AGENDA
1. Minutes of Council Meeting on February 16, 2010 (attached)
2. Minutes of Council Meeting on March 9, 2010 (attached)
3. Course Fees Requests Submitted with New Course Proposals
4. Course Approvals (attached “April2010Courses”)
5. B.S. Biology, Ecology, & Environmental Science (attached)
6. Graduate Certificate in Health Care Facilities Design (attached)
7. Graduate Certificate in Early Music Performance Practice (attached)
8. Changes in List of Minors (attached “minor changes for 2010”)
9. Military Studies Minor
10. General Purpose Classroom Implementation (attached)
11. TA Section Assignments in Banner (attached)
12. Noncredit Sections (attachments)
13. Rotation of Commencement Ceremonies (attached “Ceremonies Numbers”)
14. Backdated Withdrawals (attached)
15. Awarding Military Credit
16. RRO Campus Wide Meeting
17. Summer Meeting of Recruitment Events

Adjourn by 3:00 p.m.
Academic Council
Texas Tech University

Meeting of
February 16, 2010

Minutes

Present: Wendell Aycock, Don Clancy, Wesley Cochran, Cathy Duran, Gary Elbow, Greg Elkins, Dennis Harp, Bob Henry, Sheila Hoover, Norm Hopper, Lynn Huffman, Patrick Hughes, Jorge Iber, Peggy Johnson, Sue Jones, Michelle Kiser, Bobbie Latham, Sheila Gray for Ethan Logan, Hossein Mansouri, Pat McConnel, Walt Oler, Valerie Paton, DaNay Phelps, Marjean Purinton, David Roach, Gary Smith, Rosslyn Smith, Brian Steele, Rob Stewart (chair), Kevin Stoker, Janessa Leisy Walls, Vicki West

Guests Present: Leann DiAndreth-Elkins, Jeffrey Lee, Elizabeth Teagan

The Academic Council reviewed the minutes from December 15, 2009, and January 19, 2010. Phelps noted that she should be included in the list of members present at the January meeting. Jones moved to accept the minutes as corrected, Purinton seconded the motion, and the motion passed.

DiAndreth-Elkins from the College of Education presented a proposal for a 15-hour Graduate Certificate in Special Education Transition. Johnson moved the proposal be accepted, Hopper seconded the motion, and the motion passed.

Roach and Lee updated council members on plans to move the geography program out of the Department of Economics and Geography and into the Department of Geosciences. This would involve a name change and the Department of Economics and Geography would become the Department of Economics. Huffman moved that the council support the College of Arts and Sciences in its decision to relocate the geography department, Elbow seconded the motion, and the motion passed.

Gray presented as an information item changes to OP 34.01 Undergraduate Admissions. The edited text was meant to clarify policies concerning student admissions.

Elbow presented two course additions recommended by the Core Curriculum Steering Committee to the Individual and Group Behavior component of the Core: ADRS 2310 (Understanding Alcohol, Drugs and Addictive Behaviors) and CLAS 3335 (Archaeologies of the Classical World). Elbow pointed out that no vote was required since committee reports do not require a vote for acceptance.

Jones presented the course approval summary and reported that the issues had been resolved in relation to three courses tabled at the January meeting — ACOM 3305, 4305 and 4311. Stoker moved that the three courses be taken off the table and included in the list of courses to be considered for approval. Elbow seconded the motion and the motion passed. In considering the full slate of course approvals, council members expressed concern over issues related to five courses: MGT 4372, CE 4101, CS 4000, PETR 4385, and PETR 4386. Jones moved to table the five courses and accept all the other courses as presented. R. Smith seconded the motion and the motion passed.

Stewart discussed a proposal presented to the council at an earlier meeting to phase out the B.S. in Health and schedule deletion for December 2012. The council agreed unanimously.
Huffman presented the following recommendations for changes and deletions to degree programs within the College of Human Sciences:

- Change the name of the B.S. in Clothing, Textiles and Merchandising–Retailing to a B.S. in Retail Management
- Change the name of the B.S. in Clothing, Textiles and Merchandising–Apparel Design to a B.S. in Apparel Design and Manufacturing
- Change the name of the B.S. in Human Development and Family Studies–Early Childhood to a B.S. in Early Childhood
- Change the name of the B.S. in Home Economics to a B.S. in Human Sciences
- Change the name of the B.S. in Nutritional Sciences–General Dietetics to a B.S. in Nutritional Sciences and Dietetics
- Change the name of the B.S. in Nutritional Sciences to a B.S. in Nutrition
- Change the CIP of the B.S. in Family and Consumer Science to 13.1308.00
- Delete the B.S. in Clothing, Textiles and Merchandising
- Delete the B.S. in Human Development and Family Studies—Family Studies
- Delete the B.S. in Human Development and Family Studies—Human Development

R. Smith moved that the council accept the degree program changes as recommended by the college. Aycock seconded the motion and the motion passed.

Paton presented information on low-producing programs and the university’s response to the Coordinating Board.

Jones presented the detailed 2010-2011 Academic Calendar and said the information would be posted on her department’s website and printed in the upcoming 2010-11 Undergraduate and Graduate Catalog.

Stewart reminded council members of the ongoing discussion regarding what to do about students repeating a course more than once. He asked for volunteers to serve on a committee to make policy recommendations to the Academic Council on March 9. Bobbie Latham, DaNay Phelps, Gary Elbow, and Cathy Duran volunteered.

In regard to the concern for how to avoid misuse of the grade of PR, four council members volunteered to serve on a committee to recommend a policy statement: Gary Elbow, Jorge Iber, Marjean Purinton, and Bobbie Latham.

Elbow said that the Convocation Committee met to discuss the issue of whether a student can participate in graduation ceremonies with a graduating class other than their own. The committee decided to revise the current policy and allow college deans to decide the issue when students are scheduled to graduate and have an interruption.

Stewart reminded council members that on April 1 mandatory background checks go into effect for new faculty hires and part-time instructors. When a job offer is made, the candidate must be informed of the need for a background check.
Present: Wendell Aycock, Don Clancy, Wesley Cochran, Susan Harkey for Cathy Duran, Gary Elbow, Greg Elkins, Dennis Harp, Bob Henry, Sheila Hoover, Norm Hopper, Shane Blum for Lynn Huffman, Birgit Green for Patrick Hughes and Rosslyn Smith, Jorge Iber, Peggy Johnson, Cheryl Hedlund for Sue Jones, Michelle Kiser, Bobbie Latham, Hossein Mansouri, Pat McConnel, Walt Oler, Valerie Paton, Marjean Purinton, David Roach, Herschel Mann for Brian Shannon, Clifton Ellis for Gary Smith, Brian Steele, Rob Stewart (chair), Kevin Stoker, Janessa Leisy Walls, Vicki West

Guests Present: Dale Ganus and Elizabeth Teagan

Dale Ganus from the Information Technology Center presented a tutorial about the online graduate application process that allows students to type in the name they would like printed on their diploma.

Stewart presented the March course approval summary and noted that four courses — CE 4101, CS 4000, PETR 4385, and PETR 4386 — had been tabled at the February council meeting. He said the council’s concerns had been addressed and now the courses were ready for consideration. Oler moved that the four courses be taken off the table and considered with the March approvals, Hopper seconded the motion, and the motion passed. Stewart then presented the full slate of courses to be considered for approval, Clancy moved the course be accepted as presented, Purinton seconded the motion, and the motion passed.

Henry presented a proposal from the College of Visual and Performing Arts for a 17-hour Undergraduate Certificate in Jazz Studies. Aycock moved the proposal be accepted, Roach seconded the motion, and the motion passed.

Elbow presented a recommendation from the Core Curriculum Steering Committee that three courses be added to the Core Curriculum: AGED 2300 (Introduction to Agricultural Education) in Individual and Group Behavior, ART 2309 (Technology in the Arts) in Technology and Applied Science, and SOC 2335 (Homicide) in Individual and Group Behavior. Oler moved to accept the recommendation, Hopper seconded the motion, and the motion passed.

Elbow updated council members on commencement participation policy adjustments and said that revisions to the catalog would remove wording that restricts students to participating only in the commencement exercise that immediately follows completion of their degree.

Phelps presented policy recommendations suggested by a four-person committee formed at the last council meeting to address the issue of grade replacements. The committee recommended that (1) students should not be prevented from retaking courses for which they are eligible, (2) only grades of D or F should be eligible for grade replacement, and (3) students should not be allowed to replace grades of C or better. New wording will be added to the 2010-11 catalog to reflect the revised policy.

Paton presented a draft of the university’s response to the Coordinating Board regarding action plans for addressing concerns about low-producing degree programs at Texas Tech. The action plans needing approval by the Academic Council include the following:
• Consolidate the B.S. in Wildlife and Fisheries Management–Fisheries Management into CIP 03.0601.00.
• Delete the M.S. in Business Admin–Telecommunication and Network Management
• Delete the B.A. in Engineering
• Phase out the B.S. in Engineering Physics
• Delete the M.S. in Biological Informatics
• Consolidate the B.S. in Geoscience–Geophysics in CIP 40.0601.00
• Delete the M.S. in Sports Health
• Delete the B.S. in Human and Family Studies–Family Studies
• Delete the B.S. in Clothing, Textiles and Manufacturing

Clancy moved the council approve the action plans as presented, Purinton seconded the motion, and the motion passed. Paton will return with an updated report at the May meeting of the Academic Council.

Paton also distributed a draft of additional wording suggested for OP 36.01: Adding, Changing, and Deleting Courses and Changing Method of Delivery. The wording addresses the issue of non-credit sections attached to credit-bearing lectures or labs. Paton said she has asked departments to review these changes and respond to her with their concerns and suggestions.

Teagan updated council members on the Noel Levitz report, which included recommendations on advising, retention, access and distribution of data, and use of best faculty for freshman classes.

Latham discussed the use of PR grades. She said standard grades are A, B, C and D, but the university created a PR grade mode for thesis classes, internships, seminars, and independent study. If departments have an undergraduate section that fits into these categories, they should email Latham and she will create a grade mode for the class in Banner 8.

**ELECTRONIC VOTE ON CONSENT AGENDA: Wednesday, March 17, 2010**

To make important revisions to the university’s degree program inventory in time for publication in the 2010-11 catalog, the Provost’s Office distributed by email an electronic “Consent Agenda” of 14 items needing revision or deletion in the official degree inventory maintained by the Coordinating Board. Council members requested clarification of item #7 regarding the M.S. in Biotechnology and determined that the title should not include any subordinate programs but simply state “M.S. in Biotechnology.” Fifteen electronic “yes” votes were cast for the 14 items on the agenda and no negative votes were received. The Consent Agenda was adopted at 1:59 p.m.

Items included on the agenda were the following:
• Delete the CIP code for the subordinate program to the B.S. in Environmental Crop and Soil Sciences.
• Delete the CIP codes for the subordinate programs to the B.S. in Wildlife and Fisheries Management.
• Change the name of the M.S. in Entomology to the M.S. in Plant Protection.
• Delete the CIP codes for the subordinate programs in the B.A./B.S. in Geosciences.
• Assign separate CIP codes to the separate programs in International Economics and Economics.
• Delete the B.A. in Microbiology.
• Delete the subordinate program names for the M.S. in Biotechnology.
• Delete the M.S. in Biological Informatics.
• Delete the M.S. in Business Administration—Telecommunication and Network Management.
• Delete the CIP codes for the four subordinate programs listed for the B.S. in Multidisciplinary Science.
• Phase out the B.S. in Engineering Physics.
• Phase out the M.S. in Environmental Technology Management
• Change the name of the MFA in Theatre Arts–Theatre Management to Theatre Arts–Arts Administration
• Delete inclusion of a Department of Naval Science in THECB degree inventory.
<table>
<thead>
<tr>
<th>No.</th>
<th>College</th>
<th>Action</th>
<th>Prefix &amp; No.</th>
<th>Title</th>
<th>HRS</th>
<th>Fee</th>
<th>Description/Term/CIP/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AG</td>
<td>ADD</td>
<td>FDSC 5311</td>
<td>Modeling Transport in Food and Biomaterials</td>
<td>3:3:0</td>
<td>N</td>
<td>Prerequisite: MATH 1321 or higher or PHYS 1403. Modeling of transport processes for food and biomaterials using finite element method and commercial software. <strong>Justification:</strong> There is no course in modeling of heat and fluid transport that is specifically applicable to food and biomaterials. Graduate students entering the workforce in food and meat sciences need an understanding of the importance of and methods used to model heat and fluid transport. The concepts presented in this course will be used to problem-solve processing systems and to optimize processes for quality improvement. <strong>Effective Term:</strong> Fall 2010 <strong>CIP Code:</strong> 01.1002.0005</td>
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<tr>
<td>2</td>
<td>ARCH</td>
<td>DEL</td>
<td>ARCH 5395</td>
<td>Master Design Studio</td>
<td>3:0:6</td>
<td></td>
<td>Prerequisite: ARCH 5365; corequisite or prerequisite ARCH 5362. Guided individual research and documentation in a studio, leading to a seminal architectural project in ARCH 5692. <strong>Justification:</strong> The companion course, ARCH 5692, was deleted in 2008. Both courses are obsolete under the new curriculum. <strong>Effective Term:</strong> SSI 2010 <strong>CIP Code:</strong> 04.0201.0006</td>
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<tr>
<td>3</td>
<td>AS</td>
<td>ADD</td>
<td>ASTR 1100</td>
<td>Astronomy Laboratory Science</td>
<td>1:0:1</td>
<td>Y</td>
<td>Corequisite: Enrollment in a lab section of the appropriate astronomy course. For transfer students only. Provides lab credit for a transferred lecture-only Natural Sciences Core course in astronomy. <strong>Justification:</strong> This course will cover the lab credit for transferring students who have received credit for only the lecture. It will give students the opportunity to have the complete course credit without taking the full 4-hour course. <strong>Effective Term:</strong> Fall 2010 <strong>CIP Code:</strong> 40.0201.0002</td>
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<tr>
<td>4</td>
<td>AS</td>
<td>CHG title, description</td>
<td>CHEM 1105</td>
<td><strong>Current:</strong> Experimental General Chemistry I (Laboratory)</td>
<td>1:0:3</td>
<td></td>
<td>Prerequisite or corequisite: CHEM 1305. Laboratory course complementary to CHEM 1305. Partially fulfills Core Natural Sciences requirement. <strong>Justification:</strong> The name change is consistent with the name change for CHEM 1305. <strong>Effective Term:</strong> SSI 2010 <strong>CIP Code:</strong> 40.0501.0002</td>
</tr>
<tr>
<td>5</td>
<td>AS</td>
<td>CHG title, description</td>
<td>CHEM 1106</td>
<td><strong>Current:</strong> Experimental General Chemistry II (Laboratory)</td>
<td>1:0:3</td>
<td></td>
<td>Prerequisite or corequisite: CHEM 1306. Laboratory course complementary to CHEM 1306. Partially fulfills Core Natural Sciences requirement. <strong>Justification:</strong> Change is consistent with the name change for CHEM 1306. <strong>Effective Term:</strong> SSI 2010 <strong>CIP Code:</strong> 40.0501.0002</td>
</tr>
<tr>
<td>6</td>
<td>AS</td>
<td>CHG title, description</td>
<td>CHEM 1301</td>
<td><strong>Current:</strong> Introductory Chemistry</td>
<td>3:3:0</td>
<td></td>
<td>Prerequisite: Score of 0 or better on the Chemistry Placement Exam. Prepares students for CHEM 1307. This course has no lab. <strong>Justification:</strong> The new name more accurately and clearly reflects the purpose of the course to students and advisors. <strong>Effective Term:</strong> SSI 2010 <strong>CIP Code:</strong> 40.0501.0002</td>
</tr>
<tr>
<td>7</td>
<td>AS</td>
<td>CHG title, description</td>
<td>CHEM 1305</td>
<td><strong>Current:</strong> Chemistry and Society I</td>
<td>3:3:0</td>
<td></td>
<td>A survey of basic chemical concepts, properties, and reactions. Partially fulfills Core Natural Sciences requirement. <strong>Justification:</strong> The new name more accurately and clearly reflects the purpose of the course to students and advisors. <strong>Effective Term:</strong> SSI 2010 <strong>CIP Code:</strong> 40.0501.0002</td>
</tr>
</tbody>
</table>
| AS | CHG title, description | CHEM 1306 | **Current:** Chemistry and Society II  
**Proposed:** Chemistry That Matters | 3:3:0 | Description of polymers, drugs, agricultural chemicals, food/nutrition, fuels, and genetic engineering for non-science majors. Partially fulfills Core Natural Sciences requirement.  
**Effective Term:** SS I 2010  
**CIP Code:** 40.0501.0002 |
|---|---|---|---|---|---|
| AS | CHG title, description | GEOL 3301 | Geomorphology and Aerial Photointerpretation | 3:3:0 | Prerequisites: GEOL 1303 and 1101 or GEOG 1401. Introductory course regarding the landforms and surface processes of the earth and other solar system bodies.  
**Justification:** Name change will reflect the reduced role of aerial photography in course content.  
**Effective Term:** Fall 2010  
**CIP Code:** 40.0601.0002 |
| AS | ADD | HIST 4329 | Race, Identity, and Citizenship in the United States | 3:3:0 | A research course that covers legal, political, and social definitions of racial identity and citizenship in the United States. (Writing Intensive)  
**Justification:** The department does not offer an upper-level course that focuses on immigration, citizenship, and racial history in the United States.  
**Effective Term:** Spring 2010  
**CIP Code:** 54.0102.001 |
| AS | ADD | PHYS 1100 | Physics Laboratory Science | 1:0:1 | Corequisite: Enrollment in a lab section of the appropriate physics course. For transfer students only. Provides lab credit for a transferred lecture-only Natural Sciences Core course in physics.  
**Justification:** This course will cover the lab credit for transferring students who have received credit for only the lecture. It will give students the opportunity to have the complete course credit without taking the full 4-hour course.  
**Effective Term:** Fall 2010  
**CIP Code:** 40.0801.0002 |
| AS | ADD | PHYS 5274 | Physics Pedagogy | 2:2:0 | A course in teaching methods and pedagogy for physics laboratories and recitations.  
**Justification:** The course instructs teaching assistants about different teaching methods and pedagogy used in laboratories and recitation sections. It addresses all of the issues involved in teaching a course and some of the issues the assistants will experience later as professors. It is taught in conjunction with the laboratory the assistants are teaching. Graduate student teaching assistants are required to take the course in conjunction with their first teaching assignment.  
**Effective Term:** Fall 2010  
**CIP Code:** 40.0801.0002 |
| AS | ADD | PHYS 6305 | Statistical Mechanics II: Critical Phenomena | 3:3:0 | Equilibrium treatments of strongly interacting systems, phase transitions, and critical phenomena; mean field and Landau theories, scaling and critical exponents, renormalization approach, disorder and percolation.  
**Justification:** This course will introduce graduate students in physics or materials science to some of the more modern concepts and tools for equilibrium statistical treatments of strongly interacting systems, including those with significant disorder. The course is intended to provide a bridge between the topics commonly covered in an introductory course and the far more sophisticated ideas and methods at the research level.  
**Effective Term:** Fall 2010  
**CIP Code:** 40.0801.0002 |
| AS | CHG number | PHYS 7304 to PHYS 6304 | Condensed Matter Physics | 3:3:0 | Prerequisite: PHYS 5304. Problems of current interest in condensed matter physics. Topics include transport properties in solids, superconductivity, magnetism, semiconductors, and related topics.  
**Justification:** The course number change is intended to place this course in line with current practice regarding course numbering at Texas Tech, listing it at the Ph.D. level rather than at a professional level.  
**Effective Term:** Fall 2010  
**CIP Code:** 40.0801.0002 |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Type</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Y/N</th>
<th>Prerequisites/Justification</th>
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</thead>
<tbody>
<tr>
<td>ENGR 4292</td>
<td>DEL</td>
<td>Engineering Ethics and Professionalism</td>
<td>2:2:0</td>
<td>Y/N</td>
<td>Prerequisite: Senior standing or consent of department chairperson. Principles and practice of engineering ethics and professionalism. Justification: No longer being taught. Course content is taught in ENGR 4392. Effective Term: Summer I 2010 CIP Code: 14.0801.0006</td>
</tr>
<tr>
<td>CHE 5366</td>
<td>ADD</td>
<td>Biomicrofluidics</td>
<td>3:3:0</td>
<td>Y/N</td>
<td>Fluid phenomena at small scales. Science and engineering of miniaturized lab-on-chip devices for applications in chemical, biomolecular, and cellular analysis. Justification: This course is needed to introduce graduate students to the emerging area of biomicrofluidics. The course will be co-taught with an undergraduate elective covering similar material. The graduate student will perform 25 percent more work. Effective Term: Fall 2010 CIP Code: 14.0701.0006</td>
</tr>
<tr>
<td>CONE 3341</td>
<td>ADD</td>
<td>Electric Power and Codes in Buildings</td>
<td>3:3:0</td>
<td>Y/N</td>
<td>Prerequisite: MATH 1351 and PHYS 1408. Provides a working knowledge of the electrical power distribution system and equipment installed in buildings and applicable power codes. Justification: The department is adding an emphasis on electrical subcontractor careers. This course will support the emphasis. Effective Term: Spring 2011 CIP Code: 14.3301.0006</td>
</tr>
<tr>
<td>CONE 4143</td>
<td>ADD</td>
<td>Power, Lighting, and Controls Laboratory</td>
<td>1:0:3</td>
<td>Y/N</td>
<td>Corequisite: CONE 3341 or 4342. Provides hands-on experience in constructing and analyzing power, lighting, and control systems. Justification: The department is adding an emphasis on electrical subcontractor careers. This course will support the emphasis. Effective Term: Spring 2011 CIP Code: 14.3301.0006</td>
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<tr>
<td>CONE 4306</td>
<td>ADD</td>
<td>Mechanical System Applications and Codes</td>
<td>3:3:0</td>
<td>Y/N</td>
<td>Prerequisite: ME 2322. Introduces the basics of heating and cooling load calculations and the appropriate energy, plumbing, and mechanical codes that apply to buildings. Justification: The department is adding an emphasis on electrical subcontractor careers. This course will support the emphasis. Effective Term: Fall 2011 CIP Code: 14.3301.0006</td>
</tr>
<tr>
<td>CONE 4342</td>
<td>ADD</td>
<td>Power, Lighting, Communication, and Control Systems</td>
<td>3:3:0</td>
<td>Y/N</td>
<td>Prerequisites: MATH 1351 and PHYS 1408. Provides a working knowledge of the power, lighting, communications, and control systems in buildings. Justification: The department is adding an emphasis on electrical subcontractor careers. This course will support the emphasis. Effective Term: Spring 2011 CIP Code: 14.3301.0006</td>
</tr>
<tr>
<td>ECE 3362</td>
<td>CHG</td>
<td>Current: Digital Design Using Microcontrollers Proposed: Microcontrollers</td>
<td>3:3:0</td>
<td>Y/N</td>
<td>Prerequisite: ECE 1305 or CS 1411. Corequisite: ECE 2372. Advanced digital systems design. Assembly language programming, interfacing, and applications of microcontrollers. Justification: The course names of ECE 2372 (Modern Digital System Design) and ECE 3362 (Digital Design Using Microcontrollers) are too similar, especially when printed out in transcripts and schedules in abbreviated form. The simpler name for ECE 3362 (Microcontrollers) will alleviate confusion for students and advisors. Effective Term: Summer I 2010 CIP Code: 14.0902.0006</td>
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<tr>
<td>ENGR 1105</td>
<td>ADD</td>
<td>Math Fundamentals for Engineering Students</td>
<td>1:1:0</td>
<td>Y/N</td>
<td>Prerequisite: MPE score of 4-6 and department approval. Justification: This course supports the ConocoPhillips Academic Success Bridge Program. This review will prepare borderline students to retake the MPE and qualify for calculus. Effective Term: Fall 2010 CIP Code: 14.0101.0006</td>
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<tr>
<td>Course Code</td>
<td>Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Restriction</td>
<td>Classes</td>
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<tr>
<td>ENGR 1107</td>
<td>Engineering Seminar</td>
<td>1:1:0</td>
<td></td>
<td>Y (2)</td>
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<tr>
<td>ENGR 2101</td>
<td>Engineering Study Abroad: Pre-Departure</td>
<td>1:1:0</td>
<td>Approval by International Engineering Program coordinator. An overview of issues that engineering students face when studying abroad. Justification: Course supports the international engineering minor. Effective Term: Fall 2010 CIP Code: 14.0101.0006</td>
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<tr>
<td>ENGR 2102</td>
<td>Engineering Study Abroad: Experience</td>
<td>1:1:0</td>
<td>ENGR 2101 or approval by International Engineering Program coordinator. Students document and report on their engineering study abroad experience. Justification: Course supports the international engineering minor. Effective Term: Fall 2010 CIP Code: 14.0101.0006</td>
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<tr>
<td>ENGR 2103</td>
<td>Engineering Study Abroad: Return</td>
<td>1:1:0</td>
<td>ENGR 2102 or approval by International Engineering Program coordinator. Students orient outgoing engineering study abroad students. Justification: Course supports the international engineering minor. Effective Term: Fall 2010 CIP Code: 14.0101.0006</td>
<td></td>
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<tr>
<td>ENGR 4001</td>
<td>Special Topics in Engineering</td>
<td>V1-6</td>
<td>Departmental approval. Special topics in engineering. May be repeated for credit. Justification: Students will register for this course when participating in Big-12 Engineering Consortium offerings at other universities. Effective Term: Fall 2010 CIP Code: 14.0101.0006</td>
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<tr>
<td>LAW 6005</td>
<td>Estate Planning and Community Property Journal</td>
<td>V1-2</td>
<td></td>
<td>Y</td>
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<td>LAW 6015</td>
<td>Professional Responsibility in Trusts and Estates Practice</td>
<td>V2-3</td>
<td></td>
<td>Y</td>
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<td>LAW 6020</td>
<td>Professional Responsibility in Federal Tax Practice</td>
<td>V2-3</td>
<td></td>
<td>Y</td>
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<tr>
<td>LAW 6051</td>
<td>Mass Media Law</td>
<td>V2-3</td>
<td></td>
<td>Y</td>
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<tr>
<td>LAW 6201</td>
<td>Advanced Immigration Law</td>
<td>2:2:0</td>
<td></td>
<td>Y</td>
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<td>#</td>
<td>PREFIX</td>
<td>ADD/CHG</td>
<td>COURSE</td>
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<tr>
<td>33</td>
<td>LAW</td>
<td>CHG title</td>
<td>LAW 6234</td>
<td>Intellectual Property and High Technology</td>
<td>High Technology Law</td>
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<td>34</td>
<td>LAW</td>
<td>CHG hours, number</td>
<td>LAW 6284 to LAW 6016</td>
<td>Transactional Practice</td>
<td>2:2:0 to V2:3</td>
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<td>35</td>
<td>LAW</td>
<td>CHG hours, number</td>
<td>LAW 6305 to LAW 6017</td>
<td>Public Health Law</td>
<td>3:3:0 to V2:3</td>
</tr>
<tr>
<td>36</td>
<td>LAW</td>
<td>ADD</td>
<td>LAW 6309</td>
<td>Corporate Taxation</td>
<td>3:3:0</td>
</tr>
<tr>
<td>37</td>
<td>LAW</td>
<td>ADD</td>
<td>LAW 6313</td>
<td>Partnership Taxation</td>
<td>3:3:0</td>
</tr>
<tr>
<td>38</td>
<td>LAW</td>
<td>ADD</td>
<td>LAW 7009</td>
<td>Advanced Skills Course Requirement</td>
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<tr>
<td>39</td>
<td>LAW</td>
<td>ADD</td>
<td>LAW 7408</td>
<td>Capital Punishment Clinic</td>
<td>4:4:0</td>
</tr>
<tr>
<td>40</td>
<td>UC</td>
<td>ADD</td>
<td>WE 4320</td>
<td>Independent Study in Wind Energy</td>
<td>(3)</td>
</tr>
</tbody>
</table>
Course Guide for Transfer Students
About the Department

The department encourages undergraduate students to work with professors in research laboratories and projects to obtain first-hand information about research in the life sciences. Opportunities are available in many fields, including systematics and evolutionary biology, ecology and environmental biology, cell and molecular biology, and several areas of biotechnology. These research programs have been well received in the past and have proved beneficial to both students and faculty. Students who have been involved in the research projects have received competitive grants; presented papers at scientific meetings; authored papers published in scientific journals; and progressed to become successful medical doctors, college

Philosophy Statement

Why Study Biology?

Texas Common Course Number System

The Texas Common Course Numbering System (TCCNS) aids students in the transfer of general academic courses between Texas public colleges and universities throughout the state. The system insures students that courses designated as common will be accepted for transfer and the credit will be treated as if the courses had actually been taken on the receiving institution's campus. Texas Tech courses identified as common will have the Common Course Number listed in brackets at the end of each course description. Course recommendations in the transfer guide are expressed in TCCNS designations.

Applying Transfer Hours to the Degree

The Transfer Evaluation Office in the Office of the Registrar at Texas Tech determines which courses taken at another institution may be accepted for credit. However, the academic associate dean of the college in which a student is enrolled has authority for determining which courses will be applied toward any specific degree program. A transferred course completed with a grade below C- may not be applied to fulfill course requirements in majors, minors, or specialization's. While all credit hours presented on the sending institution's transcripts will be evaluated and equivalent college level courses posted to the student's academic record, a maximum of 66 semester credit hours from two-year college may be applied towards degree requirements.

For more information on transfer course equivalencies, access the Texas Tech Transfer Equivalency Guidebooks: http://www.depts.ttu.edu/registrar/TEO/teo_printableEquivalencyGuidebook.aspx.
# Course/Semester Sequence Recommendations

<table>
<thead>
<tr>
<th>Catalog Year</th>
<th>GPA Needed to be admitted to TTU:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>12 to 23 SCHs earned</td>
</tr>
<tr>
<td></td>
<td>24 or more SCHS earned</td>
</tr>
<tr>
<td></td>
<td>GPA Needed to Declare ___________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Concentration</th>
<th>Semester Credit Hours (SCH) needed to earn degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science</td>
<td>Biology</td>
<td>Ecology and Environmental Biology</td>
<td>120</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>SCH</th>
<th>Min. Grade</th>
<th>Met</th>
<th>Course</th>
<th>SCH</th>
<th>Min. Grade</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essentials of College Rhetoric (ENGL 1301)</td>
<td>3</td>
<td></td>
<td></td>
<td>Advanced College Rhetoric (ENGL 1302)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Algebra (MATH 1314)</td>
<td>3</td>
<td>C</td>
<td></td>
<td>Statistics (MATH 2342)</td>
<td>3</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Biology I for Science Majors (BIOL 1406)</td>
<td>4</td>
<td>C</td>
<td></td>
<td>Biology II for Science Majors (BIOL 1407)</td>
<td>4</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Foreign Language 1511 (Chinese, French or Spanish)</td>
<td>3-4</td>
<td></td>
<td></td>
<td>Foreign Language 1512 (Chinese, French or Spanish)</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Communication Studies (SPCH 1311)</td>
<td>3</td>
<td></td>
<td></td>
<td>Art Appreciation/History (ARTS 1301, 1303, 1304)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Total</td>
<td>16-17</td>
<td></td>
<td></td>
<td>Semester Total</td>
<td>16-17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Second Year | | |
| Fall (Apply to TTU) | Spring (Apply for Scholarships & Financial Aid by Feb. 1) |
| Sophomore Level English Literature (ENGL 2321, 2322, 2323, 2326, 2327, 2328, 2331, 2332, or 2333) | 3 | C | Sophomore Level English Literature (ENGL 2321, 2322, 2323, 2326, 2327, 2328, 2331, 2332, or 2333) | 3 | C |
| Foreign Language 2311 (Chinese, French or Spanish) | 3 |     |     | Foreign Language 2312 (Chinese, French or Spanish) | 3 |     |     |
| American Government Organization (GOVT 2301) | 3 |     |     | American Public Policy (GOVT 2302) | 3 |     |     |
| History of the U.S. to 1877 (HIST 1301) | 3 |     |     | History of the U.S. Since 1877 (HIST 1302) | 3 |     |     |
| General Chemistry I or General Physics I (CHEM 1411 or PHYS 1401) | 4 |     |     | General Chemistry II or General Physics II (CHEM 1412 or PHYS 1402) | 4 |     |     |
| Semester Total | 16 |     |     | Semester Total | 16 |     |     |

Begin third year at TTU.

## Additional Tips

### Courses

*Political Science/American Government—both courses should be taken at same institution.*

### Applications

- **Apply to TTU** during fall semester of 2nd year. Complete and submit the Texas Common Application form and all other needed/relevant information.
- **Apply for scholarships** no later than February 1 prior to the first fall term at TTU.
- **Apply for financial aid** no later than the following dates to ensure maximum grant eligibility:
  - April 15 for fall admission
  - October 1 for spring admission
  - March 1 for summer admission
SAMPLE PHOTOS

CONTACT Questions regarding this program should be directed to:

Pamela Hellman
Department of Biological Science
Texas Tech University
Box 43131 | Lubbock, Texas 79409-3131
P 806.742.1329 ext. 301
pamela.hellman@ttu.edu
1. Name of the Graduate Certificate Program
Graduate Certificate in Health Care Facilities Design (HCaf)

2. Name of home department and home college
College of Architecture

3. Graduate Advisors for Graduate Certificate Program (Admissions and Advising)
Saif Haq, PhD, Director, Rural Health Initiative, College of Architecture
Rodney (Rod) Hicks, Ph.D., R.N., FNP-BC, FAANP, UMC Health System Endowed Chair for Patient Safety & Professor Anita Thigpen Perry School of Nursing
James J. Hoffman, Ph.D., Dean, MBA Programs and Executive Education & Director, Health Organization Management Program, Rawls College of Business

Academic Staff
Ms. Lori Rodriguez, CoA

4. Required Courses and electives
Courses are in two groups. Students must choose a minimum of six (6) credits from each group. There is a possibility for students to choose six (6) credits from each group so that all courses are 'taught by distance'.

NOTE: M.Arch students must enroll in Arch 5503 and Arch 5xxx, and choose two from group 2.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Frequency of Course Offering</th>
<th>Prerequisite</th>
<th>Frequency of Pre requisite Offering</th>
<th>Taught by distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 5xxx</td>
<td>Evidence-Based Architecture (3:3:0, <strong>new course</strong>)</td>
<td>Spring</td>
<td>None</td>
<td>NA</td>
<td>Yes</td>
</tr>
<tr>
<td>Arch 5365</td>
<td>Architectural Research Methods (3:3:0)</td>
<td>Every Semester</td>
<td>None</td>
<td>NA</td>
<td>Yes</td>
</tr>
<tr>
<td>Arch 5503</td>
<td>Advanced Architectural Design Studio – Health Atelier (5:0:10)</td>
<td>Fall</td>
<td>None</td>
<td>NA</td>
<td>no</td>
</tr>
</tbody>
</table>

**GROUP # 2 COLLEGES OF BUSINESS AND NURSING**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Frequency</th>
<th>Prerequisite</th>
<th>Frequency of Pre requisite Offering</th>
<th>Taught by distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOM 5306</td>
<td>Introduction to Health Systems</td>
<td>Sp</td>
<td>None</td>
<td>NA</td>
<td>no</td>
</tr>
<tr>
<td>HOM 5308</td>
<td>Health Care Quality: Design and Implementation</td>
<td>Fall</td>
<td>None</td>
<td>NA</td>
<td>yes</td>
</tr>
<tr>
<td>NURS 5376</td>
<td>Best Practices for a Safe Health Care System</td>
<td>Sum &amp; Fall</td>
<td>None</td>
<td>NA</td>
<td>yes</td>
</tr>
<tr>
<td>NURS 5080</td>
<td>Knowledge Development in Evidence Based Practice and Informatics</td>
<td>Every Semester</td>
<td>None</td>
<td>NA</td>
<td>yes</td>
</tr>
</tbody>
</table>
5. Are the courses currently available? If not, the applications for new courses must accompany this proposal. All courses are available except one. Course proposal is attached.

6. What workforce needs (or creative needs) are being met by the establishment of the proposed graduate certificate program? How many students per year do you anticipate using the program? How was the above information determined?

Hospital construction in 2009 is expected to be over 30 billion dollars (Blum 2006). In 1999, it was estimated that 17 to 29 billion dollars was lost due to hospital deaths caused by medical errors (Kohn, Corrigan et al. 2000), and the agency for Healthcare Research and Quality (AHRQ) indicated that multiple factors, including the environment plays a role in this cost. To deal with this alarming situation, contemporary architects have resorted to “Evidence Based Design” that uses research data, rather than expert opinion, as a tool to make design decisions. This calls for a specialized architectural training...one that is grounded in research and an understanding of the various stakeholders (doctors, nurses, administrators, patients, staff etc.) in the hospital building. The proposed certificate addresses this need.

The American College of Healthcare Architects (ACHA, see http://www.healtharchitects.org) now offers board certification opportunities, and The Center for Health Design offers ‘evidence-based design accreditation and certification' (EDAC, see http://healthdesign.org/edac/aboutwho.php). These increase employment opportunities for architects. The proposed certificate is expected to prepare architects for these tests.

Architecture schools offering healthcare design degrees and certificates have gone up from two schools to five schools in the last two years. Nine more are considering this option (http://healtharchitecture.wetpaint.com/page/Schools+of+Architecture, 9/28/2009). By implementing this certificate TTU can become an ‘early adopter' of this important architectural training.

We estimate at least 5-8 students from the Masters pool at CoA to be enrolled in this certificate in the first year. Additionally, we expect about 2 students in the first year from the pool of practicing architects, especially recent graduates and those with BArch degrees. We also expect a 10% increase each year. Vigorous marketing will increase this estimation.

The assessment provided above is based on email correspondence with alumni in Dallas based architectural firms that specialize in health care design, and on the number of students interested in taking Arch5503: ‘Health-Care Atelier' 


7. What impact will the program have on your existing graduate degree programs?
Existing courses in TTU and TTUHSC are used to make this certificate. Only one course has to be developed. Existing degree programs will not be affected in any way. In fact, we expect MS and MArch students to avail themselves of this opportunity.
8. Do you have any graduate certificate programs?

The College of Architecture has four (4) existing certificates. Historic Preservation, Visualization, Community Design & Development, and Digital Design and Fabrication.

Director, Health Organization Management Program
Rawls College of Business

Date 12-4-09

James J. Hoffman, Ph.D.

Endowed Chair for Patient Safety & Professor
Anita Thigpen Perry School of Nursing

Date 12-4-09

Rodney (Rod) Hicks

Chair, Architecture

Date 12-1-09

Clifton Ellis, PhD

Dean, College of Architecture

Date

D. Andrew Vernooy, AIA

Dean, Graduate School

Date 3/5/10

Fred Hartmeister, J.D., Ed.D.

Provost

Date

Robert Smith, Ph.D.
Application for Graduate Certificate Program

1. Name of Graduate Certificate Program
Certificate in Early Music Performance Practice

2. Name of home department and home college
School of Music, College of Visual and Performing Arts

3. Graduate advisor(s) for graduate certificate program (admissions and advising).
Prof. Angela Marian Smith
Dr. Stacey Jocoy

4. Required courses and electives
Please see attached page

5. Are all courses currently available? If not, the applications for new courses must accompany the proposal.
With one exception, the required courses are all currently available and taught on a regular 1 to 2-year rotation. "Introduction to Early Music Performance Practice," however, needs to be proposed as a new course, since an intensive historical performance practicum has formerly been available to students at the TTU SOM only under the rubric of Special Topics courses or Independent Study. An application is attached.

6. What workforce needs (or creative needs) are being met by the establishment of the proposed graduate certificate program? How many students per year do you anticipate using the program? How was the above information determined?
"Early Music" and "Historical Performance" are terms that have been in use since the mid-20th century to designate an approach to the study of medieval, Renaissance and Baroque music that incorporates the use of historical instruments, original performance techniques, and the historical context of the musics' original performance practices. [See http://earlymusic.org/what-early-music]. Since the 1950’s, the amount of scholarship in this area has grown exponentially, as has the number of performers who specialize in this field. Indeed, for both performers and scholars who work in the fields of medieval, Renaissance, Baroque, and Early Classical music, a knowledge of the basic tenets of historical performance practice is expected and has, in fact, become the "industry standard." This can be determined by the following factors:
- a strong increase in the number of Baroque orchestras and other early music groups worldwide;
- an increase in the number of academic and performance job postings citing a preference for a candidate with a primary or secondary specialization in historical performance;
- the increasing percentage of market demand for early music recordings despite an overall decline in the classical music recording market.

---

1 DMA in Early Music from Indiana University's Early Music Institute in 2010, dissertation in progress.
2 "The success of early music...has been a major change in the configuration of the classical music scene in the last twenty years. Even in the later seventies, recordings made on historically appropriate instruments were rare and limited to a small number of labels...at this writing [2000], recording of baroque music on other than period instruments are rare." [italics mine.] Tom Moore, "Sound Recordings," Notes 56/3 (Mar., 2000), pp. 635-640
• the fact that a number of Schools of Music around the world, including some of the
most prestigious music schools in the USA, now have departments and/or
programs devoted to Early Music and the study of Historical Performance
(including Eastman, Juilliard, and UNT; and Indiana University has an entire Early
Music Institute.)

A Certificate in Early Music Performance Practice will provide the qualified TTU SOM
graduate with extra skills and background that, in addition to the extremely high-quality
music education already provided by the TTU School of Music, will give the student an
even more pronounced competitive edge in certain musical fields, and will enhance their
employment prospects. For example, employers seeking a specialist in Musicology,
Church Music, Choral Conducting, or Early Music Performance skills would all take
special note of a resume or CV showing such a Certificate. As a result, it is anticipated
that anywhere from 6 to 12 music graduate students per academic year will choose to take
part in the Certificate program in Early Music Performance Practice. This estimate has
been determined on the basis of past enrollment in the early music-related courses and in
the TTU Early Music Ensemble.

7. What impact will the program have on your existing graduate degree programs?
The TTU School of Music’s graduate enrollment has continued to increase each year. The
introduction of this Certificate program offering will add yet another positive inducement
to recruitment. It will also encourage interdisciplinary exchange between graduate
students and professors in different areas within the School of Music, since musicology,
teaching and performance components are all included in the Early Music Performance
Practice Certificate program. At the same time, the courses that satisfy the Certificate
requirements were carefully chosen so that a graduate student in the School of Music may
fulfill the requirements without necessarily prolonging his or her program of study.

8. Do you have any existing graduate certificate programs?
The School of Music currently offers a Graduate Certificate in Piano Pedagogy.

Mr. William Ballenger
Director, Texas Tech School of Music

Dr. Carol Edwards
Assoc. Dean, College of Visual And Performing Arts

Dr. Fred Hartmeister
Dean, TTU Graduate School

Dr. Robert Smith
Provost, Texas Tech University

Date

11/25/09

Date

2-1-10

Date

3/5/10

Date

Date
Proposed Required Courses and Electives for the SOM Certificate in Early Music Performance Practice (15 credits plus Collegium Musicum Ensemble 1-1-1)

The following courses will be required of all CEMPP candidates:

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency of Offering</th>
<th>Prerequisites</th>
<th>Frequency of Offering</th>
<th>Taught by Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUHLS322 (3) Early Music Performance Practice (NEW COURSE see attached)</td>
<td>Once per academic yr</td>
<td>None, pending successful graduate history entrance exam**</td>
<td>n/a</td>
<td>No</td>
</tr>
</tbody>
</table>

**If the student’s entrance exam indicates insufficient background in the area of music history, the student must take MUHL5300 Graduate Music History Survey before taking MUHL. MUHL5300 is offered every fall and summer.

In addition, all CEMPP candidates must choose from the following electives:

**Musicology—two from the following list: (3-3)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency of Offering</th>
<th>Prerequisites</th>
<th>Frequency of Offering</th>
<th>Taught by Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUHLS331, Medieval Music Seminar</td>
<td>Spring, &quot;even&quot; years</td>
<td>--</td>
<td>n/a</td>
<td>No</td>
</tr>
<tr>
<td>MUHLS332, Renaissance Music Seminar</td>
<td>Spring, &quot;odd&quot; years</td>
<td>--</td>
<td>n/a</td>
<td>No</td>
</tr>
<tr>
<td>MUHLS333, Baroque Music Seminar</td>
<td>Fall, &quot;odd&quot; years</td>
<td>--</td>
<td>n/a</td>
<td>No</td>
</tr>
<tr>
<td>MUHLS334, Classic Era Music Seminar</td>
<td>Fall, &quot;even&quot; years</td>
<td>--</td>
<td>n/a</td>
<td>No</td>
</tr>
</tbody>
</table>

**Theory—one from the following list: (3)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency of Offering</th>
<th>Prerequisites</th>
<th>Frequency of Offering</th>
<th>Taught by Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUTH 5320, History of Theory I</td>
<td>Once per 2 acad. yrs</td>
<td>--</td>
<td>n/a</td>
<td>No</td>
</tr>
<tr>
<td>MUTH 5310, Modal Counterpoint</td>
<td>Once per academic yr</td>
<td>--</td>
<td>n/a</td>
<td>No</td>
</tr>
<tr>
<td>MUTH 5311, Tonal Counterpoint &amp; Fugue</td>
<td>Once per academic yr</td>
<td>--</td>
<td>n/a</td>
<td>No</td>
</tr>
</tbody>
</table>

**Additional Elective—one from among the following options (3) (Must be cleared with advisor)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency of Offering</th>
<th>Prerequisites</th>
<th>Frequency of Offering</th>
<th>Taught by Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUHLS5320 Early Music Topics course</td>
<td>On rotational basis</td>
<td>--</td>
<td>n/a</td>
<td>No</td>
</tr>
<tr>
<td>MUTH 5320 Early Music Theory course</td>
<td>On rotational basis</td>
<td>--</td>
<td>n/a</td>
<td>No</td>
</tr>
<tr>
<td>MUHLS 5313 Composer (pre-1750)</td>
<td>On rotational basis</td>
<td>--</td>
<td>n/a</td>
<td>No</td>
</tr>
<tr>
<td>MUHLS5321 Constructs in Ethnomusicology</td>
<td>Fall, &quot;odd&quot; years</td>
<td>--</td>
<td>n/a</td>
<td>No</td>
</tr>
</tbody>
</table>

The following ensemble participation is required of all CEMPP candidates:

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency of Offering</th>
<th>Prerequisites</th>
<th>Frequency of Offering</th>
<th>Taught by Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUEN5150 (1-1-1) Early Music Ensemble (Minimum 3 semesters)</td>
<td>Every semester</td>
<td>Interview with Early Music Ensemble Director</td>
<td>n/a</td>
<td>No</td>
</tr>
</tbody>
</table>
MEMORANDUM

To: Academic Council
Via: Rob Stewart
From: Lynn Huffman
Subject: Change in Minors in the College of Human Sciences
Date: April 7, 2010

As a result of the recent TTU curriculum table review, the names of several degree programs in the College of Human Sciences were changed. This also caused some changes in minors available. This memo serves as notification of these changes.

- Human Sciences will have a minor available
- Nutrition will have a minor available
- Early Childhood will not have a minor available
- Nutritional Sciences and Dietetics will not have a minor available
- FCS (currently a minor) will not have a minor available.

These changes will appear in the 2010 catalog.
General Purpose Classroom Scheduling and Maintenance Implemented in Summer 2010

In December of 2009, Facilities Allocation Council (FAC) implemented a General Purpose Classroom initiative designed to address low classroom efficiency scores and to identify priority General Purpose Classrooms based on a combination of several factors including overall physical condition, accessibility issues, low Space Utilization Efficiency (SUE) performance, and campus location. The FAC allocated funding, matched by Administration & Finance, to renovate and maintain classrooms as long as the classroom is categorized as a General Purpose Classroom.

General Purpose Classrooms are beneficial to the colleges because the college/department will no longer be responsible for the expense of upgrading and/or maintaining/scheduling the classroom.

Scheduling & Maintenance

General Purpose Classrooms are centrally scheduled and maintained by Academic Support & Facilities Resources with oversight of the Office of the Provost. The following Scheduling Policy Standards will be used:

I. Classrooms are assigned so as to best match room capacity with class enrollment. Initial classroom assignments will be made based on projected enrollment being equal to or greater than 65% of the room capacity; past enrollment numbers are also considered.
   a. Requests for classrooms that would underutilize the space would be scheduled only after other scheduling needs have been met.
   b. On a designated date after registration, classes that do not meet 65% of room capacity may be moved to a smaller room with equivalent media.

II. Credit bearing sections will take precedence over other types of activities

III. Only sections with standard time patterns will be scheduled in general purpose classrooms

IV. Classes are scheduled as close to the teaching department as possible, but proximity is only one factor among several in placing a class in a classroom.

Chosen Classrooms

Using the Scheduling and Maintenance criteria above, the FAC has selected the following five classrooms as the initial General Purpose Classrooms.

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHEMATICAL SCIENCES</td>
<td>00012</td>
</tr>
<tr>
<td>MATHEMATICAL SCIENCES</td>
<td>00108</td>
</tr>
<tr>
<td>HOLDEN HALL</td>
<td>00152</td>
</tr>
<tr>
<td>HUMAN SCIENCES</td>
<td>00273</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>00010</td>
</tr>
</tbody>
</table>

Summer 2010 Renovations

The above selected classrooms will be renovated during the summer months, from mid-May to early August, and will be completed in time for the fall semester. Any current reservations made for these rooms over the summer will be reassigned by Academic Support and Facilities Resources to suitable alternate locations. ASFR will contact each reservation holder/department scheduler separately to complete the transition.
Graduate teaching assistants who have primary responsibility for teaching a course for credit and/or assigning grades must have earned at least 18 graduate hours in the teaching discipline. Those not meeting the requirements for baccalaureate faculty described in section 2.a must also be under the direct supervision of a faculty member experienced in the teaching discipline, must receive regular in-service training, and must be evaluated regularly. The requirements above do not apply to graduate teaching assistants engaged in assignments such as teaching physical education activities, assisting in laboratory sessions, attending or helping prepare lectures, paper grading, keeping class records, and conducting discussion groups.

1) Teaching Assistants may be assigned to supervise and convene non-credit sections. In Banner, SSASECT, under the specific non-credit section, the Teaching Assistant’s name should be listed and the “Primary Indicator” box should be checked. This will enable the Teaching Assistant’s stipend and tuition waiver to be covered by a flat, Special Instruction Fee (16D) associated with the specific non-credit section. Undergraduate Supplemental Instructor wages may also be paid from this source.

2) Teaching Assistants who are serving as Instructor of Record for a credit-bearing section, such as PFW class sections, cannot be paid from Course or Special Instruction Fees. In Banner, SSASECT, under the specific for-credit section, the Teaching Assistant’s name should be listed and the “Primary Indicator” box should be checked.

3) Teaching Assistants who are providing instructional support to an Instructor of Record in a credit-bearing course may be paid from Course Fees.

4) Banner HR should reflect that Teaching Assistants are Teaching Assistants, rather than reporting them as “other faculty.”

5) Doctoral students or other full-time students who meet the Baccalaureate Faculty requirements should be employed as Graduate Part-time Instructors (GPTI) and not as “Teaching Assistants.” GPTI will be coded as “Other Faculty” in Banner HR. Stipends and tuition waivers for GPTI’s may not be paid from Course or Special Instruction Fees.
Non-Credit Sections

Non-credit sections may be attached to credit-bearing lectures or labs when there is a clear demonstration that the non-credit sections will contribute to student academic success and increased performance on student learning outcomes. The following requirements apply to non-credit sections:

Course Inventory Addition Requirements
1. The non-credit section must be a course requirement.
2. Attendance is required in addition to completion of all assigned work in the non-credit section.
3. The addition of a non-credit section to a credit-bearing lecture or lab class must be approved by the Graduate Council and/or Academic Council by following University Course approval guidelines.
4. Fees associated with non-credit sections must comply with TTU OP 30.29, all other related OP’s, and must be utilized to cover only the direct costs incurred through the offering of the non-credit section.

Section Build Requirements
1. Appropriate contact hours should be assigned to the non-credit sections in relationship to the credit-bearing lecture or lab, with primary instruction delivered in the credit-bearing sections.
   i. Example: A 3 credit-hour lecture might have a 50 minute non-credit discussion section.
2. The instructor of record for a non-credit section must be qualified under the OP 32.02
   i. A faculty member, graduate part-time instructor, or teaching assistant under the supervision of a qualified faculty member may be assigned to serve as Primary Instructor of Record.
   ii. Undergraduate Supplemental Instructors
       Part-time hourly student workers may be hired and trained to serve as Supplemental Instructors to assist in non-credit bearing sections.

Classroom Scheduling Requirements
1. The non-credit section is scheduled through Banner and Academic Support & Facilities Resources according to OP 61.23.
   i. During the scheduling process, credit-bearing sections will have scheduling priority over non-credit sections when scheduled in (110) Classrooms or (210) Class Labs.
   ii. Sections must start on University approved standard times; justification is required if otherwise.
   iii. Recommended room types for non-credit sections include (680) Meeting Rooms, (220) Special Class Labs, and (230) Individual Study Laboratory depending on section requirements such as capacity and facility features.
Due to the fact it is difficult to get the numbers of students for ceremonies early, we believe it would be best to schedule Arts & Sciences for graduation on Friday at 4pm and leave Graduate School at 7pm, permanently. This would be only for fall and spring semesters. Following are the schedules for the Saturday ceremonies for the next two years:

9am
Architecture
Education
Engineering
Human Sciences
University Studies
Visual & Performing Arts

1:30
Agriculture
Business Administration
Honors
Mass Communications
University College

Saturday ceremonies will be flipped after every two years.

Summer ceremonies will continue to incorporate both graduates and undergraduates in the 9am and 1:30pm ceremonies.

Following is the schedule for the next two years:

9am
Agriculture
Architecture
Arts & Sciences
Education
Graduate School
Honors
Mass Communications

1:30pm
Business Administration
Engineering
Graduate School
Human Sciences
Visual & Performing Arts

Summer ceremonies will be flipped after every two years.
Request for Backdated Withdrawal from Texas Tech University

Important Withdrawal Information:

- If the student receives financial aid, some or all of the funds may have to be returned. Please contact Student Financial Aid & Scholarships (742-3681).
- If the student is living on campus, contact University Student Housing at 742-2661 before completing the backdated withdrawal.
- If the student has a registration hold, the registration hold must be cancelled before the backdated withdrawal is processed. To check the student record for registration holds, see WOAHOLD.
- If the student is receiving Military and/or Veteran’s Benefits, contact Debra Crosby at 742-3661 ext. 237.
- Withdrawals affect student insurance.
- If the student is an International student, please contact the Office of International Affairs at 742-3667.
- **Student Business Services** (742-3268):
  - Students who are given a backdated withdrawal the 13th class day (fall/spring) and 5th class day (summer) through the last day to withdraw will receive a grade of "W" for all enrolled courses.
  - Students who are given a backdated withdrawal prior to the first day of class will have all course dropped completely from the term and receive a full refund.

Refund information for spring 2010 is as follows:

<table>
<thead>
<tr>
<th>Dates of Withdrawal</th>
<th>Tuition Paid in Full</th>
<th>Tuition Not Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up through January 12, 2010</td>
<td>100% refund</td>
<td>Owe Nothing</td>
</tr>
<tr>
<td>From January 13 – January 20, 2010</td>
<td>80% refund</td>
<td>Owe 20%</td>
</tr>
<tr>
<td>From January 21 – January 27, 2010</td>
<td>70% refund</td>
<td>Owe 30%</td>
</tr>
<tr>
<td>From January 28 – February 3, 2010</td>
<td>50% refund</td>
<td>Owe 50%</td>
</tr>
<tr>
<td>From February 4, 2010 – February 10, 2010</td>
<td>25% refund</td>
<td>Owe 75%</td>
</tr>
<tr>
<td>From February 11, 2010 – April 29, 2010</td>
<td>0% refund</td>
<td>Owe 100%</td>
</tr>
</tbody>
</table>

Term:

Name:

Student ID (R#):

Reason:

Your signature below will confirm that the above withdrawal guidelines have been discussed with the student. Students will need to reapply to the university for a future term via the Former Tech Students link at [http://www.depts.ttu.edu/formertech/](http://www.depts.ttu.edu/formertech/).

College:

Printed Name:

Signature: _______________________________ Date: ____________________

Please upload this form via SharePoint or you may Fax the completed form to 806.742.0355 or bring it to Academic Records at West Hall Room 103.