical thinking analysis in which you examine whether the claims in the blog are backed up by scientific knowledge. You will also examine whether the blog attempts to manipulate the reader into believing the claims made through exaggerated or emotionally-valenced wording and claims. More detailed information about this assignment will be provided on Blackboard.

- **Biopsychosocial explanation of cancer (95 points):** For this assignment, you will work in small groups write a brief paper that examines the development of cancer from a biopsychosocial perspective. This will require the use of your textbook as well as primary sources (i.e., research journal articles). Fifteen of the total points of your grade on this assignment will be determined by peer evaluations (i.e., group members assessing the quality

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of each other's contributions to the paper). More detailed information about this assignment will be provided on Blackboard.

All grades will be posted in your gradebook, available on Blackboard. Keep track of how you are doing in the course. If you are concerned about your grade, please speak with Dr. Neilson right away.

Grading Scale Your final grade will be calculated from the total points earned for quizzes, discussion and lecture assignments, written assignments, and exams. Your grade will be determined using the following formula:

(Total Points Earned in the Course) / 750 * (100)

Points	Letter Grade	Percent Grade	4.0 Scale
675 (or more)	A	90-100%	4.0
600-675	B	80-89%	3.0
525-599	C	70-79%	2.0
450-524	D	60-69%	1.0
442 (or fewer)	F	Below 60	0.0

Biopsychosocial paper – 95
Critical thinking 20
Health Behavior Contract – 85
Quizzes – 100
Assignments and discussion – 150
Exams 300

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COURSE SCHEDULE

This is a general outline of the schedule for Psych 399: Health Psychology. We may deviate a bit from this schedule as needed. However you should have each set of readings done by the assigned date, unless otherwise instructed. All readings are posted on the course website. **If necessary, revised versions will be re-posted on Blackboard.**

Week	Date	Topic	Reading	Due Dates
Week 1	1/13-1/17	Introduction to health psychology and the biopsychosocial model	Ch 1 "What is a health disparity?" article	LaunchPad Assignment: Thur 1/16 Ch 1 LaunchPad quiz: Fri 1/17
Week 2	1/20-1/24	Research methods in health psychology	Ch 2	Assignment: Thur 1/23 Ch 2 LaunchPad quiz: Fri 1/24
Week 3	1/27-1/31	Biological foundations of health and illness	Ch 3	Assignment: Thur 1/30 Ch 3 LaunchPad Quiz: Fri 1/31
Week 4	2/03-2/07	Health behavior change and prevention	Ch 6	Discussion: Thur 2/6 Ch 6 LaunchPad Quiz: Fri 2/7
Week 5	2/10-2/14	Health risk behaviors	Ch 9	Discussion: Thur 2/13 Ch 9 LaunchPad Quiz: Fri 2/14
Week 6	2/17-2/21	Health risk behaviors	Gibbons et al. chapter	Assignment: Wed 2/19 **Exam 1 (Ch 1, 2, 3, 6): Thu 2/20**
Week 7	2/24-2/28	Stress and illness	Ch 4	Discussion: Thur 2/27 Assignment (LaunchPad): Fri 2/28
Week 8	3/02-3/06	Coping with stress	Ch 5	**Health behavior contract: Thu 3/05** Ch 5 LaunchPad Quiz: Fri 3/06
Week 9	3/09-3/13	Exercise and Sleep	Ch 7	LaunchPad Assignment: Thu 3/12 Ch 7 LaunchPad quiz: Fri 3/13
Week 10	3/16-3/20	**SPRING BREAK**		
Week 11	3/23-3/27	Weight, obesity, and eating disorders	Ch 8	Blackboard Assignment: Mon 3/30 Ch 8 LaunchPad Quiz: Mon 3/30
Week 12	3/30-4/03	Cardiovascular diseases, diabetes, and Type A behavior	Ch 10	**Exam 2 (Ch 4, 5, 7, 8, 9): Tue 3/31** Ch 10 LaunchPad Quiz: Fri 4/03
Week 13	4/06-4/10	Pain and pain management	Ch 14	**Critical thinking assignment: Fri 4/10**

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				Ch 14 LaunchPad Quiz: Fri 4/10
Week 14	4/13-4/17	STIs and HIV	Ch 12	Discussion: Thu 4/16 Ch 12 LaunchPad Quiz: Fri 4/17
Week 15	4/20-4/24	Health care and seeking treatment	Ch 13	Discussion: Thu 4/23 Ch 13 LaunchPad Quiz: Fri 4/24
Week 16	4/27-5/01	Health disparities and current challenges	Epilogue	**Cancer Paper: Wed 4/29** **Peer evaluations: Fri 5/01**
Finals	5/05			**Exam 3 (Ch 10, 12, 13, 14) Tue 5/05**

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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**

Course Name: (as listed in the current catalog)	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)
Proposed Course Name:	Course prefix (Example: ENG)	Number (Example: 100)	Title (Example: Writing I)	Formula (Example: 3-0-3)	Faculty Load (Contact your Department Chair or Dean's Office for assistance)	Intended Terms Offered (Example: Fall/Spring)

Approved major or program(s) in which the course will be offered. (as listed in the current catalog)

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.

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.

B. Justify the proposed instructional level (100-600) or instructional level change.

C. List the student learning outcomes for the <u>course</u>.

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.

E. Define how the course helps students to achieve learning objectives required for the <u>program</u>.

F. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

III. IMPACT

A. List any existing course(s) that will be replaced by the proposed/revised course.

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.

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

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

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.

B. Identify external adjunct faculty, if appropriate.

V. ADDITIONAL INFORMATION

A. Desired section size and anticipated enrollment.

B. Desired implementation date for the course.

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

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

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 *All elements on the syllabus checklist must be included on the sample syllabus*

- 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.

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Morehead State University
College of Science
Department of Psychology

PSY 399-301
Workshop: Psychology of Gender
Fall 2020

Course description
Psychology of Gender is the scientific study of the biological, psychological, and environmental influences that affect sex and gender development. The course will explore the different theories and experiences of gender, along with issues surrounding gender in the United States. The course will examine the research on gender role development, and the biological, psychological, and environmental influences that may affect sex and gender similarities and differences in behavior, physical and mental health, work and achievement, relationships, communication styles, and sexuality. This course will also discuss the intersection of feminism and psychology, with critical thought and discussion to the nature and application of a feminist psychological approach. Equates with GST 393; Prerequisite: PSY 154 or GST 273

Course time & location	Online only, asynchronous
Instructor	Elizabeth C. Neilson, MSW, MPH, Ph.D. (she/her/hers)
	Reed Hall, Office 441
	Office Hours: Mondays, 9:00am-10:00am (in person),
	Fridays, 3:00pm-4:00pm (WebEx) and by appointment
	Preferred contact: ecneilson@moreheadstate.edu
	Office number: 606-783-2313
	WebEx Meeting Room:
	https://moreheadstate.webex.com/meet/ecneilson
	Availability for message: Available for periodic checks of emails and phone calls 8am—8pm, Monday-Friday; messages typically returned within 2 business days
Graduate Assistant	Olivia Kee (she/her/hers)
	Reed Hall, Office 315
	Office Hour: Tuesday at 12:00pm-1:00pm (WebEx)
	Preferred Contact: okee@moreheadstate.edu
	WebEx Meeting Room:
	https://moreheadstate.webex.com/meet/okee

Syllabus Table of Contents

This syllabus contains information on course structure and policy. It is a contract that tells you how the course will run, how you will be graded, and what will be expected of you. Your continued enrollment in this course signals that you have read and agree with all points of this contract.

Student Learning Outcomes: The assigned readings, assignments, and exams are designed to enhance and assess your understanding of the topics presented in lecture and your critical examination of these topics. Following this class, students should be able to:

1) Students will understand the nature of gender and its intersection with other social identities, including race and class, and explain different theories regarding gender development. Students will be able to apply different theories pertaining to research regarding gender similarities and differences in gender expression, cognition, achievement, and mental and physical health. This Student Learning Outcome will be evaluated through examinations and written assignments.
2) Students will demonstrate awareness of the experience of other genders as well as one's own identified gender. This Student Learning Outcome will be evaluated through examinations and written assignments.
3) Students will think critically about research, media, and cultural representation of gender differences. This Student Learning Outcome will be evaluated through written assignments.
4) Students will recognize the role of culture in the socialization of gender roles in the U.S. This Student Learning Outcome will be evaluated through examinations and written assignments.
5) Students will engage with topics such as culture, race, ethnicity, religion, gender, prejudice, sexual orientation, and abilities in a respectful manner. This Student Learning Outcome will be evaluated through examinations, written assignments, and participation in discussion board questions.

Required Materials:
- **Textbook (Required)**: Else-Quest, N. M., & Hyde, J. S. (2018). Psychology of women and gender: Half the human experience. Sage Publications.
- **Textbook (Recommended)**: hooks, b. (2014). Feminism is for everybody: Passionate politics. Routledge.
- **Additional readings**: Posted in PDF format on course website
- **Respondus software**: Available for free download through MSU
- **Blackboard:** This course is entirely online and will use the Blackboard platform. You are expected to have access to laptop or tablet as well as reliable internet access which enables you to view electronic resources, participate in discussions, and complete online assignments and exams. Dr. Neilson is aware that access to technology equipment and internet is not equitable. If you encounter barriers to accessing the course, please let Dr. Neilson know. Blackboard will also be used for posting important class announcements and documents, such as assignment instructions. It is your responsibility to check Blackboard regularly to ensure completion of all required coursework. If you have technical difficulties with Blackboard, please contact the Distance Education IT, (606) 783-2140.
- **Masks:** Masks are required in all buildings and in instructional activities on the MSU campus. Students may request an accommodation with the MSU Office of Disability Services if they cannot wear a mask for medical reasons.

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Course website and email:
- Class PowerPoint and other resources are available on the course website
- Questions on course material should be posted on the course discussion board
- Set up your own notification preferences (through your Blackboard profile page) so that the "Announcement" notifications are sent "ASAP". Then, be sure to check your email at least once per day for any schedule changes or other important information.

Orientation to an exclusively online course. As noted above, this course will be entirely asynchronously, online and will utilize the Blackboard platform. Each week, one to three lectures will be posted to the Blackboard site covering the content for the week. In addition to lectures pertaining to psychology of gender, Dr. Neilson will post a lecture on professional and scientific writing which will be helpful for completing your literature review (see below). Lecture slides with and without a pre-recorded lecture will be available throughout the semester on Blackboard for viewing. Students should assume and plan to devote the same amount of time per week to this class that they would an in-person class of equivalent credit hours, including at least two to three hours per week watching and reviewing lecture slides. Each week typically has three reading assignments, usually a combination of textbook chapters and/or articles. This class has an assignment due every week, in addition to the weekly self-reflective journaling. The purpose of these assignments is to foster your engagement in the course. If you have concerns about your ability to keep up with the material and assignments, please let Dr. Neilson know.

Course delivery change notification information. If an emergency forces changes in the course delivery, students will be notified via email and the announcements section of the Blackboard site.

Attendance policy. Prompt and regular class attendance is the responsibility of all students. Students should be aware that excessive absenteeism, whether excused or unexcused, may affect their ability to earn a passing grade. University excused absences are grouped in five categories: 1) University-sponsored activities; 2) Student/family illness/death**; 3) Military obligations; 4) Jury duty or subpoena for court appearances; and 5) Major religious holidays.

**Typical policies that govern excused student absences in courses for student illness (i.e., UAR 131) are relaxed for this term. Guidance from health departments and the CDC require anyone testing positive for COVID-19 to self-isolate and monitor symptoms. This guidance also requires anyone who has been exposed to COVID-19 to quarantine, monitor symptoms, and seek medical attention. Further, this guidance recommends that anyone experiencing COVID-19 symptoms (fever, cough, tiredness, difficulty breathing, etc.) stay home, monitor symptoms, and seek medical attention.

Students testing positive for COVID-19, those who have been exposed to COVID-19, and those experiencing COVID-19 symptoms <u>must also contact their instructor(s) as soon as possible unless incapable due to illness</u>. Student absences due to COVID-19 illness, exposure, or symptoms, with or without documentation, should be excused and students

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given a flexible timeline for production, make-up, and/or delivery of missed assignments. After reviewing the specific circumstance for student absence, the instructor and student will discuss makeup of missed assignments and mutually agreed upon deadlines.

In the case of illness/medical emergencies, if a period of extended absences is necessary (more than 15% of total class instructional time) the student should contact the Office of the Assistant Vice President/Dean of Students as soon as possible (but no later than two weeks after the period of absence). In these circumstances, documentation may be required and an institutional excuse may be provided to all of the student's instructors.

Statement on oppression and privilege. In an ideal world, science would be objective. However, much of science is historically built on a small subset of privileged voices. In the course of the semester, we will discuss the current and historical ways that the study and application of psychology of gender and feminist psychology have highlighted the voices of cisgender, wealthy, white women and excluded individuals who are transgender, low income, and biracial, Indigenous, Black and from additional communities color. To aid in your learning, I have chosen readings, assignments, and lecture content that challenge these hierarchies of power. I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences, and honors your intersecting identities (including but not exclusive to race, gender, gender expression, class, sexuality, religion, region, and ability). To help accomplish this, I will be alert to overt and covert instances of marginalization in our virtual classroom and address them if they occur. I (like many people) am still in the process of confronting and interrogating my own privilege. While the responsibility of speaking up about oppression should never fall to those being oppressed, you are always welcome to come and speak to me about your experiences in this class or how your experiences outside of class are impacting your performance and experience of the course and MSU. These conversations will not be an interrogation of you and your experiences but rather will be ones I enter into with a desire to understand and advocate for you and your learning goals.

Demonstrate respect for everyone else in our virtual classroom community. This includes listening to the questions and comments of others on the discussion board, exercising restraint if you are emotionally challenged by something, keeping your own discussion posts relevant and succinct, and being intellectually present when watching lectures and completing readings. Students who engage in behaviors that do not convey respect will be asked to rephrase their language and will be contacted separately by the teaching team.

Responsibility for course material: The topics within the course are relevant to our day-to-day lives, and some topics prompt strong emotional reactions. Students are expected to demonstrate understanding on all material presented in class. If you are concerned about your emotional reaction to a course topic, please talk to Dr. Neilson directly.

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Office hours and availability outside of class. Participating in and/or attending office hours enables you to engage with the material outside of class. It also gives an opportunity to ask questions, receive clarification, talk about your educational and career goals, and provide feedback to Dr. Neilson about the course. Dr. Neilson strongly believes in being available to students outside of class. Dr. Neilson will have one in-person office hour [please wear a mask and engage in social distancing (e.g., if multiple students are in attendance, waiting in the hallway 6 feet from each individual) if you come in person] and is also available for a 'virtual' office hour in which she will be available via WebEx.

Emergency procedures and campus safety statement. Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in campus spaces 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.

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 ADUC 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, e.day@moreheadstate.edu, or visit their website at www.moreheadstate.edu/disability for more information.

Moreover, Dr. Neilson is committed to ensuring all students have access to the highest quality education. Because this will be an unusual semester, please let Dr. Neilson know if the online structure of the course exacerbates existing difficulties.

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.

Grade grievance procedures. If you have a dispute over your grade, MSU has procedures that exist to resolve this. A link to these procedures may be found on the Blackboard website under "Resources".

Mandated reporting: Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Students have the right to receive an education free from sexual misconduct, including sexual harassment, assault, exploitation, stalking, dating violence, and intimate partner violence. All MSU faculty, staff, and administrators are responsible for reporting actions that violate the provision of Title IX to the Title IX Coordinator. **This includes**

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any disclosure present in the self-reflective journaling. Reports of imminent risk of abuse or neglect of a child under 18 or a dependent elder must be reported to the Kentucky Cabinet for Health and Family Services. Resources for counseling, emergency services, and information may be found under the "Readings" portion of the website.

ASSESSMENT

Missed assignments and exam policy: Each assignment and exam outlines the missed assignment policy for that assignment and exam. Typical policies that govern excused student absences and missed assignments and examined are relaxed for this term due to COVID-19. Please see attendance policy for more information.

Grades updates and grading scale. All grades will be posted in your gradebook, available on Blackboard. Dr. Neilson will update the Total Grade at four points in the semester (Week 4, Week 8, Week 12, and End of Semester). **Keep track of how you are doing in the course.** If you are concerned about your grade, please speak with Dr. Neilson right away.

Grading Scale Your final grade will be calculated from the total points earned for participation, office hour attendance, written assignments, and exams. Your grade will be determined using the following formula:

(Total Points Earned in the Course) / 500 * (100)

Letter Grade	Percent Grade	Points
A	90-100	Above 450
B	80-89	400-450
C	70-79	350-400
D	60-69	300-350
F	Below 60	Below 300

Exams (185 points; 37%) There will be 3 multiple choice exams during the semester, worth 185 points. Exams 1 and 2 will consist of 50 questions and will be worth 50 points each. Exam 3, worth 85 points, will be a cumulative final consisting of 65 questions on material covered since Exam 2 and 20 comprehensive questions covering topics from the entire quarter. All exams will be based on lectures, discussions, and assigned readings. **Missed exam policy:** If you are unable to take the exam on a scheduled date, you must contact Dr. Neilson at least one week before the exam (via email) and ideally at the beginning of the semester. Dr. Neilson will work with you to find an alternative time and date at which point you may take a makeup exam. Dr. Neilson will, at her discretion, work with students for whom emergencies have arisen that prevent them from notifying her within this time frame.

All students are required to use the Respondus Lockdown Browser to access exams in this course. Students may also be required to utilize Respondus Monitor for some or all of the course exams. This program uses a webcam and video technology to prevent cheating during online

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exams. MSU has an account through Respondus. Information is posted on Blackboard as to how to download Respondus through MSU. **Students are responsible for downloading the program and ensuring appropriate equipment to utilize this service.** It is Dr. Neilson's hope that time and energy will be allocated to studying for the exams, rather than identifying ways around the Respondus Lockdown Browser. If students are unable to secure equipment to utilize the Respondus Lockdown exam, please contact Dr. Neilson.

Alignment to Outcomes: SLO 1, SLO 2, SLO, 4, SLO 5

Literature review (175 points; 35%). Over the course of the semester, you will write a literature review on a topic related to gender and/or sexuality from a psychological perspective. This paper will require you to review and synthesize research on your topic, as well as present an overview of that research in writing. Topics may cover a wide range of areas, and may include, but are not exclusive to, gender role depictions in media, the effect of gender stereotyped toys on gender development, the intersection of race and gender on income inequality, and gender and immigration status regarding health disparities. The final paper will be approximately 10 pages in length (double-spaced, Times New Roman, 12-point font, 1-inch margins) and adhere to APA formatting. We will use a scaffolding process of writing, in which you will complete and turn in small portions of the paper over the course of the semester, until you turn in the final paper at the end of the semester. This is to ensure you receive ongoing feedback about your work. It will require regular progress toward the paper, and will hopefully provide a useful framework in which you enhance your writing skills. Full details, including a grading rubric, regarding the paper may be found on Blackboard, and due dates are indicated in the course schedule. **Missed assignment policy: You may turn in one assignment (with the exception of the final paper), one day (defined as a 24 hour period) late without penalty.** All other late assignments will lose 5% points per day they are late and will no longer be accepted after 3 days late. The teaching team will return your assignments with comments one week of receipt. Assignments regarding the paper and the corresponding points are as follows:
- Three to five proposed topics/ideas (5 points)
- Outline of paper with two identified articles (15 points)
- Two fully written paragraph (20 points)
- Draft of full paper (35 points)
- Final paper (100 points)

Alignment to Outcomes: SLO 1, SLO 2, SLO 3, SLO 4, SLO 5

Self-reflective journaling (75 points; 15%). Psychology as a field is deeply personal to many who study it, as humans are both the investigator and the subject. One could make an argument that this is particularly the case within psychology of gender. To facilitate your learning and provide you with a space to digest the material, you will turn in weekly journaling assignments. In the course of this journaling, you may write about your own reactions to the readings and lectures, where you struggled or disagreed with the content, how you were challenged by the readings or lectures, your relationship to the content of what we read or discussed, or what has or

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has not changed for you after completing the reading and/or lecture. Under no circumstance should students feel the need to disclose anything personal about themselves if they do not wish to. For example, students may write about the process of completing the journal entry, if they do not want to personally disclose how the material is relevant or irrelevant for them. Because these journals will be read by the teaching team, students who do choose to disclose personal information should ensure they are familiar with the mandatory reporting guidelines by faculty and teaching assistants prior to doing so. Grading will be based upon the degree to which students explore and critique the readings, lectures, and assignments. Full details, including the grading rubric, will be available on Blackboard. Journals are due the Friday of each week by 11:59pm via Blackboard, with the exception of Week 15 when there is no journal due. Rather than submitting individual entries, please keep on continuous journal, which the newest entries at the bottom. **Dr. Neilson will drop the lowest journal assignment. Missed assignment policy:** All late journals will lose 5% points per day they are late and will no longer be accepted after 3 days late.

Alignment to Outcomes: SLO 2, SLO 3

Discussion posts (65 points; 13%). Discussion prompts will be posted on the Blackboard discussion board for the weeks a discussion post is due. Each student is expected to submit one original post and to respond to at least two other students' posts. Satisfactory responses do NOT include "that's interesting" or "I agree with the above," but rather are a substantive contribution or reply to the original poster's comment. An example is "I had a slightly different interpretation of X. My understanding/reaction was …". Some of the discussion prompts will require you to first watch a video clip (links will be provided on Blackboard to the video clip) or complete some library-based research. Please refer to the Discussion Forum Guidelines (under the Syllabus & Information tab in Blackboard) for more details, including a grading rubric. Due

dates for discussion posts are on the course calendar. **Missed discussion policy: You may turn in one discussion post, one day (defined as a 24 hour period) late without penalty.** All other late discussion will lose 5% points per day they are late and will no longer be accepted after 3 days late.

Alignment to Outcomes: SLO 3, SLO 4, SLO 5

Extra Credit. Students may earn up to **2% points of extra credit** through any combination of the following options. All extra credit must be turned in a before completing the Final Exam.

- *Research Participation*. Students may participate in ongoing research projects in the Department of Psychology. This research includes research in which Dr. Neilson is the Principal Investigator. Students have a choice of research in which they may participate, and students are under no obligation to participate in research by Dr. Neilson. Dr. Neilson is also unable to see whether any students have participated in research, and all research responses are anonymous. Dr. Neilson will only see that you participated in research, she will not see in what research studies you participated. Extra credit will be awarded at the rate of 0.5% points

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for each credit research participation. **Note:** Participation in research is a vital part of the scientific process. If you choose to participate in research, please take it seriously, including answering honestly and with your full attention.

- *Research Article Summaries*. The second way students may earn extra credit is by summarizing a scientific journal article (a list of articles will be posted on the Blackboard site). Extra credit will be awarded at the rate of 0.5% point for each article summary. <u>A rubric is available on the Blackboard site.</u>

- *End of the semester summary.* Students may write one, 2-page, typed (double-spaced) paper summarizing the most important or surprising things that they learned this semester that they will take away from this class. The paper should be turned in at or before the final exam and will result in the student earning 0.5% of extra credit. <u>A rubric is available on the Blackboard site.</u>

Alignment to Outcomes: SLO 1, SLO 3

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Morehead State University
College of Science
Department of Psychology
COURSE SCHEDULE

This is a general outline of the schedule for Psych 399. We may deviate a bit from this schedule as needed. However you should have each set of readings done by the assigned date, unless otherwise instructed. All readings are posted on the course website.

	Date	Topic	Readings/Assignments Due
Week 1	8/17	Gender in Context	E&H Ch 4 "The political and gender economy of the Mountain South, 1900 -1964" "Race and gender: Feminism is for Everybody" **Discussion Post due at 8/21 at 11:59pm**
Week 2	8/24	Research in Gender	E&H Ch 1 "Feminist participatory action research with transgender communities: Fostering the practice of ethical and empowering research designs" "Thinking critically…Using the scientific method to study sex and gender" *Optional:* "Hardwired for sexism? Approaches to sex/gender in neuroscience" **Discussion Post due 08/28 at 11:59pm**
Week 3	8/31	Gender Roles and Stereotypes: Past and Present	E&H Ch 3 "Doing gender" "The gender roles strain paradigm: An update" **Literature Review Ideas Due 9/04 at 11:59pm**
Week 4	9/07	Representations of Gender	"Gender, race, and media representation" "Media representations of popular culture figures and construction of Black masculinities" "Islamophobia and media portrayals of Muslim women: A computational text analysis of U.S. news coverage" **Discussion Post due 9/11 at 11:59pm**
Week 5	9/14	Sex, Gender, and Biology ***Drop date for Fall 2020 on 09/15**	E&H Ch 10 "The sexed brain" "Why sex is not binary" *Optional:* "Epigenetic underpinnings of developmental sex differences in the brain" **Literature Review Outline due 9/18 at 11:59pm**
Week 6	9/21	Gender and Development	E&H Ch 2 & 7 "Mental health of transgender children who are supported in their identities" **Exam 1 due 9/23 at 11:59pm**

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Week 7	9/28	Gender, Abilities, and Motivation	E&H Ch 5 & 8 "Prejudice masquerading as praise: The negative echo of positive stereotypes" "*Optional:* The will to change: men, masculinity, and love (Ch. 1) **Discussion Post due 10/02 at 11:59pm**
Week 8	10/05	Relationships and Sexuality	E&H Ch 12 & 13 "Socializing singlehood: Personal, interpersonal, and sociocultural factors shaping Black women's single lives" *Optional:* "To love again, The heart of feminism: Feminism is for Everybody" **Two Paragraphs of Literature Review due 10/09 at 11:59pm**
Week 9	10/12	Gender and Mental Illness	E&H Ch 15 "A conceptual framework for clinical work with transgender and gender nonconforming clients: An adaptation of the Minority Stress Model" "Social determinants of depression: Intersections of race, gender, and socioeconomic status" *Optional*: "Why mental health is a feminist issue"
Week 10	10/19	Gender and Aggression	"Good guys with guns: Hegemonic masculinity and concealed handguns" "Suicide by mass murder: Masculinity, aggrieved entitlement, and rampage school shootings" "Racial bias in judgments of physical size and formidability: From size to threat" **Exam 2 Due on 10/23 by 11:59pm**
Week 11	10/26	Gender-Based Violence	E&H Ch 14 "Intimate violence against rural women: Current and future state of feminist empirical and theoretical contributions" "'No one saves Black girls'…Black university women's understanding of sexual violence" **Full Draft of Literature Review due at 10/30 at 11:59pm**
Week 12	11/02	Gender and Health ***Make sure to vote on 11/03**	E&H Ch 11 "Sex/Gender bias in the management of chest pain in ambulatory care" "Masculine norms and infectious disease: The case of COVID-19" **Discussion Post due by 11/13 at 11:59pm**

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Week 13	11/09	Reproductive Health	"The strange case of Dr. Jekyll and Ms. Hyde: How PMS Became a cultural phenomenon and a psychiatric disorder" "America is failing its Black mothers" "Abortion and mental health: Evaluating the evidence" *Optional:* "The comparative safety of legal induced abortion and childbirth in the United States"
Week 14	11/16	Gender, Work, and Parenting	E&H Ch 9 "Feminist parenting: Feminism is for Everybody" "Who can lean in? The intersecting role of race and gender in negotiations" **Literature Review Due on 11/20 at 11:59p**
Week 15	11/23	Wrap Up and Final Exam	"Feminist politics: Where we stand: Feminism is for Everybody" **Final Exam due on 11/24 at 11:59pm**

Interested in minoring in Gender Studies?
Please reach out to Dr. Bernadette Barton, Director of Gender Studies,
at b.barton@moreheadstate.edu with your questions and/or to discuss the MSU Gender Studies
program. Information about Gender Studies at MSU can be also found
here: https://www.moreheadstate.edu/Caudill-College-of-Arts,-Humanities-and-Social-
Sci/Gender-Studies.

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PROGRAM
Major Revision of Existing Program

I. EXISTING PROGRAM REVISION

State the current title of the Program (as listed in the current catalog)

List the degree (e.g. Bachelor of Science) **and major or area** (e.g. Math Major, Biology Area); **as listed in the current catalog. Include tracks if applicable** (e.g. Bachelor of Arts, Philosophy Major, Religious Studies Track).

State the proposed revised title of the Program (if applicable)

If the degree (e.g. Bachelor of Science) **and/or major or area** (e.g. Math Major, Biology Area) **names are changing, please list them below. Include tracks if applicable.**

CIP Code - *Contact your department chair to verify the correct CIP Code information.*

II. NEED AND JUSTIFICATON

A. Describe the changes and justify what this proposal is requesting; what are you doing and why are you doing it?

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 to the program may have.

C. Have the admission requirements changed? If so, how?

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

III. PURPOSE, GOALS, AND OBJECTIVES

A. 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?

B. State the revised program outcomes or competencies to be achieved by students.

C. How do the specific goals and objectives relate to the mission statement of the University?

D. 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.

E. List discipline-specific standards for accreditation in addition to Southern Association of Colleges and Schools (SACS) accreditation standards. If applicable, attach current statement of requirements.

IV. IMPACT

A. How will the program changes affect transfer students?

B. List all departments and programs that could be impacted by this proposal. For example, any department or program that:
   a. offers required courses for this program
   b. offers elective courses for this program
   c. offers similar courses in their program
   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.

D. List 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. Does this program revision require new technology? Please note that Information Technology (GH 110) should be notified when the program 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**   ☐ **No** **(If yes, a representative from Information Technology must sign the signature sheet.)**

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.**

V. PERSONNEL

A. List name(s), qualifications including highest earned degree, and academic rank(s) of departmental faculty who will teach courses in this program.

B. Identify external or adjunct faculty, if appropriate.

C. List any additional support personnel (clerical, laboratory assistants, and technicians) needed for implementation.

D. List additional faculty including academic rank and qualifications, who must be employed during the next four years if this is implemented.

VI. ADDITIONAL INFORMATION

A. Identify the enrollment and number of graduates from this program for the past four years

B. List anticipated enrollment and number of graduates from this program for the next four years.

C. Explain any additional or remodeled facilities that will be required.

D. List any additional equipment required.

E. Provide the estimated additional cost required to support this program for the next four years. Identify source of new funds (special legislative request, system reallocation, etc.).

VII. PROPOSED PROGRAM REQUIREMENTS

Please list all courses required for degree completion. Include Course Prefix, Couse Name, and Student Credit Hours. Provide the total student credit hours required for each section

General Education Hours

If the Program requires courses that fulfil general education course requirements list them here. Remaining hours should be listed with "variable" with the total remaining general education hours.

Total General Education Hours	

Program Core Hours

Program Core courses must be taken by all students in the program. This section cannot contain options such as "MSU 111 or MSU 112" or "choose 3 hours from the following list". Any core Track hours should be listed in the Track section.

Total Program Core Hours (This total should be at least 50% or more of the Total Program Hours; not including general education hours and free elective hours).	

Other Program Required Hours

Other Program Required Hours are required program courses with the option of choosing between two specific courses (i.e. "MSU 111 or MSU 112"). Track hours should be listed in the Track section.

Total Other Program Required Hours	

Program Electives

Program Electives are a list of required program-related courses from which a student chooses a specific number of hours. (e.g. "choose 3 hours from the following list"). Track electives should be listed in the Track section.

Total Program Elective Hours:	

IF YOUR PROGRAM DOES NOT HAVE TRACKS, PLEASE PROCEED TO THE FREE ELECTIVE SECTION BELOW.

Please note: If you need more than two tracks, please contact undergraduate@moreheadstate.edu so that the forms can be revised to fit your needs.

Program Track Name:	
Please list all Track Requirements	
Total Track Hours	

Program Track Name:	
Please list all Track Requirements	
Total Track Hours	

Free Electives:	
Free General Electives are any course hours still necessary to meet the 120 hour degree requirement after all program requirements are met.	
Total Free Elective Hours	

TOTAL DEGREE HOURS (Total degree hours should equal 120 or contain a rationale as to why it cannot).	
Rationale as to why program exceeds 120 hours (if applicable):	

If there is a change to the current catalog language for program competencies, admission criteria, standardized testing requirements, etc., please list the NEW catalog language below. Do not list the old catalog language. Do not list the program courses again.

Curriculum Map

NOTE: If you are required to complete any developmental courses, you may not be able to complete the degree in four years. This curriculum map assumes that you have not transferred in any previously completed college level courses.

All students must have 36 hours of general education courses which include:

FYS – First Year Seminar   ENG 100 – Core Writing I
COMS 108 – Fund. Of Speech Communication   ENG 200 – Core Writing II
MATH 131, 135, 152, 174 or 175 - CORE Math   Capstone

One 3 credit hour course from each of the following categories

HUM I   SBS I   NSC I
HUM II   SBS II   NSC II

The approved course list may be accessed through the current MSU Undergraduate Catalog.

FIRST YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	Total Credit Hours				**Total Credit Hours**		

SECOND YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	Total Credit Hours				**Total Credit Hours**		

THIRD YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	Total Credit Hours				**Total Credit Hours**		

FOURTH YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	Total Credit Hours				**Total Credit Hours**		

(E) Elective   (G) General Education Course   (P) Pre-requisite   (R) Required Course
(U) Upper Division Course 300-400 level (you must have 42 hours)
                                                        (PE) Psychology Elective

Please insert any supporting documentation (email correspondence, IACUC form, etc.) here.

PROGRAM
Major Revision of Existing Program

I. EXISTING PROGRAM REVISION

State the current title of the Program (as listed in the current catalog)

List the degree (e.g. Bachelor of Science) **and major or area** (e.g. Math Major, Biology Area); **as listed in the current catalog. Include tracks if applicable** (e.g. Bachelor of Arts, Philosophy Major, Religious Studies Track).

State the proposed revised title of the Program (if applicable)

If the degree (e.g. Bachelor of Science) **and/or major or area** (e.g. Math Major, Biology Area) **names are changing, please list them below. Include tracks if applicable.**

CIP Code - *Contact your department chair to verify the correct CIP Code information.*

II. NEED AND JUSTIFICATON

A. Describe the changes and justify what this proposal is requesting; what are you doing and why are you doing it?

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 to the program may have.

C. Have the admission requirements changed? If so, how?

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

III. PURPOSE, GOALS, AND OBJECTIVES

A. 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?

B. State the revised program outcomes or competencies to be achieved by students.

C. How do the specific goals and objectives relate to the mission statement of the University?

D. 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.

E. List discipline-specific standards for accreditation in addition to Southern Association of Colleges and Schools (SACS) accreditation standards. If applicable, attach current statement of requirements.

IV. IMPACT

A. How will the program changes affect transfer students?

B. List all departments and programs that could be impacted by this proposal. For example, any department or program that:
  a. offers required courses for this program
  b. offers elective courses for this program
  c. offers similar courses in their program
  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.

D. List 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. Does this program revision require new technology? Please note that Information Technology (GH 110) should be notified when the program 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** ☐ **No (If yes, a representative from Information Technology must sign the signature sheet.)**

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.**

V. PERSONNEL

A. List name(s), qualifications including highest earned degree, and academic rank(s) of departmental faculty who will teach courses in this program.

B. Identify external or adjunct faculty, if appropriate.

C. List any additional support personnel (clerical, laboratory assistants, and technicians) needed for implementation.

D. List additional faculty including academic rank and qualifications, who must be employed during the next four years if this is implemented.

VI. ADDITIONAL INFORMATION

A. Identify the enrollment and number of graduates from this program for the past four years

B. List anticipated enrollment and number of graduates from this program for the next four years.

C. Explain any additional or remodeled facilities that will be required.

D. List any additional equipment required.

E. Provide the estimated additional cost required to support this program for the next four years. Identify source of new funds (special legislative request, system reallocation, etc.).

VII. PROPOSED PROGRAM REQUIREMENTS

Please list all courses required for degree completion. Include Course Prefix, Couse Name, and Student Credit Hours. Provide the total student credit hours required for each section

General Education Hours

If the Program requires courses that fulfil general education course requirements list them here. Remaining hours should be listed with "variable" with the total remaining general education hours.

Total General Education Hours	

Program Core Hours

Program Core courses must be taken by all students in the program. This section cannot contain options such as "MSU 111 or MSU 112" or "choose 3 hours from the following list". Any core Track hours should be listed in the Track section.

Total Program Core Hours (This total should be at least 50% or more of the Total Program Hours; not including general education hours and free elective hours).	

Other Program Required Hours

Other Program Required Hours are required program courses with the option of choosing between two specific courses (i.e. "MSU 111 or MSU 112"). Track hours should be listed in the Track section.

Total Other Program Required Hours	

Program Electives

Program Electives are a list of required program-related courses from which a student chooses a specific number of hours. (e.g. "choose 3 hours from the following list"). Track electives should be listed in the Track section.

Total Program Elective Hours:	

IF YOUR PROGRAM DOES NOT HAVE TRACKS, PLEASE PROCEED TO THE FREE ELECTIVE SECTION BELOW.

Please note: If you need more than two tracks, please contact undergraduate@moreheadstate.edu so that the forms can be revised to fit your needs.

Program Track Name:	
Please list all Track Requirements	
Total Track Hours	

Program Track Name:	
Please list all Track Requirements	
Total Track Hours	

Free Electives:	
Free General Electives are any course hours still necessary to meet the 120 hour degree requirement after all program requirements are met.	
Total Free Elective Hours	

TOTAL DEGREE HOURS (Total degree hours should equal 120 or contain a rationale as to why it cannot).	
Rationale as to why program exceeds 120 hours (if applicable):	
If there is a change to the current catalog language for program competencies, admission criteria, standardized testing requirements, etc., please list the NEW catalog language below. Do not list the old catalog language. Do not list the program courses again.	

Curriculum Map

NOTE: If you are required to complete any developmental courses, you may not be able to complete the degree in four years. This curriculum map assumes that you have not transferred in any previously completed college level courses.

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FYS – First Year Seminar   ENG 100 – Core Writing I
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One 3 credit hour course from each of the following categories

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HUM II   SBS II   NSC II

The approved course list may be accessed through the current MSU Undergraduate Catalog.

FIRST YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	Total Credit Hours				**Total Credit Hours**		

SECOND YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	Total Credit Hours				**Total Credit Hours**		

THIRD YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	Total Credit Hours				**Total Credit Hours**		

FOURTH YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	Total Credit Hours				**Total Credit Hours**		

(E) Elective   (G) General Education Course   (P) Pre-requisite   (R) Required Course
(U) Upper Division Course 300-400 level (you must have 42 hours)   (PE) Psychology Elective   (M) Minor

Please insert any supporting documentation (email correspondence, IACUC form, etc.) here.

PROGRAM
Major Revision of Existing Program

I. EXISTING PROGRAM REVISION

State the current title of the Program (as listed in the current catalog)

List the degree (e.g. Bachelor of Science) **and major or area** (e.g. Math Major, Biology Area); **as listed in the current catalog. Include tracks if applicable** (e.g. Bachelor of Arts, Philosophy Major, Religious Studies Track).

State the proposed revised title of the Program (if applicable)

If the degree (e.g. Bachelor of Science) **and/or major or area** (e.g. Math Major, Biology Area) **names are changing, please list them below. Include tracks if applicable.**

CIP Code - *Contact your department chair to verify the correct CIP Code information.*

II. NEED AND JUSTIFICATON

A. Describe the changes and justify what this proposal is requesting; what are you doing and why are you doing it?

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 to the program may have.**

C. Have the admission requirements changed? If so, how?

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

III. PURPOSE, GOALS, AND OBJECTIVES

A. 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?

B. State the revised program outcomes or competencies to be achieved by students.

C. How do the specific goals and objectives relate to the mission statement of the University?

D. 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.

E. List discipline-specific standards for accreditation in addition to Southern Association of Colleges and Schools (SACS) accreditation standards. If applicable, attach current statement of requirements.

IV. IMPACT

A. How will the program changes affect transfer students?

B. List all departments and programs that could be impacted by this proposal. For example, any department or program that:
   a. offers required courses for this program
   b. offers elective courses for this program
   c. offers similar courses in their program
   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.

D. List 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. Does this program revision require new technology? Please note that Information Technology (GH 110) should be notified when the program 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**   ☐ **No** **(If yes, a representative from Information Technology must sign the signature sheet.)**

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.

V. PERSONNEL

A. List name(s), qualifications including highest earned degree, and academic rank(s) of departmental faculty who will teach courses in this program.

B. Identify external or adjunct faculty, if appropriate.

C. List any additional support personnel (clerical, laboratory assistants, and technicians) needed for implementation.

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VI. ADDITIONAL INFORMATION

A. Identify the enrollment and number of graduates from this program for the past four years

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C. Explain any additional or remodeled facilities that will be required.

D. List any additional equipment required.

E. Provide the estimated additional cost required to support this program for the next four years. Identify source of new funds (special legislative request, system reallocation, etc.).

VII. PROPOSED PROGRAM REQUIREMENTS

Please list all courses required for degree completion. Include Course Prefix, Couse Name, and Student Credit Hours. Provide the total student credit hours required for each section

General Education Hours

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Total General Education Hours	

Program Core Hours

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Other Program Required Hours

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Total Other Program Required Hours	

Program Electives

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Total Program Elective Hours:	

IF YOUR PROGRAM DOES NOT HAVE TRACKS, PLEASE PROCEED TO THE FREE ELECTIVE SECTION BELOW.

Please note: If you need more than two tracks, please contact undergraduate@moreheadstate.edu so that the forms can be revised to fit your needs.

Program Track Name:	
Please list all Track Requirements	
Total Track Hours	

Program Track Name:	
Please list all Track Requirements	
Total Track Hours	

Free Electives:
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	Total Free Elective Hours	

TOTAL DEGREE HOURS (Total degree hours should equal 120 or contain a rationale as to why it cannot).	
Rationale as to why program exceeds 120 hours (if applicable):	
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Curriculum Map

NOTE: If you are required to complete any developmental courses, you may not be able to complete the degree in four years. This curriculum map assumes that you have not transferred in any previously completed college level courses.

All students must have 36 hours of general education courses which include:

FYS – First Year Seminar   ENG 100 – Core Writing I
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MATH 131, 135, 152, 174 or 175 - CORE Math   Capstone

One 3 credit hour course from each of the following categories
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HUM II   SBS II   NSC II

The approved course list may be accessed through the current MSU Undergraduate Catalog.

FIRST YEAR COURSE SCHEDULE						
✓ Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
Total Credit Hours				**Total Credit Hours**	

SECOND YEAR COURSE SCHEDULE						
✓ Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
Total Credit Hours				**Total Credit Hours**	

THIRD YEAR COURSE SCHEDULE						
✓ Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
Total Credit Hours				**Total Credit Hours**	

FOURTH YEAR COURSE SCHEDULE						
✓ Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
Total Credit Hours				**Total Credit Hours**	

(E) Elective   (G) General Education Course   (P) Pre-requisite   (R) Required Course
(U) Upper Division Course 300-400 level (you must have 42 hours)   (PE) Psychology Elective   (M) Minor

Please insert any supporting documentation (email correspondence, IACUC form, etc.) here.

PROGRAM
Major Revision of Existing Program

I. EXISTING PROGRAM REVISION

State the current title of the Program (as listed in the current catalog)

List the degree (e.g. Bachelor of Science) **and major or area** (e.g. Math Major, Biology Area); **as listed in the current catalog. Include tracks if applicable** (e.g. Bachelor of Arts, Philosophy Major, Religious Studies Track).

State the proposed revised title of the Program (if applicable)

If the degree (e.g. Bachelor of Science) **and/or major or area** (e.g. Math Major, Biology Area) **names are changing, please list them below. Include tracks if applicable.**

CIP Code - *Contact your department chair to verify the correct CIP Code information.*

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C. Have the admission requirements changed? If so, how?

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

III. PURPOSE, GOALS, AND OBJECTIVES

A. What are the goals of the Program? How do the proposed changes impact the alignment with them?

B. State the revised program outcomes to be achieved by students.

C. How do the specific goals and objectives relate to the mission statement of the University?

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

E. List discipline-specific standards for accreditation in addition to Southern Association of Colleges and Schools (SACS) accreditation standards. If applicable, attach current statement of requirements or provide a link to them.

IV. IMPACT

A. How will the program changes affect transfer students?

B. List all departments and programs that could be impacted by this proposal. For example, any department or program that:
   a. offers required courses for this program
   b. offers elective courses for this program
   c. offers similar courses in their program
   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.

D. List 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. Does this program revision require new technology? Please note that Information Technology (GH 110) should be notified when the program 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** ☐ **No (If yes, a representative from Information Technology must sign the signature sheet.)**

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.**

V. PERSONNEL

A. List name(s), qualifications including highest earned degree, and academic rank(s) of departmental faculty who will teach courses in this program.

B. Identify external or adjunct faculty, if appropriate.

C. List any additional support personnel (clerical, laboratory assistants, and technicians) needed for implementation.

D. List additional faculty including academic rank and qualifications, who must be hired during the next four years if this is implemented.

VI. ADDITIONAL INFORMATION

A. List the enrollment and number of graduates from this program for the past four years

B. List anticipated enrollment and number of graduates from this program for the next four years.

C. Explain and provide the cost of any additional or remodeled facilities that will be required.

D. List and provide the cost of any additional equipment required.

E. Provide the total estimated additional cost required to support this program for the next four years. Identify source of new funds (special legislative request, system reallocation, etc.).

VII. PROPOSED PROGRAM REQUIREMENTS

Please list all courses required for degree completion. Include Course Prefix, Number, Name, and Student Credit Hours. Provide the total student credit hours required for each section.

General Education Hours

FYS 101/101E– First Year Seminar
MATH 123/123E, 131/131E, 135/135E, 152/152E, 174 or 175
Knowledge - Natural Science (NSC; select 2)
Knowledge - Arts & Humanities (HUM)
Knowledge - Social & Behavioral Sciences (SBS)
ENG 100/100E – Core Writing I
ENG 200 – Core Writing II Capstone
COMS 108 – Fund. Of Speech Communication
Global Cultures - Arts & Humanities (HUM)
Ethics & Civil Engagement - Social & Behavioral Sciences (SBS)

Total General Education Hours	33

Program Core Hours

Program Core courses must be taken by all students in the program. This section cannot contain options such as "MSU 111 or MSU 112" or "choose 3 hours from the following list". Any core Track hours should be listed in the Track section.

Total Program Core Hours (This total should be at least 50% or more of the Total Program Hours; not including general education hours and free elective hours).	

Other Program Required Hours

Other Program Required Hours are required program courses with the option of choosing between two specific courses (i.e. "MSU 111 or MSU 112"). Track hours should be listed in the Track section.

Total Other Program Required Hours	

Program Electives

Program Electives are a list of required program-related courses from which a student chooses a specific number of hours. (e.g. "choose 3 hours from the following list"). Track electives should be listed in the Track section.

Total Program Elective Hours:	

IF YOUR PROGRAM DOES NOT HAVE TRACKS, PROCEED TO THE FOLLOWING PAGE

*Please note: If you need more than two tracks, please contact *undergraduate@moreheadstate.edu* *so that the forms can be revised to fit your needs.*

Program Track Name:
Please list all Track Requirements

	Total Track Hours	

Program Track Name: All other BBA tracks
Please list all Track Requirements

	Total Track Hours	

Academic Minor:
A major requires an academic minor of at least 21 hours.

Minor Hours (if applicable)	

Free Electives:	
Free General Electives are any course hours still necessary to meet the 120 hour degree requirement after all program requirements are met.	
Total Free Elective Hours	

TOTAL DEGREE HOURS (Total degree hours should equal 120 or contain a rationale as to why it cannot).	
Rationale as to why program exceeds 120 hours (if applicable):	
If there is a change to the current catalog language for program competencies, admission criteria, standardized testing requirements, etc., please list the NEW catalog language below. Do not list the old catalog language. Do not list the program courses again.	

Curriculum Map

NOTE: If you are required to complete any developmental courses, you may not be able to complete the degree in four years. This curriculum map assumes that you have not transferred in any previously completed college level courses.

All students must have 33 hours of general education courses which include:

FYS 101/101E– First Year Seminar
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Knowledge - Natural Science (NSC; select 2)
Knowledge - Arts & Humanities (HUM)
Knowledge - Social & Behavioral Sciences (SBS)

ENG 100/100E – Core Writing I
ENG 200 – Core Writing II Capstone
COMS 108 – Fund. Of Speech Communication
Global Cultures - Arts & Humanities (HUM)
Ethics & Civil Engagement - Social & Behavioral Sciences (SBS)

The approved course list may be accessed through the current MSU Undergraduate Catalog.

FIRST YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	Total Credit Hours				**Total Credit Hours**		

SECOND YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	Total Credit Hours				**Total Credit Hours**		

THIRD YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	Total Credit Hours				**Total Credit Hours**		

FOURTH YEAR COURSE SCHEDULE

✓	Fall Semester	Code	Credits	✓	Spring Semester	Code	Credits
	Total Credit Hours				**Total Credit Hours**		

(E) Elective   (G) General Education Course   (P) Pre-requisite   (R) Required Course
(U) Upper Division Course 300-400 level (you must have 42 hours)

Please insert any supporting documentation (email correspondence, IACUC form, etc.) here.