TO: Academic Senate Members

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

RE: Academic Senate Meeting

The Academic Senate will meet on Wednesday, February 20, 2019 at 1:00 p.m. in the TI Auditorium, ECS South 2.102.

Please bring the agenda packet with you to this meeting. If you cannot attend, please notify me at x4791.

xc: Richard Benson
Hobson Wildenthal
Inga Musselman
Jessica Murphy

John Wiorkowski
Calvin Jamison
Larry Redlinger
Gene Fitch

Serenity King
Abby Kratz
Chief Larry Zacharias
Deans

Naomi Emmett, SC President
Eric Chen, SG President

2018-2019 ACADEMIC SENATE

Akbar, Mohammad
Anderson, William
Bell, Elizabeth Lisa
Beron, Kurt
Bhatia, Dinesh
Blanchard, Andrew
Boots, Denise
Boyd, Elizabeth
Bradbury, Judd
Brandt, Patrick
Brikowski, Thomas
Brown, Matthew
Bruscolo, Monica
Bunte, Jonas
Chandler, Adam
Chandrasekaran, R.

Choudhary, Pankaj
Connell, Nadine
Dragovic, Vladimir
Fumagalli, Andrea
Gelb, Lev
Gupta, Gopal
Hanlon, Michele
Hefley, William**
Hooshyar, M. Ali
Huybom Dung T
Izen, Joe
Kitagawa, Midori
Leaf, Murray ***
Lester, Paul
Maitra, Menakshi
McCracken, John

Menon, Syam
Martini, B P
Nowani, Mehrdad
Ntafos, Simeon
Parsonsaud, Catherine
Piquero, Nicole
Prakash, Ravi *
Radhakrishnan, Suresh
Ramakrishna, Viswanath
Rebello, Michael
Scotch, Richard ***
Spiro, Stephen
Thompson, Lucien
Wissinger, Tonja
AGENDA
ACADEMIC SENATE MEETING
February 20, 2019

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. Presentation: New Academic Senate Website Bill Hefley
6. Presentation: Wellness Committee Julie Haworth
7. SACSCOC/Coordinating Board Updates Serenity King
8. TXCFS/FAC REPORT Murray Leaf and Bill Hefley
9. Student Government Report Eric Chen
10. Staff Council Report Naomi Emmet
11. CEP Recommendations Clint Peinhardt
   A. FY 2020 Undergraduate Course Additions and Changes
   B. FY2020 Graduate Course Additions and Changes
   C. New Policy: Syllabus Policy
12. Revisions to UTDPP1106-University Committee on Eforms Bill Hefley
13. Approval of NSM By-laws Ravi Prakash
14. Adjournment Richard Benson
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UNAPPROVED AND UNCORRECTED MINUTES

These minutes are disseminated to provide timely information to the Academic Senate. They have not been approved by the body in question, and, therefore, they are not the official minutes.

ACADEMIC SENATE MEETING
January 16, 2019


Absent: Richard Benson, Mohammad Akbar, William Anderson, Judd Bradbury, Patrick Brandt, Pankaj Choudhary, Nadine Connell, Vladimir Dragovic, Syam Menon, Suresh Radhakrishna,

Visitors: Shannon Cepica, Melinda Colby, Colleen Dutton, Naomi Emmet, Frank Feagans, Calvin Jamison, Serenity King, Abby Kratz, Jennifer McDowell, Clint Peinhardt, Bill Pervin, Elizabeth Rugg,

1. Call to Order for the Academic Senate Meeting and Announcements- Provost Musselman

Provost Musselman called the meeting to order at 1:02 PM. She welcomed everyone back for the spring semester. She gave an update on the ongoing Deans’ searches. An offer was made to a candidate for the Behavior and Brain Science Dean. There have been airport interviews for the Electrical and Computer Science Dean, and it has progressed to short period campus visits for semifinalists. Once the finalists are selected there will be open meetings for faculty to attend and meet them.

The Faculty Workload Policies have been turned into the Provost office, and they look good so far. Within a couple days they will be returned to the schools for final revisions.

President Benson moved the International Center from Student Affairs to Academic Affairs starting spring semester 2019. This change over had been in the works for many months. The International Center location, structure and staff are staying the same, but they will report to Graduate Dean Juan Gonzales, and then to Provost Musselman.

President Benson formed a committee on Facilities Planning that will meet twice a year to discuss campus issues. The floor was opened to questions, but there were none.
2. Approval of the Agenda
Speaker Prakash suggested adding to Item 12 the appointment of a new member of the eForms committee. Richard Scotch moved to approve the amended agenda. Murray Leaf seconded the motion. The motion carried.

3. Approval of the Minutes
Nicki Piquero moved to approve the minutes as circulated. Murray Leaf seconded the motion. The motion carried.

4. Speaker's Report – Ravi Prakash
   • January 31 - February 1, 2019 the UT System Faculty Advisory Committee will meet. Speaker Prakash and Vice-Speaker Murray Leaf will represent our university.
   • The Texas Council of Faculty Senates meeting will meet February 15-16, 2019, and Speaker Prakash and Secretary Bill Hefley will represent our university.
   • An email was sent out the FAC members noting that a task force was to be created to evaluate the costs of textbooks on campuses. There will be six meetings, three in person, and three online. Dan Cavanagh requested volunteers for the committee, and Speaker Prakash volunteered. Provost Musselman is also recommending Darren Crone and Joe Izen as additional members.
   • All other items are on the agenda.

5. Presentation: Timesheet changes associated with PS 9.2 upgrade – Colleen Dutton
Colleen Dutton gave a presentation from Human Resources and Payroll in regards to the changes on the faculty time sheets due to the People Soft upgrade. There is no change to the Nothing to Report button. A copy of the PowerPoint presentation is in Appendix A.

Jennifer McDowell gave a presentation from an ad hoc committee charged with investigating the type of records that faculty deal with on a day to day basis, and how they need to be handled in regards to records retention. A copy of the PowerPoint presentation is in Appendix B.

7. SACSCOC/ The Higher Education Coordinating Board (THECB) Updates –
Serenity King distributed a hand out to the Academic Senate and gave a summary of its contents. A copy of the hand out is enclosed in Appendix C.

8. FAC / TXCFS Report – Murray Leaf and Bill Hefley
Nothing to report until February meetings.

9. Student Government Report- Eric Chen
The students are back on campus for the spring 2019 semester. Student Government (SG) released a statement regarding the Baylor transfer student that had graduated. The topic was brought to SG for further discussion on how to respond in the future for situations such as this. SG will be hosting a student safety town hall. All other committees are continuing their work from last fall. The SG elections will begin soon. Nominations must be submitted no later than February 4, 2019.
10. Staff Council Report- Naomi Emmet
Staff Council met on January 9, 2019. Staff Council had a Center for Brain Health staff appreciation event on January 15, 2019. The event was to help make the staff at the CBH feel a part of the main campus, and it was well attended. There will be a staff development event on March 18-20. Staff Council is working for a way to help staff develop their skills, and work their way up.

Staff Council has given out 10 more staff council scholarships. Staff Council has received a development gift that will help the scholarships in the future. The UTD Retirees also has given Staff council an award to assist with staff scholarships. The floor was opened to questions, there were none.

11. CEP Recommendations- Clint Peinhardt
A. Undergraduate Course Additions for the Spring 2019 catalog
   Clint Peinhardt moved on the behalf of CEP to approve the new undergraduate classes. The motion carried.
B. FY20 Undergraduate Course Changes and Additions
   Clint Peinhardt moved on the behalf of CEP to approve the new Undergraduate Courses. The motion carried.
C. FY20 Graduate Course Changes and Additions
   Clint Peinhardt moved on the behalf of CEP to approve the updated Graduate Courses. The motion carried.
D. Secondary STEM Education Minor
   Clint Peinhardt moved on the behalf of CEP to approve the Secondary STEM Education Minor. The motion carried.
E. Graduate Catalog Disclaimer
   Clint Peinhardt moved on the behalf of CEP to approve the updated Graduate catalog language. The motion carried.
F. Revisions to UTDPP1052-Policy on Procedures for Completing a Graduate Degree
   Clint Peinhardt moved on the behalf of CEP to approve he revisions to UTDPP1052. The motion carried.

12. Replacement Appointment on the Committee on Educational Policy and e-Forms Committee- Ravi Prakash
The Committee on Committees recommends Yongwan Chun as the replacement EPPS representative on the Committee on Educational Policy. The Committee on Committees recommends Marylyn Kaplan as a Deans representative on the e-Forms Committee.

13. Resolution to Support Initiatives by the Office of Student Accessibility – Tres Thompson
Tres Thompson, as chair of University Accessibility Committee, moved to approve the resolution of support initiatives by the Office of Student Accessibility. Bill Hefley seconded the motion. The motion carried unanimously.

Murray Leaf moved to approve the resolution of support of the resolution on Methane Gas Emissions. Joe Izen seconded. The motion carried unanimously.
15. Adjournment

There being no further business, Provost Inga Musselman adjourned the meeting 2:38 PM.

APPROVED: ___________________________ DATE: _____________

Ravi Prakash
Speaker of the Faculty
UTD PeopleSoft upgrade

Scheduled for mid-March 2019

PeopleSoft HCM and FMS

*Gemini HR and Gemini Financials*

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**Navigation to Timesheet**

- Time and Absence
  - Time and absence entry and reporting.
  - Web Clock - Punch IN/OUT
  - Timesheet
  - No Leave to Report - NTR
  - Overtime/Comp Time Request
  - Payable Time Detail
  - Absence Request History
  - Approve Submitted Timesheets
  - UTD Timesheet - View & Approve
  - Approve Payable Comp Time
  - Manage Delegation
  - Manager Pages
  - Time Administrator Pages
  - Reports
CURRENT Exempt Timesheet

No Leave to Report NTR (aka "The Green Button")

Christina Sharpling
HRIS Manager

Empl ID 2010201083
Empl Record 0
Timesheet

By clicking the green "Submit" button, you are certifying that no leave (Sick, Vacation, Jury Duty, Bereavement, etc) was taken during the month shown:

August 2018

SUBMIT

Future Exempt Timesheet

No Leave to Report NTR (aka "The Green Button")

Christina Sharpling
HRIS Manager

Empl ID 2010201083
Empl Record 0
Timesheet

By clicking the green "Submit" button, you are certifying that no leave (Sick, Vacation, Jury Duty, Bereavement, etc) was taken during the month shown:

August 2018

SUBMIT
### CURRENT Exempt Timesheet

#### Timesheet
- **Job Title:** Supervising
- **Department:** Information Technology
- **Employee ID:** J0000003
- **Date:** 02/19/2019

#### Required Time Status

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#### Absence Entry

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#### Absence Entitlement Balance

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<th>To</th>
<th>Journal Period</th>
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### FUTURE Exempt Timesheet

#### Christine Strozyk

**Employee ID:** J00000003

#### Select Another Timesheet

- **Year:** 2019
- **Pay Period:** 1

#### Absence Entry

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<th>Start Time</th>
<th>End Time</th>
<th>Duration</th>
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<tbody>
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**Disclaimer:** The current balance does not reflect absences that have not been processed.
The Records Retention Schedule: An Introduction

- A Records Retention Schedule identifies how long state records need to be retained by an agency.
- There are four types of state records:
  - Confidential
  - Vital
  - Archival
  - Transitory*

*Transitory records are the only records that can be disposed of without ever having been kept on file.

Overview

- Records Retention Schedule Introduction
- Statement of Coherency Review
- Final Remarks & Questions

The Records Retention Schedule: An Introduction

- Records must be kept for their allotted retention period.
  - Retention periods are listed in the Records Retention Schedule
- A record needs to be kept longer than its retention period if involved in:
  - Any claim, audit, litigation, negotiation, administrative review, public information request, or other action
The Records Retention Schedule: An Introduction

• As a state agency, UT Dallas must adhere to the retention schedules identified in:
  – The State of Texas Records Retention Schedule
  – Any statutes/regulations relating to the retention of a record
  – The UT Dallas Records Retention Schedule

• Once a record reaches its retention period, the UT Dallas Records Management Office is contacted for disposal.
Length of time record needs to be retained
Identifies records that either need to be retained in archives or reviewed by the archivist
Further explanation of a retention code or references to legal citations
Key for retention period codes
Key for archival codes
Statement of Coherency Review

Registration form

Retention Period
- 1 Year

Example
- Registration form from 8/21/2018

Example Retention
- Keep form until 8/21/2019

Retention Period Justification
- UT Dallas Records Retention Schedule, Agency Item No. 756

Grade of Incomplete form

Retention Period
- The retention for this record is end of its administrative value. This means that the form needs to be retained until the student completes the coursework for the grade (NTE 8 weeks from the first day of the subsequent long semester)

Example
- Grade of Incomplete form turned into department by professor on 12/1/2018

Example Retention
- Retain form until incomplete grade has been resolved (NTE 3/11/2019)

Retention Period Justification
- UT Dallas Records Retention Schedule, Agency Item No. 741
Grade of Incomplete form

Retention Period
- Copies do not need to be retained

Example
- Advisor copy of change of major form

Example Retention
- Do not retain the copy

Retention Period Justification
- Texas Government Code Section 441.031 (refers to copies of records)

Copy of Change of Major

Retention Period
- Copies do not need to be retained

Example
- Advisor copy of change of major form

Example Retention
- Do not retain the copy

Retention Period Justification
- Texas Government Code Section 441.031 (refers to copies of records)

Correspondence- Change to academic record

Retention Period
- 5 years after the student leaves, or graduates from UT Dallas

Example
- Student emails professor about adding class. Professor approves request. Student emails Registrar to add course.

Example Retention
- Email was sent to Registrar for action, so Registrar is charged with keeping the original record. Professor does not need to keep a copy of the record.

Retention Period Justification
- UT Dallas Records Retention Schedule, Agency Item No. 700
- Texas Government Code Section 441.031

Correspondence- Change to academic record
Shared Advising Record

Retention Period

- 5 years after the student leaves, or graduates from UT Dallas

Example

- Advisor logs student information in a shared database, file, or drive.

Example Retention

- The logs need to be kept 5 years after student leaves, or graduates UT Dallas.

Retention Period Justification

- UT Dallas Records Retention Schedule, Agency Item Nos. 723, 756, 718, and Records Series Item No. 1.1.007.
Personal Notations regarding Students

Retention Period
- Personal notations are considered transitory records. This means that it only needs to be retained for the amount of time needed to complete a necessary action (if any).

Example
- Professor makes a personal note regarding a student’s absence

Example Retention
- Note is kept at instructor’s discretion

Retention Period Justification
- UT Dallas Records Retention Schedule, Records Series Item No. 1.1.057

Instruction & Course Organization Materials maintained by Faculty*

Retention Period
- Course syllabi should be maintained for 2 years.
- Course records need to be retained for 2 years after the course was taught.
- Tests, exams, and term papers need to be retained for 1 year.
- Personal notations are considered transitory records. This means that it only needs to be retained for the amount of time needed to complete a necessary action (if any).
- *Please note: The Provost’s Office retains syllabi for the appropriate retention period.

Ex: Transitory Record
- Personal notes made by faculty member regarding the seating of the course

Example A Retention
- Note is kept at instructor’s discretion

Retention Period Justification
- UT Dallas Records Retention Schedule, Records Series Item No. 1.1.057

Ex: Course Record
- Professor has handout materials from a Fall 2018 class

Example B
- Professor must keep the handout materials until the end of the Fall 2020 semester

Retention Period Justification
- Texas Education Code Section 51.974
- UT Dallas Records Retention Schedule, Agency Item No. 719.001
Retention Period:

- Personal communications are considered transitory records. This means that it only needs to be retained for the amount of time needed to complete a necessary action (if any).
- If a student’s record is impacted, communication must be retained for 5 years after student leaves, or graduates from UT Dallas.

Retention Period Justification:

- Personal communications are considered transitory records. This means that it only needs to be retained for the amount of time needed to complete a necessary action (if any).
- If a student’s record is impacted, communication must be retained for 5 years after student leaves, or graduates from UT Dallas.

Example A:
- Professor emails TA about class work for course

Example A Retention:
- Email is kept at instructor’s discretion

Example B:
- Student emails the professor and informs them that they would like to drop their class.

Example B Retention:
- Email must be retained for 5 years after the student leaves, or graduates from UT Dallas.

Example B Retention Period Justification:

- UT Dallas Records Retention Schedule, Agency Item No. 718
Personal Communications:
Between Faculty regarding students; Faculty & students
Ex: Transitory Record

Personal Communications:
Between Faculty regarding students; Faculty & students
Ex: Correspondence relevant to student record

Faculty Cheat Sheet
to the UTD RRS

Action Items

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include a faculty cheat sheet listing common faculty records on the Records Management web page.</td>
<td>December 2018</td>
</tr>
<tr>
<td>Add guide to the Records Management webpage for:</td>
<td></td>
</tr>
<tr>
<td>- Definitions</td>
<td>January 2019</td>
</tr>
<tr>
<td>- Examples of retention periods</td>
<td></td>
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<tr>
<td>- FAQs</td>
<td></td>
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<tr>
<td>- UT Austin RRS and State of Texas RRS would be used as references.</td>
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<tr>
<td>Arrange UTD Records Retention Schedule (RRS) into a user-friendly format on the Records Management webpage. UT-Arlington would be used as reference.</td>
<td>February 2019</td>
</tr>
<tr>
<td>Create video tutorials and include them on the Records Management webpage. Videos would cover topics such as:</td>
<td></td>
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<tr>
<td>- How to navigate and read the UTD RRS</td>
<td>May 2019</td>
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<tr>
<td>- How to complete a records disposal request</td>
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<tr>
<td>- How to complete a records storage request</td>
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<tr>
<td>Work with Web Services to determine the possibility of creating an online search tool that allows users to identify retention periods for their records by using keywords. Iowa State University would be used as reference.</td>
<td>July 2019</td>
</tr>
</tbody>
</table>
Final Remarks & Questions

Contact Us

Records Management Office
972-883-4111
RecordsManagement@utdallas.edu
The THECB sent the enclosed letter to SACSCOC in December; we have been told by the THECB that SACSCOC accepted the letter and said there are no accreditation issues with the FOSC process. Given the generality of the THECB letter, the response from SACSCOC is not surprising, but I would like to see the language of the SACSCOC letter and hope to receive that soon.

The History FOS Committee met last week, and even though UT Dallas had a faculty representative on the committee, we still have objections that we will make to the proposed curriculum, which has been shared with our History Area Coordinator and the A&H Associate Dean for Undergraduate Education. The 30-day comment period ends February 10.

The THECB’s quarterly board meeting is next Thursday (Jan 24), and I will attend. The agenda includes the adoption of the FOS for Mathematics and the adoption of the FOS for Economics (BA and BS). I have enclosed the excerpts of both agenda items. In summary, our comment about Math was incorporated, but our comments about ECON were not. This means that we cannot require Calculus II or intermediate statistics for our BS in ECON transfer students if they are FOS/Core complete.

Tuesday and Wednesday of next week, I am attending the Texas Council of Chief Academic Officers retreat, where Texas Tech Vice Provost Rob Stewart and I will facilitate a discussion on FOS; the THECB staff will also be there.

Last Friday, the Undergraduate Education Advisory Committee met at the THECB to discuss reducing the core from 42 to 36 hours. UT Dallas has two reps on the committee: Marilyn Kaplan and Hope Cory, a transfer student in EPPS and a student worker in my office. The group, which includes community college reps, was unable to reach (anything close to a) consensus.

I am part of a small statewide working group, which includes institutional faculty and administrators from four of the systems across the state, that is developing an alternate proposal to address transfer issues. Conversations/drafts are preliminary, and we are following the work of other groups, such as UEAC, closely.

The full agenda and materials for the THECB’s meeting next week is available here: http://www.thecb.state.tx.us/index.cfm?objectid=0B9584B1-055C-CB3B-B5DE12799C062EC1
November 20, 2018

Belle S. Wheelan, Ph.D.
President
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

Dear Dr. Wheelan,

I am writing in response to your letter dated August 24, 2018, regarding the current use of Field of Study Curriculum (FOSC) under the auspices of the Texas Higher Education Coordinating Board (THECB).

The THECB recognizes the concerns of faculty with the process regarding the development of FOSC. The concerns raised by faculty revolve around the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) principles 10.4, 10.7, and 10.8, having to do with faculty control of the curriculum and institutional control of transfer, respectively. To address the first concern please note that faculty do retain control over the curriculum, just not in the manner to which they have become accustomed. The FOSC process asks faculty to function in a different way – decisions regarding courses to be included in the lower-division curriculum are made by statewide committees of faculty and direct administrators of disciplines, rather than by faculty and administrators representing individual institutional departments. Further, Field of Study Curricula only address lower-division courses, not upper-division courses. Thus, departmental faculty and administrators continue to exercise wise discretion in the degree program’s applicable curriculum at the upper-division level.

The second concern has to do with the institution’s control over the transfer of courses process. While it is true that state law compels institutions to accept in transfer and apply to the appropriate major completed FOSC and completed courses within a FOSC, the THECB fully expects institutions to maintain quality control over courses that students present for transfer. Evidence to date strongly suggests that transfer students do as well, if not better, than native students in subsequent courses. Nonetheless, the THECB expects and encourages institutions to report to both the sending institution and to the THECB any instance in which they feel students are being inadequately prepared for upper-division coursework.

Solving the problem of the transfer and applicability of credits to a degree in a state with a highly decentralized higher education regime has become a priority of the Texas legislature. To have any real impact on the transferability and applicability of courses to majors, statewide solutions are a necessity. To reduce inefficiencies and costs associated with the applicability of courses to majors, in 1999 the 76th Texas Legislature mandated that the THECB, with the assistance of advisory committees representing two- and four-year institutions of higher education, develop Field of Study
Curricula (see Texas Education Code, Chapter 61, Sec. 61.823, attached. FOSC determine the courses that students take at the lower division level to be successful in upper division courses. They determine, at a minimal level, the learning outcomes for the courses in the FOSC. They do not dictate the pedagogy used, nor the manner in which subject matter content is presented.

In conclusion, the FOSC process is faculty driven and in no way detracts from an institution's ability to address genuine concerns related to the preparation of transfer students. Further, the THECB is committed to reviewing approved FOSC at least every five years, but also will review a THECB-approved FOSC at any time deemed necessary as a result of field request(s) or issues of concern. In addition, the THECB is always reviewing its processes. In response to the concerns raised by faculty we are committed to ensuring that all committees have adequate time to respond to concerns raised by faculty not on the committee. An implementation guide codifying processes is in development. A survey of previous committees and their experience with development of FOSC is being undertaken.

Should you have any further questions or concerns, I would be happy to discuss them with you.

Sincerely,

Raymund A. Paredes

Attachments:
Texas Education Code, Chapter 61, Sec. 61.823
Texas Administrative Code, Title 19, Part I, Chapter 4, Subchapter B, Rule 4.27
AGENDA ITEM X-K

Consideration of adopting the Committee’s recommendation to the Board relating to courses required for the Board-approved Mathematics Field of Study

RECOMMENDATION: Approval

Background Information:

The Mathematics Field of Study (FOS) Advisory Committee was charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution's lower-division requirements for the Mathematics degree program into which a student transfers. Students completing a Mathematics FOS receive full academic credit toward the degree program for the block of courses transferred.

The committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Mathematics FOS Curriculum.

Recommendations of the 2018 Mathematics FOS Advisory Committee

The committee recommends adoption of the 2018 FOS curriculum. The FOS for Mathematics shall consist of 25 lower-division semester credit hours (SCH) that are fully transferable. Academic credit shall be granted on a course-for-course basis at the semester credit hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1 shows the curriculum the committee proposes for Coordinating Board approval.
Table 1. Proposed 2018 Mathematics Field of Study Curriculum

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<tr>
<th>Course Title</th>
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</tr>
<tr>
<td>Calculus II</td>
<td>MATH 2414</td>
<td>4</td>
</tr>
<tr>
<td>Calculus III</td>
<td>MATH 2415</td>
<td>4</td>
</tr>
<tr>
<td>Linear Algebra*</td>
<td>MATH 2318</td>
<td>3</td>
</tr>
<tr>
<td>Differential Equations</td>
<td>MATH 2320</td>
<td>3</td>
</tr>
<tr>
<td>University Physics I plus lab</td>
<td>PHYS 2425 or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS 2325 and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHYS 2125</td>
<td></td>
</tr>
<tr>
<td>Choose Programming for Engineers, Programming Fundamentals I, or</td>
<td>ENGR 2304</td>
<td></td>
</tr>
<tr>
<td>a course that includes Programming Fundamentals I as a prerequisite.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Programming for Engineers</td>
<td>COSC 1336</td>
<td></td>
</tr>
<tr>
<td>• Programming Fundamentals I</td>
<td>COSC 1436</td>
<td></td>
</tr>
<tr>
<td>• Programming Fundamentals II</td>
<td>COSC 1337</td>
<td></td>
</tr>
<tr>
<td>• Programming Fundamentals III</td>
<td>COSC 1437</td>
<td>3</td>
</tr>
<tr>
<td>• Programming Fundamentals II</td>
<td>COSC 2336</td>
<td></td>
</tr>
<tr>
<td>• Programming Fundamentals III</td>
<td>COSC 2436</td>
<td></td>
</tr>
<tr>
<td>• Programming Fundamentals III</td>
<td>COSC 2325</td>
<td></td>
</tr>
<tr>
<td>• Computer Organization</td>
<td>COSC 2425</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>25</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Some receiving institutions may prefer the 4 SCH version of Linear Algebra (MATH 2418) and Differential Equations (MATH 2320); however, the 3 SCH is fully transferable and must apply to the degree program. Students are encouraged to check the curriculum of the institution to which they plan to transfer.

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on August 15, 2018. The 30-day comment period ended on September 14, 2018. The following comments were received and reviewed by the committee.

Institutional representatives had no issues with the proposed FOS or said that the FOS courses will have satisfactory course equivalents in their existing curriculum.

COMMENTS: Northeast Texas Community College, Central Texas College, Midland College, The University of Texas at Tyler, and Houston Community College stated that the proposed FOS will work well with their existing programs and will prepare students for upper-division coursework.

COMMITTEE RESPONSE: No response needed.
Institutional representatives recommended additional courses.

**COMMENTS:** The University of Texas at Arlington and The University of Texas at Austin recommended a menu of science options instead of the proposed single semester of Physics. University of Houston-Clear Lake and University of North Texas recommended using the 3 semester credit hour (SCH) version of Calculus III rather than the 4 SCH version because of higher enrollments. The University of Texas at Dallas recommended adding a note that some institutions may prefer the 4 SCH version of Differential Equations. San Jacinto College recommended Programming for Engineers as an option.

**COMMITTEE RESPONSE:** The committee discussed various science options and felt that a single semester of Physics is the best course for applied mathematics and will work best with most existing university requirements. The committee felt that the 4 SCH version of Calculus III is the appropriate version, and it causes fewer transfer problems for receiving institutions. The committee agreed to add a footnote about the 4 SCH version of Differential Equations. The committee agreed that Programming for Engineers (ENGR 2304) offers greater flexibility to students and institutions. The committee added a footnote stating that some institutions may prefer the 4 SCH version of Differential Equations, and the committee added Programming for Engineers to the list of Programming course options.

Institutional representatives recommended removing or revising courses.

**COMMENTS:** Alvin Community College stated that some universities will not take certain courses in transfer, particularly Linear Algebra. Texas State University and The University of Texas at Arlington stated that certain courses such as Linear Algebra and Differential Equations may not have the content necessary for students to succeed at the upper-division level.

**COMMITTEE RESPONSE:** Institutions are required by law to accept and apply FOS courses to degree programs. Linear Algebra is taught as a lower-division course at many universities. The committee suggested that universities communicate with their transfer partner institutions to ensure that the appropriate course content is included. The committee made no changes to the FOS.

Institutional representatives recommended structural changes to the FOS.

**COMMENTS:** Texas State University noted that the proposed FOS would make it possible for transfer students to have a Math minor without having taken any Math courses in residence. The University of Texas at Arlington recommended that there be a separate FOS for the Bachelor of Arts (BA) and the Bachelor of Science (BS) degrees in Mathematics.

**COMMITTEE RESPONSE:** FOS curricula are designed for academic majors. The committee considered separate tracks for the BA and BS degrees, but it felt that the proposed FOS could serve for both. The committee made no changes to the FOS.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.
AGENDA ITEM X-M

Consideration of adopting the Committee’s recommendation to the Board relating to courses required for the Board-approved Economics Field of Study

RECOMMENDATION: Approval

Background Information:

The Economics Field of Study (FOS) Advisory Committee was charged to identify the block of courses which must be substituted in transfer to a general academic teaching institution for that institution’s lower-division requirements for the Economics degree program into which a student transfers. Students completing an Economics FOS receive full academic credit toward the degree program for the block of courses transferred.

The committee is tasked to advise the Board of its recommendations related to the courses that should be contained in the Economics FOS Curriculum.

Recommendations of the 2018 Economics FOS Advisory Committee

The committee recommends adoption of the 2018 FOS curriculum. The FOS for Economics shall consist of 12 lower-division semester credit hours that are fully transferable. Academic credit shall be granted on a course-for-course basis at the credit-hour level of the receiving institution. Full academic credit shall be granted on the basis of comparable courses completed, not on specific numbers of credit hours accrued. Table 1 shows the curriculum for the Bachelor of Science (BS) in Economics, and Table 2 shows the curriculum for the Bachelor of Arts (BS) which the committee proposes for Coordinating Board approval.
Table 1. Proposed 2018 Field of Study Curriculum for Economics: BS Track

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Macroeconomics</td>
<td>ECON 2301</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>ECON 2302</td>
<td>3</td>
</tr>
<tr>
<td>Calculus I</td>
<td>MATH 2313</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· BUSI 23XX: Business Statistics*</td>
<td>BUSI 23XX OR</td>
<td></td>
</tr>
<tr>
<td>· MATH 1342: Elementary Statistical Methods</td>
<td>MATH 1342</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL**                                      12

Table 2. Proposed 2018 Field of Study Curriculum for Economics: BA Track

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Macroeconomics</td>
<td>ECON 2301</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>ECON 2302</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· MATH 1325: Calculus for Business &amp; Social Sciences</td>
<td>MATH 1325 OR</td>
<td></td>
</tr>
<tr>
<td>· MATH 2313: Calculus I</td>
<td>MATH 2313</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· BUSI 23XX: Business Statistics*</td>
<td>BUSI 23XX OR</td>
<td></td>
</tr>
<tr>
<td>· MATH 1342: Elementary Statistical Methods</td>
<td>MATH 1342</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL**                                      12

*Business Statistics (BUSI 23XX) would be a new course added to the Lower-Division Academic Course Guide Manual.*

The proposed FOS was distributed for public comment to chancellors, presidents, chief academic officers, chief instructional officers, and Coordinating Board liaisons on September 12, 2018. The 30-day comment period ended on October 12, 2018. The following comments were received and reviewed by the committee.
Institutional representatives had no issues with the proposed FOS or said that the FOS courses will have satisfactory course equivalents in their existing curriculum.

**COMMENTS:** Texas A&M University stated that they will accept the FOS courses as equivalents or electives. Houston Community College, The University of Texas at El Paso, Trinity Valley Community College, and Tarrant County College stated that the FOS was appropriate and will prepare students for upper-division coursework.

**COMMITTEE RESPONSE:** No response needed.

Institutional representatives felt that the Math and Statistics requirements in the proposed FOS are insufficient.

**COMMENTS:** The University of Texas at Dallas stated that the proposed FOS will leave students unprepared for advanced Econometrics courses. The University of Texas-Rio Grande Valley recommended an additional course in Mathematics for Business & Social Sciences.

**COMMITTEE RESPONSE:** The committee noted that Calculus II or III are not regularly required in Economics BS or BA programs, and they felt that the proposed Mathematics courses are appropriately rigorous and will serve as prerequisites or preparation for upper-division coursework. The committee made no changes to the proposed FOS.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will be available to answer questions.
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
[Link to the document](http://www.thecb.state.tx.us/reports/PDF/12053.PDF?CFID=92848267&CFTOKEN=90244116)
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>
</tr>
<tr>
<td>UH</td>
<td>BA, BS</td>
<td>45</td>
<td>No</td>
<td></td>
</tr>
<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>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>TAMU-CC</td>
<td>BBA</td>
<td>52</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Additional Emerging/Emerged Universities Offering Economics:

<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>Texas Tech</td>
<td>BA, BS</td>
<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>
</tr>
<tr>
<td>UTSA</td>
<td>BA, BBA</td>
<td>52</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>UTEP</td>
<td>BA, BBA</td>
<td>52</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th></th>
<th>Actual 2010</th>
<th>Actual 2015</th>
<th>Actual Prelim. 2018</th>
<th>Total Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<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>
</tr>
<tr>
<td>Public Two-Year</td>
<td>743,252</td>
<td>718,547</td>
<td>758,061</td>
<td>768,477</td>
</tr>
<tr>
<td>Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>122,894</td>
<td>125,440</td>
<td>126,241</td>
<td>127,438</td>
</tr>
<tr>
<td>Universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,423,696</td>
<td>1,463,162</td>
<td>1,542,524</td>
<td>1,562,673</td>
</tr>
</tbody>
</table>

## 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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increase/Decrease</td>
<td>Increase</td>
<td>Increase</td>
<td>Increase</td>
</tr>
<tr>
<td></td>
<td>Percent Change</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Public Universities</td>
<td>61,625</td>
<td>57,541</td>
<td>45,113</td>
<td>36,830</td>
</tr>
<tr>
<td></td>
<td>11.1%</td>
<td>9.3%</td>
<td>6.7%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Public Two-Year Colleges</td>
<td>-24,705</td>
<td>61,193</td>
<td>52,899</td>
<td>44,672</td>
</tr>
<tr>
<td></td>
<td>-3.3%</td>
<td>8.5%</td>
<td>6.8%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Independent Universities</td>
<td>2,546</td>
<td>2,473</td>
<td>2,150</td>
<td>1,756</td>
</tr>
<tr>
<td></td>
<td>2.1%</td>
<td>2.0%</td>
<td>1.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Total Increase</td>
<td>39,466</td>
<td>121,207</td>
<td>100,162</td>
<td>83,258</td>
</tr>
<tr>
<td></td>
<td>2.8%</td>
<td>8.3%</td>
<td>6.3%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>
### Regional participation projections are valuable tools for local and statewide planning purposes

<table>
<thead>
<tr>
<th>Regional Enrollment Totals</th>
<th>Actual 2010</th>
<th>Actual 2015</th>
<th>Actual Prelim. 2018</th>
<th>Total Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Texas</td>
<td>232,570</td>
<td>238,630</td>
<td>246,420</td>
<td>251,663</td>
</tr>
<tr>
<td>Gulf Coast</td>
<td>273,046</td>
<td>287,340</td>
<td>308,190</td>
<td>319,723</td>
</tr>
<tr>
<td>High Plains</td>
<td>63,910</td>
<td>66,739</td>
<td>70,083</td>
<td>71,631</td>
</tr>
<tr>
<td>Metroplex</td>
<td>309,686</td>
<td>326,660</td>
<td>353,562</td>
<td>368,004</td>
</tr>
<tr>
<td>Northwest</td>
<td>19,260</td>
<td>17,308</td>
<td>18,638</td>
<td>19,055</td>
</tr>
<tr>
<td>South Texas</td>
<td>231,827</td>
<td>232,076</td>
<td>242,329</td>
<td>255,203</td>
</tr>
<tr>
<td>Southeast Texas</td>
<td>40,968</td>
<td>39,089</td>
<td>40,076</td>
<td>40,387</td>
</tr>
<tr>
<td>Upper East Texas</td>
<td>50,937</td>
<td>47,371</td>
<td>49,261</td>
<td>49,857</td>
</tr>
<tr>
<td>Upper Rio Grande</td>
<td>51,435</td>
<td>53,063</td>
<td>55,189</td>
<td>55,323</td>
</tr>
<tr>
<td>West Texas</td>
<td>27,163</td>
<td>29,446</td>
<td>32,535</td>
<td>33,771</td>
</tr>
<tr>
<td>Total</td>
<td>1,300,802</td>
<td>1,337,722</td>
<td>1,416,283</td>
<td>1,554,468</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</th>
<th>Actual 2010</th>
<th>Actual 2015</th>
<th>Actual Prelim. 2018</th>
<th>Total Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Texas</td>
<td>232,570</td>
<td>238,630</td>
<td>246,420</td>
<td>251,663</td>
</tr>
<tr>
<td>Gulf Coast</td>
<td>273,046</td>
<td>287,340</td>
<td>308,190</td>
<td>319,723</td>
</tr>
<tr>
<td>High Plains</td>
<td>63,910</td>
<td>66,739</td>
<td>70,083</td>
<td>71,631</td>
</tr>
<tr>
<td>Metroplex</td>
<td>309,686</td>
<td>326,660</td>
<td>353,562</td>
<td>368,004</td>
</tr>
<tr>
<td>Northwest</td>
<td>19,260</td>
<td>17,308</td>
<td>18,638</td>
<td>19,055</td>
</tr>
<tr>
<td>South Texas</td>
<td>231,827</td>
<td>232,076</td>
<td>242,329</td>
<td>255,203</td>
</tr>
<tr>
<td>Southeast Texas</td>
<td>40,968</td>
<td>39,089</td>
<td>40,076</td>
<td>40,387</td>
</tr>
<tr>
<td>Upper East Texas</td>
<td>50,937</td>
<td>47,371</td>
<td>49,261</td>
<td>49,857</td>
</tr>
<tr>
<td>Upper Rio Grande</td>
<td>51,435</td>
<td>53,063</td>
<td>55,189</td>
<td>55,323</td>
</tr>
<tr>
<td>West Texas</td>
<td>27,163</td>
<td>29,446</td>
<td>32,535</td>
<td>33,771</td>
</tr>
<tr>
<td>Total</td>
<td>1,300,802</td>
<td>1,337,722</td>
<td>1,416,283</td>
<td>1,554,468</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

Texas Demographic Center
@TexasDemography

Growing States, 2010-2018

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Texas</td>
<td>25,146,114</td>
<td>28,322,717</td>
<td>28,701,845</td>
<td>379,128</td>
<td>1.3%</td>
<td>14.1%</td>
</tr>
<tr>
<td>2</td>
<td>Florida</td>
<td>18,804,580</td>
<td>20,976,812</td>
<td>21,299,325</td>
<td>322,513</td>
<td>1.5%</td>
<td>13.3%</td>
</tr>
<tr>
<td>3</td>
<td>California</td>
<td>37,254,523</td>
<td>39,399,349</td>
<td>39,557,045</td>
<td>157,696</td>
<td>0.4%</td>
<td>6.2%</td>
</tr>
<tr>
<td>4</td>
<td>Arizona</td>
<td>6,392,288</td>
<td>7,048,876</td>
<td>7,171,646</td>
<td>122,770</td>
<td>1.7%</td>
<td>12.2%</td>
</tr>
<tr>
<td>5</td>
<td>North Carolina</td>
<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).


Total Estimated Population by County, Texas, 2017

AGENDA ITEM IV-A

Estimated Population Change, Texas Counties, 2010 to 2017

-2,218 - 0
1 - 5,000
5,001 - 25,000
25,001 - 100,000
100,001 - 545,553

AGENDA ITEM IV-A

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

-43,103 - 0
1 - 1,000
1,001 - 10,000
10,001 - 50,000
50,001 - 108,013

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

Estimated Numeric Population Change from Domestic Migration by County, Texas, 2010 to 2017

136 counties lost population from net out domestic migration

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

Estimated Population Change from International Migration by County, Texas, 2010 to 2017

238 counties gained population from international migration

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

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

Source: U.S. Census Bureau, 2017 Vintage Population Estimates
**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>
</tr>
</thead>
<tbody>
<tr>
<td>Harris*</td>
<td>4</td>
<td>35,939</td>
<td>128.8%</td>
<td>-126.0%</td>
<td>97.2%</td>
</tr>
<tr>
<td>Tarrant</td>
<td>5</td>
<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>
<tr>
<td>Dallas</td>
<td>8</td>
<td>30,686</td>
<td>78.0%</td>
<td>-25.5%</td>
<td>47.6%</td>
</tr>
<tr>
<td>Denton</td>
<td>9</td>
<td>27,911</td>
<td>23.3%</td>
<td>67.0%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Collin</td>
<td>10</td>
<td>27,150</td>
<td>24.4%</td>
<td>56.5%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Fort Bend</td>
<td>14</td>
<td>22,870</td>
<td>29.4%</td>
<td>48.1%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Travis</td>
<td>15</td>
<td>22,116</td>
<td>47.9%</td>
<td>22.1%</td>
<td>30.0%</td>
</tr>
<tr>
<td>Williamson</td>
<td>19</td>
<td>19,776</td>
<td>20.1%</td>
<td>73.5%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Montgomery</td>
<td>28</td>
<td>16,412</td>
<td>22.7%</td>
<td>68.5%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Hidalgo*</td>
<td>40</td>
<td>10,474</td>
<td>105.9%</td>
<td>-34.5%</td>
<td>28.5%</td>
</tr>
</tbody>
</table>

* Harris and Hidalgo Counties had negative net migration (Harris: -10,322 and Hidalgo: -321).

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

<table>
<thead>
<tr>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Comal</td>
<td>2</td>
<td>5.1%</td>
<td>90.7%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Hays</td>
<td>4</td>
<td>5.0%</td>
<td>81.6%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Kendall</td>
<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>
</tr>
<tr>
<td>Parker</td>
<td>26</td>
<td>3.6%</td>
<td>89.7%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Denton</td>
<td>32</td>
<td>3.5%</td>
<td>67.0%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Guadalupe</td>
<td>36</td>
<td>3.3%</td>
<td>81.4%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Ellis</td>
<td>44</td>
<td>3.1%</td>
<td>78.2%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Llano</td>
<td>45</td>
<td>3.1%</td>
<td>119.8%</td>
<td>0.5%</td>
</tr>
<tr>
<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.

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
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>177,286</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</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</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

Population estimates, places, Texas, 2010 and 2017

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

Population Density for Census Tracts, Texas, 2016

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

Population Density for Census Tracts, Texas, 2016

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

Before 1960

After

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

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

Before 1960 2000 and After

Source: U.S. Census Bureau, American Community Survey, 2012-2016 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, 2010-2017 1-Year Samples

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
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 Samples, 2008-2015

01/19
The meeting kicked-off with an hour-long session with Chancellor Milliken. He said that with the projected growth in population of Texas, UT System institutions will play an important role in ensuring upward mobility of its population. He also said that about sixty positions are being eliminated at the UT System, with possibly more to come. The rationale behind this workforce reduction is to steer more resources to the various UT System institutions, rather than to the System office.

Chancellor Milliken commented on the FAC statement on campus free speech. He considered it too long and complicated, and asked the FAC to consider endorsing a version of the University of Chicago statement, which has now been endorsed by some 73 other institutions. In fact, the FAC had considered and rejected it in an earlier meeting, and had prepared its own statement in May 2018.

Regent R. Steven Hicks spent an hour with FAC on Friday. He recently made a substantial donation to the UT Austin School of Social Work. He was quite candid about what he referred to as the “healthy conflict” between the System and the Flagship campus. Responding to a question about how presidential searches were conducted, he talked about the importance of substance over appearance. When the board interviews candidates for the posts of Presidents, sometimes the best interviewer gets a job, rather than the best person for the job. The previous President of the M.D. Anderson Cancer Research Center was an example, which later resulted in much strife at that campus. Responding to the growing emphasis on STEM education, he said that sometimes there is an unbalanced emphasis on STEM, and that education in the liberal arts is important. On being asked how to communicate with the Board, he said that members of the FAC should feel free to email him directly.

Dr. Ray Greenberg, the outgoing Executive Vice Chancellor for Health Affairs dropped by during lunch on Friday. FAC representatives from health system campuses, especially M.D. Anderson, heaped praise on him for all he did, during his tenure, to enable and promote faculty governance on those campuses.

Dr. Kevin Lemoine, Associate Vice Chancellor for Academic Affairs, briefed FAC on the matter of Fields of Study. UT System Presidents Council invited Texas Higher Education Coordinating Board Commissioner, Raymund Paredes, for a discussion. In that meeting, Commissioner Paredes started by saying that the Fields of Study controversy was all due to some misunderstanding. When the Presidents stated their concerns about how Fields of Study were being determined, Commissioner Paredes claimed that it was the first time he was hearing about the problems. The Presidents then urged him to look into the problems, now that he had been made aware of them. Shortly thereafter, Commissioner Paredes announced that he was retiring after serving THECB for about fifteen years. Dr. Lemoine also advised that with reduced staffing at UT System, institutions should take the lead on the Fields of Study issue, and not wait to hear from System. We were hearing important suggestions that System would shift from being more directive to being more supportive.

Responding to Chancellor Milliken’s request, the Academic Affairs Committee again considered the “Chicago Statement” on free speech. It again recommended rejecting it. At the end of the meeting, as is customary, the Committee’s recommendation was considered by the entire FAC. The FAC also voted to reject it, unanimously.
Institutional Support for Chairs of Academic Senates and Faculty Councils

Academic Affairs and Faculty Quality Committee
Faculty Advisory Council
The University of Texas System

Drafted February 1, 2019, and revised February 17, 2019

Derrick Catsam, David Coursey, Arden Dingle, Sandor Dorgo,
Brian Evans, Chad Mahood, Yan Peng, Ravi Prakash, Ryan Quock,
Wycliffe Njororai Simiyu, Guillermina Gina Nunez-Mchiri, and Nikos Vasilakis

Each of the 14 component institutions of The University of Texas System has an implementation of shared governance. Share governance is “collegial, cooperative, and trust-based organizational leadership that enables meaningful combined participation by administration and faculty in the management of an institution’s operations”. [1] Within shared governance, non-administration faculty governance is present at the departmental, college, and university level.

At the university level, an elected governing body known as an Academic Senate or Faculty Council represents the entire faculty body (all of rank) as well as student and staff. In open meetings, the elected university faculty governing body discusses, evaluates, monitors, and recommends on undergraduate curricular changes and degree programs and on a wide array of policies and procedures. These policies and procedures include faculty evaluation, workload, compensation, academic freedom, and grievances; student services, activities, admissions, and employment; and libraries, research, information technology, among others. [2]

The Chair of the Academic Senate or Faculty Council runs the meetings, and is responsible for the operations of Faculty Council and its various committees. The Chair advises the President, Provost, and other administrators on a wide variety of issues, including pressing issues and long-term vision at the university, and serves on a large number of administrative committees. The Chair also represents the faculty to the media, alumni, UT System, UT Board of Regents, The Higher Education Coordinating Board, and State Legislators. The Chair is “on call” 24/7.

To help the Chair execute their extensive, wide-ranging responsibilities to both internal and external constituencies, the position of Chair should receive significant institutional support. We surveyed our committee members as to the level of support at their 12 institutions, and compiled them in the table below. At six UT campuses, the Chair receives at least one course of teaching relief, and at four others, the Chair receives discretionary funds to support their service. Ten UT campuses support their Faculty Council or Academic Senate with a recurring budget that provides dedicated staff members and other administrative support.

We recommend that UT institutions evaluate and update their level of institutional support for their Faculty Council or Academic Senate, and its Chair.
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** UT Dallas provides $30k in discretionary funds to support the service of the faculty members who serve as a Chair, two co-Chairs and the Faculty Secretary. Also, chairs of high-workload committees receive discretionary funds to support their service.

@@ UT MD Anderson also provides $5k salary supplement funds to the Chair Elect.

## Although there is no guaranteed course relief for the President of the Faculty Senate at UT Permian Basin, the President received two courses of teaching relief in 2018-2019.

**References**


### Undergraduate Courses to be offered in 2019-2020

**Number of Courses**

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**Additions — 41 Courses**

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**Removals — 23 Courses**

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**+ Repeateable — 45 Courses**

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**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

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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**New course.**

**peoplesoft diff: NOLINK**

AP 4389 Theory and Practice of the Visual and Performing Arts (3 semester credit hours) This course explores advanced theory and artistic practice across various disciplines, expanding students' experiences in creating, analyzing, and interpreting visual and performing arts. Students will examine the work of artists and/or scholars, and they will be challenged to consider interdisciplinary contexts and to develop work in their chosen artistic and/or scholarly practice with knowledge of diverse fields. This course also considers pragmatic challenges and opportunities for working in the arts. Projects will lead to developing proposals for capstone projects. Prerequisites: AP 3340 and Senior standing in a Visual and Performing Arts major. (3-0) S

**show fields: ap4389.3**

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- cat_subtitles: no_subtitles
1. Course Subject and Number

AP 4389

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

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 course concludes the program objectives of interdisciplinarity with the arts at the senior-level and prepares the student for their capstone project. This course is to be completed in the student's penultimate semester.

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

Michele Hanlon

7. This form submitted by:

Megan Gray Hering
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1. Course Subject and Number

AP 4390

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

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 4390
   2. LIT 4390
   3. PHIL 4328

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

This course will be the student's senior capstone for Visual and Performing Arts majors.

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

   Michele Hanlon

7. This form submitted by:

   Megan Gray Hering
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<th>start end</th>
<th>req type course req_id</th>
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<td>add * hist3346 (r4) hist3346.5 group_head series_head</td>
<td>HIST 3346 Medieval Islamic World (3 semester credit hours) An exploration of themes in the history of the medieval Islamic world, from its roots in seventh-century Arabia to its expansion across large areas of the medieval globe. Prerequisite: Completion of 060 core course. (3-0) R</td>
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</table>

New course from new faculty member.

peoplesoft diff: 006859 1986-08-13

HIST 3346 Medieval Islamic World (3 semester credit hours) An exploration of themes in the history of the medieval Islamic world, from its roots in seventh-century Arabia to its expansion across large areas of the medieval globe. Prerequisite: Completion of 060 core course. (3-0) R

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

HIST 3346

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:

Rosemary Admiral

7. This form submitted by:

Megan Gray Hering
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<td>New course for LATS major.</td>
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<td>LATS 2V71 Independent Study in Latin American Studies (1-3 semester credit hours) Independent study under a faculty member's direction. Signature of the instructor and proposed reading list/final project description required. May be repeated for credit (9 semester credit hours maximum). Instructor consent required. ([1-3]-0)</td>
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1. Course Subject and Number

LATS 2v71

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

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

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
  - HIST 2v71
- ✔️ 2
  - LIT 2v71
- ✔️ 3
  - ARHM 2v71
- None

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

This independent study is for the new Latin American Studies major. Allows students to have directed independent research in Latin American Studies.

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

   Monica Rankin

7. This form submitted by:

   Megan Gray Hering
<table>
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<td></td>
<td>LATS 3302 Latin American Film (3 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). An examination of Latin American film and its relation to art, politics, culture, and thought. Prerequisite: Latin American Studies major or minor. (3-0) R</td>
<td>phase: approve</td>
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**request notes**

New course for LATS major. To be cross-listed with any upper-level FILM course that focuses on Latin American films.

**peoplesoft diff: NOLINK**

LATS 3302 Latin American Film (3 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). An examination of Latin American film and its relation to art, politics, culture, and thought. Prerequisite: Latin American Studies major or minor. (3-0) R

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

LATS 3302

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

- [ ] Major
- [ ] Core
- [x] Elective

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.

- [x] 1. FILM 3342
- [x] 2. FILM 3325
- [x] 3. FILM 3321
- [ ] 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 FILM 3321, 3325, and 3342 when these courses specifically focus on Latin American films.

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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**request notes**

New course for LATS major.

**peoplesoft diff: NOLINK**

LATS 4V71 Independent Study in Latin American Studies (1-3 semester credit hours) Independent study under a faculty member's direction. May be repeated for credit (9 semester credit hours maximum). Signature of the instructor and proposed reading list/final project description required. Instructor consent required. ([1-3]-0) R

**repeat reason**

Topic varies with each independent study.

**show fields: lats4v71.2**

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

LATS 471

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 ☑

4. Which course is being replaced?

   This question was not displayed to the respondent.

5. 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 471
   2. LIT 471
   3. ARHM 471
   - None

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

   This independent study is for the new Latin American Studies major. Allows students to have upper-level directed independent research in Latin American Studies.

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

   Monica Rankin

8. This form submitted by:

   Megan Gray Hering
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<td>LATS 4V99 Senior Honors in Latin American Studies (1-3 semester credit hours) Intended for students conducting independent research for honors theses or projects. Signature of the instructor and secondary reader on proposed project outline required. Instructor consent required. ([1-3]-0) R</td>
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</table>

request notes

New course for LATS major.

peoplesoft diff: NOLINK

LATS 4V99 Senior Honors in Latin American Studies (1-3 semester credit hours) Intended for students conducting independent research for honors theses or projects. Signature of the instructor and secondary reader on proposed project outline required. Instructor consent required. ([1-3]-0) R

show fields: lats4v99.3

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

LATS 4V99

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 4V99
- LIT 4V99
- PHIL 4V99

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

This major honors course is for the new Latin American Studies major. Allows students to complete a major honors thesis or project in Latin American Studies.

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>phil4331 (r1) phil4331.2 group_head series_head</td>
<td>PHIL 4331 Philosophy and Poetry (3 semester credit hours) This course will focus upon a philosophical reading of poetry that tries to grasp philosophy as a kind of poetic thinking. Texts will draw from poets who write in a philosophical register (such as Holderlin, Celan, Rilke, Trakl) as well as from philosophers whose aim is to offer a new kind of poetic thinking (such as Nietzsche, Heidegger, Benjamin, Derrida, Blanchot). Interdisciplinary in focus and conceptual structure, the course will consider an approach to the philosophy of language attuned to translation theory, rhetoric, and social-political themes. Prerequisite: Any previous PHIL course or LIT 3314 or CRWT 3351. (3-0) R</td>
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**request notes**

New course.

**peoplesoft diff: NOLINK**

PHIL 4331 Philosophy and Poetry (3 semester credit hours) This course will focus upon a philosophical reading of poetry that tries to grasp philosophy as a kind of poetic thinking. Texts will draw from poets who write in a philosophical register (such as Holderlin, Celan, Rilke, Trakl) as well as from philosophers whose aim is to offer a new kind of poetic thinking (such as Nietzsche, Heidegger, Benjamin, Derrida, Blanchot). Interdisciplinary in focus and conceptual structure, the course will consider an approach to the philosophy of language attuned to translation theory, rhetoric, and social-political themes. Prerequisite: Any previous PHIL course or LIT 3314 or CRWT 3351. (3-0) R

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- cat_repeat_units: 3
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1. Course Subject and Number

PHIL 4331

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 ☑

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
  PHIL 4325

☐ 2
  LIT 3314

☐ 3
  CRWT 3351

☐ None

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

Course content is unlike any other upper-level PHIL course. Specifically focuses on philosophy and poetry.

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

Matt Brown

7. This form submitted by:

Megan Gray Hering
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<td>phil4332.3</td>
<td><strong>PHIL 4332 Philosophy of Race (3 semester credit hours)</strong> A study of major historical and contemporary concepts and theories of race and racism from several approaches, among which are the philosophy and history of science, existentialism, phenomenology, archaeology of knowledge, biopolitics, postcolonial and decolonial theory, sociology of race, Black or intersectional feminism, liberal political theory, and Critical Theory. The philosophical study of race and racism touches on genocide, colonialism, capitalism and labor, gender, European empires, anti-colonial nationalism, and decolonization. Prerequisite: Any previous PHIL course. (3-0) R</td>
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### New course

**peoplesoft diff: NOLINK**

PHIL 4332 Philosophy of Race (3 semester credit hours) A study of major historical and contemporary concepts and theories of race and racism from several approaches, among which are the philosophy and history of science, existentialism, phenomenology, archaeology of knowledge, biopolitics, postcolonial and decolonial theory, sociology of race, Black or intersectional feminism, liberal political theory, and Critical Theory. The philosophical study of race and racism touches on genocide, colonialism, capitalism and labor, gender, European empires, anti-colonial nationalism, and decolonization. Prerequisite: Any previous PHIL course. (3-0) R

**show fields: phil4332.3**

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1. Course Subject and Number

   PHIL 4332

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
   PHIL 3375

   ☑ 2
   PHIL 3373

   ☐ 3
   None

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

   Course is unlike all other upper-level PHIL courses. It specifically deals with the philosophy of race.

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

   Matt Brown

7. This form submitted by:

   Megan Gray Hering
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<td>PHIL 4333 Feminist Philosophy (3 semester credit hours) An examination of major writings by feminist philosophers and theorists. This course may examine the historical development of feminism and/or explore major feminist topics such as oppression, sexism, embodiment, and gender. Questions to be pursued might include: What is it be a woman? Are women oppressed? How do institutions pertaining to marriage, motherhood, and sex shape the lives of women? In what ways might feminist concerns intersect with current issues in philosophy of race, queer theory, and philosophy of disability? May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: Any previous PHIL course. (3-0) R</td>
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<td>PHIL 4333 Feminist Philosophy (3 semester credit hours) An examination of major writings by feminist philosophers and theorists. This course may examine the historical development of feminism and/or explore major feminist topics such as oppression, sexism, embodiment, and gender. Questions to be pursued might include: What is it be a woman? Are women oppressed? How do institutions pertaining to marriage, motherhood, and sex shape the lives of women? In what ways might feminist concerns intersect with current issues in philosophy of race, queer theory, and philosophy of disability? May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: Any previous PHIL course. (3-0) R</td>
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1. Course Subject and Number

PHIL 4333

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
PHIL 3375

☐ 2
PHIL 3373

☐ 3

☐ None

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

Course is unlike all other upper-level PHIL courses. It specifically deals with feminist philosophy.

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

Matt Brown

7. This form submitted by:

Megan Gray Hering
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<td>PHIL 4344 Philosophy of Science (3 semester credit hours) Exploration of one or more current topics in the philosophy of science, such as the nature of scientific explanation, reductionism, the unity of science, the role of values in science, realism and antirealism, the interpretation of quantum mechanics, or the nature of explanation in the natural versus the social sciences. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: Any previous PHIL course or HIST 3328 or upper-division coursework in the sciences. (3-0) R</td>
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1. Course Subject and Number

PHIL 4334

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

PHIL 3309

☐ 2

PHIL 3320

☐ 3

PHIL 3328

☐ None

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

This is a senior level course. The content will be more advanced than PHIL 3328 (History and Philosophy of Science and Medicine). Course will also not be cross-listed HIST so as to focus the content more on philosophy.

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

Matt Brown

7. This form submitted by:

Megan Gray Hering
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<td>2019-open</td>
<td>add * bmen4370 (r1) bmen4370.2 group_head series_head</td>
<td>BMEN 4370 Biomedical Image Processing (3 semester credit hours) This course covers basic digital image processing techniques used for the analysis of biomedical images. Topics include a general introduction to the various biomedical imaging modalities, digital image fundamentals, intensity transformations, spatial and frequency domain filtering, image restoration and reconstruction, color image processing, image segmentation, and 3D data visualization. A large percentage of the course grade is based on laboratory exercises, which require students to program image processing techniques using MATLAB and apply them to digital images. Prerequisites: BMEN 3402 and experience with MATLAB Programming. (3-0) Y</td>
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**Added course information due to Catbook issue during processing (DDC)**

**peoplesoft diff: NOLINK**

BMEN 4370 Biomedical Image Processing (3 semester credit hours) This course covers basic digital image processing techniques used for the analysis of biomedical images. Topics include a general introduction to the various biomedical imaging modalities, digital image fundamentals, intensity transformations, spatial and frequency domain filtering, image restoration and reconstruction, color image processing, image segmentation, and 3D data visualization. A large percentage of the course grade is based on laboratory exercises, which require students to program image processing techniques using MATLAB and apply them to digital images. Prerequisites: BMEN 3402 and experience with MATLAB Programming. (3-0) Y

**show fields: bmen4370.2**

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1. Course Subject and Number

BMEN 4370

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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<tr>
<td>2019-open</td>
<td>add * ce3201 (r1) ce3201.2 group_head series_head</td>
<td>CE 3201 Electrical and Computer Engineering Fundamentals-I Laboratory (2 semester credit hours) Introduction to the fundamental building blocks of laboratory measurements and data analysis in Electrical and Computer Engineering. Prerequisites: (CE 1202 or EE 1202) and RHET 1302. Prerequisite or Corequisite: (EE 3301 or CE 3301) and (EE 3320 or CE 3320). (Same as EE 3201) (1-3) S</td>
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</table>

**request notes**

Added per Dr. Ntafos email (DDC)

**peoplesoft diff: NOLINK**

CE 3201 Electrical and Computer Engineering Fundamentals-I Laboratory (2 semester credit hours) Introduction to the fundamental building blocks of laboratory measurements and data analysis in Electrical and Computer Engineering. Prerequisites: (CE 1202 or EE 1202) and RHET 1302. Prerequisite or Corequisite: (EE 3301 or CE 3301) and (EE 3320 or CE 3320). (Same as EE 3201) (1-3) S

**show fields: ce3201.2**

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1. Course Subject and Number

CE 3201

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

3.5. Which course is being replaced?

CE 3101; CE 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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<tr>
<td>2019-open</td>
<td>add * ce3202 (r1) ce3202.2 group_head series_head</td>
<td>CE 3202 Electrical and Computer Engineering Fundamentals-II Laboratory (2 semester credit hours) Introduction to more advanced building blocks of laboratory measurements and data analysis in Electrical and Computer Engineering. Prerequisite: CE 3201 or EE 3201. Corequisite: ECS 3390. Prerequisite or Corequisite: EE 3310 or CE 3310. (Same as EE 3202) (1-3) S</td>
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</table>

**request notes**

Added per Dr. Ntafos (DDC)

**peoplesoft diff: NOLINK**

CE 3202 Electrical and Computer Engineering Fundamentals-II Laboratory (2 semester credit hours) Introduction to more advanced building blocks of laboratory measurements and data analysis in Electrical and Computer Engineering. Prerequisite: CE 3201 or EE 3201. Corequisite: ECS 3390. Prerequisite or Corequisite: EE 3310 or CE 3310. (Same as EE 3202) (1-3) S

**show fields: ce3202.2**

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1. Course Subject and Number

CE 3202

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?

CE 3110

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>CE 4201 Electrical and Computer Engineering Laboratory in Computing Systems and Computer Engineering (2 semester credit hours) Laboratory topics in Computing Systems and Computer Engineering. Prerequisite: CE 3202 or EE 3202. (Same as EE 4201) (1-3) S</td>
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**request notes**

Added per Dr. Ntafos (DDC)

**peoplesoft diff:** NOLINK

CE 4201 Electrical and Computer Engineering Laboratory in Computing Systems and Computer Engineering (2 semester credit hours) Laboratory topics in Computing Systems and Computer Engineering. Prerequisite: CE 3202 or EE 3202. (Same as EE 4201) (1-3) S

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1. Course Subject and Number

CE 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?

CE 3102

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>CE 4203 Electrical and Computer Engineering Laboratory in Signals and Systems (2 semester credit hours) Laboratory topics in Signals and Systems. Prerequisite: CE 3202 or EE 3202. (Same as EE 4203) (1-3) S</td>
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</table>
1. Course Subject and Number

CE 4203

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.

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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>CE 4204 Electrical and Computer Engineering Laboratory in Devices (2 semester credit hours) Laboratory topics in Devices. Prerequisite: CE 3202 or EE 3202. (Same as EE 4204) (1-3) S</td>
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1. Course Subject and Number

CE 4204

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

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<tr>
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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.

☐ [ ]

☐ [ ]

☐ [ ]

☐ 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>add * ce4205 (r1) ce4205.2 group_head series_head</td>
<td>CE 4205 Electrical and Computer Engineering Laboratory in Power Electronics and Energy Systems (2 semester credit hours) Laboratory topics in Power Electronics and Energy Systems. Prerequisite: CE 3202 or EE 3202. (Same as EE 4205) (1-3) S</td>
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**request notes**

Added per Dr. Ntafos (DDC)

**peoplesoft diff: NOLINK**

CE 4205 Electrical and Computer Engineering Laboratory in Power Electronics and Energy Systems (2 semester credit hours) Laboratory topics in Power Electronics and Energy Systems. Prerequisite: CE 3202 or EE 3202. (Same as EE 4205) (1-3) S

**show fields: ce4205.2**

- **cat_repeat_units**: 2
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- **cat_core**:  
- **cat_subtitles**: no_subtitles
1. Course Subject and Number

CE 4205

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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**request notes**

Added per Dr. Ntafos email (DDC)

**peoplesoft diff: 004580 2001-08-10**

EE 3201 Electrical and Computer Engineering Fundamentals-I Laboratory (2 semester credit hours) Introduction to the fundamental building blocks of laboratory measurements and data analysis in Electrical and Computer Engineering. Prerequisites: (CE 1202 or EE 1202) and RHET 1302. Prerequisite or Corequisite: (EE 3301 or CE 3301) and (EE 3320 or CE 3320). (Same as CE 3201) (1-3) S

**show fields: ee3201.6**

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- cat_core:
- 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  ☐  ☐

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 3202 Electrical and Computer Engineering Fundamentals-II Laboratory (2 semester credit hours) Introduction to more advanced building blocks of laboratory measurements and data analysis in Electrical and Computer Engineering. Prerequisite: CE 3201 or EE 3201. Corequisite: ECS 3390. Prerequisite or Corequisite: EE 3310 or CE 3310. (Same as CE 3202) (1-3) S</td>
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</table>
1. Course Subject and Number

EE 3202

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 3110

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.

- 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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</table>
1. Course Subject and Number

EE 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?

EE 3102

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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**Request notes**

Added per Dr. Ntafos (DDC)

**peoplesoft diff: NOLINK**

EE 4203 Electrical and Computer Engineering Laboratory in Signals and Systems (2 semester credit hours) Laboratory topics in Signals and Systems. Prerequisite: CE 3202 or EE 3202. (Same as CE 4203) (1-3) S

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- cat_subtitles: no_subtitles
1. Course Subject and Number

EE 4203

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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**request notes**

Added per Dr. Ntafos (DDC)

**peoplesoft diff: NOLINK**

EE 4204 Electrical and Computer Engineering Laboratory in Devices (2 semester credit hours) Laboratory topics in Devices. Prerequisite: CE 3202 or EE 3202. (Same as CE 4204) (1-3) S

**show fields: ee4204.2**

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

EE 4204

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>EE 4205 Electrical and Computer Engineering Laboratory in Power Electronics and Energy Systems (2 semester credit hours) Laboratory topics in Power Electronics and Energy Systems. Prerequisite: CE 3202 or EE 3202. (Same as CE 4205) (1-3) S</td>
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### request notes

Added per Dr. Ntafos (DDC)

### peoplesoft diff: NOLINK

EE 4205 Electrical and Computer Engineering Laboratory in Power Electronics and Energy Systems (2 semester credit hours) Laboratory topics in Power Electronics and Energy Systems. Prerequisite: CE 3202 or EE 3202. (Same as CE 4205) (1-3) S

### show fields: ee4205.2

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- cat_subtitles: no_subtitles
1. Course Subject and Number

EE 4205

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

   □ Yes

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>add * mech3340 (r1) mech3340.2 group_head series_head</td>
<td></td>
<td>MECH 3340 System Dynamics Modeling and Analysis (3 semester credit hours) Dynamic analysis and simulation of common engineering systems with thermal, fluid, mechanical, and electro-mechanical applications. Laplace transform techniques, time domain and frequency response methods are used along with simulation techniques to analyze and predict system response to various input stimuli. Matlab and Simulink are used extensively throughout the course. Prerequisite: MECH 3315. (3-0) Y</td>
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**request notes**

Add per Dr. Ntafos email on 10.26.18 (DDC).

**peoplesoft diff: NOLINK**

MECH 3340 System Dynamics Modeling and Analysis (3 semester credit hours) Dynamic analysis and simulation of common engineering systems with thermal, fluid, mechanical, and electro-mechanical applications. Laplace transform techniques, time domain and frequency response methods are used along with simulation techniques to analyze and predict system response to various input stimuli. Matlab and Simulink are used extensively throughout the course. Prerequisite: MECH 3315. (3-0) Y

**show fields: mech3340.2**

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

MECH 3340

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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<th>request status</th>
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</table>
| 2019-open | gisc4363 (r1) gisc4363.2 group_head series_head | GISC 4363 Internet Mapping and Information Processing (3 semester credit hours) Provides a conceptual overview and hands-on experiences in Internet mapping and web-based geospatial information processing with a wide range of state-of-the-art software, including both open-source and commercial packages. Topics covered include cloud computing, client/server configuration, distributed data access and display, web-based user interaction and customization. (3-0) T | phase: approve  
status: approving  
audit: 13 | ddc130130  
2018-12-11  
12:15:05  
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audit: -11121.7 m  
index: -11121.7 m  
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orion info  
overview  
change  
process  
modify |

**request notes**

Added per email from Dr. Fang Qiu on 12.7.18 (DDC)

**peoplesoft diff: NOLINK**

GISC 4363 Internet Mapping and Information Processing (3 semester credit hours) Provides a conceptual overview and hands-on experiences in Internet mapping and web-based geospatial information processing with a wide range of state-of-the-art software, including both open-source and commercial packages. Topics covered include cloud computing, client/server configuration, distributed data access and display, web-based user interaction and customization. (3-0) T

**show fields: gisc4363.2**

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

GISC 4363

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

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<th>Elective</th>
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3. Does it replace a previously required course in that curriculum?

Yes ☑ No ☐

3.5. Which course is being replaced?

ITSS 3300

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>course</td>
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<td>gisc4381 Spatial Data Science (3 semester credit hours) Introduces data science for spatial problem solving. Course topics cover all five stages of the data science life cycle: capture, maintain, process, analyze, and communicate, with emphases on spatial data. Spatial data is critical to solving problems or developing applications for energy planning, emergency management, environmental sustainability, public health, smart city, public safety, business logistics, autonomous vehicles, ecological conservation, and many other problem domains. Besides an overview of cyberGIS and spatial semantics web, the course discusses the essential characteristics of spatial data, types of spatial problems, relevant spatial concepts, and key spatial data science methods. Computer lab exercises offer hands-on practices on spatial data analytics with both structured data from government statistics or systematic data collections as well as unstructured data from social media, location-aware mobile devices (such as smart phones), and/or web scrapping. This course aims to help students develop fundamental knowledge and basic skills to ask spatial questions, find, process, and analyze spatial data, solve spatial problems, and communicate their findings. (3-0) Y</td>
<td>phase: approve</td>
<td>ddc130130</td>
<td>2018-12-11 12:18:17</td>
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</table>

**request notes**

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

**peoplesoft diff: NOLINK**

GISC 4381 Spatial Data Science (3 semester credit hours) Introduces data science for spatial problem solving. Course topics cover all five stages of the data science life cycle: capture, maintain, process, analyze, and communicate, with emphases on spatial data. Spatial data is critical to solving problems or developing applications for energy planning, emergency management, environmental sustainability, public health, smart city, public safety, business logistics, autonomous vehicles, ecological conservation, and many other problem domains. Besides an overview of cyberGIS and spatial semantics web, the course discusses the essential characteristics of spatial data, types of spatial problems, relevant spatial concepts, and key spatial data science methods. Computer lab exercises offer hands-on practices on spatial data analytics with both structured data from government statistics or systematic data collections as well as unstructured data from social media, location-aware mobile devices (such as smart phones), and/or web scrapping. This course aims to help students develop fundamental knowledge and basic skills to ask spatial questions, find, process, and analyze spatial data, solve spatial problems, and communicate their findings. (3-0) Y

**show fields: gisc4381.2**
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02/19/2019
1. Course Subject and Number

GISC 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?

GISC 4380/GEOG 4380 Spatial Concepts and Organization

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:

May Yuan

7. This form submitted by:

Fang Qiu
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<td>2019-open</td>
<td>add *</td>
<td>ams3327 (r1) ams3327.2 group_head series_head</td>
<td>AMS 3327 American Studies: Histories, Theories, Methodologies (3 semester credit hours) This course surveys the development of the field of American Studies, highlighting its interdisciplinary character. Students will be introduced to the texts, theories, and debates that have shaped the discipline. Additionally, they will explore the resources, methods, and techniques American Studies scholars have traditionally employed, and will gain experience in applying those practices to their own interdisciplinary research projects. (3-0) Y</td>
<td>phase: approve</td>
<td>ddc130130 2019-01-04 10:34:26 NOLINK 05.0207.00.01 audit: -11326.9 m index: -11326.9 m match_fail</td>
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**request notes**

Added Per Dr. Wissinger email 12.14.18.

**peoplesoft diff: NOLINK**

AMS 3327 American Studies: Histories, Theories, Methodologies (3 semester credit hours) This course surveys the development of the field of American Studies, highlighting its interdisciplinary character. Students will be introduced to the texts, theories, and debates that have shaped the discipline. Additionally, they will explore the resources, methods, and techniques American Studies scholars have traditionally employed, and will gain experience in applying those practices to their own interdisciplinary research projects. (3-0) Y

**show fields: ams3327.2**

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1. Course Subject and Number

AMS 3327

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 ☐

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:

Tonja Wissinger

7. This form submitted by:

Tonja Wissinger
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<td>2019-open</td>
<td>add *</td>
<td>ams4324</td>
<td>(r1)</td>
<td>AMS 4324 Motherhood and the Technological Womb (3 semester credit hours) Examines the relationship between reproductive technologies and the meanings of motherhood. Investigates the history of reproductive technologies and how various interventions and medical/technological &quot;advances&quot; have influenced the social, emotional, legal, political, and economic dimensions of motherhood and reproduction. Topics include conception and birth control, &quot;test tube&quot; babies, infertility treatments, surrogacy, fetal ultrasound imaging, high-order multiple births, genetic testing, cloning, and ectogenesis (artificial wombs). (Same as GST 4325) (3-0) Y</td>
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<td>Added per Dr. Wissinger request to crosslist with GST 4325 (DDC)</td>
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<td>AMS 4324 Motherhood and the Technological Womb (3 semester credit hours) Examines the relationship between reproductive technologies and the meanings of motherhood. Investigates the history of reproductive technologies and how various interventions and medical/technological &quot;advances&quot; have influenced the social, emotional, legal, political, and economic dimensions of motherhood and reproduction. Topics include conception and birth control, &quot;test tube&quot; babies, infertility treatments, surrogacy, fetal ultrasound imaging, high-order multiple births, genetic testing, cloning, and ectogenesis (artificial wombs). (Same as GST 4325) (3-0) Y</td>
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1. Course Subject and Number

AMS 4324

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 ☑

4. 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

GST 4325

☐ 2

☐ 3

☐ None

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

It is the same thus the request for cross listing.

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

Tonja Wissinger

7. This form submitted by:

Tonja Wissinger
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<tr>
<td>2019-open</td>
<td>add * bis2190 (r1) bis2190.2 group_head series_head</td>
<td>BIS 2190 Library Research Skills (1 semester credit hour) Through this online course, students will develop the skills to identify what information is needed for their research, how to find and evaluate scholarly resources, and how to organize the information for a paper or other course project. Plagiarism, copyright, and citation management will be included. (1-0) S</td>
<td>phase: approve status: approving audit: 13</td>
<td>twissin 2018-12-07 14:11:58 NOLINK 25.0101.00.10 audit: -15931.3 m index: -11376.9 m match_fail</td>
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request notes

In consultation with the instructors, it was decide that this course was more appropriately offered as lower-division (for freshmen and sophomores).

peoplesoft diff: NOLINK

BIS 2190 Library Research Skills (1 semester credit hour) Through this online course, students will develop the skills to identify what information is needed for their research, how to find and evaluate scholarly resources, and how to organize the information for a paper or other course project. Plagiarism, copyright, and citation management will be included. (1-0) S

show fields: bis2190.2

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1. Course Subject and Number

BIS 2190

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

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.

- HLTH 4380 Special Topics in Healthcare Info and Resources

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

This course targets lower-division students and is broader in focus (not specific to Healthcare Majors). It was previously BIS 3190 but the instructors and Associate Dean found the content more suited to lower-division students. The library skills covered in the course would be more helpful early in students' academic path.

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

Tonja Wissinger

7. This form submitted by:

Tonja Wissinger
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<td>2019-open</td>
<td>add *</td>
<td>engy3301</td>
<td>(r1)</td>
<td>ENGY 3301 Managing Carbon Assets: Oil, Gas, and Coal (3 semester credit hours) This course deals with the U.S. and international business of the hydrocarbon industries. Managing upstream, midstream and downstream projects and operations in the oil, gas, and coal industries are studied. Students taking this class review the economic, financial, geological, processing, operational, marketing, production, transportation, refining, and exploration/mining phases of these hydrocarbon industries. Students will experience site visits to a coal mining operation, drill site, and power plant. Energy is the business of Texas, and it is of critical importance to the United States and the World. This course will challenge students to consider careers in energy industries. (3-0) Y</td>
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<td>ENGY 3301 Managing Carbon Assets: Oil, Gas, and Coal (3 semester credit hours) This course deals with the U.S. and international business of the hydrocarbon industries. Managing upstream, midstream and downstream projects and operations in the oil, gas, and coal industries are studied. Students taking this class review the economic, financial, geological, processing, operational, marketing, production, transportation, refining, and exploration/mining phases of these hydrocarbon industries. Students will experience site visits to a coal mining operation, drill site, and power plant. Energy is the business of Texas, and it is of critical importance to the United States and the World. This course will challenge students to consider careers in energy industries. (3-0) Y</td>
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</table>
1. Course Subject and Number

ENGY 3301

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?

ENGY 3300

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

ENGY 3300

☐ 2

☐ 3

☐ None

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

There was too much content for a single course, therefore 2 new courses were created instead. ENGY 3300 will no longer be offered.

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

Marilyn Kaplan

7. This form submitted by:

Marilyn Kaplan
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<td>add * engy3302 (r1) engy3302.2 group_head series_head</td>
<td>ENGY 3302 Managing Power and Renewable Energy Assets; Sustainability (3 semester credit hours) This course deals with the U.S. and international business of renewable energy and sustainability challenges. It covers the power (electricity), solar, wind, nuclear, and other renewables industries. It also deals with issues of sustainability. Students taking this class study the economic, financial, manufacturing, research and development, operational, and marketing phases of these industries. Students will experience site visits to a solar farm and state of the art power plant. This course challenges students to consider careers in the renewable energy industries, with an emphasis on sustainability in the environment. (3-0) Y</td>
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1. Course Subject and Number

ENGY 3302

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?

ENGY 3300

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

ENGY 3300

☐ 2

☐ 3

☐ None

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

ENGY 3300 had too much content, therefore 2 new courses were created to replace it. 3300 will no longer be offered.

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

Marilyn Kaplan

7. This form submitted by:

Marilyn Kaplan
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<td>2019-open</td>
<td>add * mkt4390 (r1) mkt4390.2 group_head series_head</td>
<td>MKT 4390 Advanced Marketing Analytics (3 semester credit hours) This course prepares students for a career in marketing analytics. This course involves an introductory look at analyzing data using a set of statistical tools to assist with good decision making and predicting outcomes based on predictive models. The methods discussed in the course are used in many areas for various purposes including cross-selling and customer relationship building. Prerequisites: MKT 3300 and MKT 4337 and (OPRE 3360 or STAT 3360). (3-0) Y</td>
<td>phase: approve</td>
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**request notes**

New course, meets market demand.

**peoplesoft diff: NOLINK**

MKT 4390 Advanced Marketing Analytics (3 semester credit hours) This course prepares students for a career in marketing analytics. This course involves an introductory look at analyzing data using a set of statistical tools to assist with good decision making and predicting outcomes based on predictive models. The methods discussed in the course are used in many areas for various purposes including cross-selling and customer relationship building. Prerequisites: MKT 3300 and MKT 4337 and (OPRE 3360 or STAT 3360). (3-0) Y

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1. Course Subject and Number

MKT 4390

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

MKT 4337

☐  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 an advanced version of the MKT 4337 course

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

Marilyn Kaplan

7. This form submitted by:

Marilyn Kaplan
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<tr>
<td>2019-open</td>
<td>add * acts4303 (r3) acts4303.14 group_head series_head</td>
<td>ACTS 4303 Long Term Actuarial Mathematics II (3 semester credit hours) The purpose of this class is to further develop the student's knowledge of the theoretical basis of life contingent actuarial models and the application of those models to insurance and other financial risks. Reserves for insurances and annuities, multi-state models, long-term insurance coverages, pension plans and retirement benefits will be studied. This class covers parts of SOA Exam LTAM. Prerequisites: ACTS 4301 with a grade C- or higher and instructor consent required. (3-0) Y</td>
<td>phase: approve</td>
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1. Course Subject and Number

ACTS 4303 - Long Term Actuarial Mathematics II

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

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
     - ACTS 4301 - Long Term Actuarial Mathematics I

   - 2

   - 3

   - None

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

   ACTS 4303 is a continuation of ACTS 4301. The purpose of this class is to further develop the student's knowledge of the theoretical basis of life contingent actuarial models and the application of those models to insurance and other financial risks. Reserves for insurances and annuities, multi-state models, long-term insurance coverages, pension plans and retirement benefits will be studied. This class covers parts of SOA Exam LTAM. Pre-requisite: ACTS 4301 with grade C- or higher.

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

   Natalia A. Humphreys

7. This form submitted by:

   Natalia A. Humphreys
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<td>ACTS 4305 Short Term Actuarial Mathematics II (3 semester credit hours) The purpose of this class is to further develop the student's knowledge of construction and selection of parametric models using Bayesian estimation technique as well as model selection using hypothesis testing and score-based approaches. Loss estimation using credibility theory, insurance and reinsurance coverages, and pricing and reserving will be discussed. This class covers parts of the CAS Exam 5 and the SOA Exam STAM. May be repeated for credit (6 semester credit hours maximum). Prerequisites: ACTS 4304 with a grade C- or higher and instructor consent required. (3-0) Y</td>
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**request notes**

Addition of this course will allow fuller coverage of the actuarial exam material.

**peoplesoft diff: NOLINK**

ACTS 4305 Short Term Actuarial Mathematics II (3 semester credit hours) The purpose of this class is to further develop the student's knowledge of construction and selection of parametric models using Bayesian estimation technique as well as model selection using hypothesis testing and score-based approaches. Loss estimation using credibility theory, insurance and reinsurance coverages, and pricing and reserving will be discussed. This class covers parts of the CAS Exam 5 and the SOA Exam STAM. May be repeated for credit (6 semester credit hours maximum). Prerequisites: ACTS 4304 with a grade C- or higher and instructor consent required. (3-0) Y

**repeat reason**

To achieve better understanding and results.

**show fields: acts4305.9**

- cat_repeat_units: 6
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- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

ACTS 4305

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

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.
ACTS 4304 - Short Term Actuarial Mathematics I

2.

3.

None

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

ACTS 4305 is a continuation of ACTS 4304. The purpose of this class is to further develop the student's knowledge of construction and selection of parametric models using Bayesian estimation technique as well as model selection using hypothesis testing and score-based approaches. Loss estimation using credibility theory, insurance and reinsurance coverages and pricing and reserving will be discussed. This class covers parts of the CAS Exam 5 and the SOA Exam STAM. Pre-requisite: ACTS 4304 with grade C- or higher.

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

Natalia A. Humphreys

7. This form submitted by:

Natalia A. Humphreys
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<td>ACTS 4307 Statistics for Risk Modeling (3 semester credit hours) The purpose of this class is to provide an understanding of the basics of several important analytic methods such as linear models, time series models, principal components and cluster analysis, and decision trees. This class covers parts of the SOA Exam SRM and leads the student to the deeper preparation for the SOA Exam PA - Predictive Analytics. May be repeated for credit (6 semester credit hours maximum). Prerequisites: STAT 3355 and STAT 4352 and instructor consent required. (3-0) Y</td>
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request notes
To cover the material of the new exam now offered by the Society of Actuaries.

peoplesoft diff: NOLINK
ACTS 4307 Statistics for Risk Modeling (3 semester credit hours) The purpose of this class is to provide an understanding of the basics of several important analytic methods such as linear models, time series models, principal components and cluster analysis, and decision trees. This class covers parts of the SOA Exam SRM and leads the student to the deeper preparation for the SOA Exam PA - Predictive Analytics. May be repeated for credit (6 semester credit hours maximum). Prerequisites: STAT 3355 and STAT 4352 and instructor consent required. (3-0) Y

repeat reason
Achieve better understanding of the material and results.

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1. Course Subject and Number

ACTS 4307 - Statistics for Risk Modeling

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

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.

- [ ]
  STAT 4352 - Mathematical Statistics
- [ ]
- [ ]
  None

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

This 3 semester credit hour course provides an understanding of the basics of several important analytic methods such as linear models, time series models, principal components and cluster analysis and decision trees. This class covers parts of the SOA Exam SRM which serves as a formal SOA prerequisite for the SOA Exam PA – Predictive Analytics. Pre-requisite: STAT 3355, STAT 4352.

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

Natalia A. Humphreys

7. This form submitted by:

Natalia A. Humphreys
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<td>ACTS 4309 Investment and Financial Markets II (3 semester credit hours) This course develops the student's knowledge of the theory of options. The topics discussed include general properties of options, binomial pricing models, Black-Scholes option pricing model, option Greeks, and risk management. This class covers parts of CAS exam 3F and SOA exam IFM. Prerequisite: ACTS 4302 with grade C- or higher. (3-0) Y</td>
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**request notes**

Actuarial exam syllabus changes by the Society of Actuaries

**peoplesoft diff: NOLINK**

ACTS 4309 Investment and Financial Markets II (3 semester credit hours) This course develops the student's knowledge of the theory of options. The topics discussed include general properties of options, binomial pricing models, Black-Scholes option pricing model, option Greeks, and risk management. This class covers parts of CAS exam 3F and SOA exam IFM. Prerequisite: ACTS 4302 with grade C- or higher. (3-0) Y

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1. Course Subject and Number

ACTS 4309 - Investment and Financial Markets II

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. ACTS 4302

2.

3.

☐ None

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

Course ACTS 4309 is a sequence to ACTS 4302, which is currently taught at the University. This 3 semester credit hour course develops the student’s knowledge of the theory of options. The topics discussed include general properties of options, binomial pricing models, Black-Scholes option pricing model, option Greeks and risk management. This class covers parts of CAS exam 3F and SOA exam IFM. Pre-requisite: ACTS 4302 with grade C- or higher, ACTS 4308 with grade C- or higher.

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

Natalia A. Humphreys

7. This form submitted by:

Natalia A. Humphreys
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<td>GEOS 4391 Geoscience Animations and Video (3 semester credit hours) Geoscientific concepts are supremely amenable to being taught with animations, particularly as compared with other sciences. In this class, students will learn how to generate simple videos and animations of geoscientific processes. The course grade is based on 5 projects, spaced throughout the semester (research paper, storyboard, narration, video, and animation). All 5 projects are related to developing a hybrid video/animation presentation of approximately 3 minute length. The presentation will explain some geologic process. Instructor consent required. (3-0) Y</td>
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peoplesoft diff: NOLINK

GEOS 4391 Geoscience Animations and Video (3 semester credit hours) Geoscientific concepts are supremely amenable to being taught with animations, particularly as compared with other sciences. In this class, students will learn how to generate simple videos and animations of geoscientific processes. The course grade is based on 5 projects, spaced throughout the semester (research paper, storyboard, narration, video, and animation). All 5 projects are related to developing a hybrid video/animation presentation of approximately 3 minute length. The presentation will explain some geologic process. Instructor consent required. (3-0) Y
1. Course Subject and Number

GISC 4391

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?

GISC 4380/GEOG 4380 Spatial Concepts and Organization

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:

May Yuan

7. This form submitted by:

Fang Qiu
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<td>LIT 3309 Studies in the Short Story (3 semester credit hours) Studies of the short story in terms of authorial strategies and reader responses. May examine such topics as how authors' strategies in shaping narratives manipulate perceptions and how modes of fiction influence reader responses. Consideration of styles in the story's historical development and how they shape and reshape expectations. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) Y</td>
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**request notes**

Fixed prereq

peoplesoft diff: 012912 2018-08-19 ddc130130

LIT 3309 Studies in the Short Story (3 semester credit hours) Studies of the short story in terms of authorial strategies and reader responses. May examine such topics as how authors' strategies in shaping narratives manipulate perceptions and how modes of fiction influence reader responses. Consideration of styles in the story's historical development and how they shape and reshape expectations. May be repeated for credit as topics vary (6 semester credit hours maximum).

**Prerequisite: Completion of 040 core.**

Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) Y

**repeat reason**

Topics vary in terms of genre, author, location, and time period each time this class is offered.

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<td>LIT 3310 Studies in Epic and Romance (3 semester credit hours) A comparative study of the two related genres, or a study of one of them, with emphasis on their approaches to themes such as heroism, love, or virtue. Readings may be drawn from classical, medieval, and modern literature, and works may include The Iliad, Song of Roland, and Don Quixote. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) T</td>
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**peoplesoft diff: 008082 2018-08-19 ddc130130**

LIT 3310 Studies in Epic and Romance (3 semester credit hours) A comparative study of the two related genres, or a study of one of them, with emphasis on their approaches to themes such as heroism, love, or virtue. Readings may be drawn from classical, medieval, and modern literature, and works may include The Iliad, Song of Roland, and Don Quixote. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) T

**repeat reason**

Topics vary in terms of genre, author, location, and time period each time this class is offered.

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| LIT 3312 | lit3312.13 | Studies in Prose Narrative (3 semester credit hours) Studies in fiction, biography and autobiography, essays, and travelogues. May examine such topics as the history of the novel, spiritual autobiography, scientific biography, literary movements, and the new journalism. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) Y | phase: approve | mlg105020 | ps info 
overview change process modify |

Fixed prereq.

peoplesoft diff: 008084 2018-08-19 ddc130130

LIT 3312 Studies in Prose Narrative (3 semester credit hours) Studies in fiction, biography and autobiography, essays, and travelogues. May examine such topics as the history of the novel, spiritual autobiography, scientific biography, literary movements, and the new journalism. May be repeated for credit as topics vary (6 semester credit hours maximum). **Prerequisite: Completion of 040 core.** Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) Y

repeat reason

Topics vary in terms of genre, author, location, and time period each time this class is offered.

show fields: lit3312.13

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- cat_subtitles: yes_subtitles
LIT 3313 Studies in Dramatic Literature (3 semester credit hours) Studies in drama as a literary form. May include such topics as Jacobean and Restoration drama, modern or contemporary European drama, and twentieth century American drama. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) T

Topics vary in terms of genre, author, location, and time period each time this class is offered.

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<td>LIT 3314 Studies in Poetry (3 semester credit hours) Examines representative selections of poetry with particular reference to techniques of diction, syntax, sound, and organization. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) Y</td>
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Fixed prereq.

peoplesoft diff: 008086 2018-08-19 ddc130130

LIT 3314 Studies in Poetry (3 semester credit hours) Examines representative selections of poetry with particular reference to techniques of diction, syntax, sound, and organization. May be repeated for credit as topics vary (6 semester credit hours maximum). **Prerequisite: Completion of 040 core.** Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) Y

repeat reason

Topics vary in terms of genre, author, location, and time period each time this class is offered.

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<td>LIT 3319 Contexts (3 semester credit hours) Examines representative selections of literature written during such periods as the Middle Ages, the Renaissance, the early nineteenth century, or post-World War One; topics such as the literature of the scientific revolution; or movements such as Surrealism, or the Beats. May be repeated for credit as content varies (9 semester credit hours maximum). Prerequisite: Completion of lower division major requirements for Literature major. Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) Y</td>
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LIT 3334 Literature of Science (3 semester credit hours) Explores the interrelations between authors such as Donne, Swift, Mary Shelley, Hardy, and Pynchon, and science, such as astronomy, evolution, medicine, and chaos theory. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) Y

Fixed prereq.

LIT 3334 Literature of Science (3 semester credit hours) Explores the interrelations between authors such as Donne, Swift, Mary Shelley, Hardy, and Pynchon, and science, such as astronomy, evolution, medicine, and chaos theory. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: Completion of 040 core. Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) Y

Topics vary in terms of genre, author, location, and time period each time this class is offered.

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<td>LIT 3337 Comparisons (3 semester credit hours) Explores the connections between at least two fields, such as different national literatures, or disciplines. The connections may be interdisciplinary, comparative, thematic, historical, etc. May be repeated for credit as content varies (9 semester credit hours maximum). Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) Y</td>
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Fixed prereq

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LIT 3337 Comparisons (3 semester credit hours) Explores the connections between at least two fields, such as different national literatures, or disciplines. The connections may be interdisciplinary, comparative, thematic, historical, etc. May be repeated for credit as content varies (9 semester credit hours maximum). **Prerequisite:** Completion of lower division major requirements for Literature major. Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) Y

Content varies per course offering.

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<td>LIT 3380 Studies in Women’s Literature (3 semester credit hours) An introduction to literature by women. Examines selections of literature written from antiquity through the contemporary period. Considers such literary forms as autobiography, journals, letters, fiction, poetry, and drama. Samples a diverse array of women writers and their relation to the wider Western canon. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) T</td>
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LIT 3380 Studies in Women’s Literature (3 semester credit hours) An introduction to literature by women. Examines selections of literature written from antiquity through the contemporary period. Considers such literary forms as autobiography, journals, letters, fiction, poetry, and drama. Samples a diverse array of women writers and their relation to the wider Western canon. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: Completion of 040 core. Prerequisites: (LIT 2350 and 6 semester credit hours from the following: LIT 2320 or LIT 2321 or LIT 2331) or equivalent or instructor consent required. (3-0) T

**repeat reason**

Topics vary in terms of genre, author, location, and time period each time this class is offered.

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<td>PHIL 3328 History and Philosophy of Science and Medicine (3 semester credit hours) An exploration of the development of philosophical ideas in science and medicine. Topics may include comparison of Eastern and Western philosophies of natural knowledge and medicine and scientific and medical concepts in philosophical and ethical contexts. May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisite: Upper-division standing or any previous PHIL course or completion of an 060 core course or instructor consent required. (Same as HIST 3328) (3-0) T</td>
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**repeat reason**

Course content will change each time PHIL 3328 is offered.

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PHIL 4322 Philosophical Traditions II (3 semester credit hours) This course will be an in-depth study of one or more specific approaches within contemporary philosophical traditions, such as existentialism, phenomenology, pragmatism, process philosophy, analytic metaphysics, radical philosophy, postcolonialism, Buddhism, Daoism, hermeneutics, critical theory, feminism, naturalism, and neurophilosophy. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: Any previous PHIL course. (3-0) R

Expanded prereq options to include prior PHIL experience.

PHIL 4322 Philosophical Traditions II (3 semester credit hours) This course will be an in-depth study of one or more specific approaches within contemporary philosophical traditions, such as existentialism, phenomenology, pragmatism, process philosophy, analytic metaphysics, radical philosophy, postcolonialism, Buddhism, Daoism, hermeneutics, critical theory, feminism, naturalism, and neurophilosophy. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: Any previous PHIL 1301 or equivalent course. (3-0) R

Topics Vary.
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<td>PHIL 4324 Social and Political Philosophy (3 semester credit hours) Historical or contemporary perspectives on central issues in social and political philosophy, such as theories of justice, the nature of state authority and political obligation, the limits and legitimacy of government and individual liberty. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: Any previous PHIL course. (3-0) T</td>
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**request notes**

Expanded prereq options to include prior PHIL experience. Fixed frequency. Added repeatability based on variability of course content.

**peoplesoft diff: 015247 2017-08-20 ddc130130**

PHIL 4325 Philosophy of Art and Aesthetics (3 semester credit hours) An exploration of the meaning and self-understanding of art. In addition to readings in philosophical aesthetics, this course will also directly consider individual artists, art movements, and individual works of art. By reading and thinking through select theoretical writings about art, the aim of the course will be not only to improve students' interpretations of specific works of art, but also to enhance their ability to reflect critically on the meaning of art's ethical significance. We will focus on art not as a fixed, institutional given, but as an engaged, performative interpretation of the world. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: Any previous PHIL 1301 or equivalent course. (3-0) T

**repeat reason**

Course content varies based on offering.

**show fields: phil4325.4**

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<td>PHIL 4326 Major Figures (3 semester credit hours) A study of the major works and central ideas of a major philosopher, such as Plato, Aristotle, Descartes, Cavendish, Kant, Nietzsche, Dewey, Du Bois, Heidegger, Arendt, Rawls, or Nussbaum. May be repeated for credit as figure varies (9 semester credit hours maximum). Prerequisite: Any previous PHIL 4301 or equivalent. course. (3-0) R</td>
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PHIL 4330 Continental Philosophy (3 semester credit hours) This course will deal with major figures in modern continental philosophy (Nietzsche, Heidegger, Gadamer, Benjamin, Arendt, Levinas, Derrida, Foucault, et al.). Content will focus on close textual readings of major European philosophical texts 1870-present and will introduce students to the most important currents within continental thinking - hermeneutics, phenomenology, deconstruction, critical theory, feminism - especially as they concern issues of language, translation, art, literary theory, and ethics. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: Any previous PHIL course. (3-0) R

Expanded prereq options to include prior PHIL experience. Increased repeatability based on topical nature of course.

PHIL 4330 Continental Philosophy (3 semester credit hours) This course will deal with major figures in modern continental philosophy (Nietzsche, Heidegger, Gadamer, Benjamin, Arendt, Levinas, Derrida, Foucault, et al.). Content will focus on close textual readings of major European philosophical texts 1870-present and will introduce students to the most important currents within continental thinking - hermeneutics, phenomenology, deconstruction, critical theory, feminism - especially as they concern issues of language, translation, art, literary theory, and ethics. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisite: Any previous PHIL 1301 or PHIL 2316 or PHIL 2317 or equivalent course. (3-0) R

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peoplesoft diff: 010048 2018-08-19 ddc130130

PHIL 4V71 Independent Study in Philosophy (1-3 semester credit hours) Independent study under a faculty member's direction. Signature of instructor and Associate Dean on proposed project outline required. May be repeated for credit (9 semester credit hours maximum). Prerequisites: Upper-division standing and instructor consent required. *(1-3)-0* R

repeat reason

Independent study projects will change each time a student enrolls in PHIL 4V71.

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CGS 4V99 Individual Study (1-3 semester credit hours) Student studies advanced topics under weekly faculty direction. Credit/No Credit only. May be repeated for credit (6 semester credit hours maximum). Instructor consent required. ([1-3]-0) S

peoplesoft diff: 002112 2014-08-24 ddc130130

CGS 4V99 Individual Study (1-3 semester credit hours) Student studies advanced topics under weekly faculty direction. Credit/No Credit only. May be repeated for credit (6 semester credit hours maximum). Instructor and Associate Dean consent required. ([1-3]-0) S

repeat reason

Independent Study

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**request notes**

Requested by Marilyn Kaplan and 2015-11-06 12:30:28 via Eform and course to be offered in Spring 2016. Course is repeatable one time. Deleted prereq as department consent is required.

**peoplesoft diff: 015084 2016-08-21 sxr090100**

IMS 3091 Regional Management Area Studies: Latin America (0 semester credit hours) This course familiarizes students with the historical, social, economic, and political background of nations in Latin America. Students will learn about the business environment of the area and participate in seminars on firms that operate in and have an economic impact in the area. **Prerequisite: IMS 3340.** May be repeated as topics vary. Department consent required. (3-0) Y

**repeat reason**

Different subtitles

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**Repeat Reason**

- **Peoplesoft Diff:** 015086 2016-08-21 sxr090100

IMS 3093 Regional Management Area Studies: Asia (0 semester credit hours) This course familiarizes students with the historical, social, economic, and political background of nations in Asia. Students will learn about the business environment of the area and participate in seminars on firms that operate in and have an economic impact in the area. **Prerequisite: IMS 3310.** May be repeated as topics vary. Department consent required. (3-0) Y

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- **peoplesoft diff: 015083 2016-08-21 sxr090100**

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- **repeat reason**

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**peoplesoft diff: 013982 2018-08-19 mkw150130**

IMS 3V91 Regional Management Area Studies: Latin America (1-3 semester credit hours) This course familiarizes students with the historical, social, economic, and political background of nations in Latin America. Students will learn about the business environment of the area and participate in seminars on firms that operate in and have an economic impact in the area. May be repeated for credit (6 semester credit hours maximum).

**Prerequisites:** IMS 3310 and instructor Department consent required. ([1-3]-0) R

**repeat reason**

May be repeated for credit when the subtitle/course topic is different.

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Deleted prereq and changed to department consent

**peoplesoft diff: 013990 2018-08-19 mkw150130**

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**repeat reason**

May be repeated for credit when the subtitle/course topic is different.

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Updated repeatability. Deleted prereq and changed to department consent

peoplesoft diff: 013991 2018-08-19 mkw150130

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May be repeated for credit when the subtitle/course topic is different.

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**request notes**

Internship to INT comp type (DDC). Altered course title

**peoplesoft diff: 013996 2017-08-20 ddc130130**

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**repeat reason**

May be repeated for credit when the internship business and/or project is different.

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**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.

---

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.

Climer, Registrar’s Office, 2019.01.14
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<tbody>
<tr>
<td>2019-open</td>
<td>add *</td>
<td>aud7253 (r1)</td>
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<td>AUD 7253 Clinical Electrophysiology (2 semester credit hours) Evoked and event-related potentials including recording techniques, neurophysiological mechanisms, and applications to clinical populations. Prerequisites: BBSC majors only and department consent required. Corequisite: AUD 6V20. (2-0) Y</td>
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</table>

**request notes**

Course decreased from 3 to 2 credits 9/13/18 per Dr. Le Prell. Renumbered from AUD 7353.

**peoplesoft diff: NOLINK**

AUD 7253 Clinical Electrophysiology (2 semester credit hours) Evoked and event-related potentials including recording techniques, neurophysiological mechanisms, and applications to clinical populations. Prerequisites: BBSC majors only and department consent required. Corequisite: AUD 6V20. (2-0) Y

**show fields: aud7253.2**

- cat_repeat_units: 2
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- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

AUD 7253

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?

AUD 7353

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:

LePreell

7. This form submitted by:

Stillman
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<td>aud7v73</td>
<td>AUD 7V73 Seminar in Audiology and Hearing Science (1-6 semester credit hours) Current topics in audiology and hearing science. May be repeated for credit as topics vary. Prerequisites: BBSC majors only and department consent required. ([1-6]-0) T</td>
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<td>series_head</td>
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<td>2019-open</td>
<td>add *</td>
<td>aud7v91</td>
<td>AUD 7V91 Methods in Audiology and Hearing Science (1-6 semester credit hours) Issues related to methods of assessment and intervention in audiology and hearing science. May be repeated for credit as topics vary. Prerequisites: BBSC majors only and department consent required. ([1-6]-0) Y</td>
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**Request Notes:**

- course added 9/13/18 per Dr. Le Prell

**PeopleSoft Diff:** NOLINK

**Repeat Reason:**

This course is repeatable because the topics vary.

**Show Fields:**

- `cat_repeat_units`: 99
- `cat_delivery_method`: deliverymethod_100
- `cat_core`: `yes_subtitles`

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**Request Notes:**

- Course added 9/13/18 per Dr. Le Prell

**PeopleSoft Diff:** NOLINK

**Repeat Reason:**

This course is repeatable because the topics vary.

**Show Fields:**

- `cat_repeat_units`: 99
- `cat_delivery_method`: deliverymethod_100
- `cat_core`: `yes_subtitles`
1. Course Subject and Number

AUD 7V73

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

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:

LePrell

7. This form submitted by:

Stillman
1. Course Subject and Number

AUD 7V91

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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<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

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

   Yes [ ] No [x]

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.

   No [x]

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:

   LePrell

7. This form submitted by:

   Stillman
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<th>request metadata</th>
<th>actions</th>
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<tbody>
<tr>
<td>2019-open</td>
<td>add * aud7v98</td>
<td>group_head series_head</td>
<td>AUD 7V98 Directed Study in Audiology and Hearing Science (1-9 semester credit hours) Individualized program of study which may include reading, research implementation of clinical strategies, and/or other designated activities. Pass/Fail only. May be repeated for credit as topics vary. Prerequisites: BBSC majors only and instructor consent required. ([1-9]-0) S</td>
<td>phase: approve status: approving audit: 10</td>
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</tr>
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</table>

**request notes**

course created 9/13/18 per Dr. Le Prell

**peoplesoft diff: NOLINK**

AUD 7V98 Directed Study in Audiology and Hearing Science (1-9 semester credit hours) Individualized program of study which may include reading, research implementation of clinical strategies, and/or other designated activities. Pass/Fail only. May be repeated for credit as topics vary. Prerequisites: BBSC majors only and instructor consent required. ([1-9]-0) S

**repeat reason**

This course is repeatable because the topics vary.

**show fields: aud7v98.3**

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

AUD 7V98

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.

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:

LePrell

7. This form submitted by:

Stillman
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<td>COMD 6112 Counseling in Communication Disorders (1 semester credit hour) Counseling and interviewing skills across clinical populations in communication disorders. Pass/Fail only. This course is offered in an online format only. Prerequisites: BBSC majors only and department consent required. (1-0) S</td>
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</table>
1. Course Subject and Number

COMD 6112

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

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
  - AUD 7282

- 2

- 3

- None

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

Proposed course offered through elearning rather than as a lecture and focuses on speech-language pathology not audiology.

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

Stillman

7. This form submitted by:

Stillman
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<td>add *</td>
<td>comd6113 (r1)</td>
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<td>COMD 6113 Bilingual Speech Assessment and Treatment (1 semester credit hour) This course will review developmental norms for phonology and articulation and considerations in assessment and treatment including dialectical differences, transfer, and cross-linguistic effects. Emphasis will be on Spanish-English bilinguals although general bilingual practice considerations will be discussed. Pass/Fail only. This course is offered in an online format only. Prerequisites: BBSC majors only and department consent required. (1-0) S</td>
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<td></td>
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1. Course Subject and Number

COMD 6113

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

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</table>

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.

<p>| | |</p>
<table>
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<td>☑</td>
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</table>

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

This course is offered through elearning and focuses on issues of articulation in bilingual speakers. COMD 7V56 focuses on the acquisition of dual languages and the assessment of language skills.

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

Stillman

7. This form submitted by:

Stillman
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<td>COMD 7222 Therapy Strategies for School-Age Children (2 semester credit hours) Practical applications and intervention approaches will be explored for children in elementary, middle, and high school. The course will provide strategies for language-based learning disabilities and other diagnoses that require intervention. Prerequisites: COMD 6308 and department consent required. (2-0) Y</td>
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<td>COMD 7222 Therapy Strategies for School-Age Children (2 semester credit hours) Practical applications and intervention approaches will be explored for children in elementary, middle, and high school. The course will provide strategies for language-based learning disabilities and other diagnoses that require intervention. Prerequisites: COMD 6308 and department consent required. (2-0) Y</td>
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</table>
1. Course Subject and Number

COMD 7222

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

   Major  Core  Elective
   ✔   ☐   ✔

3. Does the course replace a previously required course in the curriculum?

   Yes ☐ No ☑

4. 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
   COMD 7392
   ☐ 2
   ☐ 3
   None

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

   Proposed course focuses on clinical intervention with school-age children who have learning impairments/differences. COMD 7V92 focuses on the mechanism underlying learning and reading problems and the research foundation for assessment and treatment.

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

   Stillman

7. This form submitted by:

   Stillman
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<th>request status</th>
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<tbody>
<tr>
<td>2019-open</td>
<td>add *</td>
<td>bmen6395</td>
<td>BMEN 6395 Advanced Topics in Neuroscience for Engineers (3 semester credit hours) The purpose of this course is to explore principles of neural systems. An emphasis will be placed on the coding of neural information, neural plasticity in response to learning and injury, and considerations for engineering strategies to interface with the neurons system. Topics will include network and synaptic plasticity, timing, reward prediction, and coding of motor information. The course format will be a review of classical and emerging studies. Background knowledge of basic neuroscience is strongly encouraged. (3-0) R</td>
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<td>ddc130130</td>
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<td>BMEN 6395 Advanced Topics in Neuroscience for Engineers (3 semester credit hours) The purpose of this course is to explore principles of neural systems. An emphasis will be placed on the coding of neural information, neural plasticity in response to learning and injury, and considerations for engineering strategies to interface with the neurons system. Topics will include network and synaptic plasticity, timing, reward prediction, and coding of motor information. The course format will be a review of classical and emerging studies. Background knowledge of basic neuroscience is strongly encouraged. (3-0) R</td>
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1. Course Subject and Number

BMEN 6395

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

Major \ Core \ Elective
\[ \square \quad \square \quad \checkmark \]

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

Yes \ No
\[ \checkmark \quad \]

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.

\[ \square \quad 1 \]
\[ \square \quad 2 \]
\[ \square \quad 3 \]
\[ \square \quad None \]

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

n/a - this is a standalone elective that has been offered as a 6v87 course in the past and we are giving it a permanent course number

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

Seth Hays

7. This form submitted by:

Leah Mathison
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<td>mech5300 (r1)</td>
<td>MECH 5300 (MSEN 5300 and PHYS 5376) Introduction to Materials Science (3 semester credit hours) This course provides an extensive overview of materials science and engineering and includes the foundations required for further graduate study in the field. Topics include chemical bonding, crystalline structures, imperfections and diffusion in solids, mechanical properties, strengthening and failure mechanisms, phase diagrams and transformations, corrosion and degradation of materials, metal alloys, ceramics, polymers, composites, as well as their electrical, thermal, magnetic, and optical properties. Quantitative analyses will be emphasized. (3-0) R</td>
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<td>Requesting to add a crosslist with existing MSEN course. Updated description 11/19</td>
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<td>MECH 5300 (MSEN 5300 and PHYS 5376) Introduction to Materials Science (3 semester credit hours) This course provides an extensive overview of materials science and engineering and includes the foundations required for further graduate study in the field. Topics include chemical bonding, crystalline structures, imperfections and diffusion in solids, mechanical properties, strengthening and failure mechanisms, phase diagrams and transformations, corrosion and degradation of materials, metal alloys, ceramics, polymers, composites, as well as their electrical, thermal, magnetic, and optical properties. Quantitative analyses will be emphasized. (3-0) R</td>
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1. Course Subject and Number

MECH 5300

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 ☑

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 course is crosslisted with MSEN 5300, so it simply brings the content from MSEN to MECH grad students.

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

Hongbing Lu

7. This form submitted by:

Jennifer Klunk
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<tr>
<td>2019-open</td>
<td>add * mech5371 (r1) mech5371.3 group_head series_head</td>
<td>MECH 5371 Extreme Fluid Mechanics (3 semester credit hours) What causes tornadoes, and what sustains their immensely-destructive evolution? Why do beads of water dance across lotus leaves, and how can some insects defy gravity by walking on water? Turbidity currents are violent soil-water jets that career down the walls of the ocean sea floor: what causes them? After the Deepwater Horizon oil spill, fluid dynamicists were able to accurately estimate the number of barrels of oil per day emanating from the ruptured pipe: how did they do this? Why are wing suits a precarious activity (no instructor demonstrations given). In this class, we will draw upon undergraduate-level mathematics and fluid dynamics to explain the mechanisms responsible for these (and other) extreme fluid flows. (3-O) R</td>
<td>phase: approve</td>
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New course add

peoplesoft diff: NOLINK

MECH 5371 Extreme Fluid Mechanics (3 semester credit hours) What causes tornadoes, and what sustains their immensely-destructive evolution? Why do beads of water dance across lotus leaves, and how can some insects defy gravity by walking on water? Turbidity currents are violent soil-water jets that career down the walls of the ocean sea floor: what causes them? After the Deepwater Horizon oil spill, fluid dynamicists were able to accurately estimate the number of barrels of oil per day emanating from the ruptured pipe: how did they do this? Why are wing suits a precarious activity (no instructor demonstrations given). In this class, we will draw upon undergraduate-level mathematics and fluid dynamics to explain the mechanisms responsible for these (and other) extreme fluid flows. (3-O) R

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1. Course Subject and Number

MECH 5371

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
   MECH 6370 Incompressible Fluid Mechanics

☐ 2

☐ 3

☐ None

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

Proposed course is lower level, and more introductory to content. MECH 6370 more advanced.

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

Hongbing Lu

7. This form submitted by:

Jennifer Klunk
### MECH 6357 (MSEN 6380) Phase Transformations and Kinetic Processes in Materials (3 semester credit hours)

This course covers diffusion, interfacial motion, nucleation, precipitation, order-disorder transitions, phase transformations, and dynamical processes at grain boundaries and on surfaces. Both macroscopic and atomic-scale approaches are used to understand these phenomena. Particular applications considered include phase transformations in bulk materials, surface evolution and thin-film growth, semiconductor processing, and nanomaterials synthesis. Prerequisites: (MECH 5300 and MSEN 5310) or equivalents. (3-0) T

**New course to be crosslisted with MSEN course. 10/30: Updating to correct MSEN crosslist number.**

**peoplesoft diff: NOLINK**

MECH 6357 (MSEN 6380) Phase Transformations and Kinetic Processes in Materials (3 semester credit hours) This course covers diffusion, interfacial motion, nucleation, precipitation, order-disorder transitions, phase transformations, and dynamical processes at grain boundaries and on surfaces. Both macroscopic and atomic-scale approaches are used to understand these phenomena. Particular applications considered include phase transformations in bulk materials, surface evolution and thin-film growth, semiconductor processing, and nanomaterials synthesis. Prerequisites: (MECH 5300 and MSEN 5310) or equivalents. (3-0) T

**show fields: mech6357.5**

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1. Course Subject and Number

MECH 6357

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
   [ ]  [ ]

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. [ ]
      MSEN 6380

   2. [ ]

   3. [ ]
      None

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

   This new course is crosslisted with MSEN 6380 to bring content to MECH students.

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

   Hongbing Lu

7. This form submitted by:

   Jennifer Klunk
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<td>MECH 6358 (MSEN 6381) Advanced Ceramic Materials (3 semester credit hours) This course covers fundamental material properties and modern applications of ceramic materials. The mechanical, optical, electronic and chemical properties of advanced ceramic materials are related to atomic structures and defects. Both conventional engineering ceramics and emerging applications of ceramics in nanotechnology, medical devices, and clean energy are reviewed. Advanced experimental and theoretical approaches in ceramics research are also discussed. Prerequisites: (MECH 5300 and MSEN 5310) or equivalents. (3-0) T</td>
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<td>MECH 6358 (MSEN 6381) Advanced Ceramic Materials (3 semester credit hours) This course covers fundamental material properties and modern applications of ceramic materials. The mechanical, optical, electronic and chemical properties of advanced ceramic materials are related to atomic structures and defects. Both conventional engineering ceramics and emerging applications of ceramics in nanotechnology, medical devices, and clean energy are reviewed. Advanced experimental and theoretical approaches in ceramics research are also discussed. Prerequisites: (MECH 5300 and MSEN 5310) or equivalents. (3-0) T</td>
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1. Course Subject and Number

MECH 6358

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
MSEN 6381

☐ 2

☐ 3

☐ None

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

This new course is crosslisted with MSEN 6381 to bring content to MECH students.

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

Hongbing Lu

7. This form submitted by:

Jennifer Klunk
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<td>mech6359 (r1) mech6359.5</td>
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<td>MECH 6359 (MSEN 6383) Modern Physical Metallurgy (3 semester credit hours) This course provides a basic understanding of the underlying principles that determine microstructural evolution in bulk materials and thin films during processing, and how microstructure determines their properties &amp; performance in service. The course covers fundamental crystallography, including atomistic crystal structures and defect structures; thermodynamics &amp; phase diagrams; kinetics of phase transformations; alloy and micro-structural engineering; and structure-property relationships that determine mechanical and electrical performance. Additionally, metallization and the reliability of multilevel interconnection and packaging for semiconductor and electronic devices are discussed. Prerequisites: (MECH 5300 and MSEN 5310) or equivalents. (3-0) R</td>
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1. Course Subject and Number

MECH 6359

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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.

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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:

Hongbing Lu

7. This form submitted by:

Jennifer Klunk
MECH 6378 Introduction to Compressible Fluid Mechanics (3 semester credit hours)
Introduction to the theory of compressible fluid flow. Coverage of fundamental concepts such as wave propagation in compressible media, speed of sound, Mach number, and thermodynamic relationships. This course focuses on steady, one-dimensional compressible flows and the effects of variable area, friction, and heat transfer. Normal shockwaves and the use of nozzles and diffusers are reviewed. The engineering applications of compressible flows. A brief introduction to more advanced topics such as oblique shocks will also be provided.
Prerequisites: MECH 3320 and MECH 3351 and MECH 4310. (3-0) R

Request notes
Request to renumber to 6xxx to allow for PhD program requirement fulfillment.

peoplesoft diff: NOLINK
MECH 6378 Introduction to Compressible Fluid Mechanics (3 semester credit hours)
Introduction to the theory of compressible fluid flow. Coverage of fundamental concepts such as wave propagation in compressible media, speed of sound, Mach number, and thermodynamic relationships. This course focuses on steady, one-dimensional compressible flows and the effects of variable area, friction, and heat transfer. Normal shockwaves and the use of nozzles and diffusers are reviewed. The engineering applications of compressible flows. A brief introduction to more advanced topics such as oblique shocks will also be provided.
Prerequisites: MECH 3320 and MECH 3351 and MECH 4310. (3-0) R

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<tr>
<td>2019</td>
<td>open</td>
<td>edit *</td>
<td>msen6380 (r1)</td>
<td><strong>MSEN 6380 (MECH 6357) Phase Transformations and Kinetic processes in Materials (3 semester credit hours)</strong> This course covers diffusion, interfacial motion, nucleation, precipitation, order-disorder transitions, phase transformations, and dynamical processes at grain boundaries and on surfaces. Both macroscopic and atomic-scale approaches are used to understand these phenomena. Particular applications considered include phase transformations in bulk materials, surface evolution and thin-film growth, semiconductor processing, and nanomaterials synthesis. Prerequisites: (MSEN 5300 and MSEN 5310) or equivalents. (3-0) T</td>
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**request notes**

Part of an ongoing revision of MSEN graduate curriculum replaces (in part) MSEN 6330. Course requested via eForm by Dr. Gelb on 2018-08-31 at 13:56:10 (DDC - 2018.09.13).

**peoplesoft diff: NOLINK**

MSEN 6380 (MECH 6357) Phase Transformations and Kinetic processes in Materials (3 semester credit hours) This course covers diffusion, interfacial motion, nucleation, precipitation, order-disorder transitions, phase transformations, and dynamical processes at grain boundaries and on surfaces. Both macroscopic and atomic-scale approaches are used to understand these phenomena. Particular applications considered include phase transformations in bulk materials, surface evolution and thin-film growth, semiconductor processing, and nanomaterials synthesis. Prerequisites: (MSEN 5300 and MSEN 5310) or equivalents. (3-0) T

**show fields: msen6380.2**

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1. Course Subject and Number

MSEN 6380 Phase Transformations and Kinetic Processes in Materials

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 ☑️

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
MSEN 6330 Phase Transformations

☐ 2

☐ 3

☐ None

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

MSEN 6330 is now deprecated and will not be offered again. The new course covers a somewhat broader range of topics.

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

Lev Gelb

7. This form submitted by:

Lev Gelb
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<td>2019-open</td>
<td>add *</td>
<td>msen6381</td>
<td>r1</td>
<td>MSEN 6381 (MECH 6358) Advanced Ceramic Materials (3 semester credit hours) This course covers fundamental material properties and modern applications of ceramic materials. The mechanical, optical, electronic and chemical properties of advanced ceramic materials are related to atomic structures and defects. Both conventional engineering ceramics and emerging applications of ceramics in nanotechnology, medical devices, and clean energy are reviewed. Advanced experimental and theoretical approaches in ceramics research are also discussed. Prerequisites: (MSEN 5300 and MSEN 5310) or equivalents. (3-0) T</td>
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**request notes**

Part of an ongoing revision of MSEN graduate curriculum replaces (in part) MSEN 6330. Course requested via eForm by Dr. Gelb on 2018-08-31 at 14:02:33 (DDC - 2018.09.13).

**peoplesoft diff:** NOLINK

MSEN 6381 (MECH 6358) Advanced Ceramic Materials (3 semester credit hours) This course covers fundamental material properties and modern applications of ceramic materials. The mechanical, optical, electronic and chemical properties of advanced ceramic materials are related to atomic structures and defects. Both conventional engineering ceramics and emerging applications of ceramics in nanotechnology, medical devices, and clean energy are reviewed. Advanced experimental and theoretical approaches in ceramics research are also discussed. Prerequisites: (MSEN 5300 and MSEN 5310) or equivalents. (3-0) T

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1. Course Subject and Number

MSEN 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. MSEN 5370 Ceramics and Metals

2. 

3. None

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

MSEN 5370 now deprecated. The new course is one of two that replace it (and cover a broader range of topics and at greater depth.)

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

Lev Gelb

7. This form submitted by:

Lev Gelb
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<td>syse6325 (r1)</td>
<td>SYSE 6325 (MECH 6325) Optimal Estimation and Kalman Filter (3 semester credit hours) Theory, analysis, design, and implementation of Kalman filters are covered in this course together with real-world applications of the theory. Topics include a review of probability and random variables; random signals and random processes; response of linear systems to random signals; the Wiener filter; the discrete-time Kalman filter; continuous-time Kalman filter; prediction and smoothing; the extended Kalman filter; the ensemble Kalman filter; the unscented Kalman filter; case studies in GPS and GPS-aided inertial navigation, simultaneous localization and mapping (SLAM), and amplitude and phase estimation in dynamic mode atomic force microscopy (AFM). Prerequisite: MECH 6300 or SYSM 6307. (3-0) R</td>
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<td>audit: 11</td>
<td>ddc130130 14.1901.00.06 m index: -7020.2 match_fail</td>
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<td>SYSE 6325 (MECH 6325) Optimal Estimation and Kalman Filter (3 semester credit hours) Theory, analysis, design, and implementation of Kalman filters are covered in this course together with real-world applications of the theory. Topics include a review of probability and random variables; random signals and random processes; response of linear systems to random signals; the Wiener filter; the discrete-time Kalman filter; continuous-time Kalman filter; prediction and smoothing; the extended Kalman filter; the ensemble Kalman filter; the unscented Kalman filter; case studies in GPS and GPS-aided inertial navigation, simultaneous localization and mapping (SLAM), and amplitude and phase estimation in dynamic mode atomic force microscopy (AFM). Prerequisite: MECH 6300 or SYSM 6307. (3-0) R</td>
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1. Course Subject and Number

SYSE 6325/MECH 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
   □  □

4. Which course is being replaced?

   This question was not displayed to the respondent.

5. 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. MECH 6325

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

   It is the same just crosslisted

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

   Yurkovich

7. This form submitted by:

   Brenda Rains
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<td>2019-open</td>
<td>add * epps6347 (r1) epps6347.7 group_head series_head</td>
<td>EPPS 6347 Qualitative Research Practicum (3 semester credit hours) This course builds upon EPPS 6346 Qualitative Research Methods as students use the research design they create in that course, or one created in another course or a newly created design, to conduct interviews, focus groups, observations in the field, or to analyze content of field documents. Prior to this, students use their research design to prepare their IRB application to conduct their field research. The instructor will provide individual, hands-on guidance as students prepare their applications and, after gaining approval, as they gather data in the field, analyze, and interpret them. Students are encouraged to conduct research related to their qualitative or mixed methods dissertation or Master thesis. Prerequisite: EPPS 6346 or instructor consent required. (3-0) Y</td>
<td>phase: approve</td>
<td>status: approving</td>
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New class that will offered annually.

**peoplesoft diff: NOLINK**

EPPS 6347 Qualitative Research Practicum (3 semester credit hours) This course builds upon EPPS 6346 Qualitative Research Methods as students use the research design they create in that course, or one created in another course or a newly created design, to conduct interviews, focus groups, observations in the field, or to analyze content of field documents. Prior to this, students use their research design to prepare their IRB application to conduct their field research. The instructor will provide individual, hands-on guidance as students prepare their applications and, after gaining approval, as they gather data in the field, analyze, and interpret them. Students are encouraged to conduct research related to their qualitative or mixed methods dissertation or Master thesis. Prerequisite: EPPS 6346 or instructor consent required. (3-0) Y

**show fields: epps6347.7**

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1. Course Subject and Number

EPPS 6347

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

EPPS 6346

☐ 2

☐ 3

☐ None

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

EPPS 6346 is a course that teaches students techniques and software related to qualitative research in the social sciences. EPPS 6347 is a project-based course which involves students conducting research that utilizes the techniques and software covered in EPPS 6346.

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

Bobby Alexander

7. This form submitted by:

Richard Scotch
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<td>2019-open</td>
<td>add * gisc6321 (r1) gisc6321.2 group_head series_head</td>
<td>GISC 6321 Spatial Data Science (3 semester credit hours) Introduces data science for spatial problem solving. Course topics cover all five stages of the data science life cycle: capture, maintain, process, analyze, and communicate, with emphases on spatial data. Spatial data is critical to solving problems or developing applications for energy planning, emergency management, environmental sustainability, public health, smart city, public safety, business logistics, autonomous vehicles, ecological conservation, and many other problem domains. Besides an overview of cyberGIS and spatial semantics web, the course discusses the essential characteristics of spatial data, types of spatial problems, relevant spatial concepts, and key spatial data science methods. Computer lab exercises offer hands-on practices on spatial data analytics with both structured data from government statistics or systematic data collections as well as unstructured data from social media, location-aware mobile devices (such as smart phones), and/or web scraping. This course aims to help students develop fundamental knowledge and basic skills to ask spatial questions, find, process and analyze spatial data, solve spatial problems, and communicate their findings. (3-0)</td>
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| | | | status: approving | | |}

**request notes**

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

**peoplesoft diff: NOLINK**

GISC 6321 Spatial Data Science (3 semester credit hours) Introduces data science for spatial problem solving. Course topics cover all five stages of the data science life cycle: capture, maintain, process, analyze, and communicate, with emphases on spatial data. Spatial data is critical to solving problems or developing applications for energy planning, emergency management, environmental sustainability, public health, smart city, public safety, business logistics, autonomous vehicles, ecological conservation, and many other problem domains. Besides an overview of cyberGIS and spatial semantics web, the course discusses the essential characteristics of spatial data, types of spatial problems, relevant spatial concepts, and key spatial data science methods. Computer lab exercises offer hands-on practices on spatial data analytics with both structured data from government statistics or systematic data collections as well as unstructured data from social media, location-aware mobile devices (such as smart phones), and/or web scraping. This course aims to help students develop fundamental knowledge and basic skills to ask spatial questions, find, process and analyze spatial data, solve spatial problems, and communicate their findings. (3-0)
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<td>basic skills to ask spatial questions, find, process and analyze spatial data, solve spatial problems, and communicate their findings. (3-0)</td>
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1. Course Subject and Number

GISC 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

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:

May Yuan

7. This form submitted by:

Fang Qiu
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<td>gisc6323 (r1)</td>
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<td>GISC 6323 Machine Learning for Socio-Economic and Geo-Referenced Data (3 semester credit hours) Models and algorithms as well as their underlying conceptional foundations to structure dynamic socio-economic and geo-referenced data are introduced. Open-source software and commonly available hardware are used. Practical examples of [a] supervised machine learning to develop classification rules and [b] unsupervised data mining to uncover a hidden organization of data objects are used to explore the strength and weaknesses of selected data analytical methods and to examine the resulting output. Where appropriate, ethical ramifications are discussed. (3-0) Y</td>
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**request notes**

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

**peoplesoft diff: NOLINK**

GISC 6323 Machine Learning for Socio-Economic and Geo-Referenced Data (3 semester credit hours) Models and algorithms as well as their underlying conceptional foundations to structure dynamic socio-economic and geo-referenced data are introduced. Open-source software and commonly available hardware are used. Practical examples of [a] supervised machine learning to develop classification rules and [b] unsupervised data mining to uncover a hidden organization of data objects are used to explore the strength and weaknesses of selected data analytical methods and to examine the resulting output. Where appropriate, ethical ramifications are discussed. (3-0) Y

**show fields: gisc6323.2**

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1. Course Subject and Number

GISC 6323

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
   ✓  ✗

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:

   Michael Tiefelsdorf

7. This form submitted by:

   Fang Qiu
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<td>* gisc7363 gisc6363 (r1) gisc6363.1 group_head series_head</td>
<td>GISC 6363 Internet Mapping and Information Processing (3 semester credit hours) Provides a conceptual overview and hands-on experiences in Internet mapping and web-based geospatial information processing with a wide range of state-of-the-art software, including both open-source and commercial packages. Topics covered include cloud computing, client/server configuration, distributed data access and display, web-based user interaction and customization. (3-0) T</td>
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<td>2018-12-19 11:45:45</td>
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**request notes**

Renumbered per Dr. Fang Qiu's email on 12.7.18 (DDC)

**peoplesoft diff: NOLINK**

GISC 6363 Internet Mapping and Information Processing (3 semester credit hours) Provides a conceptual overview and hands-on experiences in Internet mapping and web-based geospatial information processing with a wide range of state-of-the-art software, including both open-source and commercial packages. Topics covered include cloud computing, client/server configuration, distributed data access and display, web-based user interaction and customization. (3-0) T

**show fields: gisc6363.1**

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<td>add * acct6009 (r1) acct6009.5 group_head series_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. Prerequisites: (MAS 6102 or ACCT 6388 or MBA major) and department consent required. (0-0) S</td>
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**request notes**

This new course allows students to take a zero-credit hour internship course.

**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. 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>2019-open</td>
<td>acct6321</td>
<td>ACCT 6321 (BUAN 6320) Database Foundations for Business Analytics (3 semester credit hours) This course covers Structured Query Language (SQL) and NoSQL databases and focuses on understanding the differences, and to learn how to effectively query SQL and NoSQL databases. Topics include ER models, SQL, PL/SQL, query optimization, NoSQL database types, and NoSQL querying. Credit cannot be received for more than one of the following: BUAN 6320 or MIS 6326 or (ACCT 6320 or ACCT 6321 or MIS 6320 or OPRE 6393). (3-0) Y</td>
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<td>ACCT 6321 (BUAN 6320) Database Foundations for Business Analytics (3 semester credit hours) This course covers Structured Query Language (SQL) and NoSQL databases and focuses on understanding the differences, and to learn how to effectively query SQL and NoSQL databases. Topics include ER models, SQL, PL/SQL, query optimization, NoSQL database types, and NoSQL querying. Credit cannot be received for more than one of the following: BUAN 6320 or MIS 6326 or (ACCT 6320 or ACCT 6321 or MIS 6320 or OPRE 6393). (3-0) Y</td>
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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
  〇      〇

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
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<td>add * acct6374 (r1) acct6374.3 group_head series_head</td>
<td>ACCT 6374 Data Analytics for Accountants and Auditors (3 semester credit hours) This course provides an understanding of data analytics and how its theories and procedures can benefit accounting and auditing professionals. The primary focus is on the use and application of analytic techniques for decision making and the examination of &quot;big data&quot; involving accounting information. The course also covers the application of data analytics concepts and techniques to accounting, auditing, and risk management scenarios. Prerequisites: (ACCT 6301 and ACCT 6202) or ACCT 6305 or equivalent. (3-0) R</td>
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**request notes**

On 12/14/18 added a new course based on market demand.

**peoplesoft diff: NOLINK**

ACCT 6374 Data Analytics for Accountants and Auditors (3 semester credit hours) This course provides an understanding of data analytics and how its theories and procedures can benefit accounting and auditing professionals. The primary focus is on the use and application of analytic techniques for decision making and the examination of "big data" involving accounting information. The course also covers the application of data analytics concepts and techniques to accounting, auditing, and risk management scenarios. Prerequisites: (ACCT 6301 and ACCT 6202) or ACCT 6305 or equivalent. (3-0) R

**show fields: acct6374.3**

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1. Course Subject and Number

ACCT 6374

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 ☑

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
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<tr>
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<th>request status</th>
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<th>actions</th>
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<tr>
<td>2019-open</td>
<td>add * buan6009 (r1) buan6009.6 group_head series_head</td>
<td>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. Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
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<td>peolink</td>
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<td>status: approving</td>
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</tbody>
</table>

**request notes**

This new course allows students to take a zero-credit hour internship course.

**peoplesoft diff: NOLINK**

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. 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: buan6009.6**

- `cat_repeat_units`: 99
- `cat_delivery_method`: deliverymethod_100
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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.)

   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
### 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

**Request Notes**

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

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**Audit:**

- 2019-01-01 13:01:12
- NOLINK 11.0401.00.02
- audit: -5414.8 m
- index: -5414.8 m
- match_fail

**Actions:**

- ps info
- orion info
- overview
- change
- process
- modify
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

☐  ☑

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.

☐  
☐  
☐  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. 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: engy6009.5**

- `cat_repeat_units`: 99
- `cat_delivery_method`: deliverymethod_100
- `cat_core`
- `cat_subtitles`: no_subtitles

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**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. Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S

---

**2019-open**

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- `req_id`: engy6009.5
- `group_head`: start
- `series_head`: end
- `catalog course description`: This new course allows students to take a zero-credit hour internship course.

---

**request notes**

This new course allows students to take a zero-credit hour internship course.

---

**actions**
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.

   [    ]
   [    ]
   [    ]
   [    ]
   [    ]
   [    ]

   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>add *</td>
<td>entp6304 (r1)</td>
<td>ENTP 6304 (IMS 6304) International Business Management (3 semester credit hours) The course analyzes global business environments, discusses international business operations in various markets of the world, and examines various theories that explain how the international trade and direct investment practices evolve. The course utilizes various cases to help students gain knowledge and learn necessary skills to evaluate and manage the challenges and opportunities businesses face in diverse global markets. Credit cannot be received for more than one of the following: ENTP 6304 or IMS 6204 or IMS 6304. Prerequisite: Non-MBA major. (3-0) S</td>
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<td>sxao63000</td>
<td>2018-11-29 15:12:16</td>
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**request notes**

On 11/07/18 added cross listing.

**peoplesoft diff: NOLINK**

ENTP 6304 (IMS 6304) International Business Management (3 semester credit hours) The course analyzes global business environments, discusses international business operations in various markets of the world, and examines various theories that explain how the international trade and direct investment practices evolve. The course utilizes various cases to help students gain knowledge and learn necessary skills to evaluate and manage the challenges and opportunities businesses face in diverse global markets. Credit cannot be received for more than one of the following: ENTP 6304 or IMS 6204 or IMS 6304. Prerequisite: Non-MBA major. (3-0) S

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

ENTP 6304

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

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<tr>
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</tr>
</tbody>
</table>

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

- Yes

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.

- 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:

- Madison Pedigo

7. This form submitted by:

- Shawn Alborz
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<td>req_id</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. Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
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<td>This new course allows students to take a zero-credit hour internship course.</td>
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<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. 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

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  ☐  ☑

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  [Blank line]

☐  2  [Blank line]

☐  3  [Blank line]

☐  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
<table>
<thead>
<tr>
<th>start</th>
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<tr>
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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. Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
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**request notes**

This new course allows students to take a zero-credit hour internship course.

**peoplesoft diff: NOLINK**

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. 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: fin6009.5**

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- cat_subtitles: no_subtitles
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  ☐

4. 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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<tbody>
<tr>
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<td>hmgt6009.3</td>
<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. Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
<td>phase: approve</td>
<td>sxa063000</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.

**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. 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: hmgt6009.3**

- cat_repeat_units: 99
- cat_delivery_method: deliverymethod_100
- cat_core: 
- cat_subtitles: no_subtitles
1. Course Subject and Number

HMGT 6009

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

<table>
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<tbody>
<tr>
<td></td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>

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

Yes  [ ]  No  [X]

4. Which course is being replaced?

This question was not displayed to the respondent.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>None</td>
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</table>

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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</thead>
<tbody>
<tr>
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<td>ims6009 (r1)</td>
<td>ims6009.3</td>
<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. Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
<td>phase: approve</td>
<td>status: approving</td>
<td>audit: 11</td>
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</tbody>
</table>

**request notes**

This new course allows students to take a zero-credit hour internship course.

**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. 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: ims6009.3**

- **cat_repeat_units**: 99
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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.)

<table>
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<th>Elective</th>
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<tbody>
<tr>
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<td></td>
<td>☑️</td>
</tr>
</tbody>
</table>

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

- [ ] Yes
- [x] 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
- ☐ 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>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. Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
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**request notes**

This new course allows students to take a zero-credit hour internship course.

**peoplesoft diff: NOLINK**

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. 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: mas6009.3**

- cat_repeat_units: 99
- cat_delivery_method: deliverymethod_100
- 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  ☑

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. 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.

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. 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: mis6009.4

- cat_repeat_units: 99
- cat_delivery_method: deliverymethod_100
- cat_core: 
- cat_subtitles: no_subtitles
1. Course Subject and Number

MIS 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>
<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.

☐ 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
MIS 6348 Digital Governance, Risk, and Compliance (3 semester credit hours) This course focuses on the governance, risk and compliance aspects of digital enterprises in the context of increased use of cloud computing, software-defined data centers, big data analytics, and IoT. The course integrates materials drawn from ITIL based practices for IT services management, TOGAF/IT4IT guidelines for enterprise architecture development, and COBIT guidelines for governance, risk, and compliance management. Students will learn how to leverage process-based service models and software such as ServiceNow/ SAP GRC to create policies and procedures for governance, models and controls for managing risk, and audits and reports for compliance. (3-0) Y

On 09/08/18 added a new course based on market demand.

peoplesoft diff: NOLINK

MIS 6348 Digital Governance, Risk, and Compliance (3 semester credit hours) This course focuses on the governance, risk and compliance aspects of digital enterprises in the context of increased use of cloud computing, software-defined data centers, big data analytics, and IoT. The course integrates materials drawn from ITIL based practices for IT services management, TOGAF/IT4IT guidelines for enterprise architecture development, and COBIT guidelines for governance, risk, and compliance management. Students will learn how to leverage process-based service models and software such as ServiceNow/ SAP GRC to create policies and procedures for governance, models and controls for managing risk, and audits and reports for compliance. (3-0) Y

show fields: mis6348.2

- cat_repeat_units: 3
- cat_delivery_method:
  - deliverymethod_100
- cat_core:
- cat_subtitles: no_subtitles

RETURN TO MAIN MENU
1. Course Subject and Number

MIS 6348

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
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<thead>
<tr>
<th>start</th>
<th>req type</th>
<th>course</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>add *</td>
<td>mkt6009</td>
<td>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. Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
<td>phase: approve</td>
<td>sxa063000</td>
<td>ps info overview change process modify</td>
</tr>
</tbody>
</table>

This new course allows students to take a zero-credit hour internship course.

**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. 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: mkt6009.5**

- cat_repeat_units: 99
- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: no_subtitles
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:

Shawn Alborz
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<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>add * mkt6344 (r1) mkt6344.2 group_head series_head</td>
<td>MKT 6344 Digital Marketing Strategy (3 semester credit hours) Executive Education Course. The course explores the business development process and sales funnels, digital marketing, digital and social media concepts, business development analytics as well as concepts including the difference between inbound and outbound digital marketing strategies. Corequisite: MKT 6301. (3-0) Y</td>
<td>phase: approve</td>
<td>sxa063000 2018-11-26 11:50:54 NOLINK 52.1401.00.16 audit: -14439.6 m index: -14439.6 m match_fail</td>
<td>ps info orion info overview change process modify</td>
</tr>
<tr>
<td></td>
<td></td>
<td>request notes</td>
<td>status: approving</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>On 11/26/18 a new course for executive education was added based on market demand.</td>
<td>audit:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>peoplesoft diff: NOLINK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MKT 6344 Digital Marketing Strategy (3 semester credit hours) Executive Education Course. The course explores the business development process and sales funnels, digital marketing, digital and social media concepts, business development analytics as well as concepts including the difference between inbound and outbound digital marketing strategies. Corequisite: MKT 6301. (3-0) Y</td>
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<td></td>
<td>• cat_subtitles: no_subtitles</td>
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</tbody>
</table>
1. Course Subject and Number

MKT 6344

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:

Pamela Foster Brady

7. This form submitted by:

Shawn Alborz
<table>
<thead>
<tr>
<th>start</th>
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<th>req type</th>
<th>course</th>
<th>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></td>
<td>add * mkt6353 (r1) mkt6353.3 group_head series_head</td>
<td>MKT 6353 Customer Analytics and Insights (3 semester credit hours) Techniques to analyze, interpret, and utilize marketing data sets for prospecting purposes and to identify and retain profitable customers. Exposure to the role of customer data platforms and their focus on omni-channel data. Techniques such as Life-Time Value, RFM, response analysis, and attribution are emphasized. Additional emphasis on developing critical thinking skills and problem solving techniques to find and present actionable insights to management. Students will be exposed to the basic concepts and rules in machine learning. Prerequisites: MKT 6301 and OPRE 6301. (3-0) Y</td>
<td>phase: approve</td>
<td>sxa063000</td>
<td>2018-08-27 10:38:28</td>
<td>NOLINK 52.1401.00.16 audit: -7090.3 m index: -7090.3 m match_fail</td>
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<td>status: approving</td>
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</tr>
</tbody>
</table>

**request notes**

Nanda Kumar requested this new course based on market demand.

**peoplesoft diff: NOLINK**

MKT 6353 Customer Analytics and Insights (3 semester credit hours) Techniques to analyze, interpret, and utilize marketing data sets for prospecting purposes and to identify and retain profitable customers. Exposure to the role of customer data platforms and their focus on omni-channel data. Techniques such as Life-Time Value, RFM, response analysis, and attribution are emphasized. Additional emphasis on developing critical thinking skills and problem solving techniques to find and present actionable insights to management. Students will be exposed to the basic concepts and rules in machine learning. Prerequisites: MKT 6301 and OPRE 6301. (3-0) Y

**show fields: mkt6353.3**

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

MKT 6353

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?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☒</td>
</tr>
</tbody>
</table>

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:

Alex Edsel

7. This form submitted by:

Shawn Alborz
<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>add * opre6009 (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. Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
<td>phase: approve status: approving audit: 11</td>
<td>sxa063000 2018-12-19 17:29:10 NOLINK 14.3701.00.06 audit: -8498.4 m index: -8498.4 m match_fail</td>
<td>ps info orion info overview change process modify</td>
</tr>
</tbody>
</table>

**request notes**

This new course allows students to take a zero-credit hour internship course.

**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. 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: opre6009.6**

- `cat_repeat_units`: 99
- `cat_delivery_method`: deliverymethod_100
- `cat_core`
- `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.)

<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 ☑

4. 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>
<thead>
<tr>
<th>course</th>
<th>req_id</th>
<th>catalog course description</th>
<th>request status</th>
<th>request metadata</th>
<th>actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYSM 6009</td>
<td>open</td>
<td>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. Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
<td>phase: approve</td>
<td>sxa063000</td>
<td>2018-12-19 17:29:46</td>
</tr>
</tbody>
</table>

**request notes**

This new course allows students to take a zero-credit hour internship course.

**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. 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: sysm6009.3**

- `cat_repeat_units`: 99
- `cat_delivery_method`: deliverymethod_100
- `cat_core`
- `cat_subtitles`: no_subtitles

**RETURN TO MAIN MENU**
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
<table>
<thead>
<tr>
<th>req type</th>
<th>course</th>
<th>catalog course description</th>
<th>request status</th>
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<th>actions</th>
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</thead>
<tbody>
<tr>
<td>2019-open</td>
<td>edit *</td>
<td>AUD 8V80 Individual Research in Audiology (1-9 semester credit hours) Independent research project to fulfill the Doctor of Audiology research requirement. May be repeated for credit. <strong>Pass/Fail only.</strong> May be repeated for credit. Prerequisites: BBSC majors only and instructor consent required. ([1-9]-0) S</td>
<td>approve</td>
<td>kmd023000 2018-12-12 09:25:56 000894 51.0202.00.14 audit: -4167.3 m index: -4167.3 m match_fail</td>
<td>ps info orion info overview change process modify</td>
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</table>

**Request notes**

BBSC majors only prereq added per Dr. Stillman's Dec. 7, 2013 email approval. Updated to research component, 12-18-14. Change to graded instead of pass/fail 9/4/18 per RS email and LePrell memo.

**Peoplesoft diff:** 000894 2015-08-23 srx090100

AUD 8V80 Individual Research in Audiology (1-9 semester credit hours) Independent research project to fulfill the Doctor of Audiology research requirement. **Pass/Fail only.** May be repeated for credit. Prerequisites: BBSC majors only and instructor consent required. ([1-9]-0) S

**Repeat reason**

Research - exempt

**Show fields:** aud8v80.11

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- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: yes_subtitles
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<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 *</td>
<td>pa7381 (r5) pa7381.8 group_head series_head</td>
<td>PA 7381 Special Topics in Public Affairs (3 semester credit hours) This course offers rotating topics among the major fields within the program including but not limited to environmental policy, health policy, and immigration policy and reform. May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) R</td>
<td>phase: approve</td>
<td>ddc130130 2019-01-10 11:58:34 012671 44.0401.00.01 audit: -4267.1 m index: -4267.1 m</td>
<td>ps info orion info overview change process modify</td>
</tr>
</tbody>
</table>

Updated per EPPS (DDC)

PA 7381 Special Topics in Public Affairs (3 semester credit hours) Topics are rotated typically This course offers rotating topics among the major fields within the program including but not limited to environmental policy, health policy, and immigration policy and reform. May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) R

This course is repeatable because the topics vary. This course is a part of an elective sequence towards degree and only nine hours are allowed towards degree.

show fields: pa7381.8

- cat_repeat_units: 9
- cat_delivery_method: deliverymethod_100
- cat_core:
- cat_subtitles: yes_subtitles
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</tr>
</thead>
<tbody>
<tr>
<td>2019-open</td>
<td>edit * ferm6v98 (r2) ferm6v98.5 group_head series_head</td>
<td></td>
<td>FERM 6V98 Financial Engineering and Risk Management Internship (1-9 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 work on significant projects. At semester end, student prepares an assignment reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated for credit as topics vary (9 semester credit hours maximum). ([1-9]-0) R</td>
<td>phase: approve status: approving audit: 29</td>
<td>sxao63000 2018-12-04 09:19:06 015541 27.0305.00.01 audit: -15557.8 m index: -15557.8 m match_fail</td>
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</tbody>
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**request notes**

On 12/04/18 Robert requested to be 9SCH for max. On August 9, 2018, Kieschnick requested to change it to max 6SCH.

**peoplesoft diff: 015541 2018-08-19 ddc130130**

FERM 6V98 Financial Engineering and Risk Management Internship (1-9 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 work on significant projects. At semester end, student prepares an assignment reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated for credit as topics vary (9 semester credit hours maximum). ([1-9]-0) R

**repeat reason**

This course covers different topics so that students can benefit from exposure to a wider range of topics by repeating this course take it multiple times (6 semester credit hours maximum).

**show fields: ferm6v98.5**

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**request notes**

On 12/04/18 Robert Kieschnick requested to change the max SCH to 9.

**peoplesoft diff: 015542 2018-08-19 ddc130130**

FERM 6V99 Special Topics in Financial Engineering and Risk Management (4-6 (1-9 semester credit hours) May be lecture, readings, or individualized study. May be repeated for credit as topics vary (6 (2 semester credit hours maximum). Instructor consent required. ([1-6]-0) ([1-9]-0) R

**repeat reason**

May be repeated for credit as topics vary (9 semester credit hours maximum).

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Syllabus Policy - UTDPPxxxx

Policy Statement

Syllabus Policy

UT Dallas requires faculty to post syllabi online for all organized courses. For the purposes of compliance with this policy and with state law, posting online is defined as posting in CourseBook. Faculty may also post their syllabi within e-Learning, but a publicly accessible version must be available in CourseBook. Students review syllabi posted in CourseBook to help them determine their semester course load and anticipate course costs as well as the schedule of assignments, exams, and presentation dates.

In addition, state law requires syllabi for organized undergraduate courses to meet certain criteria. Pursuant to the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter N, §4.227, item 9, syllabi for all undergraduate courses must include the following information:

1. Brief description of each major course requirement, including each major assignment and examination;
2. the measurable learning outcomes for the course;
3. a general description of the subject matter of each lecture or discussion; and
4. lists of any required or recommended readings.

Additionally, syllabi for undergraduate courses must be posted within CourseBook within seven (7) days of the first day of classes per Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter N, §4.228.

UT Dallas requires these same criteria and the same posting deadline for syllabi for organized graduate courses.

In order to assist faculty with compliance with this policy and corresponding state law, the Committee on Educational Policy maintains templates for syllabi. Downloadable UT Dallas Syllabus Templates, Core Curriculum Templates, and Help with Syllabus Templates details can be found at the UT Dallas Syllabus Templates site: https://provost.utdallas.edu/syllabus-templates

Policy History

- Issued: 2019-xx-xx

Policy Links

- Permalink for this policy: http://policy.utdallas.edu/utdppxxxx
- Link to PDF version: http://policy.utdallas.edu/utdppxxxx/makepdf
- Link to printable version: http://policy.utdallas.edu/utdppxxxx/makeprint
UT Dallas Syllabus Templates

UT Dallas faculty are required to post syllabi for all undergraduate and graduate organized courses.

In April 2006, the Committee on Educational Policy and the Faculty Senate approved a template for UT Dallas' syllabi. The template has been reproduced in different formats; choose the format that works best for you.

Pursuant to the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter N, §4.227, item 9 and UT Dallas policy UTDPPxxxx, syllabi for all undergraduate courses must include the following information:

1. Brief description of each major course requirement, including each major assignment and examination;
2. the measurable learning outcomes for the course;
3. a general description of the subject matter of each lecture or discussion; and
4. lists of any required or recommended readings.

Additionally, syllabi for undergraduate courses must be posted within CourseBook within seven (7) days of the first day of classes per Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter N, §4.228 and UT Dallas policy UTDPPxxxx.

The current templates no longer include the multipage UT Dallas Syllabus Policies and Procedures text which was historically included with all syllabi. Current standards permit the inclusion of these policies by using a link to the UT Dallas Syllabus Policies and Procedures web page in the syllabus.

Please use the following permanent address when referring to UT Dallas Syllabus Policies: http://go.utdallas.edu/syllabus-policies.

Downloadable UT Dallas Syllabus Templates

- UT Dallas Syllabus Template (Microsoft Word, 30 KB)
- UT Dallas Syllabus Abbreviated Template (Microsoft Word, 17 KB)
- UT Dallas Syllabus Word Form Template (Microsoft Word, 40 KB)
- UT Dallas Syllabus Word Table Template (Microsoft Word, 65 KB)
- UT Dallas Syllabus Template for Distance Learning (Microsoft Word, 27 KB)

Core Curriculum Templates

- Core 010 Communication Syllabus Template (Microsoft Word, 74 KB)
- Core 020 Mathematics Template (Microsoft Word, 70 KB)
- Core 030 Life and Physical Sciences Template (Microsoft Word, 70 KB)
- Core 040 Language, Philosophy & Culture Template (Microsoft Word, 70 KB)
- Core 050 Creative Arts Template (Microsoft Word, 70 KB)
Help with Syllabus Templates

If you need additional help or have questions about syllabus templates, please contact the Provost’s Technology Group at the following email address ptg@utdallas.edu. For telephone assistance, please call 972-883-6969.
University Committee on Electronic Forms and Administrative Efficiency - UTDPP1106

Policy Charge

University Committee on Electronic Forms and Administrative Efficiency

Policy Statement

The University Committee on Electronic Forms and Administrative Efficiency is a University-wide Standing Committee.

The purpose of the Committee is to integrate faculty and academic staff review and consultation into existing and proposed new electronic forms (eForms), including but not limited to PeopleSoft eForms. Faculty and staff members of the committee will:

- Advise the Office of Information Technology, their governance groups, and other application development teams on campus on the creation of eForms and on how to test eForms with other segments of the university community before they are generally released.
- Prioritize changes desired in existing electronic forms.

The committee shall have sixteen members as follows:

- Three faculty approved by the Academic Senate.
- Two from offices of school deans recommended by the Academic Senate.
- Four staff positions (two academic staff and two administrative staff) selected by the Staff Council from a pool nominated by academic program and department heads.
- Four PeopleSoft functional stakeholders recommended by the PeopleSoft Executive Committee.
- One from the Office of Sponsored Projects recommended by the Office of Research.
- One from the distributed IT community recommended by the Chief Information Officer.
- One from the Office of Information Technology recommended by the Chief Information Officer.

All appointments shall be coordinated by the Committee on Committees of the Academic Senate and confirmed by the Senate as for other University Committees.
Voting will be used to prioritize work requests. All members are voting members. Votes are advisory for the Responsible University Official (RUO), not binding.

The term of service of the Committee members shall be two years, effective September 1 to August 31. The Committee on Committees may adjust terms to one or three years in order to assure continuity of experience as necessary. Individuals may be reappointed. If for any reason a Committee member resigns, the President shall appoint another individual to serve the remainder of the unexpired term.

The Chair shall be the RUO or his/her designee. The Committee shall designate a Vice Chair. The Vice President/Chief Information Officer, Office of Information Technology, will be the RUO.

Areas of concern for the committee will include:

- Issues of productivity affecting faculty and their administrative support.
- Timely and helpful responses to specific concerns and complaints.
- Assuring that solutions are sustainable, user-friendly, non-redundant, and consistent with university policies and values.

The Committee shall meet on a schedule established by the RUO. The Vice-Chair may call a meeting in the absence of the Chair.

The Committee may choose to establish Working Groups, which could be used to prepare for the Standing Committee meetings called by the RUO, as well as to integrate eForms requests into existing application governance group processes.

The Committee shall report annually on its activities to the Academic Senate. It will also maintain a webpage on the Academic Senate website, with other University Committees.

**Policy History**

- Issued: 2017-09-12
- Updated: 2019-01-31

**Policy Links**

- Permalink for this policy: [http://policy.utdallas.edu/utdpp1106](http://policy.utdallas.edu/utdpp1106)
- Link to PDF version: [http://policy.utdallas.edu/utdpp1106/makepdf](http://policy.utdallas.edu/utdpp1106/makepdf)
- Link to printable version: [http://policy.utdallas.edu/utdpp1106/makeprint](http://policy.utdallas.edu/utdpp1106/makeprint)
University Committee on **Electronic Forms and Administrative Efficiency** eForms - UTDPP1106

**Policy Charge**

University Committee on **Electronic Forms and Administrative Efficiency** eForms

**Policy Statement**

The University Committee on **Electronic Forms and Administrative Efficiency** eForms is a University-wide Standing Committee.

The purpose of the Committee is to integrate faculty and academic staff review and consultation into existing and proposed new electronic forms (eForms), including but not limited to PeopleSoft eForms. Faculty and staff members of the committee will:

- Advise the Office of Information Technology, their governance groups, and other application development teams on campus on the creation of eForms and on how to test eForms with other segments of the university community before they are generally released.
- Prioritize changes desired in existing electronic forms.

The committee shall have sixteen members as follows:

- Three faculty approved by the Academic Senate.
- Two from offices of school deans recommended by the Academic Senate.
- Four staff positions (two academic staff and two administrative staff) selected by the Staff Council from a pool nominated by academic program and department heads.
- Four PeopleSoft functional stakeholders recommended by the PeopleSoft Executive Committee.
- One from the Office of Sponsored Projects recommended by the Office of Research.
- One from the distributed IT community recommended by the Chief Information Officer.
- One from the Office of Information Technology recommended by the Chief Information Officer.

All appointments shall be coordinated by the Committee on Committees of the Academic Senate and confirmed by the Senate as for other University Committees.
Voting will be used to prioritize work requests. All members are voting members. Votes are advisory for the Responsible University Official (RUO), not binding.

The term of service of the Committee members shall be two years, effective September 1 to August 31. The Committee on Committees may adjust terms to one or three years in order to assure continuity of experience as necessary. Individuals may be reappointed. If for any reason a Committee member resigns, the President shall appoint another individual to serve the remainder of the unexpired term.

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- Timely and helpful responses to specific concerns and complaints.
- Assuring that solutions are sustainable, user-friendly, non-redundant, and consistent with university policies and values.

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The Committee shall report annually on its activities to the Academic Senate. It will also maintain a webpage on the Academic Senate website, with other University Committees.

**Policy History**

- Issued: 2017-09-12
- Updated: 2019-01-31

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PREAMBLE

The Bylaws of the school of Natural Science and Mathematics (NSM), written in accordance with the guidelines of The University of Texas at Dallas Faculty Senate, provide the governance framework for NSM and define the organizational framework of the School. These Bylaws also provide the framework into which Bylaws of the Departments within the School must fit. Departments within NSM have oversight for the academic content of degree programs, and responsibility for ensuring program quality and compliance with School, University, state, and SACSCOC requirements. The degree of autonomy provided to Departments in non-academic matters such as fiscal responsibilities is at the discretion of the Dean.

NSM consists of the following Departments and Centers:

DEPARTMENTS

- The Department of Biological Sciences: Academic programs in Biological Sciences include Bachelors degrees in Biology, Molecular Biology, Biology and Business Administration, Molecular Biology and Business Administration and Molecular Biology and Criminology. For graduate students the department has PhD and MS programs in Molecular and Cell Biology and an MS in Biotechnology.
- The Department of Chemistry and Biochemistry: Academic programs in Chemistry and Biochemistry include a BA and BS in Chemistry and a BS in Biochemistry, and an MS and PhD in Chemistry.
- The Department of Geosciences: Academic programs in Geosciences include a BS, MS, and PhD in Geosciences.
- The Department of Mathematical Sciences: Academic programs in Mathematical Sciences include BS and BA in Mathematics, BS in Actuarial Science, BS in Data Sciences, Fast Track BS/MS in Mathematics, minors in Mathematics and Actuarial Sciences, MS programs in Mathematics, Statistics, Actuarial Science, and Bioinformatics and Computational Biology, as well as, PhDs in Mathematics and Statistics.
- The Department of Physics: Academic programs include BA, BS, MS, and PhD in Physics.
- The Department of Science/Mathematics Education: Academic programs include secondary Science, Mathematics, and Computer Science teacher certification preparation through UTeach Dallas, and Master of Arts in Teaching programs in Science Education and Mathematics Education.

CENTERS

- Center for Lithospheric Studies
- Alan G. MacDiarmid NanoTech Institute
- William B. Hanson Center for Space Studies
- Advanced Imaging Research Center (in collaboration with UT Southwestern)

School faculty meetings shall be held at least twice each academic year. All faculty meetings conducted by and within NSM and its Departments will be conducted according to Robert’s Rules of Order.
FACULTY

1. Faculty: The Faculty of the School is defined as person having at least a 50% appointment for nine months at the rank of Regental Professor, Full Professor, Associate Professor, Assistant Professor, Senior Lecturer, Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, or Master Teacher. All members of the Faculty are invited to attend and participate in School and departmental faculty meetings. Faculty members with joint appointments may vote only in the Department in which they have the largest fractional appointment or in the case of equal splitting, in the Department in which they choose to be enfranchised. In accordance with Policy Statement UTDPP1007, a supplement to Policy Statement UTDPP1088, the Faculty of the School may vote in matters that come before the Department and/or School with the exception of tenure and promotion for which voting is restricted to above rank tenure-track faculty.

Faculty are assigned to or associated with research Centers based upon alignment of research interests with those of the Centers, and with the agreement/consent of the Center Director and/or Dean.

2. Meetings: The faculty of the School will meet in general session at least twice each academic year, at the call of the Dean, at a minimum of once in the fall semester and once in the spring semester. Meetings must be announced at least one week in advance of the meeting and a written agenda must be distributed in advance of the meeting. Items may be placed on the agenda upon petition by at least two members of the Voting Faculty. The Dean or Dean’s designee will chair faculty meetings. If the Dean does not call a meeting for each regular semester, the Faculty may do so on behalf of the School following the same procedure as for Caucus Meetings.

The Dean may call a special meeting of the Faculty at any time on two-working-day notice and shall call a special meeting upon petition by one third of the Voting Faculty. The agenda of a meeting called by petition must specify at least one topic to be placed on the agenda.

For purposes of voting, a quorum is defined as 50% of the Voting Faculty. Except as specified elsewhere in these Bylaws, all business in the School will be conducted in accordance with Roberts Rules of Order. Minutes of the meetings shall be taken by a designated appointee by the Dean and maintained by the Dean’s office, and are to be accepted by the Voting Faculty at the next meeting. A designed appointee will be charged with amendments on any matter brought before the Faculty to request a written electronic vote. Such amendments must be accepted by a supermajority (60%) of those attending the meeting. The result of the subsequent email ballot will be binding.

Caucus Meetings: Two or more voting members of the faculty may call for a caucus meeting. Caucus meetings shall be announced at least two working days in advance of the meeting. Caucus meetings may exclude the Dean and Associate Deans. However,
Caucus Meetings cannot make polices for the school that require the approval of the Dean. Caucus meetings may formulate positions to be considered with the Dean at regular meetings, and may meet regularly if desired by the Faculty. Caucus meetings are subject to all other rules put forth in these bylaws.

Major decisions in meetings of the faculty shall correspond to the nine months per academic year over which regular academic appointments occur.

OFFICERS OF THE SCHOOL

3. Dean: The Dean of the School of Natural Sciences and Mathematics serves at the pleasure of the President of the University of Texas at Dallas and reports directly to the Provost. The Dean is a tenured member of the faculty of the School with the rank of Professor.

The Dean has responsibility for the administration of the School in accordance with these Bylaws, including responsibility for preparing and managing the School budget, approving all personnel actions and, in consultation with Department Heads, assigning duties to the members of the faculty. The Dean will consider the recommendations of the faculty regarding curricular matters, appointments, promotions and tenure decisions.

The Dean may appoint faculty members to committees that he/she determines to be useful to the effective management of the School, and will recommend to the Provost the composition of ad hoc committees for faculty reviews and promotions. The appointment of an Associate Dean of Undergraduate Studies or an Associate Dean of Graduate Studies requires approval of the School Executive committee as described in Section 9. All administrative officers serve at the pleasure of the Dean.

The Dean will represent the School, both within and outside the Campus. At the Fall semester faculty meeting, the Dean will report on the State of the School. In accordance with Faculty Senate guidelines, in the spring faculty meeting, the Dean should report on what was done during the academic year, and provide opportunity for the Faculty to offer advice and resolutions.

4. Associate Dean of Undergraduate Studies: Appointed by the Dean with the approval of the Voting Faculty, the Associate Dean for Undergraduate Studies has responsibility for training and supervising undergraduate advisors and ensuring that students receive timely, accurate academic advice. He/She has the final faculty authority on School and Departmental policies on undergraduate degree programs and works with the Dean of Undergraduate Studies. The Associate Dean represents the School on the Council for Undergraduate Education and as a member of the School Committee for Effective Teaching. He/She has responsibility for the accuracy of catalog listing and assisting the departments with course scheduling. The Associate Dean manages the summer advising program and takes part in campus recruiting efforts.
5. Associate Dean of Graduate Studies: The person appointed by the Dean to this position must be a tenured faculty member and must be approved by the Voting Faculty. The Associate Dean coordinates the advanced degree programs within the school including assisting with catalog entries and scheduling of courses, exams, and thesis defenses. The Associate Dean will assist in the development of proposals for graduate fellowship support, and will administer School-wide Graduate Fellowships. He/She will serve on the Graduate Council, and will provide close coordination with the Dean of Graduate Studies.

6. Department Heads: The Dean appoints Heads of the academic departments in the School in consultation with the faculty of that Department and with the approval of the Provost. The Head is the chief administrative office of the unit and serves as the liaison between the faculty and the higher administration. The Head is expected to provide leadership in the department while managing the day-to-day administration of the unit. In accordance with Departmental Bylaws, the Head will appoint faculty committees, oversee faculty recruiting, promotion and retention, perform annual evaluations of faculty and staff, provide teaching assignments to faculty and lecturers, manage the scheduling of courses, and manage course evaluation and accreditation. Appointments to Department Head are of term lengths as determined by the Dean and renewable at the discretion of the Dean. Heads appointed as a result of an external search shall be subject to the usual review process for faculty appointments and appointed by the President on recommendation by the Provost and Dean in the usual manner.

The Dean, Associate Deans, and Department Heads are subject to upward evaluation under the UTD policy on Evaluation of Academic Administrators – UTDPP1047.

7. Other Officers: With the approval of the Provost, the Dean may appoint other members of the faculty to administrative positions such as Center Director, Program Head, and Program Coordinator to administer research and interdisciplinary programs as opportunities arise. Such officers serve at the pleasure of the Dean and are subject to annual performance reviews by the Dean in consultation with the appropriate Department Head.

STANDING COMMITTEES

8. Faculty Personnel Review Committee: This (FPRC) Committee is mandated by University Policy Statement UTDPP1077. This Committee is chaired by the Dean, and is composed of one member, elected every two years in the Fall by secret ballot, to represent each Department. The members must be tenured faculty members and should serve a term of two years. Members of the committee may succeed themselves only if no other tenured faculty member in the department is available to serve. Each Department should select an alternate to serve in the event the elected member is unable to serve a full term. The Committee will select one of its members to serve as Secretary of the Faculty whose duties are described in Section 3.
The committee will conduct Periodic Performance Evaluations of Tenured Faculty following UTDPP1077. Associate Professors on the Committee do not participate in the evaluation of Professors. The Provost’s Office will provide the Committee with the files of those faculty members selected for review. The Dean will consult with the FPRC on third-year reviews of untenured faculty members and will consider the comments of the Committee in the review process. The Dean will consult with the Department Head(s) on request for Faculty Development Leave.

The FPRC will serve as the School’s elected Executive Committee and will advise the Dean on matters of curriculum, degree programs, and accreditation matters as needed. The approval of the majority of the Executive committee is required for the appointment of the Associate Dean of Undergraduate Studies and the Associate Dean of Graduate Studies.

9. School Council: The School Council serves at the Executive Committee of NSM and consists of Department Heads, Associate Deans, Center Directors, and the Director of Advising in the School and serves as its administrative committee. The Council will meet regularly to discuss administrative matters and to bring issues affecting the departments to the attention of the Dean. The School Financial Officer will serve ex officio. The Dean will appoint the Council Secretary, who will prepare an agenda in advance of each meeting and provide minutes of the previous meeting for approval.

10. Committee on Effective Teaching: This committee is mandated by Policy Memorandum 96-III.21-70. The Associate Dean for Undergraduate Studies serves as chair. It has the responsibility for oversight of the teaching evaluation within each Department. It will ensure that uniform procedures are in place that include student course evaluation, peer evaluation through classroom visits, and take account of course load, course development, diversity of courses covered, administration, and thesis/dissertation supervision. Each Department will appoint a member of the Committee, typically the Associate Head for Undergraduate Studies. Non-voting student members will be appointed as described in Section 12. The Committee will provide input into nominations for teaching awards.

11. Dean’s Student Advisory committee (DSAC): Department may name one undergraduate and one graduate student to serve on this Committee. This Committee will elect among its members a graduate student and undergraduate student to serve as non-voting members of the Committee on Effective Teaching. The Dean will convene this Committee at least once each semester to consult with students about policies and procedures in the School. DSAC members may request additional meetings with the Dean as the need arises.

12. Other Committees may be established, on a temporary or standing basis, as determined necessary by the Dean or by vote of the Faculty.

HIRING AND PROMOTION
13. New Hires: Each Department will conduct open searches for faculty positions, whether at the junior or senior level, through the efforts of ad hoc search committees. Each search committee will be appointed by the Department Head and charged with advertising the position, collecting nominations and evaluating applications. In consultation with the Head, the search committee will invite prospective candidates to campus, arrange for public seminars, and ensure that the candidates meet with as many faculty members as possible. The Committee will recommend to the Department Head a ranked list of acceptable candidates. The Department Head will recommend candidates to be hired to the Dean, including salary, start-up costs, and space needs in the recommendation. In the case of hiring into a tenured position, an ad hoc committee, which may be the search committee, should prepare a report based on the candidate’s record and recommendations. Votes for all tenure and promotion reviews shall be by the faculty of the department in which the person under review has teaching and/or administrative responsibilities. Voting for or against a tenured appointment: Before an offer can be made, it must be approved by the Dean and Provost. Non-tenure track hiring is the responsibility of the Department Head in consultation with the Dean. Hiring of non-tenure faculty shall be conducted in accordance with Policy Statement UTDPP1061.

14. Promotions: The Department Head will recommend to the Dean an ad hoc committee to examine the credentials of each faculty member being considered for promotion to tenure or promotion to the rank of professor. The ad hoc committee will prepare a report on the merits of the case under consideration, weighing internal and external reference reports, research output, teaching evaluations, and service to the profession, the University, and the community. Policy Statement UTDPP1077 will govern promotion procedures within the School. Promotions of Senior Lecturers and Clinical Faculty will be guided by Policy Statement UTDPP1062.

GRIEVANCE PROCEDURES

15. Faculty grievances shall accord with the “Faculty Grievance Procedure” approved by UT Dallas and spelled out in Policy Statement UTDPP1050. Student grievances shall be in accordance with procedures specified in the Policy Statement UTDSP5005.

BYLAWS ADOPTION AND AMENDMENTS

16. These Bylaws, after circulation to the faculty for comments and corrections, will be scheduled for a vote of the full faculty. Bylaws must be approved in an open meeting, with notice. Voting may be carried out by electronic balloting and must be adopted by a 2/3 vote of the current tenure/tenure-track faculty members in the School. After adoption of the Bylaws, they may be amended by placing the amendment on the agenda of a meeting of the faculty for discussion and then presented at a second meeting for a vote. A 2/3 majority of the Voting Faculty at the meeting is required for amendment.
DEGREE PROGRAMS

17. Faculty consent for the creation of new academic degree programs, closing or eliminating existing programs, and combining degree programs require a vote of the faculty for the department(s) in which the programs reside. Such voting may occur in an open meeting or by electronic ballot with a simple majority of respondents. Results of the votes for the creation of new programs should be reported to the Committee on Education Policy and the Senate in requests for Senate for approval of the new programs. For closing of existing degree programs, including combining programs, voting should occur first at the program level, then the department level, and then at the level of the school. Results of program and departmental votes should be made available to the faculty of the department and school faculty before voting.

Elimination of programs that would result in termination of tenured faculty requires conformance to Regent Rule 31003, Section 2, Elimination of Academic Positions of Programs: Elimination for Academic Reasons as implemented in UTD Academic Abandonment Policy – UTDPP1000.

TEACHING AND TRAVEL

18. All NSM courses are face-to-face instruction, with the exception of online offerings. SKYPE is not an acceptable substitute for face-to-face teaching. If a faculty, who is scheduled to teach, is unable to do so he/she must identify a suitable substitute at the faculty rank. With the exception of emergency situations, TA’s are not appropriate substitutes. With the exception of courses with a laboratory, no 3-SCH courses will be taught once a week for 75 minutes or greater without approval from the Department Head and the Dean.

All UT Dallas Travel Authorization forms must be filed, in the absence of an emergency, no later than one week in advance.

AUTHORITY

19. Provisions laid forth in NSM and Department bylaws may not override or contravene established university or Regents’ policies. NSM shall adhere to the most recent versions of policy statements as adopted by the university.