Culverhouse College of Business

Faculty Executive Board Meeting
September 19, 2018
8:30-10:30 am
Dean's Conference Room

Members Present: Dr. Anup Agrawal, Dr. Tom Baker, Dr. Steve Buchheit, Dr. Todd DeZoort, Dr. Jose Dula, Dr. Peter Magnusson, Dr. Robert McLeod, Prof. Joyce Meyer, Dr. Paul Pecorino, Dr. Uzma Raja, Dr. Marilyn Whitman, Dr. Eric Williams.

Non-Voting Members Present: Dr. David Mothersbaugh, Ms. Danielle Clarke, Mrs. Kati Hardemon (serving as recorder)

Prof. Meyer opened the meeting at 8:35 am. Prof. Meyer is serving as chair in Dr. Schnee's absence.

1. Items approved by the UPC
    a. **New Course Proposal - HCM 361** – The proposal is to significantly change the course content (and name) such that it moves away from its current focus on insurance toward a greater focus on health analytics which is critical to the HCA program. A motion was made to approve and send this to the faculty forum by Dr. Williams and seconded by Dr. Pecorino. **The motion passed unanimously.**
    b. **New Course Proposal - MIS 420** - A motion was made to approve and send this to the faculty forum by Dr. Baker and seconded by Dr. Raja. **The motion passed unanimously.**
    c. **New Course Proposal - EC 474** - A motion was made to approve and send this to the faculty forum by Dr. Baker and seconded by Dr. Raja. **The motion passed unanimously.**
    d. New Minor Proposal – Actuarial Science
    e. New Concentration Proposal – Econometrics and Quantitative Economics
    f. New Concentration Proposal – Economic Policy
    g. New Concentration Proposal – Financial Engineering
    h. OM Program Changes

    A motion was made by Dr. Williams and seconded by Dr. Baker to approve the remaining items 1d through 1h (1d. New Minor Proposal – Actuarial Science, 1e. New Concentration Proposal – Econometrics and Quantitative Economics, 1f. New

Concentration Proposal – Economic Policy, 1g. New Concentration Proposal – Financial Engineering, 1h. OM Program Changes). **The motion passed unanimously.**

2. Items from the UG-CCC
    a. **Field Course Pre-requisite proposal (revised) –** This revised proposal attempted to address concerns that the FEB raised at their 8.22.18 meeting including (1) whether the prerequisites proposed for each upper-division functional field course were appropriate and (2) the impact, if any, on courses beyond those upper-division functional field courses.

    The revised proposal (a) provided justifications for the proposed revised pre-requisites from the core course coordinator for each of the core courses in question, and (b) is explicit in stating that NO OTHER 300 level courses (except the 5 proposed) and no 400 level courses would be affected since the pre-requisites on those would stay the same as they currently are.

    Dr. Pecorino handed out in the meeting an alternative proposal. That proposal was considered in the discussion, but not voted on by FEB.

    After much discussion, Dr. Williams called the question which was recognized by the chair. **A motion was made by Dr. Baker and seconded by Dr. Williams to vote on the policy as written and send to the Faculty Forum, the motion passed with a vote of 7 in favor and 5 opposed.**

3. Items from the PhD Committee
    a. **New Course Proposal – EC 674** A motion was made to approve and send this to the faculty forum by Dr. Williams and seconded by Dr. Pecorino. **The motion passed unanimously.**

4. Items from the MGT Department
    a. Renaming the specializations "Concentrations"
    b. Reducing each concentration to 18 hours from 24 hours so the Management Major becomes 21 hours instead of the current 27. Within each concentration we will **Human Resource Management Concentration**

i)Remove the requirement that students take2 electives from an approved list. (-6 hours)

Entrepreneurship Concentration

i)Remove the requirement that students take 2 electives from an approved list. (-6 hours)

Health Care Analytics Concentration

i)Remove the requirement that students take 1 elective from an approved list. (-3 hours)

ii)Remove MGT 452 Project Management Communication as a required course (-3 hours)

c. Change the New Venture Specialization (12 Hours) to an Entrepreneurship Minor (15 Hours) by adding on required elective.
d. Create a Human Resource Management Minor that is 15 hours.

A motion was made by Dr. Buchheit and seconded by Dr. Agarwal to approve items 4a, 4b, 4c as non-substantive. **The motion was passed unanimously.**

A separate motion was made by Dr. Williams and seconded by Dr. Baker to approve item 4d and send to UPC. **The motion was passed unanimously.**

5. Items from the EFLS Department

a. Banking and Financial Services – This proposal would approve the current specialization in Banking and Financial Services as a Concentration in Banking and Financial Services. A motion was made by Dr. Buchheit and seconded by Dr. Agarwal to approve this item as non-substantive. **The motion was passed unanimously.**

b. Pre requisite changes for FI 427 and 428 - A motion was made by Dr. Buchheit and seconded by Dr. Agarwal to approve this item as non-substantive. **The motion was passed unanimously.**

6. Items from the AC Department

a. Proposed Changes to Accounting Minor – - A motion was made by Dr. Agarwal and seconded by Dr. Williams to approve this item (to allow general business majors to take this minor) as non-substantive. **The motion was passed, with one FEB member abstaining.**

b. Grading Requirement Changes - A motion was made by Dr. Baker and seconded by Dr. Agarwal to approve this item as non-substantive. **The motion was passed unanimously.**

c. **AC 148 Changes** – Two changes were made to the original proposal.

1. GBA145 is a prerequisite.
2. Must have freshman or sophomore standing

A motion was made by Dr. Buchheit and seconded by Dr. Agarwal to accept the proposal with the listed changes as non-substantive. **The motion passed unanimously.**

7. **Items from the ISM Dept.**
   a. **MIS 492 Changes** - A motion was made by Dr. Buchheit and seconded by Dr. Agarwal to approve this item as non-substantive. **The motion was passed unanimously.**

8. **Updates from the Dean's Office**
   a. We have no new information on possible new faculty positions.
   b. If the BOT approves raises, raise letters will be sent out Friday Sept. 21, 2018

9. **Items from the FEB Members**
   a. Item for consideration at the next FEB Meeting, formalizing the 4/1 structure of the PhD Dissertation committees, the current rule is 3/2 but most departments are following the 4/1 structure.
   b. Prof. Meyer asked about the status of the College approved NTRC policy. Dr. Mothersbaugh will ask Dr. Halbesleben.
   c. Reminder this year if you do not sign up for health insurance coverage, your benefits will not be rolled over as in previous year. Open enrollment is Nov. 1-15 and the University will offer a high deductible plan or the same plan that we currently offer, but you must sign up for coverage.

The meeting was adjourned at 9:39.

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

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
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 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

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

Enhancing Undergraduate Student Pathways
300-Level Field Course Prerequisite Proposal

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
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, in fact, 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

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

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

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
Core Course Coordinator: Chris Whaley

FI 302 is a basic finance class. AC 210 contains the most comprehensive amount of material needed for FI 302, namely that relating to a basic understanding and ability to read financial statements. 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. Thus, AC 210 is deemed as the appropriate and sufficient prerequisite for FI 302.

Course: GBA 300 – Business Communication
Proposed Prerequisite: EN 101 and EN 102
Core Course Coordinator: Jef Naidoo

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.

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.

The Management Department would like to request the following changes in its Major and its specializations/minors. The Department voted internally to approve the changes. We view three of the changes as non-substantive as we believe they will not significantly impact the course requirements for students, will not impact offerings of other departments, and will not result in increased resources needs in the Management department or impact resource allocations in other departments. The changes are being made to align our offerings with proper University nomenclature and to clarify appropriate electives and courses of study. The changes we propose to make include:

1) (Non-substantive) Renaming the specializations "Concentrations" and
2) (Non-substantive) Reducing each concentration to 18 hours from 24 hours so the Management Major becomes 21 hours instead of the current 27. Within each concentration we will
   - **a) Human Resources Management Concentration**
     - i) Remove the requirement that students take 2 electives from an approved list. (-6 hours)
   - **b) Entrepreneurship Concentration**
     - i) Remove the requirement that students take 2 electives from an approved list. (-6 hours)
   - **c) Health Care Analytics Concentration**
     - i) Remove the requirement that students take 1 elective from an approved list. (-3 hours)
     - ii) Remove MGT 452 Project Management Communication as a required course (-3 hours)
3) (Non-substantive) Change the New Venture Specialization (12 Hours) to an Entrepreneurship Minor (15 Hours) by adding on required elective. The elective will come from a suggest list which will an include an "As approved option." The goal of the "As approved option" is to allow students in other programs as well as programs outside of our College (where those programs are interested in a partnership (e.g., Engineering)) to customize their course of study. The rest of the courses are the same in the Minor as they were in the specialization.
4) (Substantive) Create an HR Minor that is 15 hours. Courses offered in the minor are existing course offered in the Concentration, simply packaged for those not in the Major.

A detailed description of the changes is included in the flowing pages.

1. **Renaming the specializations "Concentrations" and**
2. **Reducing each specialization to 18 hours so the Management Major becomes 21 hours.**

Currently the Management Major consist of:

MGT 320	Leadership and Ethics	3
	Credit Hours Subtotal:	3
Specialization		
Select one of the following specializations:		24
Entrepreneurship		
Health Care Analytics		
Human Resource Management		
Total Hours		**27**

CHANGE TO

MGT 320	Leadership and Ethics	3
	Credit Hours Subtotal:	3
Concentration		
Select one of the following concentrations:		18
Entrepreneurship		
Health Care Analytics		
Human Resource Management		
Total Hours		**21**

A. HUMAN RESOURCES MANAGEMENT

HUMAN RESOURCES MANAGEMENT SPECIALIZATION- CURRENT		
MGT 301	Intro to HR Management	3
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 437	Strategic HR Management	3
Select two electives:		6
Total Hours		**24**

CHANGE TO

HUMAN RESOURCES MANAGEMENT CONCENTRATION		
MGT 301	Intro to HR Management	3
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 437	Strategic HR Management	3
Total Hours		18

B. ENTREPRENEURSHIP

ENTREPRENEURSHIP SPECIALIZATION		
MGT 386	Foundations of Entrepreneurship	3
MGT 387	Creating, Recognizing, Evaluating and Pitching Opportunities	3
MGT 388	Starting New Ventures	3
MGT 481	New Venture Finance	3
Capstone Experience - select one:		6
Small Business Management and Consulting		
MGT 484	Small Business Management	
MGT 486	Small Business Consulting	
New Product Development		
MGT 483	Technology Commercialization	
MKT 410	Managing Innovation	
Electives - select two:		6
Total Hours		24

CHANGE TO

ENTREPRENEURSHIP CONCENTRATION		
MGT 386	Foundations of Entrepreneurship	3
MGT 387	Creating, Recognizing, Evaluating and Pitching Opportunities	3
MGT 388	Starting New Ventures	3
MGT 481	New Venture Finance	3
Capstone Experience - select one:		6
Small Business Management and Consulting		
MGT 484	Small Business Management	
MGT 486	Small Business Consulting	
New Product Development		
MGT 483	Technology Commercialization	
MKT 410	Managing Innovation	
Total Hours		18

C. HEALTHCARE ANALYTICS

HEALTHCARE ANALYTICS SPECIALIZATION		
HCM 360	Introduction to Health Systems	3
HCM 361	Healthcare Finance and Reimbursement	3
HCM 362	Health Information Systems	3
HCM 463	Healthcare Systems Improvement	3
HCM 464	Healthcare Data Mining	3
HCM 465	Healthcare Analytics Projects	3
MGT 452	Project Mgmt Communication	3
Select one elective:		3
Total Hours		**24**

CHANGE TO

HEALTHCARE ANALYTICS CONCENTRATION		
HCM 360	Introduction to Health Systems	3
HCM 361	Healthcare Finance and Reimbursement	3
HCM 362	Health Information Systems	3
HCM 463	Healthcare Systems Improvement	3
HCM 464	Healthcare Data Mining	3
HCM 465	Healthcare Analytics Projects	3
Total Hours		18

3. Change the New Venture Creation of Non-Management Majors Specialization to an Entrepreneurship Minor

NEW VENTURE SPECIALIZATION FOR NON-MANAGEMENT MAJORS		
MGT 386	Foundations of Entrepreneurship	3
MGT 387	Creating, Recognizing, Evaluating and Pitching Opportunities	3
MGT 388	Starting New Ventures	3
MGT 481	New Venture Finance	3
Total Hours		**12**

CHANGE TO

ENTREPRENEURSHIP MINOR		
MGT 386	Foundations of Entrepreneurship	3
MGT 387	Creating, Recognizing, Evaluating and Pitching Opportunities	3
MGT 388	Starting New Ventures	3
MGT 481	New Venture Finance	3
Elective (Choose One the Following)		3
MGT 406	Family Business Management	
MGT 421	Corp. Entrepreneurship & Innovation	
MGT 484	Small Business Management	
An approved 300/400 level elective		
Total Hours		**15**

4. Create an HR Minor

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**

THE UNIVERSITY OF ALABAMA | Culverhouse College of Business
Dean's Office

MEMORANDUM

TO: Ed Schnee, FEB Chair

FROM: Jonathon Halbesleben, Senior Associate Dean

RE: Banking & Financial Services Specialization

DATE: September 10, 2018

As you are aware, we are in the final stages of obtaining the proper approvals for all of our academic programs. Among those is the concentration in Banking and Financial Services. The program has existed in the academic catalog for several years and includes the following courses: AC 352 (Corporate Financial Reporting), FI 341 (Fundamentals of Risk Management and Insurance) and FI 421 (Bank Administration).

Unfortunately, we have not been able to track down documentation that FEB approved this concentration. It is likely this was actually considered by FEB; there are periods during which the meeting minutes are more spotty and also times when FEB considered specializations non-substantive.

In order to obtain approval from ACHE, we must provide some documentation that this was considered and approved by the faculty. **Therefore, we request that the Banking and Financial Services concentration be considered for approval by FEB during the September meeting.**

420 Alston Hall | Box 870223 | Tuscaloosa, AL 35487-0223 | 205-348-7443 | Fax 205-348-5308 | culverhouse.ua.edu

FEB Proposal: The EFLS department proposes to adjust pre-requisites for FI 427 and 428 to align with our new proposed (and UPC approved) Actuarial Science Minor.

A. Course: FI 427:
   - Current pre-requisite with concurrency = ST 454 or MATH 451*
   - Proposed pre-requisite with concurrency = ST 454 or MATH 355*

   *for non-business students

B. Course: FI 428:
   - Proposed additional pre-requisite (with concurrency) - ST 455 or MA 451*

   *for non-business students

Rationale – These adjustments align the ST and MA courses topically AND ensure that all Actuarial Science Minors (both within and outside of business) have all of the necessary course work pre-requisites prior to attempting the minor.

Kati Hardemon <kfhardemon@cba.ua.edu>

Accounting minor for GBA students

1 message

Rich Houston <rhouston@cba.ua.edu> Mon, Sep 10, 2018 at 8:44 AM
To: eschnee@cba.ua.edu, Jonathon Halbesleben <jhalbesleben@cba.ua.edu>, kfhardemon@cba.ua.edu

I wanted to let all of you know that the faculty approved, by a vote of 12-6, the motion that general business majors be able to complete the accounting minor. Thanks,
Rich

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 and accounting concentration.

The faculty in the Culverhouse School of Accountancy recently approved, by a vote of 20-3, a measure to require a grade of C- or better in all upper division accounting courses related to the major and the professional accounting concentration.

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

Culverhouse School of Accountancy
Proposal to Prohibit Students from Taking GBA145 and AC148 Concurrently and Allowing Students to Take AC148 Prior to Taking AC310

The Culverhouse School of Accountancy would **like to add a restriction that prohibits students from taking GBA145 and AC148 concurrently**. In addition, we would like to amend language already passed to **allow students to take AC148 prior to taking AC310.**

Subsequent to receiving all proper approvals, the School of Accountancy began offering AC148 (into to the accounting major) in Spring 2018. Currently, the only restriction is that it can be taken concurrently with or prior to AC210.

When offering the course this Fall, we noticed that several students registered for and are taking GBA145 (Freshman Compass: C&BA) concurrently. In effect, this means that some students are taking both in their first semester at UA. We believe that, because of the nature of the course, students taking GBA145 and who would like to take AC148, should take AC148 subsequent to GBA145. We do not want to make GBA145 a prerequisite because we have had some students take AC148 after changing majors and transferring to the business school from another College. These students have benefitted from the course because it introduces them to the accounting major and related opportunities.

We would like to add the language: "May not be taken concurrently with GBA145." We do not want set GBA145 as a prerequiste because not all business students take GBA145 (e.g., if they began their studies in a different college).

The second part of the proposal would allow students to take AC148 anytime prior to beginning AC310. The current language reads: "May be taken prior to or concurrently with AC210."

We propose amending the language to: "May be taken prior to AC310."

The reasoning for this change is that a small number of students complete AC210 and then wait a semester prior to taking AC310. Changing the requirement would allow these students to take AC148 prior to beginning upper division accounting classes, which was the intent of the original language.

Consequently, we would like the "other" section of Section 1 (c) of the Course Inventory Form to read: "May not be taken concurrently with GBA145 or prior to AC310."

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

Department: Culverhouse School of Accountancy Date: March 21, 2017

Course Number: AC148 Course Title: Introduction to the Accounting Major and Profession
Effective Date: Spring 2018

PART ONE

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

I. GENERAL INFORMATION

a. Description (25 words or less):

This course is designed to introduce prospective accounting majors to basic accounting terminology and methodology. Students will also be introduced to the accounting major and profession, including an overview of the accounting curriculum, career and educational resources, and career options.

b. Prerequisite(s): None

Corequisite(s): None

Other: May be taken prior to or concurrently with AC210

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: 1

II. ACADEMIC INFORMATION

Course Objectives:

Upon successful completion of this course, students will have an understanding of the following:

- How to develop an accounting resume.
- Recruiting process, networking, and business etiquette for the accounting profession.
- How knowledge of accounting facilitates success in business.
- Different roles that accountants play in business, including public accounting, industry, governmental, and non-profit accounting.
- How the accounting program at the Culverhouse School of Accountancy is structured, the requirements for admission into the accounting program, and expectations of students in the accounting program.
- What University, College of Commerce, and School of Accountancy resources are available to assist students with their education and career goals.
- Basic financial statement concepts.

a. 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 not replacing a course, and implementation will not cause enrollment reductions in other courses.

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

   This course will introduce students to the rigors and expectations of the accounting program before they enter upper division. The goal is to attract and retain students, including from underrepresented populations, into the accounting program. Another justification is to introduce students to specific career options, which will help them during the recruiting process (this will help solve an ongoing problem, specifically that students do not have sufficient knowledge to tell employers what their career goals are (e.g., external audit, tax, corporate accounting).

c. 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?

   Accounting instructors with significant: professional accounting experience; involvement in student recruiting and retention activities; and interaction with accounting students at all levels (Little, Palmer, Datema)

d. This course is designed for the following programs:

   Any course of study in the College of Commerce whose students want to learn more about the accounting profession and/or the accounting program, particularly those

lower division students who intend to or are considering a major in accounting.

e. This course will be required for the following programs (majors, minors, or specializations):
None

f. 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.

Student learning will be assessed based on completion of class projects, assignments, and required attendance at various meetings outside of the classroom.

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.)

See draft syllabus attached.

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 __3___ section(s) each spring semester

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

b. Estimated total enrollment:

First Year: 80

Second Year: 120

Third Year 150

c. Estimated capacity per section:

Lecture: no more than 48

Other: _____ (discussion/lab tied to lecture)

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

Will help SOA mission by attracting a diverse group of talented students and preparing them for accounting-related careers. Consistent with the mission of the Culverhouse College of Commerce, this course enhances teaching and mentoring activities.

Consistent with College's Strategic Plan, this course will expand opportunities to expose students to business majors and co-curricular activities while they are within the lower division, including expanding / building upon the GBA 145 course.

Also consistent with College's Strategic Plan, this course will enable students to participate in soft skills training including resume building, interview skills, etiquette, and communication.

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

No incremental resources needed. Course will be staffed with existing faculty and current class sizes will not increase to any significant degree.

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

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).

As long as we have sufficient student demand and faculty resources, the course will continue to be offered. We also will evaluate whether the course results in attracting more students to accounting and increasing retention rates. While we will evaluate all students based on these goals, we will pay particular attention to underrepresented populations.

Proposed by: _____ _____
Name Date

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.

(Revised 2/12)

Proposed Syllabus for AC 148
Introduction to the Accounting Major and Profession

Course Description
AC 148 is open to freshmen and sophomores interested in learning more about the accounting profession and the accounting curriculum at the Culverhouse School of Accountancy.

Format: Lecture

Credit hours: 1 hour

Other: Can take prior to or concurrently with AC 210.

Instructor and Course Coordinator: Jill Datema
Office: 362 Alston Hall
Email: jhdatema@cba.ua.edu
Phone: 205-348-2909
Office hours: To be determined

Required text: Readings and other assignments as provided by the instructor.

Course Overview and Objectives
This course is designed to introduce prospective accounting majors to basic accounting terminology and methodology. Students will also be introduced to the accounting major and profession, including an overview of the accounting curriculum, career and educational resources, and career options.

Course Goals
Upon successful completion of this course, students will have an understanding of the following:

- How to develop an accounting resume.
- Recruiting process, networking, and business etiquette for the accounting profession.
- How knowledge of accounting facilitates success in business.
- Different roles that accountants play in business, including public accounting, industry, governmental, and non-profit accounting.
- How the accounting program at the Culverhouse School of Accountancy is structured, the requirements for admission into the accounting program, and expectations of students in the accounting program.
- What University, College of Commerce, and School of Accountancy resources are available to assist students with their education and career goals.
- Basic financial statement concepts.

Course Requirements

- No textbook is required.
- Assigned readings as determined and provided by the instructor.

- Required attendance at selected professional meetings outside of the classroom. For example, attendance is required at the School of Accountancy's Spring Meet the Firms and two Beta Alpha Psi meetings during the semester.
- Guest speaker presentations will occur throughout the semester – dates will be noted in advance on the syllabus. On days that guest speakers are scheduled to present, dress code for the class will be business casual.

Attendance Policy

Attendance is mandatory; roll will be taken every class period beginning the first day of class. Each absence will result in a 10 point grade reduction (e.g., after one absence, the best possible attendance grade is 20%; attendance is worth 30% of the total grade). You may have two absences over the course of the semester. After your second absence, you will be issued a grade of "F". Being late to class counts as one-half of an absence.

If a student uses their cell phone or is texting in class, they will be asked to leave and they will be marked as absent for this day.

Student Learning Outcomes

1. To introduce the Culverhouse School of Accountancy within the College of Commerce and Business Administration.
2. To provide study and time management skill development as well as guide students through the key components of being a successful accounting major.
3. To introduce students to career options within accounting, both short and long-term.

Outline of Topics

1. Professional accounting resumes
2. Navigating career fairs
3. How to dress and act professionally
4. Interview skills
5. How to correspond professionally
6. Career opportunities for accounting majors
7. Resources available to accounting majors
8. Timeline for accounting majors
9. What professional accountants do on a daily basis
10. Basic financial statement understanding

Grading

Reflections and other Assignments	50%
Attendance	30%
Group Project	20%

Reflections
During the course, students will be required to provide feedback/reflections on guest speaker presentations, outside classroom assignments, and classroom discussions. These reflections will be based on questions provided by the instructor and will require students to complete papers demonstrating independent research on issues related to the presentation, assignment, or discussion.

Other Assignments
Assignments will be due during the semester as assigned by the instructor. Assignments will reinforce topics discussed in class and give students a chance to exercise these skills. Examples of assignments:

- Prepare a resume using the format for accounting majors..
- Prepare an "elevator speech" to be used at Meet the Firms and other networking events
- Attend Spring Meet the Firms event.
- Interview a MAcc or MTA student or an accounting professor about why they chose accounting.
- Prepare professional email follow up with contacts from Meet the Firms.
- Select a professional contact to interview about their career path
- Financial statement analysis worksheets - how to evaluate a company over time and compare to its current.
- Basic exercises reflecting different accounting roles (e.g., what an external auditor does, what a tax practitioner does).

Group Project
Students will be assigned to groups to complete a financial statement analysis project during the semester. Each group will be given a company to assess using actual financial information. They will be asked to evaluate the company's performance and present their project to the class at the end of the semester. In addition, each student will submit an individual analysis on the company's financial performance. This project will expose students to reviewing a company's financial statements and thinking critically about a company's performance.

Policy on Missed Coursework
Missed coursework with an excused absence (e.g., doctor's note or University of Alabama team participation) must be completed within 5 days of the original due date. It is the student's responsibility to contact the instructor of the course regarding the absence, provide an excuse, and complete the assignment timely. If a student misses an outside assignment (such as Meet the Firms or a Beta Alpha Psi meeting), the instructor will provide an alternative assignment that must be completed within 5 days of the missed event. Students will not be allowed to make up work for unexcused absences.

Severe Weather Guidelines

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general, classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area, taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to a place where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Division of Strategic Communications will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at http://wvua23.com/weather.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all University activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

Disability Statement

The Office of Disability Services (ODS) is the central contact point for University students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. ODS works with faculty and other members of the University community to provide individualized academic accommodations and support services while promoting student responsibility and self-advocacy. It is the student's responsibility to make

known a need for academic accommodations and services by providing appropriate documentation of the disability to ODS, formally requesting accommodations through meeting with an ODS case manager, and by presenting an official ODS accommodation letter to each of his or her professors.

For more information about services for students with disabilities, visit ods.ua.edu or call (205) 348-4285 (voice) or (205) 348-3081 (TTY). Documentation can be mailed to: Office of Disability Services University of Alabama 1000 Houser Hall Box 870185 Tuscaloosa, AL 35487-0185. ODS is located in Suite 1000 Houser Hall, 301 7th Avenue.

Statement on Academic Misconduct

All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on tests and projects, at the discretion of the course instructor, each student will be expected to sign an Honor Pledge.

The Academic Honor Pledge reads as follows: *I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedures that will result from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.*

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

UAact Statement

The University of Alabama is committed to providing an environment for employees, students and campus visitors that is free from harassment based on race, color, religion, ethnicity, national origin, sex (which includes sexual orientation, gender identity and gender expression), age, disability or veteran status. The University will not tolerate and will take action against individuals who retaliate against individuals who, in good faith, report violations of this policy or participate in investigations related to such policy violations.

Any student, faculty or staff member, applicant or campus visitor who has concerns about discrimination, harassment, sexual assault or sexual violence or retaliation is encouraged to seek the assistance of the appropriate University official designated below. For more information, refer to the University's harassment policy at http://eop.ua.edu/harassment.html and its Title IX website at www.titleix.ua.edu, which, among other things, includes the University's Sexual Misconduct Policy (http://titleix.ua.edu/sexual-misconduct-policy.html).

If the situation is an emergency or you or someone you know needs immediate assistance, please contact The University of Alabama Police Department at 205-348-5454. Behavior of this type may constitute a crime. Individuals are encouraged to contact the University Police at 205-348-

5454 to discuss criminal charges that may apply and the appropriateness of a criminal investigation.

Gmail by Google

Kati Hardemon <kfhardemon@cba.ua.edu>

Item for September's FEB meeting

1 message

John Mittenthal <jmittent@cba.ua.edu> Thu, Sep 6, 2018 at 10:43 AM
To: "Schnee, Ed" <eschnee@cba.ua.edu>, Jonathon Halbesleben <jhalbesleben@cba.ua.edu>
Cc: Kati Hardemon <kfhardemon@cba.ua.edu>

Ed:

In the course inventory management (CIM) system, MIS 492 - Internship current has "standard letter grade" in the Grading System field.

Based on data in CIM, all other 492 courses offered in the college use "pass/fail" as the Grading System.

The ISM department requests that the Grading System for MIS 492 be changed to "pass/fail."

Sincerely,

John Mittenthal, PhD
Professor, Department Head
University Chair in Manufacturing Management
Information Systems, Statistics, and Management Science

https://culverhouse.ua.edu/academics/departments/information-systems-statistics-and-management-science

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