Texas Tech University
Academic Council
Meeting of December 7, 2010
1:30 PM, Provost's Conference Room

AGENDA

1. Minutes of November meeting (attached)
2. Proposal for a Master's of Science in Management Information Systems (Elbow, Yadav; attached)
3. Proposal for Graduate Certificate in Charitable Financial Planning (Elbow; attached)
4. Proposal for Undergraduate Certificate in Wind Energy (Elbow; attached)
5. PHYS 2305 to Natural Sciences Core options, PHYS 1305 deleted (Elbow)
6. Blended delivery Ph.D. in Curriculum & Instruction (Elbow)
7. Course Approvals (Jones; attached)
8. Course Hours and Course Credits (Jones, Walls)
9. Academic Dishonesty: Grade of F vs. Judicial Suspension (Latham; attached)
10. Report from December 2010 meeting of THECB UEAC (Roach)
11. Commencement Readiness
12. President's Book Award Nominations
13. Other business or items of information

Adjourn 3:00 p.m.

ACADEMIC COUNCIL
Texas Tech University

Meeting of
November 16, 2010

MINUTES

Present: Wendell Aycock, Bruce Bills, Wesley Cochran, Cathy Duran, Gary Elbow, Greg Elkins, Bob Henry, Sheila Hoover, Ramona Johnson for Norm Hopper, Jean Scott for Lynn Huffman, Patrick Hughes, Jorge Iber, Peggy Johnson, Sue Jones, Bob Schaller for Bobbie Latham, Debra Lavrie, Marlene Hernandez for Ethan Logan, Pat McConnel, Juan Munoz, Walt Oler, Marjean Purinton, Melanie Hart for David Roach, Brian Shannon, Brian Steele, Rob Stewart (chair), Kevin Stoker, Janessa Walls, Tess Barlow for Vicki West

Guests: Joshua Barron, Cliff Fedler, John Kirby, Peggy Miller, Kathy Sperry

John Kirby, the new General Manager of KTXT-TV, presented a brief summary of his plans for the television station and appealed to Academic Council members to help in identifying local stories. He can be contacted at 742-2209 or john.kirby@ttu.edu.

Cliff Fedler, Associate Dean of the Graduate School, and Kathy Sperry, Senior Director of the Institute for Forensic Science, presented a proposal for a Master of Science in Forensic Science to be administered by the Graduate School. After Hart expressed concern that the College of Arts and Sciences had not been informed about or involved in development of the interdisciplinary proposal, Purinton moved that the proposal be approved pending contact with and approval of the College of Arts and Sciences. Aycock seconded the motion and the motion was approved.

Stewart introduced Peggy Miller, the new Interim Dean of the Graduate School. Miller told council members that in order to "grow the Graduate School," the university will need more degrees to attract new student populations.

The Academic Council reviewed the minutes of the October 19, 2010, meeting and approved the minutes as presented.

Elbow presented the recommendation of the Core Curriculum Committee that ITAL 3315, The Cinema of Federico Fellini, be added to the Core options in Visual and Performing Arts beginning in the fall of 2011. Purinton moved that the council accept the recommendation of the CCC, Aycock seconded the motion and the motion passed.

Hughes discussed the recent decision for University College to assume administration of the B.A. and B.S. degrees in University Studies. He cited the differences in the bachelor's degree in university studies and the Bachelor of General Studies. Henry reminded the council that the College of Visual and Performing Arts also offers a B.G.S. degree.

Jones told council members that she has identified references in the catalog to the words "correspondence courses" and will be contacting various colleges to determine what change in wording would be appropriate. In addition, Jones cautioned colleges and departments regarding changes to admission requirements. Sec. 51.805 of the state legislative statutes states that admission requirements (including any changes) must be published one year before the date ***applications are first considered***. As a result,

any change in admission requirements would need to appear in the university catalog two years prior to the fall semester of implementation.

Jones presented the October course approval summary and noted possible discrepancies in the contact hours of CHE 5344. Purinton moved that we table CHE 5344 but approve the remaining courses. Aycock seconded the motion, and the motion passed.

Elkins discussed the need to include a 45- to 50-minute academic presentation at the beginning of the second day of Red Raider Orientation "to set the tone for the day." He asked council members to contact him with ideas regarding the content of the academic presentation.

Stewart said course fees were being reviewed for spring semester and there would be no changes after November 19.

Munoz reported that the Governor's Office has contacted both the President's Office and the Provost's Office for information regarding current programs serving at-risk students. Munoz has emailed all the university's colleges for program information, including a brief abstract, bullet statements, and a program budget. He urged the colleges to respond quickly because of the short turnaround time required to gather the information.

Elbow reported that the untaught courses list compiled by IRIM had been circulated to the colleges. From the list of 272 courses, the university will retain 131 and delete 141.

Johnson questioned the council chair regarding the failure to include a College of Education degree proposal on the Academic Council agenda. The proposed blended delivery of the Ph.D. in Curriculum and Instruction would include the majority of the program delivered online through web-based technologies, but new cohorts would attend a two-day on-campus orientation at Texas Tech in Lubbock. In addition, all cohorts would attend an annual on-campus intensive two-week session during the summer for the first three years of the program. Because the proposal was approved earlier by the Graduate Council and vetted by the Distributed Education Council, Stewart agreed to expedite the process by circulating the proposal to council members via email. The proposal was subsequently sent on November 17, 2010. Council members were asked to review the proposal and respond with an email vote. The proposal was approved on November 22 with no dissenting votes.

Munoz concluded the meeting by inviting council members to send him recommendations for a new director of the Women's Studies Program.

New Program Request Form for Bachelor's and Master's Degrees

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs,* which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. Institution:
   Texas Tech University

2. Program Name – Show how the program would appear on the Coordinating Board's program inventory (*e.g., Bachelor of Business Administration degree with a major in Accounting*):
Master of Science in Management Information Systems

3. Proposed CIP Code: **11.0401.00**

4. Brief Program Description – Describe the program and the educational objectives:

The program is a 36-hour Master's Degree in Management Information Systems. It includes 18 hours in Management Information Systems, 6 hours of tool courses, and 12 hours of prescribed electives. The objective is to prepare students with the necessary knowledge and skills in information technology for industry. The program focuses on:

- **Information systems Development**
- **Business Intelligence**

5. Administrative Unit – Identify where the program would fit within the organizational structure of the university (*e.g., The Department of Electrical Engineering within the College of Engineering*):
Area of Information Systems and Quantitative Sciences, Rawls College of Business

1. Proposed Implementation Date – Report the date that students would enter the program (MM/DD/YY):
   The entry date is 08/22/2011

7. Contact Person – Provide contact information for the person who can answer specific questions about the program:

Name: Surya Yadav

Title: Professor and Graduate Advisor

E-mail: Surya.Yadav@ttu.edu

Phone: (806)742-2165

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

Organizations are using and amassing huge amounts of information. They need to use effective information technologies in order to be competitive in the global market. The ever changing information needs of organizations necessitate an educated force that can analyze, design and implement effective information systems and business intelligence tools to meet the tactical and strategic information needs of organizations.

According to the recent Occupational Outlook Handbook of the US Bureau of Labor statistics, employment is projected to grow much faster than the average of all occupations and excellent job prospects are expected for computer systems and database analysts as organizations continue to adopt sophisticated information technologies.

Texas Tech's MSBA students specializing in MIS have been placed with companies very easily and quickly. All of our May 2010 graduates from the MSBA-MIS program have gotten jobs. Over 75% of our August 2010 graduates already have jobs (as of October 2010).

B. Student Demand – Provide short- and long-term evidence of demand for the program.

The demand for a STEM-designated MIS degree program is very good. Several universities including Texas A&M University and University of Texas at Dallas have high student enrollments in this kind of degree programs. Texas A&M has over 95 students in its MS-MIS program.
Texas Tech University has about 60 students in its Master of Science in Business Administration program offering just a specialization in Management Information

Systems. The following table shows the student applicants for the Texas Tech and Texas A & M programs:

Students	Texas Tech	Texas A & M
2008 Year		
Applicants	**69**	**422**
Admitted	**45**	**139**
Enrolled	**5**	**42**
2009 Year		
Applicants	**90**	**432**
Admitted	**65**	**139**
Enrolled	**27**	**53**
2010 Year		
Applicants	**84**	**Not available**
Admitted	**66**	**Not available**
Enrolled	**24**	**Not available**

A STEM-designated MS-MIS program attracts more students.

C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (*Include majors only and consider attrition and graduation*.)

The table below shows the enrollment projections. The new program will enable us to compete better and attract more students. The program enrollment will level off at around 70 students by the fifth year. The cumulative figures include graduation and attrition.

YEAR	1	2	3	4	5
Headcount	25	55	60	65	70
FTSE	25	55	60	65	70

Basis for the Enrollment Projection

The projection is based upon the following facts:

1. **The existing MSBA program with emphasis in MIS has over 60 students.**
2. **The STEM-designated MS in MIS degree program at Texas A & M has over 95 students.**
3. **According to the Bureau of Labor Statistics' Occupational Employment Statistics and Division of Occupational Outlook for 2008-2018, computer software engineers, applications, Network systems and data analysts are some of the fastest growing occupations. The MS in MIS degree program will prepare students effectively for these occupations.**

II. Quality

The proposed MS-MIS program at Texas Tech provides cutting edge knowledge in IT together with communication, leadership, decision making, and strategy skills that will position graduates for continued success in the workplace. This combination of in-depth training in IT, business intelligence, and managerial skills is unique to the program. The program is practical and provides hands on experience in every aspect of systems development and business intelligence.

It is important to point out that the program is already running and viable. Currently, however, the MIS program is offered as one of the emphases under the Master of Science with major in Business Administration (MS-BA) which is quite a broad degree. The program comes under an MS-BA designation rather than an MS-MIS designation. The growth of the current program has been substantial. The request for a new program would simply separate the MS-MIS from the MS-BA and make it a more rigorous and organized program. It would also allow the degree recipient to have the MS-MIS designation on the diploma which would allow them to market themselves as having an MIS expertise.

In an IT-driven global business and economy, a STEM-designated program is very attractive to Texas students and, especially West Texas students since the graduates of such a program get higher salary offers. Also, most of the other such programs are east of I-35. A STEM-designated program enables Texas Tech to compete with other U.S. universities with similar MIS programs for better students. In today's world, the "product differentiation" is very important for competing for the quality students. It is not easy for the college to publicize and promote the current program as an MS in MIS program.

The MS-BA with emphasis in MIS does not reflect the true nature of the program's course content. Also, a STEM designation cannot be achieved for the MS-BA since it is a very broad degree. An MS-MIS program with a STEM designation will reflect the true nature of the program.

A. Degree Requirements – Use this table to show the degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Category	Semester Credit Hours	Clock Hours
General Education Core Curriculum *(bachelor's degree only)*	N/A	
Required Courses	18	
Tool Courses	6	
Prescribed Electives	12	
Other *(Specify, e.g., internships, clinical work)*	(if not included above)	
TOTAL	36	

B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)*

Prefix and Number	Required Courses	SCH
ISQS 6338	Database Concepts	3
ISQS 6339	Data Management.& Business Intelligence	3
ISQS 6347	Data & Text Mining	3
ISQS 7338	Systems Analysis & Design	3
ISQS 7339	Business Analytics	3
ISQS 5359	Project Management	3

Prefix and Number	Required Tool Courses	SCH
ISQS 5343	Operations Management & Management Science	3
ISQS 5345	Statistical Concepts for Business Management	3
	Prescribed Elective Courses (any four courses out of the course-list below)	
ISQS 5338	Information Technology for E-Business	3
ISQS 5341	Business Problem Solving and Information Technology	3
ISQS 6341	Data Communications & Network Management	3
ISQS 5347	Advanced Statistical Methods	3
ISQS 5349	Regression Analysis	3
ISQS 5382	Internship	3
ISQS 6337	Business Programming Languages	3
ISQS 7342	Advanced Topics in MIS—System Construction, ERP Systems, Artificial Intelligence, and Expert Systems	3

The courses are grouped and described below as required courses, required tool courses, and the prescribed elective courses:

Required Courses:

6338. Database Concepts (3:3:0). Modeling organizational data and business rules; logical and physical designs of relational databases, data warehousing, data mining, and data administration.

6339. Data Management and Business Intelligence (3:3:0). Prerequisite: ISQS 6338. Covers skills, methodologies, and knowledge for data management with BI techniques such as dimensional data modeling, data warehousing, and OLAP.

6347. Data and Text Mining for Business Intelligence (3:3:0). Prerequisite: ISQS 5345 or consent of instructor. Examples and methods of data and text mining to produce enterprise intelligence. Use of data and text mining software.

7338. Systems Analysis and Design (3:3:0). Prerequisite: ISQS 6338. Discusses various analysis and design methods and applies them to several case problems. Topics include requirement specification, design, and implementation architectures.

7339. Business Analytics (3:3:0). Prerequisite: ISQS 6339 and 6347. Covers advanced data mining and data analysis topics, including data preparation, predictive models, and predictive modeling with segmentation, etc.

5359. Project Management (3). Prerequisite: ISQS 6338 and ISQS 7338. Provides an overview of theoretical and practical concepts in the management of projects. The primary objective of the course is to develop the analytical and managerial skills necessary to work successfully throughout the project lifecycle.

Required Tool Courses:

5343. Operations Management and Management Science (3:3:0). Prerequisite: ISQS 5345. Fundamentals of the operations management function from a managerial perspective utilizing a quantitative models approach.

5345. Statistical Concepts for Business and Management (3:3:0). Statistical applications using the personal computer, with emphasis on proper presentation and interpretation of statistics in managerial settings. Topics include descriptive statistics, graphical methods, estimation, testing, regression, forecasting, and quality control.

Prescribed Elective Courses:

5338. Information Technology for E-Business (3:3:1). E-commerce technology and business environment. E-commerce planning and implementation, Internet technologies, Multimedia on the Web. Web-based databases. Designing and building e-commerce site.

5341. Business Problem Solving (3). Problem solving and decision making for business analysis, reengineering, and competitive advantage. May be repeated for credit.

5347. Advanced Statistical Methods (3:3:0). Prerequisite: ISQS 5345. Discrete and continuous probability distributions, maximum likelihood, statistical methods for learning, prediction, and decision making in business.

5349. Regression Analysis (3:3:0). Prerequisite: ISQS 5347. Foundations and major topics of regression analysis, model formulation, and methods to deal with standard and nonstandard regression applications in business.

5382. Internship in Information Systems and Quantitative Science (3). Prerequisite: Consent of instructor. Permits students to enhance their knowledge within their field of specialization through application of concepts, principles, and techniques learned in the classroom.

6337. Business Programming Languages (3:3:0). Concepts of data structures and file processing as they relate to information systems. Emphasis on structured and object-oriented program design using JAVA.

6340. Decision Support Systems (3:3:0). Prerequisite: ISQS 6338. Theories of decision making, DSS software and design, artificial intelligence in DSS, executive information systems, and institutionalization and behavioral factors.

6341. Data Communications and Network Management (3:3:0). Concepts and terminology of data communications, network design, client -server architecture, distributed information systems with focus on communications architecture, and management.

7342. Advanced Topics in MIS—ERP Systems (3). Prerequisite: Consent of instructor. Topics include issues in MIS such as ERP Systems, System Construction, and Expert Systems. It may be repeated twice.

C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

The core and support faculty members will be moved from the existing MIS track within MSBA to the proposed degree program. The existing MIS track within MSBA will be discontinued. There will not be any new cost added to the program.

Name of Core Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
* Yadav, Surya Professor	PhD in Business Information Systems, Georgia State University, Atlanta, GA	ISQS 6338, ISQS 5341, ISQS 6341, ISQS 7338, ISQS 7342	80%
Lin, Zhangxi Associate Professor	PhD in Information Systems, University of Texas, Austin, TX	ISQS 6339, ISQS 6347, ISQS 7339	75%
Burns, James Professor	PhD in Systems & Operations Research, Purdue University, West Lafayette, IN	ISQS 5343, ISQS 6337	50%

Name of Support Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Hoffman, James Professor	PhD in Business Strategy & Operations Management University of Nebraska-Lincoln	ISQS 5359	15%
Song, Jaeki Associate Professor	PhD in Management Science & Management Information Systems University of Wisconsin-Milwaukee	ISQS 5338	20%
Bremer, Ronald Associate Professor	PhD in Statistics, Texas A&M University, College Station, TX	ISQS 5345	15%
Westfall, Peter Professor	PhD in Statistics, University of California at Davis	ISQS 5349	20%

D. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

Recruitment Efforts: The creation of this program is in line with the overall strategy of Texas Tech University to grow its graduate enrollment. The Program Committee consisting of Surya Yadav, Zhangxi Lin, and Peter Westfall will be actively recruiting students nationally as well as internationally.

Plan to Recruit from Underrepresented Groups: The following activities will be undertaken:

- **Publicize the program through the Area's website emphasizing the value of graduate education.**

- **Advertize in news papers of Hispanic and historically black institutions.**
- **Contact junior and senior year undergraduate students from underrepresented groups and encourage them to go for graduate education.**
- **Offer scholarships to qualified students.**
- **Work with the Graduate School on various recruitment strategy including sending recruiting staff to HBUs in Texas (Prairieview A&M, Texas Southern) and to schools in the Valley (UT Brownsville, TAMU International, etc.)**

Admission Requirements: There is no single criterion for admission. The whole student profile consisting of several factors such as GPA, GRE/GMAT score, personal statement, and recommendation letters is taken into consideration for admission.

E. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

Texas Tech University library is a member of the Association of Research Libraries. It has excellent academic resources for faculty and students. The library resources already exist for the MSBA-MIS program and also for related engineering programs (Systems Engineering and Management, Computer Science) so little or no upgrading is required. The library director's assessment letter is attached as an appendix.

F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

Texas Tech provides the hardware and software infrastructure needed to fully support the program. Rawls College of Business and Texas Tech University have more than adequate facilities and equipment to support the program. The new Rawls College of Business building with the state-of-the-art teaching facility will include class rooms with wireless access to various kinds of application and database servers, BI tools, and software development platforms to fully facilitate the program.

G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

Currently there is no national accreditation body for MS-MIS programs. We will pursue accreditation vigorously if and when a reputed national accreditation body is established.

H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

Program Learning Objectives: The graduates of this program should be able to:

- **Develop information systems to support business operations.**
- **Integrate information systems.**
- **Analyze and mine data and text using business intelligence tools.**

Program Assessment: The following procedures will be used to assess the program.

1. Admission and Retention Rates

The Graduate Advisor will keep records of a) the number of applicants to the MS-MIS program, b) the number of accepted students, c) the number of enrolled students, d) the number of matriculated students, e) retention rates and reasons for exiting the program.

2. Program Outcome Assessment
Program outcome will be assessed in the following ways:

a. **Employers' Feedback. The employers will be contacted to provide comments and feedback on graduates' performance and on any observed weaknesses in their preparations. The feedback will be used to evaluate the program and its curriculum for improvement.**
b. **Exit Survey of Students. The graduating students will be surveyed for their assessment and suggestions to improve the program.**
c. **Student Portfolio. Each student will be required to maintain a portfolio of coursework performed in the core courses-class projects, major assignments, and the internship report if a student completed an internship with an employer. The portfolio will be used by faculty members to track student progress and their overall performance. The portfolio will be a good show-piece to show to potential employers. It will provide good talking points for students and their recruiters during job-interviews. Students will maintain a web-based portfolio so that it is easily accessed and managed via Internet.**
d. **Class Evaluation by Students. At the end of every fall and spring semester, each class will be evaluated by students for course-content, delivery, faculty-availability, and faculty performance, etc. Students will be asked to write down constructive comments on possible changes and improvements**

in the class. Faculty members ascertain their class evaluations by students and make possible changes and improvements.

e. Ex-graduate Surveys. An online ex-graduate five-year survey will be conducted to get feedback and comments about the program after our graduates had worked in the industry for several years. The five-year survey will enable ex-graduates to provide a more balanced feedback on our program regarding its effectiveness.

3. Impact on Existing Programs.

The MS-MIS degree program will have a major impact on the MSBA with emphasis in MIS. It will replace the current MSBA with emphasis in MIS. However, the new program will not require any additional courses. No additional faculty will be needed for the new program.
It will not impact the BS-MIS program. It will have no impact on the doctoral program in MIS.

Students in the current MSBA-MIS program will be transferred into the new program. The appropriate branding and labeling of the new MIS program is very vital to its long term growth and progress. A separate and specialized degree program in MIS enables Texas Tech to compete effectively for students in today's global market.

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program. **Note:** *The reallocated funds in the table below is tuition and formula funding paid by current students*.

Five-Year Costs		Five-Year Funding	
Personnel[1]	$2,479,472.80	Reallocated Funds	**$2,638,783.40**
Facilities and Equipment	$0	Anticipated New Formula Funding[3]	**$255,975.30**
Library, Supplies, and Materials	$0	Special Item Funding	$0
Other[2]	$106,395.19	Other[4]	$0
Total Costs	**$2,585,868.00**	**Total Funding**	**$2,894,758.70**

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).

2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

Signature Page

1. *Adequacy of Funding – The chief executive officer shall sign the following statement:*

   I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

   _____ _____

   Chief Executive Officer *Date*

1. *Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:*

   On behalf of the Board of Regents, I approve the program.

   _____ _____

   Board of Regents (Designee) *Date of Approval*

3. *Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval – For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:*

   (1) be within the institution's current Table of Programs;
   (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
   (3) have sufficient clinical or in-service sites, if applicable, to support the program;
   (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
   (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
   (6) not unnecessarily duplicate existing programs at other institutions;
   (7) not be dependent on future Special Item funding
   (8) have new five-year costs that would not exceed $2 million.

   On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

_____

Board of Regents (Designee) *Date*

APPENDICES

TEXAS TECH UNIVERSITY

Administration
University Library

Box 40002
Lubbock, TX 79409-0002
(806) 742-2261
FAX (806) 742-0737
www.lib.ttu.edu

September 15, 2010

Dr. Surya Yadav
Department of Information Systems and Quantitative Sciences
Rawls College of Business Administration
Texas Tech University

Dr. Yadav,

The Texas Tech University Library has adequate collections to support the research and curriculum needs of the proposed Master of Science in management information systems (MIS). I am basing this statement on an extensive review of the library holdings and electronic resources available for use by faculty and students.

Like most scientific and technical fields, management information systems relies heavily on its serial literature. The Library has 38 of the 39 major journals in management information systems in electronic format or paper and our rapid ILL system can supply articles from any other journals needed. The list of journals comes from the *Web of Knowledge* database. Students and faculty can use the online indexes: *ABI/Inform*, *Business Source Complete, Science Citation Index,* and *Scopus* to identify and link directly to articles, from journals and conferences, and books relevant to their research.

The Texas Tech Library has a strong collection of materials to support management information systems. The Library currently supports an undergraduate degree in management information systems and an MIS emphasis in the Masters of Science with a major in Business administration degree. The Library has a collection of 1858 printed volumes in areas that support management information systems. In addition we have the electronic books that are part of the Safari and NetLibrary collections which include titles that support MIS.

The Library allocates funds each year to purchase additional materials. Many books come in through our approval plan as well. There is a librarian assigned to the Department of

An EEO/Affirmative Action Institution

Information Systems and Quantitative Sciences who works with the faculty to develop the collections.

I believe this demonstrates the support the Library gives to management information systems and our interest in continuing and expanding this support based on the needs of the Rawls College and the Department of Information Systems and Quantitative Sciences. Please let me know if you need additional information.

Sincerely,

Sheila Hoover

Sheila Curl Hoover
Associate Dean of Libraries

BRIEF VITAE of CORE and SUPPORT FACULTY

1. Surya B Yadav, Professor

Academic Preparation

Georgia State University
Degree: Ph.D. in Business Administration with major in Information Systems
Date: 1981

Teaching

Teaching interests are in courses dealing with System Development, Database Systems, and ERP Systems.

Recent Publications

Recent articles have been published in International Journal of Information Quality, Journal of Intelligent Information Systems, and Decision Support Systems. His research areas include intelligent information retrieval systems, text mining, and system security. Some recent publications are:

1. Glancy, Fletcher and Surya B Yadav. "A Computational Model for Financial Reporting Fraud Detection," Decision Support Systems, January 2010, accepted for publication.
2. Glancy, Fletcher and Surya B Yadav. "Business Intelligence Conceptual Model," International Journal of Business Intelligence Research, September 2010, accepted for publication.
3. Yadav, Surya B. "A Six-View Perspective Framework for System Security — Issues, Risks, and Requirements," International Journal of Information Security and Privacy, Jan-March 2010, 4(1) pp 60-90.
4. Yadav, Surya B. "A Conceptual Model for User-Centered Quality Information Retrieval on the World Wide Web," Journal of Intelligent Information Systems, May 2009, 30 pages.
5. Yadav, Surya B. "Automation of Webpage Quality Determination," International Journal of Information Quality, 2008, Vol. 2, No. 2, pp152-176.
6. Yadav, Surya B. "SEACON: An Integrated Approach to the Analysis and Design of Secure Enterprise Architecture-Based Computer Networks," International Journal of Information Security and Privacy, January-March 2008, Vol. 2, No. 1, pp1-25.
7. Yadav, Surya B. "A Hybrid Instruction Design of a Database Course: from Concept to Implementation," International Journal of Information and Operations Management Education, Volume 2 (2007), No. 2, pp140-151.

2. Zhangxi Lin, Associate Professor

Academic Preparation

University of Texas, Austin
Degree: Ph.D. in Information Systems
Date: 1999

Teaching

His recent teaching portfolio includes courses mainly in business intelligence, such as data mining, business intelligence, and business analytics.

Recent Publications

Research interests include targeted advertising, business intelligence, electronic commerce, and knowledge-based system. In last ten years, he has published more than a hundred papers in internationally refereed journals and conferences. Some of the recent publications are:

1. Bo Xu, Zhangxi Lin, "A Study of Open Source Software Development from Control Perspective", Journal of Database Management, accepted 2010.
2. Jiangtao Qiu, Zhangxi Lin, "A Framework for Exploring Organizational Structure in Dynamic Social Networks" Decision Support Systems, conditionally accepted in June 2010.
3. Qing Li, Jia Wang, Yuanzhu Chen, Zhangxi Lin, "User Comments for News Recommendation in Forum-based Social Media," accepted by Information Sciences in 2010.
4. Dongyu Chen, Zhangxi Lin, and Fujun Lai, "Crossing the Chasm -- Understanding China's Rural Digital Divide," Journal of Global Information Technology Management, VOL. 13, NO.2, April 2010
5. Kai Li, Zhangxi Lin, Efosa Idemudia, and Yang Yu, "A Framework for Intermediated Online Targeted Advertising with Banner Ranking Mechanism," Journal of Information Systems and e-Business, accepted 2009.
6. Fumin Zou, Xinhua Jiang, Tongsen Wang, and Zhangxi Lin, "A Novel Topology for the Zonal Network with Wireless Coverage," Communications and Network, accepted 2009.
7. Bo Xu, Bingjia Shao, Zhangxi Lin, and Yifei Shi, "What Factors Drive Enterprise Adoption of Internet Banking in China," Journal of Global Information Technology Management, accepted 2008.
8. Jianzhi Li, Hongchao Zhang, and Zhangxi Lin, "Asymmetric Negotiation Based Collaborative Product Design for Component Reuse in Disparate Products," Journal of Computers & Industrial Engineering, accepted 2008.
9. Zhangxi Lin, Dahui Li, and Wayne W. Huang, "Traders Beware: An Examination of the Distribution of eBay Sellers' Online Reputation," International Journal of Electronic Business, Vol. 5, No. 5, 2007, 499-517.
10. Dahui Li, Jun Li, and Zhangxi Lin, "Online Consumer-to-Consumer Market in China - A Comparative Study of Taobao and eBay," Electronic Commerce Research and Applications, Volume 7, Issue 1, Spring 2008, 55-67.
11. Karl R. Lang, and Zhangxi Lin, "Guest Editor's Introduction: Market transformation in a networked global economy," Electronic Commerce Research and Applications, Volume 7, Issue 1, Spring 2008, 18-20.
12. Karl R. Lang, and Zhangxi Lin, "Online Negotiation and Trade," Electronic Commerce Research and Applications, Volume 6, Issue 3, Autumn 2007, 234-236.
13. Solomon Antony, Zhangxi Lin, and Bo Xu, "Risk Relief Services in Online Customer-to-Customer Auctions: An Empirical Study", Decision Support Systems, 42 (2006), 1889–1900.

3. James Burns, Professor

Academic Preparation

Purdue University
Degree: Ph.D. in Systems and Operations Research
Date: 1973

Teaching

Teaching interests include applications of systems analysis and design, information technology, System Integration, operations research, simulation, and project management.

Recent Publications

He is the author or co-author of over 100 journal articles, presented papers and publications on subjects as diverse as design of decision support systems to dynamical simulation of projects. Much of his published research is concerned with modeling continuous, lumped processes. He has also published several methods for automating the process of knowledge acquisition for causal systems. Some of the recent publications are:

1. "Deterministic, Path-Sensitive Heuristics for Project Earned Value Management," (with C. Cao) International Journal of Project Organization and Management, to appear in 2010, to appear in 2011.
2. "Applications of Real Option Analysis to Vendor Selection Process in IT outsourcing," (with C. Cao, V. Gu) Information Systems and Change Management, to appear in 2010.
3. "Simulation studies of the effects of Safety Stock and related policies upon Bullwhip oscillation in supply chains," (with B. Janamanchi) International Journal of Information Systems and Change Management, Vol. 4, No. 2, pp. 171-187, 2008.
4. "Capturing and Comprehending the Behavioral/Dynamical Interactions within an ERP Implementation," (with D. Jung and J. Hoffman), Journal of Organizational and end User Computing, Vol. 21, No. 2, pp. 67-90, April-June 2009.
5. "Reducing Bullwhip Oscillation in a Supply Chain: A System Dynamics Model Based Study," (with B. Janamanchi) International Journal of Information Systems and Change Management, 2008.
6. "Improved Task Estimation and Project Tracking," (with B. Janamanchi), International Journal of Information Systems and Change Management, Vol. 2, No. 2, pp. 167-190, 2007.
7. "Offshoring Knowledge-worker Jobs: boom or Burst for the US Economy?," (with B. Janamanchi), The Icfai Journal of Knowledge Management, Vol. V, No. 2, pp. 20-39, March 2007.
8. "Dynamics of Change Management in a Technology Project Context," (with B. Janamanchi), International Journal of Information Systems and Change Management, Vol. 1, No. 2, p. 115-137, 2006.
9. "System Dynamics and Theory of Constraints Compared in Various Problem Contexts," (with P. Musa), IEEE Transactions on Engineering Education, 2006.

Certifications

Registered Professional Engineer in the State of Texas, No. 41941
Certified in Integrated Resource Management, APICS, 1996

4. James Hoffman, Professor

Academic Preparation

University of Nebraska-Lincoln
Degree: Ph.D. in Business Administration with major in Business Strategy
Date: 1987

Teaching

Teaching interests are Business Strategy, Operations Management, Medical Group Management, and Information Systems. Some of the courses taught are Operations Management, Principles of Management, International Strategic Management, Leadership & Team Building, Project Management, and Enterprise Risk Management.

Recent Publications

Recent articles have been published in International Journal of Production Research, International Journal of Project Management, and Information & Management. Some of the recent publications are:

1. Cao, Qing, and Hoffman, James J., 2010. "Alignment of Virtual Enterprise, Information technology, and Performance: An Empirical Study." International Journal of Production Research. In Press.
2. Cao, Qing, and Hoffman, James J., 2010. "A Case Study Approach for Developing a Project Performance Evaluation System." International Journal of Project Management. In Press.
3. Sherif, Karma, Hoffman, James, Thomas, Bob, 2006. "Can Technology Build Organizational Social Capital? The Case of a Global IT Consulting Firm. Information & Management. 43 (7): 795-804.
4. Thouin, Mark, F., James J. Hoffman, and Eric W. Ford. (2009). IT Outsourcing and Firm-Level Performance: A Transaction Cost Pertspective," Information & Management,
5. Forte, Monique, James J. Hoffman, Bruce Lamont, and Erich Brockmann. 2000. Form and Environment: An Analysis of Organizational Responses to Environmental Change," Strategic Management Journal, 21: 753-773.

5. Peter Westfall, Professor

Academic Preparation

University of California at Davis
Degree: Ph.D. in Statistics
Date: 1983

Teaching

Teaching Interests are Statistical Theory and Methods. Some of the

recent courses taught are Advanced Statistical Methods, Regression Analysis, Multivariate Analysis.

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Recent Publications
Recent articles have been published in Statistics in Biopharmaceutical Research, Journal of the American Statistical Association, Biometrics, Biometrika, American Journal of Mathematical and Management Sciences, and Statistica Sinica. Some of the recent publications are:

1. Westfall, P.H. (2010). Improving Power by Dichotomizing (Even Under Normality), to appear in Statistics in Biopharmaceutical Research.
2. Westfall, P.H. (2010). Comment on "Correlated z-Values and the Accuracy of Large-Scale Statistical Estimates" by Bradley Efron, to appear in Journal of the American Statistical Association.
3. Westfall, P.H., Troendle, J.F. and Pennello, G. (2010). Multiple McNemar Tests. Biometrics, to appear.
4. Westfall, P.H. (2008). The Benjamini-Hochberg Method with Infinitely Many Contrasts in Linear Models, Biometrika 95, 709-719.
5. Westfall, P.H. (2008). ROC and FDR: Similarities, Assumptions, and Decisions, Statistica Sinica 18, 811-816.
6. Westfall, P.H. and Troendle, J.F. (2008). Multiple Testing with Minimal Assumptions, Biometrical Journal 50, 745-755.
7. Westfall P.H., Tsai K., Ogenstad S., Tomoiaga A., Moseley S., and Lu Y. (2008). Clinical Trials Simulation: A Statistical Approach. Journal of Biopharmaceutical Statistics 18, 611-630.
8. Hothorn, T., Bretz, F., and Westfall, P. (2008). Simultaneous Inference in General Parametric Models, Biometrical Journal 50(3), 346–363.
9. Westfall, P.H. and Tobias, R.D. (2007). Multiple Testing of General Contrasts: Truncated Closure and the Extended Shaffer-Royen Method, Journal of the American Statistical Association 102: 487-494.
10. Lu, Y., and Westfall, P. (2009). Is Bonferroni Admissible for Large m? American Journal of Mathematical and Management Sciences, Vol. 29 (1&2), 51-69.
11. Dmitrienko, A., Wiens, B. and Westfall, P. (2006). Fallback Tests in Dose Response Clinical Trials, Journal of Biopharmaceutical Statistics 16, 745-755.
12. Westfall, P., Hoffman, J., and Xia, J. (2007). Joint Analysis of Multiple Categorical Dependent Variables in Organizational Research. Organizational Research Methods 10(4), 673-688.

6. Jaeki Song, Associate Professor

Academic Preparation

University of Wisconsin-Milwaukee
Degree: Ph.D. in Business Administration with major in Information Systems
Date: 2000

Teaching

He has taught a wide range of information technology (IT) courses at the undergraduate, MBA, and PhD levels including Object-oriented systems, Management Information Systems, Information Technologies of e-Business, and Research Methodologies.

Recent Publications

His research findings have appeared in Management Science, Journal of Management Information Systems, IEEE Transactions on Professional Communication, Decision Support Systems, Information & Management, and Communications of the AIS. Some of the recent publications are:

1. Hong, S., Baker, J., Song, J. "Secure Authentication in Group Communications Using Media Access Control (MAC) Address*," Recent Patents on Computer Science*, (3:1), 2010, pp. 14-19.
2. Sherif, K., Song, J., and Wilcox, J. "A Social Status Perspective of Network Utility over Electronic Channels in Academic Communities," *International Journal of Information Management*, (29:4), 2009, pp. 262-271.
3. Zahedi, F. M. and Song, J. "Do Websites Change Customers' Beliefs? A Study of Belief Revision in E-Commerce," *Information & Management*, (46:2), 2009, pp. 125-137.
4. Kim, Y, Chun, J., and Song, J., "Investigating the Role of Attitude in Technology Acceptance from An Attitude Strength Perspective," *International Journal of Information Management*, (29:1), 2009, pp. 67-77.
5. Zahedi, M., and Song, J., "Dynamics of Trust-related Belief Revision: The Case of Health Infomediary," *Journal of Management Information Systems*, (24:4), 2008, pp. 225-258.
6. Baker, J., Song, J., Jones, D., and Ford, E. "Information Systems and Healthcare XXIX: Information Technologies Investments and Returns: Uniquenesses in Healthcare Industry," *Communications of the Association for Information Systems*, (23), 2008, pp. 375-392.
7. Kim, Y., Koo, C., and Song, J. "Exploring the Effect of Strategic Positioning on Firm Performance in the e-Business Context," *International Journal of Information Management*, (28:3), 2008, pp. 203-214.
8. Gudigantala, N., Song, J., and Jones, D., "How Well Do E-Commerce Websites Support Compensatory and Non-Compensatory Decision Strategies? An Exploratory Study," *International Journal of E-Business Research*, (4:4), 2008, pp. 43-57.
9. Baker, J., and Song, J., "Exploring Decision Rules for Sellers in Business-to – Consumer Internet Auctions," *International Journal of E-Business Research*, (4:1), 2008, pp. 1-21.
10. Kim, Y., Baker, J. and Song, J., "An Exploratory Study of Social Factors Influencing Virtual Community Member's Satisfaction with Avatars," *Communications of the Association for Information Systems*, 20, 2007, pp. 567-593.
11. Song, J. and Zahedi, F. M. "Web Customers' Trust Formation in Health Infomediaries", *Decision Support Systems*, (43:2), 2007, pp. 390-407.

12. Song, J., Jones, D., and Gudigantala, N. "The Effect of Incorporating Compensatory Choice Strategies in Web-based Consumer Decision Support Systems," *Decision Support Systems*, (43:2), 2007, pp. 357-374.
13. Koo, C., Song, J., Kim, Y., and Nam, K. "Do e-Business Strategies Matter? The Antecedents and the Relationship with Firm Performance," *Information Systems Frontier*, (9:3), 2007, pp. 390-407.

7. Ronald H. Bremer, Associate Professor

Academic Preparation

Texas A&M University
Degree: Ph.D. in Statistics
Date: 1987

Teaching

Teaching interests are in mainly courses dealing with statistical modeling and analytics including SAS programming Courses taught in recent years are: Statistical Methods in Business, Advanced Business Forecasting , and Project Management .

Recent Publications

Recent articles have been published in Review of Quantitative Finance and Accounting, *Business Education & Accreditation, Quality and Quantity, and Journal of Financial Research.* Some of the recent publications are:

1. Bremer, R., English, P., Buchanan, B. (2010). "*The Advantages of Using Quarterly Returns for Long-Term Event Studies"* Review of Quantitative Finance and Accounting.
2. Peng, J, Dukes, W, and Bremer, R. (2009). "*Evidence on Student-managed Funds: a Survey of U.S. Universities", Business Education & Accreditation.*
3. Francisco Delgadillo, and Bremer, Ronald, (2008) " A Destructive Sampling Method Designed for High Quality Production Processes: DSM-HQ" *Quality and Quantity* (B+).
4. Bremer, Ronald and Zhang, Zhaohui, (2007), "Extensions of the Standardized Cross-Sectional Approach to Short-Horizon Event Studies", *Journal of Financial Research.* (A), Vol. XXX, No. 4, 495-513.
5. Francisco Delgadillo, Bremer, Ronald, and Hoffman, James, (2007) "A Destructive Sampling Method Designed for Outsourcing Situations," *Quality and Quantity* (B+), Vol. 41, No. 3.
6. Bremer, R., Zhang, Z. (2007). "Weaknesses of the Indicator Variable Approach in Short-term Event Studies." *International Journal of Business.* (B)*, Vol. 13, 197-213*
7. Peng, Joe, Dukes, William and Bremer, Ronald. (2007) "The Impact of the Sarbanes-Oxley Act of 2002: *Financial Decisions*. (B), Vol. 19, No. 1

Table 1--A 2-year MS-MIS Program Course Sequence--Calculation of Student Credit hours semester by semester

	Fall Semester I	Spring Semester I	Fall Semester II	Spring Semester II
Number of Courses & SCH	**9 Hours--ISQS 6338, ISQS 5345, and ISQS 5341**	**9 Hours--ISQS 6339, ISQS 6347, ISQS 5343**	**9 hours--ISQS 7339, ISQS 6341, and ISQS 7338**	**9 hours--ISQS 5338, ISQS 7342, ISQS 5359**

Note: 30 SCH at Science Rate (Formula code--02). 6 SCH (ISQS 5343, ISQS 5345) at Business Rate (Formula code--16)

Table 2-- COSTS TO THE INSTITUTION OF THE PROGRAM/ADMINISTRATIVE CHANGE									
Note: Use this chart to indicate the dollar costs to the institution that are anticipated from the change requested.									
Cost Category	**Cost Sub-Category**	**Before Approval Year***	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**	**TOTALS**	
Faculty Salaries	**(New)**								
	(Reallocated)		$ 319,712.2	$ 329,303.5	$ 339,182.6	$ 349,358.1	$ 359,838.8	$ 1,697,395.2	
Faculty Fringe Benefits	**(New)**								
	(Reallocated)		$ 102,307.9	$ 105,377.1	$ 108,538.4	$ 111,794.6	$ 115,148.4	$ 543,166.5	
Program Administration	**(New)**								
	(Reassignments)		$ 9,433.7	$ 9,716.7	$ 10,008.2	$ 10,308.4	$ 10,617.7	$ 50,084.7	
Graduate Assistants	**(New)**		$ 45,000.0	$ 46,350.0	$ 47,740.5	$ 49,172.7	$ 50,647.9	$ 238,911.1	
	(Reallocated)								
Clerical/Staff	**(New)**								
	(Reallocated)		$ 10,606.3	$ 10,924.5	$ 11,252.3	$ 11,589.8	$ 11,937.5	$ 56,310.5	
Supplies & Materials									
Library & IT Resources**									
Equipment									
Facilities									
Other (identify)									
TOTALS			$ 487,060	$ 501,672	$ 516,722	$ 532,224	$ 548,190	$ 2,585,868	
* Include costs incurred for three years before the proposal is approved by the Board (e.g., new faculty, library resources, equipment, faciliities									

remodeling etc.).									
** IT = Instructional Technology									
Explanations:									
Other - Travel expenses.									

Notes.

Faculty Salaries: The amount includes a percentage (as shown in the proposal under Faculty) of salaries of core and support faculty. A 3% salary increase is assumed for the subsequent years. The amount will be reallocated from MSBA-MIS to MS-MIS. No new faculty members are needed.

Faculty Fringe Benefits: A 32% of salary as fringe benefits.

Program Administration: 1/16th of the teaching release-time spent by the Area Coordinator on managing three programs--BBA, MSBA in MIS, OM, and Stat, and PhD . The ISQS Area Coordinator gets one-course realease for handling administrative duties. Assuming a time distribution of 3/8 for teaching, 3/8 for research, and 2/8 for service, The Area coordinator has 3/16th of his/her time to manage the three above mentioned programs--so 1/16th of his time for MS-MIS.

Graduate Assistants: Support for five GAs are requested at a 10.5 month-salary of $9,000 per GA working 19 hours/week. The GAs will assist faculty members in their teaching ans program assessment activities. A 3% salary increase is assumed for the subsequent years.

Clerical Staff: One-third time of the Area Secretary reallocated to the program. The current salary of the Area Secretary is $31,819. A 3% salary increase is assumed for the subsequent years.

Supplies & Materials: No additional cost is involved.

Total Personnel expense: Faculty Salaries +Faculty Fringe Benefits +Graduate Assistants

Total Other Expenses: Program Administration + Clerical Staff

Table 3-- ANTICIPATED SOURCES OF FUNDING

Note: Use this chart to indicate the dollar amounts anticipated from various sources. Use the reverse side of this form to specify as completely as possible each non-formula funding source.

Funding Category	1st Year	2nd Year	3rd Year	4th Year	5th Year	TOTALS
I. Formula Income*			491092.2	527660.1	572940.9	1591693.2
II. Other State Funding*	**0**	0	0	0	0	0
III. Local Tuition Income	58010.5	127,623.10	139225.2	150827.3	162429.4	638115.5
IV. Fees	**60450**	**132990**	145080	157170	169260	664950
V. Reallocation of Existing Resources*	**0**	0	0	0	0	0
VI. Federal Funding* (In-hand only)	**0**	0	0	0	0	0
	0	0	0	0	0	0

VII. Other Funding*						
TOTALS	118460.5	260613.1	775397.4	835657.4	904630.3	2894758.7

*For more information, please refer to the accompanying *Anticipated Sources of Funding: Explanatory Notes and Examples.*

Detailed Calculations are shown in table 4. Table 4 has semester-by-semester computation of totals.

Formula Income: Please see the Row labelled "Total Formula Income" in Table 4.

Local Tuition Income: Please see the row labelled "Local Tuition Income in Table 4.

Fees: Please see the row labelled "Fees" in Table 4.

Table 4. Detailed Calculation of Cost and Budget Items--Details																	
Calculation of Cost																	
Faculty		**Faculty Type**	**Current Salary**		**% of faculty time**	**Amount Reallocated to MS-MIS**											
Surya Yadav		**Core**	**$120,000.00**		**80**	**$96,000.00**											
Zhangxi Lin		**Core**	**$111,237.00**		**75**	**$83,427.75**											
James Burns		**Core**	**$102,269.00**		**50**	**$51,134.50**											
James Hoffman		**Support**	**$168,730.00**		**15**	**$25,309.50**											
Jaeki Song		**Support**	**$116,613.00**		**20**	**$23,322.60**											
Peter Westfall		**Support**	**$145,709.00**		**20**	**$29,141.80**											
Ronald Bremer		**Support**	**$75,840.00**		**15**	**$11,376.00**											
Total Cost--Faculty Salaries						**$319,712.15**		**This is the cost of faculty Salarie**									

								s for the first year									
Calculation of Budget--Funding Sources																	
Enrollment		**First Year**			**Second Year**			**Third Year**			**Fourth Year**			**Fifth Year**			
# of new students		**25**	**25**		**30**	**30**		**30**	**30**		**35**	**35**		**35**	**35**		
# of current students		**0**	**0**		**25**	**25**		**30**	**30**		**30**	**30**		**35**	**35**		
		First Year		**1St Year Subtotal**	**Second Year**		**2nd Year Subtotal**	**Third Year**		**3rd Year Subtotal**	**Fourth Year**		**4th Year Subtotal**	**Fifth Year**		**5th Year Subtotal**	**Totals**
		Fall	**Spring**		**Fall**	**Spring**		**Fall**	**Spring**		**Fall**	**Spring**		**Fall**	**Spring**		
Total # of Students		**25**	**25**		**55**	**55**		**60**	**60**		**65**	**65**		**70**	**70**		
Science SCH Per Student (New Student)		**6**	**6**		**6**	**6**		**6**	**6**		**6**	**6**		**6**	**6**		
Science SCH Per Student (Current Student)		**0**	**0**		**9**	**9**		**9**	**9**		**9**	**9**		**9**	**9**		
Business SCH Per Student (New Student)		**3**	**3**		**3**	**3**		**3**	**3**		**3**	**3**		**3**	**3**		
Business SCH Per Student (Current		**0**	**0**		**0**	**0**		**0**	**0**		**0**	**0**		**0**	**0**		

Student)																	
Formula Funding for Science SCH (SCH per student * # of students * 503.13)		**$75,468.00**	**$75,468.00**		**$203,763.60**	**$203,763.60**		**$226,404.00**	**$226,404.00**		**$241,497.60**	**$241,497.60**		**$264,138.00**	**$264,138.00**		**$2,022,542.40**
Formula Funding forBusiness SCH (SCH per student * # of students*212.69)		**$15,951.75**	**$15,951.75**		**$19,142.10**	**$19,142.10**		**$19,142.10**	**$19,142.10**		**$22,332.45**	**$22,332.45**		**$22,332.45**	**$22,332.45**		**$197,801.70**
Total Formula Income		**$91,419.75**	**$91,419.75**	**$182,839.50**	**$222,905.70**	**$222,905.70**	**$445,811.40**	**$245,546.10**	**$245,546.10**	**$491,092.20**	**$263,830.05**	**$263,830.05**	**$527,660.10**	**$286,470.45**	**$286,470.45**	**$572,940.90**	**$2,128,924.35**
Calculation for Anticipated new Funding																	
Anticipated New Students								**10**	**10**		**10**	**10**		**15**	**15**		

Anticipated New Funding (this amount is already included Formula Funding rows above. It is being separated here because it needs to be reported separately.)								**$36,567.90**	**$36,567.90**	**$73,135.80**	**$36,567.90**	**$36,567.90**	**$73,135.80**	**$54,851.85**	**$54,851.85**	**$109,703.70**	**$255,975.30**
Calculation of Local Tuition Income																	
Local Tuition Income (The Designated Tuition is 1160.91 for 9 SCH)(#new students*1160.91 + #current Students*1160.91)--each student taking 9 SCH per semester. No Tuition Increase is assumed for the next five years.		**$29,005.25**	**$29,005.25**	**$58,010.50**	**$63,811.55**	**$63,811.55**	**$127,623.10**	**$69,612.60**	**$69,612.60**	**$139,225.20**	**$75,413.65**	**$75,413.65**	**$150,827.30**	**$81,214.70**	**$81,214.70**	**$162,429.40**	**$638,115.50**

Calculation of Fees																	
Fees(as per the Graduate Tuition Rates for 2010/2011 for 9 SCH--$1209 * # of Students)		**$30,225.00**	**$30,225.00**	**$60,450.00**	**$66,495.00**	**$66,495.00**	**$132,990.00**	**$72,540.00**	**$72,540.00**	**$145,080.00**	**$78,585.00**	**$78,585.00**	**$157,170.00**	**$84,630.00**	**$84,630.00**	**$169,260.00**	**$664,950.00**

Table 5--**Texas Tech University Program Level –MS-MIS Course Curriculum Map**

Date	**9/20/2010**	**SELECTED *PROGRAM LEARNING OUTCOMES***						
Degree Title: Master of Science in Management Information Systems		**SLO #1: Develop Large Information & Data Models; Design & Implement Databases and Data Warehouse**	**SLO #2: Understand Database and System Security; Data Communication Network, Network Security**	**SLO #3: Recognize, differentiate, and effectively employ appropriate and increasingly sophisticated methods and tools to collect and interpret user needs and develop User Requirements**	**SLO #4: Successfully integrate disparate business processes and information when interpreting, evaluating, and implimenting an Enterprise Resource Planning (ERP) System;**	**SLO #5: Solve business decision problems with advanced data mining techniques using SAS Enterprise Miner; Refine predictive models involving imperfect data; Apply the data**	**SLO #6: Understand and learn foundatonal skills in analysing and interpreting data, statistical analysis; Learn to program business problems using computer**	**SLO # 7: Understand project initiation & management, project life cycle, andd project planning**

							Specification--Function and Data Models; Create a system design using object-oriented Method to Support the User Requirements			**Describe ERP implementation issues; Understand the architecture and main components of ERP systems**			**mining approaches in market segmentation with either SAS Enterprise Miner or SAS Enterprise Guide**			**languages**									
Courses in Degree Program	[i] Outcome Statement	**[ii] Level (I, R, A)**	[iii] Feedback (F)	[i] Outcome Statement	**[ii] Level (I, R, A)**	[iii] Feedback (F)	[i] Outcome Statement	**[ii] Level (I, R, A)**	[iii] Feedback (F)	[i] Outcome Statement	**[ii] Level (I, R, A)**	[iii] Feedback (F)	[i] Outcome Statement	**[ii] Level (I, R, A)**	[iii] Feedback (F)	[i] Outcome Statement	**[ii] Level (I, R, A)**	[iii] Feedback (F)	[i] Outcome Statement	**[ii] Level (I, R, A)**	[iii] Feedback (F)				
ISQS 6338--Database Concepts	**X**	**A**	**F**	**X**	**I**																	**-**			
ISQS 7338--Systems Analysis & Design	**X**	**A**	**F**	**X**	**R**		**X**	**A**	**F**													**-**			
ISQS 5359--Project Management																			**X**	**I**	**F**	**-**			
ISQS 6339--Data Management & Business Intelligence	**M**	**R**	**F**																			**-**			
ISQS 6347--Data & Text Mining													**M**	**R**	**F**							**-**			

ISQS 7339--Business Analytics													**X**	**A**	**F**							**-**			
ISQS 6341--Data Communications & Network Management				**X**	**R**	**F**																**-**			
ISQS 5345--Statistical Concepts for Business & Management																**M**	**R**	**F**				**-**			
ISQS 5343--Operations Management & Management Science										**M**	**R**	**F**										**-**			
ISQS 7342--Enterprise Resource Planning Systems										**X**	**R**	**F**										**-**			
ISQS 6337--Business Programming Languages																**M**	**R**	**F**				**-**			
ISQS 5341--Business Problem Solving and Information Technology																**X**	**R**	**F**				**-**			
																						-			

																						-			
																						-			
																						-			

Table 3-- ANTICIPATED SOURCES OF FUNDING

Note: Use this chart to indicate the dollar amounts anticipated from various sources. Use the reverse side of this form to specify as completely as possible each non-formula funding source.

Funding Category	1st Year	2nd Year	3rd Year	4th Year	5th Year	TOTALS
I. Formula Income*			491092.2	527660.1	572940.9	1591693.2
II. Other State Funding*	**0**	0	0	0	0	0
III. Local Tuition Income	58010.5	127,623.10	139225.2	150827.3	162429.4	638115.5
IV. Fees	**60450**	**132990**	145080	157170	169260	664950
V. Reallocation of Existing Resources*	**0**	0	0	0	0	0
VI. Federal Funding* (In-hand only)	**0**	0	0	0	0	0
VII. Other Funding*	**0**	0	0	0	0	0
TOTALS	118460.5	260613.1	775397.4	835657.4	904630.3	2894758.7

*For more information, please refer to the accompanying *Anticipated Sources of Funding: Explanatory Notes and Examples.*

Detailed Calculations are shown in table 4. Table 4 has semester-by-semester computation of totals.

Formula Income: Please see the Row labelled "Total Formula Income" in Table 4.

Local Tuition Income: Please see the row labelled "Local Tuition Income in Table 4.

Fees: Please see the row labelled "Fees" in Table 4.

Table 4. Detailed Calculation of Cost and Budget Items--Details

Calculation of Cost

Faculty	Faculty Type	Current Salary	% of faculty time	Amount Reallocated to MS-MIS
Surya Yadav	Core	$120,000.00	80	$96,000.00
Zhangxi Lin	Core	$111,237.00	75	$83,427.75
James Burns	Core	$102,269.00	50	$51,134.50
James Hoffman	Support	$168,730.00	15	$25,309.50
Jaeki Song	Support	$116,613.00	20	$23,322.60
Peter Westfall	Support	$145,709.00	20	$29,141.80
Ronald Bremer	Support	$75,840.00	15	$11,376.00
Total Cost--Faculty Salaries				$319,712.15

This is the cost of faculty Salaries for the first year

Calculation of Budget--Funding Sources

Enrollment	First Year			Second Year			Third Year			Fourth Year			Fifth Year			
# of new students	25	25		30	30		30	30		35	35		35	35		
# of current students	0	0		25	25		30	30		30	30		35	35		
	First Year		1St Year Subtotal	Second Year		2nd Year Subtotal	Third Year		3rd Year Subtotal	Fourth Year		4th Year Subtotal	Fifth Year		5th Year Subtotal	Totals
	Fall	Spring		Fall	Spring		Fall	Spring		Fall	Spring		Fall	Spring		
Total # of Students	25	25		55	55		60	60		65	65		70	70		
Science SCH Per Student (New Student)	6	6		6	6		6	6		6	6		6	6		
Science SCH Per Student (Current Student)	0	0		9	9		9	9		9	9		9	9		
Business SCH Per Student (New Student)	3	3		3	3		3	3		3	3		3	3		
Business SCH Per Student (Current Student)	0	0		0	0		0	0		0	0		0	0		
Formula Funding for Science SCH (SCH per student * # of students * 503.13)	$75,468.00	$75,468.00		$203,763.60	$203,763.60		$226,404.00	$226,404.00		$241,497.60	$241,497.60		$264,138.00	$264,138.00		$2,022,542.40
Formula Funding forBusiness SCH (SCH per student * # of students*212.69)	$15,951.75	$15,951.75		$19,142.10	$19,142.10		$19,142.10	$19,142.10		$22,332.45	$22,332.45		$22,332.45	$22,332.45		$197,801.70
Total Formula Income	$91,419.75	$91,419.75	$182,839.50	$222,905.70	$222,905.70	$445,811.40	$245,546.10	$245,546.10	$491,092.20	$263,830.05	$263,830.05	$527,660.10	$286,470.45	$286,470.45	$572,940.90	$2,128,924.35
Calculation for Anticipated new Funding																
Anticipated New Students							10	10		10	10		15	15		
Anticipated New Funding (this amount is already included Formula Funding rows above. It is being separated here because it needs to be reported separately.)							$36,567.90	$36,567.90	$73,135.80	$36,567.90	$36,567.90	$73,135.80	$54,851.85	$54,851.85	$109,703.70	$255,975.30
Calculation of Local Tuition Income																
Local Tuition Income (The Designated Tuition is 1160.91 for 9 SCH)(#new students*1160.91 + #current Students*1160.91)--each student taking 9 SCH per semester. No Tuition Increase is assumed for the next five years.	$29,005.25	$29,005.25	$58,010.50	$63,811.55	$63,811.55	$127,623.10	$69,612.60	$69,612.60	$139,225.20	$75,413.65	$75,413.65	$150,827.30	$81,214.70	$81,214.70	$162,429.40	$638,115.50
Calculation of Fees																
Fees(as per the Graduate Tuition Rates for 2010/2011 for 9 SCH--$1209 * # of Students)	$30,225.00	$30,225.00	$60,450.00	$66,495.00	$66,495.00	$132,990.00	$72,540.00	$72,540.00	$145,080.00	$78,585.00	$78,585.00	$157,170.00	$84,630.00	$84,630.00	$169,260.00	$664,950.00

Table 2-- COSTS TO THE INSTITUTION OF THE PROGRAM/ADMINISTRATIVE CHANGE

Note: Use this chart to indicate the dollar costs to the institution that are anticipated from the change requested.

Cost Category	Cost Sub-Category	Before Approval Year*	1st Year	2nd Year	3rd Year	4th Year	5th Year	TOTALS
Faculty Salaries	(New)							
	(Reallocated)		$ 319,712.2	$ 329,303.5	$ 339,182.6	$ 349,358.1	$ 359,838.8	$ 1,697,395.2
Faculty Fringe Benefits	(New)							
	(Reallocated)		$ 102,307.9	$ 105,377.1	$ 108,538.4	$ 111,794.6	$ 115,148.4	$ 543,166.5
Program Administration	(New)							
	(Reassignments)		$ 9,433.7	$ 9,716.7	$ 10,008.2	$ 10,308.4	$ 10,617.7	$ 50,084.7
Graduate Assistants	(New)		$ 45,000.0	$ 46,350.0	$ 47,740.5	$ 49,172.7	$ 50,647.9	$ 238,911.1
	(Reallocated)							
Clerical/Staff	(New)							
	(Reallocated)		$ 10,606.3	$ 10,924.5	$ 11,252.3	$ 11,589.8	$ 11,937.5	$ 56,310.5
Supplies & Materials								
Library & IT Resources**								
Equipment								
Facilities								
Other (identify)								
TOTALS			$ 487,060	$ 501,672	$ 516,722	$ 532,224	$ 548,190	$ 2,585,868

* Include costs incurred for three years before the proposal is approved by the Board (e.g., new faculty, library resources, equipment, faciliities remodeling etc.).

** IT = Instructional Technology

Explanations:

Other - Travel expenses.

Notes.

Faculty Salaries: The amount includes a percentage (as shown in the proposal under Faculty) of salaries of core and support faculty. A 3% salary increase is assumed for the subsequent years. The amount will be reallocated from MSBA-MIS to MS-MIS. No new faculty members are needed.

Faculty Fringe Benefits: A 32% of salary as fringe benefits.

Program Administration: 1/16th of the teaching release-time spent by the Area Coordinator on managing three programs--BBA, MSBA in MIS, OM, and Stat, and PhD . The ISQS Area Coordinator gets one-course realease for handling administrative duties. Assuming a time distribution of 3/8 for teaching, 3/8 for research, and 2/8 for service, The Area coordinator has 3/16th of his/her time to manage the three above mentioned programs--so 1/16th of his time for MS-MIS.

Graduate Assistants: Support for five GAs are requested at a 10.5 month-salary of $9,000 per GA working 19 hours/week. The GAs will assist faculty members in their teaching ans program assessment activities. A 3% salary increase is assumed for the subsequent years.

Clerical Staff: One-third time of the Area Secretary reallocated to the program. The current salary of the Area Secretary is $31,819. A 3% salary increase is assumed for the subsequent years.

Supplies & Materials: No additional cost is involved.

Total Personnel expense: Faculty Salaries +Faculty Fringe Benefits +Graduate Assistants

Total Other Expenses: Program Administration + Clerical Staff

Total Personnel Expense	**$**	**2,479,472.8**	Sum of Faculty Salaries +Faculty Fringe Benefits +Graduate Assistants
Other Expenses	**$**	**106,395.19**	Sum Program Administration + Clerical Staff
Total Cost	**$**	**2,585,868.0**	

Application for Graduate Certificate Program

1. Name of the Graduate Certificate Program.

   Graduate Certificate in Charitable Financial Planning

2. Name of home department and college.

   Department of Applied and Professional Studies -- College of Human Sciences

3. Graduate advisor(s) for graduate certificate program (admission and advising).

   Dr. Russell N. James III

4. Required courses. All courses would be available on campus or by internet-based distance education. See course descriptions, frequency of offering, and prerequisites below.

   PFP 5325 *Introduction to Charitable Giving*
   PFP 5326 *Advanced Charitable Planning*
   PFP 5327 *Charitable Giving: Research and Theory*
   PFP 5398 *Estate Planning*

   Detailed Course Descriptions:

   PFP 5325 *Introduction to Charitable Giving*
   - Offered Fall.
   - Prerequisite: None

   PFP 5398 *Estate Planning*
   - Offered Spring and Alternate Summers
   - Prerequisites: None

   PFP 5326 *Advanced Charitable Planning*
   - Offered Spring (Pending Approval)
   - Prerequisite: None

   PFP 5327 *Charitable Giving: Research & Theory*
   - Offered Spring (Pending Approval)
   - Prerequisite: None

5. Are all courses currently available? If not, the applications for new courses must accompany the proposal.

Two of the four courses (PFP 5325 & PFP 5398) are currently offered. Applications for the remaining course accompany this proposal.

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?

This program will serve the needs of current and future financial planners interested in expanding their ability to serve clients with charitable interests and will serve the needs of current and future fundraising professionals interested in expanding their ability to offer sophisticated planned giving advice to supporting donors. This program serves the needs of two attractive and growing career fields. U.S. News and World Reports listed "fundraiser" as one of the best careers in 2009 and financial planning as one of the twenty "hottest" professions for the future. Although academic educational opportunities in gift planning are limited, it is a substantial and established career field. One national organization of philanthropic gift planners, The National Council on Planned Giving (Partnership for Philanthropic Planning), reports 8,000 members.

It is estimated that 20 students would be enrolled in the certificate program annually, including financial services professionals and current fundraisers. The estimated enrollment was determined using current enrollment in the PFP 5325 "Introduction to Charitable Giving" class and anticipated interest from students and current professionals in acquiring the certificate.

7. What impact will the program have on your existing graduate degree programs?

There is no foreseen negative impact on other graduate programs in Personal Financial Planning. The existing programs include the Master's program, three joint Master's programs, and the three joint Ph.D. programs. Some of the courses used in the proposed certificate program can also be used to fulfill requirements in existing graduate programs. The certificate will be marketed to professionals who wish to gain the specialized knowledge focused on gift planning without the need to take the entire financial planning curriculum.

On the positive side, the certificate program should bring a more diverse group of students into the classroom, including more currently active professionals in both financial planning and fundraising, thus enhancing the educational experience for the degree-program students.

8. Do you have any existing graduate certificate programs?

Yes. The Graduate Certificate in Personal Financial Planning is an existing, and successful, graduate certificate program.

Vicki L Hampton 9/22/10

Department Chair Date

Dean of College Date

Dean of Graduate School Date

Provost Date

Texas Tech University

Format for Distance and Off-Campus Certificate, Baccalaureate, and Master's Degree Program Requests

I. Summary of the Request

A Degree program area

Graduate certificate in charitable planning offered by the Division of Personal Financial Planning, Department of Applied & Professional Studies, College of Human Sciences

B Degree title designation (e.g., PhD, EdD, etc.)

Graduate certificate in charitable planning

C Program delivery

This program will be delivered through electronic media. Currently, courses in the program are taught on campus. Electronic delivery will include recorded versions of lectures, presentation slides, and other in-class audio visual material. Students will also have access to automatic response online self-assessment tools such as multiple choice practice questions. Interaction between instructor and students will be facilitated through asynchronous written interaction requiring student writing in response to assigned questions followed by a release of these written responses to other class members after the initial writing due date, and additional writing reacting to other students' posted written responses once those have been released. Further, some assignments may require students to submit an electronic slide presentation including their recorded voice narratives accompanying the slides. Additional interaction will occur through instructor's private responses to student assignment submissions, instructor-led online public office hours where student comments and responses can be read by all participants in the online chat, and opportunities to schedule private office hours allowing for one-to-one discussion with instructor via online chat, texting, phone, or video conferencing. Student performance will be measured via their written assignments and by online examinations.

The topics covered will be the same in both the on campus and electronically delivered versions of the courses.

D Program site

The program is intended for electronic delivery over the internet, rather than to a specific site.

II. Reason for Request

A Program need

There are currently no similar programs offered at any Texas public or independent university. Texas A&M offers a 12 credit hour certificate in nonprofit management on a distance learning basis that includes an elective on fundraising titled Philanthropy: Fundraising in Nonprofit Organizations (http://bush.tamu.edu/certificate/cnpm/). However, the proposed graduate certificate in charitable financial planning will be far different in content and focus than any course offered within the Texas A&M program

B Program demand

This program will serve the needs of current and future financial planners interested in expanding their ability to serve clients with charitable interests and will serve the needs of current and future fundraising professionals interested in expanding their ability to offer sophisticated planned giving advice to supporting donors. This program serves the needs of two attractive and growing career fields. U.S. News and World Reports listed "fundraiser" as one of the best careers in 2009 and financial planning as one of the twenty "hottest" professions for the future. Although academic educational opportunities in gift planning are limited, it is a substantial and established career field. One national organization of philanthropic gift planners, The National Council on Planned Giving (Partnership for Philanthropic Planning), reports over 8,000 members.

It is estimated that 20 students would be enrolled in the certificate program annually, including financial services professionals and current fundraisers. The estimated enrollment was determined using current enrollment in the PFP 5325 "Introduction to Charitable Giving" class and anticipated interest from students and current professionals in acquiring the certificate.

III. Program Description

A Program construction

The program for the graduate certificate in charitable financial planning will consist of four required courses 3 credit hour courses, for a total of 12 credit hours.

PFP 5325 *Introduction to Charitable Giving*
This course is designed to introduce students to the techniques of charitable planning as viewed from the perspective of donors, financial advisors, and fundraising professionals. A case study approach will be used to apply and integrate the material, and evaluation of financial alternatives will be emphasized.
PFP 5326 *Advanced Charitable Planning*

This course reviews sophisticated charitable planning techniques with a special emphasis on creative uses of private foundations, donor advised funds, charitable remainder trusts, and advanced charitable estate planning techniques. Emphasis will be on simultaneous use of multiple planning techniques in a large transaction context to maximize tax benefits, donor control, and nonprofit benefit. Financial analysis of nonprofit organization strength and effectiveness will also be covered.

PFP 5327 *Charitable Giving: Research and Theory*

This course reviews research findings and theoretical models of charitable giving from the academic literature. Students will review and discuss academic journal articles from fields such as economics, sociology, psychology, marketing, neuroscience, history, public administration, and personal financial planning. The course will focus on determinants and motivations in charitable giving with a continuing emphasis on applying these findings in a professional context for financial advisors and fundraising professionals.

PFP 5398 *Estate Planning*

Application of estate planning methodologies and policies to personal financial planning

B Administrative oversight

The distance version of the course will be taught completely on-line. The primary platform of the course offerings will be via the Blackboard course management system, with frequent links to resources from outside websites such as www.youtube.com and www.slideshare.net.

C Administrative structure

Russell James, associate professor, will be responsible for the overall management of the graduate certificate in charitable financial planning.

IV. Relationship to Existing Authorized Programs

A Relationship between proposed distance education/off-campus program and any existing on-campus program

The program is proposed as being available in both on-campus or distance education formats. The topics and course requirements would be the same for both courses. It is anticipated that on-campus students could choose to take some of the course components in a distance education format as an additional option to on-campus offerings.

V. Expected Enrollment

A Anticipated head count

It is estimated that 20 students would be enrolled in the certificate program annually, including financial services professionals and current fundraisers. The estimated enrollment was determined using current enrollment in the PFP 5325 "Introduction to Charitable Giving" class and anticipated interest from students and current professionals in acquiring the certificate.

B Impact on existing face-to-face program(s)

The proposed program is expected to have little or no impact on face-to-face offerings. Courses may be taught in a "piggyback" fashion where the same course is offered simultaneously in face-to-face and online formats. On-campus students could use this as an opportunity to take online courses where the on-campus offerings conflicted with their other required courses.

Current non-faculty resources are sufficient to maintain the anticipated enrollment growth.

C Student projections

Although it is estimated that 20 students would be enrolled in the certificate program annually, the program could be sustained with 10 students enrolled in the certificate program annually. This is possible in part because the faculty members needed to teach the courses are already on staff and are not assigned to other teaching responsibilities that would interfere with the ability to offer the courses in the graduate certificate in charitable financial planning.

VI. Faculty Resources

A Faculty resources

The faculty members necessary for the program are currently on staff. Dr. Russell James, who will be responsible for the overall management of the graduate certificate in charitable financial planning, was hired in September of 2010 for the purpose of developing this program.

Faculty members are proficient in the use of the Blackboard course management system and will make use of all distance education training resources offered by the Texas Tech University Teaching, Learning, and Technology Center, as well as instruction from other faculty members within

the department currently teaching online distance education courses in other areas.

Courseware is intended to be developed primarily through the Blackboard course management software, using support available through the Texas Tech Teaching, Learning, and Technology Center.

VII. Financial Support

A Anticipated costs

Courseware is intended to be developed primarily through the Blackboard course management software, using support available through the Texas Tech Teaching, Learning, and Technology Center. At this point additional costs for courseware and transmittal are not anticipated, beyond the use of the Blackboard course management software, and resources from outside websites such as www.youtube.com and www.slideshare.net.

B Budget

The primary cost for the program will be faculty time commitment to develop and teach the courses. However, the primary teaching faculty member for the three charitable related courses is on staff and funded regardless of the success of this program. The fourth course, PFP 5398 Estate Planning, will be offered as part of a distance education MS in personal financial planning regardless of the existence of this certificate program.

C Financial support

No special financial support is anticipated for full-time students in the distance program other than that currently provided by the Texas Tech University Office of Student Financial Aid.

VIII. Additional Distance Delivery Considerations

A Adherence to *Principles of Good Practice*

Signed forms accompany this proposal

B Collaborative arrangements

None

C Program differences

On campus and distance students will have the same standards for admission, and will have similar library access privileges. Student advisement for off-campus students in the graduate certificate in charitable planning will

be conducted by the program director, Dr. Russell James. The straightforward design of the graduate certificate course requirements (four courses, no electives) will aid in limiting the academic advising needs related to this program. Because of the inability to proctor distance examinations, the academic credit for completing examinations will be a smaller proportion of the final grade in the distance courses, and quizzes will be assumed to be taken on an "open note" basis. Consequently, grades for distance delivered courses will have a greater emphasis on written assignments. However, aside from the difference in student assessment, the topics covered in both on campus and distance courses will be identical. Materials will be provided in formats that are intended to be accessible to students with special needs, and in the event that accessibility difficulties arise, course materials, activities, and support services will be modified to accommodate the needs of students with special needs.

D Student interactions

Each of the three charitable courses will begin with an introductory lecture orienting students to the courses, course materials, course management software, as well as the services of the institution. This introductory lecture will be available both within the course management software and on publicly accessible websites including www.youtube.com and www.slidesare.net to insure that students can begin by simply following an html link even if difficulty occurs with beginning use of the course management software.

Interaction between instructor and students will be facilitated through asynchronous written interaction requiring student writing in response to assigned questions followed by a release of these written responses to other class members after the initial writing due date, and additional writing reacting to other students' posted written responses once those have been released. Further, some assignments may require students to submit an electronic slide presentation including their recorded voice narratives accompanying the slides. Additional interaction will occur through instructor's private responses to student assignment submissions, instructor-led online public office hours where student comments and responses can be read by all participants in the online chat, and opportunities to schedule private office hours allowing for one-to-one discussion with instructor via online chat, texting, phone, or video conferencing. Students will also be able to post messages or chat with other students via the Blackboard course management system.

IX. Evaluation

A Program quality

Student learning outcomes will be monitored primarily through the portfolio of assignments completed by students during the course. Additionally, objective examination scores will be monitored and compared across time.

B Participant satisfaction

All students will receive confidential course evaluation survey instruments for each course take. Faculty satisfaction will be monitored by the department chair at regularly scheduled meetings with the faculty member.

C Assessment procedures

The initial mechanisms for assessment will include initial demand for the program, student retention through a single course, and student retention through the entire graduate certificate program. In addition, levels and trends in student course evaluations will be recorded each semester and compared with other distance and on-campus courses offered within the department. Outcomes will be assessed by the ability of individual courses to accomplish their stated goals as measure by student performance on qualitative and objective assessment instruments such as assignments and examinations. Students who complete the program and those who complete one or more courses in the program will be surveyed (via electronic request) within 12 months of their completion regarding their experience and its usefulness and applicability to their current work. The program director, Dr. Russell James, will have administrative responsibility for to insure that such assessments take place on an ongoing basis.

D Use of assessment

Areas of strength, such as specific courses, of specific approaches within courses, identified by course evaluation, and post graduation evaluation mechanisms should be expanded over time. Conversely, areas identified as problems via evaluation instruments may be modified or reduced, except in those cases that such areas may be necessary to accomplish course or program goals. Additionally, In the event that there are substantive areas where student outcomes in course material mastery lags behind stated goals, the techniques used to deliver this material will be examined and compared with techniques used in areas where student outcomes are exemplary in order to improve the underperforming techniques.

Certification Form for New Certificate Programs
at Universities and Health-Related Institutions
Texas Higher Education Coordinating Board

Directions: An institution shall use this form to notify the Coordinating Board of a new certificate program that meets all criteria for automatic approval in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44: (a) The certificate program has institutional and board of regents approval, (b) the institution certifies that adequate funds are available to cover the costs of the new certificate program, and (c) the certificate program meets all other criteria in Section 5.48 of Board Rules (relating to Criteria for Certificate Programs at Universities and Health-Related Institutions).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. Institution: **Texas Tech University**

2. Program Name: Show how the program would appear on the Coordinating Board's program inventory (*e.g., Upper-Division Certificate in Management; Graduate Certificate in Human Resources; Undergraduate or Post-Baccalaureate EC-6 Generalist Bilingual Certificate*).

Graduate Certificate in Charitable Financial Planning

3. Proposed CIP Code:
52080410

4. Number of Semester Credit Hours Required: **12**

5. Administrative Unit: Identify where the certificate program would fit within the organizational structure of the university (*e.g., The Department of Electrical Engineering within the College of Engineering*).

The Department of Applied & Professional Studies within the College of Human Sciences

6. Implementation Date: Report the first semester and year that students would enter the program.

Spring Semester, 2011

7. Contact Person: Provide contact information for the person who can answer specific questions about the program.

Name: **Dr. Russell N James III**

Title: **Associate Professor**

E-mail: **russell.james@ttu.edu**

Phone: **806.742.5050 x 273**

Signature Page

I hereby certify that all of the following criteria have been met in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44:

(a) The certificate program has institutional approval.

(b) The certificate program meets all other criteria in Section 5.48 of this title (relating to Criteria for Certificate Programs at Universities and Health-Related Institutions):

1) Certificate programs for which academic credit is granted at universities and health-related institutions must meet the following criteria:
   a) They must meet identified workforce needs or provide the student with skills and/or knowledge that shall be useful for their lives or careers.
   b) They must be consistent with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.
   c) They must meet the standards of all relevant state agencies or licensing bodies which have oversight over the certificate program or graduate.
   d) Adequate financing must be available to cover all new costs to the institution five years after the implementation of the program.
2) The following certificate programs do not require Board approval:
   a) certificate programs for which no collegiate academic credit is given,
   b) certificate programs in areas and at levels authorized by the table of programs of the institution with curricula of the following length:
      i) at the undergraduate level of 20 semester credit hours or less,
      ii) at the graduate and professional level of 15 semester credit hours or less.
3) The following certificate programs require only Board notification and are automatically approved, subject to review:
   a) upper-level undergraduate certificates of 21-36 hours in disciplinary areas where the institution already offers an undergraduate degree program.
   b) graduate-level and professional certificates of 16 - 29 hours in disciplinary areas where the institution already offers a graduate program at the same level as the certificate.

I understand that the Coordinating Board will update the program inventory for the institution if no objections to the proposed certificate program are received during the 30-day public comment period.

_____

Chief Executive Officer Date

I hereby certify that the Board of Regents has approved this program.

Date of Board of Regents approval: _____

Board of Regents (or Designee)	Date

INTEROFFICE MEMORANDUM

TO: VICKIE HAMPTON, JOHN SALTER

FROM: RUSSELL JAMES

SUBJECT: PROPOSED GRADUATE CERTIFICATE IN CHARITABLE FINANCIAL PLANNING

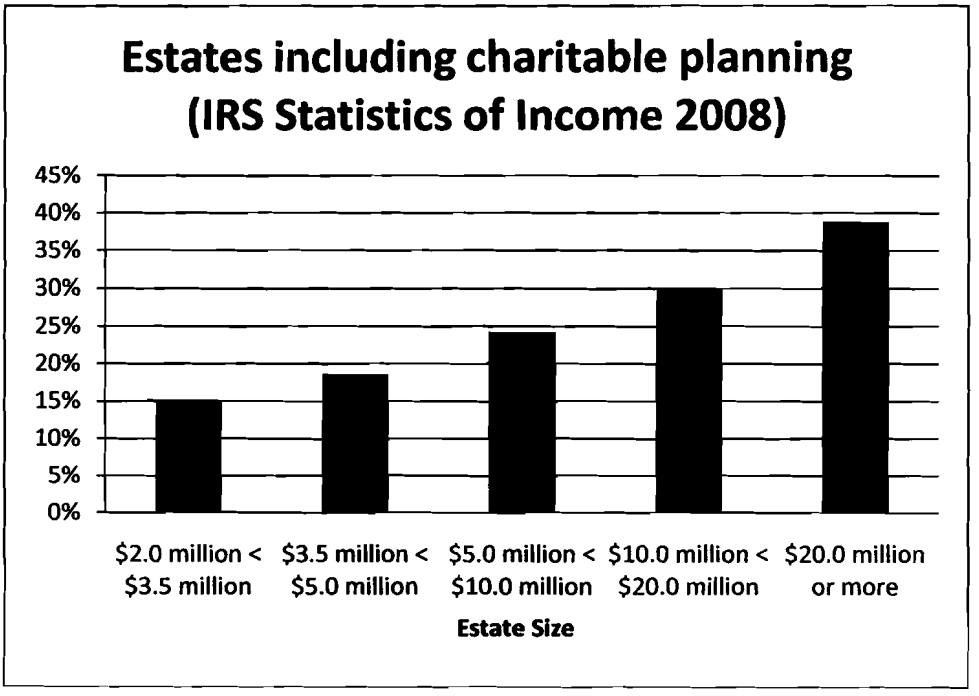
DATE: 9/22/2010

CC:

Background information for discussions related to proposed

Graduate Certificate in Charitable Financial Planning

1. Workforce need / job opportunities
   - This program will advance the careers of those interested in either financial planning or fundraising/planned giving.
   - Financial planning has been listed as one of the twenty "hottest" professions for the future by U.S. News & World Reports.
   - Charitable planning interest is greatest among high net worth clients, thus creating a niche skill that is of particularly high potential value in the financial planning industry. Examples include:



38 Billionaires to Donate Half of Their Fortunes to Charity

By *HEATHER HORN | August 05, 2010 1:10pm*

The Giving Pledge, brainchild of Bill Gates and Warren Buffet, has finally gone public with a list of 38 billionaires who will be giving half of their fortunes to charity. The public pledge is designed to encourage other wealthy individuals to follow suit. Also, it's already managed to jump-start an interesting public discussion about philanthropy, particularly as it applies to the

- Additionally, the program will serve the needs of professional fundraisers seeking to expand their skills in the area of sophisticated planned giving.
- U.S. News and World Reports listed "fundraiser" as one of the best careers in 2009.
- The National Council on Planned Giving (Partnership for Philanthropic Planning), a professional group of philanthropic gift planners, currently reports 8,000 members.
- The Association of Fundraising Professionals currently has over 30,000 members.
- A recent review of job postings in the planned giving category of The Chronicle of Philanthropy (http://philanthropy.com/jobCategory/Planned-giving/215/) showed an average of 6 new job postings every day.
- Job postings for planned giving positions often list financial planning expertise as a preferred or required skill for applicants.

2. Competitive programs
    - Texas A&M offers a 12 credit hour certificate in nonprofit management on a distance learning basis that includes an elective on fundraising titled Philanthropy: Fundraising in Nonprofit Organizations (http://bush.tamu.edu/certificate/cnpm/).
    - Similarly, the University of Oregon offers a graduate certificate in nonprofit management with a single course in Resource Development for Nonprofit Organizations.
    - Boston University offers a certificate in fundraising management consisting of four courses
        i. Raising Funds and Grant Writing for Nonprofit Organizations
        ii. Capital Campaigns

iii. Individual Fundraising
iv. Financial Management for Nonprofits

- Both North Park University Chicago and Bay Path College offer graduate certificates in fundraising management that each includes a single course in planned giving.
- The most similarly focused program is a three course, 9 credit hour, graduate program offered by The American College and leading to their Chartered Advisor in Philanthropy© designation. The three courses in this program are
    i. Planning for Impact in the Context of Family Wealth
    ii. Charitable Giving Applications and Planning
    iii. Gift Planning in a Nonprofit Context

3. Proposed graduate certificate course list
    - The proposed graduate certificate would consist of four courses
        i. **PFP 5325 Introduction to Charitable Giving**
        This course is designed to introduce students to the techniques of charitable planning as viewed from the perspective of donors, financial advisors, and fundraising professionals. A case study approach will be used to apply and integrate the material, and evaluation of financial alternatives will be emphasized. In addition, the course will provide learning activities that will facilitate student growth and development in written and oral communication skills, including the development and presentation of individual planned giving opportunities.
        ii. **PFP 5398 Estate Planning**
        Application of estate planning methodologies and policies to personal financial planning
        iii. **PFP 5326 Advanced Charitable Planning**
        This course reviews sophisticated charitable planning techniques with a special emphasis on creative uses of private foundations, donor advised funds, charitable remainder trusts, and advanced charitable estate planning techniques. Emphasis will be on simultaneous use of multiple planning techniques in a large transaction context to maximize tax benefits, donor control, and nonprofit benefit. Financial analysis of nonprofit organization strength and effectiveness will also be covered.
        iv. **PFP 5327 Charitable Giving: Research and Theory**
        This course reviews research findings and theoretical models of charitable giving from the academic literature. Students will review and discuss academic journal articles from fields such as economics, sociology, psychology, marketing, neuroscience,

history, public administration, and personal financial planning. The course will focus on determinants and motivations in charitable giving with a continuing emphasis on applying these findings in a professional context for financial advisors and fundraising professionals.

- Currently, Texas Tech University offers 12 other graduate certificates at the 12-credit hour level including:
    i. Authentic Leadership and Entrepreneurship for the Family Business (Rawls College of Business)
    ii. Crop Protection (Agricultural Sciences and Natural Resources/Plant and Soil Science)
    iii. Ethics (Arts and Sciences/Philosophy)
    iv. Fibers and Textiles (Agricultural Sciences and Natural Resources/Plant and Soil Science)
    v. Health Care Change (Rawls College of Business/Health Organization Management and TTUHSC School of Nursing)
    vi. Health Care Facilities Design (Architecture)
    vii. Horticultural Land(Agricultural Sciences and Natural Resources/Plant and Soil Science)scape Management (Agricultural Sciences and Natural Resources/Plant and Soil Science)
    viii. Leadership (Rawls College of Business)
    ix. Linguistics (Arts and Sciences/English)
    x. Master Mentor Teacher (Education/Curriculum and Instruction)
    xi. Software Engineering (Engineering/Computer Science)
    xii. Soil Management (Agricultural Sciences and Natural Resources/Plant and Soil Science)

- The 12 hour credit level will allow the Graduate Certificate in Charitable Financial Planning to stay competitive with other programs such as the 12 credit hour certificate in nonprofit management from Texas A&M, and the 9 credit hour course sequence for the American College's Chartered Advisor in Philanthropy©.

- The 12 hour credit level allows easier integration to recruit those completing the certificate for the Master in Science in Personal Financial Planning.
    i. 9 of the 12 hours can be used towards the Master of Science in Personal Financial Planning.
    ii. PFP 5398 is a required course in the Master of Science degree program.

iii. Two other courses in the certificate could be used to fulfill the 6 hour elective block in the Master of Science degree program.

4. "Adequacy of faculty and facilities to undertake the program" OP 36.04(1)c(1)
   - Current facilities are adequate to serve the classroom and administrative needs of the certificate program.
   - Recently hired associate professor Russell James is a recognized expert in the field of charitable giving and bequest giving research (see http://www.depts.ttu.edu/pfp/vita/James_Vita.pdf).
   - With this recent hire, current faculty resources are adequate to teach the courses required for the certificate program.

5. "Cost and relative impact on existing programs" OP 36.04(1)c(2)
   - The resources necessary for the program are currently in place.
   - The certificate program is intended to have a positive effect on enrollment in the existing Master of Science program as those who complete the proposed certificate will be able to count 9 of the 12 hours towards the Master of Science in Personal Financial Planning, and may thus be encouraged to continue their graduate education.

6. "Numbers and kinds of students who likely will enter the program if approved" OP 36.04(1)c(3)
   - Students are anticipated to be current and future financial planners and current and future fundraising professionals. This mix of students and professionals should add to the quality of classroom interactions.
   - The graduate certificate program is anticipated to have 20 students.

7. "Genuine need for the educational product" OP 36.04(1)c(4)
   - As described in point 1 above, there is a genuine need and interest in the skills of charitable financial planning both from the financial planning industry and from professional fundraisers.
   - There are no educational opportunities that currently fill this need in the way that the proposed certificate would do so.

8. "Long-term prognosis for success" OP 36.04(1)c(5)
   - The twin career fields related to the proposed certificate are both growing areas with promising prospects for future growth.
   - Other programs may field competitive programs in the future, but are unlikely to match the academic quality and reputation of the Texas Tech Personal Financial Planning Division.

9. "Allocation of resources within the state as concerns possible competition or duplication of effort." OP 36.04(1)c(6)
    - There are no other similarly focused programs offered by other institutions of higher education in the State of Texas.
    - Curriculum overlap with the Texas A&M Graduate Certificate in Nonprofit Management is minimal.

10. A proposed certificate program is also subject to the guidelines of the Texas Higher Education Coordinating Board, Chapter 5, Subchapter C, §5.48. Subsection (c) provides:
    - (c) Certificate programs for which academic credit is granted at universities and health-related institutions must meet the following criteria:
    - (1) They must meet identified workforce needs or provide the student with skills and/or knowledge that shall be useful for their lives or careers.
        i. This is discussed at points 1 & 7 above.
    - (2) They must be consistent with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.
        i. The academic standards of all courses are consistent with the SACS standards.
        ii. The 12-hour graduate certificate is similar to others already offered by Texas Tech University that have been in existence during previous SACS program reviews.
    - (3) They must meet the standards of all relevant state agencies or licensing bodies which have oversight over the certificate program or graduate.
        i. No state agencies or licensing bodies have oversight over the proposed graduate certificate in charitable financial planning.
    - (4) Adequate financing must be available to cover all new costs to the institution five years after the implementation of the program.
        i. This has been met as discussed in points 4 & 5 above.

Application for Upper-Level Undergraduate Certificate Program

1. Name of certificate program.

   Wind Energy

2. Name of home department(s) and home college(s).

   University College

3. Coordinator(s)/advisor(s) for certificate program (admissions and advising).

   Sarah Foley, Lead Advisor

4. Required courses and electives (specify each).

Course #s & Titles	Frequency of Offering	Prerequisites	Mode of Offering Delivery
WE 1300: Intro to Wind Energy	Fall, Spring, Sum	None	Face
WE 3300: Wind Energy Science and Tech I	Fall, Spring, Sum	MATH 1352, PHYS 2401, WE 1300	Face
WE 3301: Wind Energy Science and Tech II	Fall, Spring, Sum	WE 3300	Face
WE 3100: Technology Lab		WE 3301	Face

5. Are all courses currently in inventory and available? If not, applications for new courses must accompany this proposal. Yes

6. What practice/applied/creative needs will be met by the establishment of the proposed undergraduate certificate program? What prerequisite skills set, if any, must applicants demonstrate? How many students per year do you anticipate engaged in the program? How was the above information determined?

   Please see attached narrative

7. What impact will the program have on existing undergraduate degree programs?

Please see attached narrative

8. Do you have any existing undergraduate or graduate certificate programs?

If so, please list: Graduate Certificate in Wind Energy, Technical and Managerial

Patrick Hughes	11-23-10	PATRICK HUGHES
Department Chair Signature (s)	Date	Typed or Printed Name(s)
Assistant Dean		
M B	11-23-10	Matt Baker
Dean of College Signature(s)	Date	Typed or Printed Name(s)
PSVPAA Signature	Date	Typed or Printed Name

Proposal: Undergraduate Certificate in Wind Energy

I. Summary of Request

A. Certificate Program Area

Wind Energy

B. Certificate Title

Undergraduate Certificate in Wind Energy

C. Program Site

TLK

II. Program Need

A. Demand for Workforce

According to the D.O.E 20% wind scenario, the wind energy industry will reach approximately 500,000 plus occupations by the year 2030[1]. Currently, there is a workforce gap in the industry, and if it is to advance to its estimated potential the need for skilled workers must be addressed. It is in the hands of learning institutions to provide the proper education needed to satisfy the job demand in the wind energy sector. Wind energy creates jobs and is an economic stimulator for the nation. The United States is one of the world leaders in wind energy capacity with Texas being the largest wind energy producing state. Current and past presidential administrations have stressed the need for a green economy that will stimulate job growth. From the 500,000 predicted occupations from the D.O.E. scenario, an estimated 200,000 jobs will require an education directly related to wind energy technologies and resources. The job demand will require institutions to develop specific wind energy programs to provide the education and preparation to support the rapidly growing industry.

Texas Tech University's leadership in developing wind programs is a driving force to bridge the existing workforce gap. The university understands the current and future demand for talent, and therefore is working quickly to provide solutions. Adding an undergraduate certificate curriculum in wind will encourage students who are pursuing other professions to cross-train into the wind industry. The undergraduate certificate will support the estimated 500,000 careers that will be created by 2030. Under the certificate, students will participate in a multidisciplinary curriculum that will provide an introductory background in wind energy that will prepare them for a career in the industry. Wind energy has a bright future and providing a certificate will further bring recognition to Texas Tech as a developer of talent in an emerging and exciting industry.

1. Long term needs

Under the JEDI model of the 20% Wind Scenario, the sectors of manufacturing, construction, and operations will need employees who are qualified and skilled[1]. These areas will account for the 200,000 direct jobs needed to meet the industry estimates (Figure 1)[1]. The other 300,000 indirect jobs stem anywhere from construction workers to scientists. There are many more occupations that are in existence that are not counted in the JEDI model report. The workforce need is tremendous in the wind energy sector, and many of the careers are requiring a contextual knowledge of the wind energy industry.

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[1] D.O.E. (2008). *20 % Wind Energy by 2030.* Oak Ridge: D.O.E.

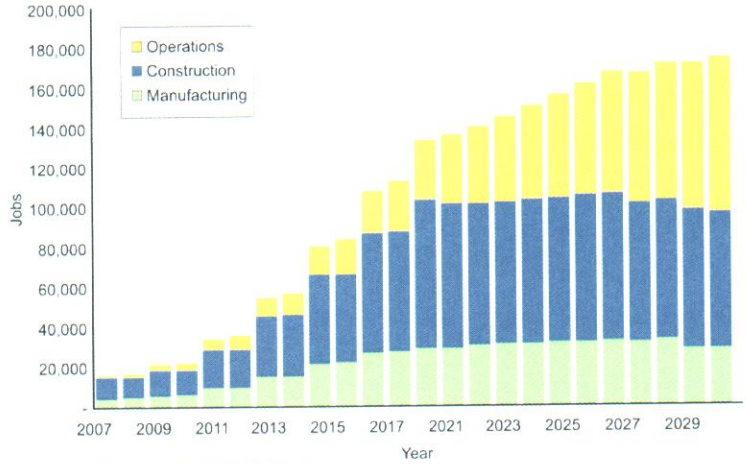

Figure 1: DOE Model

Within the past four years the wind energy sector worldwide doubled in terms of the number of employees needed supporting the industry (235,000 to over 500,000). The job creations have contributed more than 340 terawatts of electricity around the world[2]. In the United States more than 85,000 people are employed in the US wind energy sector[2]. Employees who are qualified in both the business and technical aspects of wind energy are imperative to industry now and will continue to be in the future. The increase in employment needs is highly dependent on the development of education programs to provide the skills necessary to pursue a career in wind energy.

B. Justification

An educational infrastructure is a solution to fulfilling the workforce need that exists in the wind energy sector. Many proponents of the industry state that a curriculum in wind energy is one of the top priorities. The development of wind curriculum needs to be addressed in order for the industry to reach its goal by 2030. Texas Tech University is revolutionizing the industry by preparing individuals with the required skill set to successfully enter into the wind energy sector.

A challenge that exists in the educational sector is the limited opportunities to study wind energy and a lack of a defined curricula. The 20-25 institutions that offer wind energy related programs only have a limited number of classes available[3]. Most of the programs are very informal and have limited faculty. The industry as a whole expresses the need to increase the availability of an educated workforce with a multidisciplinary understanding

[2] WWEA. (2008). *World Wind Energy Report.* WWEA.

[3] Swift, A. H., Walker, R. P., Mehta, K., & Seger, K. (2010). *Proceedings of ASME 2010 4th International Conference on Energy Sustainability.* Phoenix: Development of Workforce for Wind Energy.

of the trade. The certificate is aimed at students who have a limited amount of electives to take based on their current degree program. Therefore, students who have an interest in wind energy will be able to pursue an education in the subject and will have an educational foundation to prepare them to enter into the industry. Students will study a multidisciplinary array of topics to prepare them for the different requirements of the industry. Texas Tech will become a founding institution in the wind energy industry and will provide a model for other universities to follow.

III. Program Description

A. Program Construction

The purpose of the Undergraduate Certificate in Wind Energy is to provide students who are currently under a certain specialization with limited amounts of electives. The certificate will allow students to learn the fundamentals of wind energy and to pursue a career in the field with their specialty and immediately make a contribution to the organization that hires them. The Undergraduate Certificate in Wind Energy will consist of ten hours of coursework. There are three core courses followed by a lab that the students will be required to complete (Figure 2). Classes will be offered each semester. When the program has been further developed the course frequency will be re-evaluated if needed.

Course:	Description:	Hours:
WE 1300: Intro to Wind Energy	Provides a basic understanding of the wind industry and helps students determine if this is a field they may want to work in upon graduation.	3
WE 3300: Wind Energy Science and Tech I	Covers basic aerodynamic, mechanical, and electrical aspects of wind turbines and modern wind turbine architecture	3
WE 3301: Wind Energy Science and Tech II	Provides more in-depth comprehensive education in aerodynamic, mechanical, and electrical aspects of wind turbines	3
WE 3100: Technology Lab	Provides a means to reinforce the learning topics covered in WE 3310 through hands on computer simulations and applications	1
Total		*10*

Figure 2

B. Program Requirements

Students pursuing an Undergraduate Certificate in Wind Energy are expected to have a minimum GPA of 2.0 and follow the course pre-requisite requirements (Figure 3).

Course	Prerequisites
WE 3300 Wind Energy Science and Tech I	Prerequisites: MATH 1352, PHYS 2401, WE 1300.
We 3301 Wind Energy Science and Tech II	Prerequisite: WE 3300. Co-requisite: WE 3100

Figure 3

C. Administrative Oversight and Structure

The courses will be delivered face to face onsite at Texas Tech University. The Undergraduate Certificate in Wind Energy will be administered and managed by the Dean's office of the University College and in accordance to the university's procedures.

IV. Relationship to Existing Programs

The Undergraduate Certificate in Wind Energy is a unique offering. There are no other certificates offered in the undergraduate curriculum that are similar to this program. The certificate, however, can be related to the Minor in Wind Energy because students will be required to take the introductory courses offered in the minor.

V. Expected Enrollment

A. Anticipated Head Count and Student Projections

Based on the need for professionals with added education and experience in wind energy, meeting the estimated enrollment is feasible. The student enrollment in year one of the certificate is expected to be a base of 10 students. By year five of the certificate, it is projected to reach 100 students total over the course of 5 years (Figure 4).

Number of Students	Year
10	1
30	2
50	3
70	4
100	5

Figure 4

VI. Faculty and Resources

A. Faculty

Five faculty members with education and professional experience in wind energy and related fields will provide the instruction of the wind energy courses. Currently, there are three full time non-tenure track wind energy faculty, one full time research associate, and one full time tenured professor of civil engineering. This is sufficient to meet current and short-term term projected demands. As the program receives support and becomes established, the addition of more instructors will be considered.

Kornel Rozsavolgyi, M.S.
Instructor

Mr. Rozsavolgyi is a wind site assessment, GIS and wind resource analyst. His areas of expertise include: wind resource analysis, wind flow modeling, wind farm planning and design, and GIS and wind farm project development. He has been developing the Wind Energy Lab where state of the art wind flow and wind farm planning/design programs are used that are well known and essential in the wind industry.

Arquímedes Ruiz Columbié, Ph.D.
Instructor

Dr. Columbié received his undergraduate degree in Physics and Ph.D. in Geosciences. He has been teaching Wind Energy courses since 2008. Currently his topics of interest include: wind energy, turbulence in the boundary layer, weather modification, climatology, theoretical physics, and cosmology.

Richard P. Walker, M.B.A., P.E.
Instructor

Mr. Walker received his degree in Civil Engineering and M.B.A. in Finance. He is ABD in the doctoral program in Wind Science and Engineering (WISE). He has developed and taught the first two undergraduate-level courses in wind energy at Texas Tech University ("Introduction to Wind Energy" and "Social Impacts of Wind Energy"). He continues to work with faculty members in the Wind Science and Engineering program and the Texas Wind Energy Institute to put together one of the first undergraduate degree programs in wind energy to be offered in the U.S. and a Graduate Certificate program in wind energy.

Donald R. Farris, Ph.D.
Instructor

Dr. Donald R. Farris is an Instructor and Graduate Coordinator for Wind Energy Programs at Texas Tech University. Before coming to Texas Tech, he served as an electrical engineering professor at Baylor University for 21 years. His career includes research in air-to-air identification of aircraft at Lockheed, control systems research for solar heated and cooled buildings at the Los Alamos National Laboratory, and service as an electrical engineering professor at the University of Evansville. He holds a Bachelor of Science in Electrical Engineering degree from Texas Tech University, a Master of Science in Electrical Engineering degree from Southern Methodist University, and a Doctor of Philosophy degree in Electrical Engineering from Southern Methodist University.

Dr. Andrew Swift, Ph.D.
Professor

Dr. Andrew Swift Professor of Civil Engineering, Director of the Texas Wind Energy Institute (TWEI) and former Director of the Wind Science and Engineering Research Center at Texas Tech University. He is Co- Principal Investigator of the Texas Wind Energy Institute - focused on Wind Energy Education and Workforce Development within University College at Texas Tech. His previous employment includes Professor of Mechanical Engineering and Dean of the College of Engineering at University of Texas at El Paso. He completed his engineering graduate work obtaining a Doctor of Science degree at Washington University in St. Louis where he began conducting research in wind turbine systems engineering with a focus on the dynamics and aerodynamics of wind turbine rotors. Dr. Swift has worked in wind energy research for over 30 years, has over one hundred published articles and book chapters in the area of wind turbine engineering and renewable energy, and in 1995, he received the American Wind Energy Association's Academic Award for continuing contributions to wind energy technology as a teacher, researcher, and author.

B. Facilities

No new facilities are needed to offer the certificate.

VII. Finances

A. Anticipated cost and Budget

No new costs are associated with offering the certificate. Some minor administrative (e.g., academic advising) costs may be incurred as enrollments increase.

B. Financial Support

Teaching these courses will be supported within the current wind energy budget. Tuition revenue generated over the next five years based on enrollment projections and current tuition rates is estimated to be $325, 936.08 (see figure 5).

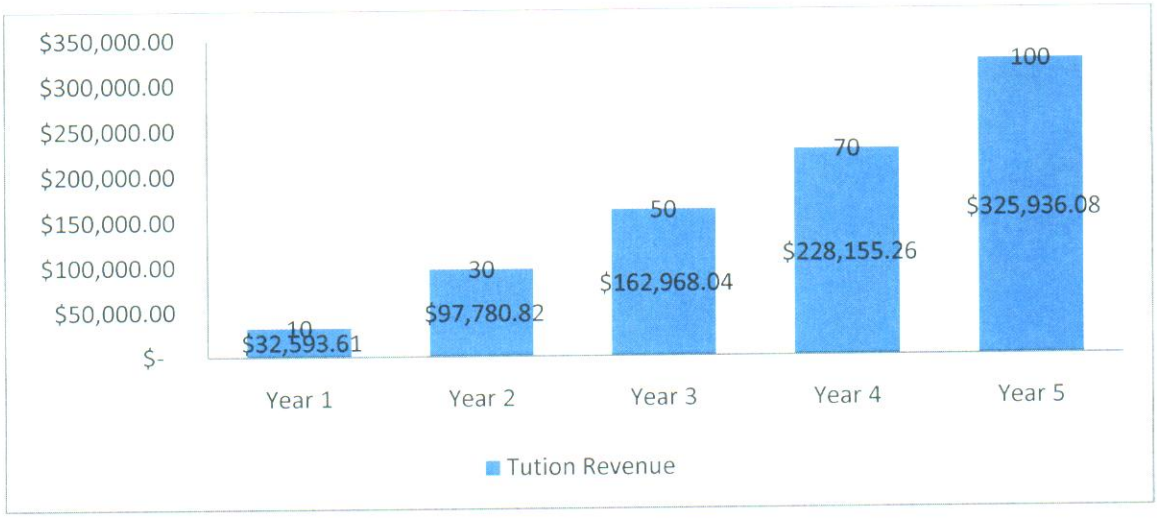

Figure 5. *Note.* Computed with 2010-2011 tuition rates

VIII. Evaluation

A. Learning Outcomes

The undergraduate certificate in wind energy is expected to provide students with an introductory background in wind energy. Based on the course offering of the certificate, the learning outcomes are as follows

1. Students will be able to list and explain the architecture of wind turbines and describe the system's operation from wind impact to grid
2. Students will be able to characterize wind resources, apply models, and analyze wind data for use in wind energy project planning.
3. Students shall be able to plan and develop wind energy projects including the application of financial and economic analysis.

B. Assessments

Assessments include: final papers, exams, quizzes, and final projects (see attached program-level assessment worksheet).

Texas Tech University Program Level - Curriculum Map

LEGEND

[I] OUTCOME STATEMENT:

The program outcome is (x) EXPLICITLY (score of 2) or (m) IMPLICITLY (score of 1) reflected in the course syllabus as being one of the learning outcomes for this course.

[II] LEVEL OF CONTENT DELIVERY:

(I) INTRODUCED - Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. Only one (or a few) aspect of a complex program outcome is addressed in the given course (score of 1).

(R) REINFORCED- Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but these aspects are treated separately (score of 2).

(A) ADVANCED - Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate level. Instructional and learning activities continue to build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts (score of 3).

[III] FEEDBACK ON STUDENT PERFORMANCE / ASSESSMENT:

(F) Students are asked to demonstrate their learning on the outcome through homework, projects, tests, etc. and are provided formal Feedback (score of 1).

Date	11/1/2010	SELECTED *PROGRAM LEARNING OUTCOMES*																						
Degree Title: Undergraduate Certificate in Wind Energy		1. Students will be able to list and explain the architecture of wind turbines and describe the system's operation from wind impact to grid			2. Students will be able to characterize wind resources, apply models, and analyze wind data for use in wind energy project planning.			3. Students shall be able to plan and develop wind energy projects including the application of financial and economic analysis.			State SLO here			State SLO here			State SLO here			SLO here				
Undegraduate certificate in Wind Energy																								
Courses in Degree Program		[i] Outcome Statement (X, M)	**[ii] Level (I, R, A)**	[iii] Feedback (F)	[i] Outcome Statement (X, M)	**[ii] Level (I, R, A)**	[iii] Feedback (F)	[i] Outcome Statement (X, M)	**[ii] Level (I, R, A)**	[iii] Feedback (F)	[i] Outcome Statement (X, M)	**[ii] Level (I, R, A)**	[iii] Feedback (F)	[i] Outcome Statement (X, M)	**[ii] Level (I, R, A)**	[iii] Feedback (F)	[i] Outcome Statement (X, M)	[ii] Level (I, R, A)	[iii] Feedback (F)	[i] Outcome Statement (X, M)	**[ii] Level (I, R, A)**	[iii] Feedback (F)		
WE 1300		M	I	F	M	I	F	M	I	F														
WE 3300		X	R	F	X	R	F	X	R	F														
WE 3301		X	R	F	X	R	F	X	R	F														
WE 3100		X	R	F	X	R	F	X	R	F														

Based on curriculum map from Norfolk State University. Distributed with permision by Alexei G. Matveev (agmatveev@nsu.edu)

TEXAS TECH UNIVERSITY
College *of* Arts & Sciences™

Office of the Dean

M E M O R A N D U M

To: Gary Elbow, Vice Provost
Core Curriculum Committee
MS 2019

From: David Roach, Arts & Sciences Committee on Academic Programs

Date: September 14, 2010

Re: ASCAP recommendation for the Core Curriculum

The Arts and Sciences Committee on Academic Programs (ASCAP) reviewed a core proposal during its September 13, 2010 meeting. The proposal was from the Department of Physics. After review and deliberation, the committee voted to recommend the following proposal to the Core Curriculum Committee for review.

- Add PHYS 2305 Computation in the Physical Sciences to the list of courses that fulfill the Technology and Applied Science requirement in the TTU Core Curriculum.

The proposal recommended for approval by ASCAP and the accompanying syllabus are included with this memo. Thank you for your review of this proposal.

xc: Lawrence Schovanec, Dean

Box 41034 | Lubbock, Texas 79409-1034 | T 806.742.3833 | F 806.742.3893 | http://www.as.ttu.edu

An EEO/Affirmative Action Institution

TEXAS TECH UNIVERSITY
College *of* Arts & Sciences
Department of Physics

August 25, 2010

The Arts & Sciences Committee on Academic Programs

Dear ASCAP members,

Enclosed please find a proposal to grant PHYS2305 "Computation in the Physical Sciences" core credit status in the category Technology and Applied Science. I enclosed an ASCAP Application for Course Approval form although I am unsure of its usefulness in this application. Also enclosed are the relevant Core Curriculum Committee forms and the syllabus for the course.

Sincerely,

Roger Lichti
Professor and Chair of Physics
Roger.Lichti@ttu.edu

Box 41051 | Lubbock, Texas 79409-1051 | T 806.742.3767 | F 806.742.1182 | http://www.phys.ttu.edu

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TEXAS TECH UNIVERSITY

APPLICATION FOR COURSE APPROVAL

NOT FOR DESCRIPTION OR PREREQUISITE CHANGES WHICH MAY BE DONE BY MEMO.

CORE CODE

ROUTING NO.

ALL (must be completed)

College: COLLEGE OF ARTS AND SCIENCES

Department: PHYSICS

Proposed: Level 2 (1 to 7) — Texas CIP Code - Including dots (.) 40.0801.0102 — ☐ Check if topics are multiple course listing

Previous course number or prefix: PHYS 2305

Shortened Title for Class Schedules (include spaces, omit punctuation): COMPUTATION FOR THE SCIENCES

Proposed
Course Prefix: PHYS
Number: 2305
Hours: 330
Effective Term:* Spring 2011
*(First Term to be Taught for new course)

ADD (Include syllabus)

Prefix: ____ Number: ____ Hours: ____ (CHR / LEC / LAB)

Variable Credit? ____

Activity Type (check one): ☐ Lecture ☐ Practicum ☐ Individual Study ☐ Seminar ☐ Credit Lab ☐ Other: (Specify)

May repeat this course? __YES __NO

Maximum credit hours if repeated: ____

Is this a dual listed course? __YES __NO **If so, with what course is it cross listed?** ____

Course Title ____

Catalog Description *(incl. Prerequisite or Corequisite) (25 words maximum):* ____

CHANGE (Include or attach syllabus)

Changing: Activity Type: **From:** ____ **To:** ____

Prefix ☐ Number ☐ Hours ☐ Title ☐ Prerequisite ☒ Description ☐

Current Prefix	PHYS	Current Number	2305	Current Hours	330
Proposed Prefix	PHYS	Proposed Number	2305	Proposed Hours	330

Is this a dual listed course? __YES X NO **If so, with what course is it cross listed?** ____

Current Title: COMPUTATION FOR THE PHYSICAL SCIENCES

Proposed Title: ____

Current Description *(incl. prerequisite and corequisite):* Prerequisite: PHYS 1408 & 2401
Introduces computational tools to solve science problems. Emphasizes interplay between technology, application, and practical learning.

Proposed Description *(incl.prerequisite and corequisite) (25 words max.):* Prerequisite: PHYS 2401
Introduces computational tools to solve science problems. Emphasizes interplay between technology, application, and practical learning. Technology and Applied Science core course.

DELETE

Prefix: ____ Number ____ Hours ____

(Justifications and Signatures on Page 2)

ACADEMIC JUSTIFICATION

PHYS 2305 was designed to replace PHYS 1305 as an introduction to computer modeling and as a Technology and Applied Science core credit course. 2305 is designed to meet all the needs of the T&AS requirement. It emphasizes technology impact on society, and the ethical implications of programming.

RESOURCE JUSTIFICATION

No new resources are required.

APPROVALS

Roger Lichti 8/24/10

Department (Type name here, sign above) Date

Graduate School Date

David Roach 9/13/10

College (Type name here, sign above) Date

Vice Provost Date

Provide list of additional contact persons below

CORE CURRICULUM COMMITTEE **COURSE APPROVAL FORM**

Core Area for which course is submitted: Technology and Applied Science

Approval procedure: Please attach a general course syllabus or, in the case of multiple sections with different syllabi, a separate syllabus for each section as appropriate.

Course submissions need to be approved at the department and college levels prior to submission to the CCC. Please insure that the appropriate individuals/committees have approved and signed your submission before forwarding the complete form to the CCC. Completed submissions should be directed to Gary Elbow, Chair, Core Curriculum Steering Committee, Office of the Provost, MS 2017.

PHYS 2305

Course Number

COMPUTATION FOR THE PHYSICAL SCIENCES

Course Title

1

Number of sections to be offered per year

18

Estimated total enrollment per year

Course description from the university catalogue:

Prerequisite: PHYS 1408 & 2401
Introduces computational tools to solve science problems. Emphasizes interplay between technology, application, and practical learning.

Please provide information that addresses each of the following in aid the committee in determining the eligibility of the course for inclusion in the Core Curriculum.

1. How does the course contribute to the goal of undergraduate students acquiring the core competency in technology and applied science?

Discusses how computer technology impacts society. Discusses ethics in program design and construction. Discusses the interaction of technology and science in social progress.

2. How does the course content and delivery address one of the learning outcomes stated above?

Examples of ethical impacts of technology and technological change are explicitly discussed and the student will then write a paper on ethical implications of programming and computer technology.

Requestor (Name, Title, Department) Date

Roger Lichti
Professor and Chair of Physics

Departmental Approval Date 8/24/10

College Approval Date 9/13/10

Physics 2305

Computation for the Physical Sciences

Course Outline

Fall Semester 2010

Instructor: Thomas L. Gibson **Office:** Sc 27 **Phone:**742-1606
Office Hours: 2:00-3:00 p.m. M-F (or by appointment)
e-mail: thomas.gibson@ttu.edu
url: www.phys.ttu.edu/~ritlg/courses/p2305/

Recommended Texts: *Linux in Easy Steps*, 4th Edition, by Mike McGrath (In Easy Steps Limited, 2008) ISBN-13: 9781840783513, *Gnuplot in Action: Understanding Data with Graphs*, by Philipp K. Janert (Manning Publications, 2009) ISBN-13: 978-1933988399.

Required Texts: *Digital Media Ethics (Digital Media and Society)*, by Charles Ess (Polity Press, 2009) ISBN-13:978-0-7456-4164-5, *Engineering Problem Solving with C++*, by D.M. Etter and J.A. Ingber (Pearson Prentice Hall, 2008) ISBN-13:978-0-13-601175-0.

This course satisfies the Technology and Applied Science core curriculum requirement. The objective of the technology and applied science component of a core curriculum is to enable the student to understand how profoundly scientific and technological developments affect society and the environment.

Course Purpose

Students graduating from Texas Tech University should be able to demonstrate understanding of how technology and applied science affects society and the environment and to demonstrate understanding of the relationship of ethics and technology.

Expected Learning Outcomes

Learning Outcome	Assessment
Describe examples of ethical implications associated with use of technology and applied science.	Original term paper.
Understand the limitations of finite representation.	Pre-instruction and Post-instruction exams.
Develop facility with the production and display of quantitative information.	In class presentation and critique of student projects.

Course Coverage

1. Rights, Ethics, and Responsibilites in the Digital Environment
2. Introduction to Linux
   a. Commands, Files, and Directories
   b. Finding Help
   c. Editors
   d. Internet Browser
   e. Online Library
3. Introduction to C++
   a. Precision and Arithmetic Computations
   b. Manipulation and Importation of Data Files

c. Introduction to Simple Two-Dimensional Plotting
   i. Using gnuplot and xmgrace
d. Introduction to Modeling Physical Systems
   i. Realistic Projectile Motion
   ii. Oscillatory Motion and Chaos
   iii. Potentials and Fields
   iv. Solving the Finite Square Well
   v. Curve Fitting and Data Analysis
   vi. Random Systems

Important Notes

- Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructorÂ's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office at 335 West Hall or 806-742-2405.
- The faculty is strongly committed to upholding standards of academic integrity. These standards, at the minimum, require that students never present the work of others as their own. Further, rude, disruptive, or disrespectful behavior has no place in the classroom and will not be tolerated.

Grading Policy

Post deadline work will not be accepted.
No one should expect a high grade based on simply doing the minimum for each assignment; correct, but perfunctory work is, at best, average, i.e., a C.
Unannounced quizzes will be given at the discretion of the instructor. Grades on these quizzes will be used to assign bonus points.

Credit Breakdown		"Typical" Grading Scale
Term Paper:	25%	92-100 A
Presentation of Projects:	50%	82-91 B
Exams:	25%	66-81 C
		55-65 D

I do use +/- grades one point either side of a grade boundary, e.g., grades of 90 or 91 earn a B^+ while grades of 92 or 93 earn an A^-.

Strategy for Success

- Be prepared! Study your notes and read the texts as well as other, appropriate materials before you come to class.
- Begin all homework assignments as soon as possible. The assignments take time and thought---never wait until the night before an assignment is due.
- Do your own work; doing is indispensable to learning. Although you are free to *discuss* the homework or problems that you might be having with other members of the class, do not rely on others to figure out all of your problems!
- See your instructor if you are stuck---that's why they pay him the big bucks!

December 2010 Academic Council
Summary of Proposed Course Approvals

No.	College	Action	Prefix & No.	Title	HRS	Fee	Description/Term/CIP/Level
1	AG	DEL	PSS 5372	Textile Manufacturing Systems	3:3:0		Fundamental principles and processes for converting fibers into textile structures and evaluating and optimizing performance criteria in yarn and fabric production. Advanced process and quality control. **Justification:** There is no faculty to teach the course. **Effective Term: Spring 2011** **CIP Code: 14.2801.0006**
2	AS	ADD	GEOG 5312	Seminar in Geographic Thought	3:3:0	Y	Discussions on the history and philosophy of geography and the breadth of geographical research. **Justification:** This course is for the first semester in the proposed M.S. in Geography. It introduces new graduates to the discipline of geography. **Effective Term: Fall 2011** **CIP Code: 45.0701.0001**
3	AS	ADD	GEOG 5340	Research Design and Methodology in Geography	3:3:0	Y	Prerequisite: GEOG 3340 or equivalent. Core course in geography designed to develop the student's research design and analysis skills. **Justification:** This course is for the second semester in the proposed M.S. in Geography. It educates students in advanced research methods in geography. **Effective Term: Fall 2011** **CIP Code: 45.0701.0001**
4	AS	CHG number, hours, description	SW 4300 to SW 4000	Independent Study in Social Work	(3) to V3-6	Y	Prerequisite: Consent of instructor. Independent study in social work theory, practice, policy, research, or policy evaluation. May be repeated for credit with instructor's approval. **Justification:** Social work students need the opportunity to complete any of the upper-division courses through independent study. **Effective Term: Fall 2011** **CIP Code: 44.0701.0009**
5	ENGR	CHG hours	CHE 5344	Polymers and Materials Laboratory	3:2:3 to 3:2:4		Synthesis and properties of materials, including polymers, polymerization, transitions, phase separation, mechanical properties, and processing. **Justification:** This course is approved for 6 hours of credit-bearing lab. The requested change will amend the contact hours to reflect the accurate contact hours and activity type. The proposed hours include 4 contact hours for a credit lab and 2 contact hours for a discussion. The total number of credit hours remains the same. **Effective Term: Fall 2011** **CIP Code: 14.0701.0006**
6	HS	ADD	FCSE 5345	History and Philosophy of Extension Education	3:3:0	Y	Historical and philosophical foundations of Extension education with emphasis given to origins and development of family and consumer sciences programs. Online delivery. **Justification:** This course is of interest to County Extension Agents who are completing their master's degrees as part of the job requirement for their positions. For agents involved in graduate programs, online courses are essential to completing graduate education goals. **Effective Term: Spring 2011** **CIP Code: 13.1308.0007**
7	HS	ADD	NS 6320	Nutritional Epidemiology	3:3:0	Y	Examines methodologies used in nutritional epidemiological studies and reviews the current state of knowledge regarding diet and other nutritional indicators as etiologic factors in disease. **Justification:** This course will be part of the Ph.D. in Nutritional Sciences program and is designed for graduate students who are interested in conducting or interpreting epidemiological studies relating diet and nutritional status to disease and health.

							Effective Term: Spring 2011 **CIP Code: 26.1309.0002**
8	HS	ADD	NS 6340	Nutrition and Chronic Disease	3:3:0	Y	Examination of nutrition-related chronic diseases, including cardiovascular disease, cancer, diabetes, and obesity. **Justification:** This course will be part of the Ph.D. in Nutritional Sciences program and is designed for graduate students who are interested in studying etiology, risk factors, pathogenesis and progression of nutrition-related chronic diseases. **Effective Term: Spring 2011** **CIP Code: 30.1901.0002**
9	UC	ADD	UCIS 3300	Perspectives on Integrated Studies	3:3:0	Y	Covers methods of disciplinary integration, orientation to interdisciplinary expectations, and standards in academic and professional organizations. May be substituted for 3 hours in area of concentration. (Writing Intensive) **Justification:** This course will serve as the foundations course (baseline) for the proposed capstone course. Both courses will be the first course-level assessments for the B.G.S. and B.S. or B.A. in University Studies. It is designated as writing intensive because there will be significant writing and revision of scholarly work. **Effective Term: Fall 2011** **CIP Code: 24.0102.0001**
10	UC	ADD	UCIS 4350	Capstone in Integrated Studies	3:3:0	Y	Prerequisite: UC 3300. An advanced course in the analysis of the principles of integrative studies with application to students' professional and personal goals. May be substituted for 3 hours in area of concentration. (Writing Intensive) **Justification:** This course will serve as the capstone curse-level assessment tool for the B.G.S. and B.S. or B.A. in University Studies. It is designated Writing Intensive because there will be significant writing and revision of scholarly work. **Effective Term: Spring 2012** **CIP Code: 24.0102.0001**
11	VPA	CHG prefix	ART 5309 to ARTH 5309	Theories of Contemporary Art	3:3:0	Y	Prerequisite: Consent of instructor. Advanced survey of contemporary art theory and critical methods, with emphasis on the impact of the post-structuralist critique of representation. **Justification:** Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. **Effective Term: Fall 2011** **CIP Code: 50.0701.0003**
12	VPA	CHG prefix and number	ART 5311 to ARTH 5305	Topics in Art History	3:3:0	Y	Topics or issues in art historical research that present current disciplinary developments, areas of expertise, new directions of study, etc. May be repeated for a maximum of 12 credit hours. **Justification:** Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. **Effective Term: Fall 2011** **CIP Code: 50.0703.0003**
13	VPA	CHG prefix and number	ART 5313 to ARTH 5363	18th and 19th Century Art	3:3:0	Y	Prerequisite: Consent of instructor. Principal developments in 18th and 19th century painting, sculpture, and architecture. Emphasis on Europe and the United States. May be repeated for credit. **Justification:** Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. **Effective Term: Fall 2011** **CIP Code: 50.0703.0003**
14	VPA	CHG prefix, number, title	ART 5315 to ARTH 5335	**Current:** Arts of the Indian Americas **Proposed**: Arts of the Pre-Columbian and Native Americas	3:3:0	Y	Prerequisite: Consent of instructor. Examines art, culture, and architecture of North, Central, or South American Indians. May be repeated for credit. **Justification:** Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. Title reflects the scope of content. **Effective Term: Fall 2011** **CIP Code: 50.0703.0003**

15	VPA	CHG prefix and number	ART 5316 to ARTH 5308	Art Theory and Criticism	3:3:0	Y	Prerequisite: Consent of instructor. Examination of art works from antiquity to the early 20th century using a variety of traditional and current artistic theories, critical models, and methodologies. **Justification:** Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. **Effective Term: Fall 2011** **CIP Code: 50.0703.0003**
16	VPA	CHG prefix and number	ART 5317 to ARTH 5340	Renaissance and Baroque Art	3:3:0	Y	Prerequisite: Consent of instructor. Focuses on major developments in Renaissance or Baroque painting, sculpture, architecture, and art criticism. May be repeated for credit. **Justification:** Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. **Effective Term: Fall 2011** **CIP Code: 50.0703.0003**
17	VPA	CHG prefix and number	ART 5318 to ARTH 5320	Arts of Medieval Europe	3:3:0	Y	Prerequisite: Consent of instructor. Multiple critical, theoretical, and historical approaches to the art and architecture of Medieval Europe. May be repeated with change of topic up to 9 hours. **Justification:** Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. **Effective Term: Fall 2011** **CIP Code: 50.0703.0003**
18	VPA	CHG prefix, number, title, description	ART 5319 to ARTH 5382	**Current:** 20th-Century Visual Art **Proposed**: Modern and Contemporary Art	3:3:0	Y	An examination of major developments in modern and contemporary painting, sculpture, graphic, and ceramic art. May be repeated for credit. **Justification:** Prefix distinguishes art history content from other art courses. Number corresponds to internal ordering system to avoid clustering of numbers. Title and description accommodate 21st century and differing definitions of "modern." **Effective Term: Fall 2011** **CIP Code: 50.0703.0003**

REVIEW OF POLICIES RELATED TO ACADEMIC DISHONESTY

OP 34.12 Grading Procedures Paragraphs 5 – 9.

Student Code of Conduct: Part 9, Section B, Paragraph 3

Summary of Conflict:

OP 34.12 outlines a grading process of F for academic dishonesty. The grade of F is to stand, even if the student attempts to withdraw or is suspended (effectively withdrawn) from the university according to sanctions outlined in the Student Code of Conduct. The issue arises in that grades cannot be issued if a student is withdrawn.

Recommendations:

(1) *If a punitive grade of F is issued, and the student is allowed to complete the term*, then it is recommended that the following changes be made to the current OP and Student Code of Conduct:
   a. Student will not be allowed to withdraw from the term, nor drop the course in question. (Drop rules will apply to the remaining courses, including state drop limits.)
   b. A punitive academic standing of "Disciplinary Suspension" may be issued at the end of the term, regardless of cumulative GPA, if determined by Student Judicial Programs that the student should be allowed to finish the term and then be suspended.
   c. If the student is not to be suspended, then no notation would be on the transcript and only the punitive grade of F would be reflected.

(2) *If a student is to be suspended immediately from the institution (and not allowed to complete the term),* then it is recommended that the following changes be made to the current OP and Student Code of Conduct:
   a. Student will be withdrawn from the institution and receive a grade of "W" for all courses, including the course in question.
   b. A punitive academic standing of "Disciplinary Suspension" will be issued for the term.

Notations regarding these changes would need to be made in the Withdrawal section of the catalog.