

## Abilene Approval Chart for Curriculum Changes

A = Approve      I = Information Item      R = Respond In Writing

Course Number: ENGR 115

or Degree Plan(s):

Short description:

Currently engineering and physics are housed in the same department. Beginning next year Engineering will be its own department. As such, the current introductory course will be modified to reflect the needs of engineering, including changing the title and the number of hours. Currently the class meets 2 hours per week so the credit hours will also be changed to reflect that.

See final page for details for proposed changes to title and description.

|     |                                                                                                                          | Dept./School | College | Dean | TEC | AUAC/Grad | Provost |
|-----|--------------------------------------------------------------------------------------------------------------------------|--------------|---------|------|-----|-----------|---------|
|     | <b>Campus-Level Academic Review<sup>1</sup></b>                                                                          |              |         |      |     |           |         |
|     | <b>Change to a Course</b><br>Include signatures from all chairs/program directors for cross-listed courses. <sup>1</sup> |              |         |      |     |           |         |
| 1.  | Title (description unchanged)                                                                                            | A            | A       | A    | I   | I         | I       |
| 2.  | Description (not affecting content)                                                                                      | A            | A       | A    | I   | I         | I       |
| 3.  | Course term(s)                                                                                                           | A            | I       | A    | I   | I         | I       |
| 4.  | Content (change of course outcomes)                                                                                      | A            | A       | A    | I   | I         | A       |
| 5.  | Number of credit hours                                                                                                   | A            | A       | A    | A   | A         | A       |
| 6.  | Course number within the hundred                                                                                         | A            | A       | I    | I   | I         | I       |
| 7.  | Course number beyond the hundred                                                                                         | A            | A       | A    | A   | A         | A       |
| 8.  | Prerequisites                                                                                                            | A            | A       | A    | I   | I         | I       |
| 9.  | Course restriction (e.g., majors only, junior standing)                                                                  | A            | A       | A    | A   | A         | A       |
| 10. | Level change (U to G or G to U)                                                                                          | A            | A       | A    | A   | A         | A       |
| 11. | Cross list course                                                                                                        | A            | A       | A    | A   | A         | A       |
| 12. | Department of record                                                                                                     | A            | A       | A    | A   | A         | A       |
| 13. | Open or close a course                                                                                                   | A            | A       | A    | A   | A         | A       |
|     | <b>Change to a Degree Plan</b>                                                                                           |              |         |      |     |           |         |
| 14. | Educational Program — Revise                                                                                             | A            | A       | A    | A   | A         | A       |
| 15. | Educational Program — Adopt/revise admission requirements                                                                | A            | A       | A    | A   | A         | A       |
| 16. | GPA — Revise program-required GPA                                                                                        | A            | A       | A    | A   | A         | A       |
| 17. | Minor — Revise                                                                                                           | A            | A       | A    | A   | A         | A       |

|     |                                                           | Dept./School | College | Dean | TEC | AUAC/Grad | Provost | Campus Faculty | Senior VPAA | President |
|-----|-----------------------------------------------------------|--------------|---------|------|-----|-----------|---------|----------------|-------------|-----------|
|     | <b>Full Review</b>                                        |              |         |      |     |           |         |                |             |           |
|     | <b>Change to Catalog Information (for Campus)</b>         |              |         |      |     |           |         |                |             |           |
| 18. | General requirements for Bachelor's and Associate Degrees | -            | -       | -    | -   | A         | A       | A              | A           | I         |
| 19. | Policies governing academic probation and suspension      | -            | -       | -    | -   | A         | A       | A              | A           | I         |
| 20. | Requirements for graduating with honors                   | -            | -       | -    | -   | A         | A       | A              | A           | I         |
|     | <b>Change to a Degree Plan</b>                            |              |         |      |     |           |         |                |             |           |
| 21. | Educational Program — Add or Discontinue <sup>2 3</sup>   | A            | A       | A    | A   | A         | A       | A              | A           | I         |
| 22. | Educational Program — Discontinue (Provost-proposed)      | R            | -       | R    | A   | A         | A       | A              | A           | I         |
| 23. | Minor — Add or Discontinue                                | A            | A       | A    | A   | A         | A       | -              | A           | I         |
| 24. | Minor — Discontinue (Provost-proposed)                    | R            | -       | R    | A   | A         | A       | -              | A           | I         |
| 25. | Degree — Add or Discontinue                               | A            | A       | A    | A   | A         | A       | A              | A           | I         |
| 26. | Degree — Discontinue (Provost-proposed)                   | R            | -       | R    | A   | A         | A       | A              | A           | I         |

|     |                                                                             | Dept./School | College | Dean | TEC | AUAC/Grad | Provost | Campus Faculty | Senior VPAA | President |
|-----|-----------------------------------------------------------------------------|--------------|---------|------|-----|-----------|---------|----------------|-------------|-----------|
|     | <b>Change to General Education Requirements for Undergraduates (System)</b> |              |         |      |     |           |         |                |             |           |
| 27. | Change course outcomes of an included course                                | A            | A       | A    | A   | A         | A       | -              | A           | I         |
| 28. | Add or drop a required course from the General Education Requirements       | A            | -       | A    | -   | A         | A       | A              | A           | I         |
| 29. | Add or drop a course from a menu within the General Education Requirements  | A            | -       | A    | -   | A         | A       | -              | A           | I         |
| 30. | Comprehensive revision of General Education Requirements                    | -            | -       | -    | -   | A         | A       | A              | A           | I         |

#### Notes

<sup>2</sup> Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g., BIBL 101 and BIBO 101).

<sup>3</sup> For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

<sup>4</sup> When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.



Department/School(s)

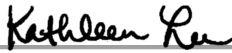
1/27/2026

Chair Signature

Date

Chair/Program Director Signature

Date

**College Academic Council(s)**


03/19/2026

Chair Signature

Date

Chair Signature

Date

**Dean(s)**


3/30/2026

Signature

Date

Signature

Date

**Teacher Education Council**

Signature

Date

**Campus Academic Council:**  
**Abilene Undergraduate or Abilene Graduate**

Signature

Date

**Provost**

Signature

Date

**University General Education Council**

Signature

Date

**University Faculty**

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Abilene Faculty Senate Chair signature

Date

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Dallas Faculty Council Chair signature

Date

**Senior Vice President for Academic Affairs**

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Signature

Date

**President**

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Signature

Date

**Current:**

**Course Title:** Introduction to Engineering and Physics

**Description:**

An introduction to the engineering career fields and physics. Topics include sub disciplines within engineering and physics, tools and methods used in these fields, and the processes of modeling and problem solving. Computational analytical and design tools will also be introduced. Prerequisite: MATH 124 or simultaneous enrollment. Corequisite: ENGR 116.

**Course Learning Objectives**

- 1) Demonstrate an ability to research, formulate, and justify ethical decisions faced by engineers and physicists using critical thinking skills.
- 2) Attain an ability to collect and analyze data, process statistics, and visualize data.
- 3) Identify good study and test taking habits
- 4) Apply math and science concepts to engineering and physics problem solving
- 5) Comprehend and apply the engineering design process to solve complex problems
- 6) Use computational tools for processing, analyzing, and visualizing data, modeling physical processes, and finding solutions.
- 7) Work effectively in teams.
- 8) Explore collegiate and career opportunities in engineering and physics, the type of work these professions engage in, and how to prepare for and succeed in these fields.

**Proposed:**

**Course Title:** Introduction to Engineering

**Description:**

An introduction to the engineering profession. Information on the different disciplines of engineering will be presented. Professional and ethical aspects of engineering are covered. An introduction to problem solving and the engineering design process are covered. Various forms of technical communication are emphasized. Prerequisite: MATH 124 or simultaneous enrollment. Corequisite: ENGR 116.

**Course Learning Objectives**

1. Identify good study and test taking habits including time management
2. Explore collegiate and career opportunities in engineering: the type of work these professions engage in, and how to prepare for and succeed in these fields.
3. Apply math and science concepts to engineering problem solving
4. Comprehend and apply the engineering design process
5. Communicate effectively through resumes, email, and other standard forms of professional communication
6. Demonstrate an ability to research, formulate, and justify ethical decisions faced by engineers using critical thinking skills.
7. Understand team formation and participation in engineering.