MEMORANDUM
February 26, 2019

TO: Academic Council*

COPY TO: Richard C. Benson
Hobson Wildenthal
Inga Musselman
Calvin Jamison
Abby Kratz
John Wiorowski

FROM: Office of Academic Governance
Christina McGowan, Academic Governance Secretary

SUBJECT: Academic Council Meeting

The Academic Council will meet on WEDNESDAY, March 6, 2019 at 1:00 p.m. in ATEC 1.201. Please bring the agenda packet with you to the meeting. If you cannot attend, please notify me at cgm130130@utdallas.edu or x4791.

Attachments

<table>
<thead>
<tr>
<th>2018-2019 ACADEMIC COUNCIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Blanchard</td>
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<tr>
<td>Lisa Bell</td>
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<tr>
<td>Dinesh Bhatia</td>
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<tr>
<td>Matt Brown</td>
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<tr>
<td>Bill Hefley **</td>
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<tr>
<td>Joe Izen</td>
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<tr>
<td>Murray Leaf***</td>
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<tr>
<td>Syam Menon</td>
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<td>Ravi Prakash*</td>
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<td>Richard Scotch ***</td>
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<tr>
<td>Tres Thompson</td>
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<td>Tonja Wissinger</td>
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</tbody>
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*Eric Chen - Student Government Pres.
Naomi Emmett – Staff Council Pres.
AGENDA
ACADEMIC COUNCIL MEETING
March 6, 2019
ATEC 1.201

1. Call To Order, Announcements & Questions
   Richard Benson

2. Approval of the Agenda
   Ravi Prakash

3. Approval of Minutes
   Ravi Prakash

4. Speaker’s Report
   Ravi Prakash

5. THECB/ Legislative Updates
   Serenity King

6. TXCFS/FAC REPORT
   Murray Leaf & Bill Hefley

7. Student Government Report
   Eric Chen

8. CEP Recommendations- Pending March 5, 2019 meeting
   Lisa Bell
   A. FY2020 Undergraduate Course Additions and Changes
   B. FY2020 Graduate Course Additions and Changes
   C. New A&H Concentrations in Photo-Visual Digital and Interdisciplinary Arts
   D. Minor in Supply Chain Management
   E. Catalog Change
      a. Non-Academic Withdrawal
      b. Catalog Change- Major GPA Calculation Language
      c. Military Service
      d. Graduate Student Leave of Absence Form

9. Update on OSA Accommodations for Testing Issue
   Tres Thompson

10. Discussion: Amazon and Procurement Issues
    Bill Hefley

11. Changing the date of the May 2019 Academic Senate meeting
    Ravi Prakash

12. Adjournment
    Richard Benson
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UNAPPROVED AND UNCORRECTED MINUTES
These minutes are disseminated to provide timely information to the Academic Council. They have not been approved by the body in question, and, therefore, they are not the official minutes.

ACADEMIC COUNCIL MEETING
FEBRUARY 6, 2018

PRESENT:  Inga Musselman, Lisa Bell, Dinesh Bhatia, Andrew Blanchard, Mathew Brown, William Hefley, Joe Izen, Murray Leaf, Syam Menon Ravi Prakash, Richard Scotch, Tres Thompson, Tonja Wissinger

ABSENT:  Richard Benson,

VISITORS:  Eric Chen, Darren Crone, Naomi Emmett, Gene Fitch, Juan Gonzales, Rashaunda Henderson, Calvin Jamison, Serenity King, Leaney, Sov, Jennifer McDowell, Jessica Murphy, Shuu Jones Ne, Terry Pankratz, Clint Peinhardt, Laura Smith, Kerry Tate,

1. Call to Order, Announcements & Questions
Provost Musselman called the meeting to order at 1:00 PM. President Benson was in Austin to be a part of the legislation deliberations. They are also addressing stakeholders in the TRIP. Following the incident with the former Baylor transfer student, a review is being conducted on the university’s admission process. The Dean search in ECS is in its second phase of meetings. The next meeting will be with small groups in 24-hour campus visits. The final stage will be a formal 48-hour campus visit including public interviews. The new Dean of BBS has been selected; Steven Small. He will take office on April 15, 2019. He is coming from the University of California – Irvine.

A response to the recent article and editorial in the Dallas Morning News was distributed. Much of the content of the Dallas Morning News article came from multiple Texas Open Records Act requests. The issue came to the University’s attention in December 2017. The University took very quick and decisive action upon it. The University has worked with UT System and SACSCOC to self-disclose and to address their concerns. This issue was addressed fully as part of the University’s reaffirmation process. The editorial was considered very inflammatory and disregarded all the work the university did once the issue came to light. UT System recommended the response due to editorial. The floor was opened to questions.

Lisa Bell commented that the discussion on new titles had stalled and must be revisited. The item had been referred to the Faculty Workload 3+3+3+3 Committee, which did not address this issue. Provost Musselman agreed and noted that the discussion must be revisited soon. There were no further questions.

2. Approval of the Agenda
Richard Scotch moved to add a discussion on the Risk Assessment paperwork to the agenda. Bill Hefley seconded. Murray Leaf moved to place a discussion on the NSM bylaws on the Council agenda. Bill Hefley seconded. Murray Leaf moved to add these items to the agenda and to approve the Academic Council agenda as amended. Dinesh Bhatia seconded. The motion carried unanimously.

3. Approval of the Minutes
Richard Scotch moved to approve the Academic Council minutes. Murray Leaf seconded. The motion carried unanimously.

4. Speaker's Report – Ravi Prakash
1. The Commencement Committee met February 5, 2019. There will be ten ceremonies in addition to the Honors Commencement and Ph.D. hooding: 4 on Tuesday, 3 on Wednesday, and 3 on Thursday. The committee is considering making the handout a digital document.
2. The Handbook of Operating Procedures Committee noted that there are policies that have not been reviewed in five years. They must be reviewed. There were several policies that were for research and academic affairs. As they affect the faculty, they have asked Academic Government to assist in reviewing the policies as well.
3. There are two articles in the Mercury on the topic of Chartwells. There were students that were allegedly sexually harassed, and Chartwells has stated that it has conducted its own investigation. I am curious if the university has conducted its own investigation.
4. All other items that I have been working with are on the agenda.

5. SACSCOC/ THECB Updates – Serenity King
   An update was given on the Field of Study (FOS) issue that has been ongoing. Also an update on the THECP and the QEP-Orbit, including a Technology Survey of students to understand what technologies they are using. The hand out that was distributed was included in appendix A.

6. FAC / TXCFS Report – Ravi Prakash, Murray Leaf, and Bill Hefley
   The Texas Council of Faculty Senate will meet February 15-16, 2019. A report will be prepared for the Academic Senate.

7. Student Government – Eric Chen
   The Office of Sustainability has approached SG to support UTD to join the Workers Rights Consortium and the Fair Labor Group. A copy of their resolution will be presented at the Academic Senate as an informational item during their report. SG will be hosting a Student Safety Town hall meeting on February 18, 2019. The town hall will address what the idea of what a safe campus feels and looks like. The SG election filings has opened. All of the SG committees are continuing their work on assigned projects.

8. Staff Council -
   Staff Council President Naomi Emmet will give the report at the February Academic Senate.

9. Senate Election Calendar -
   The faculty have been informed of the upcoming nominations period. It will go live February 25, 2019. A request for volunteers to the Election committee will take place at the Academic Senate meeting.

10. CEP Recommendation – Clint Peinhardt
    The Committee on Education Policy move to place their recommendations on the February Academic Senate agenda. The motion carried unanimously.

11. Presentation: Wellness Committee – Bill Hefley
    The Wellness committee moved to place on the February Academic Senate agenda the annual presentation to the Academic Senate by the Wellness Committee. The motion carried unanimously.

12. Presentation: Draft of new Academic Senate Website – Bill Hefley
Bill Hefley moved to place a presentation of draft design of the new Academic Senate website on the February Academic Senate agenda. The motion carried unanimously.

13. **Revision to the charge of the University E-forms Committee – Bill Hefley**

The University eForms Committee proposed a change to its name to better reflect its purpose. The only change made to the charge was an update to the name in order for it to be more in line with the function the committee fills. Murray Leaf moved to place on the February Academic Senate agenda. Richard Scotch seconded. The motion carried unanimously.

14. **Discussion: Updates to Accommodation Procedures in Test Taking for Students with Disabilities – Ravi Prakash**

The Academic Council reviewed the memo distributed to the faculty in regards to accommodation procedures in test taking for student with disabilities. This memo caused a great deal of confusion to most faculty, who then contacted Speaker Prakash and Secretary Bill Hefley for clarification. The Vice President of Student Affairs; Assistant Provost, Educational Technology Services; Office of Student Accessibility and the Testing Center were invited to the Academic Council to discuss the concerns raised by faculty.

Through the discussion it was found that the University Accessibility Committee had not been consulted when the memo and procedure were drafted. Per Laura Smith, the memo came about because the OSA no longer has the room or staffing to accommodate the students that need extra time and a distraction reduced environment. Laura Smith further noted the OSA is to determine appropriate accommodations, not implement them. It is up to the university to make sure the accommodations are made for the student. The OSA felt the Testing Center would be the best place to make the accommodations for those 150 students. Laura Smith further noted that many other of the UT System universities do not offer any proctoring of exams by OSA, and typically those schools do not have a University Testing Center either.

One of the serious concerns raised by faculty is that the Testing Center requires exams or quizzes to be submitted to them 10 days in advance. This is an issue as many faculty do quizzes based on what they covered in the class just 2-5 days before. It was not possible to meet the 10-day deadline. Richard Scotch noted that problems like this could have been addressed before the memo was distributed had the OSA presented the proposal to the University Accessibility Committee. There are school-centric options for certain schools to accommodate the students, however that is not true in all schools. The Testing Center is an option; however a better procedure will need to determined to accommodate the needs of not just the students, but the faculty as well. The procedure addressed in the memo is very rigid and unworkable for people teaching classes.

Again Kerry Tate noted that the Testing Center would better facilitate the needs of the students’ accommodations. Speaker Prakash agreed; however the issue of greatest concern was that the normal practice of self-governance was not done in this instance. The appropriate committee that has staff, faculty, student and administrators was not consulted in the creation of the memo, and therefore, caused more problems than it should have. If the OSA had worked together with the stakeholders involved, which included the University Committee on Accessibility, there would have been far fewer issues.
Laura Smith stated that the Office of Compliance was included in the creation of the memo, and only faculty they chose were consulted in the procedure. Speaker Prakash responded that one cannot “cherry pick” faculty to be consulted. Academic Senate appoints faculty to specific committees as they have expertise in that area. When situations like this arise, Academic Senate takes a very strong position to them. To bypass a Senate or University Committee and consult an ad-hoc group of faculty is not how shared governance works.

Laura Smith noted that they did not intend to bypass the committee but they did seek out guidance and advise from the Office of Institutional Equity and Compliance, as well as the Office of General Counsel in regards to guidance from the federal Office of Civil Rights, the OSA did NOT have to consult with faculty, and were told it was not necessarily recommended. Per the legal statues they didn’t have to consult faculty. Bill Hefley responded there is what is legal and what is right.

Murray Leaf noted that the law will never say to consult Academic Governance and such organizations, which is how universities work. If the OSA wanted the faculty to do something they need to make sure the faculty agree that they can do it. As Chair of the University Committee on Accessibility, Tres Thompson noted that situations such as this are what the committee was created to discuss. Laura Smith had advocated the creation of the committee, and when it came time to use it, they didn’t. Dr. Thompson further noted that it was disappointing that just two weeks after the Academic Senate had passed a resolution to offer support to the OSA with the intent of ensuring student success, the OSA issued such a memo without consulting the faculty.

Dr. Ne’shaun Jones, speaking on behalf of the Testing Center, agreed that the Testing Center would be the best place to accommodate the needs of students; however, the center would need to work with faculty to make the accommodations workable for the students, and faculty themselves. Speaker Prakash agreed that Academic Senate would gladly work with them to develop a solution to the problem. Tres Thompson agreed but felt that the details should have been worked out through the University Accessibility Committee, and then distributed to the faculty. The committee would have worked with the Testing Center to develop a way to allow the students to take their quizzes and tests, but without the heavy burden of the ten-day deadline causing problems for the faculty. This was not done, which is why so many faculty are upset.

On a related note, Tres Thompson stated that a Qualtrics form had been created, before the memo, to allow for students with need for accommodations to work with their faculty to meet their needs. The OSA noted that this was a new process this semester, and they have found that while meeting the needs of most students, the form is not reaching all faculty who need to accommodate students. Matt Brown suggested that the Qualtrics form be sent to the eForms committee to help work out the bugs that faculty and students are running into.

After lengthy discussion it was decided that the original memo would be retracted, and a new memo with an interim procedure be written by the OSA and Student Affairs. It will be distributed to all faculty, with note that a more comprehensive procedure is being developed by the Campus Accessibility Committee. Should the faculty have any questions they can contact the chair of the Campus Accessibility committee or the Testing Center. The memo retraction must be sent out as soon as possible to prevent further confusion. Once a final solution is developed, it will be sent to the Academic Senate for endorsement.
15. Risk Assessment forms and Procedures- Richard Scotch
   The administrative professionals and faculty on campus have expressed their difficulty in filling out forms for faculty in regards to events and other gatherings due to vagueness and over complexity of many of these forms. Richard Scotch recommended that the form be revised to allow for more specific situational sheets. Calvin Jamison will work with Tim Shaw to find out why this form was made, and how we can make it more user friendly. Murray Leaf moved to refer the issue to the eForms committee, who will return with a solution to place on the Academic Senate agenda. Bill Hefley seconded. The motion carried unanimously.

16. Approval of the NSM School By-laws- Ravi Prakash
   Murray Leaf moved to place the NSM School Bylaws on the Academic Senate agenda for approval. Richard Scotch seconded. The motion carried unanimously.

17. Senate Agenda for February 20, 2019:
   1. Call to Order, Announcements, and Questions
   2. Approval of the Agenda
   3. Approval of the Minutes
   4. Speaker’s Report
   5. SACSCOC/ THECB Updates
   6. TXCFS/ FAC Report
   7. Student Government Report
   8. Staff Council Report
   9. CEP Recommendations
      a. FY20 Undergraduate Course Additions and Changes
      b. FY20 Graduate Course Additions and Changes
      c. New Policy- Syllabus Policy
   10. Presentation: Wellness Committee
   11. Presentation: Draft of new Academic Senate Website
   12. Revision to UTDPP1106- University Committee on Eforms
   13. Approval of NSM School By-laws

   Murray Leaf moved to approve the agenda. Richard Scotch seconded. This agenda was approved unanimously.

18. Adjournment
   There being no further business Provost Musselman adjourned the meeting at 3:04 PM.

APPROVED: ______________________________ DATE: _____________________________
Ravi Prakash
Speaker of the Faculty
1. Field of Study (FOS) Updates
   A. FOS Curricula and FOS Advisory Committees approved by Texas Higher Education Coordinating Board (THECB)
   B. Email Correspondence with Dr. Rex C. Peebles, THECB Assistant Commissioner, Academic Quality and Workforce; Economics FOS
   C. Next Steps
   D. Past FOS Curricula and FOS Advisory Committees

2. THECB Enrollment Projections and Demographic Population Estimates
   A. THECB Enrollment Forecast 2019-2030
   B. Demographic Characteristics and Trends in Texas and Higher Education

3. Orbit / QEP Update
   A. Technology Scan
   B. Transfer Seminar
FOSC approved by THECB
The THECB Board approved three Field of Study curricula at their January 24, 2019 meeting:

- **Economics** – see enclosures
- **Mathematics**
- Radio and Television (not offered at UTD)

The THECB also approved the following Field of Study Advisory Committees and proposed future advisory committees:

**Approved FOSACs**
- Kinesiology and Exercise Science
- Fine Arts
- Agricultural Business and Administration
- Journalism
- Animal Sciences

**Proposed FOSACs**
- Health Services
- Hospitality Administration
- Natural Resources Conservation & Research

Source:
THECB Quarterly Board Agenda, January 23-24, 2019
http://www.thecb.state.tx.us/reports/PDF/12053.PDF?CFID=92848267&CFTOKEN=90244116
From: "Peebles, Rex" <Rex.Peebles@THECB.state.tx.us>
Subject: RE: BS in Economics FOS for Thursday's Board Meeting
Date: January 23, 2019 at 11:22:40 AM CST
To: "King, Serenity" <serenity.king@utdallas.edu>

Dear Serenity,

Thank you. I very much appreciated the conversation last night regarding FOS. I am more than willing to take a deeper look at the Economics FOS. I will get with staff and we will map a timetable for Biology and Mechanical Engineering and possibly another look at Economics. I doubt if we will ever make everyone happy with the results, but we can certainly make more people happy with the process.

Rex

Rex C Peebles, Ph.D
Assistant Commissioner
Academic Quality and Workforce
Texas Higher Education Coordinating Board
P. O. Box 12788
Austin, Texas 78711
512-427-6520

From: King, Serenity [mailto:serenity.king@utdallas.edu]
Sent: Tuesday, January 22, 2019 8:26 PM
To: Peebles, Rex <Rex.Peebles@THECB.state.tx.us>
Cc: foscontact@thecb.state.tx.us
Subject: BS in Economics FOS for Thursday's Board Meeting

Dear Rex,

Thank you for your time tonight at the TCCAO retreat's opening dinner. I appreciate that you said you all would be communicating with institutions soon about revisiting some of the more problematic FOSC that have passed, such as Biology and Mechanical Engineering, to see if changes should be made prior to implementation now that additional faculty are more aware of the implications.

As you and I discussed before the dinner tonight, we at UT Dallas have concerns about the BS in ECON FOSC feedback that appears in the agenda for Thursday's Board meeting. We at UT Dallas discussed whether providing this information through public testimony Thursday was the best avenue, but I was encouraged by our conversation tonight that you might be willing to take a deeper look without the need for the public testimony. Do you agree? I have created the attached handout that illustrates, I hope, the concern we have with the comments about Calculus II and the BS degree.

Thank you,
Serenity
Response: “The Committee noted that Calculus II or III are not regularly required in Economics BS or BA programs...”

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Designation</th>
<th>CIP Code Two Digit</th>
<th>Calculus II Required in BS</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAMU</td>
<td>BA, BS</td>
<td>45</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>UNT</td>
<td>BA, BS</td>
<td>45</td>
<td>Yes</td>
<td><a href="http://economics.unt.edu/undergraduate/degree-requirements">http://economics.unt.edu/undergraduate/degree-requirements</a></td>
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<tr>
<td>UH</td>
<td>BA, BS</td>
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<td>No</td>
<td></td>
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<tr>
<td>UTA</td>
<td>BA, BS</td>
<td>45</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>UT Austin</td>
<td>BA only</td>
<td>45</td>
<td>N/A but yes for BA</td>
<td></td>
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<tr>
<td>Texas State</td>
<td>BA only</td>
<td>45</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>MSU</td>
<td>BBA</td>
<td>52</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Tarleton</td>
<td>BBA, BS in Bus</td>
<td>52</td>
<td>N/A</td>
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<td>TAMU-CC</td>
<td>BBA</td>
<td>52</td>
<td>N/A</td>
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Additional Emerging/Emerged Universities Offering Economics:

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<tr>
<th>Institution</th>
<th>Degree Designation</th>
<th>CIP Code Two Digit</th>
<th>Calculus II Required in BS</th>
<th>Source</th>
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<tbody>
<tr>
<td>Texas Tech</td>
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<td>45</td>
<td>Yes</td>
<td><a href="https://catalog.ttu.edu/preview_program.php?catoid=9&amp;poid=6918&amp;returnto=938">https://catalog.ttu.edu/preview_program.php?catoid=9&amp;poid=6918&amp;returnto=938</a></td>
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<tr>
<td>UTSA</td>
<td>BA, BBA</td>
<td>52</td>
<td>N/A</td>
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<tr>
<td>UTEP</td>
<td>BA, BBA</td>
<td>52</td>
<td>N/A</td>
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Of the six BS in Economics programs in the state offered by Emerged/Emerging research universities, three require Calculus II and three do not. UT Austin requires a second semester of calculus for their BA degree. Texas Tech, though, did not have a representative on the committee. TAMU’s program is based within its College of Liberal Arts. Texas Tech’s, UNT’s, and UTD’s are more STEM-focused. Texas Tech, in fact, requires a Math minor with their BS in Economics. Hence, it appears that Calculus II is “regularly required” and the conversation should be revisited among those institutions that offer the BS as opposed to only BA or BBA. The discussion might be deeper if it involves feedback from industry on Marketable Skills.
Next Steps for Field of Study Curricula (FOSC) and Advisory Committees (FOSAC)

FOSC Currently Released for Public Comment
History (represented by Dr. Ben Wright, A&H)
The public comment period is open until February 10, 2019.

Current FOSC / FOSACs
Drama & Performing Arts (no UTD representative)
The FOSAC met on February 4, 2019 to review the received public comments and consider the steps to take next.

Computer Science/Information Technology (represented by Dr. Simeon Ntafos, ECS)
The FOSAC will meet February 11, 2019 to review Computer Science recommendations and the received public comments and consider the steps to take next.

Communications (not offered at UTD; no representative)
The FOSAC met in September 2018 and released their meeting notes.

In Progress FOSC / FOSAC
Communication Disorders Science and Services
The establishment of the FOSAC was approved in October 2018. The THECB requested and received nominations in November 2018. UTD has nominated Janice Lougeay, BBS, to serve on the FOSAC. However, the THECB has not yet established the FOSAC membership.

Future FOSACs
Accounting
Business/Commerce
Dance
Engineering Technology
Health and Wellness
Management Information Systems

Sources:
THECB Field of Study Curricula
http://www.thecb.state.tx.us/index.cfm?objectid=7D02BA60-18B8-11E8-A6640050560100A9

THECB Field of Study Advisory Committees
http://www.thecb.state.tx.us/index.cfm?objectid=532179A0-1752-11E8-A6640050560100A9
Past Field of Study Curricula and Advisory Committees

Biology (represented by Dr. Uma Srikanth, NSM)
Business Administration and Management (no UTD representative)
Economics (represented by Dr. Susan McElroy, EPPS)
English Language and Literature (represented by Dr. Charles Hatfield, A&H)
Engineering (includes the majors for Chemical Engineering, Civil Engineering, Electrical Engineering and Mechanical Engineering; no UTD representative)
Finance – see Business Administration and Management
Marketing – see Business Administration and Management
Mathematics (represented by Dr. Brady McCary, NSM)
Political Science (represented by Dr. Jennifer Holmes, EPPS)
Psychology (no UTD representative)
Sociology (no UTD representative)

Other Past Field of Study Advisory Committees

Architecture
Criminal Justice
Mexican American Studies
Music
Multidisciplinary Studies
Nursing
Social Work

Source: THECB Field of Study Advisory Committees
http://www.thecb.state.tx.us/index.cfm?objectid=532179A0-1752-11E8-A6640050560100A9
Enrollment Forecast 2019-2030

Julie Eklund, PhD
Assistant Commissioner
Strategic Planning and Funding
January 24, 2019

The enrollment forecast informs state and institutional planning

• To advise institutions what their enrollments are projected to be if they do not change their demographic and geographic drawing patterns

• To provide statewide baseline enrollment figures for universities, two-year public colleges, and independent institutions

• To plan for statewide and regional efforts, including THECB planning activities
What is included in the forecast?

- Designed to reflect current trends and is intentionally conservative
- 5 years of historical enrollment by age, race/ethnicity, and county
- Updated Texas Demographic Center population projections by age, race/ethnicity, and county
- Non-resident participation factors
- Institutional input on local conditions

When are adjustments made to the enrollment projections?

**Institutional/Local Factors**
- Program or facilities expansions
- Increased online programs
- Local economic factors

Results often interact: accelerated enrollment increases at some institutions may result in slower increases or decreases at others.
Fall headcount enrollment forecast predicts growth in college and university populations for all sectors

<table>
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<tr>
<th></th>
<th>Actual 2010</th>
<th>Actual 2015</th>
<th>Actual Prelim. 2018</th>
<th>Total Projections</th>
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<tr>
<td></td>
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<td>2019</td>
</tr>
<tr>
<td>Public Universities</td>
<td>557,550</td>
<td>619,175</td>
<td>658,222</td>
<td>666,757</td>
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<tr>
<td>Public Two-Year Colleges</td>
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<td>718,547</td>
<td>758,061</td>
<td>768,477</td>
</tr>
<tr>
<td>Independent Universities</td>
<td>122,894</td>
<td>125,440</td>
<td>126,241</td>
<td>127,438</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,423,696</strong></td>
<td><strong>1,463,162</strong></td>
<td><strong>1,542,524</strong></td>
<td><strong>1,562,673</strong></td>
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Enrollment forecast predicts 1.77M enrollees in fall 2030; Public universities and two-year colleges show the strongest increases

- The enrollment forecast predicts Texas public and independent 2- and 4-year institutions’ enrollment to increase:
  - 42,200 from 2018 to 2020
    - 18,500 increase at 4-year public institutions
    - 22,000 increase at 2-year public institutions
    - 1,700 increase at independent institutions
  - 225,000 increase from 2018 to 2030
    - 100,000 increase at 4-year public institutions
    - 119,000 increase at 2-year public institutions
    - 6,000 increase at independent institutions
Public two-year colleges will continue to enroll the largest proportion of students

Forecasted increases in fall headcount participation indicate slowing growth over time

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<td>Increase/Decrease</td>
<td>Percent Change</td>
<td>Increase</td>
<td>Percent Change</td>
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### Regional participation projections are valuable tools for local and statewide planning purposes

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<tr>
<th>Regional Enrollment Totals (Public Institutions Only)</th>
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<th>Actual 2015</th>
<th>Actual Prelim. 2018</th>
<th>Total Projections</th>
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</tr>
<tr>
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<td>2019</td>
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<td>1,435,235</td>
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<td></td>
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<td>1,635,970</td>
</tr>
</tbody>
</table>

### All regions show growth, but 90% of enrollment growth is predicted for four regions of the state

<table>
<thead>
<tr>
<th>Regional Enrollment Totals (public Institutions only)</th>
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<td>1,635,970</td>
</tr>
</tbody>
</table>
Key Takeaways

- Recent enrollments have remained high despite very low levels of unemployment in Texas, bucking the trend in many states across the country.
- Current enrollment projections predict steady increases in enrollment, but unexpected economic changes may alter these predictions, as might a range of other variables.
- The population growth shows slowing growth for our younger aged population as we near 2030, which is reflected in the forecast.
- Growth is not consistent across regions of the state.

Questions?
Demographic Characteristics and Trends in Texas and Higher Education

Texas Higher Education Coordinating Board
Austin, Texas
January 24, 2019

Growing States, 2010-2018

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<thead>
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<td>25,146,114</td>
<td>28,322,717</td>
<td>28,701,845</td>
<td>379,128</td>
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<td>14.1%</td>
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<td>Florida</td>
<td>18,804,580</td>
<td>20,976,812</td>
<td>21,299,325</td>
<td>322,513</td>
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<td>California</td>
<td>37,254,523</td>
<td>39,399,349</td>
<td>39,557,045</td>
<td>157,696</td>
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<td>Arizona</td>
<td>6,392,288</td>
<td>7,048,876</td>
<td>7,171,646</td>
<td>122,770</td>
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<td>9,535,736</td>
<td>10,270,800</td>
<td>10,383,620</td>
<td>112,820</td>
<td>1.1%</td>
<td>8.9%</td>
</tr>
</tbody>
</table>

Texas added 379,128 people between July 1, 2017 and July 1, 2018.

- About 1,039 people per day added to our population.

- About 524 persons per day from natural increase (more births than deaths)

- About 515 per day from net migration (288 international and 227 domestic migrants per day).

AGENDA ITEM IV-A

Estimated Population Change, Texas Counties, 2010 to 2017

Source: U.S. Census Bureau, 2017 Vintage Population Estimates

Estimated Percent Change of the Total Population by County, Texas, 2010 to 2017

Source: U.S. Census Bureau, 2017 Vintage Population Estimates
Estimated net-migration by county, Texas, 2010-2017

Source: U.S. Census Bureau, 2017 Vintage Population Estimates

AGENDA ITEM IV-A

Estimated Population Change from Natural Increase (Decrease) by County, Texas, 2010 to 2017

Source: U.S. Census Bureau, 2017 Vintage Population Estimates

76 counties lost population from natural decrease
### Top Counties for Numeric Growth in Texas, 2016-2017

<table>
<thead>
<tr>
<th>County</th>
<th>U.S. Rank</th>
<th>Population Change</th>
<th>Percent of Change from Natural Increase</th>
<th>Percent Change from Domestic Migration</th>
<th>Percent Change from International Migration</th>
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</thead>
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<td>Harris*</td>
<td>4</td>
<td>31,939</td>
<td>128.8%</td>
<td>-126.0%</td>
<td>97.2%</td>
</tr>
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<td>Tarrant</td>
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<td>32,729</td>
<td>47.9%</td>
<td>29.0%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Bexar</td>
<td>7</td>
<td>30,831</td>
<td>47.8%</td>
<td>33.4%</td>
<td>18.8%</td>
</tr>
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<td>Dallas</td>
<td>8</td>
<td>30,686</td>
<td>78.0%</td>
<td>-25.5%</td>
<td>47.6%</td>
</tr>
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<td>Denton</td>
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<td>27,911</td>
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<td>Collin</td>
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<td>27,150</td>
<td>24.4%</td>
<td>56.5%</td>
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<td>14</td>
<td>22,870</td>
<td>29.4%</td>
<td>48.1%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Travis</td>
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<td>22,116</td>
<td>47.9%</td>
<td>22.1%</td>
<td>30.0%</td>
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<td>19,776</td>
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<td>73.5%</td>
<td>6.3%</td>
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<td>16,412</td>
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<td>10,474</td>
<td>105.9%</td>
<td>-34.5%</td>
<td>28.5%</td>
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*Among Counties with 10,000 or more population in 2017

### Top Counties for Percent Growth* in Texas, 2016-2017

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<th>County</th>
<th>U.S. Rank</th>
<th>2015 2016 Percent Population Change</th>
<th>Percent Change from Domestic Migration</th>
<th>Percent Change from International Migration</th>
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<td>90.7%</td>
<td>1.9%</td>
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<td>5.0%</td>
<td>81.6%</td>
<td>2.8%</td>
</tr>
<tr>
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<td>5</td>
<td>4.9%</td>
<td>96.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Kaufman</td>
<td>11</td>
<td>4.1%</td>
<td>83.0%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Rains</td>
<td>13</td>
<td>4.0%</td>
<td>103.1%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Williamson</td>
<td>16</td>
<td>3.7%</td>
<td>73.5%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Rockwall</td>
<td>22</td>
<td>3.6%</td>
<td>81.8%</td>
<td>2.4%</td>
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<td>89.7%</td>
<td>1.3%</td>
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<tr>
<td>Dentos</td>
<td>32</td>
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<td>67.0%</td>
<td>9.7%</td>
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<td>81.4%</td>
<td>2.7%</td>
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<td>Llano</td>
<td>45</td>
<td>3.1%</td>
<td>119.8%</td>
<td>0.5%</td>
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<td>Fort Bend</td>
<td>48</td>
<td>3.1%</td>
<td>48.1%</td>
<td>22.6%</td>
</tr>
</tbody>
</table>

*Among Counties with 10,000 or more population in 2017

Source: U.S. Census Bureau, 2017 Long-Term Projection Estimates
AGENDA ITEM IV-A

Annual Shares of Recent Non Citizen Immigrants to Texas by World Area of Birth, 2005-2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Latin America</th>
<th>Asia</th>
<th>Europe</th>
<th>Africa and Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>44.1%</td>
<td>35.8%</td>
<td>7.1%</td>
<td>13.1%</td>
</tr>
<tr>
<td>2010</td>
<td>50.6%</td>
<td>33.0%</td>
<td>7.3%</td>
<td>9.1%</td>
</tr>
<tr>
<td>2005</td>
<td>69.4%</td>
<td>17.3%</td>
<td>7.8%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

Estimated number of international migrants to Texas:
- 2015: 101,588
- 2010: 77,702
- 2005: 98,194

### The 15 Most Populous Cities, July 1, 2017

<table>
<thead>
<tr>
<th>Rank</th>
<th>City</th>
<th>State</th>
<th>2017 total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New York</td>
<td>New York</td>
<td>8,622,698</td>
</tr>
<tr>
<td>2</td>
<td>Los Angeles</td>
<td>California</td>
<td>3,999,759</td>
</tr>
<tr>
<td>3</td>
<td>Chicago</td>
<td>Illinois</td>
<td>2,716,450</td>
</tr>
<tr>
<td>4</td>
<td>Houston</td>
<td>Texas</td>
<td>2,312,717</td>
</tr>
<tr>
<td>5</td>
<td>Phoenix</td>
<td>Arizona</td>
<td>1,626,078</td>
</tr>
<tr>
<td>6</td>
<td>Philadelphia</td>
<td>Pennsylvania</td>
<td>1,580,863</td>
</tr>
<tr>
<td>7</td>
<td>San Antonio</td>
<td>Texas</td>
<td>1,511,946</td>
</tr>
<tr>
<td>8</td>
<td>San Diego</td>
<td>California</td>
<td>1,419,516</td>
</tr>
<tr>
<td>9</td>
<td>Dallas</td>
<td>Texas</td>
<td>1,341,075</td>
</tr>
<tr>
<td>10</td>
<td>San Jose</td>
<td>California</td>
<td>1,035,317</td>
</tr>
<tr>
<td>11</td>
<td>Austin</td>
<td>Texas</td>
<td>950,715</td>
</tr>
<tr>
<td>12</td>
<td>Jacksonville</td>
<td>Florida</td>
<td>892,062</td>
</tr>
<tr>
<td>13</td>
<td>San Francisco</td>
<td>California</td>
<td>884,363</td>
</tr>
<tr>
<td>14</td>
<td>Columbus</td>
<td>Ohio</td>
<td>879,170</td>
</tr>
<tr>
<td>15</td>
<td>Fort Worth</td>
<td>Texas</td>
<td>874,168</td>
</tr>
</tbody>
</table>

**Source:** U.S. Census Bureau, 2017 Vintage Population Estimates

---

### The 15 Cities With the Largest Numeric Increase Between July 1, 2016, and July 1, 2017 (Populations of 50,000 or more in 2016)

<table>
<thead>
<tr>
<th>Rank</th>
<th>City</th>
<th>State</th>
<th>Numeric increase</th>
<th>2017 total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>San Antonio</td>
<td>Texas</td>
<td>24,208</td>
<td>1,511,946</td>
</tr>
<tr>
<td>2</td>
<td>Phoenix</td>
<td>Arizona</td>
<td>24,036</td>
<td>1,626,078</td>
</tr>
<tr>
<td>3</td>
<td>Dallas</td>
<td>Texas</td>
<td>18,935</td>
<td>1,341,075</td>
</tr>
<tr>
<td>4</td>
<td>Fort Worth</td>
<td>Texas</td>
<td>18,664</td>
<td>874,168</td>
</tr>
<tr>
<td>5</td>
<td>Los Angeles</td>
<td>California</td>
<td>18,643</td>
<td>3,999,759</td>
</tr>
<tr>
<td>6</td>
<td>Seattle</td>
<td>Washington</td>
<td>17,490</td>
<td>724,745</td>
</tr>
<tr>
<td>7</td>
<td>Charlotte</td>
<td>North Carolina</td>
<td>15,551</td>
<td>859,035</td>
</tr>
<tr>
<td>8</td>
<td>Columbus</td>
<td>Ohio</td>
<td>15,429</td>
<td>879,170</td>
</tr>
<tr>
<td>9</td>
<td>Frisco</td>
<td>Texas</td>
<td>13,470</td>
<td>177,286</td>
</tr>
<tr>
<td>10</td>
<td>Atlanta</td>
<td>Georgia</td>
<td>13,323</td>
<td>486,290</td>
</tr>
<tr>
<td>11</td>
<td>San Diego</td>
<td>California</td>
<td>12,834</td>
<td>1,419,516</td>
</tr>
<tr>
<td>12</td>
<td>Austin</td>
<td>Texas</td>
<td>12,515</td>
<td>950,715</td>
</tr>
</tbody>
</table>

**Source:** U.S. Census Bureau, 2017 Vintage Population Estimates
AGENDA ITEM IV-A

The 15 Fastest-Growing Large Cities and Towns Between July 1, 2016, and July 1, 2017 (populations of 50,000 or more in 2016)

<table>
<thead>
<tr>
<th>Rank</th>
<th>City</th>
<th>State</th>
<th>Percent Increase</th>
<th>2017 Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Frisco</td>
<td>Texas</td>
<td>8.2</td>
<td>177,280</td>
</tr>
<tr>
<td>2</td>
<td>New Braunfels</td>
<td>Texas</td>
<td>8.0</td>
<td>79,152</td>
</tr>
<tr>
<td>3</td>
<td>Pflugerville</td>
<td>Texas</td>
<td>6.5</td>
<td>63,359</td>
</tr>
<tr>
<td>4</td>
<td>Ankeny</td>
<td>Iowa</td>
<td>6.4</td>
<td>62,416</td>
</tr>
<tr>
<td>5</td>
<td>Buckeye</td>
<td>Arizona</td>
<td>5.9</td>
<td>68,453</td>
</tr>
<tr>
<td>6</td>
<td>Georgetown</td>
<td>Texas</td>
<td>5.4</td>
<td>70,685</td>
</tr>
<tr>
<td>7</td>
<td>Castle Rock town</td>
<td>Colorado</td>
<td>5.1</td>
<td>62,276</td>
</tr>
<tr>
<td>8</td>
<td>Franklin</td>
<td>Tennessee</td>
<td>4.9</td>
<td>78,321</td>
</tr>
<tr>
<td>9</td>
<td>McKinney</td>
<td>Texas</td>
<td>4.8</td>
<td>181,330</td>
</tr>
<tr>
<td>10</td>
<td>Meridian</td>
<td>Idaho</td>
<td>4.7</td>
<td>99,926</td>
</tr>
<tr>
<td>11</td>
<td>Flower Mound town</td>
<td>Texas</td>
<td>4.3</td>
<td>76,681</td>
</tr>
<tr>
<td>12</td>
<td>Bend</td>
<td>Oregon</td>
<td>4.3</td>
<td>94,520</td>
</tr>
<tr>
<td>13</td>
<td>Cedar Park</td>
<td>Texas</td>
<td>4.2</td>
<td>75,704</td>
</tr>
<tr>
<td>14</td>
<td>Doral</td>
<td>Florida</td>
<td>4.2</td>
<td>61,130</td>
</tr>
<tr>
<td>15</td>
<td>Fort Myers</td>
<td>Florida</td>
<td>4.2</td>
<td>79,94</td>
</tr>
</tbody>
</table>

Seven of the 15 fastest growing cities

Source: U.S. Census Bureau, 2017 Vintage Population Estimates
AGENDA ITEM IV-A

Census Tracts with an Increase in Density, Texas, 2011-2016

Sources: U.S. Census Bureau, American Community Survey, 2007-2011 and 2012-2016 5-Year Samples

Change in Housing Units by County: 2009 to 2017

Sources: U.S. Census Bureau, American Community Survey, 2009-2009 and 2013-2017 5-Year Samples
Percent of Housing Units Built Before 1960 and After 1999, Census Tracts, Houston Area, Texas, 2012-2016

Source: U.S. Census Bureau, American Community Survey, 2012-2016 5-Year Sample

Percent of Housing Units Built Before 1960 and After 2000 and After 1999, Census Tracts, MetroPlex area, Texas, 2012-2016

Source: U.S. Census Bureau, American Community Survey, 2012-2016 5-Year Sample

Before 1960  | After
--- | ---
0% - 10% | 
10.1% - 25% | 
25.1% - 50% | 
50.1% - 75% | 
75.1% - 100% | 

Before 1960  | 2000 and After
--- | ---
0% - 10% | 
10.1% - 25% | 
25.1% - 50% | 
50.1% - 75% | 
75.1% - 95% | 

03/06/2019
AGENDA ITEM IV-A

Percent of housing stock build before 1960 and 2000 and after, census tracts, Austin area, Texas, 2012-2016

Before 1960

2000 and after

Texas Projected Population Pyramid by Race/Ethnicity, 2020

Source: U.S. Census Bureau, American Community Survey, 2012-2016 5-Year Sample

Source: Texas Demographic Center 2018 Population Projections

01/19
AGENDA ITEM IV-A

Texas Projected Population Pyramid by Race/Ethnicity, 2040

Source: Texas Demographic Center 2018 Population Projections

Median Household Income, Texas counties, 2011-2015

Source: U.S. Census Bureau, American Community Survey, 2011-2015 5-Year Sample
Percent of the population aged 25 years and older with a bachelor’s degree or higher, Texas counties, 2012-2016

Source: U.S. Census Bureau, American Community Survey, 2012-2016 5-Year Sample

Percent of the population enrolled in college for persons aged 18-24 years, 25-34 years, and the total population aged 15 years and older, 2010-2017

Source: U.S. Census Bureau, American Community Survey, 2010-2017 1-Year Samples
AGENDA ITEM IV-A

Projected population aged 18-24 by race and ethnicity, Texas, 2010-2050

Source: Texas Demographic Center 2018 Population Projections

Percent Distribution of Educational Attainment of Persons Aged 25 Years and Older, Texas, 2008, 2011, and 2015

Source: U.S. Census Bureau, American Community Survey, 3-Year Estimates, 2008-2010
AGENDA ITEM IV-A

Projected Population Growth in Texas, 2010-2050

- Zero Net Migration
- Half 2000-2010
- 2000-2010
- 2010-2015
- Estimates

Source: Texas Demographic Center 2018 Population Projections

Projected Population Growth in Texas, 2010-2020

- Zero Net Migration
- Half 2000-2010
- 2000-2010
- 2010-2015

Source: Texas Demographic Center 2018 Population Projections
AGENDA ITEM IV-A

Contact

State Demographer  
Texas Demographic Center  
Office: (210) 458-6530  
Email: Lloyd.Potter@UTSA.edu  
Internet: Demographics.Texas.gov  
@TexasDemography
1. Marketable Skills
   A. Due on UTD website for each degree program (all levels) by Fall 2020
   B. Only two examples for all programs so far (as of 2/27/2019)
      i. University of North Texas: THECB Marketable Skills website
         http://vpaa.unt.edu/thecb
      ii. Angelo State University: published under “Career Opportunities and Marketable Skills” for each degree program on its Inventory of Academic Programs
         http://www.angelo.edu/dept/aaffairs/inventory.php

2. Graduate Education Advisory Committee (GEAC) February 20 Meeting Highlights

3. Field of Study Update

4. Preliminary Legislative Bills filed re: transfer

5. Committee on Academic & Workforce Success (CAWS) March 20 Meeting Highlights
# Undergraduate Courses to be offered in 2019-2020

**Climer, Registrar’s Office, 2019.02.21**

<table>
<thead>
<tr>
<th>Number of Courses</th>
<th>ARHM</th>
<th>ATEC</th>
<th>BBS</th>
<th>ECS</th>
<th>EPSS</th>
<th>GENS</th>
<th>JSOM</th>
<th>NSMT</th>
<th>HONS</th>
<th>UGRD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additions</strong></td>
<td>14</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>25</td>
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<tr>
<td><strong>Removals</strong></td>
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<td></td>
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<td></td>
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<tr>
<td><strong>Edits</strong></td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>20</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>49</td>
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<td><strong>Repeatable</strong></td>
<td>10</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Online</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Additions

<table>
<thead>
<tr>
<th>ARHM</th>
<th>BBS</th>
<th>ECS</th>
<th>EPSS</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 3336</td>
<td>HIST 4383</td>
<td>CGS 4320</td>
<td>CE 4202</td>
<td>ARHM</td>
</tr>
<tr>
<td>HIST 3340</td>
<td>HIST 4384</td>
<td>NSC 4390</td>
<td>ECS 2361</td>
<td>HIST 2332</td>
</tr>
<tr>
<td>HIST 3341</td>
<td>HIST 4385</td>
<td>PSY 3370</td>
<td>EE 4202</td>
<td>EPPS 3310</td>
</tr>
<tr>
<td>HIST 4347</td>
<td>HIST 4386</td>
<td>PSY 4320</td>
<td>MECH 4342</td>
<td>EPSS</td>
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<td>HIST 4379</td>
<td>HIST 4387</td>
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<td></td>
<td>JSOM</td>
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<td>HIST 4381</td>
<td>HIST 4388</td>
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<tr>
<td>HIST 4382</td>
<td>LATS 3303</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Removals

<table>
<thead>
<tr>
<th>ARHM</th>
<th>BBS</th>
<th>ECS</th>
<th>EPSS</th>
<th>Core</th>
</tr>
</thead>
</table>

## Edits

<table>
<thead>
<tr>
<th>ARHM</th>
<th>BBS</th>
<th>ECS</th>
<th>EPSS</th>
<th>Core</th>
</tr>
</thead>
</table>

## Table only contains courses that were added or edited. Removed courses are not counted.

**Legend**

- **+** New as repeatable
- **#** Update made to repeat
- **=** Renumber – no additional info required
- **~** Reinstate – no additional info required
- **Table only contains courses that were added or edited. Removed courses are not counted.**
DANC 3336 Latin Social Dance (3 semester credit hours) Students will study different forms of Latin Dance: Salsa, Cha-Cha, Merengue, and Bachata through daily dance classes. Students will connect to the History of Latin Social Dance through classroom teaching and online viewing and critiquing of live and video dance performances, readings, and exploration of the cultural and creative history as a living embodiment of culture and ourselves. This class is for students who are interested in moving their bodies to the Latin beats with rhythmically interesting music. Male and female beginning movers/dancers/people or anyone interested in the sights, sounds, movements, and history of Latin Social Dance. No dance experience required. (Same as LATS 3303) (3-0) R

Course previously taught under topics number. Creating it's own course number in catalog.

peoplesoft diff: NOLINK

DANC 3336 Latin Social Dance (3 semester credit hours) Students will study different forms of Latin Dance: Salsa, Cha-Cha, Merengue, and Bachata through daily dance classes. Students will connect to the History of Latin Social Dance through classroom teaching and online viewing and critiquing of live and video dance performances, readings, and exploration of the cultural and creative history as a living embodiment of culture and ourselves. This class is for students who are interested in moving their bodies to the Latin beats with rhythmically interesting music. Male and female beginning movers/dancers/people or anyone interested in the sights, sounds, movements, and history of Latin Social Dance. No dance experience required. (Same as LATS 3303) (3-0) R

show fields: danc3336.3

- cat_repeat_units: 3
- cat_delivery_method: deliverymethod_50
- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

DANC 3336

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No
☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1  DANC 3342
☐  2
☐  3
☐  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
This course was previously taught as a topic under DANC 3342. It will be a hybrid course. Students will practice learning the dances in the in-person class meetings and will complete the history/critique component in the online component.

6. Faculty contact that requested this course be added to the inventory:

Michele Hanlon

7. This form submitted by:

Megan Gray Hering
<table>
<thead>
<tr>
<th>start end</th>
<th>req type course req_id</th>
<th>catalog course description</th>
<th>request status</th>
<th>request metadata</th>
<th>actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-open</td>
<td>edit * hist3340 (r3) hist3340.4 group_head series_head</td>
<td>HIST 3340 US South through the Civil War (3 semester credit hours) This course explores the history of the US South to 1865, from the pre-Columbian era to the collapse of the Confederacy. It focuses on colonization, slavery, gender, politics, and culture. Beyond content, students will learn to evaluate secondary sources as historians, thereby developing useful analytical and writing skills. Prerequisite: Completion of 060 core course. (3-0) R</td>
<td>phase: approve status: cue audit: 28</td>
<td>ddc130130 2019-02-11 11:34:53 006853 54.0102.00.01 audit: -1184.6 m index: -1184.6 m match_fail</td>
<td>ps info orion info overview change process modify</td>
</tr>
</tbody>
</table>

request notes

New junior level course. Will be the first part of a series (HIST 3341 will be the second in the series). 2019.02.11 - Updated title/description per email from Dr. Hatfield/Dr. Ring (DDC).

peoplesoft diff: 006853 1986-08-13

HIST 3340 US South through the Civil War (3 semester credit hours) This course explores the history of the US South to 1865, from the pre-Columbian era to the collapse of the Confederacy. It focuses on colonization, slavery, gender, politics, and culture. Beyond content, students will learn to evaluate secondary sources as historians, thereby developing useful analytical and writing skills. Prerequisite: Completion of 060 core course. (3-0) R

show fields: hist3340.4

- cat_repeat_units: 3
- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

HIST 3340

2. How does this course fit in the curriculum? (Can select more than one.)

<table>
<thead>
<tr>
<th>Major</th>
<th>Core</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Does it replace a previously required course in that curriculum?

Yes No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

- [x] 1 HIST 1301
- [x] 2 HIST 2381
- [x] 3 HIST 4345
- None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
Subject matter is similar but not currently addressed in course catalog. This course explores the history of the US South to 1865, from the pre-Columbian era to the collapse of the Confederate States of America. It focuses on several significant topics in southern and American history, including colonization, war, slavery, patriarchy, politics, and culture. Beyond content, students will learn to evaluate secondary sources as historians, thereby developing useful analytical and writing skills.

6. Faculty contact that requested this course be added to the inventory:

Natalie Ring

7. This form submitted by:

Megan Gray Hering
<table>
<thead>
<tr>
<th>start end</th>
<th>req type course req_id</th>
<th>catalog course description</th>
<th>request status</th>
<th>request metadata</th>
<th>actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-open</td>
<td>edit * hist3341 (r5)  hist3341.6 group_head series_head</td>
<td>HIST 3341 US South since the Civil War (3 semester credit hours) This course explores the history of the US South from 1865 to the present. It focuses on Reconstruction, segregation, agrarian and industrial development, civil rights, gender, politics, and culture. Beyond content, students will learn to evaluate secondary sources as historians, thereby developing useful analytical and writing skills. Prerequisite: Completion of 060 core course. (3-0) R</td>
<td>phase: approve</td>
<td>ddc130130</td>
<td>ps info orion info overview change process modify</td>
</tr>
</tbody>
</table>

**request notes**

New junior level course. Will be the first part of a series (HIST 3340 will be the first in the series). 2019.02.11 - Updated title/description per email from Dr. Hatfield/Dr. Ring (DDC)

**peoplesoft diff: 006854 1986-08-13**

HIST 3341 US South since the Civil War (3 semester credit hours) This course explores the history of the US South from 1865 to the present. It focuses on Reconstruction, segregation, agrarian and industrial development, civil rights, gender, politics, and culture. Beyond content, students will learn to evaluate secondary sources as historians, thereby developing useful analytical and writing skills. Prerequisite: Completion of 060 core course. (3-0) R

**show fields: hist3341.6**

- cat_repeat_units: 3
- cat_delivery_method: deliverymethod_100
- cat_core: 
- cat_subtitles: no_subtitles
1. Course Subject and Number

HIST 3341

2. How does this course fit in the curriculum? (Can select more than one.)

- Major
- Core
- Elective

3. Does it replace a previously required course in that curriculum?

- Yes
- No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

- HIST 1302
- HIST 2381
- HIST 4345

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
Subject matter is similar but not currently addressed in course catalog. This course explores the history of the US South from 1865 to the present. It focuses on several significant topics in southern and American history, including post-Civil War Reconstruction, Jim Crow segregation, agrarian and industrial development, civil rights, gender and family, politics, and culture. Beyond content, students will learn to evaluate secondary sources as historians, thereby developing useful analytical and writing skills.

6. Faculty contact that requested this course be added to the inventory:

Natalie Ring

7. This form submitted by:

Megan Gray Hering
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RETURN TO MAIN MENU
1. Course Subject and Number

HIST 4347

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐ ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No
☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1  HIST 3319
☐  2
☐  3
☐  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
This is a topics course. It allows professors to teach more narrowly focused subject matter than HIST 3319.

6. Faculty contact that requested this course be added to the inventory:

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
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### peoplesoft diff: NOLINK

HIST 4379 Topics in Women's and Gender History (3 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Prerequisite: Completion of 060 core course. (3-0) R

### repeat reason

Course content will vary by semester.

### show fields: hist4379.3

- cat_repeat_units: 9
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- cat_core:
- cat_subtitles: yes_subtitles
1. Course Subject and Number

HIST 4379

2. How does this course fit in the curriculum? (Can select more than one.)

Major    Core    Elective
☐         ☐       ☑

3. Does it replace a previously required course in that curriculum?

Yes ☐ No ☒

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

1. HIST 3302
2. HIST 3324
3. HIST 3316

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
Unlike the other courses, this is topical (allows for related but different subject matter). It also is not tied to a particular region or time period.

03/06/2019

6. Faculty contact that requested this course be added to the inventory:

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
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- **Request Notes**: Removed note about capstone eligible.

- **Peoplesoft Diff**: 006949 1978-08-16

- **Show Fields**: hist4381.5
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  - cat_delivery_method: deliverymethod_100
  - cat_core:
  - cat_subtitles: yes_subtitles

- **Repeat Reason**: Course content varies by semester.
1. Course Subject and Number

HIST 4381

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No
☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

1  HIST 4376
2
3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
No current topics course denotes comparative history.

6. Faculty contact that requested this course be added to the inventory:

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
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</table>
1. Course Subject and Number

HIST 4382

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No
☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1 HIST 4376
☐  2
☐  3
☐  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
Course catalog currently does not include a topics course related to history of the Middle East.

03/06/2019

6. Faculty contact that requested this course be added to the inventory:

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
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1. Course Subject and Number

HIST 4383

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

1. HIST 4376

2.

3.

None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
Course catalog currently does not include a topics course on history of the US South.

6. Faculty contact that requested this course be added to the inventory:

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
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1. Course Subject and Number

HIST 4384

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No
☐  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1  HIST 4376
☐  2
☐  3
☐  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
6. Faculty contact that requested this course be added to the inventory:

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
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**Request notes**

Removed note about capstone eligible.

**Peoplesoft Diff:** 006950 1984-08-15

HIST 4385 Topics in the History of Science (3 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Prerequisite: Completion of 060 core course. (3-0) R

**Repeat reason**

Content changes every semester.

**Show fields:** hist4385.5

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- `cat_core`:
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1. Course Subject and Number

HIST 4385

2. How does this course fit in the curriculum? (Can select more than one.)

Major Core Elective

☐ ☐ ☑

3. Does it replace a previously required course in that curriculum?

Yes No

☐ ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1 HIST 3327

☐ 2 HIST 3328

☐ 3 None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
This is a topical course. No topical course related to History of Science is currently in the catalog.

6. Faculty contact that requested this course be added to the inventory:

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
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<td>add * hist4386 (r1) hist4386.3 group_head series_head</td>
<td>HIST 4386 Topics in the History of Race or Ethnicity (3 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Prerequisite: Completion of 060 core course. (3-0) R</td>
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**request notes**

Removed note about capstone eligible.

**peoplesoft diff: NOLINK**

HIST 4386 Topics in the History of Race or Ethnicity (3 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Prerequisite: Completion of 060 core course. (3-0) R

**repeat reason**

Course content varies by semester

**show fields: hist4386.3**

- cat_repeat_units: 9
- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: yes_subtitles
1. Course Subject and Number

HIST 4386

2. How does this course fit in the curriculum? (Can select more than one.)

Major Core Elective

☐ ☐ ☑

3. Does it replace a previously required course in that curriculum?

Yes No

☐ ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1 HIST 4376

☐ 2

☐ 3

☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
Catalog currently does not contain any courses related to the history of race and ethnicity.

03/06/2019

6. Faculty contact that requested this course be added to the inventory:

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
<table>
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<th>start</th>
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**request notes**

Removed note about capstone eligible.

**peoplesoft diff: NOLINK**

HIST 4387 Topics in Urban History (3 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Prerequisite: Completion of 060 core course. (3-0) R

**repeat reason**

course content changes by semester

**show fields: hist4387.4**

- cat_repeat_units: 9
- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: yes_subtitles
1. Course Subject and Number

HIST 4387

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

1  HIST 4376

☐  2

☐  3

☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
Catalog currently does not contain any courses on urban history.

6. Faculty contact that requested this course be added to the inventory:

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
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<th>start</th>
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<td>2019-open</td>
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<td>hist4388 (r1) hist4388.5 group_head series_head</td>
<td>HIST 4388 Topics in Holocaust History (3 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Prerequisite: Completion of 060 core course. Recommended completion of HIST 2370. (3-0) R</td>
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Removal note about capstone eligible.

peoplesoft diff: NOLINK

HIST 4388 Topics in Holocaust History (3 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Prerequisite: Completion of 060 core course. Recommended completion of HIST 2370. (3-0) R

repeat reason

Course content varies by semester.

show fields: hist4388.5

- cat_repeat_units: 9
- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: yes_subtitles
1. Course Subject and Number

HIST 4388

2. How does this course fit in the curriculum? (Can select more than one.)

Major   Core   Elective
☐       ☐       ☑

3. Does it replace a previously required course in that curriculum?

Yes  No
☐      ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

1   HIST 4330
2   HIST 4332
3   HIST 4344

None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
Currently catalog does not have a topics course related to the history of the Holocaust. Allows for more specificity than the topics in European history course.

03/06/2019

6. Faculty contact that requested this course be added to the inventory:

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
<table>
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<tr>
<td>2019-open</td>
<td>add *</td>
<td>lats3303 (r1) lats3303.5</td>
<td>LATS 3303 Latin Social Dance (3 semester credit hours) Students will study different forms of Latin Dance: Salsa, Cha-Cha, Merengue, and Bachata through daily dance classes. Students will connect to the History of Latin Social Dance through classroom teaching and online viewing and critiquing of live and video dance performances, readings, and exploration of the cultural and creative history as a living embodiment of culture and ourselves. This class is for students who are interested in moving their bodies to the Latin beats with rhythmically interesting music. Male and female beginning movers/dancers/people or anyone interested in the sights, sounds, movements, and history of Latin Social Dance. No dance experience required. (Same as DANC 3336) (3-0) R</td>
<td>phase: approve</td>
<td>mlg105020 2019-02-19 12:25:44</td>
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**request notes**

Matched DANC 3336

peoplesoft diff: NOLINK

LATS 3303 Latin Social Dance (3 semester credit hours) Students will study different forms of Latin Dance: Salsa, Cha-Cha, Merengue, and Bachata through daily dance classes. Students will connect to the History of Latin Social Dance through classroom teaching and online viewing and critiquing of live and video dance performances, readings, and exploration of the cultural and creative history as a living embodiment of culture and ourselves. This class is for students who are interested in moving their bodies to the Latin beats with rhythmically interesting music. Male and female beginning movers/dancers/people or anyone interested in the sights, sounds, movements, and history of Latin Social Dance. No dance experience required. (Same as DANC 3336) (3-0) R

**show fields: lats3303.5**

- cat_repeat_units: 3
- cat_delivery_method: deliverymethod_50
- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

LATS 3303

2. How does this course fit in the curriculum? (Can select more than one.)

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<th>Major</th>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

3. Does it replace a previously required course in that curriculum?

Yes No

☐ ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

- ☑️ 1 DANC 3342
- ☐ 2
- ☐ 3
- ☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
This course is for the LATS major. It will be cross-listed with DANC courses that focus on Latin American dances.

6. Faculty contact that requested this course be added to the inventory:

Monica Rankin

7. This form submitted by:

Megan Gray Hering
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<td>2019-open</td>
<td>add *</td>
<td>cgs4320.4</td>
<td>CGS 4320 Psychology of Reasoning (3 semester credit hours) This course will examine reasoning from multiple perspectives including types of thinking and reasoning, comparisons across species, and lifespan development. There is a joint emphasis on the definition of reasoning from a cognitive perspective and from a neuroscience perspective. Prerequisite: PSY 2301 or PSY 3361. (Same as PSY 4320) (3-0) Y</td>
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peoplesoft diff: NOLINK

CGS 4320 Psychology of Reasoning (3 semester credit hours) This course will examine reasoning from multiple perspectives including types of thinking and reasoning, comparisons across species, and lifespan development. There is a joint emphasis on the definition of reasoning from a cognitive perspective and from a neuroscience perspective. Prerequisite: PSY 2301 or PSY 3361. (Same as PSY 4320) (3-0) Y

show fields: cgs4320.4

- cat_repeat_units: 3
- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

cgs 4320

2. How does this course fit in the curriculum? (Can select more than one.)

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3. Does it replace a previously required course in that curriculum?

Yes No

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

1 psy 3361

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
target audience is cgs students rather than psy students. content is also more multidisciplinary than psy 3361.

6. Faculty contact that requested this course be added to the inventory:

Dr. Richard Golden

7. This form submitted by:

Leah Barfield
<table>
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<tr>
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<td>add * nsc4390 (r1) nsc4390.4 group_head series_head</td>
<td>NSC 4390 Directed Research and Writing (3 semester credit hours) Student conducts research under weekly faculty supervision and complete assigned laboratory projects and written activities with feedback. May be repeated for credit as topics vary (9 semester credit hours maximum). Instructor consent required. (3-0) S</td>
<td>phase</td>
<td>approve</td>
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</table>

peoplesoft diff: NOLINK

NSC 4390 Directed Research and Writing (3 semester credit hours) Student conducts research under weekly faculty supervision and complete assigned laboratory projects and written activities with feedback. May be repeated for credit as topics vary (9 semester credit hours maximum). Instructor consent required. (3-0) S

repeat reason

Laboratory projects vary.

show fields: nsc4390.4
- cat_repeat_units: 9
- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: yes_subtitles
1. Course Subject and Number

nsc 4390 Directed Research and Writing

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1  nsc 4v98

☐  2  biol 3v91

☐  3

☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
Course still has student working in a lab but now has the additional requirement of required writing assignments.

6. Faculty contact that requested this course be added to the inventory:

Dr. Melanie Spence

7. This form submitted by:

Leah Barfield
PSY 3370 Positive Psychology (3 semester credit hours) Examines the fundamentals of positive psychology and what it means to lead a fulfilling and flourishing life. Scientific inquiry in psychology has often focused on dysfunction and disorder. Conversely, positive psychology addresses a variety of issues from a strengths rather than a deficit model and includes practical applications for one's own life. Through class lectures, readings, group discussions, reflective writing, and class projects, this course will examine the science of happiness and psychological well-being, including: the nature and measurement of happiness, the biological basis of positive emotions, and overview of positive trait theories, self-esteem, the mind-body connection, gratitude, emotional intelligence, altruism, decision-making, and the characteristics of successful relationships. (3-0) Y

request notes

course has been a variable topics class, now assigning it a permanent number

peoplesoft diff: NOLINK

PSY 3370 Positive Psychology (3 semester credit hours) Examines the fundamentals of positive psychology and what it means to lead a fulfilling and flourishing life. Scientific inquiry in psychology has often focused on dysfunction and disorder. Conversely, positive psychology addresses a variety of issues from a strengths rather than a deficit model and includes practical applications for one's own life. Through class lectures, readings, group discussions, reflective writing, and class projects, this course will examine the science of happiness and psychological well-being, including: the nature and measurement of happiness, the biological basis of positive emotions, and overview of positive trait theories, self-esteem, the mind-body connection, gratitude, emotional intelligence, altruism, decision-making, and the characteristics of successful relationships. (3-0) Y

show fields: psy3370.4

- cat_repeat_units: 3
- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

psy 3370

2. How does this course fit in the curriculum? (Can select more than one.)

Major Core Elective

☐ ☐ ☑

3. Does it replace a previously required course in that curriculum?

Yes No

☐ ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1 psy 4333 Human Relations

☐ 2

☐ 3

☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
This course focuses almost exclusively on the positive aspects of psychology and research pertaining to happiness.

6. Faculty contact that requested this course be added to the inventory:

Dr. Melanie Spence

7. This form submitted by:

Leah Barfield
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<td>PSY 4320 Psychology of Reasoning (3 semester credit hours) This course will examine reasoning from multiple perspectives including types of thinking and reasoning, comparisons across species, and lifespan development. There is a joint emphasis on the definition of reasoning from a cognitive perspective and from a neuroscience perspective. Prerequisite: PSY 2301 or PSY 3361. (Same as CGS 4320) (3-0) Y</td>
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Added per Dr. Spence (DDC)

**peoplesoft diff:**

PSY 4320 Psychology of Reasoning (3 semester credit hours) This course will examine reasoning from multiple perspectives including types of thinking and reasoning, comparisons across species, and lifespan development. There is a joint emphasis on the definition of reasoning from a cognitive perspective and from a neuroscience perspective. Prerequisite: PSY 2301 or PSY 3361. (Same as CGS 4320) (3-0) Y

**show fields: psy4320.2**

- `cat_repeat_units`: 3
- `cat_delivery_method`: deliverymethod_100
- `cat_core`:
- `cat_subtitles`: no_subtitles
1. Course Subject and Number

PSY 4320

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1

☐  2

☐  3

☑  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

   Melanie Spence

7. This form submitted by:

   Melanie Spence
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<th>catalog course description</th>
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<tr>
<td>2019-open</td>
<td>add * ce4202 (r1) ce4202.2 group_head series_head</td>
<td>CE 4202 Electrical and Computer Engineering Laboratory in Circuits (4 semester credit hours) Laboratory topics in Circuits. Prerequisite: CE 3202 or EE 3202. (Same as EE 4202) (1-3) S</td>
<td>phase: approve status: cue audit: 12</td>
<td>ddc130130 2018-12-18 16:31:09 NOLINK 14.0901.00.06 audit: -1379.8 m index: -1379.8 m match_fail</td>
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**request notes**

Added per Dr. Ntafos (DDC)

**peoplesoft diff: NOLINK**

CE 4202 Electrical and Computer Engineering Laboratory in Circuits (4 semester credit hours) Laboratory topics in Circuits. Prerequisite: CE 3202 or EE 3202. (Same as EE 4202) (1-3) S

**show fields: ce4202.2**

- cat_repeat_units: 4
- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

CE 4202

2. How does this course fit in the curriculum? (Can select more than one.)

Major   Core   Elective
✓       ☐     ☑

3. Does it replace a previously required course in that curriculum?

Yes No
☐ ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
✓ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Ntafos

7. This form submitted by:

Ntafos
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</thead>
<tbody>
<tr>
<td>2019-open</td>
<td>add *</td>
<td>ecs2361 (r1)</td>
<td>ecs2361.4</td>
<td>ECS 2361 Social Issues and Ethics in Science and Technology (3 semester credit hours) This course exposes students to major theoretical approaches and professional codes of ethics and how they may be applied to explore a range of important social issues in the information age. Issues of professional ethics, computer crime and privacy, intellectual property, the balance between the acceptability of risk and constraints such as cost, scheduling, safety and quality, the role of globalization and various important constitutional issues are explored by drawing upon case studies. Prerequisite: Completion of an 030 core course. (3-0) Y</td>
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**request notes**

Added per Dr. Ntafos email of 10.26.18 (DDC)
Updated with Dr. Ntafos recommendation to change prereq to an 030 core and approval by core committee. 2-1-19 srr.

**peoplesoft diff: NOLINK**

ECS 2361 Social Issues and Ethics in Science and Technology (3 semester credit hours) This course exposes students to major theoretical approaches and professional codes of ethics and how they may be applied to explore a range of important social issues in the information age. Issues of professional ethics, computer crime and privacy, intellectual property, the balance between the acceptability of risk and constraints such as cost, scheduling, safety and quality, the role of globalization and various important constitutional issues are explored by drawing upon case studies. Prerequisite: Completion of an 030 core course. (3-0) Y

**show fields: ecs2361.4**

- cat_repeat_units: 3
- cat_delivery_method: deliverymethod_100
- cat_core: 080
- cat_subtitles: no_subtitles
1. Course Subject and Number

EE 3201

2. How does this course fit in the curriculum? (Can select more than one.)

- Major
- Core
- Elective

3. Does it replace a previously required course in that curriculum?

- Yes
- No

3.5. Which course is being replaced?

EE 3101; EE 3120

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

- 1
- 2
- 3

None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Ntafos

7. This form submitted by:

Ntafos
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<td>EE 4202 Electrical and Computer Engineering Laboratory in Circuits (2 semester credit hours) Laboratory topics in Circuits. Prerequisite: CE 3202 or EE 3202. (Same as CE 4202) (1-3) S</td>
<td>phase: approve</td>
<td>ddc130130 2018-12-18 16:30:36 NOLINK 14.1001.00.06 audit: -1383 m index: -1383 m match_fail</td>
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<td>EE 4202 Electrical and Computer Engineering Laboratory in Circuits (2 semester credit hours) Laboratory topics in Circuits. Prerequisite: CE 3202 or EE 3202. (Same as CE 4202) (1-3) S</td>
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1. Course Subject and Number

EE 4202

2. How does this course fit in the curriculum? (Can select more than one.)

Major Core Elective

✓  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes No

☐  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1

☐  2

☐  3

☑ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Ntafos

7. This form submitted by:

Ntafos
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<td>mech4342</td>
<td>(r1)</td>
<td>MECH 4342 Introduction to Robotics (3 semester credit hours) Fundamentals of robotics, rigid motions, homogeneous transformations, forward and inverse kinematics, velocity kinematics, motion planning, trajectory generation, sensing, vision, and control. Prerequisite or Corequisite: BMEN 4310 or EE 4310 or MECH 4310 or equivalent. (Same as BMEN 4342 and EE 4342) (2-3) Y</td>
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1. Course Subject and Number

MECH 4342

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1

☐  2

☐  3

☑  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Ntafos

7. This form submitted by:

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<td>EPPS 3310 Community-Based Service Learning (3 semester credit hours) This interdisciplinary course aligns students with different community partners to effect social change through community-based/service learning. Community-based learning is a form of experiential education where students learn to apply educational content in a community setting with three distinct goals; academic learning, personal growth, and civic engagement. Each course section will have a different emphasis but will share a focus on the inter- and intra-personal development of 21st century skills, and reflective and reciprocal experiences. Community-based learning has been described as a transformative experience and identified as a high-impact practice in education. The course will integrate topic relevant reading and reflective writing assignments in a small-group setting. Credit/No Credit only. May be repeated for credit as topics vary (6 semester credit hours maximum). Instructor consent required. (3-0)</td>
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**request notes**

New course that has been offered as special topics two times already. - 2019.02.21 - DDC - Added per Dr. Lanham.

**peoplesoft diff:**

EPPS 3310 Community-Based Service Learning (3 semester credit hours) This interdisciplinary course aligns students with different community partners to effect social change through community-based/service learning. Community-based learning is a form of experiential education where students learn to apply educational content in a community setting with three distinct goals; academic learning, personal growth, and civic engagement. Each course section will have a different emphasis but will share a focus on the inter- and intra-personal development of 21st century skills, and reflective and reciprocal experiences. Community-based learning has been described as a transformative experience and identified as a high-impact practice in education. The course will integrate topic relevant reading and reflective writing assignments in a small-group setting. Credit/No Credit only. May be repeated for credit as topics vary (6 semester credit hours maximum). Instructor consent required. (3-0)

**repeat reason**

Experiences will differ from semester to semester.

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- cat_core:
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1. Course Subject and Number

EPPS 3310

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No
☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

1  BBSU 3310
☐  2
☐  3
☐  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
SOC 4392 will primarily serve students in EPPS. BBSU 3310 primarily serves students in BBS.

6. Faculty contact that requested this course be added to the inventory:

Carol Cirulli Lanham

7. This form submitted by:

Richard Scotch
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<td>ACCT 4201 Accounting Research (2 semester credit hours) An overview of accounting research sources and methods with emphasis on identifying, defining, and analyzing commonly-encountered financial reporting and audit issues, Prerequisite: ACCT 3332 with a minimum grade of C. (2-0) Y</td>
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</table>
1. Course Subject and Number

ACCT 4201

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☑  ☐  ☐

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1

☐ 2

☐ 3

☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
6. Faculty contact that requested this course be added to the inventory:

Marilyn Kaplan

7. This form submitted by:

Marilyn Kaplan
NATS 1142 UTeach STEP 1 (1 semester credit hour)
Introduction to STEM teaching as a career. Master teachers introduce students to examples of high quality inquiry-based lesson design as well as model various pedagogical concepts and behavior management strategies. Students are also introduced to the portfolio project. Fieldwork consists of two classroom observations plus planning and teaching three inquiry-based lessons to students in grades four to six in local elementary schools. This course meets twice weekly and satisfies the freshman seminar requirement (NATS 1101) for freshmen NS&M majors. At least five hours of fieldwork a semester are also required. Prerequisites: A university grade point average of at least 2.750 and admission to the UTeach Dallas program by consent of the UTeach advisor. Corequisite: UNIV 1010. (1-0) S

2019.02.19 - DDC - Added per email from Katherine Donaldson and Hailey King.

peoplesoft diff:
NATS 1142 UTeach STEP 1 (1 semester credit hour)
Introduction to STEM teaching as a career. Master teachers introduce students to examples of high quality inquiry-based lesson design as well as model various pedagogical concepts and behavior management strategies. Students are also introduced to the portfolio project. Fieldwork consists of two classroom observations plus planning and teaching three inquiry-based lessons to students in grades four to six in local elementary schools. This course meets twice weekly and satisfies the freshman seminar requirement (NATS 1101) for freshman NS&M majors. At least five hours of fieldwork a semester are also required. Prerequisites: A university grade point average of at least 2.750 and admission to the UTeach Dallas program by consent of the UTeach advisor. Corequisite: UNIV 1010. (1-0) S

show fields: nats1142.2

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- cat_subtitles: no_subtitles
1. Course Subject and Number

NATS 1142

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐       ☐       ☑

3. Does it replace a previously required course in that curriculum?

Yes  No
☐       ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

1  NATS 1141
2
3
None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
1142 satisfies the freshman seminar requirement for freshman NS&M majors and 1141 does not.

6. Faculty contact that requested this course be added to the inventory:

Katherine Donaldson

7. This form submitted by:

Hailey King
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**request notes**

Email: approved by Dr. Goeckner, 10-27-13.

**request process notes**

2019-01-09 16:25:21 / ddc130130

Moving forward at request of Jamie

**peoplesoft diff: 008671 2014-08-24 ddc130130**

MATH 4V91 Undergraduate Topics in Mathematics (1-9 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). Instructor consent required. (1-9)-0 S

**repeat reason**

This course is repeatable because the topics vary. Bachelor of Science students in Mathematics must take 30 semester credit hours of Elective courses and the faculty consensus is that no more than 9 of these credit hours can be from this topics course.

**show fields: math4v91.10**

- cat_repeat_units: 9
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- cat_core:
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## Graduate Courses to be offered in 2019-2020

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<td>ACCT 6009</td>
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Click on any course number above to see a PDF of that course.

Only New and Repeat courses are within this actual document. The rest open on the Registrar's Intranet. Your regular NetID and password are all that is required to login.

Clicking "Return to Main Menu" at the bottom of any page will bring you back to this page.
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1. Course Subject and Number

CS 6302

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☑

3.5. Which course is being replaced?

*This question was not displayed to the respondent.*

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1

☐  2

☐  3

☑  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

*This question was not displayed to the respondent.*
6. Faculty contact that requested this course be added to the inventory:

Dr. Balaji Raghavachari

7. This form submitted by:

Shyam Karrah
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1. Course Subject and Number

EEGR 6397 Convex Optimization

2. How does this course fit in the curriculum? (Can select more than one.)

- Major
- Core
- Elective

3. Does it replace a previously required course in that curriculum?

- Yes
- No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

- 1 SYSM 6305 Optimization theory and practice.
- 2
- 3
- None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
The main difference of the new course: has a different flavor, is designed for all engineering disciplines and is carefully balanced between three aspects of the subject: convex geometry and convex optimization, the formulation for different classes of problems, and numerical implementation.

6. Faculty contact that requested this course be added to the inventory:

Dinesh Bhatia

7. This form submitted by:

Dinesh Bhatia
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</table>
1. Course Subject and Number

EEPE 6398: General Theory of Electric Machines

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
✔  ✔  ✔

3. Does it replace a previously required course in that curriculum?

Yes  No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
6. Faculty contact that requested this course be added to the inventory:

Dinesh Bhatia

7. This form submitted by:

Dinesh Bhatia
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<td>GISC 6375 Spatial Optimization (3 semester credit hours) Provides an understanding of applied mathematical and computational techniques used in optimization problems that have a strong spatial component. Students will learn the basics of problem formulation and various solution strategies, both exact (e.g., linear and nonlinear programming) and heuristic (e.g., genetic programming). Students will gain hands-on experience linking GIS and other software systems to solve these sorts of problems. At the conclusion of this class students will be able to formulate and solve a variety of spatial optimization problems that are beyond the capabilities of any single off-the-shelf software system. (3-0) Y</td>
<td>phase: approve</td>
<td>ddc130130</td>
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</table>

**request notes**

Added per Dr. Fang Qui's email on 12.7.18 (DDC)

**peoplesoft diff: NOLINK**

GISC 6375 Spatial Optimization (3 semester credit hours) Provides an understanding of applied mathematical and computational techniques used in optimization problems that have a strong spatial component. Students will learn the basics of problem formulation and various solution strategies, both exact (e.g., linear and nonlinear programming) and heuristic (e.g., genetic programming). Students will gain hands-on experience linking GIS and other software systems to solve these sorts of problems. At the conclusion of this class students will be able to formulate and solve a variety of spatial optimization problems that are beyond the capabilities of any single off-the-shelf software system. (3-0) Y

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1. Course Subject and Number

GISC 6375

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

3. Does it replace a previously required course in that curriculum?

Yes  No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

1  2  3

None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Fang Qiu

7. This form submitted by:

Fang Qiu
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<td>(r1) acct6009.6</td>
<td>group_head</td>
<td>ACCT 6009 Accounting Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or ACCT 6388 or MBA major) and department consent required. (0-0) S</td>
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<td>request notes</td>
<td>This new course allows students to take a zero-credit hour internship course with maximum of 3 times.</td>
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**peoplesoft diff: NOLINK**

ACCT 6009 Accounting Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or ACCT 6388 or MBA major) and department consent required. (0-0) S

**repeat reason**

Students can take the internship course for zero semester credit hour with the same or a different company as internship objectives vary.

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1. Course Subject and Number

ACCT 6009

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No
☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1
☐  2
☐  3
☑  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Shawn Alborz

7. This form submitted by:

Shawn Alborz
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<td>ACCT 6321 Database Applications for Business Analytics in Accounting (3 semester credit hours) This course develops an understanding of the role of databases in accounting, including Structured Query Language (SQL), NoSQL and other databases deemed appropriate. Students learn how to effectively query SQL and NoSQL databases and use analytics tools to present accounting information. Topics include ER models, SQL, PL/SQL, query optimization, NoSQL database types, and NoSQL querying. Accounting applications will be emphasized. Prerequisite or Corequisite: ACCT 6330. (3-0) Y</td>
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**request notes**

On 021519 removed cross listed and updated description and prerequisite based on request from Suresh Radhakrishnan. On 11/18/18 cross listed this course.

**peoplesoft diff: NOLINK**

ACCT 6321 Database Applications for Business Analytics in Accounting (3 semester credit hours) This course develops an understanding of the role of databases in accounting, including Structured Query Language (SQL), NoSQL and other databases deemed appropriate. Students learn how to effectively query SQL and NoSQL databases and use analytics tools to present accounting information. Topics include ER models, SQL, PL/SQL, query optimization, NoSQL database types, and NoSQL querying. Accounting applications will be emphasized. Prerequisite or Corequisite: ACCT 6330. (3-0) Y

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1. Course Subject and Number

ACCT 6321

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No
☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1
☐  2
☐  3
☑  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Surya Janakiraman

7. This form submitted by:

Shawn Alborz
BUAN 6009 Business Analytics Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

This new course allows students to take a zero-credit hour internship course with maximum of 3 times.

Students can take the internship course for zero semester credit hour with the same or a different company as internship objectives vary.

- cat_repeat_units: 99
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- cat_subtitles: no_subtitles
1. Course Subject and Number

BUAN 6009

2. How does this course fit in the curriculum? (Can select more than one.)

<table>
<thead>
<tr>
<th>Major</th>
<th>Core</th>
<th>Elective</th>
</tr>
</thead>
</table>

3. Does it replace a previously required course in that curriculum?

- [ ] Yes
- [ ] No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Monica Powell

7. This form submitted by:

Shawn Alborz
<table>
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<td>BUAN 6325 Ethics and Regulation in Business Analytics (3 semester credit hours) As the use of business analytics continues to grow across industries and applications, there is a need to understand the moral, social, and ethical ramifications of collection, analysis, and reporting of data throughout the stages of the data analysis pipeline. This course develops a practical understanding of algorithmic and information biases and the role of privacy, transparency, and fairness in business analytics. This course introduces ethical data analysis practices and legal, regulatory and societal constraints on these practices. The course also examines how to apply practical, ethical, and legal constructs and scenarios in data analysis that can be beneficial to society. Prerequisite: BUAN 6324 or BUAN 6356. (3-0) Y</td>
<td>phase: approve status: approving audit: 11</td>
<td>sxao63000 2019-01-01 13:01:12 NOLINK 11.0401.00.02 audit: -5414.8 m index: -5414.8 m match_fail</td>
<td>ps info on 01/01/19 created this course based on market demand. peoplesoft diff: NOLINK BUAN 6325 Ethics and Regulation in Business Analytics (3 semester credit hours) As the use of business analytics continues to grow across industries and applications, there is a need to understand the moral, social, and ethical ramifications of collection, analysis, and reporting of data throughout the stages of the data analysis pipeline. This course develops a practical understanding of algorithmic and information biases and the role of privacy, transparency, and fairness in business analytics. This course introduces ethical data analysis practices and legal, regulatory and societal constraints on these practices. The course also examines how to apply practical, ethical, and legal constructs and scenarios in data analysis that can be beneficial to society. Prerequisite: BUAN 6324 or BUAN 6356. (3-0) Y show fields: buan6325.2 - cat_repeat_units: 3 - cat_delivery_method: deliverymethod_100 - cat_core: - cat_subtitles: no_subtitles</td>
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</table>
1. Course Subject and Number

BUAN 6325

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  ☐  No  ☒

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.

6. Faculty contact that requested this course be added to the inventory:

Syam Menon

7. This form submitted by:

Shawn Alborz
ENGY 6009 Energy Management Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

request notes

This new course allows students to take a zero-credit hour internship course with maximum of 3 times.

peoplesoft diff: NOLINK

ENGY 6009 Energy Management Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

repeat reason

Students can take the internship course for zero semester credit hour with the same or a different company as internship objectives vary.

show fields: engy6009.6

- cat_repeat_units: 99
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- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

ENGY 6009

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No
☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1
☐  2
☐  3
☑  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Monica Powell

7. This form submitted by:

Shawn Alborz
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<th>request metadata</th>
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<td>add *</td>
<td>ferm6009 (r1) ferm6009.4 group_head series_head</td>
<td>FERM 6009 Financial Engineering and Risk Management Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
<td>phase: approve</td>
<td>sxa063000 2019-02-11 10:55:26 NOLINK 27.0305.00.01 audit: -1536.2 m index: -1536.2 m match_fail</td>
<td>ps info orion info overview change process modify</td>
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</table>

**request notes**

This new course allows students to take a zero-credit hour internship course with maximum of 3 times.

**peoplesoft diff: NOLINK**

FERM 6009 Financial Engineering and Risk Management Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

**repeat reason**

Students can take the internship course for zero semester credit hour with the same or a different company as internship objectives vary.

**show fields: ferm6009.4**

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1. Course Subject and Number

FERM 6009

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1

☐  2

☐  3

☑  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Shawn Alborz

7. This form submitted by:

Shawn Alborz
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<td>2019-open</td>
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<td>FIN 6009 Finance Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
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<td>FIN 6009 Finance Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
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<td>Students can take the internship course for zero semester credit hour with the same or a different company as internship objectives vary.</td>
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</table>
1. Course Subject and Number

FIN 6009

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1  ☐  2  ☐  3

☒  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Monica Powell

7. This form submitted by:

Shawn Alborz
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<td>HMGT 6009 Healthcare Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
<td>phase: approve</td>
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<td>03/06/2019</td>
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<td></td>
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</table>

**request notes**

This new course allows students to take a zero-credit hour internship course with maximum of 3 times.

**peoplesoft diff: NOLINK**

HMGT 6009 Healthcare Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

**repeat reason**

Students can take the internship course for zero semester credit hour with the same or a different company as internship objectives vary.

**show fields: hmg6009.4**

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1. Course Subject and Number

HMGT 6009

2. How does this course fit in the curriculum? (Can select more than one.)

- Major
- Core
- Elective

3. Does it replace a previously required course in that curriculum?

- Yes
- No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

- 1
- 2
- 3
- None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Shawn Alborz

7. This form submitted by:

Shawn Alborz
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<td>IMS 6009 International Management Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0)</td>
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**request notes**

This new course allows students to take a zero-credit hour internship course with maximum of 3 times.

**peoplesoft diff: NOLINK**

IMS 6009 International Management Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

**repeat reason**

Students can take the internship course for zero semester credit hour with the same or a different company as internship objectives vary.

**show fields: ims6009.4**

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- cat_delivery_method: deliverymethod_100
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- cat_subtitles: no_subtitles
1. Course Subject and Number

IMS 6009

2. How does this course fit in the curriculum? (Can select more than one.)

- Major
- Core
- Elective

3. Does it replace a previously required course in that curriculum?

- Yes
- No

3.5. Which course is being replaced?

*This question was not displayed to the respondent.*

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

- 1
- 2
- 3
- None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

*This question was not displayed to the respondent.*
6. Faculty contact that requested this course be added to the inventory:

Shawn Alborz

7. This form submitted by:

Shawn Alborz
MAS 6009 Management Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

This new course allows students to take a zero-credit hour internship course with maximum of 3 times.

MAS 6009 Management Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

Repeat reason

Students can take the internship course for zero semester credit hour with the same or a different company as internship objectives vary.

Show fields: mas6009.4

- cat_repeat_units: 99
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- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

MAS 6009

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1

☐ 2

☐ 3

☑ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Shawn Alborz

7. This form submitted by:

Shawn Alborz
MIS 6009 Information Systems Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

request notes

This new course allows students to take a zero-credit hour internship course with maximum of 3 times.

peoplesoft diff: NOLINK

MIS 6009 Information Systems Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

repeat reason

Students can take the internship course for zero semester credit hour with the same or a different company as internship objectives vary.

show fields: mis6009.5

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- **cat_delivery_method**: deliverymethod_100
- **cat_core**:
- **cat_subtitles**: no_subtitles

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1. Course Subject and Number

MIS 6009

2. How does this course fit in the curriculum? (Can select more than one.)

- Major
- Core
- Elective

3. Does it replace a previously required course in that curriculum?

- Yes
- No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

- 1
- 2
- 3

None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Monica Powell

7. This form submitted by:

Shawn Alborz
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<td>MIS 6313 Managing Information Technology in the Information Age (3 semester credit hours) This course explores the role of information technology and systems in today's business environment. The course covers topics including strategic role of information, digital transformation, information for decision making, managing information resources, cloud computing, cybersecurity, business analytics for managerial decision making, and current information systems/technology issues. (3-0) S</td>
<td>phase: approve</td>
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**request notes**

On 02/18/19 added this course based on market demand.

**peoplesoft diff:**

MIS 6313 Managing Information Technology in the Information Age (3 semester credit hours) This course explores the role of information technology and systems in today's business environment. The course covers topics including strategic role of information, digital transformation, information for decision making, managing information resources, cloud computing, cybersecurity, business analytics for managerial decision making, and current information systems/technology issues. (3-0) S

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- cat_subtitles: no_subtitles
1. Course Subject and Number

MIS 6313

2. How does this course fit in the curriculum? (Can select more than one.)

   Major   Core   Elective
   [ ] [ ] [ ]

3. Does it replace a previously required course in that curriculum?

   Yes  No
   [ ] [ ]

3.5. Which course is being replaced?

   This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

   1
   2
   3
   [ ] None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

   This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

| Syam Menon |

7. This form submitted by:

| Shawn Alborz |
MKT 6009 Marketing Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

This new course allows students to take a zero-credit hour internship course with maximum of 3 times.

peoplesoft diff: NOLINK

MKT 6009 Marketing Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

Students can take the internship course for zero semester credit hour with the same or a different company as internship objectives vary.

show fields: mkt6009.6

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1. Course Subject and Number

MKT 6009

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1

☐ 2

☐ 3

☑ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

| Monica Powell |

7. This form submitted by:

<p>| Shawn Alborz |</p>
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<td>OB 6381 Strategic HR Application (3 semester credit hours) Executive Education Course. This course leverages the concepts from the entire program and facilitates the student through case applications. The processes, practices, and tools are applied to a student selected project. The student assesses a business and recommends human capital improvements to include the areas of culture, people, talent, leadership development, and organizational effectiveness. (3-0) Y</td>
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**request notes**

On 01/17/19 added a new course based on market demand.

**peoplesoft diff:**

OB 6381 Strategic HR Application (3 semester credit hours) Executive Education Course. This course leverages the concepts from the entire program and facilitates the student through case applications. The processes, practices, and tools are applied to a student selected project. The student assesses a business and recommends human capital improvements to include the areas of culture, people, talent, leadership development, and organizational effectiveness. (3-0) Y

**show fields: ob6381.2**

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1. Course Subject and Number

OB 6381

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐ ☐ ☑

3. Does it replace a previously required course in that curriculum?

Yes  No

☐ ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1

☐ 2

☐ 3

☑ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Robert Hicks

7. This form submitted by:

Shawn Alborz
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<td>(r1)</td>
<td>OPRE 6009 Supply Chain Management Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
<td>phase: approve</td>
<td>status: cue</td>
<td>audit: 11</td>
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### Request Notes

This new course allows students to take a zero-credit hour internship course with maximum of 3 times.

### Peoplesoft Diff: NOLINK

OPRE 6009 Supply Chain Management Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

### Repeat Reason

Students can take the internship course for zero semester credit hour with the same or a different company as internship objectives vary.

### Show Fields: opre6009.7

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- **cat_subtitles**: no_subtitles
1. Course Subject and Number

OPRE 6009

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐   ☐   ☑

3. Does it replace a previously required course in that curriculum?

Yes  No
☐   ☒

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1
☐  2
☐  3
☑  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Monica Powell

7. This form submitted by:

Shawn Alborz
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<td><strong>SYSM 6009 Systems Engineering and Management Internship</strong> (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0)</td>
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**request notes**
This new course allows students to take a zero-credit hour internship course with maximum of 3 times.

**peoplesoft diff: NOLINK**
SYSM 6009 Systems Engineering and Management Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

**repeat reason**
Students can take the internship course for zero semester credit hour with the same or a different company as internship objectives vary.

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1. Course Subject and Number

SYSM 6009

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1

☐  2

☐  3

☐  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.
6. Faculty contact that requested this course be added to the inventory:

Shawn Alborz

7. This form submitted by:

Shawn Alborz
Graduate Program Degree Plan Pages to be Updated in 2019-2020

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All updated pages are listed with a general summary of changes made.

**JSOM**

Accounting

Extensive updates. Majority related to addition of Tracks.

Click on the degree title in the Blue button to see a comparison PDF of each degree plan page on the Registrar's Intranet.
Proposed Concentration\textsuperscript{1} or Minor Program Form

\textbf{Title:}
Interdisciplinary Arts Concentration
Photo-Video-Digital Concentration
(Resulting from VPA BA Revisions)

\textbf{School:} Arts and Humanities

\textbf{Administrative Unit:}
Arts and Humanities – Visual and Performing Arts

\textbf{Contact Information:}
Michele Hanlon, Associate Dean for the Arts, x-2140, mhanlon@utdallas.edu

\textbf{Implementation Date:} Fall 2019

\textbf{Introduction/Description:}
The School of Arts and Humanities faculty through a school-wide revisioning of undergraduate programs led by the A&H Curriculum Committee have made meaningful improvements in our undergraduate degree plans. As a part of this undertaking, the Visual and Performing Arts (VPA) faculty revised the VPA Program Learning Outcomes in 2016, and have created a degree plan revision for the BA in Visual and Performing Arts. Proposed changes to the BA take into consideration the needs of our students, values shared by our faculty, and the unique structure of the VPA program and of the School of A&H.

The VPA comprise a range of disciplines; Art History, Communication, Dance, Film Studies, Music, Theatre, and Visual Arts. Each of these areas offers a focused concentration for students desiring greater depth in a given discipline. In addition to these seven areas of concentration, the generalist option has served students who do not wish to concentrate in a specific discipline area.

The planned revisions drop the basic generalist option. It is replaced with a new Interdisciplinary Arts concentration. This concentration enables students to be intentional with their interdisciplinary choices providing more depth in their chosen interdisciplinary areas of study.

One other new concentration is proposed in tandem with the degree revision. The Photo Video Digital concentration serves students interested in focusing their study in photography and related disciplines including graphic design.

\textsuperscript{1} The term Concentration is often used interchangeably with other terms such as Designation, Emphasis, Option, Pathway, Specialization, or Track.
Recently, VPA faculty have developed concentrations that increase rigor in the discipline areas within the degree, but until now the core requirements of the VPA degree and the interdisciplinary generalist option remained unchanged. By addressing these two areas (major core requirements and the generalist option) the proposed degree changes aim to preserve and strengthen the unique interdisciplinary aspects of the degree and create an intentional pathway for students, increasing depth and broadening knowledge in the Visual and Performing Arts disciplines. With the recommended changes, students majoring in the Visual and Performing Arts will be required to select a concentration when declaring the VPA major. The ideal student graduating with a BA in Visual and Performing Arts will possess competence in at least one of the VPA discipline areas, familiarity with other disciplines, and the ability to communicate, apply, and contextualize their skills in life-work situations.

Revisions
The revised major proposed in this document values the unique interdisciplinary nature of the Visual and Performing Arts program and considers the role and relevance of major UL core requirements. The VPA degree aims to produce graduates prepared to contribute across a range of fields through creative application of their disciplinary and transferable skills.

The revision of the degree plan has focused on two specific items:

1. Revision of the major upper level requirements.

The revised major upper level requirements will be applied across all concentrations in the VPA, acting as a unifying center for the degree. Other categories within the degree plan may vary significantly based on the needs of each concentration area.

2. Defining the Interdisciplinary Arts concentration (formerly generalist).

To bring focus to what has been referred to as the generalist option, the VPA has developed the Interdisciplinary Arts concentration. This concentration differs from the generalist in that it focuses student efforts on two discipline areas. This will allow a more intentional and developed interdisciplinarity. Currently, students in the generalist category may drift from one discipline to another, completing their study with a shallow understanding of many disciplines and competence in none. The revision will allow for greater depth and focus in two specified areas, and will enable students to combine two areas to customize their education experience. For example: visual art + communication will serve a student interested in graphic design, or Theatre + music will better prepare a student for musical theatre.

Assessment
The proposed revisions to the major requirements will allow for a deeper assessment of program goals through the stepped requirements leading to the capstone, and through assessment of the capstone itself. A capstone course, and a preparatory one semester course for the capstone, will guide students in the generation of a final project, as in a body of creative work, a performance, or scholarly paper, to facilitate their advancement in the field following graduation and to assess their ability to apply concepts relevant to
the field to the production of original work. The preparatory course will also serve to
guide students in reflecting on and contextualizing their experience within the field of
visual and performing arts. This ability to supplement the individual course-based
assessment currently required with a project-based summative assessment will equip us
to better determine our success in meeting VPA program goals.

**Academic Focus of the Concentration or Minor:**

**Concentration distribution (SCH may vary by concentration)** This is the component
of the degree that focuses the work done in each concentration. The upper level classes
and SCH in this category may vary by concentration discipline area.

For the Interdisciplinary Arts concentration the distribution will be divided into two
discipline areas (or clusters) of 15 SCH each. Students will take 15 SCH of UL classes in
two different discipline areas within VPA. Students will be required to include a VPA
history class in one of the discipline areas/clusters.

**Job Market for the Concentration or Minor:**

The revised major proposed in this document values the unique interdisciplinary nature of
the Visual and Performing Arts program and considers the role and relevance of major
UL core requirements. The VPA degree aims to produce graduates prepared to
contribute across a range of fields through creative application of their disciplinary and
transferable skills.

Interdisciplinary Arts – The interdisciplinary arts concentration will offer flexibility for
students who wish to pursue a career in a number of performance or visual arts related
fields. The ability to join disciplines to expand potential opportunities is built in to this
plan. Some possibilities include: combining communication with visual arts or
performing arts to prepare a student to work in a non-profit or for-profit arts focused
organization in development or publicity; combining dance and theater may support work
as a choreographer, teacher, or in a support staff role for an arts organization; focusing on
art history and film will hone skills in criticism and analysis and may lead to work in journalistic criticism or any number of occupations requiring the ability to think analytically and express oneself through written communication.

Photo Video Digital –
Students will pursue in-depth training in photography, video, and digital art. These skills will enable students to work in the field of photography, videography, visual design and related markets.

**Number of Required Semester Credit Hours:**
(Need hours of concentration only listed here)

**Course requirements for Concentration or Minor:**
(Identify required courses and prescribed electives. Mark any new courses with an asterisk that will be added if the concentration or minor is approved):

A degree plan is attached for each of the 9 minors included in the VPA BA, including the two proposed new concentrations:

**Interdisciplinary Arts concentration:**

<table>
<thead>
<tr>
<th>2 Major Requirements, Lower Level: 0-6 SCH</th>
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<tr>
<td>Discipline I Prep Course</td>
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<tr>
<td>Discipline II Prep Course</td>
</tr>
<tr>
<td>B. Discipline I: 15 SCH Link to prefixes page * any upper division course in Art History, Visual Art, Communication, Film, Dance, Music, Theater</td>
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<tr>
<td>VPA History</td>
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<tr>
<td>B. Discipline II: 15 SCH * any upper division course in Art History, Visual Art, Communication, Film, Dance, Music, Theater – distinct from above</td>
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**Photo-Video-Digital concentration:**

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**Faculty/Staffing (assign each course to a faculty member):**
None of the courses included in the Interdisciplinary Arts concentration or the Photo-Video-Digital concentration are new courses. All have been staffed by credentialed faculty.

**Additional Information:**
None
Interdisciplinary Arts Programs

University of North TX
**Interdisciplinary Art and Design Studies, B.A.** - The B.A. in Interdisciplinary Art and Design Studies is a genuinely interdisciplinary study of art and design with coursework in such diverse fields as Anthropology, Film, Communications, Art History, and Sociology.

**School for Interdisciplinary Arts Hampshire College**
Students and professors work across boundaries of art forms such as theatre, studio art, creative writing and literary arts, children's theatre, creative drama, entrepreneurship, applied design and innovation, arts education, art and technology, and all areas of arts and social action.

**Master of Fine Arts in Interdisciplinary Arts – Goddard College (VT)**
*Artists* working in a variety of practices, including visual arts, dance, music, theater, performance art, social practice, design, digital media, and the literary arts, not only work across artistic disciplines, but also engage broader interdisciplinary inquiry in dialogue with other disciplines and systems of...

**Interdisciplinary Arts - Eckerd College (FL)**
An Interdisciplinary Arts (IA) major therefore should be decidedly motivated, under the guidance of an IA mentor, to construct a unique program of sixteen courses derived from two or more arts disciplines (from among Visual Arts, Creative Writing, Theatre, and Music) designed to suit the needs and goals of the...

**Bachelor of Interdisciplinary Arts – Texas Tech**
The Bachelor of Interdisciplinary Arts (BIA) is a unique program for students who wish to study multiple fields in equivalent depth. As an interdisciplinary liberal...

**Interdisciplinary Arts and Performance – New College (ASU)**
**Interdisciplinary Arts & Letters – Prescott College (AZ)**
Many students at Prescott College wish to pursue the broad-based Bachelor of Fine Arts degree (BFA) in Interdisciplinary Arts & Letters. This competence area allows students to deepen their appreciation of all the arts, to learn the theory and techniques of more than one discipline, and to make connections across disciplines. Students pursuing the Interdisciplinary Arts & Letters competence are expected to complete significant work in at least two of three areas: Visual Arts, Writing & Literature, and Dance.

**Interdisciplinary Arts - Shippensburg University (PA)**
Interdisciplinary arts is an ideal major for students with diverse interests and skills who want an all-inclusive education in the arts and who like to “think outside of the box” by studying other disciplines that suit their career goals, such as courses in education, business, and the social sciences. As a result, IA majors gain both a comprehensive understanding of the arts and the critical and communicative skills necessary to succeed in their chosen professions. As a student with a passion for the arts, you will have a unique opportunity to create an individualized program of study.

**BA in Interdisciplinary Arts – University of WA, Bothell**
The degree focuses on helping students to think in innovative and experimental ways while developing independent and collaborative projects that cultivate artistic skills. Coursework in the IA major includes a core class on interdisciplinary arts theory and practice (BISIA 319) and studio-based workshops. It enables students to develop strategies for artistic and social practice.

**Interdisciplinary Arts minor – Gonzaga (WA)**
The study of interdisciplinary arts expands a student's problem solving, critical reflection and innovative thinking through combining the strengths of theatre, dance, visual arts, and music. The Interdisciplinary Arts minor gives students a solid foundation and knowledge in these art forms and integrates the arts in a new and exciting way. This minor also allows students, such as those in STEM majors, to integrate valuable arts experience into their skill set, increasing their creative capacity and expressiveness.

**“Interdisciplinary” on the UTD website**

**UTD Website – VPA:** Students who complete the major in Visual and Performing Arts (VPA) pursue an interdisciplinary study of the arts by selecting among courses in historical context, studio practice, performance ensemble, and ideas and interpretation of the arts. In the VPA core courses, students will experience the theory and practice of the arts in a workshop setting and, in studio or ensemble courses, gain practical experience in at least one area of the visual or performing arts. Courses in the historical context and interpretation of the arts will enable students to understand how style, subject matter and materials may respond to different motivations and purposes. In their selection of required and elective courses, students are encouraged to focus their coursework around one of the following areas: art history, dance, film studies, music, theatre, visual art, communication.

**UTD Website:** UTD Graduate Admissions page advertises several programs as Interdisciplinary on the following web page:
https://www.utdallas.edu/admissions/graduate/degrees/interdisciplinary/

**UTD Website:**
The following UTD web page contains information about interdisciplinary research:
https://research.utdallas.edu/internal-funding/seed-program-for-interdisciplinary-research"
Proposed Concentration\(^1\) or Minor Program Form
Supply Chain Management Minor
School: Jindal School of Management

Administrative Unit: Operations Research Area in JSOM

Contact Information: Ching Chung Kuo

Date of Request: 1/9/19

Implementation Date: Fall 2019

Introduction/Description:
A minor in Supply Chain Management will provide additional marketable skills to students in certain JSOM degrees. Supply chain and operations fields are growing rapidly, dealing with areas such as logistics, distribution, manufacturing, warehousing, purchasing, and sourcing. Within some fields, the addition of a minor in supply chain will further refine the marketable skills of the students. For example, a Healthcare Management major with a minor in Supply Chain Management headed to a hospital administration career could be more specialized in optimizing management of surgery rooms, both for improved healthcare to the patient as well as lower costs. A Global Business major with a minor in Supply Chain management could be specialized in global sourcing or raw materials or in global product distribution.

Academic Focus of the Concentration or Minor: Supply Chain Management

Job Market for the Concentration or Minor:
The minor will assist students by adding more focused courses to their degree plan. For example, a student majoring in Healthcare Management who minors in Supply Chain Management would find 262 jobs open in the Dallas area in healthcare supply chain. A search for IT Supply Chain positions found 123 openings.

Number of Required Semester Credit Hours: 18 hours

Course requirements for Concentration or Minor:

\(^1\) The term Concentration is often used interchangeably with other terms such as Designation, Emphasis, Option, Pathway, Specialization, or Track.
(Identify required courses and prescribed electives. Mark any new courses with an asterisk that will be added if the concentration or minor is approved):

OPRE 3320 Supply Chain Management
OPRE 3330 Project Management
OPRE 4310 Lean and Six Sigma Processes
OPRE 4330 Logistics and Inventory Management
OPRE 4340 Purchasing and Sourcing Management

Plus one of the following three courses:

OPRE 4320 Integrated SCM Information Systems
OPRE 4350 Spreadsheet Modeling and Analytics
OPRE 4360 Capstone Projects in Supply Chain Management

Faculty/Staffing (assign each course to a faculty member):

<table>
<thead>
<tr>
<th>Course</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPRE 3320 Supply Chain Management</td>
<td>Ching Chung Kuo</td>
</tr>
<tr>
<td>OPRE 3330 Project Management</td>
<td>Shawn Alborz</td>
</tr>
<tr>
<td>OPRE 4310 Lean and Six Sigma Processes</td>
<td>Kannan Ramanathan</td>
</tr>
<tr>
<td>OPRE 4330 Logistics and Inventory Management</td>
<td>Andrew Frazelle</td>
</tr>
<tr>
<td>OPRE 4340 Purchasing and Sourcing Management</td>
<td>Ching Chung Kuo</td>
</tr>
<tr>
<td>OPRE 4320 Integrated SCM Information Systems</td>
<td>Ramesh Subramoniam</td>
</tr>
<tr>
<td>OPRE 4350 Spreadsheet Modeling and Analytics</td>
<td>Shouqiang Wang</td>
</tr>
<tr>
<td>OPRE 4360 Capstone Projects in Supply Chain Management</td>
<td>David Parks</td>
</tr>
</tbody>
</table>

Additional Information: There are no new courses or new faculty.
A minimum GPA of 2.000 on a 4.000 scale (C average) is required in the major and related courses, in any declared minor, and overall. Major preparatory classes are not included in the calculation of the major GPA. Only grades earned at The University of Texas at Dallas are used in calculating this GPA.

Non-Academic Withdrawals

To withdraw for non-academic reasons, students must complete a written petition detailing the nature of the request and include supporting documentation. Grounds on which such requests may be granted include, but are not limited to, documented serious medical conditions and exigent family circumstances.

Non-academic withdrawal petitions may be submitted at any time during the semester, but no later than 8 weeks into the following semester (including summer). However, students may petition for non-academic withdrawal up to 5 years following the semester requested. Non-academic withdrawal petitions are to be obtained from the Associate Dean of Undergraduate Education’s Office. The Associate Dean will distribute the petition to the Associate Dean of the School housing the student for review and advice. Once the advice is submitted, the Office of Undergraduate Education will distribute the petition to the Advising Director’s committee whose members will review the petition and either approve or deny the request to withdraw. Members of the committee from the School of the student petitioning will not review that student’s petition. The Associate Dean of Undergraduate Education will inform the student of the outcome.
Military Service Activation Interruption of Education

From time to time, students who are reservists or members of the National Guard may be called to active duty in the U.S. military after a semester has begun. These students have several options for the treatment of their enrollment and tuition.

Military Training Awarded as Academic Course Credit

I. College Credit for Military Service

Military veterans who enroll at UT Dallas and meet certain requirements are eligible to receive undergraduate college credit for the time they spent in the service. Eligible veterans who enroll at the University receive college credit for up to twelve semester credit hours of lower division elective coursework. Eligibility requirements are defined in section 51.3042 of the Texas Education Code.

To be eligible to receive credit for military service, a veteran must:

- Have graduated from a public or private high school accredited by a generally recognized accrediting organization or from a high school operated by the United States Department of Defense;
- Have completed at least two years of service in the armed services (or have been discharged because of a disability); and
- Have been honorably discharged from the armed forces.

Credit for military service is available to all entering undergraduates - those applying for transfer admission, freshman admission, or re-admission. The credit is awarded for having served, not for any college-level courses that the veteran may have taken while in the military.

II. Credit for Military Training

Eligibility requirements for credit for military training are defined in section 51.3041 of the Texas Education Code. Course credit is awarded for military coursework that is deemed parallel to academic coursework. Credit is not awarded for military experience based upon a military occupation or for coursework that is solely technical in nature. Awarding of credit for military coursework does not guarantee its applicability to a degree. The substance of the training and verification that it was completed by the student must be included in an official military record. The academic department will determine if the substance of the training satisfies the purpose of the course for which the student seeks credit as described by the course catalog.

III. Process for Awarding Credit

Admitted students who may qualify for credit for military service or training should speak with an representative academic advisor of the Office of the Registrar upon enrollment at the University. The academic department of Texas at Dallas will consider whether to award lower-division (1000 or 2000 level) academic course credit.
toward a degree to admitted students when a student has provided the following documentation to the **Office of the Registrar**: 

1. An official **ACE military transcript (JST or CCAF)** submitted by the student to the Institution that describes the substance of the training completed by the student and verifies the student's successful completion of that training, as well as the recommended ACE credit to be awarded.

2. An official high school transcript from an accredited public or private high school or high school operated by the U.S. Department of Defense submitted by the student to the Institution indicating the student’s official graduation.

3. The student’s DD214 indicating that the student was honorably discharged AND completed at least two (2) years of military service OR was discharged because of disability.

All documentation must be submitted to The Office of the Registrar. The Office of the Registrar will notify the student regarding any approved credit prior to registration for the following semester. All decisions are final.

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**Military Service Activation Interruption of Education**

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**Option to Remain Enrolled and Complete Coursework Following Brief Military Service**

Under certain circumstances, a student who is required to participate in active military service is excused from scheduled classes or other required activities and will be allowed to complete an assignment or exam within a reasonable time after the absence. The excused absence is permitted only if the student will miss no more than 25% of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is enrolled at the beginning of the period of active military service.

**Option to Withdraw, Receive Incomplete Grade, or Receive Final Grade**

A reservist or member of the National Guard called to active duty in the U.S. military who receives activation orders after the start of a semester has four other options for the treatment of tuition and fees paid to The University of Texas at Dallas and transcript notation. In accordance with Texas statutes and Coordinating Board rules, the student may request any one of the following:

1. The Office of the Registrar will process the withdrawal of the student from all classes and record **Withdrawn-Called to Military Duty** (WM) on the student’s transcript and the Bursar Office shall refund the tuition and fees paid by the student for the semester in which the student withdraws for

2. The Office of the Registrar may grant a student who is eligible under UT Dallas guidelines an incomplete grade (See "**Incomplete Grades**" section of the catalog for
eligibility) in all courses by designating "Incomplete-Called to Military Duty" (XM) on the student’s transcript. Please note: XM grades must be resolved within one year from the release from active duty date on military orders or

3. The student may petition the instructor to assign an appropriate final grade or credit for the course after satisfactorily completing a substantial amount of coursework and having demonstrated sufficient mastery of the course material or

4. If the student withdraws before the Census Day of the semester in which the student is called to active military duty and the student requests Military Leave, courses will be dropped. Courses dropped on or before Census Day will not appear on the student’s transcript.

NOTE: There are no provisions for refunds for active duty service members who are deployed as a result of military orders or for individuals who choose to enter the service. The provisions listed above apply only to reservists or members of the National Guard called to active duty.

Option for Automatic Readmission Following Military Service

A student who withdraws to perform active military service (not including routine National Guard training) may be readmitted without application or payment of additional application fees within one year of the release from active duty date on military orders. Applicable students will retain academic standing and financial eligibility if they meet current eligibility requirements other than continuous enrollment or other timing requirements.
Leave of Absence

A student who formally requests and is granted a leave of absence will be exempt from the readmission requirements. A request for a leave of absence must be made through the academic department or program to the Dean of Graduate Studies Education and is recorded on the student’s academic record by the Office of the Registrar. A leave of absence will not be approved for more than one academic year. The leave of absence does not alter the time limits placed on graduate degrees. At the end of an approved leave of absence period, the student will be automatically reinstated to an active student status and will be exempt from the readmission requirements. Exceptions to this policy may be considered on a case-by-case basis. A student who formally requests and is granted a leave of absence will be exempt from the readmission requirements.
Before submitting this request, you must read the Leave of Absence policy in the Graduate Catalog.

Name _____________________________________________  UTD-ID □□□□□□□□□□□□□□□□□
Last    First    MI

My degree program is __________________________________________________________________________________
(School)    (Degree)    (Major)

I am requesting a leave of absence to begin ______________________________________________________________
(Term)    (Year)

I will resume my graduate career _______________________________________________________________________
(Term)    (Year)

*Note: A leave of absence will not be approved for greater than one academic year.

Student Signature_______________________________________________Date____________

Advisor Signature_______________________________________________Date____________

Associate Dean Signature________________________________________Date

Dean of Graduate Education Signature____________________________Date

Attention F-1 and J-1 Students:
A change to your academic program will have immigration consequences. These include the need to apply for updated immigration documents. Ensure that you understand the potential consequences to your immigration status prior to a change to your program going into effect.

Updated February 2019