THE UNIVERSITY OF ALABAMA | Culverhouse College of Commerce Office of the Dean

FACULTY FORUM MINUTES

December 7, 2018

Alston 30

2:00 pm

Dr. Schnee called the meeting to order at 2:05 pm in Alston 30.

1. **New Course Proposals**
    a. **HCM 361** – This course is designed to help students incorporate more data structuring skills into their curriculum. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Prof. Joyce Meyer and seconded by Prof. Sherwood Clements, the faculty were asked to mark their ballots. **(Vote: Approve-112 Disapprove-1 Abstain-3)**
    b. **EC 474** – This course is in experimental economics and there is a one for the undergraduate and graduate levels. Students will learn how to run an experiment and to collect data from the experiment. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Lou Marino and seconded by Prof. Sherwood Clements, the faculty were asked to mark their ballots. **(Vote: Approve-112 Disapprove-2 Abstain-2)**
    c. **EC 674** - Dr. Schnee began with the asking if there were questions. With there being none, Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Dwight Lewis and seconded by Dr. Sherwood Clements the faculty were asked to mark their ballots. **(Vote: Approve-112 Disapprove-0 Abstain-4)**
    d. **MIS 420** – There are 3 required programming courses MIS 220, 320 and now we would like to formalize MIS 497 as MIS 420. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. John Mittenand seconded by Dr. Chapman Greer, the faculty were asked to mark their ballots. **(Vote: Approve-114 Disapprove-0 Abstain-2)**
    e. **MIS 515, 531, 561, and 563** – These courses are part of the Masters MIS program. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. John Mittenthal and seconded by Prof. Sherwood Clements, the faculty were asked to mark their ballots. **(Vote: Approve-113 Disapprove-2 Abstain-1)**
2. **New Concentration Proposals**
    a. **Economic Policy** - The department is streamlining their concentrations and minors to help student's choices clearer. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Dwight Lewis and seconded by Dr. Chris Whaley, the faculty were asked to mark their ballots. **(Vote: Approve-107 Disapprove-7 Abstain-2)**

b. **Econometrics and Quantitative Economics** – These are two concentration proposals. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. William Rabel and seconded by Dr. Jose Dula, the faculty were asked to mark their ballots. **(Vote: Approve-107 Disapprove-7 Abstain-2)**

c. **Financial Engineering** – This concentration was added to replace the investment management specialization. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Chris Whaley and seconded by Dr. Marilyn Whitman, the faculty were asked to mark their ballots. **(Vote: Approve-107 Disapprove-5 Abstain-4)**

3. **Minors – Converting existing specializations to Minors**

   a. **Finance (For non-majors)** - Dr. Schnee asked for a motion to approve the proposal. A motion was made by Prof. Joyce Meyer and seconded by Dr. Marilyn Whitman, the faculty were asked to mark their ballots. **(Vote: Approve-115 Disapprove-0 Abstain-1)**

   b. **Economics (For non-majors)** - Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Marilyn Whitman and seconded by Dr. Chris Whaley, the faculty were asked to mark their ballots. **(Vote: Approve-114 Disapprove-0 Abstain-1)**

   c. **Risk Management/Insurance and Financial Services** – These minors where converted from existing specialization, this move allows them to be open to more students outside of the college. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Dwight Lewis and seconded by Dr. Chris Whaley, the faculty were asked to mark their ballots. **(Vote: Approve-115 Disapprove-0 Abstain-1)**

   a. **Actuarial Sciences** – There was a question of the Stats 454 and 455 being listed in the short course of classes and not the long list. These courses are embedded prerequisites and should not be listed on the long list. A motion was made by Dr. Jose Dula to approve them with the addendum that those courses be removed from the long list. The motion was seconded by Dr. Mittenthal and the faculty were asked to mark their ballots. **(Vote: Approve-115 Disapprove-0 Abstain-1)**

4. **Minors – New Minors**

   a. **Human Resources** – Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Eric Williams and seconded by Prof. Joyce Meyer, the faculty were asked to mark their ballots. **(Vote: Approve-113 Disapprove-1 Abstain-2)**

   b. **Statistics** – This is building on the two new courses that were introduced last year. The minor requires 15 hours, which is the 4 courses listed and 1 elective. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Marilyn Whitman and seconded by Dr. Chris Whaley, the faculty were asked to mark their ballots. **(Vote: Approve-115 Disapprove-1 Abstain-0)**

5. Miscellaneous Items
    a. **Field Course Prerequisite Proposal** – Currently students wait until their juniors to get into the 300 level courses. This restricts the students from getting exposure to the majors earlier to make more informed decisions. The proposal allows students to gain exposure sooner, in their sophomore year. This will be a gradual process with adding extra capacity over time, allowing the department heads to ensure that there are adequate faculty resources. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Robert McLeod and seconded by Dr. William Rabel the faculty were asked to mark their ballots. **(Vote: Approve-111 Disapprove-5 Abstain-0)**
    b. **Course Credit Overlap Policy** – This policy will allow overlap of two courses for a double major and one course overlap between a major and a concentration. This policy only covers undergraduate level courses. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Troy Pollard and seconded by Dr. Chris Whaley, the faculty were asked to mark their ballots. **(Vote: Approve -110 Disapprove-4 Abstain-2)**
    c. **OM Changes –** The proposal would require that students must declare an OM major before taking 400 level OM courses. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Nathan Chilcutt and seconded by Dr. Laura Razzolini, the faculty were asked to mark their ballots. **(Vote: Approve- 113 Disapprove-2 Abstain-1)**
    d. **Dissertation Committee Document –** The rewritten policy allows the students to have committee members outside of their discipline and more closely aligns with the University's Policy. Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Eric Williams and seconded by Dr. Chez Sealy the faculty were asked to mark their ballots. **(Vote: Approve-114 Disapprove-0 Abstain-2)**
    e. **EFLS Prerequisite Proposal** - Dr. Schnee asked for a motion to approve the proposal. A motion was made by Dr. Eric Williams and seconded by Prof. Joyce Meyer, the faculty were asked to mark their ballots. **(Vote: Approve-113 Disapprove-4 Abstain-2)**
    f. **EC AMP and FI AMP–** This is the Economics for Finance Majors and the Finance for Economics Majors Accelerated Master's Programs, allowing double majors to take these courses. A motion was made by Dr. Arthur Allaway to approve both of these proposals as a set. The motion was seconded by Dr. Dwight Lewis, the faculty were asked to mark their ballots. **(Vote: Approve-110 Disapprove-4 Abstain-2)**
    g. **EC-FI Admission Waiver** – the proposal changes the requirement of a score of 600 for the GMAT or GRE, but students must still take these exams. A motion was made by Dr. William Rabel and seconded by Prof. Sherwood Clements, the faculty were asked to mark their ballots. **(Vote: Approve-105 Disapprove-9 Abstain-2)**

h. AC Grading Proposal – Would require that students taking a 400 level course be required to receive a C or better to receive credit in the course. A motion was made by Prof. Joyce Meyer, and seconded by Dr. Chris Whaley, the faculty were asked to mark their ballots. **(Vote: Approve-111 Disapprove-3 Abstain-2)**

Announcements from the Dean's Office

1. During the AACSB accreditation visit we learned that we should focus on using that data that we collect from our AoL activities, and how we can move forward. We have developed with new goals they are Strategic problem solving, quantitative literacy, Global perspective and diversity, professional proficiency and effective communication. You can see where the goals will be addressed some staring in the Spring 2018. . Assurance of learning is making sure that our students are learning what we want them to learn. We will bring these down to a program level and determine what the best way to measure things is, and become more consistent about giving updates about this.
2. The Dean has formed a committee on committees and they are currently reviewing all of our committees and how they function.
3. New Building – We are beginning to determine the more finite plans for our new building and the development team is out raising money for this new building. We are in the process of looking for our new senior development officer as well.

PROPOSAL TO OFFER A NEW COURSE
COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION
THE UNIVERSITY OF ALABAMA

Department: Management Date: 7/30/2018
Course Number: HCM 361 Course Title: Healthcare Data Structures
Effective Date: Fall 2019

PART ONE
(To be completed by the individual proposing the course.)

I. GENERAL INFORMATION

A. Description (25 words or less).

This course aims to educate students on foundational analytic concepts and data structures germane to both privately owned and government sponsored health care organizations.

B. 1. Prerequisite(s): HCM 360
2. Corequisite(s): HCM 362
3. Other: ST 260 or equivalent

C. Course Level: Upper Division Undergraduate
(Lower Division Undergraduate, Upper Division Undergraduate,
Graduate I or Graduate II)

D. Format: Three (3) Credit Hours of lecture per week
n/a Hours of discussion (recitation per week)
n/a Hours of laboratory (or field work) per week
n/a Other instructional methods and modes:

E. Credit Hours: 3 credit hours

II. ACADEMIC INFORMATION

A. Course Objectives:

This course aims to develop critical thinking skills to analytic problems specific to health analytics. To accomplish this task, students will learn the basic tenets of relational databases and introductory-level querying through programming, as well as a refresh of concepts learned in introductory statistics taught in the scope of health care management. Given these considerations, the desired outcome of this course is to empower future health analysts to effectively work with database administrators and graduate-level trained statisticians in their pursuits to provide analytic solutions to contemporary health problems. This course will primarily use a SQL-based software platform to achieve its purpose and goals. Tableau © and IBM SPSS © will be introduced to demonstrate end-goal deliverables from datasets generated from SQL querying.

Learning Goals:
1. Develop an understanding of the basic concepts of data structures and algorithms
2. Provide a basic understanding of the concepts related to creating databases and tables through queries using T-SQL language
3. Develop an understanding of when to apply appropriate health analytic methodologies given available data structures
4. Provide an opportunity to work with real healthcare data from various sources for the purposes of learning how to write simple algorithms and solve problems with the help of fundamental data structures

B. What course or courses, if any, will this course replace? Implementation of this course, if it does not replace an existing course, may cause enrollment reductions in other courses. Please list all courses in which such enrollment declines may be expected.

Currently, HCM 361 is focused on healthcare reimbursement systems and is a required course for the Health Care Analytics program. We are simply proposing to change the content of the course to provide students with basic knowledge of data structures – an increasingly key qualifier for data analyst positions in the healthcare industry.

C. What is the justification for proposing the course at this time?

When we first developed the Health Care Analytics curriculum in 2014, the role of analysts in the industry did not require knowledge of data structuring techniques. Our industry contacts along with a review of analyst job descriptions at the time did not emphasize the need for students to have such knowledge. Analyst positions would list knowledge of SQL or Python as preferred qualifications. Recently, we've seen a shift in the needs of organizations as the role of analytics continues to develop in the industry – occupying a key role in driving clinical, operational, and financial efficiencies. Today, most analyst positions now call for SQL/Python knowledge as a required qualification. Our most recent cohort (class of 2018) found it difficult to secure employment due to the lack of data structuring knowledge. In order to ensure that future students have the necessary qualifications to be competitive candidates, we must incorporate data structuring in the curriculum. We did consider simply adding the content to an existing course and in fact piloted the attempt last semester in our capstone projects course. Our efforts did not result in the desired outcome.

D. Name the current faculty who are qualified to teach this course. What specific qualifications and capabilities must an individual have in order to teach this course?
Dr. Dwight Lewis has agreed to teach the course. Dr. Lewis has a keen understanding of SQL querying through his education and use of SQL Server © while working on sponsored projects. Moreover, he has years of experience working with health database administrators in developing data infrasturctures relevant to addressing and providing analytic solutions for health care organizational problems.
Dr. Thomas English is also qualified to teach the course if needed.

E. This course is designed for the following curricula (programs):
Health Care Analytics

F. This course will be required for the following majors and minors:
HCM 361 is currently a required course in the Health Care Analytics curriculum.

G. Attach an outline of the course of at least one page in length and name any textbooks or principal readings that will be used. (This request is not

intended to bind future instructors to a detailed program, but only to establish the general scope, nature, and level of the course.)

PART TWO

(To be completed by the department head, alone or in consultation with the prosper.)

I. BUDGETARY INFORMATION

A. Anticipated frequency of offering:
One (1) Section(s) each fall semester
1 Section(s) each spring semester
Click here to enter text.Section(s) during summer school
Click here to enter text. According to demand
Other: Initially this course will be offered every spring semester given the sequence of courses that students will need to follow. If for any reason we see the need to offer this course in either the spring or summer, we can certainly do so.

B. Estimated total enrollment:
First Year: Approximately 35
Second Year: Approximately 35
Third Year: Approximately 35

C. Estimated capacity per section:
Lecture: Approximately 40
Discussion: Click here to enter text.
Laboratory: Click here to enter text.

D. How does this course impact on the mission of the College and department?
This course further strengthens the Health Care Analytics curriculum and develops the skills necessary to qualify for data analyst positions.

E. What resources will be needed to teach this course and where will they come from?
No additional resources will be needed to teach this course.

F. Is there agreement within the department that the course is needed and that resources will be available to teach this course? There is agreement that this course is necessary. Without it, Health Care Analytics students will not have the necessary qualifications for entry level analyst positions.

G. Is there any indication that this course duplicates course work offered elsewhere in the College or University? The nuances in healthcare (reimbursements, payor-provider relationships, clinical/quality measures, coding, etc.) necessitates an understanding of healthcare data structures using healthcare data. To our knowledge, there is no other course that develops an understanding of when to apply appropriate health analytic methodologies given available data structures. This course will provide an opportunity to work with real healthcare data from various sources for the purposes of learning how to write simple algorithms and solve problems with the help of fundamental data structures.

II. EVALUATION

Describe the system of evaluation that will be used to determine whether this course should be continued in the departmental program. (It would be helpful to relate this system of evaluation to the kinds of information requested in PART ONE, Section II-Academic Information and PART TWO, Section I-Budgetary Information). The faculty members who teach in the Health Care Analytics program are continuously reevaluating courses and content to keep up with the needs of employers. We closely monitor student placements and have an ongoing dialogue with industry contacts to ensure that we are adequately preparing our students to be competitive in the job market.

Proposed by: _____

Name Date

Approved by: _____

Department Head/Director Date

_____

Dean Date

Conditions of approval, if any: _____

_____

_____

_____

Upon arrival, a course inventory form must be completed and forwarded to the Office for Academic Affairs.

(Revised 10/12)

PROPOSAL TO OFFER A NEW COURSE
Culverhouse College of Commerce
The University of Alabama

Department: *Economics, Finance and Legal Studies* Date: *08/10/2018*

Course Number: *EC 474* Course Title: *Experimental Economics*

Effective Date: *01/01/2019*

PART ONE

(To be completed by the individual proposing the course.)

I. GENERAL INFORMATION

a. Description (25 words or less): *This course introduces students to the field of experimental economics. The course covers methodological issues with designing and conducting experiments and interpreting the results.*

b. Prerequisite(s): *EC 110 (with a minimum grade of C-) and EC 111 (with a minimum grade of C-)*

Corequisite(s): *None*

Other:

c. Course Level (circle one):

Lower Division Undergraduate

(Upper Division Undergraduate)

Masters

Doctoral

d. Schedule Type (circle one):

(LEC – Lecture: uses traditional format.)

SEM – Seminar: includes student or guest speakers.

IND – Independent Study: involves self-paced study. (excluded from SOI)

FLD – Field Experience: involves work/study outside of a classroom setting.

LAB – Laboratory: held in a laboratory setting.

RCT – Recitation: uses break out discussion groups.

e. Credit Hours: 3

II. ACADEMIC INFORMATION

a. Course Objectives:

This is a research oriented course designed to introduce students to the field of experimental economics. The course covers methodological issues with designing and conducting experiments and interpreting the results.

It provides an overview of the findings in some of the research areas that have been studied using experimental techniques. Course Objectives include

1. Explain the distinction between an economic experiment and other types of social science research.

2. Evaluate the quality of an experimental design and the credibility of the resulting research findings.

3. Conduct an economic experiment.

4. Describe the typical patterns of behavior observed in standard economic experiments including auctions, public goods provision, markets, risk taking, contests, and strategic games.

b. What course or courses, if any, will this course replace? Implementation of this course, if it does not replace an existing course, may cause enrollment reductions in other courses. Please list all courses in which such enrollment declines may be expected.
This course is an elective course for an Economics major. It is also an elective course for Econometrics and Quantitative Economics Concentration. It was offered for the first time in the spring semester of 2018 as EC 497 (12 students).

c. What is the justification for proposing the course at this time?
Experimental Economics is a dominant field of research in economics. It sheds new light on many old and important economic issues and also provides a broad range of applications in other fields. The new behavioral and experimental lab will provide teaching and research opportunities for economics students. This course will allow students with interests in the area of behavioral economics to use the new lab.

d. Name the current faculty who are qualified to teach this course. What specific qualifications and capabilities must an individual have in order to teach this course?
Qualified faculty members include Cary Deck, Michael Price, Mark Schneider and Laura Razzolini.

e. This course is designed for the following programs:
Economics Major and Econometrics and Quantitative Economics Concentration

f. This course will be required for the following programs (majors, minors, or specializations):
This course will not be required.

g. How will this course affect assessment of student learning in the College? Does it address established student learning goals? Does it impact current measurement plans for those goals? Attach an updated curriculum map for the degree program in which the course will be offered.
This course supports the curriculum goals stated in the curriculum map. At the present time, it does not

impact the current measurement plans for those goals, but the assessment team is aware of the course and is considering how measurement plans could be modified to incorporate it.

h. Attach an outline of the course of at least one page in length and name any textbooks or principal readings that will be used. (This request is not intended to bind future instructors to a detailed program, but only to establish the general scope, nature and level of the course.).

PART TWO

(To be completed by the department head, alone or in consultation with the proposer.)

I. BUDGETARY INFORMATION

a. Anticipated frequency of offering:

1 section(s) each fall semester 0 section(s) each spring semester

0 section(s) during summer school 0 according to demand

b. Estimated total enrollment:

First Year: 28

Second Year: 28

Third Year 28

c. Estimated capacity per section:

Lecture: 28

Other: TIDE Lab has 28 computer stations available to economics students at most.

d. How does this course impact the mission of the College and department?.

This course will provide our students with important tools for conducting research in the area of behavioral economics. Together with the new experimental lab, this course will allow supporting behavioral research across many disciplines in the College of Business.

e. What resources will be needed to teach this course and where will they come from?

Instructors are in place. No additional resources will be utilized.

f. Is there agreement within the department that the course is needed and that resources will be available to teach this course?

Yes.

g. Is there any indication that this course duplicates course work offered elsewhere in the College or University?

No.

II. EVALUATION

a. Describe the system of evaluation that will be used to determine whether this course should be continued in the departmental program. (It would be helpful to relate this system of evaluation to the kinds of information, requested in PART ONE, Section II-Academic Information and PART TWO, Section I-Budgetary Information).

The course will be reviewed annually and evaluated against the College's plans for all undergraduate study offerings. Evaluation criteria will include enrollment, placement of graduates, support from UA administration, and various College stakeholders.

Proposed by: Paan Jindapon August 8, 2018

Approved by: _____ _____
Department Head/Director Date

_____ _____
Dean Date

Conditions of approval, if any:

_____

_____

Upon final approval, a course inventory form must be completed and forwarded to the Office for Academic Affairs.

Course Outline

Experimental Economics

ECON 497: Undergraduate Experimental Economics Spring 2018, TR 5:00-6:15

Instructor: Dr. Cary Deck Office: 249 Alston e-mail: cdeck@cba.ua.edu Phone: 205-348-8972

Office Hours: 6:15-7:15 T&R and by appointment

Course Description

This is a research oriented course designed to introduce students to the field of experimental economics. The course covers methodological issues with designing and conducting experiments and interpreting the results. It provides an overview of the findings in some of the research areas that have been studied using experimental techniques.

Course Objectives 1. Explain the distinction between an economic experiment and other types of social science research. 2. Evaluate the quality of an experimental design and the credibility of the resulting research findings. 3. Conduct an economic experiment. 4. Describe the typical patterns of behavior observed in standard economic experiments including auctions, public goods provision, markets, risk taking, contests, and strategic games.

Components of Course Grade

Exams: There are two closed-book exams. Each exam will consist of some combination of problems, short answer, and essays. Make-up exams will only be given if

1) the absence is due to an official university activity for which the student is required to participate and documentation is provided in advance or

2) the absence is due to an emergency and appropriate documentation is provided.

- In-Class Exam: 20 points
- Final Exam: 20 points

Participation: This class requires you to be an active participant in both class experiments and discussions. This impacts not only your own learning and enjoyment of the class but the learning and enjoyment of others. For the class experiments to be successful, we need everyone to show up

at the appropriate place on time. To be able to discuss the topic covered in class you need to have read the assigned materials. As such attendance, preparation and promptness are mandatory. The points for the participation portion of your grade are earned. There are no make-up opportunities for participation grades. Failure to be prepared and engaged can result in a reduced grade. Disruptions and distractions (such as cell phones and non-class related materials) should be avoided. Behavior deemed inappropriate by the instructor can result in a grade penalty.

- Experiments: 14 points (2 points per experiment up to 14 points)
- Quizzes: 11 points (1 point per reading quiz up to 11 points)
- Discussion: 5 points

Group Project: Students will work in groups, typically 4 people per group, to design and run a field experiment. A one page proposal is required prior to beginning the project and is due March 1st. The project will be presented in class at the end of the semester. An electronic copy of the presentation must be submitted as well. Groups should be meeting with me regularly to talk about their projects.
Students will earn class dollars during class experiments. Presentation timeslots will be auctioned off using class dollars earned through the class experiments.

- Project: 20 points
- Presentation: 10 points

CITI Training: The University of Alabama offers Non-Medical Investigators training for those who conduct human subjects research at http://osp.ua.edu/site/irb_training.html.

- Certification: 5 points

Required Course Materials (Readings)
The reading list is tentative and subject to change.
1 Sheremeta, R. (2011). “Contest Design: An Experimental Investigation.” Economic Inquiry 49, pp. 573–90.
2 Zizzo, Daniel. (2010). "Experimenter demand effects in economic experiments" Experimental Economics 13, pp. 75-98.

3 Cox, J., and Deck, C. (2005). "On the Nature of Reciprocal Motives" Economic Inquiry 43(3), pp. 623-35.
4 Sutter, M. (2005). “Are Four Heads Better than Two? An Experimental Beauty-Contest Game with Teams of Different Size” Economics Letters 88, pp. 41-46.
5 Isaac, R. Mark and Walker, James M. (1988). “Group Size Effects in Public Goods Provision: the Voluntary Contributions Mechanism.” Quarterly Journal of Economics, February 103(1), pp. 179-199.
6 List, John and Lucking-Reiley David. (2002). The Effects of Seed Money and Refunds on Charitable Giving: Experimental Evidence from a University Capital Campaign. Journal of Political Economy 110, pp.215-233.
7 Holt, C., and Laury, S. 2002. “Risk Aversion and Incentive Effects.” American Economic Review, December, 1644 -1655.
8 Eckel, C.C., Grossman, P.J., (2002). “Sex Differences and Statistical Stereotyping in Attitudes Toward Financial Risk.” Evolution and Human Behavior 23 (4), 281–295.
9 Smith, V. (1962). An Experiential Study of Competitive Market Behavior. Journal of Political Economy, 70(2), pp. 111-137.
10 Kirchler, M., J. Huber, T. Stockl (2010). Thar She Bursts – Reducing Confusion Reduces Bubbles, American Economic Review 102(2), pp 865-883.
11 Davis, D. and O. Korenok. (2009). Posted Offer Markets in Near-Continuous Time: an Experimental Investigation. Economic Inquiry 47(3), pp. 449-466.
12 Cox, J., B. Roberson, and V.L. Smith. (1982). "Theory and Behavior of Single Object Auctions," in Vernon L. Smith (ed.), Research in Experimental Economics, Greenwich: JAI Press.
13 Deck, C., S. Jahedi, and R. Sheremeta (2017). “Comparing Techniques for Inducing Cognitive Load.” Working Paper, University of Alabama

PROPOSAL TO OFFER A NEW COURSE
Culverhouse College of Commerce
The University of Alabama

Department: *Economics, Finance and Legal Studies* Date: *08/10/2018*

Course Number: *EC 674* Course Title: *Experimental Economics*

Effective Date: *01/01/2019*

PART ONE

(To be completed by the individual proposing the course.)

I. GENERAL INFORMATION

a. Description (25 words or less): *This course introduces Ph.D. students to the field of experimental economics. The course covers methodological issues with designing and conducting experiments and interpreting the results.*

b. Prerequisite(s): *None*

Corequisite(s): *None*

Other: *Students must have been admitted to a Ph.D. program at the University of Alabama*

c. Course Level (circle one):

Lower Division Undergraduate

Upper Division Undergraduate

Masters

(Doctoral)

d. Schedule Type (circle one):

(LEC – Lecture: uses traditional format.)

SEM – Seminar: includes student or guest speakers.

IND – Independent Study: involves self-paced study. (excluded from SOI)

FLD – Field Experience: involves work/study outside of a classroom setting.

LAB – Laboratory: held in a laboratory setting.

RCT – Recitation: uses break out discussion groups.

e. Credit Hours: 3

II. ACADEMIC INFORMATION

a. Course Objectives:

This is a research oriented course designed to introduce Ph.D. students to the field of experimental economics. The course covers methodological issues with designing and conducting experiments and

interpreting the results. It provides an overview of the findings in some of the research areas that have been studied using experimental techniques. Students are expected to read assigned material prior to the class in which the material is to be discussed. Students are also expected to actively participate in class experiments and discussions. Course Objectives include

1. Explain the distinction between an economic experiment and other types of social science research.

2. Evaluate the quality of an experimental design and the credibility of the resulting research findings.

3. Conduct an economic experiment.

4. Describe the typical patterns of behavior observed in standard economic experiments including auctions, public goods provision, markets, risk taking, contests, and strategic games.

b. What course or courses, if any, will this course replace? Implementation of this course, if it does not replace an existing course, may cause enrollment reductions in other courses. Please list all courses in which such enrollment declines may be expected.
This course is an elective course for 2nd and 3rd year Ph.D. Students in Economics. It was offered for the first time in the spring semester of 2018 as EC 597 (7 students).

c. What is the justification for proposing the course at this time?
Experimental Economics is a dominant field of research in economics. It sheds new light on many old and important economic issues and also provides a broad range of applications in other fields. The new behavioral and experimental lab will provide teaching and research opportunities for economics students. The Department is building a behavioral group of researchers. This course will allow graduate students with interests in the area of behavioral economics to use the new lab and develop the research skills in the area of behavioral economics.

d. Name the current faculty who are qualified to teach this course. What specific qualifications and capabilities must an individual have in order to teach this course?
Qualified faculty members include Cary Deck, Michael Price, Mark Schneider and Laura Razzolini.

e. This course is designed for the following programs:
Ph.D. in Economics and related Ph.D. programs (such as Finance, Accounting, Management, and Marketing)

f. This course will be required for the following programs (majors, minors, or specializations):
This course will not be required.

g. How will this course affect assessment of student learning in the College? Does it address established student learning goals? Does it impact current measurement plans for those goals? Attach an updated curriculum map for the degree program in which the course will be offered.
This course supports the curriculum goals stated in the curriculum map. At the present time, it does not impact the current measurement plans for those goals, but the College assessment team is aware of the course and is considering how measurement plans could be modified to incorporate it.

h. Attach an outline of the course of at least one page in length and name any textbooks or principal readings that will be used. (This request is not intended to bind future instructors to a detailed program, but only to establish the general scope, nature and level of the course.).

PART TWO

(To be completed by the department head, alone or in consultation with the proposer.)

I. BUDGETARY INFORMATION

a. Anticipated frequency of offering:

1 section(s) each fall semester 0 section(s) each spring semester

0 section(s) during summer school 0 according to demand

b. Estimated total enrollment:

First Year: 7

Second Year: 7

Third Year 7

c. Estimated capacity per section:

Lecture: 28

Other: TIDE Lab has at most 28 computer stations available.

d. How does this course impact the mission of the College and department?.

This course will provide our Ph.D. students with important tools for conducting high-quality research. Together with the new experimental lab, this course will allow supporting behavioral research across many disciplines in the College of Business.

e. What resources will be needed to teach this course and where will they come from?

Instructors are in place. No additional resources will be utilized.

f. Is there agreement within the department that the course is needed and that resources will be available to teach this course?

Yes.

g. Is there any indication that this course duplicates course work offered elsewhere in the College or University?

No.

II. EVALUATION

a. Describe the system of evaluation that will be used to determine whether this course should be continued in the departmental program. (It would be helpful to relate this system of evaluation to the kinds of information, requested in PART ONE, Section II-Academic Information and PART TWO, Section I-Budgetary Information).

The course will be reviewed annually and evaluated against the College's plans for all graduate study offerings. Evaluation criteria will include enrollment, placement of graduates, support from UA administration and various College stakeholders.

Proposed by: Paan Jindapon August 8, 2018

Approved by: _____ _____
Department Head/Director Date

_____ _____
Dean Date

Conditions of approval, if any:

_____

_____

Upon final approval, a course inventory form must be completed and forwarded to the Office for Academic Affairs.

Course Outline

Experimental Economics

ECON 597: PhD Experimental Economics Spring 2018

Instructor: Dr. Cary Deck Office: 249 Alston e-mail: cdeck@cba.ua.edu
Phone: 348-8972 Office Hours: 6:15-7:15 T&R and by appointment

Course Description

ECON 597-006 is a research oriented course designed to introduce PhD students to the field of experimental economics. The course covers methodological issues with designing and conducting experiments and interpreting the results. It provides an overview of the findings in some of the research areas that have been studied using experimental techniques. Students are expected to read assigned material prior to the class in which the material is to be discussed. Students are also expected to actively participate in class experiments and discussions.

Course Objectives

- Explain the distinction between an economic experiment and other types of social science research.
- Evaluate the quality of an experimental design and the credibility of the resulting research findings.
- Conduct an economic experiment.
- Describe the typical patterns of behavior observed in standard economic experiments including auctions, public goods provision, markets, risk taking, contests, and strategic games.

Suggested Readings

- Experimental Methods, A Primer for Economists by Friedman and Sunder
- The Methodology of Experimental Economics by Guala
- Economics Lab by Friedman and Cassar

Components of Course Grade

Your grade in this class will be based on the following components:

- Class Participation (45 points) – This includes participating in class experiments (10 points), completing assigned readings and engaging in class discussion (20 points), observing an economics research experiment in TIDE Lab (5 points), and presenting to the class as assigned (10 points).
- Project (35 points) – Each student will identify a research question, conduct a literature review, and develop an experimental design. At the end of the semester, each student will present his or her research project to the class (10 points) and provide a written paper (25 points).
- Reports (20 points) – Each student will prepare two referee reports on working papers. Each report will be worth 10 points.

Readings

1a. Sheremeta, R. (2011). "Contest Design: An Experimental Investigation." Economic Inquiry 49, pp. 573–90.

1b. Deck, C., S. Sarangi, and M. Wiser (2016). "An Experimental Investigation of Simultaneous Multi-battle Contests with Strategic Complementarities." Journal of Economic Psychology, forthcoming. 2a. Smith V., (1982). "Microeconomic Systems as an Experimental Science." The American Economic Review 72(5), pp. 923-955 2b. Smith, Vernon. (1989). "Theory, Experiment and Economics." Journal of Economic Perspectives, 3(1), pp. 151-69.

2c. Smith, Vernon. (1994). "Economics in the Laboratory." Journal of Economic Perspectives, 8(1), pp. 113-31.

3a. Friedman and Sunder, (1994). Experimental Methods, a Primer for Economists, Ch 2-4.

3b. Zizzo, Daniel. (2010). "Experimenter demand effects in economic experiments" Experimental Economics 13, pp. 75-98.

3c. Falk, A. and Heckman, J. (2009) "Lab Experiments Are a Major Source of Knowledge in the Social Sciences" Science 326, pp. 535-538.

3d. Charness, G., Gneezy, Eu. And Kuhn, M. (2013). "Experimental Methods: Extra-Laboratory Experiments-Extending the Reach of Experimental Economics." Journal of Economic Behavior and Organization 91, pp. 93-100.

4a. Hoffman, Elizabeth, Kevin A. McCabe, Keith Shachat, and Vernon L. Smith, “Preferences, Property Rights, and Anonymity in Bargaining Games,” Games and Economic Behavior, VII (1994), 346-80.
4b. Andreoni, J., and Vesterlund, L. (1999). “Which is the Fair Sex? Gender Differences in Altruism.” Quarterly Journal of Economics, 116(1), pp. 293-312.
4c. Engel, C. (2011), “Dictator games: a meta study” Experimental Economics 14(4), 583-610.
5a. Cox, J., and Deck, C. (2005) "On the Nature of Reciprocal Motives" Economic Inquiry 43(3), pp. 623-35.
5b. Wilson, R. and C. Eckel (2006). “Judging a Book by its Cover: Beauty and Expectations in the Trust Game.” Political Research Quarterly.
5c. Wilson, B., J. Osborn, and B. Sherwood. (2015). “Conduct in Narrativized Trust Games,” Southern Economic Journal, 81(3), 562-597.
6a. Fehr, E., K. Schmidt. (1999). "A theory of fairness, competition, and cooperation". The Quarterly Journal of Economics 114 (3): 817–868.
6b. McKelvey, R. and T. Palfrey. (1998) “Quantal Response Equilibria for Extensive Form Games” Experimental Economics 1, 9-41.
6c. Camerer, C., T. Ho, and J-K. Chong. (2004). “A Cognitive Hierarchy Model of Games”, The Quarterly Journal of Economics 119(3). 861-898.
7a. Isaac, R. Mark and Walker, James M. (1988). “Group Size Effects in Public Goods Provision: the Voluntary Contributions Mechanism.” Quarterly Journal of Economics, February 103(1), pp. 179-199. 7b. Andreoni, J. (1995). "Cooperation in Public-Goods Experiments: Kindness or Confusion?" The American Economic Review 85(4), pp. 891-904. 7c. Houser, D. and Kurzban, R. (2002). Revisiting Kindness and Confusion in Public Goods Experiments, The American Economic Review 92(4), pp. 1062-1069.
8a. Fehr, E. and Gächter, S. (2000). “Cooperation and Punishment in Public Goods Experiments” The American Economic Review 90(4), pp. 980-994.
8b. List, John and Lucking-Reiley David. (2002). The Effects of Seed Money and Refunds on Charitable Giving: Experimental Evidence from a University Capital Campaign. Journal of Political Economy 110, pp.215-233.
8c. Eckel, Catherine C. and Grossman, Philip J. (2005) Subsidizing Charitable Contributions: a natural field experiment comparing matching and rebate subsidies, Experimental Economics 11(3), pp. 234-252.

9a. Holt, C., and Laury, S. 2002. “Risk Aversion and Incentive Effects.” American Economic Review, December, 1644 -1655.
9b. Eckel, C.C., Grossman, P.J., (2002). “Sex Differences and Statistical Stereotyping in Attitudes Toward Financial Risk.” Evolution and Human Behavior 23 (4), 281–295
9c. Isaac, R. M., and James, D. 2000. “Just Who Are You Calling Risk Averse.” Journal of Risk and Uncertainty, 20(2), 177-87.
10a. Tversky, K. D. Kahneman. (1992) Advances in Prospect Theory: Cumulative Representation of Uncertainty” Journal of Risk and Uncertainty 5, 297-323.
10b. Cox, James, V. Sadiraj, and U. Schmidt. (2015). "Paradoxes and Mechanisms for Choice under Risk", Experimental Economics, 18(2), 215-250.
11a. Ioannidis, J. (2005). “Why Most Published Research Findings are False.”PLOS|Medicine 2(8), e124.
11b. Maniads, Z. F. Tufano, and J. List. (2016). “How to Make Experimental Economics Research More Reproducible: Lessons from Other Disciplines and a New Proposal” in Research in Experimental Economics, vol 18 Eds. C. Deck, E. Fatas, and T. Rosenblat.
12a. Smith, V. (1962). An Experiential Study of Competitive Market Behavior. Journal of Political Economy, 70(2), pp. 111-137.
12b. van Boening, M. and Wilcox, N. (1996) Avoidable Cost: Ride a Double Auction Roller Coaster. American Economic Review 86(3), pp. 461-477.
13a. Plott, C. and S. Sunder (1988) “Rational Expectations and the Aggregation of Diverse Information in Security Markets.” Econometrica 56(5), 1085-1118.
13b. Corgnet, B., M. DeSantis, and D. Porter. (2016). What Makes a Goof Trader? On the Role of Intuition and Reflection on Trader Performance.” working paper, Chapman University.
14a. Reshamann, N. D. Porter, and V. Smith. (2008). Thar She Blows: Can Bubbles Be Rekindled with Experienced Subjects? American Economic Review 98(3), pp. 924-937.
14b. Kirchler, M., J. Huber, T. Stockl (2010). Thar She Bursts – Reducing Confusion Reduces Bubbles, American Economic Review 102(2), pp 865-883.
14c. Cheung, S., M. Hedegaard, and S. Palan (2014). “To See is to Believe: Common Expectations in Experimental Asset Markets.” European Economic Review 66, pp. 84-96.
15a. Ketcham, J., V. Smith, and A.Williams. (1984). A Comparison of Posted-Offer and Double-Auction Pricing Institutions, The Review of Economic Studies 51(4), pp. 595-614.

15b. Davis, D. and O. Korenok. (2009). Posted Offer Markets in Near-Continuous Time: an Experimental Investigation. Economic Inquiry 47(3), pp. 449-466.
16a. Deck, C. and B. Wilson. (2008). Experimental Gasoline Markets. Journal of Economic Behavior and Organization, 67(1), July 2008, pp. 134-149.
16b. Deck, C. and B. Wilson. (2006). “Tracking Customer Search to Price Discriminate" Economic Inquiry, 44(2), pp. 280-95.
17a. Cox, J., B. Roberson, and V.L. Smith. (1982). "Theory and Behavior of Single Object Auctions," in Vernon L. Smith (ed.), Research in Experimental Economics, Greenwich: JAI Press.
17b. Lucking-Reiley, D. (1999). "Using Field Experiments to Test Equivalence Between Auction Formats: Magic on the Internet," American Economic Review, 89, pp. 1062-1080.
18a. Gneezy, U. and R. Smorodinsky (2006). “All-pay Auctions – an Experimental Study” Journal of Economic Behavior and Organization 61, 255-275.
18b. McCabe, K., S. Rassenti, V. Smith. (1992). Designing Call Auction Institutions: Is the Double Dutch Best? The Economic Journal 102, pp. 9-23.
18c. Cox, J. and S. Hayne. (2006). "Barking up the Right Tree: Are Small Groups Rational Agents?" Experimental Economics 9(3), pp. 209-222.
19a. Deck, C. and S. Jahedi (2015). “The Effect of Cognitive Load on Economic Decision Making: A Survey and New Experiments." European Economic Review 78, pp. 97-119.
19b. Deck, C., S. Jahedi, and R. Sheremeta (2017). “Comparing Techniques for Inducing Cognitive Load.” Working Paper, University of Arkansas.

PROPOSAL TO OFFER A NEW COURSE

COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION
THE UNIVERSITY OF ALABAMA

Department: Information Systems, Statistics, and Management Science Date: 4/4/2018

Course Number: MIS420 Course Title: Enterprise Application Development

Effective Date: 1/1/2019

PART ONE

(To be completed by the individual proposing the course.)

I. GENERAL INFORMATION

A. Description (25 words or less):

The study and application of advanced software engineering, application patterns, and file structures. Students design, construct and test software structures for effective information management.

B. 1. Prerequisite(s): __ CS 250 or MIS 320, MIS 330

2. Corequisite(s): _____

3. Other: _____

C. Course Level: __Upper Division Undergraduate_____
(Lower Division Undergraduate, Upper Division Undergraduate, Graduate I or Graduate II)

D. Format: 3 Hours of lecture per week

_____ Hours of discussion (recitation per week)

_____ Hours of laboratory (or field work) per week

Other instructional methods and modes: _____

_____

_____

E. Credit Hours: 3

II. ACADEMIC INFORMATION

A. Course Objectives:

The course will present the foundations of modern enterprise web application development, including HTML5, CSS3, and JavaScript.
The course will dive deep into .NET MVC (Model, View, Controller) and will provide the foundations to build a multi-tier MVC application.

The course will cover many other advanced topics that are relevant to production software development. Topics may include software deployment, server optimization, decentralized processing architectures such as Blockchain/Bitcoin, text mining, IoT (Internet of Things) and other topics that are currently applicable towards top-tier development.

B. What course or courses, if any, will this course replace? Implementation of this course, if it does not replace an existing course, may cause enrollment reductions in other courses. Please list all courses in which such enrollment declines may be expected.

This course is currently offered under a generic 497 classification. The new course would replace the 497 offering.

C. What is the justification for proposing the course at this time?

This course will have been offered 3 times before the requested effective date and the content is formalized to the point where it warrants a migration from a generic 497 to its own course number.

D. Name the current faculty who are qualified to teach this course. What specific qualifications and capabilities must an individual have in order to teach this course?

Dr. Matthew Hudnall
Dr. Rishikesh Jena

E. This course is designed for the following curricula (programs):

Management Information Systems (MIS)

F. This course will be required for the following majors and minors:

This course would be an elective and not a required course.

G. Attach an outline of the course of at least one page in length and name any textbooks or principal readings that will be used. (This request is not intended to bind future instructors to a detailed program, but only to establish the general scope, nature and level of the course.)

Please see Appendix 1

PART TWO

(To be completed by the department head, alone or in consultation with the proposer.)

I. **BUDGETARY INFORMATION**

A. Anticipated frequency of offering:

__1__ section(s) each fall semester __1__ section(s) each spring semester

_____ section(s) during summer school _____ according to demand

B. Estimated total enrollment:

First Year: ____35_____

Second Year: ____35_____

Third Year ____35_____

C. Estimated capacity per section:

Lecture: ____40_____

Discussion _____

Laboratory _____

D. How does this course impact on the mission of the College and department?

The mission of Culverhouse College of Business includes "innovative research" and "rigorous learning" and the ISM department is focused on producing MIS students that can be competitive "in today's information-based society". This course will teach students cutting-edge software development techniques that will make them competitive for industry positions and the rigorous course content will give them the toolsets needed to produce innovative research.

E. What resources will be needed to teach this course and where will they come from?

Existing MIS faculty are well equipped to teach this course. Facilities wise, all current classrooms equipped with a projector that can house 40 students are sufficient to handle this course. All software and texts used for this course are free and openly available.

F. Is there agreement within the department that the course is needed and that resources will be available to teach this course?

Yes, the MIS faculty have agreed that this course is needed and the resources are available to teach the course.

G. Is there any indication that this course duplicates course work offered elsewhere in the College or University?

This course does not duplicate any other course in the College. At the University level, there is an advanced programming course offered by Computer Science (CS 350), but the content differs significantly. The programming language used by the CS class is Java where this proposed course is in .NET and the foundational aspects of HTML, CSS, and jQuery taught in this proposed course are not available in the CS offering.

II. EVALUATION

Describe the system of evaluation that will be used to determine whether this course should be continued in the departmental program. (It would be helpful to relate this system of evaluation to the kinds of information, requested in PART ONE, Section II-Academic Information and PART TWO, Section I-Budgetary Information).

MIS 420 will be a third programming course in the MIS major for students that choose this elective. The skills gained by the students ensure their placement upon graduation. We will continue to offer this course subject to adequate enrollment (at least 20 students) and faculty support of this elective.

Proposed by: _____
Name Date

Approved by: John Mitchell 8/13/2018
Department Head/Director Date

_____
Dean Date

Conditions of approval, if any:

Upon final approval, a course inventory form must be completed and forwarded to the Office for Academic Affairs.

Appendix 1 – Course Outline

Prerequisites

UA Course Catalog Prerequisites:

CS 250 or MIS 320, MIS 330

Course Description

Course Description and Credit Hours
Special topics in MIS.
The study and application of software engineering, application patterns, and file structures. Students design, construct and test software structures for effective information management.

Required Texts

There are no required texts to be purchased for this class. All reference material used in this course are available for free online.

Course Objectives

The course will present the foundations of modern websites including HTML5, CSS3, and JavaScript.

The course will dive deep into .NET MVC (Model, View, Controller) and will provide the foundations to build a multi-tier MVC application.

The course will cover many other advanced topics that are relevant to production software development. Topics may include software deployment, server optimization, decentralized processing architectures such as Blockchain/Bitcoin, text mining, IoT (Internet of Things) and other topics that are currently applicable towards top-tier development.

Student Learning Outcomes

The third course in the computer programming sequence for MIS majors, MIS 497 further develops student proficiency in design and development of IT. The objective is to learn the nuances of building enterprise applications using industry wide standardized tools and frameworks. The course leads students through architecting and implementing software applications based on business requirements. The course will focus on building enterprise architecture by using contemporary enterprise architecture frameworks. For the purpose of this course, we will use .NET MVC to build and test enterprise applications. By the end of this course, students will be able to approach the process of software development systematically by applying common design patterns, frameworks,

and best practices. Students will demonstrate proficiency in understanding requirements, architecting a solution, and implementing the solution as running software.

This is not a foundational programming course (e.g., MIS 220; MIS 320)–this is a design and system architecture course. In other words, we will not be working on learning the programming structures–i.e., you already have acquired these skills from previous courses. We will focus on advancing already acquired skills by applying it to enterprise application building. The objective is to acquire advance level IT architecture and design knowledge.

You will be doing a fair amount of research and development on the enterprise frameworks over the course of the semester. As with any kind of software development, there is a constant need to innovate and figure out optimized solutions using available material. The key to mastering application development is the willingness to learn and find creative solution.

Other Course Materials

Students will be assigned readings from online sources (e.g., W3Schools documentations) in the public domains. All online readings (or links to readings) will be posted on the course website through Blackboard. Students are required to complete all assigned readings.

REQUIRED TOOLS

Access to a Windows or Mac laptop with the following free software installed:

Visual Studio 2017 Community Edition

Brackets Text Editor

Google Chrome Browser

Postman (standalone, not Chrome plugin)

Significant amounts of in-class coding require students to have a laptop for following along with the coding examples.

Outline of Topics

Front end	**HTML, CSS, Javascript, JQuery**
Middle ware	Entity Framework
Data tier	Database (e.g., SQL Server)

This course will provide either a cursory or an in-depth view into the following topic areas. Additional topics may be added as the course schedule permits.

- HTML5

- CSS3
- Javascript
- JQuery
- Bootstrap
- Multi-tiered application architecture
- Entity Framework Object Relational-Mapping (ORM)
- Design patterns (e.g., MVC)
- AJAX, Scripting language framework (e.g., JQuery)
- Miscellaneous: server deployment, build tool, etc.

SCHEDULE

Wk	Topic
1	Orientation – Intro to course and how web works
2	HTML, CSS, Web basics
	HTML, CSS, Web basics
3	HTML, CSS, Web basics
	HTML, CSS, Web basics
4	MVC Basics
	MVC – Working with Data
5	MVC – Working with Data – Entity Framework
	MVC – Working with Data – Entity Framework
6	MVC – Validations – Server-side
	MVC - Validations– Client-side With JQuery Validations
7	ASP.NET Web API - RESTful Services
	ASP.NET Web API - RESTful Services

Wk	Topic
8	MVC Client-side Development
	MVC Client-side Development
9	MVC Authentication & Authorization
	MVC Authentication & Authorization
10	Spring break – No class
	Spring break – No class
11	MVC Performance Optimization
	MVC End-to-End Development
12	MVC Deployment
	MVC Review
13	Team Project
	Team Project
14	Team Project
	Team Project
15	Team Project
	Team Project
16	Team Project
	Team Project
17	Team Project

Exams and Assignments

To aid in your learning there will be a number of small projects–many of them small program segments focused to reinforce learning and gain insights. Several computer projects will be turned in for grading. Some projects will be considerably more extensive and expansive than others. **All projects must compile and execute without errors. All code should be accompanied by comments. Points will be deducted for programs that do not compile or execute.** Assignments are due by midnight on the due date. These assignments should be turned in through Blackboard.

Grading Policy

Grading

	%
Team Project	50
Assignments (Individual and Team)	40
Class Participation (in class, attendance, etc.)	10
TOTAL	100

Grades will be assigned based on the existing University of Alabama Scale. The total points over the semester will be scaled to 100 % - e.g., if you earned 150 out of 200 points, then scaled score would be 75%. In essence, you earned 75% of the total points given as assignment.

Class participation – e.g., based on class attendance, in class assignment, submission of tutorials, etc.

GRADE APPEALS

All grade appeals are to be made in writing (email is okay) within 48 hours of posting grades. You should include your name, the specific item you are appealing, your original response and an explanation why that item should be re-scored (e.g. text page number and quote). This process is designed to document the process and ensure grade equity across the class.

Policy on Missed Exams and Coursework

Students are responsible for any changes made to examination dates or assignments announced in class or posted through Blackboard. If in doubt, contact the instructor/Class Mentors to confirm any changes to the official schedule.

All assignments and projects are mandatory and must be submitted on time.

- Unless otherwise stated by the instructor, assignments must be submitted by the beginning of class on the assignment due date.
- No lab assignment, program, or exam can be skipped, if any of these are missed, you will receive a failing grade.
- We will discuss in class how to make the decision on whether to submit an incomplete assignment, or submit a correct assignment late.

- Late assignments will be penalized with significant grade deduction,
- Students are allowed two "free" days during the semester for late assignments. These days can be used at the student's digression. More detail on this policy will be provided in class.
- Likewise assignments that are incorrect will be penalized with significant deduction in grade.
- Back up your work periodically and check submitted assignments to ensure they were submitted correctly. Computer viruses, blank/failed submissions, etc. do not excuse you from this deadline.

Make-up quizzes and exams are allowed only in extreme cases. If you know that you will miss a class, quiz or exam, you MUST notify the instructor in advance to determine if a make-up can be offered. If a quiz or exam is missed due to unexpected circumstances, contact the instructor as soon as possible to determine if a makeup can be offered. Failure to turn in or complete any assignment, project, quiz, or exam will result in a grade of zero for that item.

Attendance Policy

Class participation is a significant part of the grading structure for this class. As such, attendance is needed to attain that potion of the grade for this class.

Notification of Changes

The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official Code of Academic Conduct provided in the Online Catalog.

Statement On Disability Accommodations

Contact the Office of Disability Services (ODS) as detailed in the Online Catalog.

Severe Weather Protocol

Please see the latest Severe Weather Guidelines in the Online Catalog.

Pregnant Student Accommodations

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University's FAQs on the UAct website.

Religious Observances

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at Religious Holiday Observances Guidelines.

UAct Statement

The UAct website provides an overview of The University's expectations regarding respect and civility.

PROPOSAL TO OFFER A NEW COURSE

COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION
THE UNIVERSITY OF ALABAMA

Department: ISM

Date: 2/12/2018

Course Number: MIS 515

Course Title: Intro to Application Development

Effective Date: August 1, 2018

PART ONE

(To be completed by the individual proposing the course.)

I. GENERAL INFORMATION

A. Description (25 words or less):

This bridge course intends to introduce students into the basics of application development using Python programming language

B. 1. Prerequisite(s): None

2. Corequisite(s): None

3. Other: _____

C. Course Level: Graduate I
(Lower Division Undergraduate, Upper Division Undergraduate, Graduate I or Graduate II)

D. Format: 3 Hours of lecture per week

_____ Hours of discussion (recitation per week)

_____ Hours of laboratory (or field work) per week

Other instructional methods and modes: _____

_____

_____

E. Credit Hours: 3

II. ACADEMIC INFORMATION

A. Course Objectives:

Students will gain a fundamental understanding of contemporary application development using Python as the programming language. Students will gain proficiency in creating functional Python scripts to build variety of applications in the area of system development. Python provides a simple and versatile development environment suitable for projects ranging from simple scripting applications to large-scale enterprise applications. In addition to core programming fundamentals, the course will also incorporate system development best practices such as team collaboration, version management, documentations, unit testing, styles and standards. In the process, students will explore the multitude of standard libraries available in the python development ecosystem to accomplish various problem-solving tasks.

Learning Objectives:

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

1. Design application using object oriented concepts
2. Identify and define the scope of a problem
3. Design and create python executable scripts to solve the problem
4. Develop basic unit tests

B. What course or courses, if any, will this course replace? Implementation of this course, if it does not replace an existing course, may cause enrollment reductions in other courses. Please list all courses in which such enrollment declines may be expected.

This is a new course.

C. What is the justification for proposing the course at this time?

This course is a part of the two-course bridge program for the proposed MS MIS program. The course will be offered over the summer months, along with MIS 520, to help orient students without undergraduate degrees in MIS, CS, or similar programs.

In addition, this course will also be used to support the (proposed) MS in Business Analytics degree program.

D. Name the current faculty who are qualified to teach this course. What specific qualifications and capabilities must an individual have in order to teach this course?

Dr. Rishi Jena, Danish Saifee (new hire starting in Fall 2018)

To teach this course, an individual must have experience in teach programming oriented courses (e.g., Java, C#, etc.) or substantial industrial experience in application development.

E. This course is designed for the following curricula (programs):

MS MIS curriculum, MS in Business Anaytics

F. This course will be required for the following majors and minors:

MS MIS program (as needed), MS in Business Analytics program (required)

G. Attach an outline of the course of at least one page in length and name any textbooks or principal readings that will be used. (This request is not intended to bind future instructors to a detailed program, but only to establish the general scope, nature and level of the course.)

MIS 515 Intro to Application Development

Course Description

This bridge course intends to introduce students into the basics of application development using Python programming language. Students will gain a fundamental understanding of contemporary application development using Python as the programming language. Students will gain proficiency in creating functional Python scripts to build variety of applications in the area of system development. Python provides a simple and versatile development environment suitable for projects ranging from simple scripting applications to large-scale enterprise applications. In addition to core programming fundamentals, the course will also incorporate system development best practices such as team collaboration, version management, documentations, unit testing, styles and standards. In the process, students will explore the multitude of standard libraries available in the Python development ecosystem to accomplish various problem-solving tasks.

Course Prerequisites and co-requisites

None

Learning Objectives:

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

1. Design application using object oriented concepts
2. Identify and define the scope of a problem
3. Design and create python executable scripts to solve the problem
4. Develop basic unit tests

Required Texts

Learning Python by Mark Lutz (5th Edition), O'Reilly Publications

*Note: The terms "design," and "develop" describe a few of the higher order learning objectives used in this course. These objectives generally require the students to engage in more rigorous learning activities and assessment criteria relative to lower order learning objectives typically associated with undergraduate level courses. For example, to ensure that students completing this course are able to "*design and create python executable scripts to solve the problem,*" the students will be required to prepare and submit python scripts that address a given problem, assessed according to an appropriate rubric.*

PART TWO

(To be completed by the department head, alone or in consultation with the proposer.)

I. **BUDGETARY INFORMATION**

A. Anticipated frequency of offering:

_____ section(s) each fall semester _____ section(s) each spring semester

__1__ section(s) during summer school _____ according to demand

B. Estimated total enrollment:

First Year: ___30_____

Second Year: ___35_____

Third Year ___40_____

C. Estimated capacity per section:

Lecture: ____80_____

Discussion _____

Laboratory ____40_____

D. How does this course impact on the mission of the College and department?
This course allows a non-MIS student starting the MS MIS program to "catch-up" his/her programming skills, and so enables the student to participate fully in the program which has a current focus on cyber-security issues. The course also ensures that students in the MS in Bus. Analytics program have desired programming skills.

E. What resources will be needed to teach this course and where will they come from?
No additional resources are required.

F. Is there agreement within the department that the course is needed and that resources will be available to teach this course? Yes

G. Is there any indication that this course duplicates course work offered elsewhere in the College or University? No

II. EVALUATION

Describe the system of evaluation that will be used to determine whether this course should be continued in the departmental program. (It would be helpful to relate this system of evaluation to the kinds of information, requested in PART ONE, Section II-Academic Information and PART TWO, Section I-Budgetary Information).

Course enrollment will be tracked to determine whether or not the course should be continued in the programs which it is designed to serve. Also, since MIS is a quickly evolving area, the MIS faculty may recommend that the course be discontinued.

Proposed by:	Allen Johnston	02/25/18
	Name	Date
Approved by:	[signature]	2/23/2018
	Department Head/Director	Date
	Dean	Date

Conditions of approval, if any:

Upon final approval, a course inventory form must be completed and forwarded to the Office for Academic Affairs.

PROPOSAL TO OFFER A NEW COURSE

COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION
THE UNIVERSITY OF ALABAMA

Department: ISM Date: 2/11/2018

Course Number: MIS 531 Course Title: Health IT

Effective Date: August 1, 2018

PART ONE

(To be completed by the individual proposing the course.)

I. GENERAL INFORMATION

A. Description (25 words or less):

This course provides an overview of the healthcare environment and the role of HIT in enabling service delivery capabilities.

B. 1. Prerequisite(s): None

2. Corequisite(s): None

3. Other: _____

C. Course Level: Graduate I
(Lower Division Undergraduate, Upper Division Undergraduate, Graduate I or Graduate II)

D. Format: 3 Hours of lecture per week

_____ Hours of discussion (recitation per week)

_____ Hours of laboratory (or field work) per week

Other instructional methods and modes: _____

_____

_____

E. Credit Hours: 3

II. ACADEMIC INFORMATION

A. Course Objectives:

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

1. understand the healthcare and technology environment; specifically, the role of Healthcare IT
2. discuss adoption and assimilation of HIT, understanding the unique architectural constraints of HIT implementations, interoperability standards
3. discuss the analysis, design, and implementation of HIT
4. discuss issues of privacy and security in the healthcare context

B. What course or courses, if any, will this course replace? Implementation of this course, if it does not replace an existing course, may cause enrollment reductions in other courses. Please list all courses in which such enrollment declines may be expected.

This is a new course.

C. What is the justification for proposing the course at this time?

Health IT and the application of theories and techniques to the study of health IT designs and implementations are increasingly important to healthcare organizations and society.

D. Name the current faculty who are qualified to teach this course. What specific qualifications and capabilities must an individual have in order to teach this course?

Dr. Rishikesh Jena, Danish Saifee (starting in August 2018)

To teach this course, an individual must have some experience in health IT management principles and practices.

E. This course is designed for the following curricula (programs):

MS MIS curriculum

F. This course will be required for the following majors and minors:

The course will be offered as an elective in the MS MIS curriculum.

G. Attach an outline of the course of at least one page in length and name any textbooks or principal readings that will be used. (This request is not intended to bind future instructors to a detailed program, but only to establish the general scope, nature and level of the course.)

MIS 531 Health IT

Course Description

The fragmented healthcare environment is going through a profound shift in its approach to delivering better healthcare services through the implementation of healthcare IT (HIT). This course would provide an overview of the healthcare environment and the role of HIT in enabling service delivery capabilities. Specifically, this course is designed to provide students with the knowledge and skill to understand the role of HIT in creating and managing the cross-continuum systems of care. Furthermore, the course will prepare students with the knowledge and skills essential to managing HIT and its assimilation in the complex domain of healthcare.

Course Prerequisites and co-requisites

None

Learning Objectives:

1. Understand the healthcare and technology environment; specifically, the role of Healthcare IT
2. Discuss adoption and assimilation of HIT, understanding the unique architectural constraints of HIT implementations, interoperability standards
3. Describe the analysis, design, and implementation of HIT
4. Analyze issues of privacy and security in the healthcare context

Required Texts

Healthcare Information Systems: A Practical Approach for Health Care Management by Karen A. Wager, Frances W. Lee and John P. Glaser

Note: The terms "describe," and "analyze" describe a few of the higher order learning objectives used in this course. These objectives generally require the students to engage in more rigorous learning activities and assessment criteria relative to lower order learning objectives typically associated with undergraduate level courses. For example, to ensure that students completing this course are able to "Analyze issues of privacy and security in the healthcare context," *the students will be required to prepare and present both a written and oral presentation of the issues and concerns of privacy and security in healthcare, assessed according to an appropriate rubric.*

PART TWO

(To be completed by the department head, alone or in consultation with the proposer.)

I. **BUDGETARY INFORMATION**

A. Anticipated frequency of offering:

_____ section(s) each fall semester _____ section(s) each spring semester

_____ section(s) during summer school __1__ according to demand

B. Estimated total enrollment:

First Year: ____10_____

Second Year: ____10_____

Third Year ____10_____

C. Estimated capacity per section:

Lecture: _____40_____

Discussion _____

Laboratory _____

D. How does this course impact on the mission of the College and department?
This course is an elective for the MS MIS program and addresses information technology in healthcare. As such, this topic is related to one of the focus research areas of the University and is a focus area of some of the MIS faculty.

E. What resources will be needed to teach this course and where will they come from?
No additional resources are required.

F. Is there agreement within the department that the course is needed and that resources will be available to teach this course? Yes

G. Is there any indication that this course duplicates course work offered elsewhere in the College or University? No

II. EVALUATION

Describe the system of evaluation that will be used to determine whether this course should be continued in the departmental program. (It would be helpful to relate this system of evaluation to the kinds of information, requested in PART ONE, Section II-Academic Information and PART TWO, Section I-Budgetary Information).

Course enrollment will be tracked to determine whether or not the course should be continued in the programs which it is designed to serve. Also, since MIS is a quickly evolving area, the MIS faculty may recommend that the course be discontinued.

Proposed by:	Allen Johnston	02/25/18
	Name	Date
Approved by:	John Nitterhouse	2/23/2018
	Department Head/Director	Date
	Dean	Date

Conditions of approval, if any:

Upon final approval, a course inventory form must be completed and forwarded to the Office for Academic Affairs.

PROPOSAL TO OFFER A NEW COURSE

COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION
THE UNIVERSITY OF ALABAMA

Department: ISM Date: 2/11/2018

Course Number: MIS 561 Course Title: Applied Cyber Security

Effective Date: August 1, 2018

PART ONE

(To be completed by the individual proposing the course.)

I. GENERAL INFORMATION

A. Description (25 words or less):

This course examines management issues and practical implications related to securing information systems.

B. 1. Prerequisite(s): None

2. Corequisite(s): None

3. Other: _____

C. Course Level: Graduate I
(Lower Division Undergraduate, Upper Division Undergraduate, Graduate I or Graduate II)

D. Format: 3 Hours of lecture per week

_____ Hours of discussion (recitation per week)

_____ Hours of laboratory (or field work) per week

Other instructional methods and modes: _____

_____

_____

E. Credit Hours: 3

II. ACADEMIC INFORMATION

A. Course Objectives:

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

1. Understand the core concepts of networking and TCP/IP.
2. Explain orally and in writing key security concepts related to IT security so that a lay person in the IT field could easily understand.
3. Use IT Security jargon and acronyms correctly and can translate technical articles into plain English.
4. Examine and understand current security related issues by selecting and understanding relevant articles in selected current periodicals.
5. Make intelligent, reasonable, thoughtful, and accurate decisions about IT security, vulnerabilities, and legal issues.
6. Apply a small number of contemporary security software to protect and assess information systems and network infrastructure and obtain a high-level understanding of a larger number of security tools.

B. What course or courses, if any, will this course replace? Implementation of this course, if it does not replace an existing course, may cause enrollment reductions in other courses. Please list all courses in which such enrollment declines may be expected.

This is a new course.

C. What is the justification for proposing the course at this time?

Information security and the application of theories and techniques to security threat mitigation and prevention and increasingly important to organizations.

D. Name the current faculty who are qualified to teach this course. What specific qualifications and capabilities must an individual have in order to teach this course?

Dr. Greg Bott and Dr. Allen Johnston

To teach this course, an individual must have some experience in applied information security techniques and practices.

E. This course is designed for the following curricula (programs):

MIS MS curriculum, MBA-MIS concentration

F. This course will be required for the following majors and minors:

The course will be required for the MBA-MIS concentration, and an elective for the MIS MS program.

G. Attach an outline of the course of at least one page in length and name any textbooks or principal readings that will be used. (This request is not intended to bind future instructors to a detailed program, but only to establish the general scope, nature and level of the course.)

PART TWO

(To be completed by the department head, alone or in consultation with the proposer.)

I. BUDGETARY INFORMATION

A. Anticipated frequency of offering:

__1__ section(s) each fall semester _____ section(s) each spring semester

_____ section(s) during summer school _____ according to demand

B. Estimated total enrollment:

First Year: ____20_____

Second Year: ____25____

Third Year ____30_____

C. Estimated capacity per section:

Lecture: _____80_____

Discussion _____

Laboratory _____40_____

D. How does this course impact on the mission of the College and department?
This course addresses informational security. This topic is related to cyber security and is a focus area of some of the MIS faculty as well as a research focus for the University.

E. What resources will be needed to teach this course and where will they come from?

No additional resources are required.

F. Is there agreement within the department that the course is needed and that resources will be available to teach this course? Yes

G. Is there any indication that this course duplicates course work offered elsewhere in the College or University? No

II. EVALUATION

Describe the system of evaluation that will be used to determine whether this course should be continued in the departmental program. (It would be helpful to relate this system of evaluation to the kinds of information, requested in PART ONE, Section II-Academic Information and PART TWO, Section I-Budgetary Information).

Course enrollment will be tracked to determine whether or not the course should be continued in the programs which it is designed to serve. Also, since MIS is a quickly evolving area, the MIS faculty may recommend that the course be discontinued.

Proposed by:	Allen Johnston	02/25/18
	Name	Date
Approved by:	John Mitchell	2/23/2018
	Department Head/Director	Date
	Dean	Date

Conditions of approval, if any:

Upon final approval, a course inventory form must be completed and forwarded to the Office for Academic Affairs.

MIS 561 Applied Cyber Security

Course Description

This course examines management issues and practical implications related to securing information systems. This course focuses on the Threat Environment, security Policy and Planning, Cryptography, Secure Networks, Access Control, Firewalls, Host Hardening, Application Security, Data Protection, Incident Response, and Networking and Review of TCP/IP. A clear theoretical understanding supports a large practical component where students learn to use contemporary security software to secure and assess information systems and network infrastructure using a hands-on approach.

Course Prerequisites and Co-Requisites

None

Learning Objectives

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

1. Understand the core concepts of networking and TCP/IP.
2. Explain orally and in writing key security concepts related to IT security so that a lay person in the IT field could easily understand.
3. Use IT Security jargon and acronyms correctly and can translate technical articles into plain English.
4. Examine and understand current security related issues by selecting and understanding relevant articles in selected current periodicals.
5. Make intelligent, reasonable, thoughtful, and accurate decisions about IT security, vulnerabilities, and legal issues.
6. Apply a small number of contemporary security software to protect and assess information systems and network infrastructure and obtain a high-level understanding of a larger number of security tools.

Required Texts or Materials

Corporate Computer Security 4th Edition by Randy J. Boyle and Raymond Panko and Applied Information Security: A Hands-On Guide to Information Security Software 2nd Edition by Randall J. Boyle and Jeffrey Proudfoot.

Note: The terms "explain," "use," "examine," and "apply" describe a few of the higher order learning objectives used in this course. These objectives generally require the students to engage in more rigorous learning activities and assessment criteria relative to lower order learning objectives typically associated with undergraduate level courses. For example, to ensure that students completing this course are able to "explain orally and in writing key security concepts related to IT security so that a lay person in the IT field could easily understand," the students will be required to prepare and present both written and oral

presentations of key security concepts at various points throughout the semester, assessed according to an appropriate rubric.

PROPOSAL TO OFFER A NEW COURSE

COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION
THE UNIVERSITY OF ALABAMA

Department: ISM

Date: 2/11/2018

Course Number: 563

Course Title: Behavioral Information Security

Effective Date: August 1, 2018

PART ONE

(To be completed by the individual proposing the course.)

I. GENERAL INFORMATION

A. Description (25 words or less):

This course focuses on the human element of information security, exploring employee perceptions of threats and effective approaches for motivating compliance with organizational security requirements.

B. 1. Prerequisite(s): None

2. Corequisite(s): None

3. Other: _____

C. Course Level: Graduate I
(Lower Division Undergraduate, Upper Division Undergraduate, Graduate I or Graduate II)

D. Format: 3 Hours of lecture per week

_____ Hours of discussion (recitation per week)

_____ Hours of laboratory (or field work) per week

Other instructional methods and modes: _____

_____

_____

E. Credit Hours: 3

II. ACADEMIC INFORMATION

A. Course Objectives:

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

1. discuss key information security concepts
2. evaluate how people, technology and organizational policies interact to safeguard an organization's information resources
3. describe the danger of humans as insider threats to organizational security
4. apply social and psychological theories and principles to analyze how employees consider risk and the actions required to mitigate or avoid it
5. analyze policies and procedures for achieving high degrees of compliance among employees

B. What course or courses, if any, will this course replace? Implementation of this course, if it does not replace an existing course, may cause enrollment reductions in other courses. Please list all courses in which such enrollment declines may be expected.

This is a new course.

C. What is the justification for proposing the course at this time?

Information security is a managerial problem, and as such, students must understand the implications for managing the human element of an organization's efforts to security its valuable resources. To date, that understanding has not been reflected in the MIS or MBA-MIS curricula. Further, as the University and Culverhouse College of Commerce continue to grow their commitment and capacity for research and education in cyber security, it is critical that the behavioral element of cyber security is attended to in those efforts.

D. Name the current faculty who are qualified to teach this course. What specific qualifications and capabilities must an individual have in order to teach this course?

Dr. Allen Johnston, Dr. Greg Bott

To teach this course, an individual must have some experience in information security management and have conducted research in behavioral information security.

E. This course is designed for the following curricula (programs):

MS MIS curriculum, MBA-MIS concentration

F. This course will be required for the following majors and minors:

The course will be required for the MBA-MIS concentration, and an elective for the MS MIS program

G. Attach an outline of the course of at least one page in length and name any textbooks or principal readings that will be used. (This request is not intended to bind future instructors to a detailed program, but only to establish the general scope, nature and level of the course.)

PART TWO

(To be completed by the department head, alone or in consultation with the proposer.)

I. BUDGETARY INFORMATION

A. Anticipated frequency of offering:

__1__ section(s) each fall semester _____ section(s) each spring semester

_____ section(s) during summer school _____ according to demand

B. Estimated total enrollment:

First Year: ____20_____

Second Year: ____25____

Third Year ____30____

C. Estimated capacity per section:

Lecture: _____80_____

Discussion _____

Laboratory _____40_____

D. How does this course impact on the mission of the College and department?
This course supports various graduate MIS programs and addresses informational security. This topic is related to cyber security and is a focus area of some of the MIS faculty as well as a research focus for the University.

E. What resources will be needed to teach this course and where will they come from?
No additional resources are required.

F. Is there agreement within the department that the course is needed and that resources will be available to teach this course? Yes

G. Is there any indication that this course duplicates course work offered elsewhere in the College or University? No

II. EVALUATION

Describe the system of evaluation that will be used to determine whether this course should be continued in the departmental program. (It would be helpful to relate this system of evaluation to the kinds of information, requested in PART ONE, Section II-Academic Information and PART TWO, Section I-Budgetary Information).

Course enrollment will be tracked to determine whether or not the course should be continued in the programs which it is designed to serve. Also, since MIS is a quickly evolving area, the MIS faculty may recommend that the course be discontinued.

Proposed by:	Allen Johnston	02/25/18
	Name	Date
Approved by:	John Mittenthal	2/23/2018
	Department Head/Director	Date
	Dean	Date

Conditions of approval, if any:

Upon final approval, a course inventory form must be completed and forwarded to the Office for Academic Affairs.

MIS 563 Behavioral Cyber Security

Course Description

This course provides students with a solid foundation of information security management, with an emphasis on its human element. As part of this understanding, we will explore how humans, as employees of an organization and consumers of organizational products and services, perceive threats to themselves, their digital assets, their privacy, and to their organizational affiliations. We also explore how these perceptions are operationalized in their behaviors as organizational insiders, serving to either undermine or facilitate security management practices.

Course Prerequisites and Co-Requisites

None

Learning Objectives

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

1. discuss key information security concepts
2. evaluate how people, technology and organizational policies interact to safeguard an organization's information resources
3. describe the danger of humans as insider threats to organizational security
4. apply social and psychological theories and principles to analyze how employees consider risk and the actions required to mitigate or avoid it
5. analyze policies and procedures for achieving high degrees of compliance among employees

Required Texts or Materials

Management of Information Security 5th Edition, Michael E. Whitman | Herbert J. Mattord, 2017

In addition to the required textbook, the following HBR cases are required:

1. Courtney, H., Kirkland, J., and Viguerie, P. "Strategy under Uncertainty," *Harvard Business Review* (75:6) 1997, pp 66-80.
2. Dube, L. "Autopsy of a Data Breach," *International Journal of Case Studies in Management* (14:1) 2016, pp. 1-8.
3. Esteves, J., Ramalho, E., and De Haro, G. "To Improve Cybersecurity, Think Like a Hacker," *MIT Sloan Management Review* (58:3) 2017, pp. 71-77.
4. Dang-Pham, D., Pittayachawan, S., and Bruno, V. "Impacts of Security Climate on Employees' Sharing of Security Advice and Troubleshooting: Empirical Networks," *Business Horizons* (59:6) 2016, pp. 571-584.
5. Bulgurcu, B., Cavusoglu, H., and Benbasat, I. "Information Security Policy Compliance: An Empirical Study of Rationality-based Beliefs and Information Security Awareness," *MIS Quarterly* 34(3) 2010, pp. 523-548.

6. Warkentin, M., and Willison, R. "Behavioral and Policy Issues in Information Systems Security: The Insider Threat," *European Journal of Information Systems* (18:2) 2009, pp. 101-105.

Note: The terms "evaluate," "apply," and "analyze," describe a few of the higher order learning objectives used in this course. These objectives generally require the students to engage in more rigorous learning activities and assessment criteria relative to lower order learning objectives typically associated with undergraduate level courses. For example, to ensure that students completing this course are able to "analyze policies and procedures for achieving high degrees of compliance among employees," the students will be required to utilize an appropriate set of text mining tools and report on their work, assessed according to an appropriate rubric.

Proposal for two new Concentrations
at the
Department of Economics, Finance and Legal Studies
Culverhouse College of Business
University of Alabama

August 13, 2018

This proposal is for two new concentrations for Economics majors:

- Economic Policy
- Econometrics & Quantitative Economics.

The Economic Policy merges three previous concentrations – Applied Microeconomics, Public Policy & Law, Macro and Monetary Economics.
The Econometrics & Quantitative Economics merges two previous concentrations – Econometrics and Forecasting and Quantitative Economics.

Features of a Concentration

- 9-18 hours of course credit
- Required Approvals: Department Faculty, FEB, Faculty, Dean, Provost, President, submission to BOT and ACHE.

Rationale for the new Concentrations

The two new economic concentrations are proposed to address low enrollment numbers in the economic concentrations currently offered. The Economic Policy concentration combines the current EC concentrations of Applied Microeconomics, Public Policy and Law and Macroeconomics and Monetary economics. The new Econometrics & Quantitative Economics concentration combines the current concentrations of Econometrics & Forecasting and Quantitative Economics. By merging the different economics concentrations, we will address the low enrollment issue.

Requirements for Economics Major

Required Courses	**Hours**
EC 308 *Intermediate Microeconomics*	3
EC 309 *Intermediate Macroeconomics*	3
FI 301 *Introduction to Financial Institutions and Markets*	3
3 Elective Economic Courses (chosen from group A and B)	9
Total:	18

Core Courses	**Hours**
FI 302 *Business Finance*	*3*
FI 389 *Financial Analysis Modeling – Core Computer Language Requirement*	3
Total:	6

Economic Policy Concentration:

3 Elective Economic Courses from group A	9

Econometrics & Quantitative Economics Concentration:

EC 471 Econometrics	3
2 Elective Economic Courses from group B	6
Total:	9

List of Electives – Group A

- ***EC 410 Law and Economics.***
  - Hours: 3
  - Description: This course will use the tools of economic analysis to analyze public policy issues and to explore the intersections between the law and economics. Writing proficiency is required for a passing grade in this course.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 412 Industrial Organization.***
  - Hours: 3
  - Description: Study of the various types of industry structure, conduct, and performance; business strategies; and policy alternatives. Emphasizes case studies from the major types of industry.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 416 Monetary Theory & Policy.***
  - Hours: 3
  - Description: Analysis of the role of money in the economy and the conduct of monetary policy. Emphasis is given to the money supply process, the demand for money, and the choice of monetary-policy strategies and procedures.
  - Prerequisite(s): Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***EC 422 Urban Economics.***
  - Hours: 3
  - Description: Analysis of the economics of community growth and the application of economic principles in solving problems and exploiting opportunities generated by the process of urban development.
  - Prerequisite(s): Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***EC 423 Public Economics.***
  - Hours: 3
  - Description: Study of the principles of taxation, government expenditures, borrowing, and fiscal administration.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 430 International Trade.***
  - Hours: 3
  - Description: Analysis of theoretical principles underlying international trade, with application of these principles to recent developments and to current national policies.

- Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 431 International Finance.***
  - Hours: 3
  - Description: Introduction to the field of international finance. Course deals primarily with international financial markets and the macroeconomics of international financial flows. Topics include foreign exchange and international securities markets and international banking.
  - Prerequisite(s): Undergraduate level FI 301 Minimum Grade of C- or Undergraduate level EC 309 Minimum Grade of C- or Undergraduate level EC 430 Minimum Grade of C-

- ***EC 460 Labor Economics.***
  - Hours: 3
  - Description: This course provides an overview of labor economics. Topics covered include labor supply, labor demand, human capital, minimum wages, immigration, and discrimination.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 480 Economics of Environment.***
  - Hours: 3
  - Description: Survey of the techniques used to estimate benefits of environmental improvements, and an analysis of public policy relating to the environment and use of natural resources.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 483 Health Care Economics.***
  - Hours: 3
  - Description: An investigation of the microeconomics of the American health care delivery system. The course focuses on the demand for and supply of health care services and emphasizes the efficiency and equity characteristics of the system.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

List of Electives – Group B

- ***EC 413 Economic Forecasting & Analysis.***
  - Hours: 3
  - Description: Survey of the analytical techniques used by economists to forecast the macro and micro levels of economic activity and the effects of public policy on the economy. Computing proficiency is required for a passing grade in this course.
  - Prerequisite(s): (Undergraduate level ST 260 Minimum Grade of C- or (Undergraduate level ST 250 Minimum Grade of C- and Undergraduate level ST 251 Minimum Grade of C-)) and Undergraduate level EC 308 Minimum Grade of C- and Undergraduate level EC 309 Minimum Grade of C-

- ***EC 470 Introduction to Mathematical Economics.***
  - Hours: 3
  - Description: Application of selected mathematical methods to the analysis of economic problems.
  - Prerequisite(s): Undergraduate level EC 309 Minimum Grade of C-

- ***EC 471 Econometrics.***
  - Hours: 3

- Description: This course emphasizes statistical methods for analyzing data used by social scientists. Topics include simple and multiple regression analyses and the various methods of detecting and correcting data problems such as autocorrelation and heteroscedasticity.
- Prerequisite(s): (Undergraduate level MATH 121 Minimum Grade of C- or Undergraduate level MATH 125 Minimum Grade of C- or Undergraduate level MATH 145 Minimum Grade of C-) and (Undergraduate level ST 260 Minimum Grade of C- or (Undergraduate level ST 250 Minimum Grade of C- and Undergraduate level ST 251 Minimum Grade of C-)) and Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***EC 472 Financial Econometrics.***
  - Hours: 3
  - Description: This course is intended to provide a modern and up-to-date presentation of financial econometrics, and introduce students to appropriate techniques for empirical investigation in financial economics, asset pricing and risk management.
  - Prerequisite(s): (Undergraduate level MATH 121 Minimum Grade of C- or Undergraduate level MATH 125 Minimum Grade of C- or Undergraduate level MATH 145 Minimum Grade of C-) and (Undergraduate level ST 260 Minimum Grade of C- or (Undergraduate level ST 250 Minimum Grade of C- and Undergraduate level ST 251 Minimum Grade of C-)) and Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***EC 473 Games and Decisions.***
  - Hours: 3
  - Description: An introduction to game theory with emphasis on application. Game theory is a toolbox for analyzing situations where decision makers influence one another.
  - Prerequisite(s): Undergraduate level MATH 121 Minimum Grade of C- or Undergraduate level MATH 125 Minimum Grade of C- or Undergraduate level MATH 145 Minimum Grade of C-

- ***EC 474 Experimental Economics (new proposed course)***
  - Hours: 3
  - Description: This is a research oriented course designed to introduce students to the field of experimental economics. The course covers methodological issues with designing and conducting experiments and interpreting the results.
  - Prerequisite(s): Undergraduate level EC 110 Minimum Grade of C- and EC 111 Minimum Grade of C-

Proposal for Financial Engineering Concentration
at the
Department of Economics, Finance and Legal Studies
Culverhouse College of Business
University of Alabama

August 13, 2018

This proposal is for a new concentration for Finance majors. It is a merger of two previous concentrations, Investment Management and Quantitative Finance.

Features of a Concentration

- 9-18 hours of course credit
- Required Approvals: Department Faculty, FEB, Faculty, Dean, Provost, President, submission to BOT and ACHE

Rationale for the new Concentration

The Financial Engineering concentration combines the current FI concentrations of Investment Management and Quantitative Finance. The Quantitative Finance Concentration has had only 16 students over the past three years combined. By merging it with the Investment Management concentration, we will address this low enrollment issue. The reason for the name change to Financial Engineering is to address a concern raised by ACHE of having two concentrations with the term 'Investment' in its name. The other is the recently approved Value Investing concentration.

Courses

Required Courses For Finance Majors	**Hours**
EC 308 *Intermediate Microeconomics*	3
EC 309 *Intermediate Macroeconomics*	3
FI 301 *Introduction to Financial Institutions and Markets*	3
FI 410 *Intermediate Financial Management*	3
FI 412 *Money and Capital Markets*	3
FI 414 *Investments*	3
Total:	18

Core Courses For Finance Majors	**Hours**
FI 302 *Business Finance*	3
FI 389 *Financial Analysis Modeling – Core Computer Language Requirement*	3
Total:	6

Required Courses for Financial Engineering Concentration	**Hours**
Math 125 *Calculus I*	4
FI 419 *Financial Derivatives*	3
Choose one of the following Accounting courses	3
AC 352 *Corporate Financial Reporting (3 hours)*	
AC 444 *Financial Analysis for Investing (3 hours)*	
Choose two of the following electives	6
EC 413 *Economic Forecasting and Analysis (3 hours)*	
FI 472 *Financial Econometrics (3 hours)*	
FI 415 *Advanced Investments (3 hours)*	
ST 454 *Mathematical Statistics I (3 hours)*	
ST 455 *Mathematical Statistics II (3 hours)*	
Total:	**16**

Courses list

- ***AC 352 Corporate Financial Reporting.***
  - Hours: 3
  - Description: Study of financial accounting concepts and their use in analyzing and interpreting financial reports. Not open to accounting majors.
  - Prerequisite(s): AC 210 or AC 201 and AC 202

- ***AC 444 Financial Analysis for Investing.***
  - Hours: 3
  - Description: Discussion of a common framework for the analysis of general purpose financial statement information. Includes discussions of the accounting process and availability of financial information, selected intermediate and advanced accounting concepts, required disclosures, modeling & valuation implications, and various analytical techniques available to the investment professional.
  - Prerequisite(s):

- ***EC 413 Economic Forecasting & Analysis.***
  - Hours: 3
  - Survey of the analytical techniques used by economists to forecast the macro and micro levels of economic activity and the effects of public policy on the economy. Computing proficiency is required for a passing grade in this course.
  - Prerequisites: EC 308 and EC 309
  -
- ***EC 472 Financial Econometrics.***
  - Hours: 3
  - Description: This course is intended to provide a modern and up-to-date presentation of financial econometrics, and introduce students to appropriate techniques for empirical investigation in financial economics, asset pricing and risk management.

- Prerequisite(s): (Undergraduate level MATH 121 Minimum Grade of C- or Undergraduate level MATH 125 Minimum Grade of C- or Undergraduate level MATH 145 Minimum Grade of C-) and (Undergraduate level ST 260 Minimum Grade of C- or (Undergraduate level ST 250 Minimum Grade of C- and Undergraduate level ST 251 Minimum Grade of C-)) and Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-
-

- ***FI 415 Advanced Investments.***
  - Hours: 3
  - Advanced models for investment management are developed and their application in decision making is discussed. Emphasis is on the use of models for portfolio selection.
  - Prerequisites: FI 302 and FI 414

- ***FI 419 Financial Derivatives.***
  - Hours: 3
  - Addresses managing financial risks such as adverse stock price movements, adverse interest rate changes and adverse commodity price changes with specific attention given to employing futures, options and swap contracts.
  - Prerequisites: FI 302 and FI 414

- ***ST 454 Mathematical Statistics I.*** (Alternative: *MATH 451 Math Stats W/ Applictn I*)
  - Hours: 3
  - Distributions of random variables, moments of random variables, probability distributions, joint distributions, and change of variable techniques.
  - Prerequisites: MATH 227

- ***ST 455 Mathematical Statistics II.*** (Alternative: *MATH 452 Math Stats W/ Applictn II*)
  - Hours: 3
  - Theory of order statistics, point estimation, interval estimation, and hypothesis testing.
  - Prerequisites: ST 454

UPC Approved Minor in Finance
8-21-2018

Requirements

NOTE 1: Finance and Economics majors are not eligible to take this minor.
NOTE 2: EC majors interested in FI are, however, eligible to do the dual major in EC and FI

Eligible students must take 5 courses as follows:

Required Courses – students must take the follow 4 required courses

- ***FI 301 Introduction to Financial Institutions and Markets.***
  - Hours: 3
  - Overview of the financial systems in which business operates, with emphasis on financial institutions, instruments, and markets.
- ***FI 410 Intermediate Financial Management.***
  - Hours: 3
  - Development of advanced practices of financial management and their application to decision making in the business firm.
  - Prerequisite(s): EC 110 and EC 111 and FI 302 or IE 203 or CE 366

- ***FI 412 Money and Capital Markets.***
  - Hours: 3
  - An overall view of the financing process and the role of financial markets. Areas covered are characteristics of instruments traded in money and capital markets; determinants of and the relationships between different asset prices; and international aspects of financial markets.
  - Prerequisite(s): EC 110 and EC 111 and FI 302 or IE 203 or CE 366

- ***FI 414 Investments.***
  - Hours: 3
  - Study of the various investment media together with analysis models of investment management. Emphasis is on investment decision making and portfolio analysis.
  - Prerequisite(s): EC 110 and EC 111 and FI 302 or IE 203 or CE 366

Elective Courses – Students must take one course from the following options:

- ***FI 415. Advanced Investments.***
  - Hours: 3
  - Advanced models for investment management are developed and their application in decision making is discussed. Emphasis is on the use of models for portfolio selection.
  - Prerequisite(s): FI 302

- ***FI 417. Value Investing.***
  - Hours: 3
  - This course will introduce the fundamental principles of a value-based investing approach, which will serve as a foundation for examining several critical aspects of the investing process, namely idea generation, fundamental business/industry research, financial-statement analysis and valuation.
  - Prerequisite(s): FI 302

- ***FI 421. Bank Administration.***
  - Hours: 3
  - Survey of analytical methods in banking, including study of the powers of various government agencies. Emphasis is placed on managerial aspects of commercial banking.
  - Prerequisite(s): FI 301 and FI 302 or IE 203 or CE 366

- ***FI 431. International Finance.***
  - Hours: 3
  - Introduction to the field of international finance. Course deals primarily with international financial markets and the macroeconomics of international financial flows. Topics include foreign exchange and international securities markets and international banking.
  - Prerequisite(s): FI 301 or EC 309 or EC 430

- ***FI 419. Financial Derivatives.***
  - Hours: 3
  - Addresses managing financial risks such as adverse stock price movements, adverse interest rate changes and adverse commodity price changes with specific attention given to employing futures, options and swap contracts.
  - Prerequisite(s): FI 302 and FI 414

UPC Approved Minor in Economics
8-21-2018

Requirements

NOTE 1: Finance and Economics majors are not eligible to take this minor.
NOTE 2: FI majors interested in EC are, however, eligible to do the dual major in EC and FI

Eligible students must take 5 courses from the following set of options:

- ***EC 308 Intermediate Microeconomics.***
  - Hours: 3
  - Description: Examination of the theory of price and the theory of resource allocation. Topics include demand theory, production and cost functions, pricing and output under competitive and noncompetitive conditions, resource markets, and rudiments of general equilibrium analysis.
  - Prerequisite(s): (Undergraduate level MATH 121 Minimum Grade of C- or Undergraduate level MATH 145 Minimum Grade of C- or Undergraduate level MATH 125 Minimum Grade of C-) and Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***EC 309 Intermediate Macroeconomics.***
  - Hours: 3
  - Description: A study of the theoretical framework underlying income, employment, and growth analysis.
  - Prerequisite(s): Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***EC 410 Law and Economics.***
  - Hours: 3
  - Description: This course will use the tools of economic analysis to analyze public policy issues and to explore the intersections between the law and economics. Writing proficiency is required for a passing grade in this course.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 412 Industrial Organization.***
  - Hours: 3
  - Description: Study of the various types of industry structure, conduct, and performance; business strategies; and policy alternatives. Emphasizes case studies from the major types of industry.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 413 Economic Forecasting & Analysis.***
  - Hours: 3
  - Description: Survey of the analytical techniques used by economists to forecast the macro and micro levels of economic activity and the effects of public policy on the economy. Computing proficiency is required for a passing grade in this course.
  - Prerequisite(s): (Undergraduate level ST 260 Minimum Grade of C- or (Undergraduate level ST 250 Minimum Grade of C- and Undergraduate level ST 251 Minimum Grade of C-)) and Undergraduate level EC 308 Minimum Grade of C- and Undergraduate level EC 309 Minimum Grade of C-

- ***EC 416 Monetary Theory & Policy.***
  - Hours: 3
  - Description: Analysis of the role of money in the economy and the conduct of monetary policy. Emphasis is given to the money supply process, the demand for money, and the choice of monetary-policy strategies and procedures.
  - Prerequisite(s): Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***EC 422 Urban Economics.***
  - Hours: 3
  - Description: Analysis of the economics of community growth and the application of economic principles in solving problems and exploiting opportunities generated by the process of urban development.
  - Prerequisite(s): Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***EC 423 Public Economics.***
  - Hours: 3
  - Description: Study of the principles of taxation, government expenditures, borrowing, and fiscal administration.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 430 International Trade.***
  - Hours: 3
  - Description: Analysis of theoretical principles underlying international trade, with application of these principles to recent developments and to current national policies.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 431 International Finance.***
  - Hours: 3
  - Description: Introduction to the field of international finance. Course deals primarily with international financial markets and the macroeconomics of international financial flows. Topics include foreign exchange and international securities markets and international banking.
  - Prerequisite(s): Undergraduate level FI 301 Minimum Grade of C- or Undergraduate level EC 309 Minimum Grade of C- or Undergraduate level EC 430 Minimum Grade of C-

- ***EC 442 Economic Development of Latin America***
  - Hours: 3
  - Description: A comparative analysis of economic strategies, problems, issues, and policy outcomes with special attention given to Mexico, Costa Rica, Cuba, and Brazil.
  - Prerequisite(s): Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***EC 444 Political Economy of Terrorism.***
  - Hours: 3
  - Description: Rational actor models applied to the study of terrorism. Empirical examination of the economic impact of terrorism and of the effectiveness of anti-terrorism policies.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 460 Labor Economics.***
  - Hours: 3
  - Description: This course provides an overview of labor economics. Topics covered include labor supply, labor demand, human capital, minimum wages, immigration, and discrimination.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 470 Introduction to Mathematical Economics.***
  - Hours: 3
  - Description: Application of selected mathematical methods to the analysis of economic problems.
  - Prerequisite(s): Undergraduate level EC 309 Minimum Grade of C-

- ***EC 471 Econometrics.***
  - Hours: 3
  - Description: This course emphasizes statistical methods for analyzing data used by social scientists. Topics include simple and multiple regression analyses and the various methods of detecting and correcting data problems such as autocorrelation and heteroscedasticity.
  - Prerequisite(s): (Undergraduate level MATH 121 Minimum Grade of C- or Undergraduate level MATH 125 Minimum Grade of C- or Undergraduate level MATH 145 Minimum Grade of C-) and (Undergraduate level ST 260 Minimum Grade of C- or (Undergraduate level ST 250 Minimum Grade of C- and Undergraduate level ST 251 Minimum Grade of C-)) and Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***EC 472 Financial Econometrics.***
  - Hours: 3
  - Description: This course is intended to provide a modern and up-to-date presentation of financial econometrics, and introduce students to appropriate techniques for empirical investigation in financial economics, asset pricing and risk management.
  - Prerequisite(s): (Undergraduate level MATH 121 Minimum Grade of C- or Undergraduate level MATH 125 Minimum Grade of C- or Undergraduate level MATH 145 Minimum Grade of C-) and (Undergraduate level ST 260 Minimum Grade of C- or (Undergraduate level ST 250 Minimum Grade of C- and Undergraduate level ST 251 Minimum Grade of C-)) and Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***EC 473 Games and Decisions.***
  - Hours: 3
  - Description: An introduction to game theory with emphasis on application. Game theory is a toolbox for analyzing situations where decision makers influence one another.
  - Prerequisite(s): Undergraduate level MATH 121 Minimum Grade of C- or Undergraduate level MATH 125 Minimum Grade of C- or Undergraduate level MATH 145 Minimum Grade of C-

- ***EC 480 Economics of Environment.***
  - Hours: 3
  - Description: Survey of the techniques used to estimate benefits of environmental improvements, and an analysis of public policy relating to the environment and use of natural resources.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 482 Seminar on Economic Issues.***
  - Hours: 3
  - Description: Group discussion of current economic issues together with analysis and policy recommendations. Writing proficiency within this discipline is required for a passing grade in this course.
  - Prerequisite(s):
  - Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***EC 483 Health Care Economics.***
  - Hours: 3
  - Description: An investigation of the microeconomics of the American health care delivery system. The course focuses on the demand for and supply of health care services and emphasizes the efficiency and equity characteristics of the system.
  - Prerequisite(s): Undergraduate level EC 308 Minimum Grade of C-

- ***EC 497 Special Topics in Economics.***
  - Hours: 3
  - Description: N.A.
  - Prerequisite(s): Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

UPC Approved Minor in Risk Management/Insurance & Financial Services
8-21-2018

Requirements

Students must take 5 courses as follows:

Part I: Required Course – students must take the following course:

- ***FI 341 Principles of Risk Management and Insurance.***
  - Hours: 3
  - This course introduces students to the principles of risk management and provides practical knowledge that will help optimize results from the risk management process. Students learn about different kinds of insurance and develop a basic understanding of functional operations in insurance companies. The course also helps students become more effective consumers of financial services, and provides valuable knowledge for those interested in a possible career in the financial services industry
  - Prerequisites: E 110 and EC 111

Part II: Insurance-Related Electives – students must take at least 2 courses from the following set:

- ***FI 442. Business Risk Management.***
  - Hours: 3
  - This course analyzes loss exposures facing organizations and the methods available for managing risks. Students learn about both loss control and loss financing techniques. Based primarily on the Insurance Institute of America's Associate Risk Management textbook, *Risk Assessment*, the curriculum is supplemented by readings from other ARM textbooks and makes use of guest speakers and field trips. Students are prepared to take one or more ARM exams.
  - Prerequisite(s): EC 110 and EC 111 and FI 341 and FI 302 or IE 203 or CE 366

- ***FI 443. Property & Liability Insurance.***
  - Hours: 3
  - This course introduces students to commercial P-L coverages as well as to the principles of company operations, regulation, and accounting. Based primarily on the CPCU textbook, *Insurance Operations,* supplemented by other writings, guest speakers, and field trips, this course provides a broad-based exposure to property and liability insurance at the intermediate level. Students receive credit for CPCU 520, which is a major career-builder.
  - Prerequisite(s): EC 110 and EC 111 and FI 341 and FI 302 or IE 203 or CE 366

- ***FI 444. Life & Health Insurance.***
  - Hours: 3
  - Among the major topics covered in this advanced course are: contracts, underwriting, ratemaking (including calculation of net and gross premiums, reserves, surrender values, dividends, asset share modeling), claims, agency law, marketing (including elements of financial planning), strategic planning, and regulation. Students are prepared to take LOMA or American College examinations.
  - Prerequisite(s): EC 110 and EC 111 and FI 341 and FI 302 or IE 203 or CE 366

- ***FI 360. Principles of Financial Planning.***
  - Hours: 3
  - To teach students about financial assets as vehicles for saving for the future. Students will also learn how to invest in a combination of assets to meet their objectives and how their objectives may change over their life span.
  - Prerequisite(s): none

- ***Legal Studies 403. Administration of Estates & Trusts.***
  - Hours: 3
  - The principles and rules of law relating to wills and inheritances are covered, as well as how estates are administered, why and how trusts are created and operated, and the duties and of executors, administrators, and trustees.
  - Prerequisite(s): LGS 200

- **FI ___. Actuarial Science Exam Probability (course number to be determined)**
  - Hours: 3
  - Prepares students to pass the professional actuarial exam Probability which is required for certification by either the Casualty Actuarial Society or the Society of Actuaries.
  - Prerequisites: MATH 125, MATH 126, and MATH 227

- **FI ___. Actuarial Science Exam Financial Mathematics (course number to be determined)**
  - Hours: 3
  - Prepares students to pass the professional actuarial exam Probability which is required for certification by either the Casualty Actuarial Society or the Society of Actuaries.
  - Prerequisites: MATH 125, MATH 126, and MATH 227

Part III – Other Electives – students can choose from the following as needed to complete minor:

- **AC 334 Introduction to Fraud Risk Management**
  - Hours: 3
  - This course provides a basic overview of fraud risk management in business, including the global fraud problem, fraud risk identification, assessment, prevention, detection, and follow-up.
  - Prerequisites: AC 210

- **FI 414 Investments**
  - Hours: 3
  - Study of the various investment media together with analysis models of investment management. Emphasis is on investment decision making and portfolio analysis
  - Prerequisite(s): EC 110 and EC 111 and FI 302 or IE 203 or CE 366

- **FI 436 Real Estate Financing**
  - Hours: 3
  - Study of the institutions of real estate finance and of factors affecting the flow of funds; investment analysis and procedures involved in real estate financing.
  - Prerequisite(s): FI 302 or CE 366 or IE 203

- **MGT 322 Effective Negotiations**
  - Hours 3
  - Negotiations are pervasive in all aspects of life. Having the ability to effectively negotiate can provide you with a competitive advantage in many situations. This course will employ negotiations exercises, expert guest speakers and additional readings to help students master negotiation skills.
  - Prerequisite(s): Junior class standing and enrollment in College of Commerce and Business Administration, OR by permission of instructor.

- **MKT 337 Personal Selling**
  - Hours: 3
  - Introduction to successful selling practices and principles through presentation, discussion, role-playing, and workshops. Includes principles of prospecting, establishing rapport, generating curiosity, being persuasive, creating desire, handling objections, and closing.
  - Prerequisite(s) with concurrency: MKT 300

Proposal for a Minor in Actuarial Science
at the
Department of Economics, Finance and Legal Studies
Culverhouse College of Business
University of Alabama

August 13, 2018

This proposal is for a new minor in Actuarial Science.

Rationale for the new Minor

The Actuarial Science program plans to increase its enrollment and graduation rates. Changing the offering from a concentration to a minor will make the program available the University's students, beyond the Culverhouse College of Business.

Courses

Required Courses for the Minor	**Hours**
FI 341 *Principles of Risk Management and Insurance*	3
FI 427 *Probability for Actuaries*	3
FI 428 *Financial mathematics for Actuaries*	3
Total:	9
Choose two of the following electives (6 hours total):	6
EC 413 *Economic Forecasting and Analysis (3 hours)*	
FI 302 *Business Finance (3 hours)*	
FI 410 *Intermediate Financial Management (3 hours)*	
FI 415 *Advanced Investments (3 hours)*	
FI 419 *Financial Derivatives (3 hours)*	
FI 443 *Property & Liability Insurance (3 hours)*	
FI 444 *Life & Health Insurance (3 hours)*	
FI 472 *Financial Econometrics (3 hours)*	
ST 440 *Statistical Programming and Computing with R (3 hours)*	
ST 452 *Applied Regression Analysis (3 hours)*	
Total for the Minor:	**15**

Courses list

- ***EC 413 Economic Forecasting & Analysis.***
  - Hours: 3
  - Survey of the analytical techniques used by economists to forecast the macro and micro levels of economic activity and the effects of public policy on the economy. Computing proficiency is required for a passing grade in this course.
  - Prerequisites: EC 308 and EC 309

- ***FI 302 Business Finance.***
  - Hours: 3
  - Study of financial objectives of business enterprise, sources of capital, and financial management of business assets. Emphasis is on establishing a framework for making financing, investing, and dividend decisions.
  - Prerequisites: EC 110/111, LGS 200, AC 210, ST 260

- ***FI 341 Principles of Risk Management and Insurance.***
  - Hours: 3
  - This course introduces students to the principles of risk management and provides practical knowledge that will help optimize results from the risk management process. Students learn about different kinds of insurance and develop a basic understanding of functional operations in insurance companies. The course also helps students become more effective consumers of financial services, and provides valuable knowledge for those interested in a possible career in the financial services industry
  - Prerequisites: E 110 and EC 111

- ***FI 410 Intermediate Financial Management.***
  - Hours: 3
  - Development of advanced practices of financial management and their application to decision making in the business firm.
  - Prerequisites: EC 110/111, FI 302

- ***FI 415 Advanced Investments.***
  - Hours: 3
  - Advanced models for investment management are developed and their application in decision making is discussed. Emphasis is on the use of models for portfolio selection.
  - Prerequisites: FI 302 and FI 414
- ***FI 419 Financial Derivatives.***
  - Hours: 3
  - Addresses managing financial risks such as adverse stock price movements, adverse interest rate changes and adverse commodity price changes with specific attention given to employing futures, options and swap contracts.
  - Prerequisites: FI 302 and FI 414

- ***FI 427 Probability for Actuaries.***

- Hours: 3
- The purpose of this course is to assist the student in preparation for Exam P, a three-hour exam consisting of 30 multiple choice questions, administered by the Society of Actuaries. We will introduce the basic concepts covered under Exam P and emphasize the working of problems.
- Prerequisites: ST 454

- ***FI 428 Financial Mathematics for Actuaries.***
  - Hours: 3
  - The topics include fundamental concepts of financial mathematics, including measurement of interest, accumulation and discount, forces of interest and discount, and calculating present and accumulated values for various streams of cash flows (annuities, perpetuities, amortization and sinking funds, yield rates, bonds and other securities). A key objective is to prepare students for the corresponding exams offered by actuarial associations.
  - Prerequisites: MATH 126

- ***FI 443 Property & Liability Insurance.***
  - Hours: 3
  - This course introduces students to commercial P-L coverages as well as to the principles of company operations, regulation, and accounting. Based primarily on the CPCU textbook, Insurance Operations, supplemented by other writings, guest speakers, and field trips, this course provides a broad-based exposure to property and liability insurance at the intermediate level. Students receive credit for CPCU 520, which is a major career-builder.
  - Prerequisite(s): EC 110 and EC 111 and FI 341 and FI 302 or IE 203 or CE 366

- ***FI 444 Life & Health Insurance.***
  - Hours: 3
  - Among the major topics covered in this advanced course are: contracts, underwriting, ratemaking (including calculation of net and gross premiums, reserves, surrender values, dividends, asset share modeling), claims, agency law, marketing (including elements of financial planning), strategic planning, and regulation. Students are prepared to take LOMA or American College examinations.
  - Prerequisite(s): EC 110 and EC 111 and FI 341 and FI 302 or IE 203 or CE 366

- ***FI 472 Financial Econometrics.***
  - Hours: 3
  - Description: This course is intended to provide a modern and up-to-date presentation of financial econometrics, and introduce students to appropriate techniques for empirical investigation in financial economics, asset pricing and risk management.
  - Prerequisite(s): (Undergraduate level MATH 121 Minimum Grade of C- or Undergraduate level MATH 125 Minimum Grade of C- or Undergraduate level MATH

145 Minimum Grade of C-) and (Undergraduate level ST 260 Minimum Grade of C- or (Undergraduate level ST 250 Minimum Grade of C- and Undergraduate level ST 251 Minimum Grade of C-)) and Undergraduate level EC 110 Minimum Grade of C- and Undergraduate level EC 111 Minimum Grade of C-

- ***ST 440 Statistical Programming and Computing with R.***
  - Hours: 3
  - Introduction to basic concepts in computer programming and statistical computing techniques as they are applied to data extraction and manipulation, statistical processing, and visualization. Uses the R language.
  - Prerequisites: ST 260 or GES 255, (CS 150 or UA Computer Science Placement Test Score of 380)

- ***ST 452 Applied Regression Analysis.***
  - Hours: 3
  - This course introduces modern methods of regression based data analysis. Topics include: a) models and methods of inference for simple and multiple regression; b) diagnostics, multicollinearity, influence, outliers, transformations, model selection, and dimension reduction; c) time series modeling, trends, random walks, autoregressive, exponential smoothing d) generalized linear models, binary and Poisson regression, hypothesis tests, confidence and prediction intervals.
  - Prerequisites: ST 260 or GES 255, ST 455, MATH 237 (Linear Algebra)

- ***ST 454 Mathematical Statistics I.*** (Alternative for non-business majors: *MATH 355*)
  - Hours: 3
  - Distributions of random variables, moments of random variables, probability distributions, joint distributions, and change of variable techniques.
  - Prerequisites: MATH 227

- ***ST 455 Mathematical Statistics II.*** (Alternative for non-business majors: *MATH 451*)
  - Hours: 3
  - Theory of order statistics, point estimation, interval estimation, and hypothesis testing.
  - Prerequisites: ST 454

Proposals for pre-requisite changes to EFLS courses

Inbox ×

Laura Razzolini Wed, Nov 7, 9:32 AM (9 days ago)

to me, Danielle, Lauren

Hello David,

The EFLS department would like to submit the following prerequisite changes

- Remove OM 300 as a prerequisite for EC 400. The only needed pre-reqs are EC 110 and EC 111.
- FI 360: Add EC 110 and EC 111 as needed pre-reqs.
- LGS 403: Add EC 110 and EC 111 as needed pre-reqs.
- LGS 407: Add EC 110 and EC 111 as needed pre-reqs.

The rationale for these prerequisites changes is that these courses can be taken by non business students selecting a Minor in Real Estate or in Personal Wealth Management . Thus the need to make sure that basic principles of economics are taken by the students before taking these upper level courses.

Thanks, and please let me know if you need anything else from me. Best, L.

Laura Razzolini | Department Chair

Department of Economics, Finance, and Legal Studies
Culverhouse College of Commerce

Proposed Human Resource Management Minor

Basic Proposal - Create an HR Minor that is 15 hours. Courses offered in the minor are existing courses offered in the Concentration, simply packaged for those not in the Major.

A detailed description of the minor is below.

HUMAN RESOURCES MANAGEMENT MINOR		
MGT 301	Intro to HR Management	3
MGT 437	Strategic HR Management	3
CHOOSE 3 OF:		
MGT 431	Employee Recruitment, Selection, and Placement	3
MGT 432	Employee Relations	3
MGT 433	Compensation & Performance Mgt	3
MGT 434	Training and Development	3
MGT 492	Internship	3
Total Hours		**15**

Statistics Minor

ISM Department
University of Alabama

1. Statistics Minor

The Statistics minor equips students with a general introduction to statistical theory followed by further training in statistical methods and computational statistics. Through this minor, students will gain the skills necessary to participate in statistical analysis and data science in business, engineering, or scientific fields and greatly enhance their preparedness for graduate school in disciplines involving quantitative analysis. The Statistics minor is an excellent counterpart to any undergraduate program at the University of Alabama.

2. Justification

There is a growing demand for students with statistical skills in industry and graduate school. For example, the Society of Actuaries (SOA) has redesigned their certification program to include several new statistical certifications (Mathematical Statistics, Statistics for Risk Modeling, Predictive Modeling). Many graduate programs also require their students to possess strong quantitative and statistical competencies. In response to these opportunities, the Applied Statistics (APST) faculty propose an undergraduate minor in Statistics.

According to the American Statistical Association (http://thisisstatistics.org/counselors/):

> The field of statistics has been around for centuries, yet its significance to society and the economy is possibly greater today than it has ever been. Advances in computing technology have increased the value of data, guiding critical decisions and directing new areas of inquiry in business, science, policy, government and so many other areas of society.
>
> Statisticians have become so important to so many fields that demand for their skills is leading to strong job growth. A report by McKinsey Global Institute predicts the U.S. will need up to 190,000 new professionals with analytical skills to help manage the Big Data movement and run data analytics and business intelligence operations in the private and public sectors. Additionally, the U.S. Bureau of Labor Statistics predicts that jobs for statisticians will grow 34 percent between 2016 and 2024, much faster than the growth rate of 7 percent for all occupations.
>
> This demand is also reflected in the pay of statisticians. The median salary for data scientists was $80,000 for those with less than three years of experience, and $150,000 for those with nine or more years of experience, according to a Burtch Works 2014 report.
>
> So it is no surprise the nation's top students are gravitating toward the field. The number of students taking the AP statistics exam doubled to more than 200,000 between 2006 and 2016. Last year, statistics was the fastest-growing degree on college campuses. Further, a large majority of college majors require statistics.

The expected growth in Statistics is also supported by the following:

- U.S. News came out with their 2017 job rankings. Statistics is:
  - #1 Best Business Job
  - #1 Best STEM Job
  - #4 Best overall Job
  - http://money.usnews.com/careers/best-jobs/statistician
- CareerCast.com has ranked "statistician" as the best job in 2017
  - http://www.careercast.com/jobs-rated/2017-jobs-rated-report
- Fortune, in 2015, ranked degree programs:
  - #1 PhD Statistics
  - #9 MS Statistics
  - http://fortune.com/2015/04/27/best-worst-graduate-degrees-jobs/
- Around the country Statistics programs and courses are seeing tremendous growth. The Daily Pennsylvanian reported in October 2015 that the statistics concentration at University of Pennsylvania's Wharton School is "bursting at the seams"" with growing demand from business students.
  - http://www.thedp.com/article/2015/10/statistics-field-is-on-the-rise

3. Curriculum

Minimum of 15 Credit Hours:

- Core courses (12 hours): ST 260, ST 452, ST 454, ST 455
- One approved elective (3 hours)

Prerequisites:

- Math 227 or Math 247 (Calculus III)
- Math 237 (Linear Algebra)

Required Courses:

- ST 260: Statistical Data Analysis or GES 255: Engineering Statistics I
- ST 452: Applied Regression Analysis
- ST 454: Mathematical Statistics I
- ST 455: Mathematical Statistics II

Choose one approved elective:

- ST 440: Statistical Programming and Computing with R
- ST 445: Intro to Statistical Learning and Data Mining
- 500 level ST courses:
  - ST 521: Statistical Data Management
  - ST 531: Data Mining I
  - ST 540: Statistical Programming and Computing with R
  - ST 545: Intro to Statistical Learning and Data Mining
  - ST 553: Applied Multivariate Analysis
  - ST 561: Applied Design of Experiments
  - ST 575: Statistical Quality Control
  - ST 597: Special Topics in Statistics

Course Offerings

Fall	Spring
ST 260	ST 260
ST 454	ST 455
ST 452	ST 445
ST 440	

Course Descriptions

See Appendix.

4. Expected Enrollment

We anticipate the Statistics Minor will be of interest to undergraduate students from across campus. In particular, based on current enrollment trends in existing Statistics courses, we expect enrollment from students in: Actuarial Science, Engineering, Computer Science, Mathematics, Biology, Anthropology, Chemistry, Criminal Justice, and Psychology. The projected enrollment in this program over the next three years is as follows:

- Year 1: 15
- Year 2: 20
- Year 3: 20

5. Resources

The ISM department proposed two new courses (ST 440, ST 445), which were approved in the spring 2018 Faculty Forum meeting, and which may be taken as electives for the minor. This requires teaching two new sections per year. ISM has hired a non-tenure track assistant professor of statistics (Spring 2018), a tenured associate professor of statistics (Fall 2018), and is in the process of filling two open tenure track faculty positions with a start date of Fall 2019.

6. Fit with College Mission and Broader Impact

a. Comparison to other programs in the college

The Department of Management offers the *Certificate in Analytical Excellence in Business* which includes two courses (ST 454, ST 455) in common with the proposed minor. However, these courses are only two of the 10 possible electives and the certificate allows these courses to be substituted by MATH 355 and MATH 451.

The minor would be good preparation for students seeking to pursue the MS in Applied Statistics as well as other graduate programs in the college.

b. Benefits to Actuarial Science Program

The Society of Actuaries (SOA) has redesigned their certification program to include new Statistics requirements. There will be three statistics related exams: *Probability, Statistics for Risk Modeling,* and *Predictive Analytics*. There is also a new VEE (Validation by Educational Experience) in *Mathematical Statistics*.

The curriculum included in the minor will cover the required statistical concepts for two exams (*Probability, Statistics for Risk Modeling*) and the VEE (*Mathematical Statistics*) and will provide an introduction to the material required for the third exam (*Predictive Analytics*). As such, we expect the coursework in the minor will be of interest to Actuarial Science students.

Course		SOA Requirement
ST 454: Mathematical Statistics I	→	Exam P
ST 455: Mathematical Statistics II	→	VEE: Math Stat
ST 452: Applied Regression Analysis	→	Stat for Risk Modeling Exam
ST 445: Intro to Statistical Learning and Data Mining	→	Stat for Risk Modeling Exam Predictive Analytics Exam

c. Benefits to University

Data-driven, statistical approaches are being incorporated in virtually every academic discipline – hard sciences, social sciences, business, engineering and medicine. Funding agencies and top journals are requiring better statistical methodologies and novel approaches that involve computation, data analytics, predictive modeling, decision modeling, and data science. The proposed Minor in Statistics will also equip students who want to pursue graduate studies with a strong quantitative foundation.

Appendix: Course Descriptions

A. Recently Approved Courses

ST 440: Statistical Programming and Computing with R

Introduction to basic concepts in computer programming and statistical computing techniques as they are applied to data extraction and manipulation, statistical processing, and visualization. Uses the R language.

Prerequisite(s): ST 260 or GES 255, {CS 150 or UA Computer Science Placement Test Score of 380}

ST 445: Intro to Statistical Learning and Data Mining

This course offers an introduction to the field of statistical learning, an essential toolkit for making sense of the vast and complex data sets that have emerged in fields ranging from biology to finance to marketing to astrophysics in the past twenty years. Topics include linear and logistic regression, classification, resampling methods, shrinkage/penalized approaches, tree-based methods, generalized additive models, principal component analysis, and clustering.

Prerequisite(s): ST 452

B. Current APST Undergraduate Courses

ST 260: Statistical Data Analysis

Introduction to the use of basic statistical concepts in business applications. Topics include extensive graphing; descriptive statistics; measures of central tendency and variation; regression, including transformations for curvature; sampling techniques; designs; conditional probability; random variables; probability distributions; sampling distributions; confidence intervals; and statistical inference. Computer software applications are utilized extensively. Emphasis throughout the course in on interpretation.

Prerequisite(s): MATH 112 or MATH 115 or MATH 121 or MATH 125 or MATH 126 or MATH 145 or MATH 146; and CS 102 or CS 150 or CS 100 or CS 120 or MIS 120 or CS 104 or GES 131 or GES 145

ST 450: Statistical Methods in Research I

Development of fundamental concepts of organizing, exploring, and summarizing data; probability; common probability distributions; sampling and sampling distributions; estimation and hypothesis testing for means, proportions, and variances using parametric and nonparametric procedures; power analysis; goodness of fit; contingency tables. Statistical software packages are used extensively to facilitate valid analysis and interpretation of results. Emphasis is on methods and on selecting proper statistical techniques for analyzing real situations.

Prerequisite(s): None listed.

ST 451: Statistical Methods in Research II

Analysis of variance and design of experiments, including randomization, replication, and blocking; multiple comparisons; correlation; simple and multiple regression techniques, including variable selection, detection of outliers, and model diagnostics. Statistical software packages are used extensively to facilitate valid analysis and interpretation of results. Emphasis is on appropriate analysis of data in real situations.

Prerequisite(s): ST 450 or GES 255

ST 452: Applied Regression Analysis

This course introduces modern methods of regression based data analysis. Topics include: a) models and methods of inference for simple and multiple regression; b) diagnostics, multicollinearity, influence, outliers, transformations, model selection, and dimension reduction; c) time series modeling, trends, random walks, autoregressive, exponential smoothing d) generalized linear models, binary and Poisson regression, hypothesis tests, confidence and prediction intervals.

Prerequisite(s): ST 260 or GES 255, ST 455, MATH 237 (Linear Algebra)

ST 454: Mathematical Statistics I

Distributions of random variables, moments of random variables, probability distributions, joint distributions, and change of variable techniques.

Prerequisite(s): MATH 227 or MATH 247 (Calculus III)

ST 455: Mathematical Statistics II

Theory of order statistics, point estimation, interval estimation, and hypothesis testing.

Prerequisite(s): ST 454

C. Current Elective APST Graduate Courses

ST 521: Statistical Data Management

Introduction to the management of data using SAS. The collection and management of data from business or scientific research projects are emphasized.

Prerequisite(s): None listed.

ST 531: Data Mining I

Data mining is the process of selecting, exploring, and modeling large amounts of data to uncover previously unknown patterns of data. Techniques for accomplishing these tasks in a business setting will be discussed.

Prerequisite(s): ST 550 or ST 560 or ST 509

ST 553: Appld Multivariate Analy

Methods and business applications of multivariate analysis, discriminant analysis, canonical correlation, factor analysis, cluster analysis, and principal components.

Prerequisite(s): None listed.

ST 561: Applied Design Expermnts

An introduction to the design and analysis of experiments. Topics include factorial, fractional factorial, block, incomplete block, and nested designs. Other methods discussed include Taguchi Methods, response surface methods, and analysis of covariance.

Prerequisite(s): GES 400 or GES 500 or BER 540 or CHS 425 or CHS 525 or ST 509 or ST 550 or ST 560

ST 575: Statistl Quality Control

Statistical methods useful in control and improvement of manufactured products, including statistical process control with variables and attribute control charts, and process improvement with designed experiments. Emphasis is placed on design, implementation, and interpretation of the techniques.

Prerequisite(s): ST 550 or ST 560 or ST 509

300-Level Field Course Prerequisite Proposal
Enhancing Undergraduate Student Pathways

Broad Proposal Statement: Revise our College prerequisites to allow students to begin taking the five 300-level field courses in sophomore year (under current policy they can't do so until junior year).

Link to Strategic Plan: This change was proposed as an important element of the faculty approved 2017 Culverhouse Strategic Plan as follows (Goal 1; Objective 1; Strategy 2; Action 3):

> *Expand opportunities to expose students to business majors [earlier]…including offer more of the core curriculum as part of the lower-division.*

Impetus for Proposed Change: From key constituents (including employers and our students), we know that our undergraduate student success is being hindered/pathways blocked by blocking student access to our 300-level functional field courses until the junior year. The negative consequences for our students are shown in Table 1 and could be reduced or eliminated by the proposed prerequisite change. Note that simply changing the courses to 200-level is not a feasible solution since that would cause them to fall under a cumbersome course reciprocity system called the articulation agreement.

Table 1

Limitations Under Current Policy	Negative Student Consequences of Current Policy
Limited exposure to major areas of business in sophomore year	• Difficulty making informed choices about majors, minors, and concentrations for the junior year • Difficulty getting internships between their sophomore and junior years which companies increasingly want • Switching majors (due to lack of earlier information) and then taking more time to graduate
Inability to take 300-level functional field courses until junior year	• Spend the junior year taking all of these classes which slows progress toward picking and completing a major • Minimal engagement of business students early on means fewer opportunities for enhanced professional, career, and academic development • Students forced to take all of their non-business "core" requirements (not time sensitive) in their freshman and sophomore years at the expense of business courses that are highly time sensitive • Critical elective credits sometimes spent on non-required courses that don't count toward any program
Inability to take major classes until 2nd semester junior year	• Difficulty getting major-specific or specialty-area internships due to lack of coursework • Lack of time to complete minors, concentrations, certificates, and additional majors • Fitting "high-impact" experiential learning opportunities such as semester long coops and study abroad into the junior and senior year can be difficult or impossible.

Specific Prerequisite Change Proposal: Table 2 shows current and proposed prerequisites for the key courses in question (highlighted in grey). No other courses would be affected. Lower-division business courses (EC 110 and 111, LGS 200, AC 210, and AC 260) are listed for ease of reference.

Table 2

Course	Current Prerequisites	Proposed Prerequisites
EC 110	Math 100 or test out	Math 100 or test out
EC 111	EC 110	EC 110
LGS 200	None	None
AC 210	EC 110	EC 110
ST 260	CS 102; Math 112	CS 102; Math 112
MGT 300	JR standing plus EN 101 and EN 102 and Math 121 (or 125) and EC 110 and EC 111 and AC 210 and LGS 200 and ST 260	SO standing plus EC 110
MKT 300	JR standing plus EN 101 and EN 102 and Math 121 (or 125) and EC 110 and EC 111 and AC 210 and LGS 200 and ST 260	SO standing plus EC 110
OM 300	JR standing plus EN 101 and EN 102 and Math 121 (or 125) and EC 110 and EC 111 and AC 210 and LGS 200 and ST 260	SO standing plus ST 260
FI 302	JR standing plus EN 101 and EN 102 and Math 121 (or 125) and EC 110 and EC 111 and AC 210 and LGS 200 and ST 260	SO standing plus AC 210 and EC 111
GBA 300	JR standing plus EN 101 and EN 102 and Math 121 (or 125) and EC 110 and EC 111 and AC 210 and LGS 200 and ST 260	SO standing plus EN 101 and 102

NOTE: Math 112 also required as a pre-requisite for MA 121 and MA 100 as a pre-requisite for MA 112 if a student doesn't test out.

Benefits of the Proposed Change: The proposed prerequisite change would reduce or eliminate the negative student consequences associated with current policy (see Table 1) and open pathways not otherwise available to our students. Detailed course maps for several programs demonstrating the benefits and pathways created by the proposed prerequisite change are available upon request.

Sufficiency of the Proposed Prerequisites: We took this from two perspectives. First, since the **proposed new** course prerequisites for our business students are similar or identical to the **current enforced** prerequisites for non-business students in order to gain entrance into these field courses (e.g., a non-business student can currently gain entry into MKT 300 with junior standing and EC 110), we compared GPA for business and non-business students in each of the 5 field courses in question for AY 2017. In all cases, as shown in Table 3, the grades/GPA were the same or higher for non-business students. This suggests that the proposed (and much streamlined) prerequisites for all business students are appropriate and sufficient for student success. In addition, each core coordinator for the specific course in question provided conceptual justification as to the appropriateness and sufficiency of the proposed prerequisite(s) for their course. These justifications are provided in the Appendix.

Table 3

Class	Designation	Current Enforced Prerequisites - JR standing plus	N	GPA
FI 302	Non-Business	AC 210 (which has EC 110 as a prereq)	84	3.8
	Business	EC 110/111; EN 101/102; AC 210 LGS 200; ST 260; MA 121	2531	3.3
GBA 300	Non-Business	EN 101/102	45	4.1
	Business	EC 110/111; EN 101/102; AC 210 LGS 200; ST 260; MA 121	2408	3.9
MGT 300	Non-Business	EC 110 (which has MA 100 as a prereq)	249	3.7
	Business	EC 110/111; EN 101/102; AC 210 LGS 200; ST 260; MA 121	2126	3.5
MKT 300	Non-Business	EC 110 (which has MA 100 as a prereq)	299	3.9
	Business	EC 110/111; EN 101/102; AC 210 LGS 200; ST 260; MA 121	2176	3.9
OM 300	Non-Business	ST 260 (which has CS 102 and MA 112 as prereqs)	78	3.7
	Business	EC 110/111; EN 101/102; AC 210 LGS 200; ST 260; MA 121	2259	2.9

Additional Considerations:

- ***UA Rules Relating to this Proposed Change:*** The UA registrar has been consulted and we have been told that "these are your courses and programs and rules and you are free to change them." We have also been told there is no issue whatsoever with 300-level courses being taken by sophomores.

- ***Maintaining Current Prerequisites on all other 300 and 400 level Business Courses:*** With the exception of the proposed 5 300-level field courses, the current pre-requisites (Junior standing and an earned C- in all of the following courses will remain in place - EN 101 and EN 102 and Math 121 and EC 110 and EC 111 and AC 210 and LGS 200 and ST 260). There are numerous means of accomplishing this, including a slight adjustment to our catalog language.

- ***Department Head Support and Resources:*** We have discussed this with all of the department heads and they are in strong support of this proposed change. It is understood that this change would involve a manageable temporary short-term increase in demand for these specific courses. Reasonable options are available to handle this issue.

APPENDIX

Proposed Prerequisite Justifications by Core Course Coordinators

Course: MKT 300 – Marketing
Proposed Prerequisite: EC 110
Core Course Coordinator: Bryan Hochstein
Justification: MKT 300 is a course designed to provide a broad overview of core basic marketing topics (e.g., consumer behavior, promotion, global markets, basic pricing, product and branding strategies, distribution, etc.). These topics are presented at a level that requires little prerequisite knowledge of the topics. Moreover, EC 110 which provides an understanding of markets, pricing, buyer behavior and conditional aspects of market behavior is deemed as an appropriate and sufficient prerequisite for MKT 300.

Course MGT 300 – Organizational Theory & Behavior
Proposed Prerequisite: EC 110
Core Course Coordinator: Dan Bachrach
Justification: MGT 300 spans an extremely broad range of topics and concepts. The course is not designed to delve deeply into these foundational content areas, but to provide students with sufficient exposure to develop a foundational understanding of organizational theory and behavior for use in later classes. EC 110, because it provides a sound conceptual framework for analytical thought, and tools for the logical, systematic expression of coherent, business-critical ideas is deemed as an appropriate and sufficient prerequisite for MGT 300.

Course: OM 300 – Introduction to Operations Management
Proposed Prerequisite: ST 260
Core Course Coordinator: Nick Freeman
Justification: OM 300 is designed to expose students be concepts and applications of analytical techniques associated with operations management including 1) time series forecasting, 2) statistical quality control, and 3) inventory management. ST 260 provides the requisite underpinning for these materials including, but not limited to data collection and sampling methods, expected value/risk, and probability distributions. ST 260 (and its embedded math prerequisites) ensures that students are prepared for OM 300 and thus is deemed appropriate and sufficient for OM 300.

Course: FI 302 – Business Finance

Proposed Prerequisite: AC 210 and EC 111
Core Course Coordinator: Chris Whaley
Justification: FI 302 is a basic foundational finance class. AC 210 is an important prerequisite because it contains the most comprehensive amount of material needed for FI 302, namely that relating to a basic understanding and ability to read financial statements. EC 111 is also an important prerequisite because it contains fundamental materials (e.g. interest rates, inflation, and the Federal Reserve System) that are important precursors to materials covered in FI 302. Additional courses currently required of business students prior to FI 302 (e.g., ST 260 and LGS 200) are not deemed as necessary for success in FI 302 as the overlapping material can be covered without significant impact on the course. Thus, AC 210 and EC 111 are deemed as the appropriate and sufficient prerequisites for FI 302.

Course: GBA 300 – Business Communication
Proposed Prerequisite: EN 101 and EN 102
Core Course Coordinator: Jef Naidoo
Justification: GBA 300 is a foundational business communications course. Concepts and skills relating to basic composition and communication are necessary for GBA 300 and should ensure that students are prepared to take GBA 300. Such concepts and skills are provided in EN 101 and 102 and typically taken in a student's freshman year. Thus, EN 101 and EN 102 are deemed as appropriate and sufficient prerequisites for GBA 300.

Course Credit Overlap Proposal

Program Requirements	Student Requirements
Adding Majors (beyond first)	• Meet requirements of each additional major PLUS • Each additional major beyond the first must consist of at least 12 unique credit hours
Adding Minors • Minimum 15 credit hours • Any major • No overlap with major courses	• Meet requirements of each minor PLUS • Each minor must consist of at least 9 credit hours that are unique from each of the other minors or concentrations taken
Adding Concentrations • Minimum 9 credit hours • Limited to one designated major	• Meet requirements of each concentration PLUS • Each concentration must consist of at least 9 credit hours that are unique from each of the other minors or concentrations taken

Accelerated Master's Program Proposal

The Accelerated Master's Program (AMP) is designed to incentivize our best undergraduate students to pursue their graduate studies at The University of Alabama. It is anticipated that many students entering UA with significant AP credit can graduate with a Master's degree in 4 years. If such a student is on a UA four year scholarships (e.g. the Presidential Scholarship), it is possible that the tuition scholarship will cover both the undergraduate and graduate degrees. This will help to raise the quality of our graduate classes, national profile, and ranking. By committing to the AMP program, it is expected that departments will publicize the AMP program widely to all new undergraduate students. Bama Bound is a great time to start.

AMP PROGRAM DETAILS	
Department	Economics, Finance and Legal Studies
Constituent programs	
Bachelor's Degree	Finance (BS)
Graduate Degree	Economics (MA)
Submitted by	Dr. Laura Razzolini, Chair Dr. Matt Van Essen, MA Graduate Program Coordinator
Date	November 6, 2018
Number of Full Time Tenured Faculty	31
Number of undergraduate majors	652
Number of Master's students	45
Number of Doctoral students	27 PhD students in Economics
ADMISSION CRITERIA (in addition to minimum requirements for graduate admission)	
Admission test score waiver?	Yes
Minimum GRE/GMAT if required	GMAT score of 600 (or GRE score of 300)
Minimum GPA	3.3
Maximum Number of Hours to Double Count	12
Additional pre-requisite requirements	Calculus sequence (Math 125, Math 126, Math 227)
Other requirements	

*Complete a separate proposal for each program. This can include accelerated bachelors/doctoral programs also.

Application Process

Students may start the AMP program once they have earned 90 or more undergraduate hours. Typically, this would mean that an AMP student will apply to the Graduate School in the final semester of their junior year. An AMP student must meet the minimum requirements for regular graduate admission as described in the graduate catalog and in the table above.

Classification of AMP Students

AMP students are classified as undergraduates until they complete the requirements for their undergraduate degrees. AMP students may therefore not receive UA Graduate Assistantships, or fellowships and scholarships awarded by Graduate School, until they have completed their undergraduate degree.

Assistantships, Fellowships, and Scholarships

Upon completion of an undergraduate degree an AMP student becomes eligible for Graduate Assistantships (including Research Assistantships and Teaching Assistantships), graduate fellowships, and graduate scholarships administered by Graduate School. This includes travel and research funding. If an AMP student is offered an assistantship while still eligible for tuition support under an undergraduate scholarship, departments may use the assistantship tuition line to support another deserving graduate student. A student needs to meet the SACS requirement of 18 graduate hours completed in the teaching field before holding a Teaching Assistantship as the primary instructor of an undergraduate course and/or to assign undergraduate grades.

Fulfilling the Requirements of the Undergraduate and Graduate Degrees

The AMP program fulfills the credit hour and curricula requirements for both the undergraduate and graduate degrees. It will differ from the two standard programs (Bachelor's and Master's) only in terms of (a) timeline and (b) substitution of graduate coursework (maximum as given in the table above) that can be double counted for undergraduate requirements. This curriculum will be appropriate for very well prepared students who have excelled in the first two or three years of their UA undergraduate studies, and demonstrate that they can satisfy the course requirements and still successfully complete graduate courses during their senior year. **Upon receipt of the undergraduate degree, the student will continue taking graduate courses until requirements for the master's degree are met.**

Advising Requirements

It is understood that prospective AMP students will meet with the Graduate Program Coordinator and/or the Advising Specialist for their AMP program at the beginning of their junior year, and it is highly recommended that such meetings occur well in advance of this point to allow students to structure a curriculum that allows the student to meet all of the requirements as early as possible. Programs may have specific coursework requirements and graduate class prerequisites for which an AMP student must be prepared.

Example Curriculum to Meet the Requirements for Both the Undergraduate and Graduate degrees

Year 1

Course	Credits	Course	Credits
Math 125	4	Math 126	4
EN 101	3	EN 102	3
EC 110	3	EC 111	3
HU/L/FA	3	HU/L/FA	3
HI/SB	3	HI/SB	3
		TOTAL	32

Year 2

Course	Credits	Course	Credits
Math 227	4	AC 210	4
Natural Science	4	Natural Science	4
ST 260 (C)	3	Elective	3
HU/L/FA	3	HU/L/FA	3
HI/SB	3	HI/SB	3
		TOTAL	**66**

Year 3

Course	Credits	Course	Credits
FI 302	3	OM 300	3
EC 308	3	EC 309	3
MGT 300	3	FI 301	3
GBA 300 (W)	3	FI 389 (C)	3
MKT 300	3	FI 410	3
		TOTAL	**96**

Year 4

Course	Credits	Course	Credits
EC 508	**3**	**EC 509**	**3**
EC 571	**3**	**EC 513**	**3**
FI 412	3	FI elective	3
FI 414	3	GBA 490 (W)	3
		TOTAL	**120**

B.S. Complete

Year 5

Course	Credits	Course	Credits
ST 521	**3**	**ST 522**	**3**
ST 531	**3**	**ST 532**	**3**
EC 570	**3**	**EC 596**	**3**
		TOTAL	**30**

M.A. Complete

The master's degree will be awarded after all 30 credits are completed. The curriculum shown here is based upon a student selecting Track II—Applied Economics—of the MA in Economics program. Students may wish to select Track III, the Policy Track, instead of this, but the sequence would be very similar. Students wishing to pursue Track I, the PhD Preparation Track, should consult with the MA program coordinator, since this track involves completing the first-year sequence of courses in the PhD in economics.

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Submitted by	Dr. Laura Razzolini, Chair Dr. Robert Brooks, MSF Graduate Program Coordinator
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Admission test score waiver?	Yes
Minimum GRE/GMAT if required	GMAT score of 600 (or equivalent GRE score)
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Maximum Number of Hours to Double Count	12
Additional pre-requisite requirements	Calculus sequence (Math 125, Math 126, Math 227)
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EC 110	3	EC 111	3
HU/L/FA	3	HU/L/FA	3
HI/SB	3	HI/SB	3
		TOTAL	32

Year 2

Course	Credits	Course	Credits
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Natural Science	4	Natural Science	4
ST 260 (C)	3	Elective	3
HU/L/FA	3	HU/L/FA	3
HI/SB	3	HI/SB	3
		TOTAL	**66**

Year 3

Course	Credits	Course	Credits
FI 302	3	OM 300	3
EC 308	3	EC 309	3
MGT 300	3	FI 301	3
GBA 300 (W)	3	FI 389 (C)	3
MKT 300	3	EC elective	3
		TOTAL	**96**

Year 4

Course	Credits	Course	Credits
FI 510	**3**	**FI 512**	**3**
FI 515	**3**	**FI 522**	**3**
EC elective	3	EC elective	3
EC elective	3	GBA 490 (W)	3
		TOTAL	**120**

B.S. Complete

Year 5

Course	Credits	Course	Credits
AC 597	**3**	**FI 505**	**3**
EC 571	**3**	**FI 506**	**3**
EC 509	**3**	**FI 596**	**3**
		TOTAL	**30**

M.A. Complete

The master's degree will be awarded after all 30 credits are completed. The curriculum shown here is based upon a student selecting corporate track—of the MSF in Finance program. Students may wish to select Financial Engineering track or Real Estate track, instead of this, but the sequence would be very similar.

Gmail by Google

Kati Hardemon <kfhardemon@cba.ua.edu>

Three UPC revised and approved proposals from the 9-7-18 meeting

2 messages

David Mothersbaugh <dmothers@cba.ua.edu> Mon, Sep 10, 2018 at 2:41 PM
To: Kati Hardemon <kfhardemon@cba.ua.edu>, "Jonathon R. B. Halbesleben" <jhalbesleben@cba.ua.edu>, Sherwood Clements <jsclements@cba.ua.edu>, David Mothersbaugh <dmothers@cba.ua.edu>

Hey all,

UPC approved all business before it on 9-7-18 - three were conditional on edits - actuarial science and the declaration of Major for OM - the edited and approved versions are attached.

1. UPC approved Actuarial Science Minor - attached word document

2. UPC approved HCM 361 course - cosmetic editing to the description only - no change in meaning. - attached word document

2. UPC approved OM major declaration statement:

Original statement sent to UPC: Prospective OM major students must officially declare OM as their major prior to enrolling in any 400-level OM major course (specifically, OM 420, Om 422, OM 423).

New UPC approved statement: ***"Only declared OM Majors can take OM 420, OM 422, and OM 423."***

David L. Mothersbaugh, Ph.D.
Associate Dean for Undergraduate and International Programs

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The University of Alabama
422 Alston Hall
Box 807223
Tuscaloosa, AL 35487
Phone 205-348-7449
dmothers@cba.ua.edu

THE UNIVERSITY OF ALABAMA

UPC Approved with Changes - HCM 361 New Course Proposal for FEB.docx
31K

David Mothersbaugh <dmothers@cba.ua.edu> Mon, Sep 10, 2018 at 2:52 PM
To: Kati Hardemon <kfhardemon@cba.ua.edu>, "Jonathon R. B. Halbesleben" <jhalbesleben@cba.ua.edu>, Sherwood Clements <jsclements@cba.ua.edu>, David Mothersbaugh <dmothers@cba.ua.edu>

There were a couple errors in the last version of the minor in Actuarial Science.

Attached should be the final version.

Thanks.

Dave
[Quoted text hidden]

UPC Approved New Minor Proposal_Actuarial Sciences - Final.docx
24K

Current UA Graduate School Guidelines

A dissertation committee, with the director of the dissertation as its chairperson, supervises the preparation of the dissertation. The committee shall have not fewer than five members, all of whom are appointed by the dean of the Graduate School. The graduate dean's approval of the proposed dissertation committee is expected to be obtained before significant progress is made on the dissertation--typically just before or just after the dissertation proposal meeting. For this purpose, the student submits the form for Appointment/Change of a Doctoral Dissertation Committee.

All members of a dissertation committee must be members of the UA Graduate Faculty. The committee chair must be a full member of the Graduate Faculty, as described in the Catalog's section on Qualifications of the Graduate Faculty. One member must be from outside the student's major department. Individual departments reserve the right to require this outside member also be outside the student's discipline. If the outside member is not a full or associate member of the UA Graduate Faculty (e.g., a highly qualified person from another university, a business or industry), the graduate dean needs to appoint that member by approving Temporary Graduate Faculty status for the specific purpose of serving on the student's dissertation committee.

Proposal to waive the GMAT/GRE score requirement for participants in the Economics or Finance AMP programs

Submitted by: Economics, Finance and Legal Studies Department
For review by the Graduate Council

Admission Test Score Waiver for Students in the Economics (MA) and the Finance (MSF) Accelerated Master's Program

Students applying to the AMP must take the MAT or GRE test. Normally a score of 600 or higher is required on the GMAT (or 300 or higher in the GRE) for admission to the Economics or Finance Graduate Programs.

Request:

We would like to request a waiver of such score requirement specifically for those students applying through the Accelerated Master's Program (AMP), for the following reasons:

1) Students applying to the AMP are required to have a minimum GPA of 3.30, which is a more robust indicator of academic potential and track record than a single test score.
2) Students applying to the AMP are juniors who have spent significant time in the Department and have met with our academic advisors twice every academic year. We have, therefore, ample opportunities to evaluate these students, as opposed to standard graduate school applicants who come from outside UA and are unknown to us.

We will retain, however, the graduate school requirement for regular admission and submission of reference letters and a Statement of Purpose.

Culverhouse School of Accountancy
Proposal to Change Grading for Major Courses

The Culverhouse School of Accountancy would like to amend current policy to require students to receive grades of C- or above in all upper division accounting courses required for the accounting major, accounting concentration, and accounting minor.

Presently a grade of C- or better is required only in 300-level courses, and the minor is new. The faculty sentiment is that grades in the D range allows students with a low and unsatisfactory grasp of material to graduate as an accounting major, with an accounting concentration, or with an accounting minor.