February 12, 2019

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, March 27, 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

Juan Gonzalez
Calvin Jamison
Larry Redlinger
Gene Fitch

Serenity King
Abby Kratz
John Wiorkowski
Deans

Hobson Wildenthal
Calvin Jamison
Larry Redlinger
Gene Fitch

Naomi Emmett, SC President
Eric Chen, SG President
Chief Larry Zacharias

Inga Musselman
Larry Redlinger
Gene Fitch

2018-2019 ACADEMIC SENATE

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<tr>
<th>Akbar, Mohammad</th>
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<td>Prakash, Ravi *</td>
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*Speaker  
**Secretary  
***Vice-Speaker
AGENDA
ACADEMIC SENATE MEETING
March 27, 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. THECB/ Legislative Updates  Serenity King
6. TXCFS/FAC REPORT  Murray Leaf and Bill Hefley
7. Student Government Report  Eric Chen
8. Staff Council Report  Naomi Emmet
9. CEP Recommendations  Clint Peinhardt
   A. FY 2020 Undergraduate Course Additions and Changes
   B. FY2020 Graduate Course Additions and Changes
   C. New A&H Concentrations in Photo-Visual Digital and Interdisciplinary Arts
   D. Minor in Supply Chain Management
   E. Catalog Changes
      a. Non-Academic Withdrawal
      b. Major GPA Calculation Language
      c. Military Service
      d. Graduate Student Leave of Absence Form
10. Informational: Update on OSA Accommodations for Testing Issue  Tres Thompson
11. Informational: Amazon and Procurement Issues  Ravi Prakash
12. Changing the date of the May 2019 Academic Senate Meeting  Bill Hefley
13. Adjournment  Richard Benson
# TABLE OF CONTENTS

FEBRUARY 2019 ACADEMIC SENATE MINUTES ................................................................. 4
SACSCOC/ COODINATING BOARD UPDATES .............................................................................. 19

COMMITTEE ON EDUCATIONAL POLICY RECOMENDATIONS .............................................. 58
   NEW COURSES-FY2020 UNDERGRADUATE COURSE ADDITIONS AND CHANGES ................. 58
   NEW COURSES-FY2020 GRADUATE COURSE ADDITIONS AND CHANGES .............................. 139
   NEW A&H CONCENTRATIONS IN PHOTO-VISUAL DIGITAL AND INTERDISCIPLINARY ARTS .......... 200
   MINOR IN SUPPLY CHAIN MANAGEMENT ........................................................................... 206
   CATALOG CHANGES .............................................................................................................. 208
      NON ACADEMIC WITHDRAWAL ....................................................................................... 208
      MAJOR GPA CALCULATION LANGUAGE ......................................................................... 208
      MILITARY SERVICE .......................................................................................................... 208
      GRADUATE STUDENT LEAVE OF ABSENCE FORM ........................................................ 208

CHANGING THE DATE OF THE MAY 2019 ACADEMIC SENATE MEETING ............................ 212
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
February 20, 2019


Absent: Richard Benson, Mohammad Akbar, Pankaj Choudhary, Nadine Connell, Midori Kitagawa, Meenakshi Maitra, BPS Murthi, Simeon Ntafos, Michael Rebello,

Visitors: Czarina Cando, Kristen Connolly, Caroline Rydgust, Colleen Dutton, Naomi Emmett, Gene Fitch, Serenity King, Abby Kratz, Jennifer McDowell, Jessica Murphy, Clint Peinhardt, Bill Pervin, Robert Tracey, Joe Wilson

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

Provost Musselman called the meeting to order at 1:02 PM. President Benson is in Austin speaking with various committees, representatives, and senators about the needs of our University. Those needs include support for the Texas Research Incentive Program, the creation of a shared capital building for bio-engineering with UT-Southwester, and a new Student Success building. She gave an update on the ongoing Deans’ searches. The new Dean of BBS has been selected; Steven L. Small. He will take office on April 15, 2019. He is coming from the University of California – Irvine. The search for the new Dean of Electrical and Computer Science is ongoing. The Trammell and Margaret Crow family has donated the entire collection of the Trammell and Margaret Crow Museum of Asian Art, together with $23 million of support funding, to the University to create the Trammell and Margaret Crow Museum of Asian Art of The University of Texas at Dallas.

There had been two articles published regarding the Justice Administration and Leadership program. On February 6, 2019 President Benson distributed a response to the articles. Also following the incident in December 2018 with the former Baylor transfer student, a review is being conducted on the university's admission process by a newly formed committee chaired by Provost Musselman. They will be meeting following March 1, 2019. Finally a new Facility Planning committee has been created by the President to review facility proposals across campus. The Faculty Workload Policies have been approved by UT System, and was very well received. The floor was opened to questions, but there were none.
2. **Approval of the Agenda**  
Speaker Prakash suggested adding as Item 5 the appointment of a new member of the Accessibility committee. Murray Leaf moved to approve the amended agenda. Joe Izen seconded the motion. The motion carried.

3. **Approval of the Minutes**  
Joe Izen moved to approve the minutes as circulated. Murray Leaf seconded the motion. The motion carried.

4. **Speaker’s Report – Ravi Prakash**  
- A memo was sent out regarding the Office of Student Accessibility and students who need additional time. There was a great deal of discussion at the Academic Council meeting. This memo was created without input from the University Committee on Accessibility. Suggestions were put forth to help the situation. The OSA was charged with creating a new procedure to work with the testing center. Joe Izen noted that the follow up memo had not been distributed by the time of the meeting, and was confirmed by Tres Thompson. It was the impression that the Office of Student Affairs had been charged with sending out the letter, in turn, they were under the impression that the Academic Senate would be distributing the letter. Richard Scotch noted that when the memo is sent out that it not only go to the faculty but also the teaching assistants as well.
- There were two articles in the Mercury on the topic of Chartwells. There were students that were allegedly sexually harassed, and Chartwells has stated that it has conducted its own investigation. Speaker Prakash noted that it is not the intent of the senate to investigate the incident, but the senate are concerned about the welfare of students and would like to make sure there is follow through on the investigation.
- The Handbook of Operating Procedures Committee noted that there are policies that have not been reviewed in five years. They must be reviewed. There were several policies that were for research and academic affairs. As they affect the faculty, they have asked Academic Government to assist in reviewing the policies as well.
- Speaker Prakash has received a great number of emails regarding procurement procedures. There are non-vendor options that are a better price than the procurement approved vendors. Speaker Prakash is awaiting a response from procurement to discuss these issues. Once addressed it is Speaker Prakash’s hope that Procurement will present their findings at an Academic Senate meeting.
- All other items that I have been working with are on the agenda.

5. **New Appointment to the University Campus Accessibility Committee – Ravi Prakash**  
One of the committee faculty members went on leave, leaving a vacancy. The Committee on Committees recommended Yonas Tadesse, Associate Professor of Mechanical Engineering. The motion carried unanimously.

6. **Presentation: New Academic Senate Website – Bill Hefley and Robert Tracey**  
Dr. Hefley and Mr. Tracey displayed drafts of the updated Academic Senate website. Images of the draft pages are included in appendix A.
7. **Presentation: Wellness Committee – Pinki Reyes**
   Ms. Reyes and members of the Wellness Committee presented a series of slides to the senate membership detailing what the Wellness Committee is doing on campus and gave a summary of the slides contents. A copy of the presentation is enclosed in Appendix B.

8. **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.

9. **Faculty Advisory Council Report – Murray Leaf and Ravi Prakash**
   The Faculty Advisory Council 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.

10. TXCFS Report – Ravi Prakash and Bill Hefley

TCFS Meeting Report: February 15-16, 2019, Austin, TX

- Presentations on degradation of professional librarians from good cause tenure-track employment to at will employment or fixed-term employment, and reduction in rights and job protection at some Texas universities.
- Bowen Loftin (UH Downtown President, TAMU President and University of Missouri Chancellor): speech about shared governance.
- Campus roundups highlighting issues on each campus are summarized below. Common themes among issues raised by schools across the state were:
  - Administration turnover
  - Decline in enrollment
  - Summer pay
  - P&T pay increments
  - Faculty role in enrollment, retention increasing
  - Non-tenure track policy
  - Policy revisions
  - Evaluation of Administrators
  - Budget transparency
  - Diversity and Inclusion
  - Field of Study
- TCFS is to formulate a resolution about Fields of Study in the spirit of UT and Texas A&M Systems’ resolutions: to be finalized while the Texas legislature is still in session.

11. Student Government Report- Eric Chen

There were two articles in the Mercury on the topic of Chartwells. There were students that were allegedly sexually harassed, and Chartwells has stated that it has conducted its own investigation. Student Government is following this issue, and is encouraging the university to conduct their own investigation. SG has written a letter of support for the Office of Sustainability. SG President Chen distributed a copy of the letter to the Academic Senate member for their information. A copy of the letter is included in appendix D.

The Student Fee committee will not be meeting to discuss the FY20 student fee budget. Bill Hefley raised concerns. Gene Fitch responded. Murray Leaf noted that a review of the committee charge needs to be made.

The UT System Student Advisory Council has concluded its four formal meetings. The chairs of the committees are formalizing the proposals for the May 2019 Board of Regents meeting. SG hosted a student safety event to allow campus safety groups on campus to meet and works with students. There was a great deal of positive feedback. The presidents of student groups met for a lunch meeting to allow better coordination between groups. SG is hosting a book drive to fill the “take one, leave one” book case in the Student Union. The books can be dropped off at the Comet Café starting February 26, 2019. The FY20 SG election are in progress.
12. **Staff Council Report- Naomi Emmett**

Staff Council had a paint night fundraiser which sold out. The attendees had a lot of fun, and enough funds were raised to support three more staff council scholarships. SC did 100 cardstock cards for “Thank a Staff Member” on Valentine’s Day. It was a huge success. Nominations for Care awards are due March 31, 2019. The Care Awards recognize staff on campus. The nomination form can be found on the Staff council website. The awards ceremony will be in April. The week of February 25, 2019 SC President Emmett will attend the UT System Staff Advisory Council meeting in Austin. The floor was opened to questions, there were none.

13. **CEP Recommendations- Clint Peinhardt**

   A. **FY20 Undergraduate Course Changes and Additions**
      Clint Peinhardt moved on the behalf of CEP to approve the new Undergraduate Courses. The motion carried.

   B. **FY20 Graduate Course Changes and Additions**
      Clint Peinhardt moved on the behalf of CEP to approve the updated Graduate Courses. Matt Brown raised questions regarding BUAN 6325 and moved to have the course sent back to CEP for further consideration. Michelle Hanlon seconded. There were nine votes of support, nine votes to deny, and five to abstain. Speaker Prakash voted to support the motion as tie breaker. The motion carried. BUAN 6325 was sent back to CEP for further review, the remaining 75 courses were approved unanimously.

   C. **New Syllabus Policy**
      Clint Peinhardt moved on the behalf of CEP to approve the new syllabus policy. A copy of the policy is included in appendix E. The motion carried.

14. **Revisions to UTDPP1106-University Committee on Eforms – Bill Hefley**

The University eForms Committee proposed a change to its name to better reflect its purpose. The only change made to the charge was an update to the name to be the University Committee on Electronic Forms and Administrative Efficiency in order for it to be more in line with the function the committee fills. Bill Hefley on behalf of the University eForms Committee moved to approve the revisions to the committee charge. The motion carried unanimously.

15. **Approval of NSM School By-laws - Ravi Prakash**

Joe Izen moved to approve the updated School By-laws for NSM. Vladimir Dragovic seconded. The motion carried unanimously.

16. **Adjournment**

There being no further business, Provost Inga Musselman adjourned the meeting 2:58 PM.

APPROVED: _________________________ DATE: ______________

Ravi Prakash  
Speaker of the Faculty
The **Academic Senate** has primary responsibility in curriculum and general academic policy, and works closely with the administration in other areas of university life.

The principal representative body in the faculty governance system of UT Dallas consists of not less than 10 percent of the general faculty, elected annually. It has primary responsibility in matters related to curriculum and general academic policy. It works closely with the administration in other areas of university life.

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**Contact Us**

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**Quick Links**

- School of Arts and Humanities  
- School of Arts, Technology, and Emerging Communication  
- School of Behavioral and Brain Sciences  
- Erik Jonsson School of Engineering and Computer Science  
- School of Economic, Political and Policy Sciences  
- School to Interdisciplinary Studies  
- Naveen Jindal School of Management  
- School of Natural Sciences and Mathematics
Formally, the most general governing legislation of the University of Texas at Dallas, as campus of the University of Texas system, is the University of Texas Regents’ Rules. The Rules are generally consistent with academic tradition and logic, assigning responsibility for deciding what should be taught to those who know what can be taught and how to do it. They require that:

Subject to the authority of the Board of Regents and subject further to the authority that the Board has vested in the various administrative officers and subdivisions of the System, the faculties of the component institutions regularly offering instruction shall have a major role in the governance of their respective institutions in the following areas:

3.1 General academic policies and welfare.
3.2 Student life and activities.
3.3 Requirements of admission and graduation.
3.4 Honors and scholastic performance.
3.5 Approval of candidates for degrees.
3.6 Faculty rules of procedure.

The governance system at the University of Texas at Dallas reflects the traditional division of labor between faculty and the administration, in which the faculty has primary responsibility for curricular and academic policies and procedures and the administration has primary responsibility for the institution’s financial and fiscal soundness and compliance with general law. The central policy-making body of the faculty is the Academic Senate. The Senate consists of not less than ten percent of the faculty, elected annually. The Senate-elect in turn elects the Speaker of the Faculty, the Secretary, and the Academic Council from among its members. The Senate operates mainly through a system of committees, appointed by the Senate on recommendation of the Senate Committee on Committees.

All Senate committees except the Committee on Qualifications of Academic Personnel also have students as non-voting members with privilege of the floor, nominated by the Student Government. Representatives of Student Government also sit in the Senate and with the Academic Council, again with privilege of the floor but not voting. It has generally been understood that the Senate and any Senate committee can co-opt additional members or call in additional people to discuss specific matters as they might see fit. It is further understood that with the exception of the deliberations of the Committee on Qualifications of Academic Personnel, all committee and Senate meetings are, in principle, open.

The Academic Council is the agenda committee of the Senate. It is explicitly not a policy making or decision making body. It is not an executive committee or council. It has no other stated function than to prepare the agenda for the meetings of the Senate. It does not have the power to veto an item proposed for the Senate, although it may consider that the item is too unclear or otherwise not ready for Senate discussion and refer it back to its author or, alternatively (and more often) to an appropriate Senate committee for consideration and advice. The agenda committee for the Council consists of the Speaker, the Secretary, and the President. A vote of any two of the three is sufficient to call a meeting of the Council.

Normally, meetings of the Council are held on the first Wednesday of every month. The Senate meets every third Wednesday. Meetings of the Senate and Council are chaired by the President of the University. In the
Members 2018-2019

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University Sustainability Committee

Committee Chair: UDEP91878

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| Eric Chen       | eric.chen@utdallas.edu | 

Ex-Officio (without vote):
- Vice President for Administration
- Associate Vice President for Facilities Management
- Energy Conservation & Sustainability Manager
- Associate Vice President for Communications

Documents and Links

- Annual Report 2017-2018 (docx)
- Annual Report 2016-2017 (docx)
Committees

Senate Committees
- Committee on Academic Integrity
- Committee on Committees
- Committee on the Core Curriculum
- Committee on Distance Learning
- Committee on Educational Policy
- Committee on Effective Teaching
- Committee on Faculty Mentoring
- Committee on Faculty Standing and Conduct
- Committee on Learning Management Systems
- Committee on Qualifications of Academic Personnel
- Committee on Student Scholarships
- Library Committee
- President’s Outstanding Teaching Awards Committee
- Senate Advisory Committee on Research
- Senate Advisory Committee on the University Budget
- University Information Security Advisory Committee

University-wide Committees
- Academic Calendar Committee
- Auxiliary Services Advisory Committee
- Campus Facilities Committee
- Campus Wellness Committee
- Commencement Committee
- Committee on Parking and Transportation
- Committee on Research Involving Human Subjects
- Committee for the Support of Diversity and Equity
- Committee on eForms
- Information Technology Planning and Policy Committee
- Institutional Animal Care and Use Committee
- Institutional Biosafety & Chemical Safety Committee
- Intellectual Property Advisory Committee
- International Education Development Committee
- International Oversight Committee
- Program Review Committee
- Radiation Safety Committee
- Student Fee Advisory Committee
Resources for Faculty

- Handbook of Operating Procedures
- Faculty Governance - UTDPP1088
- Bylaws of the Academic Senate - UTDPP1007
- Administrative Organization Overview
- Office of the President
- President's Cabinet
- Provost's Homepage
- Faculty Rights and Responsibilities

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Quick Links
- School of Arts and Humanities
- School of Arts, Technology, and Emerging Communication
- School of Behavioral and Brain Sciences
- Erik Jonsson School of Engineering and Computer Science
- School of Economic, Political and Policy Sciences
- School of Interdisciplinary Studies
- Naveen Jindal School of Management
- School of Natural Sciences and Mathematics
Contact Us

Academic Governance
Office of the Executive Vice President and Provost
Office: AD 2.158
Mail Station: A0233
Email: academic.governance@utdallas.edu

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Professor
Erik Jonsson School of Engineering and Computer Science
972-883-2269
rwp@utdallas.edu

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Secretary of the Faculty
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Naveen Jindal School of Management
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School of Natural Sciences and Mathematics
Bylaws

Bylaws of the Academic Senate
UT Dallas Policy: UDPP007

Bylaws of Schools
AH School Bylaws (pdf)
ATEC School Bylaws (pdf)
BBS School Bylaws (pdf)
ECS School Bylaws (pdf)
EPSS School Bylaws (pdf)
IS School Bylaws (pdf)
JSOM School Bylaws (pdf)
NSM School Bylaws (pdf)

Cover Letter for Guidelines for School Bylaws (pdf)
Guidelines for School Bylaws (docx)

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School of Natural Sciences and Mathematics
Strategic Plans

University Strategic Plan
Website: udlasites.edu/strategicplan

Strategic Plans of Schools
AH Strategic Plan (pdf)
ATEC Strategic Plan (pdf)
BBS Strategic Plan (pdf)
EGS Strategic Plan (pdf)
EPSS Strategic Plan (pdf)
FS Strategic Plan (pdf)
JSOM Strategic Plan (pdf)
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School of Economic, Political and Policy Sciences
School for Interdisciplinary Studies
Naveen Jindal School of Management
School of Natural Sciences and Mathematics

Contact Us
972.883.4715
academic.governance@utdallas.edu
800 West Campbell Rd.
Richardson, TX 75080-3021
Campus Wellness Committee

We are campus wide committee that promotes a culture and environment supporting the value of individual well-being through education, events and access to campus facilities and programs.

Our committee meetings are open to all members of the university community.

Goals

• To be a resource for the health and wellness
• To host and/or promote information sessions and events pertaining to Wellness
• To support health initiatives embarked by departments through the Wellness Ambassadors Program
### Campus Wellness Committee

#### Entities involved
- Staff council
- Faculty Senate
- Student Government
- Employee Wellness
- Student Wellness Center
- Human Resources
- University Recreation (URec)
- Parking & Transportation
- Office of Sustainability
- OIT

#### Entities invited
- Chartwell's
- Police & Campus Security
- Environmental Health & Safety
- Student Volunteerism
- Information Security
- Auxiliary Services

---

### Sustainability at UT Dallas

- Recycling
- Composting
- Trees
- Water Refill Stations
- Green Office Certification
- Newsletter

---

http://www.utdallas.edu/wellness/
Employee Wellness Program

• UT System Living Well Program
  • Condition and Lifestyle Management Program
  • 24/7 Nurseline
  • Fitness Discount Program
  • On-site Health Checkups during Annual Benefits Fair
  • On-site Flu Shots
  • Activity Challenges in the Spring and Fall
    • *Spring into Motion* – Registration opens March 14
  • Naturally Slim - (Applications open March 4)
  • Right@Weight Program
    • https://UTLivingWell.com

Employee Wellness Program *cont.*

• Financial Wellness
  • Ongoing events throughout the year for all employees
  • Faculty can request to meet with vendors privately, have a specific Financial Wellness lunch and learn or schedule departmental sessions separately

• Employee Assistance Program

• Tobacco Cessation
  • Resources include professional counseling and pharmaceutical therapy

• Nutrition Coaching, Lifestyle and Behavioral Modifications
  • Schedule 1 - 1 consultation sessions for free with

  Taylor Tran, Employee Health Program Manager
  taylor.tran@utdallas.edu / 972.883.2072
Campus Wellness Committee

Schools/Divisions Wellness Day Program

- Opportunity to host a Wellness Day in their areas
  - Funding available up to $1000 for event (Limit 1/year per school/division
  - Application form must be completed and submitted to HR for approval
  - Must have a designated Wellness Ambassador/Coordinator
  - Wellness activities:
    - Financial Wellness Seminar from UT System retirement vendor
    - Health/Nutrition Seminar
    - Fitness / Exercise Class
    - Stress Management (Airrosti Training, Chair Massages, etc.)
    - Other Wellness Activities, i.e. Tobacco Cessation

Campus Wellness Committee

Student Health Initiatives

- Student Health Center
  - provides primary and preventive health care to students
  - Student Health Insurance plans are also available
- Student Counseling Center
  - provides individual, group and psychiatric services to students
- Center for Students in Recovery
  - provides a community environment, support and educational programs to students
- Student Wellness Center
  - Provides health education and prevention programs to students through events, presentations and one-on-one consultations
- Office of Student AccessAbility
  - provides services and equal access to educational, recreational and social endeavors for students with disabilities

http://www.utdallas.edu/wellness/
Ideas for Reducing Stress in the Classroom

- Encouraging students to unplug from devices during class
- Provide a 5 minute quiet time at the beginning, middle or end of class
  - Students can sit quietly, put their head down or meditate
  - It is recommended that this be a device-free activity
- Play a short breathing or meditation online video (YouTube has tons of them)
  - You can also recommend Apps for students to download like Headspace, Breathe2Relax, Breath
- Encourage students to engage in extracurricular activities or activities outside of academics
- Allow students to use sensory items during class or, specifically, during quizzes and tests

University Recreation (Urec)

Locations:
- Rec Center West Rec Center West (RCW)
  - Adjacent to Dining Hall West
  - Fitness Center, courts, one multipurpose room
- Activity Center (AC)
  - Fitness Area~40 cardio pieces, Olympic platform and free weight areas, plate loaded & belt driven options
  - 4 racquetball and 2 squash courts
  - Main gym and auxiliary gym, 2 multipurpose rooms, natatorium, climbing wall
  - Programs available to staff & faculty – Aquatics, Climbing Wall, Group Fitness & Personal Training, Informal Recreation, Outdoors, Special Events
- SPN Wellness Center (utdallas.edu/wellness/fitness)
  - For full time faculty/staff members only
  - Shared with the Athletics department
2019 Informational Programs

- **Heart Health Lunch & Learn: Life’s Simple 7**
  - Beverly Stibbens of the American Heart Association will discuss easy steps that you can take to live a healthier lifestyle
  - Thursday, February 21, 12pm-1pm, in the SU Galaxy Rooms (SU 2.602B)

- **CTL Lunch & Learn: Recognizing and Responding to Students in Crisis: Question, Persuade, Refer**
  - Suicide Prevention Training
  - Partnering with The Center for Teaching & Learning (CTL)

Kacey Sebeniecher
Student Wellness Center Director

Thank you …

For questions or information, please contact us through

Julie Haworth
Faculty Senate Campus Wellness Committee Representative

or through any of the Campus Wellness Committee Members

Please let us know if you are and/or your department/area or a colleague is sponsoring/hosting an event, or if you come across an event on campus, that relates to wellness so we can help promote and also be a part of it.
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
Texas Higher Education Coordinating Board (THECB)
Approved Field of Study Curricula (FOSC) and Advisory Committees (FOSACs)
January 24, 2019

FOSC approved by THECB
The THECB Board approved three Field of Study curricula at their January 24, 2019 meeting:

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

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

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

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

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

Dear Serenity,

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

Rex

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

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

Dear Rex,

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

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

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Designation</th>
<th>CIP Code Two Digit</th>
<th>Calculus II Required in BS</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAMU</td>
<td>BA, BS</td>
<td>45</td>
<td>No</td>
<td><a href="http://economics.unt.edu/undergraduate/degree-requirements">http://economics.unt.edu/undergraduate/degree-requirements</a></td>
</tr>
<tr>
<td>UNT</td>
<td>BA, BS</td>
<td>45</td>
<td>Yes</td>
<td></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>UTD</td>
<td>BA, BS</td>
<td>45</td>
<td>Yes</td>
<td><a href="https://catalog.utdallas.edu/2018/undergraduate/programs/epps/economics">https://catalog.utdallas.edu/2018/undergraduate/programs/epps/economics</a></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:

| Texas Tech    | BA, BS             | 45                 | Yes                       | https://catalog.ttu.edu/preview_program.php?catoid=9&poid=6918&returnto=938 |
| UTSA          | BA, BBA            | 52                 | N/A                       |                                             |
| UTEP          | BA, BBA            | 52                 | N/A                       |                                             |

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.
Appendix C - SACSCOC/ THECB Update

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>Percent Change</td>
<td>Increase</td>
<td>Percent Change</td>
</tr>
<tr>
<td>Public Universities</td>
<td>61,625</td>
<td>11.1%</td>
<td>57,541</td>
<td>9.3%</td>
</tr>
<tr>
<td>Public Two-Year Colleges</td>
<td>-24,705</td>
<td>-3.3%</td>
<td>61,193</td>
<td>8.5%</td>
</tr>
<tr>
<td>Independent Universities</td>
<td>2,546</td>
<td>2.1%</td>
<td>2,473</td>
<td>2.0%</td>
</tr>
<tr>
<td>Total Increase</td>
<td>39,466</td>
<td>2.8%</td>
<td>121,207</td>
<td>8.3%</td>
</tr>
</tbody>
</table>
Regional participation projections are valuable tools for local and statewide planning purposes

<table>
<thead>
<tr>
<th>Regional Enrollment Totals (Public Institutions Only)</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>249,200 251,663 264,426 273,847</td>
</tr>
<tr>
<td>Gulf Coast</td>
<td>273,046</td>
<td>287,340</td>
<td>308,190</td>
<td>313,764 319,723 352,051 381,614</td>
</tr>
<tr>
<td>High Plains</td>
<td>63,910</td>
<td>66,739</td>
<td>70,083</td>
<td>70,961  71,631  74,850  76,875</td>
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<td>Metroplex</td>
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<td>326,660</td>
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<td>360,026 368,004 403,686 430,684</td>
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<td>Northwest</td>
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<td>17,308</td>
<td>18,638</td>
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<tr>
<td>South Texas</td>
<td>231,827</td>
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<td>243,905 247,042 255,203 262,072</td>
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<tr>
<td>Southeast Texas</td>
<td>40,968</td>
<td>39,089</td>
<td>40,076</td>
<td>40,201  40,387  41,470  42,296</td>
</tr>
<tr>
<td>Upper East Texas</td>
<td>50,937</td>
<td>47,371</td>
<td>49,261</td>
<td>49,700  49,857  50,840  51,159</td>
</tr>
<tr>
<td>Upper Rio Grande</td>
<td>51,435</td>
<td>53,063</td>
<td>55,189</td>
<td>55,408  55,323  54,923  56,489</td>
</tr>
<tr>
<td>West Texas</td>
<td>27,163</td>
<td>29,446</td>
<td>32,535</td>
<td>33,147  33,771  37,450  40,917</td>
</tr>
<tr>
<td>Total</td>
<td>1,300,802</td>
<td>1,337,722</td>
<td>1,416,283</td>
<td>1,435,235 1,456,456 1,554,468 1,635,970</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
<td>Upper Rio Grande</td>
<td>51,435</td>
<td>53,063</td>
<td>55,189</td>
<td>55,408  55,323  54,923  56,489</td>
</tr>
<tr>
<td>West Texas</td>
<td>27,163</td>
<td>29,446</td>
<td>32,535</td>
<td>33,147  33,771  37,450  40,917</td>
</tr>
<tr>
<td>Total</td>
<td>1,300,802</td>
<td>1,337,722</td>
<td>1,416,283</td>
<td>1,435,235 1,456,456 1,554,468 1,635,970</td>
</tr>
</tbody>
</table>
Key Takeaways

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

Questions?
### Demographic Characteristics and Trends in Texas and Higher Education

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

---

## Growing States, 2010-2018

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<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>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></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).

Appendix C - SACSCOC/ THECB Update

AGENDA ITEM IV-A

Estimated Population Change, Texas Counties, 2010 to 2017

AGENDA ITEM IV-A

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

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

01/19
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

01/19
AGENDA ITEM IV-A

Estimated net-migration by county, Texas, 2010-2017

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

Blue counties added population
Orange counties lost population

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

76 counties lost population from natural decrease

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

01/19
### 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>23.1%</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>49</td>
<td>10,474</td>
<td>105.9%</td>
<td>-34.5%</td>
<td>28.5%</td>
</tr>
</tbody>
</table>

* Hidalgo and Harris Counties had negative net migration (Harris: -10,322 and Hidalgo: -25).


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

<table>
<thead>
<tr>
<th>County</th>
<th>U.S. Rank</th>
<th>2015-16 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

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 town</td>
<td>Texas</td>
<td>4.3</td>
<td>76,681</td>
</tr>
<tr>
<td>12</td>
<td>Bend</td>
<td>Oregon</td>
<td>4.3</td>
<td>94,520</td>
</tr>
<tr>
<td>13</td>
<td>Cedar Park</td>
<td>Texas</td>
<td>4.2</td>
<td>75,704</td>
</tr>
<tr>
<td>14</td>
<td>Doral</td>
<td>Florida</td>
<td>4.2</td>
<td>61,130</td>
</tr>
<tr>
<td>15</td>
<td>Fort Myers</td>
<td>Florida</td>
<td>4.2</td>
<td>79,94</td>
</tr>
</tbody>
</table>

Seven of the 15 fastest growing cities

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

---

### Population estimates, places, Texas, 2010 and 2017

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

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

Change in Housing Units by County: 2009 to 2017

Sources: U.S. Census Bureau, American Community Survey, 2009-2017 5-Year Samples
AGENDA ITEM IV-A

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
AGENDA ITEM IV-A

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

Before 1960

2000 and after

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

Texas Projected Population Pyramid by Race/Ethnicity, 2020

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

Texas Projected Population Pyramid by Race/Ethnicity, 2040

- NH White Male
- NH Other Male
- NH Asian Female
- NH Other Female
- Hispanic Male
- Hispanic Female
- NH Black Male
- NH Black Female

Source: Texas Demographic Center 2018 Population Projections

Median Household Income, Texas counties, 2011-2015

Source: U.S. Census Bureau, American Community Survey, 2011-2015 5-Year Sample
AGENDA ITEM IV-A

Percent of the population aged 25 years and older with a bachelor’s degree or higher, Texas counties, 2012-2016

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

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

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

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

Source: Texas Demographic Center 2018 Population Projections

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

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

Projected County Population, Texas, 2020-2050

Source: Texas Demographic Center 2018 Population Projections

Projected County Population, Texas, 2020-2050

Source: Texas Demographic Center 2018 Population Projections

01/19
AGENDA ITEM IV-A

Projected County Population, Texas, 2020-2050

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

Contact

State Demographer
Texas Demographic Center
Office: (210) 458-6530
Email: Lloyd.Potter@UTSA.edu
Internet: Demographics.Texas.gov
@TexasDemography
From: Eric Chen
Date: 02-04-2019
To: UT Dallas Office of Sustainability
800 W Campbell Rd, FM 11
Richardson, TX 75080-3021
Phone: 972.883.2141, Fax: 972.883.2075
Re: Proposal for UTD to join WRC and FLA

Whereas the Office of Sustainability’s proposal for The University of Texas at Dallas to join the Worker Rights Consortium (WRC) and the Fair Labor Association (FLA) aligns with Strategic Theme 9 of the Strategic Plan for The University of Texas at Dallas, which outlines a commitment for UTD to ensure a sustainable future for the campus and the environment.

Whereas UTD’s membership in the WRC and FLA would not infringe on the ability of UT Dallas Bookstore or other UT Dallas retail services to procure and sell UT Dallas products that meet both the standards of quality outlined by the university and the desires of the community.

Whereas Craig Westemeier, the Associate Athletics Director in the UT System Office of Trademark Licensing, has offered to pay the first year of UT Dallas’ membership dues to the WRC and the FLA.

The Student Government at The University of Texas at Dallas supports the Office of Sustainability’s recommendation for UT Dallas to join the Worker Rights Consortium and the Fair Labor Association contained in its proposal presented to the Sustainability Committee at its meeting convened on February 6, 2019.
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/utdpxxxx
• Link to PDF version: http://policy.utdallas.edu/utdpxxxx/makepdf
• Link to printable version: http://policy.utdallas.edu/utdpxxxx/makeprint
THECB Updates
March 2019

Serenity Rose King
Academic Council and Academic Senate

1. Marketable Skills
   A. Due on UTD website for each degree program (all levels) by Fall 2020
   B. Only two examples for all programs so far (as of 2/27/2019)
      i. University of North Texas: THECB Marketable Skills website
         http://vpaa.unt.edu/thecb
      ii. Angelo State University: published under “Career Opportunities and
          Marketable Skills” for each degree program on its Inventory of
          Academic Programs
         http://www.angelo.edu/dept/aaffairs/inventory.php

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

3. Field of Study Update

4. Preliminary Legislative Bills filed re: transfer

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

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<thead>
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<th>Number of Courses</th>
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<td>Additions</td>
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<tr>
<td>Removals</td>
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<tr>
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### Additions

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<th>EPSS</th>
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<td>HIST 4383</td>
<td>CGS 4320</td>
<td>CE 4202</td>
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<tr>
<td>HIST 3340</td>
<td>HIST 4384</td>
<td>NSC 4390</td>
<td>ECS 2361</td>
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<td>HIST 4385</td>
<td>PSY 3370</td>
<td>EE 4202</td>
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<td>HIST 4386</td>
<td>PSY 4320</td>
<td>MECH 4342</td>
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<td>HIST 4381</td>
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<td>HIST 4382</td>
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### Removals

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### + Repeatable

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

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

**peoplesoft diff: NOLINK**

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

**show fields: danc3336.3**

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

DANC 3336

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

- Major
- Core
- Elective

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

- Yes
- No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

- 1 DANC 3342
- 2
- 3
- None

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

03/13/2019

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

Michele Hanlon

7. This form submitted by:

Megan Gray Hering
### HIST 3340 US South through the Civil War (3 semester credit hours)

This course explores the history of the US South to 1865, from the pre-Columbian era to the collapse of the Confederacy. It focuses on colonization, slavery, gender, politics, and culture. Beyond content, students will learn to evaluate secondary sources as historians, thereby developing useful analytical and writing skills.

**Prerequisite:** Completion of 060 core course. (3-0) R

**Request Notes**

New junior level course. Will be the first part of a series (HIST 3341 will be the second in the series).

2019.02.11 - Updated title/description per email from Dr. Hatfield/Dr. Ring (DDC).

**PeopleSoft Diff: 006853 1986-08-13**

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

**Prerequisite:** Completion of 060 core course. (3-0) R

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

HIST 3340

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

Major  Core  Elective
-

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

Yes No
-

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

- 1 HIST 1301
- 2 HIST 2381
- 3 HIST 4345

None

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

Subject matter is similar but not currently addressed in course catalog. This course explores the history of the US South to 1865, from the pre-Columbian era to the collapse of the Confederate States of America. It focuses on several significant topics in southern and American history, including colonization, war, slavery, patriarchy, politics, and culture. Beyond content, students will learn to evaluate secondary sources as historians, thereby developing useful analytical and writing skills.

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

Natalie Ring

7. This form submitted by:

Megan Gray Hering
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<td>edit * hist3341 (r5) hist3341.6 group_head series_head</td>
<td>HIST 3341 US South since the Civil War (3 semester credit hours) This course explores the history of the US South from 1865 to the present. It focuses on Reconstruction, segregation, agrarian and industrial development, civil rights, gender, politics, and culture. Beyond content, students will learn to evaluate secondary sources as historians, thereby developing useful analytical and writing skills. Prerequisite: Completion of 060 core course. (3-0) R</td>
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request notes

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

peoplesoft diff: 006854 1986-08-13

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

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HIST 3341

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

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<tbody>
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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.

- HIST 1302
- HIST 2381
- HIST 4345

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

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

Natalie Ring

7. This form submitted by:

Megan Gray Hering
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1. Course Subject and Number

HIST 4347

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

Major  Core  Elective

☐  ☐  ☑

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

Yes  ☐  No

☐  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐  1  HIST 3319

☐  2

☐  3

☐  None

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

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

Dan Wickberg

7. This form submitted by:

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

HIST 4379

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

Major  Core  Elective

☐  ☐  ☑

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

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐  1  HIST 3302

☐  2  HIST 3324

☐  3  HIST 3316

☐  None

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

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

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
<table>
<thead>
<tr>
<th>start</th>
<th>req type course</th>
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<td>mlg105020 2019-01-22 13:11:55 006949 54.0101.00.01 audit: -1187.1 m index: -1187.1 m match_fail</td>
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**request notes**

Removed note about capstone eligible.

**peoplesoft diff: 006949 1978-08-16**

HIST 4381 Topics in Comparative History (3 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Prerequisite: Completion of 060 core course. (3-0) R

**repeat reason**

Course content varies by semester.

**show fields: hist4381.5**

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

HIST 4381

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

Major | Core | Elective
------|------|------
| | | ☑

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

Yes No

3.5. Which course is being replaced?

*This question was not displayed to the respondent.*

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

- 1 | HIST 4376
- 2
- 3
- None

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

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
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<td>content varies by semester</td>
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</table>
1. Course Subject and Number

HIST 4382

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

Major  Core  Elective
☐  ☐  ☑

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

Yes  No
☐  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐  1  HIST 4376
☐  2
☐  3
☐  None

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

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
<table>
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<th>actions</th>
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<td>HIST 4383 Topics in U.S. Southern History (3 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Prerequisite: Completion of 060 core course. (3-0) R</td>
<td>phase: approve</td>
<td>mlg105020 2019-01-22 13:12:13 NOLINK 54.0102.00.01 audit: -1187.5 m index: -1187.5 m match_fail</td>
<td>ps info orion info overview change process modify</td>
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**request notes**

Removed note about capstone eligible.

**peoplesoft diff: NOLINK**

HIST 4383 Topics in U.S. Southern History (3 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Prerequisite: Completion of 060 core course. (3-0) R

**repeat reason**

Content varies by semester.

**show fields: hist4383.3**

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

HIST 4383

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

   Major   Core   Elective
   [   ]    [   ]    [   ]

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

   Yes No
   [   ]    [   ]

3.5. Which course is being replaced?

   This question was not displayed to the respondent.

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

   1. HIST 4376
   [   ]
   2. [   ]
   3. [   ]
   [   ] None

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

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

Dan Wickberg

7. This form submitted by:

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

HIST 4384

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

Major  Core  Elective
☐   ☐   ☑

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

Yes  No
☐   ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

1  HIST 4376
2
3
None

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

Dan Wickberg

7. This form submitted by:

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

HIST 4385

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 HIST 3327
- 2 HIST 3328
- 3 None

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

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

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
<table>
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<td>HIST 4386 Topics in the History of Race or Ethnicity (3 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Prerequisite: Completion of 060 core course. (3-0) R</td>
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</table>
1. Course Subject and Number

HIST 4386

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

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<tr>
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</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. HIST 4376

2.

3.

None ☐

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

Dan Wickberg

7. This form submitted by:

Megan Gray Hering
<table>
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<tr>
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<tr>
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<td>HIST 4387 Topics in Urban History (3 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Prerequisite: Completion of 060 core course. (3-0) R</td>
<td>Removed note about capstone eligible.</td>
<td>course content changes by semester</td>
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**peoplesoft diff: NOLINK**

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

**repeat reason**

course content changes by semester

**show fields: hist4387.4**

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

HIST 4387

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

Major  Core  Elective

☐  ☐  ☑

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

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐  1  HIST 4376
☐  2
☐  3
☐  None

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

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

Dan Wickberg

7. This form submitted by:

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

Removed note about capstone eligible.

**peoplesoft diff: NOLINK**

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

**repeat reason**

Course content varies by semester.

**show fields: hist4388.5**

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

HIST 4388

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

- Major
- Core
- Elective

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

- Yes
- No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

- HIST 4330
- HIST 4332
- HIST 4344

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

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

Dan Wickberg

7. This form submitted by:

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

Matched DANC 3336

peoplesoft diff: NOLINK

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

**show fields: lats3303.5**

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

LATS 3303

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

- Major
- Core
- Elective

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

Yes No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

1. DANC 3342

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

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

Monica Rankin

7. This form submitted by:

Megan Gray Hering
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<td>add * cgs4320 (r1) cgs4320.4 group_head series_head</td>
<td>CGS 4320 Psychology of Reasoning (3 semester credit hours) This course will examine reasoning from multiple perspectives including types of thinking and reasoning, comparisons across species, and lifespan development. There is a joint emphasis on the definition of reasoning from a cognitive perspective and from a neuroscience perspective. Prerequisite: PSY 2301 or PSY 3361. (Same as PSY 4320) (3-0) Y</td>
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**peoplesoft diff: NOLINK**

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

**show fields: cgs4320.4**

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

cgs 4320

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

Major  Core  Elective
✓   ☐   ☑

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

Yes  No
☐   ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐  1  psy 3361
☐  2  
☐  3  
☐  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?
target audience is cgs students rather than psy students. content is also more multidisciplinary than psy 3361.

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

Dr. Richard Golden

7. This form submitted by:

Leah Barfield
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<td>2019-open</td>
<td>2019-open add * nsc4390 (r1) nsc4390.4 group_head series_head</td>
<td>NSC 4390 Directed Research and Writing (3 semester credit hours) Student conducts research under weekly faculty supervision and complete assigned laboratory projects and written activities with feedback. May be repeated for credit as topics vary (9 semester credit hours maximum). Instructor consent required. (3-0) S</td>
<td>phase: approve status: cue audit: 12</td>
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peoplesoft diff: NOLINK

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

repeat reason

Laboratory projects vary.

show fields: nsc4390.4

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

nsc 4390 Directed Research and Writing

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

- Major
- Core
- Elective

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

- Yes
- No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

- 1 nsc 4v98
- 2 biol 3v91
- 3 None

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

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

Dr. Melanie Spence

7. This form submitted by:

Leah Barfield
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<td>add *</td>
<td>psy3370 (r1) psy3370.4 group_head series_head</td>
<td>PSY 3370 Positive Psychology (3 semester credit hours) Examines the fundamentals of positive psychology and what it means to lead a fulfilling and flourishing life. Scientific inquiry in psychology has often focused on dysfunction and disorder. Conversely, positive psychology addresses a variety of issues from a strengths rather than a deficit model and includes practical applications for ones own life. Through class lectures, readings, group discussions, reflective writing, and class projects, this course will examine the science of happiness and psychological well-being, including: the nature and measurement of happiness, the biological basis of positive emotions, and overview of positive trait theories, self-esteem, the mind-body connection, gratitude, emotional intelligence, altruism, decision-making, and the characteristics of successful relationships. (3-0) Y</td>
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**peoplesoft diff: NOLINK**

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

**show fields: psy3370.4**

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

psy 3370

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

Major  Core  Elective

☐  ☐  ☑

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

Yes No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐  1 psy 4333 Human Relations

☐  2

☐  3

☐  None

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

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

Dr. Melanie Spence

7. This form submitted by:

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

Added per Dr. Spence (DDC)

**peoplesoft diff:**

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

**show fields: psy4320.2**

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

PSY 4320

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

- Major
- Core
- Elective

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

- Yes
- No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

- 1
- 2
- 3

- None

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

This question was not displayed to the respondent.

RETURN TO MAIN MENU
6. Faculty contact that requested this course be added to the inventory:

Melanie Spence

7. This form submitted by:

Melanie Spence
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<td>add * ce4202 (r1) ce4202.2 group_head series_head</td>
<td>CE 4202 Electrical and Computer Engineering Laboratory in Circuits (4 semester credit hours) Laboratory topics in Circuits. Prerequisite: CE 3202 or EE 3202. (Same as EE 4202) (1-3) S</td>
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<td>CE 4202 Electrical and Computer Engineering Laboratory in Circuits (4 semester credit hours) Laboratory topics in Circuits. Prerequisite: CE 3202 or EE 3202. (Same as EE 4202) (1-3) S</td>
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1. Course Subject and Number

CE 4202

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

Major Core Elective

☐ ☐ ☑

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

Yes No

☐ ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐ 1

☐ 2

☐ 3

☒ None

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

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

Ntafos

7. This form submitted by:

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

EE 3201

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

Major  Core  Elective

Yes  No

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

Yes  No

3.5. Which course is being replaced?

EE 3101; EE 3120

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

☐ 1
☐ 2
☐ 3
☐ None

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

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

Ntafos

7. This form submitted by:

Ntafos
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<td>EE 4202 Electrical and Computer Engineering Laboratory in Circuits (2 semester credit hours) Laboratory topics in Circuits. Prerequisite: CE 3202 or EE 3202. (Same as CE 4202) (1-3) S</td>
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<td>EE 4202 Electrical and Computer Engineering Laboratory in Circuits (2 semester credit hours) Laboratory topics in Circuits. Prerequisite: CE 3202 or EE 3202. (Same as CE 4202) (1-3) S</td>
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1. Course Subject and Number

EE 4202

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

Major  Core  Elective

Yes  No

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

MECH 4342

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

Major  Core  Elective

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

Yes  No

3.5. Which course is being replaced?

*This question was not displayed to the respondent.*

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

1
2
3

None

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

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

Ntafos

7. This form submitted by:

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

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

Experiences will differ from semester to semester.

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03/13/2019
1. Course Subject and Number

EPPS 3310

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

Major  Core  Elective

☐  ☐  ☑

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

Yes  No

☐ ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐  1  BBSU 3310

☐  2

☐  3

☐  None

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

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

   Carol Cirulli Lanham

7. This form submitted by:

   Richard Scotch
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1. Course Subject and Number

ACCT 4201

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

Major  Core  Elective

☑  ☐  ☐

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

Yes  No

☐  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐  1
☐  2
☐  3
☐  None

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

Marilyn Kaplan

7. This form submitted by:

Marilyn Kaplan
### NATS 1142 UTeach STEP 1 (1 semester credit hour)

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

#### Request Notes

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

#### PeopleSoft Diff:

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

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NATS 1142

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. NATS 1141

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

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

Katherine Donaldson

7. This form submitted by:

Hailey King
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### Graduate Courses to be offered in 2019-2020

#### Number of Courses

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#### Repeatability

- **Repeatable**: 13
- **Online**: 1

#### Additions

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<td>ACCT 6009</td>
<td>IMS 6009</td>
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#### Removals

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#### Online

- **OB 6381**

#### Edits

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#### + Repeatability

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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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<td>add *</td>
<td>cs6302 (r1)</td>
<td>cs6302.2</td>
<td>CS 6302 Special Topics in Computer Science (3 semester credit hours) Special Topics in Computer Science for Non-CS/SE Majors. Prerequisite: CS 5303. (3-0) Y</td>
<td>phase: approve</td>
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**request notes**

2019.02.13 - DDC - Added per Dr. Karrah

**peoplesoft diff:**

CS 6302 Special Topics in Computer Science (3 semester credit hours) Special Topics in Computer Science for Non-CS/SE Majors. Prerequisite: CS 5303. (3-0) Y

**show fields: cs6302.2**

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- cat_subtitles: no_subtitles
1. Course Subject and Number

CS 6302

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

Major          Core          Elective
☐              ☐              ☒

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

Yes  No

circle 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:

Dr. Balaji Raghavachari

7. This form submitted by:

Shyam Karrah
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<td>add *</td>
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<td>(r1) eegr6397.4</td>
<td>EEGR 6397 Convex Optimization (3 semester credit hours) Convex sets, convex functions, operations preserving convexity, convex optimization problems, quasi-convex, linear, and quadratic optimization, geometric and semi-definite programming, generalized inequalities, vector optimization, the Lagrange dual problem, optimality conditions, sensitivity analysis, applications in approximation and fitting, statistical estimation, and geometric problems, overview of numerical linear algebra, descent methods, Newton's method, handling equality constraints, introduction to interior point methods. (3-0) R</td>
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<td>ddm150930 2019-02-14 14:39:44 NOLINK 14.1001.00.06 audit: -3843.8 m index: -3843.8 m match_fail</td>
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<td>EEGR 6397 Convex Optimization (3 semester credit hours) Convex sets, convex functions, operations preserving convexity, convex optimization problems, quasi-convex, linear, and quadratic optimization, geometric and semi-definite programming, generalized inequalities, vector optimization, the Lagrange dual problem, optimality conditions, sensitivity analysis, applications in approximation and fitting, statistical estimation, and geometric problems, overview of numerical linear algebra, descent methods, Newton's method, handling equality constraints, introduction to interior point methods. (3-0) R</td>
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1. Course Subject and Number

EEGR 6397 Convex Optimization

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

<table>
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<th>Major</th>
<th>Core</th>
<th>Elective</th>
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<tr>
<td></td>
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<td>✔️</td>
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</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. SYSM 6305 Optimization theory and practice.

2. None

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

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

Dinesh Bhatia

7. This form submitted by:

Dinesh Bhatia
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<td>2019-open</td>
<td>add * eepe6398 (r1) eepe6398.2 group_head series_head</td>
<td>EEPE 6398 General Theory of Electric Machines (3 semester credit hours) Fundamentals of electromechanical energy conversion, operating time constants, and dynamic operation of electric machinery. The theory and models of synchronous generators transient operations. Fundamentals of reference frame theory in multi-phase systems and its application to permanent magnet synchronous machines, wound rotor synchronous machines, induction machines, and synchronous reluctance machines. Electric machines operations using reluctance torque including steady state and transient operation of salient pole synchronous machines, interior permanent magnet synchronous motors and switched reluctance machines. (3-0) Y</td>
<td></td>
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<td>ps info orion info overview change process modify</td>
</tr>
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</table>

**request notes**

Adding new course

**peoplesoft diff: NOLINK**

EEPE 6398 General Theory of Electric Machines (3 semester credit hours) Fundamentals of electromechanical energy conversion, operating time constants, and dynamic operation of electric machinery. The theory and models of synchronous generators transient operations. Fundamentals of reference frame theory in multi-phase systems and its application to permanent magnet synchronous machines, wound rotor synchronous machines, induction machines, and synchronous reluctance machines. Electric machines operations using reluctance torque including steady state and transient operation of salient pole synchronous machines, interior permanent magnet synchronous motors and switched reluctance machines. (3-0) Y

**show fields: eepe6398.2**

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

EEPE 6398: General Theory of Electric Machines

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

Major Core Elective

☑️ ☐ ☑

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

Yes ☐ No ☑

3.5. Which course is being replaced?

*This question was not displayed to the respondent.*

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

☐ 1
☐ 2
☐ 3
☐ None

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

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

Dinesh Bhatia

7. This form submitted by:

Dinesh Bhatia
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<tr>
<td>2019-open</td>
<td>add * gisc6375 (r1) gisc6375.2 group_head series_head</td>
<td>GISC 6375 Spatial Optimization (3 semester credit hours) Provides an understanding of applied mathematical and computational techniques used in optimization problems that have a strong spatial component. Students will learn the basics of problem formulation and various solution strategies, both exact (e.g., linear and nonlinear programming) and heuristic (e.g., genetic programming). Students will gain hands-on experience linking GIS and other software systems to solve these sorts of problems. At the conclusion of this class students will be able to formulate and solve a variety of spatial optimization problems that are beyond the capabilities of any single off-the-shelf software system. (3-0) Y</td>
<td>phase: approve</td>
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**request notes**

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

**peoplesoft diff: NOLINK**

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

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- cat core:
- cat subtitles: no subtitles
1. Course Subject and Number

GISC 6375

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

- Major
- Core
- Elective

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

- Yes
- No

3.5. Which course is being replaced?

*This question was not displayed to the respondent.*

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

- 1
- 2
- 3

- None

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

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

Fang Qiu

7. This form submitted by:

Fang Qiu
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<td>add * acct6009 (r1) acct6009.6 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 (3 times maximum). Prerequisites: (MAS 6102 or ACCT 6388 or MBA major) and department consent required. (0-0) S</td>
<td></td>
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**request notes**

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

**peoplesoft diff: NOLINK**

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

**repeat reason**

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

**show fields: acct6009.6**

- cat_repeat_units: 99
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- cat_subtitles: no_subtitles
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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<th>catalog course description</th>
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<th>request metadata</th>
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</table>
| 2019-open | acct6321 | acct6321.7 | **ACCT 6321 Database Applications for Business Analytics in Accounting (3 semester credit hours)**
This course develops an understanding of the role of databases in accounting, including Structured Query Language (SQL), NoSQL and other databases deemed appropriate. Students learn how to effectively query SQL and NoSQL databases and use analytics tools to present accounting information. Topics include ER models, SQL, PL/SQL, query optimization, NoSQL database types, and NoSQL querying. Accounting applications will be emphasized. Prerequisite or Corequisite: ACCT 6330. (3-0) Y | phase: approve | sxa063000 | ps info overview change process modify |
|          |        |        |                              | audit: 12      | NOLINK 52.1201.00.16 |         |
|          |        |        |                              |                | audit: -1540.3 m |         |
|          |        |        |                              |                | index: -1540.3 m |         |
|          |        |        |                              |                | match_fail |         |

---

**request notes**

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

**peoplesoft diff: NOLINK**

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

**show fields: acct6321.7**

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

ACCT 6321

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

Major   Core   Elective
☐       ☐       ☑

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

Yes ☐ No ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐ 1
☐ 2
☐ 3
☑ None

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

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

Surya Janakiraman

7. This form submitted by:

Shawn Alborz
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<tr>
<td>2019-open</td>
<td>add * buan6009 (r1) buan6009.7 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 (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
<td>phase: approve status: cue audit: 11</td>
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<td>ps info orion info overview change process modify</td>
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**request notes**

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

**peoplesoft diff: NOLINK**

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

**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: buan6009.7**

- cat_repeat_units: 99
- cat_delivery_method: deliverymethod_100
- cat_core:
- 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
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<tr>
<td>2019-open</td>
<td>buan6325</td>
<td>BUAN 6325 Ethics and Regulation in Business Analytics (3 semester credit hours) As the use of business analytics continues to grow across industries and applications, there is a need to understand the moral, social, and ethical ramifications of collection, analysis, and reporting of data throughout the stages of the data analysis pipeline. This course develops a practical understanding of algorithmic and information biases and the role of privacy, transparency, and fairness in business analytics. This course introduces ethical data analysis practices and legal, regulatory and societal constraints on these practices. The course also examines how to apply practical, ethical, and legal constructs and scenarios in data analysis that can be beneficial to society. Prerequisite: BUAN 6324 or BUAN 6356. (3-0) Y</td>
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<td>sxa063000 2019-01-01 13:01:12 11.0401.00.02</td>
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</table>

**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
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  - deliverymethod_100
- cat_core:
- cat_subtitles: no_subtitles
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.)?

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

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

**peoplesoft diff: NOLINK**

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

**repeat reason**

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

**show fields: engy6009.6**

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- cat_subtitles: no_subtitles
1. Course Subject and Number

ENGY 6009

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

- Major
- Core
- Elective

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

- Yes
- No

3.5. Which course is being replaced?

*This question was not displayed to the respondent.*

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

- 1
- 2
- 3

- None

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

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

Monica Powell

7. This form submitted by:

Shawn Alborz
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FERM 6009 Financial Engineering and Risk Management Internship (0 semester credit hours)

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

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

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

**show fields:** ferm6009.4

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1. Course Subject and Number

FERM 6009

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

Major Core Elective

☐ ☐ ☑

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

Yes No

☐ ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐ 1

☐ 2

☐ 3

☑ None

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

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

Shawn Alborz

7. This form submitted by:

Shawn Alborz
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<td>FIN 6009 Finance Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
<td>phase: approve status: cue audit: 11</td>
<td>sxa063000 2019-02-11 10:56:12 NOLINK 52.0801.00.16 audit: -1533.3 m index: -1533.3 m match_fail</td>
<td>ps info orion info overview change process modify</td>
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</table>

**request notes**

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

**peoplesoft diff: NOLINK**

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

**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: fin6009.6**

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1. Course Subject and Number

FIN 6009

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

Major  Core  Elective
☐  ☐  ☑

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

Yes  No
☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐  1
☐  2
☐  3
☑  None

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

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

| Monica Powell |

---

7. This form submitted by:

| Shawn Alborz |

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

HMG 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

03/13/2019

7. This form submitted by:

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

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

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

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

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

IMS 6009

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

- Major
- Core
- Elective

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

Yes
No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

- 1
- 2
- 3

None

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

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

Shawn Alborz

7. This form submitted by:

Shawn Alborz
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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 (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
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</table>

**request notes**

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

**peoplesoft diff: NOLINK**

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

**repeat reason**

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

**show fields: mas6009.4**

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- cat_subtitles: no_subtitles
1. Course Subject and Number

MAS 6009

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

- Major
- Core
- Elective

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

- Yes
- No

3.5. Which course is being replaced?

*This question was not displayed to the respondent.*

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

1.

2.

3.

- None

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

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

Shawn Alborz

7. This form submitted by:

Shawn Alborz
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<td>MIS 6009 Information Systems Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) S</td>
<td>sxa063000</td>
<td>2019-02-11 10:59:55</td>
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**request notes**

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

**repeat reason**

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

**show fields: mis6009.5**

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1. Course Subject and Number

MIS 6009

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

Major  Core  Elective

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

Yes  No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐ 1

☐ 2

☐ 3

☐ None

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

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

Monica Powell

03/13/2019

7. This form submitted by:

Shawn Alborz
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<tbody>
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<td>add * mis6313 (r1) mis6313.2 group_head series_head</td>
<td><strong>MIS 6313</strong> Managing Information Technology in the Information Age (3 semester credit hours) This course explores the role of information technology and systems in today's business environment. The course covers topics including strategic role of information, digital transformation, information for decision making, managing information resources, cloud computing, cybersecurity, business analytics for managerial decision making, and current information systems/technology issues. (3-0) S</td>
<td>phase: approve status: cue audit: 11</td>
<td>sxa063000 2019-02-18 16:44:36 52.1201.00.16 audit: -89.1 m index: -89.1 m match_fail</td>
<td>ps info orion info overview change process modify</td>
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**request notes**

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

**peoplesoft diff:**

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

**show fields: mis6313.2**

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1. Course Subject and Number

MIS 6313

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

Major Core Elective

☐ ☐ ☑

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

Yes No

☐ ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐ 1

☐ 2

☐ 3

☑ None

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

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

Syam Menon

7. This form submitted by:

Shawn Alborz
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<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 (3 times maximum). 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 with maximum of 3 times.

**peoplesoft diff: NOLINK**

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

**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: mkt6009.6**

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- 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:

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

**request notes**

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

**peoplesoft diff:**

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

**show fields: ob6381.2**

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- cat_subtitles: no_subtitles
1. Course Subject and Number

OB 6381

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

Major  Core  Elective

☐  ☐  ☑

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

Yes  No

☐  ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐  1

☐  2

☐  3

☑  None

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

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

Robert Hicks

7. This form submitted by:

Shawn Alborz
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<td>add * opre6009 (r1) opre6009.7 group_head series_head</td>
<td>OPRE 6009 Supply Chain Management Internship (0 semester credit hours) Student gains experience and improves skills through appropriate developmental work assignments in a real business environment. Student must identify and submit specific business learning objectives at the beginning of the semester. The student must demonstrate exposure to the managerial perspective via involvement or observation. At semester end, student prepares an oral or poster presentation, or a written paper reflecting on the work experience. Student performance is evaluated by the work supervisor. Pass/Fail only. May be repeated as topics vary (3 times maximum). Prerequisites: (MAS 6102 or MBA major) and department consent required. (0-0) $</td>
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<td>ps info orion info overview change process modify</td>
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### Request Notes

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

### Peoplesoft Diff: NOLINK

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

### 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

OPRE 6009

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

Major  Core  Elective

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

Yes  No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

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

☐ 1 
☐ 2 
☐ 3 
☑  None

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

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

Monica Powell

7. This form submitted by:

Shawn Alborz
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<td>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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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:

<table>
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<th>Shawn Alborz</th>
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7. This form submitted by:

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

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<th>ECS</th>
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All updated pages are listed with a general summary of changes made.

#### JSOM

**Accounting**

Extensive updates. Majority related to addition of Tracks.

Click on the degree title in the Blue button to see a comparison PDF of each degree plan page on the Registrar’s Intranet.
Proposed Concentration1 or Minor Program Form

**Title:**
Interdisciplinary Arts Concentration  
Photo-Video-Digital Concentration  
(Resulting from VPA BA Revisions)  
**School:** Arts and Humanities

**Administrative Unit:**
Arts and Humanities – Visual and Performing Arts

**Contact Information:**
Michele Hanlon, Associate Dean for the Arts, x-2140, mhanlon@utdallas.edu

**Implementation Date:** Fall 2019

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

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

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

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

---

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

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

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

1. Revision of the major upper level requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Interdisciplinary Arts concentration:

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

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<td><strong>ARTS Studio</strong></td>
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ARTS 4308, 4372, 4368, or 4V71

ARTS 4000-LEVEL

VPA Elective

VPA Elective

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

**Additional Information:**
None
Interdisciplinary Arts Programs

University of North TX

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

School for Interdisciplinary Arts Hampshire College

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

Master of Fine Arts in Interdisciplinary Arts – Goddard College (VT)

Artists working in a variety of practices, including visual arts, dance, music, theater, performance art, social practice, design, digital media, and the literary arts, not only work across artistic disciplines, but also engage broader interdisciplinary inquiry in dialogue with other disciplines and systems of ...

Interdisciplinary Arts - Eckerd College (FL)

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

Bachelor of Interdisciplinary Arts – Texas Tech

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

Interdisciplinary Arts and Performance – New College (ASU)

Interdisciplinary Arts & Letters – Prescott College (AZ)

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

Interdisciplinary Arts - Shippensburg University (PA)

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

BA in Interdisciplinary Arts – University of WA, Bothell

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

Interdisciplinary Arts minor – Gonzaga (WA)

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

“Interdisciplinary” on the UTD website

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

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

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

Administrative Unit: Operations Research Area in JSOM

Contact Information: Ching Chung Kuo

Date of Request: 1/9/19

Implementation Date: Fall 2019

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

Academic Focus of the Concentration or Minor: Supply Chain Management

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

Number of Required Semester Credit Hours: 18 hours

Course requirements for Concentration or Minor:

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

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

Plus one of the following three courses:

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

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

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

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

Non-Academic Withdrawals

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

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

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

Military Training Awarded as Academic Course Credit

I. College Credit for Military Service

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

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

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

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

II. Credit for Military Training

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

III. Process for Awarding Credit

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

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

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

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

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

Military Service Activation Interruption of Education

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

Option to Remain Enrolled and Complete Coursework Following Brief Military Service

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

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

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

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

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

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

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

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

Option for Automatic Readmission Following Military Service

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

A student who formally requests and is granted a leave of absence will be exempt from the readmission requirements. A request for a leave of absence must be made through the academic department or program to the Dean of Graduate Studies Education and is recorded on the student’s academic record by the Office of the Registrar. A leave of absence will not be approved for more than one academic year. The leave of absence does not alter the time limits placed on graduate degrees. At the end of an approved leave of absence period, the student will be automatically reinstated to an active student status and will be exempt from the readmission requirements. Exceptions to this policy may be considered on a case-by-case basis. A student who formally requests and is granted a leave of absence will be exempt from the readmission requirements.
Leave of Absence Request
Submit completed form to Student Services Building or mailstop ROC 13

Before submitting this request, you must read the Leave of Absence policy in the Graduate Catalog.

Name _____________________________________________
Last   First  MI

UTD-ID __________________________________________

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

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

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

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

Student Signature_______________________________________________Date____________

Advisor Signature_______________________________________________Date____________

Associate Dean Signature________________________________________Date____________

Dean of Graduate Education Signature _______________________________Date____________

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

Updated February 2019
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1PM Academic Council</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>NEW Academic Senate Meeting: 1 PM</td>
<td>8</td>
<td>9</td>
<td>10</td>
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<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>9 AM: JSOM #1</td>
<td>15</td>
<td>16</td>
<td>17</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>11:30 AM: JSOM #2</td>
<td>9 AM: ECS #1</td>
<td>11:30 AM: ECS #2</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 PM: JSOM #3</td>
<td>4:30 PM: JSOM #4</td>
<td>1 PM: Original Academic Senate Meeting</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>9 AM: ECS #1</td>
<td>15</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>11:30 AM: ECS #2</td>
<td>9 AM: BBS</td>
<td>11:30 AM NSM</td>
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<tr>
<td></td>
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<td></td>
<td>1 PM: Original Academic Senate Meeting</td>
<td>16</td>
<td>17</td>
<td>18</td>
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<td></td>
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<td></td>
<td>2 PM: A&amp;H and EPPS</td>
<td>2 PM: ATEC and IS</td>
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<td>26</td>
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<td></td>
<td></td>
<td></td>
<td>Memorial Day</td>
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</tbody>
</table>

*10 AM: Honors Convocation
1 PM: Doctoral Hooding Ceremony*

*9 AM: JSOM #1
11:30 AM: JSOM #2
2 PM: JSOM #3
4:30 PM: JSOM #4

*9 AM: ECS #1
11:30 AM: ECS #2
1 PM: Original Academic Senate Meeting
2 PM: A&H and EPPS

*9 AM: BBS
11:30 AM NSM
2 PM: ATEC and IS*