THE UNIVERSITY OF TEXAS AT DALLAS
Academic Governance
800 West Campbell Road, AD 23, Richardson, TX 75080-3021
Office: (972) 883-6751 FAX: (972) 883-2276

January 10, 2022

TO: **Academic Senate Members**

FROM: Academic Governance
Cyndi Haynes, Secretary to Academic Governance

SUBJECT: **ACADEMIC SENATE MEETING**

The Academic Senate will meet **Wednesday, February 16, 2022 at 1:00 pm** via MS Teams Meetings.

If you cannot attend, please notify me at academic.governance@utdallas.edu.

COPY TO:

Richard Benson	**Calvin Jamison**	**Serenity King**	**Jennifer Klunk, Staff Council**
Inga Musselman	**Larry Redlinger**	**Amanda Rockow**	**Debra Greszler, Staff Council**
Rafael Martín	**Gene Fitch**	**Larry Zacharias**	**Ryan Short, Student Government**
Jessica Murphy	**Amanda Smith**	**Terry Pankratz**	**Imaan Razak Macchiwalla, Student Government**
Juan González		**Yvette Pearson**	**Kara Peak, Graduate Student Assembly**
Deans			**Connor Donegan, Graduate Student Assembly**

2021-2022 ACADEMIC SENATE		
Mohammad Akbar (NSM)	*Mary Beth Goodrich (JSOM)*	*Syed Naqvi (IS)*
Ashiq Ali (JSOM)	*Erin Greer (A&H)*	*Simeon Ntafos (ECS)*
William Anderson (ECS)	*Gopal Gupta (ECS)*	*Dawn Owens (JSOM)*
Poras Balsara (ECS)	*Maria Hasenhuttl (JSOM)*	*Elizabeth Pickett (NSM)*
Ashley Barnes (A&H)	*Bill Hefley (JSOM) ** *	*Ravi Prakash (ECS) **
Kurt Beron (EPPS)	*Shayla Holub (BBS)*	*Shalini Prasad (ECS)*
Dinesh Bhatia (ECS)	*Karen Huxtable-Jester (BBS)*	*Suresh Radhakrishnan (JSOM)*
Denise Boots (EPPS)	*Naser Islam (JSOM)*	*Viswanath Ramakrishna (NSM)*
Elizabeth Boyd (ATEC)	*Joseph Izen (NSM)*	*Michael Rebello (JSOM)*
Patrick Brandt (EPPS)	*Michael Kesden (NSM)*	*Monika Salter (ATEC)*
Adam Chandler (ATEC)	*Tae Hoon Kim (NSM)*	*Gayle Schwark (BBS)*
Ovidiu Daescu (ECS)	*Nanda Kumar (JSOM)*	*Richard Scotch (EPPS) *** *
Gregory Dess (JSOM)	*David Lumley (NSM)*	*Gaurav Shekhar (JSOM)*
Simon Fass (EPPS)	*Victoria McCrady (JSOM)*	*Lucien Thompson (BBS)*
John Ferraris (NSM)	*Syam Menon (JSOM)*	*Christine Veras de Souza (ATEC)*
Andrea Fumagalli (ECS)	*Sarah Moore (JSOM)*	*Shilyh Warren (A&H) ****
Lev Gelb (ECS)	*B P Murthi (JSOM)*	*Regina Ybarra (BBS)*

* Speaker
** Secretary
*** Vice-Speaker

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AGENDA
ACADEMIC SENATE MEETING
February 16, 2022 @ 1:00-3:00 PM
via Microsoft Teams

1. Call to Order, Announcements & Questions	Richard Benson
2. Approval of the Agenda	Ravi Prakash
3. Approval of Minutes – January 19, 2022	Ravi Prakash
4. Speaker's Report	Ravi Prakash
5. THECB/SACSCOC/ Legislative Updates	Serenity King
6. NCFS/TXCFS/FAC Report	Ravi Prakash/R. Scotch/ S. Warren/ B. Hefley
7. Student Government Report	Ryan Short/Imaan Razak Macchiwalla
8. Graduate Student Assembly Report	Kara Peak/Connor Donegan
9. Staff Council Report	Jennifer Klunk/Debra Greszler
10. Recommendations from Committee on Committees	Ravi Prakash
11. CEP Recommendations A. 2022-'23 Undergraduate Course Inventory (Dec CUE) B. 2022-'23 Undergraduate Course Inventory (Jan CUE) C. 2022-'23 Core Course Inventory (Dec CUE) D. 2022-'23 Undergraduate Degree Plans (Jan CUE) E. 2022-'23 Graduate Course Inventory F. 2022-'23 Graduate Degree Plans G. Reducing SCH Requirements for the MA in Latin American Studies	Syam Menon
12. Revision to the ECS Bylaws	Mark Spong
13. Approval of Updates to Emeriti Titles Perquisites and Privileges of Emeriti Title Holders - UTDPP1046	Serenity King
14. Recommendations for Membership on 3+3+3 Committee - UTDPP1047 Evaluation of Academic Administrators	Ravi Prakash
15. Update on Campus Climate Survey	Colleen Dutton
16. Adjournment	Richard Benson

ACADEMIC SENATE MEETING

UNAPPROVED AND UNCORRECTED MINUTES

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

ACADEMIC SENATE MEETING

January 19, 2022

Present: *Richard Benson, Inga Musselman,* Mohammad Akbar, Ashiq Ali, William Anderson, Poras Balsara, Ashley Barnes, Kurt Beron, Dinesh Bhatia, Denise Boots, Elizabeth Boyd, Patrick Brandt, Adam Chandler, Ovidiu Daescu, Gregory Dess, Simon Fass, John Ferraris, Andrea Fumagalli, Lev Gelb, Mary Beth Goodrich, Erin Greer, Gopal Gupta, Maria Hasenhuttl, William Hefley, Karen Huxtable-Jester, Naser Islam, Joseph Izen, Michael Kesden, Tae Hoon Kim, Victoria McCrady, Syam Menon, Sarah Moore, B P Murthi, Syed Naqvi, Simeon Ntafos, Dawn Owens, Elizabeth Pickett, Ravi Prakash, Shalini Prasad, Suresh Radhakrishnan, Vishwanath Ramakrishna, Michael Rebello, Monika Salter, Richard Scotch, Gaurav Shekhar, Stephen Spiro, Lucien Thompson, Christine Veras de Souza, Shilyh Warren, Regina Ybarra

Visitors: Rafael Martín, Katrina Adams, Naofal Al-Dhahir, Gregory Ballew, Sandy Beisel, Lance Bennett, Timothy Bray, Valerie Brunell, Ramaswamy Chandrasekaran, Larry Chasteen, Darren Crone, Mareze Crone, Connor Donegan, Douglas Dow, Colleen Dutton, George Fair, Qin Fang, Frank Feagans, Baowei Fei, Francesca Filbey, Juan González, Charles Haseman, Leigh Hausman, Dorothee Honhon, Julia Hsu, Jennifer Hudson, Calvin Jamison, Simon Kane, Amena Khan, Serenity King, Jennifer Klunk, Dee Lambert, Kristen Lawson, Murray Leaf, Mark Lee, Ingrid London, Kathryn Lookadoo, Jennifer McDowell, Marco Mendoza, Jessica Murphy, Christi Nielsen, Mehrdad Nourani, Joseph Pancrazio, Terry Pankratz, Kara Peak, Yvette Pearson, Kaloyan Penev, Michelle Prudhomme-Coleman, Rachna Raman, Imaan Razak Macchiwalla, Beverly Reed, Carolyn Reichert, Amanda Rockow, Ellen Safley, Monika Salter, Shailesh Shah, Gloria Shenoy, Ryan Short, Steven Small, Amanda Smith, Melanie Spence, Kuei Sun, Keith Thurgood, Josephine Vitta, Shouqiang Wang, Tonja Wissinger, Larry Zacharias, Vy Trang, Cyndi Haynes

Absent: Shayla Holub, Nanda Kumar, David Lumley, Gayle Schwark

1. **Call to Order, Announcements & Questions – Richard Benson**

   Dr. Benson called the meeting to order at 1:00 pm**.** Two third-year reviews of the VP for Research Joe Pancrazio and the VP for Academic Affairs and Provost Inga Musselman have been conducted. The review for Dr. Pancrazio went very well. UTD's research activity is somewhat lower than aspirational and HEPTAD peers, but this is by design. There is a continuing need to bolster the institution's research portfolio. The review also showed that not every school has the same level of research activity as others. The Office of Research is available to help bolster and support each school's research activity.

   A significant result came from the Provost's review. UT Dallas is structured in a way that there is a healthy balance between Academic Affairs and localized control at the school level versus at the university level. There is a legacy of a longstanding administrative structure that goes back to Hobson Wildenthal, when the university was 1/2 to 1/3 its current size. Many activities are being managed at the Provost level by a small team and it is not sustainable for a large, complex university. Provost Musselman is working with the school deans and with her staff to restructure the Provost's Office. The result will be that the schools will have more autonomy, as well as responsibility for activities such as faculty hiring and promotion, budgeting/investing in research programs, and so on. Although this a significant change in direction for UT Dallas, it is a change toward the norm at other large institutions.

   The start of the spring semester was shifted by one week due to the Omicron variant. Classes will be taught online for the first three weeks of the semester. Other UT System schools have adopted this model. In-person classes will resume on February 7th.

   Kara Peak asked why proactive COVID testing has been eliminated for this time period when this strain of the virus is more virulent. Dr. Benson responded that UT Dallas performed proactive testing, but it wasn't on a drop-in basis. The majority of those tests came up negative so the institution was investing in a lot of testing with very low infection rates. That is no longer the case. Many individuals are experiencing COVID

symptoms, but it is beyond our means and resources to test everyone all the time. Dr. Rafael Martín agreed that the proactive testing program in place last semester was a surveillance program. It was a random sample of people who were on campus in an attempt to identify cases and especially surges in cases in places like the residence halls and other places where there were vulnerable populations or populations that were more likely to infect one another. When it became clear that the Omicron surge was going to surpass the previous variant surges, it was decided that the concentration would be on those individuals who are on campus and who are either symptomatic or had close contacts. From the testing that has already been performed, the positivity rates are much higher. Positivity rates are around 33% compared to last semester which was less than 1%. This demonstrates the effectiveness of doing random proactive testing was not going to provide any information that UT Dallas could act on.

Dr. Murthi asked if faculty can be tested if they believe they may have COVID before going to class. Dr. Martín responded that if faculty are coming to campus for class, they can be tested. If faculty are teaching remotely or virtually until February 7th, they are asked to seek a test outside the university. The response time from UT Southwestern, which was less than 24 hours in the fall semester, has extended to 48 hours. They are doing many more tests due to the many cases so they are not able to do pool testing.

2. **Approval of the Agenda – Ravi Prakash**
   Dr. Prakash called for a motion to approve the agenda. Dr. Richard Scotch moved to approve the agenda. Dr. Syam Menon seconded the motion. There were no objections, the agenda was unanimously approved.

3. **Approval of the Minutes – November 17, 2021 – Ravi Prakash**
   Dr. Prakash called for a motion to approve the minutes. Dr. Syam Menon moved; Dr. BP Murthi seconded. The minutes were unanimously approved.

4. **Speaker's Report – Ravi Prakash**
   Speaker Prakash thanked Dr. Benson for reaching out to get a sense from the faculty about delaying the start of the spring semester and moving to synchronous online. He had the opportunity to advise Dr. Benson that the faculty did not like the asynchronous mode of instruction.
   The revamped commencement ceremonies in December 2021 were a significant change from past semesters in the sense that, while the doctoral hooding ceremony was university-wide, the schools conducted their own commencement ceremonies (with the logistical support of the central events planning office). At the Staff Council meeting, staff mentioned that staff were given short notice of the change and were told what the expectations were in terms of organizing. Future ceremonies will hopefully go much more smoothly. One of the advantages of this format is that two ceremonies can be held almost concurrently. This significantly reduced the time for the ceremonies, from one week to 3-3.5 days. Speaker Prakash urged faculty to try to attend the ceremonies in large numbers.

   Vice Speaker Shilyh Warren shared the sad news that the School of Arts and Humanities has lost one of their colleagues, Karen Baynham, in the communications area. She had a long and distinguished career at UT Dallas. Karen was a wonderful colleague to many. She had an incredibly positive and encouraging steady presence and helped to build up the communications courses. She also oversaw a lot of faculty in the communications area. Karen had recently survived cancer. It was in remission and it was a sudden shock to lose her. Speaker Prakash expressed his thanks for what Karen did for the university.

5. **THECB/SACSCOC/Legislative Updates – Serenity King**
   Dr. Serenity King reported there is information in the agenda packet about the Texas Higher Education Coordinating Board (THECB) quarterly meeting on January 26-27, 2022. In next month's report, she will have additional information to share with the Senate. On the THECB's agenda is the approval for UT Dallas's Doctor of Business Administration proposal.
   The 18 characteristics of doctoral programs is no longer a state reporting requirement. Dean González and the Graduate Council are discussing which of those data points the institution will continue to collect and report out. These characteristics are still required for the program review self-study reports. The THECB has announced there will be a free, virtual Open Education Resource Conference taking place next month.
   SACSCOC updates from the annual meeting is included in the agenda packet. The SACSCOC principle revisions approved at the December 2023 meeting will need to be addressed in UT Dallas' Fifth-Year Report

due in March 2024. SACSCOC is looking at how to better incorporate DEI into the principles. Currently, SACSCOC only has a position statement. There is no policy statement, and they don't have anything explicit in any of their principles, so the revision principles work group will be looking at whether or not to have a standalone principle or to just better incorporate DEI into the existing principles. The work group will also look at how to better protect shared governance. This is in response to what has happened in Florida. Also included in the agenda packet are the results of how regional and local institutions fared at the Annual Meeting in 2021.

The membership for the SACSCOC faculty committee has been constituted and the list in included in the agenda packet. Associate Dean Christi Nielsen will represent ATEC. Meetings with the faculty and leadership committees will be set up.

In the past, it has been a struggle to get enough faculty to participate in Comets to the Core assessment scoring. However, this year there were 55 total with 13 graduate students and 11 staff who participated. Letters documenting this service will be sent to the faculty.

Dr. King shared that there is a single sign-in login page for Academic Impressions. Faculty can login using their UT Dallas credentials. The launch meetings have started and Academic Impressions representatives will be at the next HR Forum. The representatives are also available to come meet with your schools as needed.

6. **NCFS/TXCFS/FAC Report – Ravi Prakash/Richard Scotch/Shilyh Warren/Bill Hefley**
Speaker Prakash reported that the UT System Faculty Advisory Council planned to meet in-person at UT System but with the spread of Omicron, they will meet virtually next week on Thursday and Friday. One of the issues on the agenda will be graduate student stipend and health insurance.

   The Texas Council of Faculty Senate has not decided on its meeting date and format for spring, though a survey to all participating universities has been sent.

7. **Student Government Report – Ryan Short/Imaan Razak Macchiwalla**
Mr. Short reported that Student Government meetings will be conducted virtually until January 31. At the last Student Senate meeting, the body approved changes to the governing documents around the wording for GPA requirements. The language would change from a 3.0 requirement to instead read good academic standing. This has to go to a student vote. This change will be reflected in the spring elections later this semester if the student body approves the changes.

   Mr. Short and and Ms. Macchiwalla serve on the UT System Student Advisory Council. The last meeting was held in December. Much of the work of this group is sharing best practices. One area of focus is undergraduate advising. He has received a lot of student feedback and concerns with academic advising and the process at UT Dallas. This is a system-wide concern. Many schools have student and staffing concerns. They are gathering best practices and will work closely with Dean Jessica Murphy. The next meeting will be in February and virtual.

   One of the ongoing projects is called the blank space project. This is an initiative to display and highlight student art on campus. At the Student Union across from the market on the second floor, art from 2019 can be seen there. The plan is to refresh the art this semester.

8. **Graduate Student Assembly Report – Kara Peak/Connor Donegan**
Ms. Peak reported that GSA will not hold any events until after February 4th. They are planning to hold many different diversity events starting with a Women in STEM panel and Black History month. Other initiatives include stipends and student health insurance.

9. **Staff Council Report – Jennifer Klunk/Debra Greszler**
Ms. Klunk reported the spring CARE Awards ceremony for fall 2021 recipients is delayed. The recipients are Amanda Pritchard, Deborah Greszler, Franklin Foxworthy, Kim Warren, Rosalyn Green and Toby Glazer.

   Fall 2021 scholarship recipients have been determined. Funds are being disbursed. The recipients will be announced at the next Staff Council meeting.

   Staff Council has hired a full-time coordinator of special programs, Deanna Dallal. She started at the beginning of January.

The Staff Council has raised over $1000 towards staff scholarships.

The Staff Council Communications Committee has launched a rebranding project to update the artwork Staff Council uses.

10. CEP Recommendations – Syam Menon

A. **2022-'23 Undergraduate Course Inventory**

There are 12 new courses, 5 removals, and over 100 edits. None of the new courses are repeatable. Some repeatable courses were edited to adjust for prerequisites and to add the clarification that topics courses may require additional prerequisites depending on the topic.

B. **2022-'23 Graduate Course Inventory**

There is one additional course and five edits. The additional course is not repeatable. The edits involve the addition of the same clarification that topics courses may require additional prerequisites.

C. 2021-'22 Undergraduate Degree Plans

The BS and BA degrees in Education were approved in spring 2021. Later, some errors were discovered. Many required courses were not listed and some of the semester credit hours were not distributed correctly so the changes being proposed are to correct those errors.

D. New Minor in Religious Studies

This is a proposal for a new minor in Religious Studies. Most of the courses involved are a mix of crosslistings of existing courses, topics, courses that have been given new course numbers, and adapted versions of graduate courses. No new permanent faculty are required.

E. Eliminating "MN" Midterm Grades

This is a proposal to eliminate "MN" as a possible mid-semester grade. The grade indicates that the instructor does not have enough information to determine a midterm grade and currently it causes issues for students who want to change majors and for advisors who need to place students in the next classes before the current semester is over. Also, it can leave students without a good idea of how they are doing in the course.

Dr. Warren asked for clarification and Dean Murphy provided an explanation.

F. UTDPP 1052 (Final Oral Examinations, Dissertation/Thesis Embargo)

This involves 2 updates to the policy on procedures for completing a graduate degree. Dissertation defenses were being conducted online early in the COVID era. One of the updates in the proposal is to make that change permanent, that is, to allow either fully in-person or fully remote defenses even after the COVID pandemic. The second change extends the embargo period for dissertations from one year to two years.

Discussion followed.

G. Physics GRE Subject Test

This proposal is from Physics to make the GRE subject test optional. The general test will still be required.

There were no objections to the CEP agenda items. All items were unanimously approved.

11. Recommendations from the Committee on Committees – Ravi Prakash

Speaker Prakash presented the nominations from the Committee on Committees.

1. University Safety and Security Council – Subha Sarcar to replace Joe Izen
2. Committee on Educational Policy – Karl Ho (Bob Lowry declined)
3. University Assessment Committee – Subha Sarcar (John Burr declined)
4. Committee on Qualifications of Academic Personnel – Dann Arce (Paul Battaglio declined) and Michael Wilson (Sean Cotter declined)

The nominations were approved with no objections. They will be communicated to the Provost's Office and appointment letters will be issued. Speaker Prakash will also communicate these to the corresponding committee chair.

ACADEMIC SENATE MEETING

12. **Revision to the A&H Bylaws – Shilyh Warren**
Dr. Warren reported that A&H had a few changes to their administrative structure that needed to be represented in their bylaws. The most significant change is the position of the associate Dean of the Arts being separated from the position of the program head or program coordinators. This change would make it official in the bylaws that these roles are assigned to two different individuals.

These revisions were approved within the school. Dr. Warren moved that the Senate approve these revised bylaws. Dr. Menon seconded. There were no objections and the bylaws were unanimously approved.

13. **Discussion of Proposed Policy on Endowed Chairs, Professorships, and Fellowships – UTDPPxxxx – Serenity King**
Dr. King presented the proposed policy. This proposed policy came from the 2007 and 2018 Faculty Reaffirmation Committee. More recently, the Deans, particularly the new Deans external to the institution, had asked the Provost about having such a policy here. Included in the agenda packet is the latest draft of the policy based on a scan of policies at other institutions. An earlier draft was provided to the Deans and Provost who made some changes and recommendations. She anticipates the Senate will have feedback and revisions as they are a stakeholder.

Speaker Prakash encouraged the Senators to read the draft and provide feedback to him and Dr. King. This will be on a future Senate agenda as an agenda item to be voted on.

14. **Implementing Recommendations from the 2018 Task Force on Student Course Evaluations – Karen Huxtable-Jester**
Dr. Huxtable-Jester presented several recommendations from the 2018 Task Force on Student Course Evaluations brought forward by the Committee on Effective Teaching. The committee also has an additional idea that they have added to one of the recommendations. She wants to focus on the black box warning and faculty reflection on student rating and comments. This will provide a kind of context or framing to people who are going to interpret the results of student ratings of the course experience. The Provost's Technology Group has arranged it so they gather this information and the results are made available to faculty and people who are in a position to review faculty performance. So the recommendation is to provide something like the black box warning to help people understand that this is just one piece of information out of a much larger picture and faculty can have a voice in adding their own framing or comments or reflect on the information provided by students.

Robust discussion followed regarding the need for and implications of the black box warning and the faculty comment and reflection on student ratings and comments text box.

Dr. Huxtable-Jester reported that there are proposed revisions to the Committee on Effective Teaching charge. Instead of saying that the Committee on Effective Teaching invites speakers to come give talks on teaching, it will say that the committee will advise the Center for Teaching Learning in inviting speakers. Also, the committee wants to change the committee composition such that it specifies that the Graduate Student Assembly will appoint a graduate student representative, Student Government will appoint an undergraduate student representative, and technical experts from Educational Technology Services and the Provost's Technology Group will be appointed by their directors, respectively.

Speaker Prakash called for multiple votes – to approve the policy changes, to add the black box statement and to add the faculty comment and reflection on student ratings and comments text box.

There were no objections to the policy changes and was approved unanimously.

There were four "no" votes (Simon Fass, Mary Beth Goodrich, B. Murthi, Suresh Radhakrishnan) and one abstain (Ashiq Ali) to add the black box statement.

There were five "no" votes (Mohammad Akbar, Simon Fass, Lev Gelb, B. Murthi, Suresh Radhakrishnan), to add faculty comment and reflection text box.

Dr. King suggested that the Committee on Effective Teaching look at the university's policy on student evaluations. The policy has not been revised since 2003.

15. **Ad hoc committee charge for Review of UTDPP1047 Evaluation of Academic Administrators – Mehrdad Nourani/Serenity King**
Dr. King requested the Senate to consider forming a 3+3+3 committee that would look at the policy and revising the questions. Dr. Nourani has a lot of experience in this since he has been in this role and has heard feedback from the schools. At the March 2014 Senate meeting, the Senate had agreed that these questions no longer were serving their purpose and that a more effective instrument needed to be developed to apply to the different roles that we have. The Office of Assessment staff could provide some consultation on reviewing and revising the survey questions, if the charge is approved. The committee would consist of 3 staff nominated by Staff Council, 3 faculty nominated by the Senate, and 3 administrators (program department head, and school dean).

A robust discussion followed.

Speaker Prakash called for a motion to form the ad hoc committee. Dr. Suresh Radhakrishnan moved, Dr. B. Murthi seconded. There were no objections, and the motion was approved unanimously.

16. **Sustainability Committee Proposal to address Single-use Plastics on Campus – Dorothee Honhon**
Dr. Honhon reported that the Sustainability Committee proposed phasing out single-use plastics on campus. Post Landfill Action Network (PLAN) is an organization that can guide universities through the process. A task force consisting of campus stakeholders would be established. UT Dallas would be the first university in Texas to take this action. The committee has received letters of support from the Graduate Student Assembly and the Staff Council and a resolution from the Student Government.

The Sustainability Committee is requesting the Senate to endorse the pledge to join PLAN and allow the committee to form the task force consisting of campus stakeholders. The task force will be tasked with detailing a detailed cost and benefit analysis of eliminating single-use plastics. The timeline for the implementation would be up to the university.

This proposal came from a committee so there is no need for a second. Speaker Prakash called for unanimous approval. There were no objections and the committee proposal was approved unanimously.

17. **Approval of Academic Calendar for 2023 – Richard Scotch**
Dr. Scotch requested the Senate ratify the academic calendar for 2023. The Academic Calendar committee met in October 2021 and approved the 2023 calendar. It was approved for the agenda of the November 2021 Senate meeting, but was not considered at that time. He noted that classes for the spring 2023 semester would begin on the day after the Martin Luther King holiday.

Dr. Michael Kesden asked when are grades due; it appears the grading due dates are not indicated on the calendar. Jennifer McDowell responded that grades are due three days after the end of exams. The calendar draft will be revised to indicate the grading due dates.

Speaker Prakash called for a unanimous approval. There were no objections, and the 2023 Academic Calendar was approved unanimously.

18. **Update on Campus Climate Survey – Colleen Dutton**
The campus climate survey projected launch date will be no later than the end of February. Ms. Dutton will update the Academic Council and Senate in February. The survey questions have been identified. There will be 40 questions total. The committee is working with Glint on getting the final project plan updated. The website is being finalized.

19. Committee Reports – Bill Hefley

There are 5 committee reports for the Senate approval. The reports are from the University Research Integrity Committee, the Human Committee on Research Involving Human Subjects, the Library Committee, and the Institutional Conflicts of Interest Committee.

Speaker Prakash asked for a motion to accept the committee reports. Dr. Bill Hefley moved, and Dr. Richard Scotch seconded. The motion was approved unanimously.

20. Adjournment – Ravi Prakash

There being no further business, Speaker Prakash adjourned the meeting at 3:35pm.

APPROVED: _____ _____

Dr. Ravi Prakash, Speaker of the Faculty Date

ITEM #5

RETURN TO SENATE AGENDA

THECB/SACSCOC/Legislative Updates

As of February 8, 2022

Serenity Rose King, PhD

THECB

- 60x30TX: Building a Talent-Strong Texas - Refreshed Strategic Plan (enclosed PDF)
- DBA approved
- Data Modernization Efforts

SACSCOC

- UT Dallas SACSCOC Fifth-Year Committees
  - Faculty Committee met on February 15, 2022.
  - Leadership Committee will meet February 28, 2022.
- UT System Accreditation Liaison Community of Practice
  - Accreditation Liaison role/scope creep
  - Equity in assessment, accreditation, and curricular redesign
  - Action items
    - THECB LTAC timeline
    - Suggestions re: SACSCOC transparency on committee selection, including ad-hoc committees as well as visiting committees

LEGISLATIVE

- HB 1027 update
  - UT System Working Group: UT Dallas reps, Serenity Rose King and Dean Ellen Safley

TEXAS COUNCIL OF CHIEF ACADEMIC OFFICERS

- January Follow-up Conversation on Emsi Burning Glass Presentation on Texas Workforce Trends (TCCAO/Council of Public University Presidents and Chancellors co-hosted webinar with Texas Council of Chief Student Affairs Officers)
  - Texas Labor Shortages (embedded link)
  - Skills Required eBook (embedded link)
  - Texas Higher Education Workforce Trends Webinar Notes (embedded link)
  - RON Demographic Drought (embedded link)
  - Agile Program Management eBook (embedded link)
- Challenges with incentives, remote work, and salaries, including salaries for student workers

ITEM #5

RETURN TO SENATE AGENDA

THECB 60x30TX Strategic Plan – Updates

Quarterly Board Meeting, 01-27, 2022, approved to proceed with the refreshed strategic plan

60x30TX	2015 Description	60x30TX: Building a Talent-Strong Texas	2022 Description
60x30 	By 2030, at least **60 percent** of Texans ages 25-34 will have a certificate or a degree.	60x30: Credential Attainment 	60% of Texans ages 25-34 will have a degree, certificate or *other post-secondary credential* by 2030. **NEW**: 60% of Texans ages 35-64 will have a degree, certificate or other post-secondary credential by 2030.
Completion 	By 2030, at least **550,000** students will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.	Completion of Credentials of Value 	555,000 students *[will] complet[e] credentials of value[1] each year.*
Marketable Skills 	By 2030, all graduates from Texas public institutions of higher education will have **completed programs with identified marketable skills.**	**Marketable Skills** 	No changes
Student Debt 	By 2030, undergraduate student loan debt will not exceed 60% of first-year wages for graduates of Texas public institutions.	Student Debt: No or Manageable Debt 	*95% of students [will] complet[e] credentials of value[1] at public institutions with no or manageable undergraduate student debt[2]* Integrated into the Completion of Credentials of Value Goal.
		NEW: Research Expenditures[3]	**NEW**: *Increase by **$1 billion** the annual federal and private expenditures brought into Texas by 2030.*
		NEW: Research Doctorates[4]	**NEW:** *Increase the number of research doctorates awarded yearly by Texas institutions of higher education to **7,500** with meaningful increases across race, ethnicity, and sex.*

[1] Credentials of value are those where a student completing them sees a net positive return within 10 years relative to the earnings of a high school graduate. [Source, THECB refreshed strategic plan]

[2] Manageable debt is that which an individual could reasonably pay off within 10 years given typical earnings for credential holders. [Source, THECB refreshed strategic plan]

[3] This goal was initially included in the "Closing the Gaps Strategic Plan" as a goal #4 but was not carried over to the 60x30TX Strategic Plan in 2015 and reinstated as a goal for the refreshed strategic plan.

[4] This goal was initially included in the "Closing the Gaps Strategic Plan" as one of the targets for goal #2 but was not carried over to the 60x30TX Strategic Plan in 2015 and added as a goal for the refreshed strategic plan.

ITEM #11

RETURN TO SENATE AGENDA

CEP Items for Senate

02 February, 2022

11A. 2022-’23 Undergraduate Course Inventory (Dec CUE)

11B. 2022-’23 Undergraduate Course Inventory (Jan CUE)

11C. 2022-’23 Core Course Inventory (Dec CUE)

11D. 2022-’23 Undergraduate Degree Plans (Jan CUE)

11E. 2022-’23 Graduate Course Inventory

11F. 2022-’23 Graduate Degree Plans

11G. Reducing SCH requirements for the MA in Latin American Studies

ITEM #11A

Undergra

RETURN TO SENATE AGENDA

2022-

RETURN TO CEP AGENDA

COURSE	ARHM	ATEC	BBS	ECS	EPPS	GENS	JSOM	NSMT	HONS	UGRD	TOTAL
Additions									2		**2**
Removals											
Edits			6	1				18			**25**
Total			**6**	**1**				**18**	**2**		**27**
Repeatable			1					14	1		16
Online											

Additions

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD
								* HONS 3102 HONS 3107	

Edits

ARHM	ATEC	BBS	ECS	EPPS	NSM			HONS	UGRD
		CLDP 3343	EE 4371		BIOL 4350	BIOL 3v01	BIOL 3v96		
		CLDP 3394			BIOL 4390	BIOL 3v40	BIOL 4v00		
		NSC 4v90			BIOL 4391	BIOL 3v90	BIOL 4v01		
		SPAU 3341			BIOL 4399	BIOL 3v91	BIOL 4v40		
		SPAU 3343			BIOL 2v95	BIOL 3v93	BIOL 4v95		
		SPAU 4394			BIOL 3v00	BIOL 3v94	BIOL 4v99		

Removals

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD

+ Repeatable

ARHM	ATEC	BBS	ECS	EPPS	NSM			HONS	UGRD
		NSC 4v90			BIOL 2v95	BIOL 3v91	BIOL 4v01	* HONS 3102	
					BIOL 3v00	BIOL 3v93	BIOL 4v40		
					BIOL 3v01	BIOL 3v94	BIOL 4v95		
					BIOL 3v40	BIOL 3v96	BIOL 4v99		
					BIOL 3v90	BIOL 4v00			

Core

ARHM	
♦t lL[нолп	

Online/Hybrid

Legend

*	New as repeatable	#	Update made to repeat hrs
=	Renumber – no additional info required	~	Reinstate – no additional info required
+	Contains adds & edits only	@	New Online/Hybrid Course
♦	Core Report Attached		

Click on any course number above to see a PDF of that course.

Click "Return to Main Menu" at the bottom of a page to return to this page.

Note: PHIL 2304 is an existing course that is under consideration for state core. It has Core Committee approval and is awaiting state approval. The core designation will not appear on the course until it is fully state approved.

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * hons3102 (r1) hons3102.5 group_head series_head	HONS 3102 William Faulkner's Short Stories (1 semester credit hour) Famed for his work as a novelist, William Faulkner was an equally accomplished writer of short fiction. This course will examine ten to twelve of his short stories in order to see the various ways in which he met the demands of what he called "the most demanding form after poetry." May be repeated for credit as topics vary (4 semester credit hours maximum). Prerequisite: CV Honors students only. (1-0) R request notes Reason: Course taught numerous times as HONS 3199. Note: Please add CV attribute peoplesoft diff: HONS 3102 William Faulkner's Short Stories (1 semester credit hour) Famed for his work as a novelist, William Faulkner was an equally accomplished writer of short fiction. This course will examine ten to twelve of his short stories in order to see the various ways in which he met the demands of what he called "the most demanding form after poetry." May be repeated for credit as topics vary (4 semester credit hours maximum). Prerequisite: CV Honors students only. (1-0) R repeat reason This course is repeatable because the topics vary. show fields: hons3102.5 • cat_repeat_units: 4 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 13	vab061000 2021-11-30 10:38:35 audit: -1398.2 m index: -1398.2 m match_fail

HONS 3102 - New Course Additional Information

Prefix	HONS
Number	3102
Year Min	2022
School	hons
Dept	hons
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	no
Reasoning	n/a
Requestor	Valerie Brunell
Preparer	Valerie Brunell
Create_DateTime	2021-11-02 13:06:28
Create_NetID	vab061000

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * hons3107 (r1) hons3107.4 group_head series_head	HONS 3107 Masterpieces of Chinese Literature (1 semester credit hour) Explores major writers and works (including poetry, fiction, scripture, and historical prose) from selected periods of Chinese literary history. Background readings for historical and cultural context are provided. Prerequisite: CV Honors students only. (1-0) T **request notes** Reason: Course taught three times as HONS 3199. Note: Please add CV attribute. **peoplesoft diff:** HONS 3107 Masterpieces of Chinese Literature (1 semester credit hour) Explores major writers and works (including poetry, fiction, scripture, and historical prose) from selected periods of Chinese literary history. Background readings for historical and cultural context are provided. Prerequisite: CV Honors students only. (1-0) T **show fields: hons3107.4** • **cat_repeat_units:** 1 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	vab061000 2021-11-30 10:39:41 audit: -1364.9 m index: -1364.9 m match_fail

HONS 3107 - New Course Additional Information

Prefix	HONS
Number	3107
Year Min	2022
School	hons
Dept	hons
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	n/a
Requestor	Valerie Brunell
Preparer	Valerie Brunell
Create_DateTime	2021-10-27 14:53:09
Create_NetID	vab061000

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cldp3343 (r6) cldp3343.10 group_head series_head	CLDP 3343 Children in a Changing World (3 semester credit hours) Issues relevant to childhood in the twenty-first century. This course explores issues relevant to childhood in the twenty-first century. Topics vary and may include effects of electronic use, child maltreatment, parental drug use, medical progress, divorce, child care, children in different cultures and the human genome project. (3-0) Y request notes Updated acad org peoplesoft diff: 002734 2021-08-22 ddc130130 CLDP 3343 Children in a Changing World (3 semester credit hours) Issues relevant to childhood in the twenty-first century. This course explores issues relevant to childhood in the twenty-first century. Topics vary and may include effects of electronic use, child maltreatment, ~~effects of maternal~~ parental drug ~~use on infants,~~ use, medical progress, divorce, child care, children in different ~~cultures,~~ cultures and the human genome project. (3-0) Y show fields: cldp3343.10 • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	Inall 2021-11-30 15:55:00 002734 audit: -1367.6 m index: -1367.6 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cldp3394 (r6) cldp3394.12 group_head series_head	CLDP 3394 Research and Evaluation Methods (3 semester credit hours) This course provides experience in all phases of behavior science research, including study design, measurement, sampling, data collection, data analysis, and report writing. The course covers the fundamental concepts of experimental and non-experimental designs in research and evaluation. Credit cannot be received for more than one of the following: CLDP 3394, CLDP 3494, or (PSY 3393 or CGS 3340). Prerequisites: (PSY 2317 or STAT 1342) and PSY 3392. (3-0) S **request notes** Updated acad org **peoplesoft diff: 002738 2021-08-22 ddc130130** CLDP 3394 Research and Evaluation Methods (3 semester credit hours) ~~Laboratory and field~~ This course provides experience in all phases of behavior science research, including study design, measurement, sampling, data collection, data analysis, and report writing. The course covers the fundamental concepts ~~of the psychometrics of measurement and testing, as well as applications~~ of experimental and non-experimental designs in research and evaluation. Credit cannot be received for more than one of the following: CLDP 3394, CLDP 3494, or (PSY 3393 or CGS 3340). Prerequisites: (PSY 2317 or STAT 1342) and PSY 3392. (3-0) S **show fields: cldp3394.12** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	lnall 2021-11-30 16:01:22 002738 audit: -1367.2 m index: -1367.2 m match_fail
2022-open	edit * nsc4v90 (r11) nsc4v90.18 group_head series_head	NSC 4V90 Special Topics in Neuroscience (1-3 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). ([1-3]-0) R **request notes** Removed consent **peoplesoft diff: 009642 2021-08-22 ddc130130** NSC 4V90 Special Topics in Neuroscience (1-3 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). ([1-3]-0) R **repeat reason** This course is repeatable because the topics vary. This course counts as a major related elective and nine semester credit hours are allowed towards degree. **show fields: nsc4v90.18** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 100	lnall 2021-11-24 09:30:13 009642 audit: -1397.1 m index: -82.2 m match_pass

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * spau3341 (r10) spau3341.11 group_head series_head	SPAU 3341 Audiology (3 semester credit hours) Introduction to clinical application and interpretation in audiology. Topics include basic assessment (e.g., pure-tone audiometry, speech audiometry, basic masking principles), hearing and balance disorders (e.g., diagnosis, evaluation, treatment, and (re)habilitation), as well as special populations and conditions. Prerequisites or Corequisites: SPAU 3304 and SPAU 3344 or instructor consent required. (3-0) Y **request notes** Udpated acad org **peoplesoft diff: 011870 2021-08-22 ddc130130** SPAU 3341 Audiology (3 semester credit hours) ~~Clinical~~ Introduction to clinical application and interpretation in audiology. ~~Emphasis on instrumentation and calibration considerations for air and bone conduction test,~~ Topics include basic assessment (e.g., pure-tone audiometry, speech audiometry, ~~cerumen management, and~~ basic masking ~~principles.~~ principles), hearing and balance disorders (e.g., diagnosis, evaluation, treatment, and (re)habilitation), as well as special populations and conditions. Prerequisites or Corequisites: SPAU 3304 and SPAU 3344 or instructor consent required. (3-0) Y **show fields: spau3341.11** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	Inall 2021-11-24 09:45:02 011870 audit: -1383 m index: -1383 m match_fail
2022-open	edit * spau3343 (r7) spau3343.9 group_head series_head	SPAU 3343 Phonetics and Phonology (3 semester credit hours) The study of speech sounds. Phonetic transcription and description of articulatory, acoustic, and linguistic properties of speech. Basic phonological rules of American English and consideration of how they relate to individuals with speech and language pathology. (3-0) Y **request notes** More accurate course description **peoplesoft diff: 011871 2021-08-22 ddc130130** SPAU 3343 Phonetics and Phonology (3 semester credit hours) The study of speech sounds. Phonetic transcription and description of articulatory, acoustic, and linguistic properties of speech. Basic phonological rules of American English and consideration of how they relate to individuals with speech and language pathology. (3-0) Y **show fields: spau3343.9** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	Inall 2021-11-24 09:47:17 011871 audit: -1377.4 m index: -1377.4 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * spau4394 (r9) spau4394.9 group_head series_head	SPAU 4394 Multicultural Aspects of Communication Disorders (3 semester credit hours) Service delivery issues in culturally and linguistically diverse populations with the goal of developing sensitivity to the special needs of multiculturalism in schools and in the clinical practice of Speech-Language Pathology and Audiology. Therapeutic management of foreign dialect, language differences, and the effects of cultural diversity upon learning will be discussed. (3-0) Y **request notes** Updated course description. **peoplesoft diff: 011911 2021-08-22 ddc130130** SPAU 4394 Multicultural Aspects of Communication Disorders (3 semester credit hours) Service delivery issues in culturally and linguistically diverse populations with the goal of developing sensitivity to the special needs of multiculturalism in schools and in the clinical practice of Speech-Language ~~Pathology.~~ Pathology and Audiology. Therapeutic management of foreign dialect, language differences, and the effects of cultural diversity upon learning will be discussed. (3-0) Y **show fields: spau4394.9** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	lnall 2021-11-24 09:49:54 011911 audit: -1382.7 m index: -1382.7 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ee4371 (r3) ee4371.7 group_head series_head	EE 4371 Introduction to MEMS (3 semester credit hours) The goal of this course is to provide an introduction to M/NEMS fabrication techniques, selected device applications, and the design tradeoffs in developing systems. Prerequisites: (MECH 3310 and MECH 3350 and PHYS 2126 and PHYS 2326) or (CE 3310 or EE 3310). (Same as MECH 4370) (3-0) Y **request notes** Updated per department (DDC - 2021.11.18) **course alias: mech4370.13 (mech4370)** ~~MECH 4370~~EE 4371 Introduction to MEMS (3 semester credit hours) The goal of this course is to provide an introduction to M/NEMS fabrication techniques, selected device applications, and the design tradeoffs in developing systems. Prerequisites: (MECH 3310 and MECH 3350 and PHYS 2126 and PHYS 2326) or (CE 3310 or EE 3310). (Same as ~~EE 4371)~~ MECH 4370) (3-0) Y **peoplesoft diff: 014923 2019-08-18 ddc130130** EE 4371 Introduction to MEMS (3 semester credit hours) ~~This course will target an audience of motivated senior-level undergraduates, with the~~ The goal of ~~providing~~ this course is to provide an introduction to M/NEMS fabrication techniques, selected device applications, and the design tradeoffs in developing systems. Prerequisites: ~~CHEM 1311 and~~ (MECH 3310 and MECH 3350 and PHYS 2126 and PHYS 2326) or ~~((CE~~ (CE 3310 or EE ~~3310) and PHYS 2125 and PHYS 2325).~~ 3310). (Same as MECH 4370) (3-0) Y **show fields: ee4371.7** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	ddc130130 2021-11-18 15:52:35 014923 audit: -1363.6 m index: -1363.6 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol2v95 (r6) biol2v95.6 group_head series_head	BIOL 2V95 Individual Instruction in Biology (1-6 semester credit hours) Individual study under a faculty member's direction. May be repeated for credit as topics vary (6 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Instructor consent required. ([1-6]-0) S request notes Modified course description. Added repeat rationale. Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) peoplesoft diff: 001749 2015-08-23 sxr090100 BIOL 2V95 Individual Instruction in Biology (1-6 semester credit hours) Individual study under a faculty member's direction. May be repeated for credit as topics vary (6 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Instructor consent required. ([1-6]-0) S repeat reason This course is repeatable because the topics vary. This course is a part of an elective sequence towards degree and only six hours are allowed towards degree. show fields: biol2v95.6 • cat_repeat_units: 99 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:03:23 001749 audit: -1401.3 m index: -1401.3 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol3v00 (r8) biol3v00.11 group_head series_head	BIOL 3V00 Topics in Biological Sciences (1-6 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Prerequisites: (BIOL 2281 or CHEM 2401 or equivalent) and BIOL 2311 and BIOL 2312 or equivalent. ([1-6]-0) S **request notes** Added repeat rationale. Modified prerequisites 7.15.16. Added Course Type and forwarded for review 7.18.16. Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) **peoplesoft diff: 001780 2017-08-20 ddc130130** BIOL 3V00 Topics in Biological Sciences (1-6 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Prerequisites: (BIOL 2281 or CHEM 2401 or equivalent) and BIOL 2311 and BIOL 2312 or equivalent. ([1-6]-0) S **repeat reason** This course is repeatable because the topics vary. This course is a part of an elective sequence towards degree and only six hours are allowed towards degree. **show fields: biol3v00.11** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:06:09 001780 audit: -1401.1 m index: -60.8 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol3v01 (r10) biol3v01.13 group_head series_head	BIOL 3V01 Topics in Biological Sciences with Lab (1-6 semester credit hours) May be repeated as topics vary (6 semester credit hours maximum). Lab fee of $30 required. Additional prerequisites may be required depending on the specific course topic. Prerequisites: (BIOL 2281 or CHEM 2401 or equivalent) and BIOL 2311 and BIOL 2312 or equivalent. ([1-5]-[1-5]) R **request notes** Added repeat rationale. Modified prerequisites. 7.15.16. Added Course Type and forwarded for review 7.18.16 Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) **peoplesoft diff: 001781 2021-08-22 ddc130130** BIOL 3V01 Topics in Biological Sciences with Lab (1-6 semester credit hours) May be repeated as topics vary (6 semester credit hours maximum). Lab fee of $30 required. Additional prerequisites may be required depending on the specific course topic. Prerequisites: (BIOL 2281 or CHEM 2401 or equivalent) and BIOL 2311 and BIOL 2312 or equivalent. ([1-5]-[1-5]) R **repeat reason** This course is repeatable because the topics vary. This course is a part of an elective sequence towards degree and only six hours are allowed towards degree. **show fields: biol3v01.13** • cat_repeat_units: 6 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:16:29 001781 audit: -1400.8 m index: -28 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol3v40 (r10) biol3v40.13 group_head series_head	BIOL 3V40 Topics in Molecular and Cell Biology (1-6 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Lab fee of $30 required. Additional prerequisites may be required depending on the specific course topic. Prerequisites: (BIOL 2281 or CHEM 2401 or equivalent) and BIOL 2311 and BIOL 2312 or equivalent. ([1-6]-[0-5]) S **request notes** Added repeat rationale. Modified prerequisites 7.15.16. Added Course Type and forwarded for review 7.18.16. Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) **peoplesoft diff: 001783 2021-08-22 ddc130130** BIOL 3V40 Topics in Molecular and Cell Biology (1-6 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Lab fee of $30 required. Additional prerequisites may be required depending on the specific course topic. Prerequisites: (BIOL 2281 or CHEM 2401 or equivalent) and BIOL 2311 and BIOL 2312 or equivalent. ([1-6]-[0-5]) S **repeat reason** This course is repeatable because the topics vary. This course is a part of an elective sequence towards degree and only nine hours are allowed towards degree. **show fields: biol3v40.13** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:17:36 001783 audit: -1400.5 m index: -52.5 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol3v90 (r7) biol3v90.10 group_head series_head	BIOL 3V90 Undergraduate Readings in Biology (1-3 semester credit hours) Subject and scope to be determined on an individual basis. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-3]-0) S **request notes** Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) **peoplesoft diff: 001784 2014-08-24 ddc130130** BIOL 3V90 Undergraduate Readings in Biology (1-3 semester credit hours) Subject and scope to be determined on an individual basis. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-3]-0) S **repeat reason** Independent study / individual instruction per Dr. Miller's email 12-12-14. **show fields: biol3v90.10** • **cat_repeat_units:** 99 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:19:36 001784 audit: -1398.1 m index: -46.3 m match_fail
2022-open	edit * biol3v91 (r7) biol3v91.10 group_head series_head	BIOL 3V91 Undergraduate Research in Biology (1-3 semester credit hours) Subject and scope to be determined on an individual basis. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-3]-0) S **request notes** Changed to RES component. Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) **peoplesoft diff: 001785 2015-08-23 sxr090100** BIOL 3V91 Undergraduate Research in Biology (1-3 semester credit hours) Subject and scope to be determined on an individual basis. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-3]-0) S **repeat reason** Research course per Dr. Miller's email 12-12-14 **show fields: biol3v91.10** • **cat_repeat_units:** 99 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:21:55 001785 audit: -1393.1 m index: -20.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol3v93 (r5) biol3v93.8 group_head series_head	BIOL 3V93 Undergraduate Research in Biochemistry (1-3 semester credit hours) Subject and scope to be determined on an individual basis. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-3]-0) S **request notes** Changed to RES component. Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) **peoplesoft diff: 001787 2015-08-23 sxr090100** BIOL 3V93 Undergraduate Research in Biochemistry (1-3 semester credit hours) Subject and scope to be determined on an individual basis. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-3]-0) S **repeat reason** Research course per Dr. Miller's email 12-12-14 **show fields: biol3v93.8** • **cat_repeat_units:** 99 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:23:59 001787 audit: -1400.3 m index: -17.2 m match_fail
2022-open	edit * biol3v94 (r6) biol3v94.9 group_head series_head	BIOL 3V94 Topics in Biology: Individual Instruction (1-6 semester credit hours) Individual study under a faculty member's direction. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) S **request notes** Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) **peoplesoft diff: 001788 2014-08-24 ddc130130** BIOL 3V94 Topics in Biology: Individual Instruction (1-6 semester credit hours) Individual study under a faculty member's direction. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) S **repeat reason** Independent study / individual instruction per Dr. Miller's email 12-12-14 **show fields: biol3v94.9** • **cat_repeat_units:** 99 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:25:11 001788 audit: -1392.9 m index: -16.7 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol3v96 (r6) biol3v96.9 group_head series_head	BIOL 3V96 Undergraduate Research in Molecular and Cell Biology (1-3 semester credit hours) Subject and scope to be determined on an individual basis. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-3]-0) S **request notes** Changed to RES component. Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) **peoplesoft diff: 001790 2015-08-23 rmb101000** BIOL 3V96 Undergraduate Research in Molecular and Cell Biology (1-3 semester credit hours) Subject and scope to be determined on an individual basis. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-3]-0) S **repeat reason** Research course per Dr. Miller's email 12-12-14 **show fields: biol3v96.9** • **cat_repeat_units:** 99 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:26:18 001790 audit: -1394.7 m index: -16.4 m match_fail
2022-open	edit * biol4350 (r4) biol4350.5 group_head series_head	BIOL 4350 Medical Microbiology (3 semester credit hours) This course will cover the methods used for identification of pathogenic organisms and the study of these organisms in relation to their disease process in humans. We will also cover at the molecular level important concepts such as microbial virulence, the control of bacterial growth, and host responses to infection. Prerequisite: BIOL 3301 or BIOL 3520 or (BIOL 3303 and BIOL 3203). (3-0) R **request notes** BIOL3V20 is now BIOL3520, the BIOL3303 + BIOL3203 combo is now available (EAP, 11/2021); **peoplesoft diff: 001840 2014-08-24 ddc130130** BIOL 4350 Medical Microbiology (3 semester credit hours) This course will cover the methods used for identification of pathogenic organisms and the study of these organisms in relation to their disease process in humans. We will also cover at the molecular level important concepts such as microbial virulence, the control of bacterial growth, and host responses to infection. Prerequisite: BIOL 3301 or BIOL ~~3V20.~~ 3520 or (BIOL 3303 and BIOL 3203). (3-0) ~~T~~ R **show fields: biol4350.5** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-23 09:31:37 001840 audit: -1391.8 m index: -1391.8 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol4390 (r8) biol4390.14 group_head series_head	BIOL 4390 Senior Readings in Molecular and Cell Biology (3 semester credit hours) For students conducting independent literature research and scientific writing in Biology or Molecular and Cell Biology. Subject and scope to be determined on an individual basis. Topics may vary. Additional prerequisites may be required depending on the specific course topic. Instructor consent required. (3-0) S request notes Transitional core designation removed. Course to remain active in catalog per Dr. Miller. 09/11/15. Corrected course title and description to remove "Advanced Writing." 7.14.16.Added Course Type and forwarded for review 7.18.16. Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) peoplesoft diff: 001852 2017-08-20 ddc130130 BIOL 4390 Senior Readings in Molecular and Cell Biology (3 semester credit hours) For students conducting independent literature research and scientific writing in Biology or Molecular and Cell Biology. Subject and scope to be determined on an individual basis. Topics may vary. Additional prerequisites may be required depending on the specific course topic. Instructor consent required. (3-0) S show fields: biol4390.14 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 08:55:53 001852 audit: -1391.3 m index: -1391.3 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol4391 (r8) biol4391.14 group_head series_head	BIOL 4391 Senior Research in Molecular and Cell Biology (3 semester credit hours) For students conducting laboratory research and scientific writing in Biology or Molecular and Cell Biology. Subject and scope to be determined on an individual basis. Topics may vary. Additional prerequisites may be required depending on the specific course topic. Instructor consent required. (3-0) S request notes Updated to research component, 12-18-14. Transitional core designation removed. Course to remain active in catalog per Dr. Miller. 09/11/15. Modified title and description to remove "advanced writing."Added Course Type and forwarded for review 7.18.16. Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) peoplesoft diff: 001853 2017-08-20 ddc130130 BIOL 4391 Senior Research in Molecular and Cell Biology (3 semester credit hours) For students conducting laboratory research and scientific writing in Biology or Molecular and Cell Biology. Subject and scope to be determined on an individual basis. Topics may vary. Additional prerequisites may be required depending on the specific course topic. Instructor consent required. (3-0) S show fields: biol4391.14 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 08:57:22 001853 audit: -1384.9 m index: -1384.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol4399 (r9) biol4399.16 group_head series_head	BIOL 4399 Senior Honors Research for Thesis in Molecular and Cell Biology (3 semester credit hours) For students conducting independent laboratory research for honors in Biology or Molecular and Cell Biology. Besides the university specifications the student should contact the undergraduate academic advisor in biology for program requirements. Topics may vary. Additional prerequisites may be required depending on the specific course topic. Instructor consent required. (3-0) S request notes Updated to research component, 12-18-14. Transitional core designation removed. Course to remain active in catalog per Dr. Miller. 09/11/15. Modified title and description to remove "advanced writing." Added course type and forwarded for review 7.18.16. Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) peoplesoft diff: 001855 2017-08-20 ddc130130 BIOL 4399 Senior Honors Research for Thesis in Molecular and Cell Biology (3 semester credit hours) For students conducting independent laboratory research for honors in Biology or Molecular and Cell Biology. Besides the university specifications the student should contact the undergraduate academic advisor in biology for program requirements. Topics may vary. Additional prerequisites may be required depending on the specific course topic. Instructor consent required. (3-0) S show fields: biol4399.16 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 08:58:48 001855 audit: -1391 m index: -1391 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol4v00 (r7) biol4v00.10 group_head series_head	BIOL 4V00 Special Topics in Biology (1-6 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Prerequisites: (BIOL 3301 and BIOL 3302) and (BIOL 3361 or CHEM 3361) or equivalent or instructor consent required. ([1-6]-0) S **request notes** Added repeat rationale. Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) **peoplesoft diff: 001815 2015-08-23 ddc130130** BIOL 4V00 Special Topics in Biology (1-6 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Prerequisites: (BIOL 3301 and BIOL 3302) and (BIOL 3361 or CHEM 3361) or equivalent or instructor consent required. ([1-6]-0) S **repeat reason** This course is repeatable because the topics vary. This course is a part of an elective sequence towards degree and only nine hours are allowed towards degree. **show fields: biol4v00.10** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:27:31 001815 audit: -1390.8 m index: -24.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol4v01 (r9) biol4v01.12 group_head series_head	BIOL 4V01 Topics in Biological Sciences with Lab (1-6 semester credit hours) May be repeated as topics vary (6 semester credit hours maximum). Lab fee of $30 required. Additional prerequisites may be required depending on the specific course topic. Prerequisites: (BIOL 3301 and BIOL 3302) and (BIOL 3361 or CHEM 3361) or equivalent or instructor consent required. ([1-5]-[1-5]) R **request notes** Added repeat rationale. Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) **peoplesoft diff: 001816 2021-08-22 ddc130130** BIOL 4V01 Topics in Biological Sciences with Lab (1-6 semester credit hours) May be repeated as topics vary (6 semester credit hours maximum). Lab fee of $30 required. Additional prerequisites may be required depending on the specific course topic. Prerequisites: (BIOL 3301 and BIOL 3302) and (BIOL 3361 or CHEM 3361) or equivalent or instructor consent required. ([1-5]-[1-5]) R **repeat reason** This course is repeatable because the topics vary. This course is a part of an elective sequence towards degree and only six hours are allowed towards degree. **show fields: biol4v01.12** • **cat_repeat_units:** 6 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:28:38 001816 audit: -1384.6 m index: -15.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol4v40 (r9) biol4v40.13 group_head series_head	BIOL 4V40 Special Topics in Molecular and Cell Biology (1-6 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Lab fee of $30 required. Additional prerequisites may be required depending on the specific course topic. Prerequisites: (BIOL 3301 and BIOL 3302) and (BIOL 3361 or CHEM 3361) or equivalent or instructor consent required. ([1-6]-[0-5]) S **request notes** Added repeat rationale. Added Additional prerequisites may be required depending on the specific course topic. (EAW, 11/2021) **peoplesoft diff: 001818 2021-08-22 ddc130130** BIOL 4V40 Special Topics in Molecular and Cell Biology (1-6 semester credit hours) May be repeated as topics vary (9 semester credit hours maximum). Lab fee of $30 required. Additional prerequisites may be required depending on the specific course topic. Prerequisites: (BIOL 3301 and BIOL 3302) and (BIOL 3361 or CHEM 3361) or equivalent or instructor consent required. ([1-6]-[0-5]) S **repeat reason** This course is repeatable because the topics vary. This course is a part of an elective sequence towards degree and only nine hours are allowed towards degree. **show fields: biol4v40.13** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:29:41 001818 audit: -1384.2 m index: -12.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol4v95 (r6) biol4v95.8 group_head series_head	BIOL 4V95 Advanced Topics in Biology (Individual Instruction) (1-6 semester credit hours) Individual study under a faculty member's direction. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) S **request notes** Added Additional prerequisites may be required depending on the specific course topic. (11/2021) **peoplesoft diff: 001821 2015-08-23 ddc130130** BIOL 4V95 Advanced Topics in Biology (Individual Instruction) (1-6 semester credit hours) Individual study under a faculty member's direction. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([1-6]-0) S **repeat reason** Independent study / individual instruction per Dr. Miller's email 12-12-14 **show fields: biol4v95.8** • **cat_repeat_units:** 99 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:31:44 001821 audit: -1384 m index: -1384 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * biol4v99 (r9) biol4v99.10 group_head series_head	BIOL 4V99 Senior Honors Research in Molecular and Cell Biology (3-6 semester credit hours) For students conducting independent research for honors theses or projects. Besides the university specifications, the student should contact the undergraduate advisor in biology for program requirements. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([3-6]-0) S **request notes** Changed to RES component. DDC: (06.03.2016) Updated Repeatable Phrase to match standardization. No other changes made. Added Additional prerequisites may be required depending on the specific course topic. (11/2021) **peoplesoft diff: 001824 2017-08-20 shh160630** BIOL 4V99 Senior Honors Research in Molecular and Cell Biology (3-6 semester credit hours) For students conducting independent research for honors theses or projects. Besides the university specifications, the student should contact the undergraduate advisor in biology for program requirements. May be repeated for credit as topics vary. Instructor consent required. Additional prerequisites may be required depending on the specific course topic. ([3-6]-0) S **repeat reason** Research course per Dr. Miller's email 12-12-14 **show fields: biol4v99.10** • **cat_repeat_units:** 99 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	eaw016100 2021-11-24 09:32:45 001824 audit: -1383.6 m index: -1383.6 m match_fail

ITEM #11B Underg… 22-202…

RETURN TO SENATE AGENDA

RETURN TO CEP AGENDA

COURSE	ARHM	ATEC	BBS	ECS	EPPS	GENS	JSOM	NSM	HONS	UGRD	TOTAL
Additions	7		2					1	1		**11**
Edits	4		8	4	10		1				**27**
Removals			6	3							**9**
Total	**11**	**0**	**16**	**7**	**10**	**0**	**1**	**1**	**1**	**0**	**47**
Repeatable											0
Online											0

Additions

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD
ARAB 2316		CLDP 4322					GEOS 2121	HONS 3105	
CHIN 2316		SPAU 4310							
FREN 2316									
GERM 2316									
JAPN 2316									
KORE 2316									
SPAN 2316									

Edits

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD
ARAB 1311		CGS 3342	BMEN 1208	PA 2325		FIN 4335			
ARAB 1312		CLDP 3310	BMEN 3220	PA 3310					
ARAB 2311		CLDP 3362	BMEN 3318	PA 3333					
ARAB 2312		CLDP 3394	BMEN 3331	PA 3379					
		NSC 4370		PA 4340					
		PSY 3310		PA 4355					
		PSY 3362		PA 4386					
		PSY 4323		PSCI 3310					
				SOC 3379					
				SOC 4386					

Removals

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD
		CLDP 3366	BMEN 3170						
		PSY 3363	BMEN 4320						
		PSY 3366	BMEN 4350						
		PSY 4327							
		PSY 4378							
		SPAU 4367							

+ Repeatable

ARHM	ATEC	BBS	ECS	EPPS	NSM	HONS	UGRD

Core

ARHM	EPPS
↑ARAB 2311	↑PA 2325
↑ARAB 2312	

Online/Hybrid

Legend

*	New as repeatable	#	Update made to repeat hrs
=	Renumber – no additional info required	~	Reinstate – no additional info required
+	Contains adds & edits only	@	New Online/Hybrid Course
♦	Core Report Attached	↑	No change related to core

Click on any course number above to see a PDF of that course.

Click "Return to Main Menu" at the bottom of a page to return to this page.

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * arab2316 (r1) arab2316.4 group_head series_head	ARAB 2316 Topics in Arabic Culture (3 semester credit hours) Topics in the cultural diversity of the Arabic-speaking world. Prerequisite: ARAB 1312 or equivalent based on placement exam score or instructor consent required. (3-0) R request notes Part of strategic plan to build enrollments in Arabic foreign language curriculum. peoplesoft diff: ARAB 2316 Topics in Arabic Culture (3 semester credit hours) Topics in the cultural diversity of the Arabic-speaking world. Prerequisite: ARAB 1312 or equivalent based on placement exam score or instructor consent required. (3-0) R show fields: arab2316.4 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 12	cxh074100 2022-01-08 15:42:32 audit: -43.2 m index: -43.2 m match_fail

ARAB 2316 - New Course Additional Information

Prefix	ARAB
Number	2316
Year Min	2022
School	ARHM
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	no
Reasoning	no other courses on Arabic culture *taught in Arabic*
Requestor	Charles Hatfield
Preparer	Charles Hatfield
Create_DateTime	2021-08-30 14:32:46
Create_NetID	cxh074100

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * chin2316 (r1) chin2316.2 group_head series_head	CHIN 2316 Topics in Chinese Culture (3 semester credit hours) Topics in the cultural diversity of the Chinese-speaking world. Prerequisite: CHIN 1312 or equivalent based on placement exam or instructor consent required. (3-0) Y request notes Course created in response to student demand. peoplesoft diff: CHIN 2316 Topics in Chinese Culture (3 semester credit hours) Topics in the cultural diversity of the Chinese-speaking world. Prerequisite: CHIN 1312 or equivalent based on placement exam or instructor consent required. (3-0) Y show fields: chin2316.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 12	cxh074100 2022-01-07 12:55:06 audit: -5386.9 m index: -5386.9 m match_fail

CHIN 2316 - New Course Additional Information

Prefix	CHIN
Number	2316
Year Min	2022
School	ARHM
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	No courses taught in Chinese on Chinese culture
Requestor	Charles Hatfield
Preparer	Charles Hatfield
Create_DateTime	2022-01-07 12:50:41
Create_NetID	cxh074100

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * fren2316 (r1) fren2316.2 group_head series_head	FREN 2316 Topics in Francophone Culture (3 semester credit hours) Topics in the cultural diversity of the Francophone world. Prerequisite: FREN 2312 or equivalent based on placement exam or instructor consent required. (3-0) Y request notes Course created in response to student demand. peoplesoft diff: FREN 2316 Topics in Francophone Culture (3 semester credit hours) Topics in the cultural diversity of the Francophone world. Prerequisite: FREN 2312 or equivalent based on placement exam or instructor consent required. (3-0) Y show fields: fren2316.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 12	cxh074100 2022-01-07 13:01:16 audit: -5397.1 m index: -5397.1 m match_fail

FREN 2316 - New Course Additional Information

Prefix	FREN
Number	2316
Year Min	2022
School	ARHM
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	No courses on French culture taught in French
Requestor	Charles Hatfield
Preparer	Charles Hatfield
Create_DateTime	2022-01-07 12:56:36
Create_NetID	cxh074100

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * germ2316 (r1) germ2316.2 group_head series_head	GERM 2316 Topics in German Culture (3 semester credit hours) Topics in the cultural diversity of the German-speaking world. Prerequisite: GERM 1312 or equivalent based on placement exam or instructor consent required. (3-0) Y request notes Course created in response to student demand. peoplesoft diff: GERM 2316 Topics in German Culture (3 semester credit hours) Topics in the cultural diversity of the German-speaking world. Prerequisite: GERM 1312 or equivalent based on placement exam or instructor consent required. (3-0) Y show fields: germ2316.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 12	cxh074100 2022-01-07 13:14:05 audit: -63.3 m index: -63.3 m match_fail

GERM 2316 - New Course Additional Information

Prefix	GERM
Number	2316
Year Min	2022
School	ARHM
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	No courses on German culture taught in German
Requestor	Charles Hatfield
Preparer	Charles Hatfield
Create_DateTime	2022-01-07 13:11:18
Create_NetID	cxh074100

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * japn2316 (r1) japn2316.2 group_head series_head	JAPN 2316 Topics in Japanese Culture (3 semester credit hours) Topics in the diversity of Japanese culture. Prerequisite: JAPN 1312 or equivalent based on placement exam or instructor consent required. (3-0) Y request notes Course created in response to student demand. peoplesoft diff: JAPN 2316 Topics in Japanese Culture (3 semester credit hours) Topics in the diversity of Japanese culture. Prerequisite: JAPN 1312 or equivalent based on placement exam or instructor consent required. (3-0) Y show fields: japn2316.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 12	cxh074100 2022-01-07 13:48:38 audit: -62.2 m index: -62.2 m match_fail

JAPN 2316 - New Course Additional Information

Prefix	JAPN
Number	2316
Year Min	2022
School	ARHM
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	No courses in Japanese culture taught in Japanese
Requestor	Charles Hatfield
Preparer	Charles Hatfield
Create_DateTime	2022-01-07 13:26:43
Create_NetID	cxh074100

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * kore2316 (r1) kore2316.2 group_head series_head	KORE 2316 Topics in Korean Culture (3 semester credit hours) Topics in the diversity of Korean culture. Prerequisite: KORE 1312 or equivalent based on placement exam or instructor consent required. (3-0) Y request notes Course created in response to student demand. peoplesoft diff: KORE 2316 Topics in Korean Culture (3 semester credit hours) Topics in the diversity of Korean culture. Prerequisite: KORE 1312 or equivalent based on placement exam or instructor consent required. (3-0) Y show fields: kore2316.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 12	cxh074100 2022-01-07 13:19:58 audit: -5372.7 m index: -5372.6 m match_fail

KORE 2316 - New Course Additional Information

Prefix	KORE
Number	2316
Year Min	2022
School	ARHM
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	No courses on Korean culture taught in Korean
Requestor	Charles Hatfield
Preparer	Charles Hatfield
Create_DateTime	2022-01-07 13:15:06
Create_NetID	cxh074100

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * span2316 (r1) span2316.2 group_head series_head	SPAN 2316 Topics in Spanish Culture (3 semester credit hours) Topics in the cultural diversity of the Spanish-speaking world. Prerequisite: SPAN 1312 or equivalent based on placement exam or instructor consent required. (3-0) Y request notes Course created in response to student demand. peoplesoft diff: 1901-01-01 dianeb SPAN 2316 Topics in Spanish Culture (3 semester credit hours) Topics in the cultural diversity of the Spanish-speaking world. Prerequisite: SPAN 1312 or equivalent based on placement exam or instructor consent required. (3-0) Y show fields: span2316.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles	phase: approve status: approving audit: 12	cxh074100 2022-01-07 13:53:25 audit: -54 m index: -54 m match_fail

SPAN 2316 - New Course Additional Information

Prefix	SPAN
Number	2316
Year Min	2022
School	ARHM
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	No introductions to Spanish culture taught in Spanish
Requestor	Charles Hatfield
Preparer	Charles Hatfield
Create_DateTime	2022-01-07 13:51:04
Create_NetID	cxh074100

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * cldp4322 (r1) cldp4322.3 group_head series_head	CLDP 4322 The Development of Race and Ethnicity (3 semester credit hours) This course examines empirical research findings connected to social and cognitive aspects of the development of race and ethnicity. Students apply developmental findings to issues such as parenting, education, health care, societal norms, and ways to support healthy development. (3-0) Y request notes new course peoplesoft diff: CLDP 4322 The Development of Race and Ethnicity (3 semester credit hours) This course examines empirical research findings connected to social and cognitive aspects of the development of race and ethnicity. Students apply developmental findings to issues such as parenting, education, health care, societal norms, and ways to support healthy development. (3-0) Y show fields: cldp4322.3 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 13	mspence 2022-01-03 15:07:28 audit: -31.2 m index: -31.2 m match_fail

CLDP 4322 - New Course Additional Information

Prefix	CLDP
Number	4322
Year Min	2022
School	BBS
Dept	bbscpsy
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	
Reasoning	
Requestor	dept head
Preparer	Leah Barfield
Create_DateTime	2021-11-30 16:05:33
Create_NetID	lnall

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * spau4310 (r1) spau4310.3 group_head series_head	SPAU 4310 Neural Basis of Music and Language (3 semester credit hours) Music and language are integral and universal components of human nature, as proven by their ubiquity across all cultures. There is a growing body of evidence indicating connections between music and language abilitie4s. The advent of state-of-the-art neuroscience technology allows us to study the relations more systematically at the neural level. This course is designed to offer a general overview of the neuroscience of speech, language, and music, a glimpse of research in this emerging discipline and a sample of the wide variety of current and possible applications for speech/language interventions of clinical and aging populations. The course does not require a background in neuroscience. (3-0) Y request notes Dept head requested this new course be added. peoplesoft diff: SPAU 4310 Neural Basis of Music and Language (3 semester credit hours) Music and language are integral and universal components of human nature, as proven by their ubiquity across all cultures. There is a growing body of evidence indicating connections between music and language abilitie4s. The advent of state-of-the-art neuroscience technology allows us to study the relations more systematically at the neural level. This course is designed to offer a general overview of the neuroscience of speech, language, and music, a glimpse of research in this emerging discipline and a sample of the wide variety of current and possible applications for speech/language interventions of clinical and aging populations. The course does not require a background in neuroscience. (3-0) Y show fields: spau4310.3 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 13	mspence 2022-01-03 15:37:22 audit: -34.8 m index: -34.8 m match_fail

SPAU 4310 - New Course Additional Information

Prefix	SPAU
Number	4310
Year Min	2022
School	BBS
Dept	bbscspau
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	
Reasoning	
Requestor	SPAU dept head.
Preparer	Leah Barfield
Create_DateTime	2021-11-24 09:36:21
Create_NetID	lnall

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * geos2121 (r1) geos2121.2 group_head series_head	GEOS 2121 GRELA Seminar (1 semester credit hour) Guided exploration of the topics presented in GEOS 2321 Geology, Resources, and Environment of Latin America in small, in-person groups. Grade is based on attendance and participation. Prerequisite or Corequisite: GEOS 2321. (1-0) Y **request notes** Added per department **peoplesoft diff:** GEOS 2121 GRELA Seminar (1 semester credit hour) Guided exploration of the topics presented in GEOS 2321 Geology, Resources, and Environment of Latin America in small, in-person groups. Grade is based on attendance and participation. Prerequisite or Corequisite: GEOS 2321. (1-0) Y **show fields: geos2121.2** • **cat_repeat_units:** 1 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	ddc130130 2021-12-01 14:46:06 audit: -5363.3 m index: -5363.3 m match_fail

GEOS 2121 - New Course Additional Information

Prefix	GEOS
Number	2121
Year Min	2022
School	NSM
Dept	nsmtgeos
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	na
Similar To	
Reasoning	na
Requestor	Stern
Preparer	Climer
Create_DateTime	2021-12-01 14:41:56
Create_NetID	ddc130130

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * hons3105 (r1) hons3105.8 group_head series_head	HONS 3105 Memory (1 semester credit hour) Explores contemporary topics in neuroscience, biology, and psychology related to memory. Focuses on understanding the fundamental nature of memory, diseases of memory, and extraordinary cases related to memory. (1-0) T **request notes** Reason: Course taught three times at HONS 3199. Note: Please add CV attribute. **peoplesoft diff:** HONS 3105 Memory (1 semester credit hour) Explores contemporary topics in neuroscience, biology, and psychology related to memory. Focuses on understanding the fundamental nature of memory, diseases of memory, and extraordinary cases related to memory. (1-0) T **show fields: hons3105.8** • **cat_repeat_units:** 1 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 13	vab061000 2021-12-14 09:02:12 audit: -49057 m index: -49057 m match_fail

HONS 3105 - New Course Additional Information

Prefix	HONS
Number	3105
Year Min	2022
School	HONS
Dept	hons
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	N/A
Requestor	Valerie Brunell
Preparer	Valerie Brunell
Create_DateTime	2021-10-27 09:15:02
Create_NetID	vab061000

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * arab1311 (r4) arab1311.8 group_head series_head	ARAB 1311 Beginning Arabic I (3 semester credit hours) Development of basic skills in listening, speaking, reading, and writing within a cultural framework. Prerequisite: Equivalent based on placement exam score or instructor consent required. (3-0) S request notes Edited course description and prerequisite for parity with introductory-level courses in other languages; updated course offering frequency. peoplesoft diff: 000663 2017-08-20 ddc130130 ARAB 1311 Beginning Arabic I (3 semester credit hours) ~~This course will integrate acquisition~~ Development of ~~the four language~~ basic skills ~~(listening,~~ in listening, speaking, reading, and ~~writing) with study of Arabic culture and civilization.~~ writing within a cultural framework. Prerequisite: Equivalent based on placement exam score or instructor consent required. (3-0) ~~Y~~ S show fields: arab1311.8 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	cxh074100 2022-01-08 15:33:44 000663 audit: -8469.2 m index: -8469.2 m match_fail
2022-open	edit * arab1312 (r7) arab1312.11 group_head series_head	ARAB 1312 Beginning Arabic II (3 semester credit hours) Continued development of basic skills in listening, speaking, reading, and writing within a cultural framework. Prerequisite: ARAB 1311 or equivalent based on placement exam score or instructor consent required. (3-0) S request notes Edited course description for parity with other foreign language courses; updated course offering frequency. peoplesoft diff: 000664 2017-08-20 ddc130130 ARAB 1312 Beginning Arabic II (3 semester credit hours) ~~This course is a continuation of Beginning Arabic I. It will integrate acquisition~~ Continued development of ~~the four language~~ basic skills ~~(listening,~~ in listening, speaking, reading, and ~~writing) with study of Arabic culture and civilization.~~ writing within a cultural framework. Prerequisite: ARAB 1311 or equivalent based on placement exam score or instructor consent required. (3-0) ~~Y~~ S show fields: arab1312.11 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	cxh074100 2022-01-08 15:39:17 000664 audit: -5424.4 m index: -5424.4 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * arab2311 (r6) arab2311.10 group_head series_head	ARAB 2311 (ARAB 2311) Intermediate Arabic I (3 semester credit hours) Review of Beginning Arabic I and II (or equivalent); development of intermediate-level skills in listening, speaking, reading, and writing within a cultural framework. Prerequisite: ARAB 1312 or equivalent based on placement exam score or instructor consent required. (3-0) Y request notes Edited course description and prerequisite for parity with other languages peoplesoft diff: 000668 2019-08-18 ddc130130 ARAB 2311 (ARAB 2311) Intermediate Arabic I (3 semester credit hours) ~~This course is a continuation~~ Review of Beginning ~~Arabic. It will include review~~ Arabic I and ~~application~~ II (or equivalent); development of intermediate-level skills in ~~listening comprehension,~~ listening, speaking, reading, and ~~writing. The course emphasizes conversation, vocabulary acquisition, reading, and composition. Includes the study of Arabic culture and civilization.~~ writing within a cultural framework. Prerequisite: ARAB 1312 or equivalent based on placement exam score or instructor consent required. (3-0) Y show fields: arab2311.10 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: 090 • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	cxh074100 2022-01-08 15:41:38 000668 audit: -5379.7 m index: -5379.7 m match_fail
2022-open	edit * arab2312 (r9) arab2312.19 group_head series_head	ARAB 2312 (ARAB 2312) Intermediate Arabic II (3 semester credit hours) Continued development of intermediate-level skills in listening, speaking, reading, and writing within a cultural framework. Prerequisite: ARAB 2311 or equivalent based on placement exam score or instructor consent required. (3-0) Y request notes Edited course description and prerequisite for parity with other languages peoplesoft diff: 000669 2019-08-18 ddc130130 ARAB 2312 (ARAB 2312) Intermediate Arabic II (3 semester credit hours) ~~This course is a continuation of Intermediate Arabic I. It will include review and application~~ Continued development of intermediate-level skills in ~~listening comprehension,~~ listening, speaking, reading, and ~~writing. This course focuses on conversation, vocabulary acquisition, reading, composition, and culture. A major course component will be an emphasis on Arabic culture and civilization.~~ writing within a cultural framework. Prerequisite: ARAB 2311 or equivalent based on placement exam score or instructor consent required. (3-0) Y show fields: arab2312.19 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: 090 • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	cxh074100 2022-01-08 15:42:04 000669 audit: -2704.5 m index: -2704.5 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cgs3342 (r10) cgs3342.11 group_head series_head	CGS 3342 Cognitive and Neural Modeling Laboratory (3 semester credit hours) A historical introduction to the major classes of supervised, unsupervised, and reinforcement machine learning algorithms from the perspectives of artificial intelligence, computational neuroscience, and mathematical psychology. This course includes a project component where students learn to use machine learning software to develop and evaluate their own machine learning algorithms. (3-0) T request notes department head requested change peoplesoft diff: 002106 2021-08-22 ddc130130 CGS 3342 Cognitive and Neural Modeling Laboratory (3 semester credit hours) A historical introduction to the major classes of supervised, unsupervised, and reinforcement machine learning algorithms from ~~a behavioral science and neuroscience perspective with applications to~~ the perspectives of artificial intelligence, computational neuroscience, and mathematical psychology. ~~Students study the behavior of these algorithms using~~ This course includes a ~~variety of simulation modeling environment.~~ project component where students learn to use machine learning software to develop and evaluate their own machine learning algorithms. (3-0) T show fields: cgs3342.11 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	lnall 2021-11-30 15:43:38 002106 audit: -6938.4 m index: -6938.4 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cldp3310 (r6) cldp3310.10 group_head series_head	CLDP 3310 Child Development (3 semester credit hours) Introduction to psychological theory and research on physical, cognitive, social, and emotional development from prenatal to adolescence. (Same as PSY 3310) (3-0) Y **request notes** updated acad org **course alias: psy3310.8 (psy3310)** ~~PSY~~CLDP 3310 Child Development (3 semester credit hours) Introduction to psychological theory and research on physical, cognitive, social, and emotional development from prenatal to adolescence. (Same as ~~CLDP~~ PSY 3310) (3-0) Y **peoplesoft diff: 002728 2021-08-22 ddc130130** CLDP 3310 Child Development (3 semester credit hours) Introduction to psychological theory and research on physical, cognitive, social, and emotional development from ~~birth~~ prenatal to adolescence. (Same as PSY 3310) (3-0) Y **show fields: cldp3310.10** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	mspence 2022-01-03 15:28:23 002728 audit: -6939.9 m index: -6939.9 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cldp3362 (r7) cldp3362.10 group_head series_head	CLDP 3362 Cognitive Development (3 semester credit hours) Examines the development of children's thinking from birth through adolescence. Topics include theories of cognitive development, language development, memory, social cognition, and the implications of current research in the area of cognitive development. Prerequisite: (CLDP 2314 or PSY 2314) or (CLDP 3310 or PSY 3310) or (CLDP 3339 or PSY 3339) or equivalent. (Same as PSY 3362) (3-0) S **request notes** Updated acad org **course alias: psy3362.14 (psy3362)** ~~PSY~~CLDP 3362 Cognitive Development (3 semester credit hours) Examines the development of children's thinking from birth through adolescence. Topics include theories of cognitive development, language development, memory, social cognition, and the implications of current research in the area of cognitive development. Prerequisite: (CLDP 2314 or PSY 2314) or (CLDP 3310 or PSY 3310) or (CLDP 3339 or PSY 3339) or equivalent. (Same as ~~CLDP~~ PSY 3362) (3-0) S **peoplesoft diff: 002735 2021-08-22 ddc130130** CLDP 3362 Cognitive Development (3 semester credit hours) Examines ~~Piagetian, information-processing, and social learning approaches to~~ the development of children's thinking from birth through adolescence. Topics include theories of cognitive ~~processes throughout childhood. Also focuses on~~ development, language development, memory, social cognition, and the implications of current research in the area of cognitive development. Prerequisite: (CLDP 2314 or PSY 2314) or (CLDP 3310 or PSY 3310) or (CLDP 3339 or PSY 3339) or equivalent. (Same as PSY 3362) (3-0) S **show fields: cldp3362.10** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	lnall 2021-11-30 15:57:34 002735 audit: -5404.8 m index: -5382.4 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * cldp3394 (r6) cldp3394.13 group_head series_head	CLDP 3394 Research and Evaluation Methods (3 semester credit hours) This course provides experience in all phases of behavior science research, including study design, measurement, sampling, data collection, data analysis, and report writing. The course covers the fundamental concepts of experimental and non-experimental designs in research and evaluation. Credit cannot be received for more than one of the following: CLDP 3394, CLDP 3494, or (PSY 3393 or CGS 3340). Prerequisites: (PSY 2317 or STAT 1342) and PSY 3392. (3-0) S request notes Updated acad org peoplesoft diff: 002738 2021-08-22 ddc130130 CLDP 3394 Research and Evaluation Methods (3 semester credit hours) ~~Laboratory and field~~ This course provides experience in all phases of behavior science research, including study design, measurement, sampling, data collection, data analysis, and report writing. The course covers the fundamental concepts ~~of the psychometrics of measurement and testing, as well as applications~~ of experimental and non-experimental designs in research and evaluation. Credit cannot be received for more than one of the following: CLDP 3394, CLDP 3494, or (PSY 3393 or CGS 3340). Prerequisites: (PSY 2317 or STAT 1342) and PSY 3392. (3-0) S show fields: cldp3394.13 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	mspence 2022-01-03 15:14:56 002738 audit: -5402.9 m index: -5402.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * nsc4370 (r5) nsc4370.5 group_head series_head	NSC 4370 Neuroendocrinology (3 semester credit hours) A detailed examination of nervous system regulation of the endocrine hormone systems, structured around the theme of homeostasis. Case studies and endocrine diseases are used to illustrate both normal function and pathological states with a focus on human physiology. Prerequisite: NSC 3361 (3-0) T **request notes** Udpated acad org **peoplesoft diff: 009664 2021-08-22 ddc130130** NSC 4370 Neuroendocrinology (3 semester credit hours) A detailed examination of ~~central~~ nervous system regulation of the endocrine ~~system, primarily via~~ hormone systems, structured around the ~~hypothalamic-pituitary-adrenal axis. Examines feedback effects~~ theme of ~~hormonal actions~~ homeostasis. Case studies and endocrine diseases are used to illustrate both normal function and pathological states with a focus on ~~neuronal function.~~ human physiology. Prerequisite: NSC ~~4366.~~ 3361 (3-0) T **show fields: nsc4370.5** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	lnall 2021-12-08 16:40:29 009664 audit: -5399.9 m index: -5399.9 m match_fail
2022-open	edit * psy3310 (r8) psy3310.8 group_head series_head	PSY 3310 Child Development (3 semester credit hours) Introduction to psychological theory and research on physical, cognitive, social, and emotional development from prenatal to adolescence. (Same as CLDP 3310) (3-0) Y **course alias: cldp3310.10 (cldp3310)** ~~CLDP~~PSY 3310 Child Development (3 semester credit hours) Introduction to psychological theory and research on physical, cognitive, social, and emotional development from prenatal to adolescence. (Same as ~~PSY~~ CLDP 3310) (3-0) Y **peoplesoft diff: 011110 2021-08-22 ddc130130** PSY 3310 Child Development (3 semester credit hours) Introduction to psychological theory and research on physical, cognitive, social, and emotional development from ~~birth~~ prenatal to adolescence. (Same as CLDP 3310) (3-0) Y **show fields: psy3310.8** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	lnall 2021-11-30 16:10:46 011110 audit: -6939.5 m index: -6939.5 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * psy3362 (r11) psy3362.14 group_head series_head	PSY 3362 Cognitive Development (3 semester credit hours) Examines the development of children's thinking from birth through adolescence. Topics include theories of cognitive development, language development, memory, social cognition, and the implications of current research in the area of cognitive development. Prerequisite: (CLDP 2314 or PSY 2314) or (CLDP 3310 or PSY 3310) or (CLDP 3339 or PSY 3339) or equivalent. (Same as CLDP 3362) (3-0) S **request notes** Udpated acad org **course alias: cldp3362.10 (cldp3362)** ~~CLDP~~PSY 3362 Cognitive Development (3 semester credit hours) Examines the development of children's thinking from birth through adolescence. Topics include theories of cognitive development, language development, memory, social cognition, and the implications of current research in the area of cognitive development. Prerequisite: (CLDP 2314 or PSY 2314) or (CLDP 3310 or PSY 3310) or (CLDP 3339 or PSY 3339) or equivalent. (Same as ~~PSY~~ CLDP 3362) (3-0) S **peoplesoft diff: 011124 2021-08-22 ddc130130** PSY 3362 Cognitive Development (3 semester credit hours) Examines ~~Piagetian, information-processing, and social learning approaches to~~ the development of children's thinking from birth through adolescence. Topics include theories of cognitive ~~processes throughout childhood. Also focuses on~~ development, language development, memory, social cognition, and the implications of current research in the area of cognitive development. Prerequisite: (CLDP 2314 or PSY 2314) or (CLDP 3310 or PSY 3310) or (CLDP 3339 or PSY 3339) or equivalent. (Same as CLDP 3362) (3-0) S **show fields: psy3362.14** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	mspence 2022-01-03 15:25:50 011124 audit: -5383.2 m index: -5383.2 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * psy4323 (r5) psy4323.5 group_head series_head	PSY 4323 Cultural Diversity and Psychology (3 semester credit hours) This course will review classis and current research in the field of cultural psychology by focusing on major theoretical approaches and methodologies to understand how culture shapes the human mind and what mechanisms underlie cultural influences. The course will include the following topics: theoretical approaches and methodologies, culture and basic psychological processes (self, cognition, emotion, motivation, relationships, and development). within-cultural variation, culture and biology, and cultural acquisition and transmission. (3-0) Y request notes dept head asked for description update peoplesoft diff: 011156 2021-08-22 ddc130130 PSY 4323 Cultural Diversity and Psychology (3 semester credit hours) ~~Explores cultural diversity~~ This course will review classis and ~~multiculturalism from both scientific~~ current research ~~and practical perspectives. Emphasis is placed on increasing students' awareness of differing world views, privilege,~~ in the ~~experience~~ field of ~~self,~~ cultural psychology by focusing on major theoretical approaches and methodologies to understand how culture shapes the human mind and what mechanisms underlie cultural influences. The course will include the ~~interactions between different cultures.~~ following topics: theoretical approaches and methodologies, culture and basic psychological processes (self, cognition, emotion, motivation, relationships, and development). within-cultural variation, culture and biology, and cultural acquisition and transmission. (3-0) Y show fields: psy4323.5 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	lnall 2021-11-30 16:17:58 011156 audit: -2707.4 m index: -2707.4 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * bmen1208 (r8) bmen1208.14 group_head series_head	BMEN 1208 Introduction to Bioengineering II (2 semester credit hours) The purpose of this course is to give students a general understanding of a broad range of applications specific to the biomedical engineering profession. Course exercises include team-oriented project, computer-aided design, introductory materials, and hardware and software tools associated with the discipline. Lab fee of $30 required. Prerequisite: BMEN 1100. Prerequisite or Corequisite: BMEN 1300 (1-2) Y request notes updated co-reqs 11-11-2020 LTM. Replaced CS 1324 pre/co req with BMEN 1300 10-21-21 LTM. updated course description and pre/co reqs 12-10-21 ltm peoplesoft diff: 013527 2021-08-22 ddc130130 BMEN 1208 Introduction to Bioengineering II (2 semester credit hours) ~~Project-based instruction.~~ The purpose of this course is to give students a general understanding of ~~the~~ a broad range of applications specific to the biomedical engineering profession. Course exercises include team-oriented ~~competitions, lectures by various external biomedical engineering experts, and~~ project, computer-aided design, introductory ~~materials~~ materials, and hardware and software tools associated with the discipline. ~~Perform a competitive team design project.~~ Lab fee of $30 required. Prerequisite: BMEN 1100. ~~Prerequisites~~ Prerequisite or ~~Corequisites: CS 1324 and CHEM 1312 and (PHYS 2325 and PHYS 2125) and (MATH 2419 or MATH 2414).~~ Corequisite: BMEN 1300 (1-2) Y show fields: bmen1208.14 • cat_repeat_units: 2 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	lxm162530 2021-12-10 09:08:24 013527 audit: -5373.8 m index: -2897.6 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * bmen3220 (r3) bmen3220.5 group_head series_head	BMEN 3220 Electrical and Electronic Circuits in Biomedical Engineering Lab (2 semester credit hours) Experiments in this course teach students the applications of and skills related to the following concepts: (i) Analysis methods and network theorems used to describe the operation of electric circuits, (ii) Electrical quantities, linear circuit elements, signal waveforms, transient and steady state circuit behavior, (iii) Diode, transistor, and op amp based circuits such as filters, amplifiers, rectifiers, etc., (iv) Modeling, analysis and simulation of electrical circuits in biomedical engineering, (v) PCB design and soldering, (vi) Microcontroller programming, (vii) Signal conditioning circuit design for microcontrollers, (viii) Integration of analog and digital sensors and peripherals with microcontrollers, (ix) Acquisition and analysis of biosignals, and processing both in analog and digital domains, (x) Design and implementation of embedded sensor systems for biomedical applications. Lab fee of $30 required. Prerequisites: MATH 2420 and PHYS 2326 and PHYS 2126. Corequisite or Prerequisite: CS 1324 or BMEN 1300. (0-2) Y request notes Added per dept. Updated pre/co-reqs to include BMEN 1300 12-10-21 ltm peoplesoft diff: 015905 2021-08-22 ddc130130 BMEN 3220 Electrical and Electronic Circuits in Biomedical Engineering Lab (2 semester credit hours) Experiments in this course teach students the applications of and skills related to the following concepts: (i) Analysis methods and network theorems used to describe the operation of electric circuits, (ii) Electrical quantities, linear circuit elements, signal waveforms, transient and steady state circuit behavior, (iii) Diode, transistor, and op amp based circuits such as filters, amplifiers, rectifiers, etc., (iv) Modeling, analysis and simulation of electrical circuits in biomedical engineering, (v) PCB design and soldering, (vi) Microcontroller programming, (vii) Signal conditioning circuit design for microcontrollers, (viii) Integration of analog and digital sensors and peripherals with microcontrollers, (ix) Acquisition and analysis of biosignals, and processing both in analog and digital domains, (x) Design and implementation of embedded sensor systems for biomedical applications. Lab fee of $30 required. Prerequisites: MATH 2420 and PHYS 2326 and PHYS 2126. Corequisite or Prerequisite: CS ~~1324.~~ 1324 or BMEN 1300. (0-2) Y show fields: bmen3220.5 • cat_repeat_units: 2 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	lxm162530 2021-12-10 09:04:59 015905 audit: -5409.3 m index: -5409.3 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * bmen3318 (r2) bmen3318.4 group_head series_head	BMEN 3318 Introduction to Engineered Biomaterials (3 semester credit hours) The properties and processing of engineered materials used in biomedical devices are taught with an emphasis on the chemistry and structure-property relationships that control the mechanical, corrosion, and biocompatibility of materials used in acute and chronically implanted medical devices. Topics include the crystalline and amorphous states of metals, glasses and polymers, glass formation and bioactive glasses, mechanical properties, corrosion emphasizing passivity and galvanic corrosion, phase diagrams, macromolecular bonding and structure, and an introduction to material-tissue interactions related to the chemical stability of implants. The course also introduces basic material characterization techniques including uniaxial tensile tests, x-ray-diffraction, SEM/optical microscopy, potentiodynamic polarization, infrared spectroscopy, and differential scanning calorimetry. Materials covered include the stainless steels, CoCr-alloys, titanium alloys, polymers and oxide ceramics used in arthroplasty, and biodegradable polymers including drug-eluting polymers. Prerequisites or Corequisites: BMEN 1208 and (CHEM 1312 or CHEM 1301). (3-0) Y request notes Added via eForm submitted by Leah Mathison on 2019-08-12 at 09:19:47. To be offered in Spring (DDC). Updated pre/co-reqs 12-10-21 - removed chem 1112 and added 1301 ltm. peoplesoft diff: 015773 2020-08-16 ddc130130 BMEN 3318 Introduction to Engineered Biomaterials (3 semester credit hours) The properties and processing of engineered materials used in biomedical devices are taught with an emphasis on the chemistry and structure-property relationships that control the mechanical, corrosion, and biocompatibility of materials used in acute and chronically implanted medical devices. Topics include the crystalline and amorphous states of metals, glasses and polymers, glass formation and bioactive glasses, mechanical properties, corrosion emphasizing passivity and galvanic corrosion, phase diagrams, macromolecular bonding and structure, and an introduction to material-tissue interactions related to the chemical stability of implants. The course also introduces basic material characterization techniques including uniaxial tensile tests, x-ray-diffraction, SEM/optical microscopy, potentiodynamic polarization, infrared spectroscopy, and differential scanning calorimetry. Materials covered include the stainless steels, CoCr-alloys, titanium alloys, polymers and oxide ceramics used in arthroplasty, and biodegradable polymers including drug-eluting polymers. Prerequisites or Corequisites: BMEN 1208 and ~~CHEM~~ (CHEM 1312 ~~and~~ or CHEM ~~1112.~~ 1301). (3-0) Y show fields: bmen3318.4 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	lxm162530 2021-12-10 09:03:48 015773 audit: -5408.7 m index: -2896.5 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * bmen3331 (r2) bmen3331.4 group_head series_head	BMEN 3331 Cell and Molecular Engineering (3 semester credit hours) This course will cover physiological function from a cellular, molecular, and biophysical perspective, with applications to bioengineering design. Topics include protein structure and function, enzymes, the structure and nature of DNA, gene expression, protein trafficking, the cellular structure and function of various cellular organelles. Modern methods for designing, producing, and characterizing novel proteins and peptides will be examined. Students will also learn about energy and the function of mitochondria, cellular communication and the function of the extracellular matrix, cell motility, cell division, cell signaling, and cell adhesion. Prerequisite: MATH 2420. Prerequisite or Corequisite: CHEM 2324 or (CHEM 2325 and CHEM 2125). (3-0) S request notes Added per dept. Added CHEM 2325 as pre/co-req option. 11-8-21 ltm peoplesoft diff: 015907 2020-08-16 shh160630 BMEN 3331 Cell and Molecular Engineering (3 semester credit hours) This course will cover physiological function from a cellular, molecular, and biophysical perspective, with applications to bioengineering design. Topics include protein structure and function, enzymes, the structure and nature of DNA, gene expression, protein trafficking, the cellular structure and function of various cellular organelles. Modern methods for designing, producing, and characterizing novel proteins and peptides will be examined. Students will also learn about energy and the function of mitochondria, cellular communication and the function of the extracellular matrix, cell motility, cell division, cell signaling, and cell adhesion. Prerequisite: MATH 2420. Prerequisite or Corequisite: CHEM ~~2324.~~ 2324 or (CHEM 2325 and CHEM 2125). (3-0) S show fields: bmen3331.4 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	lxm162530 2021-12-10 09:02:18 015907 audit: -5406.8 m index: -5406.8 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * pa2325 (r6) pa2325.7 group_head series_head	PA 2325 Introduction to Public and Nonprofit Management (3 semester credit hours) This course is designed to give students a broad introduction to public service. The course will also explore the range of alternatives for public impact, whether through traditional personal volunteering and advocacy, service on nonprofit boards, socially-responsible engagement in corporate careers, social entrepreneurship, or careers in government and nonprofits. In addition, a range of topics will be covered from actors and institutions involved in public service, to the various sectors (public, private and non-profits), public service motivation, careers in public service, leadership, diversity and social equity, dealing with difficult people, and ethics - all of which will provide a deeper understanding of working in the public and nonprofit sector. (3-0) S request notes Updated per Dr. Sabharwal peoplesoft diff: 012925 2020-08-16 ddc130130 PA 2325 Introduction to Public and Nonprofit Management (3 semester credit hours) ~~A~~ This course is designed to give students a broad introduction to public ~~service that explores~~ service. The course will also explore the ~~history~~ range of alternatives for public impact, whether through traditional personal volunteering and advocacy, service on nonprofit boards, socially-responsible engagement in ~~American life, the contemporary erosion~~ corporate careers, social entrepreneurship, or careers in government and nonprofits. In addition, a range of ~~interest~~ topics will be covered from actors and institutions involved in public service, ~~different options for~~ to the various sectors (public, private and non-profits), public service motivation, careers in public service, leadership, diversity and ~~considers how to increase~~ social equity, dealing with difficult people, and ethics - all of which will provide a deeper understanding of working in the public ~~service engagement.~~ and nonprofit sector. (3-0) ~~Y~~ S show fields: pa2325.7 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: 080 • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	mxs095000 2021-12-08 16:21:12 012925 audit: -5390.3 m index: -5390.3 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * pa3310 (r9) pa3310.13 group_head series_head	PA 3310 Managing Government Organizations (3 semester credit hours) Overview of management responsibilities, functions, and activities in government and nonprofit agencies within the framework of political values and organizational dynamics. (Same as PSCI 3310) (3-0) S **request notes** Updated title to better fit course per Dr. Goodman (DDC - 09.12.17).Adding nonprofit to the course description per Dr. Sabharwal **course alias: psci3310.11 (psci3310)** ~~PSCI~~PA 3310 Managing Government Organizations (3 semester credit hours) Overview of management responsibilities, functions, and activities in government and nonprofit agencies within the framework of political values and organizational dynamics. (Same as ~~PA~~ PSCI 3310) (3-0) S **peoplesoft diff: 009806 2020-08-16 ddc130130** PA 3310 Managing Government Organizations (3 semester credit hours) Overview of management responsibilities, functions, and activities in government and nonprofit agencies within the framework of political values and organizational dynamics. (Same as PSCI 3310) (3-0) S **show fields: pa3310.13** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	mxs095000 2021-12-08 16:27:24 009806 audit: -5385.8 m index: -5385.8 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * pa3333 (r10) pa3333.11 group_head series_head	PA 3333 Human Resources Management: Leading a Diverse Workforce (3 semester credit hours) This introductory course provides an overview to public and nonprofit human resource management. Leadership, motivation, leading diverse workplaces, issues of equity and inclusion, decision making, conflict resolution, performance, strategic management, and other important challenges of personnel human resources management in government and nonprofit organizations. (3-0) S request notes Updated title to better fit course per Dr. Goodman (DDC - 09.12.17). Updated the course description per De. Sabharwal peoplesoft diff: 009811 2018-08-19 ddc130130 PA 3333 Human Resources Management: Leading a Diverse Workforce (3 semester credit hours) This introductory course provides an overview to public and nonprofit human resource management. Leadership, motivation, leading diverse workplaces, issues of equity and inclusion, decision making, conflict resolution, performance, strategic management, and other important challenges of personnel human resources management in government and nonprofit organizations. (3-0) ~~Y~~ S show fields: pa3333.11 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	mxs095000 2021-12-08 16:28:47 009811 audit: -5399.8 m index: -5399.8 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * pa3379 (r5) pa3379.7 group_head series_head	PA 3379 Diversity in the Public Sector (3 semester credit hours) This course will focus on diversity beyond just race/ ethnicity and gender, and examine dimensions of sexual orientation, religion, skill level, physical ability, communication styles, and multi-generations in the workplace. Understanding diversity and learning how to manage its complexity is the key focus of this class. Students will examine the importance of multiple cultures in public and nonprofit organizations in work teams and discuss the challenges that come with multiculturalism. Social interactions that contribute to the understanding of difference groups in diverse settings are examined. (Same as SOC 3379) (3-0) Y **request notes** Updates course description per Dr. Sabharwal **course alias: soc3379.4 (soc3379)** ~~SOC~~PA 3379 Diversity in the Public Sector (3 semester credit hours) This course will focus on diversity beyond just race/ethnicity and gender, and examine dimensions of sexual orientation, religion, skill level, physical ability, communication styles, and multi-generations in the workplace. Understanding diversity and learning how to manage its complexity is the key focus of this class. Students will examine the importance of multiple cultures in public and nonprofit organizations in work teams and discuss the challenges that come with multiculturalism. Social interactions that contribute to the understanding of difference groups in diverse settings are examined. (Same as ~~PA~~ SOC 3379) (3-0) Y **peoplesoft diff: 014187 2021-08-22 ddc130130** PA 3379 Diversity in the Public Sector (3 semester credit hours) This course will focus on diversity beyond just race/ ethnicity and gender, and examine dimensions of sexual orientation, religion, skill level, physical ability, communication styles, and multi-generations in the workplace. Understanding diversity and learning how to manage its complexity is the key focus of this class. Students will examine the importance of multiple cultures in public and nonprofit organizations in work teams and discuss the challenges that come with multiculturalism. Social interactions that contribute to the understanding of difference groups in diverse settings are examined. (Same as SOC 3379) (3-0) Y **show fields: pa3379.7** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	mxs095000 2021-12-08 16:30:00 014187 audit: -5373.8 m index: -5373.8 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * pa4340 (r3) pa4340.4 group_head series_head	PA 4340 Creating High Performance Organizations (3 semester credit hours) Explores the managerial behaviors required to build high levels of performance necessary in contemporary work organizations. Explores performance management, employee engagement and high quality services, and new discoveries in the neurosciences and psychology that enhance human well- being while creating more productive work environments. (3-0) R request notes Updated the frequency of the course offering peoplesoft diff: 013753 2014-08-24 adp130030 PA 4340 Creating High Performance Organizations (3 semester credit hours) Explores the managerial behaviors required to build high levels of performance necessary in contemporary work organizations. Explores performance management, employee engagement and high quality services, and new discoveries in the neurosciences and psychology that enhance human well- being while creating more productive work environments. (3-0) ~~Y~~ R show fields: pa4340.4 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	mxs095000 2021-12-08 16:31:35 013753 audit: -5372.2 m index: -5372.2 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * pa4355 (r9) pa4355.11 group_head series_head	PA 4355 Managing Nonprofit Organizations (3 semester credit hours) This course provides a thorough introduction to the trillion-dollar nonprofit sector, which encompasses education, research, healthcare, art, religious congregations, social services, advocacy, legal services, international assistance, foundations, and mutual benefit organizations. The course explores the history of nonprofit organizations in the United States, qualifications for charitable groups and their governance, and various management issues. Students will become familiar with nonprofit concepts and theories while expanding their knowledge of nonprofit management and developing practical skills. (3-0) Y request notes Updated per EPPS (DDC) peoplesoft diff: 009836 2019-08-18 ddc130130 PA 4355 Managing Nonprofit Organizations (3 semester credit hours) This course ~~addresses the basic concepts of~~ provides a thorough introduction to the ~~trillion dollar~~ trillion-dollar nonprofit ~~sector that includes~~ sector, which encompasses education, research, ~~health care,~~ healthcare, art, ~~religion,~~ religious congregations, social services, advocacy, legal services, international assistance, ~~foundations~~ foundations, and mutual benefit organizations. ~~This comprehensive~~ The course ~~provides a thorough introduction and understanding to the sector with a focus on~~ explores the history of nonprofit organizations in ~~America,~~ the United States, qualifications for charitable ~~groups,~~ groups and their ~~governance as well as~~ governance, and various management issues. Students will become familiar with nonprofit concepts and theories while expanding their knowledge of nonprofit management and developing practical skills. (3-0) Y show fields: pa4355.11 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	mxs095000 2021-12-08 16:33:05 009836 audit: -2707 m index: -2707 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * pa4386 (r5) pa4386.7 group_head series_head	PA 4386 Health and Social Policy (3 semester credit hours) Examines the history and complexities of the American healthcare system and social welfare provision. Particular emphasis is placed on the U.S., exploring healthcare and social welfare in a public policy framework. (Same as SOC 4386) (3-0) Y request notes Updated per EPPS. Frequency of the course offering is updated. course alias: soc4386.6 (soc4386) ~~SOC~~PA 4386 Health and Social Policy (3 semester credit hours) Examines the history and complexities of the American healthcare system and social welfare provision. Particular emphasis is placed on the U.S., exploring healthcare and social welfare in a public policy framework. (Same as ~~PA~~ SOC 4386) (3-0) Y peoplesoft diff: 014249 2021-08-22 ddc130130 PA 4386 Health and Social Policy (3 semester credit hours) Examines the history and complexities of the American healthcare system and social welfare provision. Particular emphasis is placed on the U.S., exploring healthcare and social welfare in a public policy framework. (Same as SOC 4386) (3-0) ~~S~~ Y show fields: pa4386.7 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	mxs095000 2021-12-08 16:34:40 014249 audit: -5396.2 m index: -5396.2 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * psci3310 (r8) psci3310.11 group_head series_head	PSCI 3310 Managing Government Organizations (3 semester credit hours) Overview of management responsibilities, functions, and activities in government and nonprofit agencies within the framework of political values and organizational dynamics. (Same as PA 3310) (3-0) S **request notes** Updated to match crosslisting **course alias: pa3310.13 (pa3310)** ~~PA~~PSCI 3310 Managing Government Organizations (3 semester credit hours) Overview of management responsibilities, functions, and activities in government and nonprofit agencies within the framework of political values and organizational dynamics. (Same as ~~PSCI~~ PA 3310) (3-0) S **peoplesoft diff: 010986 2020-08-16 sxr090100** PSCI 3310 Managing Government Organizations (3 semester credit hours) Overview of management responsibilities, functions, and activities in government and nonprofit agencies within the framework of political values and organizational dynamics. (Same as PA 3310) (3-0) S **show fields: psci3310.11** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-01-10 14:41:31 010986 audit: -5386.3 m index: -5386.3 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * soc3379 (r3) soc3379.4 group_head series_head	SOC 3379 Diversity in the Public Sector (3 semester credit hours) This course will focus on diversity beyond just race/ ethnicity and gender, and examine dimensions of sexual orientation, religion, skill level, physical ability, communication styles, and multi-generations in the workplace. Understanding diversity and learning how to manage its complexity is the key focus of this class. Students will examine the importance of multiple cultures in public and nonprofit organizations in work teams and discuss the challenges that come with multiculturalism. Social interactions that contribute to the understanding of difference groups in diverse settings are examined. (Same as PA 3379) (3-0) Y **request notes** Updated offering to match crosslisting **course alias: pa3379.7 (pa3379)** ~~PA~~SOC 3379 Diversity in the Public Sector (3 semester credit hours) This course will focus on diversity beyond just race/ethnicity and gender, and examine dimensions of sexual orientation, religion, skill level, physical ability, communication styles, and multi-generations in the workplace. Understanding diversity and learning how to manage its complexity is the key focus of this class. Students will examine the importance of multiple cultures in public and nonprofit organizations in work teams and discuss the challenges that come with multiculturalism. Social interactions that contribute to the understanding of difference groups in diverse settings are examined. (Same as ~~SOC~~ PA 3379) (3-0) Y **peoplesoft diff: 014771 2021-08-22 ddc130130** SOC 3379 Diversity in the Public Sector (3 semester credit hours) This course will focus on diversity beyond just race/ ethnicity and gender, and examine dimensions of sexual orientation, religion, skill level, physical ability, communication styles, and multi-generations in the workplace. Understanding diversity and learning how to manage its complexity is the key focus of this class. Students will examine the importance of multiple cultures in public and nonprofit organizations in work teams and discuss the challenges that come with multiculturalism. Social interactions that contribute to the understanding of difference groups in diverse settings are examined. (Same as PA 3379) (3-0) Y **show fields: soc3379.4** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	ddc130130 2022-01-10 15:10:15 014771 audit: -2711.8 m index: -2711.8 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * soc4386 (r5) soc4386.6 group_head series_head	SOC 4386 Health and Social Policy (3 semester credit hours) Examines the history and complexities of the American healthcare system and social welfare provision. Particular emphasis is placed on the U.S., exploring healthcare and social welfare in a public policy framework. (Same as PA 4386) (3-0) Y **request notes** Updated offering to match crosslisting **course alias: pa4386.7 (pa4386)** ~~PA~~SOC 4386 Health and Social Policy (3 semester credit hours) Examines the history and complexities of the American healthcare system and social welfare provision. Particular emphasis is placed on the U.S., exploring healthcare and social welfare in a public policy framework. (Same as ~~SOC~~ PA 4386) (3-0) Y **peoplesoft diff: 014250 2021-08-22 ddc130130** SOC 4386 Health and Social Policy (3 semester credit hours) Examines the history and complexities of the American healthcare system and social welfare provision. Particular emphasis is placed on the U.S., exploring healthcare and social welfare in a public policy framework. (Same as PA 4386) (3-0) ~~S~~ Y **show fields: soc4386.6** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-01-10 14:43:24 014250 audit: -5396.8 m index: -5396.8 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * fin4335 (r4) fin4335.7 group_head series_head	FIN 4335 Financial Aspects of Retirement, Compensation, and Employee Benefits (3 semester credit hours) Focuses on individual retirement plans, company benefits and compensation, and pension fund management strategies. This course will offer students an opportunity to evaluate employer benefit-and-compensation plans, retirement modeling solutions, and utilize financial planning software to best serve clients' interests. Prerequisite: FIN 3330. (3-0) Y request notes changed schedule; updated course title, description, and frequency for 2022 peoplesoft diff: 014222 2017-08-20 mkw150130 FIN 4335 Financial Aspects of ~~Retirement~~ Retirement, Compensation, and Employee Benefits (3 semester credit hours) Focuses on ~~business and~~ individual retirement plans, ~~planning strategies to meet individual~~ company benefits and ~~client goals as well as retirement distribution~~ compensation, and pension fund management strategies. ~~Students~~ This course will offer students an opportunity to evaluate employer benefit-and-compensation plans, retirement modeling solutions, and ~~non-employer benefit plans and use~~ utilize financial planning ~~software.~~ software to best serve clients' interests. Prerequisite: FIN 3330. (3-0) ~~R~~ Y show fields: fin4335.7 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 30	kmd023000 2021-11-11 09:50:25 014222 audit: -2705.1 m index: -2705.1 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-2022	remove * cldp3366 (r6) cldp3366.6 group_head series_head	request to remove this course from catalog request notes Updated acad org show fields: cldp3366.6 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 101	lnall 2021-11-30 15:59:15 002737 audit: -99.2 m index: -99.2 m
2022-2022	remove * psy3363 (r7) psy3363.8 group_head series_head	request to remove this course from catalog request notes dept head requests deletion of course show fields: psy3363.8 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 101	lnall 2021-11-30 16:12:11 011125 audit: -102.9 m index: -102.9 m
2022-2022	remove * psy3366 (r8) psy3366.8 group_head series_head	request to remove this course from catalog request notes dept head requesting course deletion show fields: psy3366.8 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 101	lnall 2021-11-30 16:13:12 011128 audit: -98.6 m index: -98.6 m

req type course req_id	catalog course description	request status	request metadata	actions
2022-2022	remove * psy4327 (r6) psy4327.6 group_head series_head	request to remove this course from catalog request notes dept head request course deletion show fields: psy4327.6 • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 101	lnall 2021-11-30 16:18:55 011158 audit: -98.1 m index: -98.1 m
2022-2022	remove * psy4378 (r6) psy4378.7 group_head series_head	request to remove this course from catalog request notes dept head requesting course deleted show fields: psy4378.7 • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 101	lnall 2021-11-30 16:22:22 013150 audit: -100.3 m index: -100.3 m
2022-2022	remove * spau4367 (r4) spau4367.5 group_head series_head	request to remove this course from catalog request notes Udpated acad org. Dept head requested course be deleted from new catalog. show fields: spau4367.5 • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 101	mspence 2022-01-03 15:32:34 013972 audit: -101 m index: -101 m

req type course req_id	catalog course description	request status	request metadata	actions
2022-2022	remove * bmen3170 (r3) bmen3170.4 group_head series_head	request to remove this course from catalog request notes Added fee statement. Per December 2021 faculty vote, removing this course from course offerings. 12-10-21 ltm show fields: bmen3170.4 • cat_repeat_units: 1 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 101	lxm162530 2021-12-10 08:58:15 014754 audit: -100.1 m index: -100.1 m
2022-2022	remove * bmen4320 (r7) bmen4320.9 group_head series_head	request to remove this course from catalog request notes Change in Delivery format. Per December 2021 faculty vote, removing this course from course offerings. 12-10-21 ltm show fields: bmen4320.9 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 101	lxm162530 2021-12-10 08:59:46 013562 audit: -97.3 m index: -97.3 m
2022-2022	remove * bmen4350 (r5) bmen4350.5 group_head series_head	request to remove this course from catalog request notes Per December 2021 faculty vote, removing this course from course offerings. 12-10-21 ltm show fields: bmen4350.5 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 101	lxm162530 2021-12-10 09:00:38 013570 audit: -97.7 m index: -97.7 m

ITEM #11C Core [RETURN TO SENATE AGENDA] 2023 [RETURN TO CEP AGENDA]

COURSE	ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSMT	HONS	UGRD	TOTAL
Additions	1										1
Removals											
Edits											
Total	1										1

Adding Core

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD
+ PHIL 2304									

Removing Core

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD

Edit to Core Course

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD

Core Type

10	20	30	40	50	60	70	80	90
		+ PHIL 2304						
1090	**2090**	**3090**	**4090**	**5090**	**6090**	**7090**	**8090**	

Legend

+	New Course & New As Core	#	Core Add to Existing Course
×	Removing Course from inventory	♦	Removing Core from Course
@	No change to Core		

Click on any course number above to see a PDF of that course.

Click "Return to Main Menu" at the bottom of a page to return to this page.

Note: PHIL 2304 is an existing course that is under consideration for state core. It has Core Committee approval and is awaiting state approval. The core designation will not appear on the course until it is fully state approved.

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * phil2304 (r2) phil2304.8 group_head series_head	PHIL 2304 Understanding Scientific Inquiry (3 semester credit hours) A course on the nature of scientific reasoning, scientific method, and scientific inquiry. Students will learn how elementary logic, statistical and causal reasoning, and experimental design are integrated in the natural sciences to evaluate hypotheses. (3-0) R request notes Faculty requested simplification of course description to match other courses. Course has been submitted as core course. DDC-Removing core designation until core is approved. peoplesoft diff: 015765 2019-08-18 ddc130130 PHIL 2304 Understanding Scientific Inquiry (3 semester credit hours) A course on the ~~nature, processes, and evaluation~~ nature of scientific reasoning, scientific method, and scientific inquiry. ~~The actual scientific process is distinguished from the inaccurate stereotype presented in many popular venues, including textbooks, the press, and the scientific journal article. The complex pattern of scientific inquiry is examined, including the processes of observation, reasoning, and experimentation that comprise it, as well as the formal methods that scientists use to assist them in these tasks. Several cases from the history of science are examined that exemplify various parts of the scientific process.~~ Students will learn how ~~to apply the basics of~~ elementary logic, statistical and causal reasoning, ~~as well as to understand~~ and ~~evaluate the uses of scientific evidence~~ experimental design are integrated in ~~policy-making and personal decision-making.~~ the natural sciences to evaluate hypotheses. (3-0) R show fields: phil2304.8 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	ddc130130 2021-11-17 15:11:27 015765 audit: -15739.6 m index: -15739.6 m match_fail

PHIL 2304 Understanding Scientific Inquiry

Resubmission for 030 Life & Physical Sciences Core Credit

Meeting the Definition for the Core Area

According to the Texas Higher Education Coordinating Board (THECB) rules in the Texas Administrative Code, courses in the 030 Life and Physical Sciences Foundational Component Area must meet the following definition:

> (i) Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.
> (ii) Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.
> (iii) The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork.

The course satisfies (i) and (ii) through giving students an understanding of the scientific method itself, and the processes of explanation and prediction used in the natural sciences. For example, in weeks 2-5 explore the processes of observation, reasoning, problem-solving, hypothesis, and explanation in the sciences; weeks 11-13 look at experimental design and causal inference, and weeks 7-8, looking at historical case studies in epidemiology and chemistry. Part (iii) is clearly addressed in the sample syllabus, in the connection between the Core Objectives and the Course Learning Outcomes.

The course was designed with the conviction that one valuable pedagogical approach to general education courses in the natural sciences focuses on understanding the process and methods of science generally, i.e., learning about the nature of science (NOS). NOS is recognized by science pedagogy scholars as a crucial topic in science literacy. In this respect, the course differs from other 030 courses that focus on a single field of scientific knowledge, taking either a content-focused or laboratory-focused approach. However, focusing on NOS is a recognized method for introducing students to what they need to know about the life and physical sciences in order to accomplish (i)-(iii), in a way that complements courses with more discipline-specific, content, or laboratory focus.

The course was designed in part by looking at model courses that fulfill similar requirements at other universities such as the University of California, San Diego (PHIL 12); University of Pittsburgh (HPS 0626); University of Cincinnati (PHIL 1032); Carnegie Melon University (multiple courses); and University of Toronto (multiple courses). Although to our knowledge, no such courses are currently taught in Texas college and universities, this model is recognized at top institutions nationwide.

Course History

In 2019, this course was approved by the UT Dallas academic governance process for inclusion in the 030 Life and Physical Sciences core area. It was, however, rejected by the Texas Higher Education Coordinating Board (THECB) on the following grounds:

> The course PHIL 2304, Understanding Scientific Inquiry, was not approved. The focus of the course is the history and theory of science inquiry. While this is an important

> topic, it is not suitable for a general education course that should lay a foundation for the describing, explaining, and predicting of natural phenomena. This foundation would be required at a minimum for any critical theory of science discussion.

I understand the core concern to be that the course focused too much on advanced skills of evaluation and not enough on foundational understanding of scientific methods. The prior proposal seems to have miscommunicated its aims, leading the THECB to conclude that the course was about "critical theory of science" rather than a "general education course that should lay a foundation for the describing, explaining, and predicting of natural phenomena," which was always the intention. Changes were made to the proposal in order to address these concerns before resubmitting the course to the Core Curriculum Committee.

Summary of Changes

1. The course description was revised in order to simplify it and to indicate that the course provides a foundational understanding of the nature of science (scientific method, scientific reasoning, and scientific inquiry), and not an advanced course in “critical theory of science” requiring prior preparation.
2. The course Learning Outcomes were reworked and simplified as appropriate to the level of a general education course that lays the foundation for natural sciences and to make their relationship to the Core Objectives and Foundational Component Area more clear.
3. The list of example assignments and grading criteria was revised to fit the revised Learning Outcomes and represent work more appropriate to the foundational level.
4. The example calendar of topics and assignments was reorganized to reflect the changes above.

Attachments:

1. Revised syllabus for PHIL 2304
2. Originally submitted syllabus from 2019
3. Tracked Changes

Course	**PHIL 2304 . [Section #]**
Course Title	**Understanding Scientific Inquiry**
Professor	
Term	
Meetings	

Professor's Contact Information

Office Phone
Other Phone
Office Location
Email Address
Office Hours
Appointments

TEXAS CORE CURRICULUM

This course fulfills a requirement in the Texas Core Curriculum as it is currently offered at UT-Dallas. Thus, it shares certain characteristics and course objectives with other courses that fulfill the same requirement across the university, and among other public colleges and universities in Texas. These objectives will be reflected in assignments and speeches, as well as in the student learning outcomes specific to this course.

If you complete this course successfully, it is fully transferable among all Texas public colleges and universities, and will apply to fulfill the same Texas Core Curriculum requirement that it does at UT-Dallas.

This information explains the statewide uniform requirements for **Foundational Component Area 030 Life and Physical Sciences.**

Description: Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

Objectives:
Critical Thinking (CT)–to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
Communication (COM)-to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
Empirical and Quantitative Skills (EQS)-to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Teamwork (TW) - ability to consider different points of view and to work effectively with others to support a shared purpose or goal

General Course Information

Pre-requisites, Co-requisites, & other restrictions	None
Course Description	A course on the nature of scientific reasoning, scientific method, and scientific inquiry. Students will learn how elementary logic, statistical and causal reasoning, and experimental design are integrated in the natural

Learning Outcomes	sciences to evaluate hypotheses. Upon successful completion of this course, students will: 1. Understand the structure of the scientific process, and how it differs from popular presentations of science. (EQS) 2. Analyze issues that arise in the processes of observation, hypotheses, and scientific reasoning. (EQS) 3. Understand and apply methods of scientific inquiry such as observation; problem-framing; hypothesis-generation; experimental design; logical, statistical, and causal reasoning; and experimental testing (EQS, CT) 4. Work together in small group discussions and group assignments. (TW, COM) 5. Communicate about scientific results in written or oral form. (COM)
Required Texts & Materials	Example Textbooks (Course instructor will pick one or similar): • Cory Wright et al., *Recipes for Science: An Introduction to Scientific Reasoning* • Ronald N. Giere et al., *Understanding Scientific Reasoning* • Martin Goldstein & Inge F. Goldstein, *How We Know: An Exploration Of The Scientific Process* • Martin Goldstein & Inge F. Goldstein, *The Experience of Science: An Interdisciplinary Approach* • Robert M. Martin, *Scientific Thinking* *Instructor should also assign a manual of scientific writing and review its elements throughout the semester, such as* • American Psychological Association, *Publication Manual of the American Psychological Association, Seventh Edition* (2020)

Assignments & Academic Calendar

Example Calendar of Topics and Assignments – Actual course calendar will vary, but must meet course learning outcomes 1-5 and core area requirements.

Week 1. Introduction: What is Science?
Week 2. Facts and Observations
Week 3. Scientific Reasoning: Hypotheses and Theories
Week 4. Scientific Reasoning: Correlation and Causation
Week 5. Scientific Reasoning: Reframing the Problem
- **Due:** Homework: Reframing a Problem (Outcomes 1-2, 5)

Week 6. **MIDTERM EXAM 1** (Outcome 1-2)
Week 7. Case History: Snow on Cholera
Week 8. Case History: Is Heat a Substance?
Week 9. Formal Methods: Basic Formal Logic
Week 10. Formal Methods: Probability and Statistics
Week 11. Experimental Design: Testing and Confounds
Week 12. Experiment Design: Problems of Measurement
Week 13. Formal Methods and Experiment Design: Drawing Causal Inferences
Week 14. **MIDTERM EXAM 2** (Outcome 3)
Week 15. Science-Based Decision-Making
- **Due:** Group Assignment 1: Analyzing a Case Study (Outcomes 1-2, 4-5)

Week 16. **FINAL EXAM** (Outcomes 1-3, 5)

Course Policies

Example of Grading (credit) Criteria	*The following give typical assignment types for this course, and must evaluate all course learning outcomes, though exact choice of assignments will be at instructor's discretion.* • Midterm Exam 1 (Outcome 1-2) – A mid-course examination of the materials for the first part of the course concerning the scientific process, facts, observations, and basic scientific reasoning. • Midterm Exam 2 (Outcome 2-3) – A mid-course examination concerning logical, statistical, and causal reasoning, and experimental design. • Homework Assignment: *Reframing a Problem* (Outcomes 3, 5) – Choose three of the problem-statements given and apply strategies for reframing it more productively. 500-1000 words. • Group Assignment: *The Box Project* (Outcomes 3-5) – A semester-long group project that simulates participation in scientific inquiry, including presentation and written report. • Final Exam (Outcomes 1-5) – Cumulative, short-answer and written responses.
Make-up Exams	
Extra Credit	
Late Work	
Special Assignments	
Class Attendance	
Classroom Citizenship	
Comet Creed	*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:* "As a Comet, I pledge honesty, integrity, and service in all that I do."
UT Dallas Syllabus Policies and Procedures	*The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.* *Please go to http://go.utdallas.edu/syllabus-policies for these policies.*

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Course	**PHIL 2304 . [Section #]**
Course Title	**Understanding Scientific Inquiry**
Professor	
Term	
Meetings	

Professor's Contact Information

Office Phone	
Other Phone	
Office Location	
Email Address	
Office Hours	
Appointments	

TEXAS CORE CURRICULUM

This course fulfills a requirement in the Texas Core Curriculum as it is currently offered at UT-Dallas. Thus, it shares certain characteristics and course objectives with other courses that fulfill the same requirement across the university, and among other public colleges and universities in Texas. These objectives will be reflected in assignments and speeches, as well as in the student learning outcomes specific to this course.

If you complete this course successfully, it is fully transferable among all Texas public colleges and universities, and will apply to fulfill the same Texas Core Curriculum requirement that it does at UT-Dallas.

This information explains the statewide uniform requirements for **Foundational Component Area 030 Life and Physical Sciences.**

Description: Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

Objectives:

Critical Thinking (CT)–to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information

Communication (COM)-to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

Empirical and Quantitative Skills (EQS)-to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Teamwork (TW) - ability to consider different points of view and to work effectively with others to support a shared purpose or goal

General Course Information

Pre-requisites, Co-requisites, & other restrictions	None
Course Description	A course on the nature, processes, and evaluation of scientific reasoning, scientific method, and scientific inquiry. The scientific process is distinguished from the oversimplificaitons often presented in many popular venues, including textbooks, the press, and the scientific journal

article. The complex pattern of scientific inquiry is examined, including the processes of observation, reasoning, and experimentation that comprise it, as well as the formal methods that scientists use to assist them in these tasks. Several cases from the history of science are examined that exemplify various parts of the scientific process. Students will learn how to apply the basics of statistical and causal reasoning, as well as to understand and evaluate the uses of scientific evidence in policy-making and personal decision-making.

Learning Outcomes

Upon successful completion of this course, students will:

1. Understand the structure of the scientific process, and how it differs from popular presentations of science. (EQS)
2. Analyze issues that arise in the processes of observation, reasoning, and experimentation. (EQS)
3. Analyze and evaluate case studies in the history of science. (CT)
4. Evaluate popular and media representations of science and scientific results (CT, COM)
5. Understand and apply basics statistical and causal reasoning (EQS, CT)
6. Work together to engage in a simulation of scientific inquiry. (CT, TW, COM)
7. Understand and evaluate the uses of scientific evidence in policy-making and personal decision-making. (EQS, CT)
8. Be able to communicate about scientific results in written or oral form. (COM)

Required Texts & Materials

Example Textbooks:

- Cory Wright et al., *Recipes for Science: An Introduction to Scientific Reasoning*
- Ronald N. Giere et al., *Understanding Scientific Reasoning*
- Martin Goldstein & Inge F. Goldstein, *How We Know: An Exploration Of The Scientific Process*
- Martin Goldstein & Inge F. Goldstein, *The Experience of Science: An Interdisciplinary Approach*
- Robert M. Martin, *Scientific Thinking*

Assignments & Academic Calendar

Example Calendar of Topics and Assignments

Week 1. Introduction: What is Science?
Week 2. Scientific Publications vs. the Scientific Process
Week 3. Facts and Observations
Week 4. **MIDTERM EXAM** (Outcome 1)
Week 5. Case History: Snow on Cholera
Week 6. Case History: Is Heat a Substance?
Week 7. Case History: The Nature of Mental Illness

- **Due:** Homework 1: Analyzing a Case Study (Outcomes 1, 3, 8)

Week 8. Scientific Reasoning: Hypotheses and Theories
Week 9. Scientific Reasoning: Reframing the Problem

- **Due:** Homework 2: Reframing a Problem (Outcomes 2, 4, 8)

Week 10. Experiment: Testing and Confounds
Week 11. Experiment: Problems of Measurement
- **Due:** Box Project Preliminary Presentation (Outcome 6, 8)

Week 12. Formal Methods: Logic and Mathematics
Week 13. Formal Methods: Probability and Statistics
Week 14. Formal Methods: Causation and Correlation
- **Due:** Homework 3: Experimental Design and Causal Claims (Outcomes 2, 5, 8)

Week 15. Science-Based Decision-Making
- **Due:** Box Project Final Presentation and Report (Outcomes 6, 8)

Week 16. **FINAL EXAM** (Outcomes 1-5, 7-8)

Course Policies

Example of Grading (credit) Criteria	• Homework 1: Analyzing a Case Study (Outcomes 1, 3, 8) – Written analysis one of the three case studies in terms of the frameworks discussed in Weeks 1-3. 500-1000 words. • Homework 2: Reframing a Problem (Outcomes 2, 4, 8) – Choose three of the problem-statements given and apply strategies for reframing it more productively. 500-1000 words. • Homework 3: Experimental Design and Causal Claims (Outcomes 2, 5, 8) – Find two popular press reports of scientific studies. For the first report, explain 1 potential *confound* in the study. For the second report, look for inadequately supported *causal* claims. You may need to look up the original study the report is based on. 500-1000 words. • Midterm Exam (Outcome 1) – A mid-course examination of the materials for the first part of the course. • Final Exam (Outcomes 1-5, 7-8) – Cumulative, short-answer and written responses. • The Box Project – A semester-long group project that simulates participation in scientific inquiry, including presentation and written reflections (Outcomes 6, 8).
Make-up Exams	
Extra Credit	
Late Work	
Special Assignments	
Class Attendance	
Classroom Citizenship	
Comet Creed	*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:* "As a Comet, I pledge honesty, integrity, and service in all that I do."
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Learning Outcomes

Upon successful completion of this course, students will:

1. Understand the structure of the scientific process, and how it differs from popular presentations of science. (EQS)
2. Analyze issues that arise in the processes of observation, hypotheses, and scientific reasoning~~, and experimentation~~. (EQS)
3. ~~Analyze and evaluate case studies in the history of science. (CT)~~
4. ~~Evaluate popular and media representations of science and scientific results (CT, COM)~~
5. ~~5.~~3. Understand and apply ~~basics~~methods of scientific inquiry such as observation; problem-framing; hypothesis-generation; experimental design; logical, statistical, and causal reasoning; and experimental testing (EQS, CT)
6. ~~6.~~4. Work together ~~to engage in a simulation of scientific inquiry. (CT,~~ in small group discussions and group assignments. (TW, COM)
7. ~~Understand and evaluate the uses of scientific evidence in policy-making and personal decision-making. (EQS, CT)~~
5. ~~Be able to communicate~~Communicate about scientific results in written or oral form. (COM)

Required Texts & Materials

Example Textbooks~~:~~ (Course instructor will pick one or similar):

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- Robert M. Martin, *Scientific Thinking*

Instructor should also assign a manual of scientific writing and review its elements throughout the semester, such as

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~~Week 3.~~Week 2. Facts and Observations
~~Week 4. **MIDTERM EXAM** (Outcome 1)~~
~~Week 5.~~Week 1. ~~Case History: Snow on Cholera~~
~~Week 6.~~Week 1. ~~Case History: Is Heat a Substance?~~
~~Week 7. Case History: The Nature of Mental Illness~~
- ~~**Due:** Homework 1: Analyzing a Case Study (Outcomes 1, 3, 8)~~

~~Week 8.~~Week 3. Scientific Reasoning: Hypotheses and Theories
Week 4. Scientific Reasoning: Correlation and Causation
~~Week 9.~~Week 5. Scientific Reasoning: Reframing the Problem
- **Due:** Homework ~~2~~: Reframing a Problem (Outcomes 1-2, ~~4, 8~~5)

~~Week 10. Experiment: Testing and Confounds~~
~~Week 11. Experiment: Problems of Measurement~~
- ~~Week 6. **Due:** Box Project Preliminary Presentation~~**MIDTERM EXAM 1** (Outcome ~~6, 8)~~1-2)

Week 7. Case History: Snow on Cholera
Week 8. Case History: Is Heat a Substance?
~~Week 12.~~Week 9. Formal Methods: Basic Formal Logic ~~and Mathematics~~
~~Week 13.~~Week 10. Formal Methods: Probability and Statistics
~~Week 14. Formal Methods: Causation and Correlation~~
Week 11. ~~**Due:** Homework 3:~~ Experimental Design: Testing and Confounds
Week 12. Experiment Design: Problems of Measurement
Week 13. Formal Methods and Experiment Design: Drawing Causal ~~Claims (Outcomes~~Inferences
- Week 14. **MIDTERM EXAM 2**~~, 5, 8)~~ (Outcome 3)

Week 15. Science-Based Decision-Making
- **Due:** ~~Box Project Final Presentation and Report~~Group Assignment 1: Analyzing a Case Study (Outcomes ~~6, 8~~1-2, 4-5)

Week 16. **FINAL EXAM** (Outcomes 1-3, 5~~, 7-8~~)

Course Policies

Example of Grading (credit) Criteria	~~• Homework 1: Analyzing a Case Study (Outcomes 1, 3, 8) – Written analysis one of the three case studies in terms of the frameworks discussed in Weeks 1-3. 500-1000 words.~~ ~~Homework 2~~*The following give typical assignment types for this course, and must evaluate all course learning outcomes, though exact choice of assignments will be at instructor's discretion.* • Midterm Exam 1 (Outcome 1-2) – A mid-course examination of the materials for the first part of the course concerning the scientific process, facts, observations, and basic scientific reasoning. • Midterm Exam 2 (Outcome 2-3) – A mid-course examination concerning logical, statistical, and causal reasoning, and experimental design. • Homework Assignment: *Reframing a Problem* (Outcomes ~~2, 4, 8~~3, 5) – Choose three of the problem-statements given and apply strategies for reframing it more productively. 500-1000 words. ~~• Homework 3: Experimental Design and Causal Claims (Outcomes 2, 5, 8) – Find two popular press reports of scientific studies. For the first report, explain 1 potential *confound* in the study. For the second report, look for inadequately supported *causal* claims. You may need to look up the original study the report is based on. 500-1000 words.~~ ~~• Midterm Exam (Outcome 1) – A mid-course examination of the~~

	~~materials for the first part of the course.~~ • ~~Final Exam (Outcomes 1-5, 7-8) – Cumulative, short-answer and written responses.~~ • Group Assignment: *The Box Project* (Outcomes 3-5) – A semester-long group project that simulates participation in scientific inquiry, including presentation and written ~~reflections~~report. • Final Exam (Outcomes ~~6, 8).~~1-5) – Cumulative, short-answer and written responses.
Make-up Exams	
Extra Credit	
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The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

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Article

Redesigning a General Education Science Course to Promote Critical Thinking

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Monitoring Editor: Ross Nehm

Recent studies question the effectiveness of a traditional university curriculum in helping students improve their critical thinking and scientific literacy. We developed an introductory, general education (gen ed) science course to overcome both deficiencies. The course, titled Foundations of Science, differs from most gen ed science offerings in that it is interdisciplinary; emphasizes the nature of science along with, rather than primarily, the findings of science; incorporates case studies, such as the vaccine-autism controversy; teaches the basics of argumentation and logical fallacies; contrasts science with pseudoscience; and addresses psychological factors that might otherwise lead students to reject scientific ideas they find uncomfortable. Using a pretest versus posttest design, we show that students who completed the experimental course significantly improved their critical-thinking skills and were more willing to engage scientific theories the general public finds controversial (e.g., evolution), while students who completed a traditional gen ed science course did not. Our results demonstrate that a gen ed science course emphasizing the process and application of science rather than just scientific facts can lead to improved critical thinking and scientific literacy.

INTRODUCTION

> If we teach only the findings and products of science—no matter how useful and even inspiring they may be—without communicating its critical method, how can the average person possibly distinguish science from pseudoscience?
>
> Sagan, 1996, p. 21

A primary goal of education in general, and higher education in particular, is to improve the critical-thinking skills of students (Facione *et al*., 1995; Van Gelder, 2005; Bok, 2006). Sadly, higher education appears insufficient to the task, with recent studies (Arum and Roksa, 2010; Arum *et al*., 2011; Pascarella *et al*., 2011) showing minimal gains in students' critical-thinking and analytical skills during their undergraduate careers, reducing their employment potential upon

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Conflict of interest: Authors M.P.R., B.M.G., S.D.K., and L.A.R. were responsible for the development and evaluation of the instructional materials and assessments other than the Critical thinking Assessment Test (CAT). K.R.H. is an employee in the Center for Assessment & Improvement of Learning at Tennessee Technological University, a nonprofit entity that, with support from the National Science Foundation, developed, validated, and distributes the CAT on a fee-per-use basis. The authors will gladly provide any and all of the course materials, other than the CAT assessment tool, to instructors interested in reviewing the materials for potential use in their courses. For details regarding experimental analyses, results, and interpretations, contact M.P.R. For details regarding course development and structure, contact B.M.G.

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graduation (Arum and Roksa, 2014). Science courses, with their focus on evidence and logic, should provide exemplary exposure to and training in critical thinking. Here, too, we appear to be failing, both at the level of individual science classes and programmatically in the science core, given the ineffectiveness of these courses to either improve students' scientific knowledge or mitigate their acceptance of pseudoscientific claims (Walker *et al.*, 2002; Johnson and Pigliucci, 2004; Impey *et al.*, 2011; Carmel and Yezierski, 2013).

The inadequacy of standard approaches to teaching science is demonstrated by the fact that 93% of American adults and 78% of those with college degrees are scientifically illiterate (Hazen, 2002); that is, they do not understand science as an empirically based method of inquiry, they lack knowledge of fundamental scientific facts, and they are unable to understand the science-related material published in a newspaper such as the *Washington Post* (Miller, 1998, 2012). Such deficiencies extend to science majors as well. For example, a study of 170 undergraduates at the University of Tennessee found that, while science majors knew more science facts than non–science majors, there were no differences between the two groups in their conceptual understanding of science or their belief in pseudoscience (Johnson and Pigliucci, 2004). This poor understanding of science adversely affects the ability of individuals to make informed decisions about science-related issues, including well-established theories like the big bang, which is rejected by nearly two-thirds of Americans (National Science Foundation, 2014). The woeful lack of scientific literacy similarly provides insight into the public (though not scientific) controversies surrounding such issues as evolution (Miller *et al.*, 2006), global climate change (Morrison, 2011; Reardon, 2011), and the safety of childhood immunizations (Mnookin, 2011; Offit, 2011). In short, there appears to be a gap between a fundamental goal of science education, to produce scientifically literate citizens, and the results of the pedagogical approaches intended to meet this goal. Particularly troublesome is the ripple effect of inadequate science education at the university level, leading to poor teacher preparation and threatening the quality of science instruction in our public schools (Eve and Dunn, 1990; Rutledge and Warden, 2000).

Commonly identified causes of the impotency of science courses, especially the introductory courses taken by the majority of college students, are their tendency to focus on scientific "facts" rather than on the nature of science (Johnson and Pigliucci, 2004; Alberts, 2005), often reinforced by exams that reward memorization over higher-order thinking (Alberts, 2009; Momsen *et al.*, 2010); the reluctance to directly engage students' misconceptions (Alters and Nelson, 2002; Nelson, 2008; Alberts, 2005; Verhey, 2005); the failure to connect "science as a way of knowing" with decisions faced by students in their daily lives (Kuhn, 1993; Walker *et al.*, 2002); and the resistance of faculty trained in more innovative pedagogical approaches to actually employ them (Ebert-May *et al.*, 2011). The traditional approach to science education not only fosters scientific illiteracy, but also alienates many students from science (Seymour and Hewitt, 1997; Ede, 2000; Johnson, 2007) and, ultimately, jeopardizes America's global competitiveness (National Academy of Sciences, National Academy of Engineering, and Institute of Medicine, 2010). While methods emphasizing active learning demonstrate significant pedagogical improvements for students majoring in the sciences (Freeman *et al.*, 2014), ~85% of the 1.8 million students graduating from college annually in the United States are not science majors (Snyder and Dillow, 2013). Our goal, therefore, was to develop and test an intervention targeting this larger, frequently overlooked, yet extremely important audience. But what would scientific literacy comprise for students completing only one or two science courses during their college careers? What tools could we use to measure said literacy? And how might we best, in a single course or two, help our students achieve it?

Our answer to these questions was an integrative, general education (gen ed) science course titled Foundations of Science (FoS), selected as the centerpiece of the Quality Enhancement Plan for reaffirmation at Sam Houston State University (SHSU; Sam Houston State University, 2009). Per Sagan's (1996) admonition, the FoS course focuses as much on the nature of science as on its facts. We intentionally sought to demystify the process of science by selecting examples, such as the vaccine-autism controversy, that not only held the students' attention but also, and as importantly, helped demonstrate the utility of "evidentiary thinking" in their daily lives. A brief list of the central tenets of the course is provided below; more detail is available in the "Expanded Course Rationale and Structure" in our Supplemental Material.

Critical Thinking

Our central hypothesis was that critical thinking—defined as the ability to draw reasonable conclusions based on evidence, logic, and intellectual honesty—is inherent to scientific reasoning (Facione, 1990, 2015; American Association for the Advancement of Science [AAAS], 1993; Bernstein *et al.*, 2006) and is therefore an essential aspect of scientific literacy. Scientific literacy, then, can best be achieved by offering an alternative type of integrated science course that focuses on these foundations rather than on the traditional "memorize the facts" approach to science education. A simple, operational approach to critical thinking is provided by Bernstein *et al.* (2006) via a set of questions one should ask when presented with a claim (e.g., vaccines cause autism, global warming is a hoax, there are no transitional fossils). 1) What am I being asked to accept? 2) What evidence supports the claim? 3) Are there alternative explanations/hypotheses? And, finally, 4) what evidence supports the alternatives? The most likely explanation is the one that is best supported. Evidence matters, but only when *all* of the evidence for and against *each* of the competing hypotheses has been examined—fully, thoughtfully, and honestly. Sounds like science, doesn't it? But how can we get science-phobic college students to use it? Perhaps by focusing on topics the non–science student finds interesting, including astrology, homeopathy, Bigfoot, and even intelligent design. But aren't these ideas just pseudoscientific nonsense? Of course, but students need to understand why they are pseudo rather than real science, and critical thinking/scientific literacy is the key. This is the approach adopted by Theodore Schick and Lewis Vaughn (2014) in *How to Think about Weird Things: Critical Thinking for a New Age*, one of the two main texts we adopt in the course.

This text and the course also help students identify and analyze the validity and soundness of arguments. We include a discussion of common heuristics and several logical fallacies, some examples being correlation proves causation,

appeal to the masses, and ad hominem attacks. An understanding and awareness of strong versus weak arguments, and the informal fallacies used to surreptitiously circumvent the former, are essential to critical thinking and to the evaluation of claims—whether scientific or pseudoscientific.

Integrating Content with Process

While there has been a clarion call for teachers to focus more on scientific process and less on scientific facts (Rutherford and Ahlgren, 1990; AAAS, 1993, 2010), content still matters. Therefore, in addition to the critical-thinking text by Schick and Vaughn, we also use an integrated science textbook (e.g., Hewitt *et al*., 2013; Trefil and Hazen, 2013) as our second text, typically a custom printing that includes only those chapters whose content we cover in the course. We are fortunate that our course includes both "lecture" and "lab" components, providing multiple, weekly opportunities for active learning. We employ, as a cornerstone of our approach, case studies we have built specifically for the FoS course. Cases, we have found, permit us to teach content and process at the same time, in a manner that engages the non–science student. One of our cases, for example, examines the purported connection between vaccines and autism (Rowe, 2010). Working in small groups, students examine the data from Andrew Wakefield *et al*.'s (1998) paper, the proverbial match that lit the current firestorm of antivaccine hysteria (Mnookin, 2011; Offit, 2011). After dissecting Wakefield's data and his conclusions, students are tasked with designing a better study. In so doing, they learn a great deal about sample size, replication, double-blind studies, and scientific honesty, that is, the procedural underpinnings of good science. But the students also learn about antibodies, antigens, herd immunity, and autism spectrum disorders, that is, the findings of science. Similarly, in a case in which students use the science of ecology to go "hunting" for the Loch Ness monster (Rowe, 2015), they must learn and then apply scientific "findings" ranging from the second law of thermodynamics to minimum viable population sizes to postglacial rebound. A large part of the success we witness in our experimental course is due, we believe, to this integration of scientific facts with scientific process.

Addressing Cognitive Barriers

An emphasis on evidentiary thinking combined with an integration of content and process will achieve little if students are unable or unwilling to objectively evaluate a claim, hypothesis, or theory. Cognitive barriers can stand in the way of rational decision making (Posner *et al*., 1982; Sinatra *et al*., 2008). We designed the FoS course to overcome two such barriers. One hurdle is peoples' personal experiences, which, for many, trump critical thinking (Chabris and Simons, 2010). If something feels real, looks real, tastes real, if we saw it, experienced it, then it must be true. Zinc is not effective against the common cold? Why, then, did my headache disappear when I used zinc-infused cough drops? Vaccines do not cause autism? What else could explain why my son stopped walking two days after his MMR shot? To help students understand the limitations of anecdotal evidence, including their own personal experiences, we guide them through an exploration of the science of perception and memory. We use illusions to show how our brain unconsciously takes shortcuts that can lead to misperceptions. And we employ simple exercises to demonstrate the malleability and fallibility of memories. Critical thinking requires we recognize that *our* perceptions and *our* memories may be flawed.

The second barrier starts once perceptions and memories have solidified into an opinion. Opinions, once formed, resist change; the more important the belief, the more stubbornly we hang onto it, even in the light of contradictory evidence (Tavris and Aronson, 2007). An honest evaluation of competing explanations requires that students understand cognitive dissonance and its servant twins, expectation bias and confirmation bias. Facts do not matter to someone who does not want to hear them, and evidence is easily discounted when examined with prejudice. Indeed, simply throwing facts at biased conclusions may cause further retrenchment as, for example, was demonstrated in a recent study (Nyhan *et al*., 2014) of the rebellion against childhood immunizations. Results of the study, which surveyed 1759 parents, are discouraging, in that an intervention presenting the overwhelming evidence that vaccines do not cause autism made parents *less* likely to vaccinate, not more (Nyhan *et al*., 2014).

Social judgment theory (SJT) offers an explanation of Nyhan *et al*.'s (2014) counterintuitive results. SJT postulates there is a range, a latitude, of ideas similar to a person's current position he or she might be willing to consider as being true if presented with information that supports the idea. However, if the idea is too different from the person's initial belief, if it lies outside his or her latitude of acceptance, it will be rejected (Erwin, 2014). Furthermore, the more involved a person is with a view, the wider the latitudes of rejection and the narrower the latitudes of acceptance (Benoit, n.d.). If we want students to understand and accept the big bang theory and the theory of evolution, ideas many find uncomfortable, we cannot simply present the overwhelming evidence in favor of these ideas, we must also accommodate and overcome the dissonance these explanations engender. SJT was, therefore, a central, guiding tenet in the topical organization of the course, briefly outlined below. Topics in the first third of the course are, we believe, the most unusual, so we focus on those here. Additional details of the topics included in the course, the reasons we included them, and the materials we used to teach them can be found in the "Expanded Course Rationale and Structure" in our Supplemental Material, along with a copy of an example course syllabus.

Topical Organization

We begin the course by discussing the witch hunts of the 14th through 18th centuries. By some accounts, more than half a million innocent victims were horribly tortured and then killed under the mistaken belief they were the cause of miscarriages, crop failures, and storms, that is, calamities and misfortunes we now know have underlying natural, not supernatural, causes (Sagan, 1996; Cawthorne, 2004). A common question we frequently pose to the students is "What is the harm in believing in something that is not true?" The students, having no personal stake in the fates of these historical victims, easily grasp the importance of evidence, skepticism, and the need for multiple working hypotheses when seeking causal explanations.

Lest the students think witch hunts are a thing of the past, we segue to a discussion of modern witch hunts, with a focus on the satanic ritual abuse mass hysteria of the 1980s

and 1990s (Nathan and Snedeker, 2001). As with the earlier hunts, hundreds of people were accused, convicted, and sent to jail, even though there was little or no empirical evidence to support the allegations (Lanning, 1992). Here, too, the students, with little emotional investment and, thus, little dissonance, draw the reasonable conclusion that scientific literacy, evidence, and critical thinking are good things, because they prevent harm.

We then discuss the nature of science as a systematic, objective, and reliable means of evaluating testable claims. Mindful of SJT, we do not dismiss other ways of knowing (e.g., intuition, spirituality) but highlight the strengths and successes of the scientific approach, including its unique reliance on evidence, skepticism, logic, multiple working hypotheses, and Occam's razor, that is, the foundations of science. We stress the importance of self-correction, a characteristic unique to science yet frequently misunderstood by students as a weakness. And, using examples, we introduce students to the pernicious effects of dissonance, dishonesty, and bias as impediments to understanding.

The next section of the course deals with the limits to perception and memory mentioned earlier, topics critical for understanding why anecdotal evidence, eyewitness accounts, and even personal experiences are insufficient for accepting a claim. By this point in the course, students are beginning to understand Richard Feynman's famous quote "The first principle is that you must not fool yourself and you are the easiest person to fool" (Feynman and Leighton, 1985, p. 343). If their own perceptions and memories can be faulty, might not some of their opinions be too?

The remainder of the course covers content more typical of an integrative science course, including but not limited to cosmology, geology, cell biology, and ecology, with somewhat atypical side trips to explore the paranormal and investigate alternative medical therapies. But even here, we attempt to capture the nonmajors' attention by having them analyze claims they find engaging; they learn a lot about plate tectonics, for example, by investigating the claim that a continent, Atlantis in this case, can disappear.

The theory of evolution is, by design, reserved for the last week of the course. By then, most students recognize the importance of evidence and logic and critical thinking. They have sharpened the tools in their "baloney detection kit" (Sagan, 1996) and understand that it is not just snake-oil salesmen who market baloney but that we are pretty good at selling it to ourselves. With latitudes of acceptance broadened, they are ready to tackle the scientific theory many find the most discomforting of all.

METHODS

Institutional Setting

Our experiment was conducted at SHSU, a public, doctoral research university located in Huntsville, Texas. Founded in 1879, it offers 138 bachelor's, master's, and doctoral degrees. With the exception of an underrepresentation of Asians, the ethnic composition of SHSU broadly matches that of the United States, with 57% of its 19,000-plus students self-reporting as Caucasian/white, 18% as Hispanic, 17% as African American/black, 1% as Asian, and 4% as either multiracial or other ethnicities. Two percent are classified as international. The average age of the institution's undergraduates is 22 yr. Approximately half of the students are first-generation college students. Because the FoS course is an open-enrollment, gen ed core science course with no prerequisites, the demographic makeup of the course likely represents that of the university. We compared the effectiveness of the FoS course with several traditional introductory science courses for nonmajors taught at the university, courses which, as gen ed survey courses, should also reflect the demographics of the university as a whole.

Experimental Approach

We used a pretest versus posttest design to assess the effectiveness of the FoS. Our treatment group consisted of several sections of the experimental course taught over multiple semesters (Table 1). Our comparison group was composed of several different, traditional gen ed science courses, also sampled over multiple semesters, offered by the departments of chemistry, physics, biology, and geography/geology (Table 1). During the study period of Fall semester 2008 through Fall semester 2012, the average class size in each section of our experimental FoS course was 51.75 (±1.17 SE) students; the lab/discussion sections that accompanied the FoS course were capped at 30 students/section. Over the same period, average class size in the traditional courses that formed our comparison group was 51.00 (± 6.07 SE) students. All of the comparison courses also included a lab, similarly capped at 30 students.

Assessment Tools

To examine changes in student analytical skills, we used the Critical thinking Assessment Test (CAT) developed by the Center for Assessment & Improvement of Learning at Tennessee Tech University (TTU; Stein and Haynes, 2011; Stein *et al.*, 2007). The CAT exam assesses several aspects of critical thinking, including the evaluation and interpretation of information, problem solving, creative thinking, and communication. Student skills encompassed by the CAT include their ability to interpret graphs and equations, solve basic math problems, identify logical fallacies, recognize when additional information might be needed to evaluate a claim, understand the limitations of correlational data, and develop alternative explanations for a claim. These aspects of the CAT exam conform to accepted constructs that characterize critical thinking (Facione, 1990, 2015), and align well with those taught in the FOS course, which specifically emphasizes the ability to draw appropriate conclusions based on multiple working hypotheses, evidence, and reason. The CAT instrument consists of 15 questions, most of which are short-answer responses. More than 200 institutions of higher education are now using the CAT for assessing programmatic changes designed to improve critical thinking among college students, permitting us to compare our results not only with traditional gen ed science courses being taught at our own institution but also with national norms.

To examine changes in the attitudes of students about science in general, and controversial scientific theories in particular, we used the Measure of Acceptance of the Theory of Evolution (MATE), a 20-question, Likert-scale survey (Rutledge and Warden, 1999; Rutledge and Sadler, 2007) that has been widely used for assessing the acceptance of evolutionary theory among high school teachers and college

Table 1. CAT scores in traditional versus experimental gen ed science courses, by semester

	Course	Treatment[a]	Term	*N*	Design[b]	Incentive[c]	CAT pre score	CAT post score	t_{actual} (*df*)	Pre–post *p* value	Effect size
1	Introductory geography[d]	T	Fall 2008	36	Post only	None		15.00			
2	Introductory geology[e]	T	Fall 2008	40	Post only	None		15.05			
3	Introductory biology[f]	T	Spring 2009	37	Post only	None		14.66			
4	Introductory geography[d]	T	Spring 2009	39	Post only	None		14.91			
5	Introductory environmental studies[g]	T	Fall 2010	10	Pre and post	EC	17.07	16.90	$t(9) = 0.232$	ns	
6	Introductory physics[h]	T	Fall 2011	16	Pre and post	EC	13.94	14.63	$t(15) = -0.696$	ns	
7	Introductory chemistry[i]	T	Fall 2011	25	Pre and post	EC	13.16	13.68	$t(24) = -0.586$	ns	
8	FoS[j]	E	Fall 2009	53	Pre and post	PoC	16.03	19.77	$t(52) = -5.385$	<0.001	+0.71
9	FoS[j]	E	Spring 2010	53	Pre and post	PoC	17.95	22.43	$t(52) = -5.872$	<0.001	+0.76
10	FoS[j]	E	Fall 2010	47	Pre and post	PoC	15.52	19.98	$t(46) = -4.848$	<0.001	+0.36
11	FoS[j]	E	Spring 2011	69	Pre and post	PoC	14.95	19.60	$t(68) = -8.999$	<0.001	+0.84
12	FoS[j]	E	Fall 2011	25	Pre and post	EC	13.41	17.75	$t(24) = -3.984$	<0.001	+0.85
13	FoS[j]	E	Fall 2012	25	Pre and post	EC	12.25	16.16	$t(24) = -3.310$	<0.01	+0.83

[a]T = traditional (i.e., comparison) gen ed science course for nonmajors; E = experimental FoS course.
[b]Before the introduction of the FoS course in the Fall of 2009, the CAT assessment was conducted only once, at the end of the semester.
[c]EC = extra credit; PoC = part of the course grade.
[d]GEOG 1301: Weather and Climate.
[e]GEOL 1304: Historical Geology.
[f]BIOL 1308: Contemporary Biology.
[g]BIOL 1301: Environmental Science.
[h]PHYS 1305: Fundamentals of Physics.
[i]CHEM 1306: Inorganic and Environmental Chemistry.
[j]Cross-listed as both BIOL 1436 and GEOG 1436: Foundations of Science.

students (Moore and Cotner, 2009; Nadelson and Southerland, 2010; Peker *et al.*, 2010; Kim and Nehm, 2011; Abraham *et al.*, 2012).

Beginning in the Fall of 2010, approximately half the students in each of the experimental and comparison courses were assessed pre- and postcourse using the CAT, the other half with the MATE. The pretests were administered during the second week of the term, while the posttests were given in the penultimate week of classes. Instructors teaching both the FoS and the traditional courses agreed on identical incentives each semester, with the exception of Fall 2010: as no credit (baseline data before creation of the FoS) or as extra credit/part of the course grade thereafter (Table 1). Details regarding how the incentive was applied are provided in the example course syllabus in our Supplemental Materials.

All CAT exams were graded using a modified rubric that enabled the exams to be graded quickly. These scores were used to assign performance points to the students. A subset of all the CAT exams from each course was randomly selected for formal grading using the rubric developed by the Center for Assessment & Improvement of Learning at TTU. Based on the grading procedures established by the center, graders were blind to the identity of the student, whether an exam was a pretest or posttest, and the treatment group. Results of the formal grading are reported herein.

The MATE was coupled with a locally developed assessment not presented in this publication. Because the responses on the MATE assessment represent personal opinions and attitudes, no incentives were provided to students for their responses on the MATE, and they were informed that their answers would not be graded. However, students were still able to earn rewards equivalent to those of students taking the CAT based on their performance on the locally developed assessment tool.

Assessment Reliability and Validity

Arguments regarding the effectiveness of the FoS course demand both reliability and validity. While these concepts are frequently ignored (Campbell and Nehm, 2013), researchers who address the issues of reliability and validity often mistake them as required properties of one's assessment tools rather than, correctly, as characteristics of the interpretations we make from the tools' results (Cronbach and Meehl, 1955; Messick, 1995; Brown, 2005; Campbell and Nehm, 2013). The reliability and validity of interpretations based on the CAT have strong evidentiary support (Tennessee Technological University, 2010; Stein and Haynes, 2011; Stein *et al.*, 2007, 2010).

Interpretations based on the MATE also have demonstrated reliability and validity, at least for certain populations (Rutledge and Warden, 1999; Rutledge and Sadler, 2007). A recent study (Wagler and Wagler, 2013), however, found the MATE lacked construct validity for Hispanic elementary education majors and questioned the utility of the tool for assessing student acceptance of evolutionary theory. Our results do not support this criticism, an argument we present more fully in our *Discussion*.

Statistical Analyses

Pretest versus posttest changes in student scores on the CAT were analyzed using a matched-pairs *t* test. Personal identifiers were not available in our MATE assessments, preventing the use of a matched-pairs *t* test; we therefore used a less powerful independent-samples *t* test when analyzing the MATE results. Assessments of end-of-semester scores in our experimental course (the FoS) versus those in comparison courses (traditional gen ed science courses) were also made using *t* tests for independent samples, as were analyses of our FoS results versus the national norms available from the Center for Assessment & Improvement of Learning at TTU. The sample data in all tests were examined for violations of the parametric assumptions of normality and variance equality. Where needed, *t* tests assuming unequal sample variances were applied, while data violating the assumption of normality were log-transformed. In the few cases in which transformations failed to generate a normal distribution, we reduced our α value from 0.05 to 0.025 (Keppel, 1982). An analysis of covariance (ANCOVA) compared the postcourse CAT score for the FoS course with traditional courses while accounting for a student's entering ability by using his or her precourse CAT score as the covariate. The ANCOVA assumptions of regression-slope homogeneity and treatment-covariate independence were met. As a further aid to understanding the strength of our results (Maher *et al.*, 2013), we also report our effect sizes (Cohen's *d*). Results presented in the text are mean ± 1 SE.

Sample Sizes

CAT. We have CAT results for eight semesters (Table 1), beginning in the Fall of 2008 and ending in the Fall of 2012 (the CAT assessment tool was not used in the Spring of 2012). A total of 475 SHSU undergraduate students have been assessed via the CAT; 203 students representing our comparison group from six different traditional gen ed science courses (with one course, introductory geography, being assessed twice); and 272 students representing our experimental treatment consisting of six different semesters of our FoS course. During the first two semesters of this experiment, we administered the CAT once at the end of the semester, and only in our traditional gen ed science courses, restricting us to a "postcourse" comparison on the full data set. Beginning with the first offering of our experimental course in the Fall of 2009, we administered the CAT both at the beginning and again at the end of the semester to three different traditional gen ed science courses and six semesters of the FoS course, permitting us to use a more powerful "pre- versus postcourse" evaluation comparing the effectiveness of our experimental FoS with traditional gen ed science courses. We also compared the CAT performance of both treatment groups with the national norms for students attending 4-yr colleges and universities, a database of nearly 39,300 students available from the Center for Assessment & Improvement of Learning at TTU.

MATE. We have MATE results for five semesters, beginning in the Fall of 2010 and ending in the Fall of 2012. We have pretest MATE scores from 1443 undergraduate students; 561 from three different traditional gen ed science courses and 882 representing five different semesters of our experimental FoS course. Similarly, we have posttest MATE scores from 1250 undergraduates, with 417 representing the three traditional courses and 833 from the five semesters of the FoS course.

RESULTS

Critical Thinking

FoS Experiment versus Traditional Gen Ed Science Courses. Our results are robust and consistent; quite simply, students who complete the experimental FoS course show significant improvement in their critical-thinking skills, as measured by the CAT, while students who complete a traditional gen ed science course do not. In no semester, for example, did students completing a traditional course show improvement in their critical-thinking scores (all p values > 0.49; Table 1), while students completing the experimental course showed highly significant improvement each semester (all p values < 0.01, Cohen's d typically > 0.70; Table 1). An analysis of pooled end-of-course (posttest only) CAT scores for all six semesters of the FoS course (Table 1, rows 8–13) versus the pooled posttest CAT scores for all six traditional gen ed science courses (Table 1, rows 1–7) reinforce this finding; students completing the FoS course scored significantly higher (19.76 ± 0.35) than did students completing a traditional (14.83 ± 0.37) introductory science course for nonmajors ($t(473) = 4.93$, $p < 0.001$, Cohen's $d = 0.89$; Figure 1A). A comparison of our pooled pre- versus posttest CAT scores for all six semesters of the FoS course (Table 1, rows 8–13) versus the pooled CAT scores for the three different gen ed science courses (introductory environmental studies, introductory physics, and introductory chemistry) for which we had pre- and postcourse CAT test scores (Table 1, rows 5–7) show similar results. Students who completed the FoS course showed highly significant improvement in critical thinking (pretest = 15.45 ± 0.34, posttest = 19.76 ± 35; $t(271) = 13.43$, $p < 0.001$, Cohen's $d = 0.76$), while there was no change in the critical thinking scores for students completing a traditional course (pretest = 14.17 ± 0.64, posttest = 14.61 ± 0.72; $t(50) = 0.80$, $p = 0.43$; Figure 1B).

The slightly higher pretest CAT scores for students in the experimental course relative to students taking a traditional course (15.45 vs. 14.61, respectively, Figure 1B) might suggest the significant pre versus post improvement in the former represents a cohort rather than a treatment effect; that is, students selecting an experimental course like FoS may possess better critical-thinking skills to begin with, generating more improvement over the course of a semester regardless of the science course. To assess this, we ran an ANCOVA on the postcourse CAT scores using each student's precourse CAT score as a covariate. Results adjusting for each student's entry-level critical-thinking ability still showed a highly significant effect of our experimental treatment (Figure 1C). That is, students who complete the FoS course show significantly better postcourse CAT scores than their peers who complete a traditional course, even when differences in students' precourse critical-thinking abilities are taken into account (mean adjusted postcourse critical-thinking score in the FoS course experimental course = 19.64 ± 0.65, mean adjusted postcourse critical-thinking score in traditional courses = 15.26 ± 0.28; $F(1, 320) = 38.29$, $p < 0.001$, Cohen's $d = 0.339$).

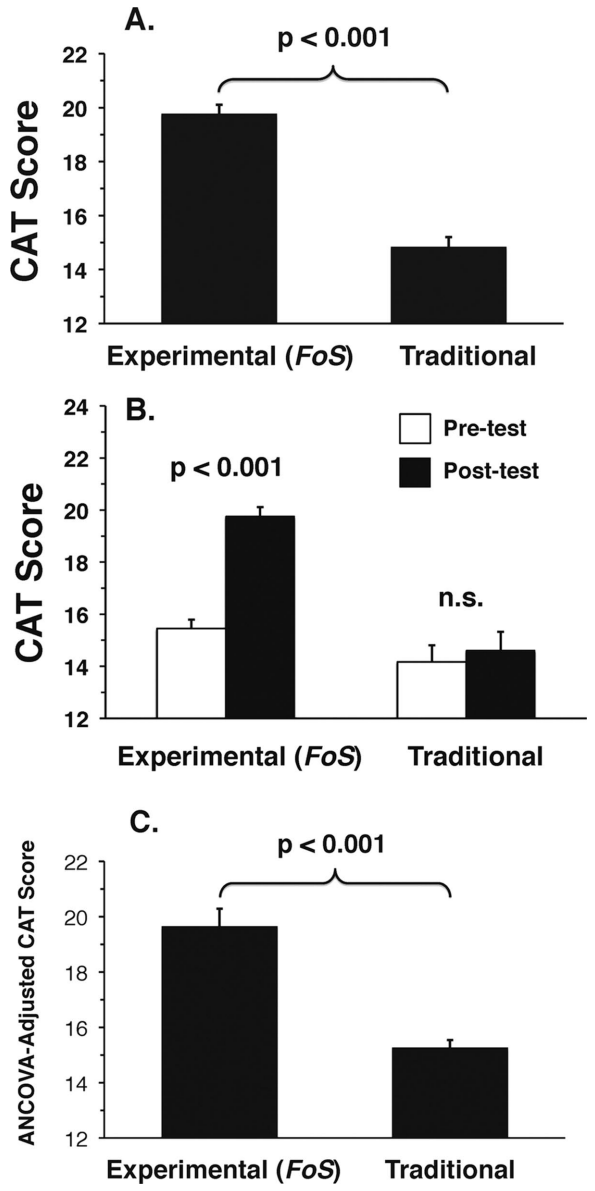

Figure 1. Students who complete the experimental FoS course show significant improvement in their critical-thinking scores, as measured by the CAT, while students who complete a traditional gen ed science course do not. Histograms show means + 1 SE. (A) Pooled end-of-course (posttest) CAT scores for all six semesters of the FoS course (Table 1, rows 8–13) vs. the pooled posttest CAT scores for all six traditional gen ed science courses (Table 1, rows 1–7). (B) Pooled pre- vs. posttest CAT scores for all six semesters of the FoS course (Table 1, rows 8–13) vs. the pooled CAT scores for the three different gen ed science courses (introductory environmental studies, introductory physics, and introductory chemistry) for which we had pre- and postcourse CAT test scores (Table 1, rows 5–7). (C) Posttest CAT scores adjusted by pretest CAT scores for the same data set used in B.

Lower- versus Upper-Division Students and Comparison with National Norms. Analyzing our results by class standing not only presents a more detailed picture of where our intervention might be most effective but also permits a comparison with national norms. We have pre- and posttest CAT scores for 166 students who completed the FoS course when they were freshmen or sophomores (i.e., lower-division students), and for 106 students who completed the course when they were juniors or seniors (i.e., upper-division students). Lower-division students enrolling in the FoS course have significantly higher pretest CAT scores (14.80 ± 0.40) than do lower-division students nationally (13.66 ± 0.05, $t(165) = 2.827$, $p < 0.01$, Cohen's $d = 0.22$) and highly significantly better CAT scores (19.54 ± 0.41, $t(165) = 14.305$, $p < 0.001$, Cohen's $d = 1.13$) in their posttest CAT at the end of the semester. Indeed, the average posttest CAT score for lower-division FoS students is comparable to the national mean (19.04 ± 0.05) for upper-division (junior/senior) students ($t_{165} = 1.063$, $p = 0.289$; Figure 2A).

The results for our upper-division students are quite different. Pretest and posttest CAT scores of upper-division FoS students (again pooled over all six semesters, rows 8–13 in Table 1) compared with national norms show that upper-division FoS students have pretest CAT scores (16.48 ± 0.60) significantly below the national average (19.04 ± 0.05) for juniors and seniors ($t(105) = -4.287$, $p < 0.001$, Cohen's $d = -0.42$); this deficit is erased, however,

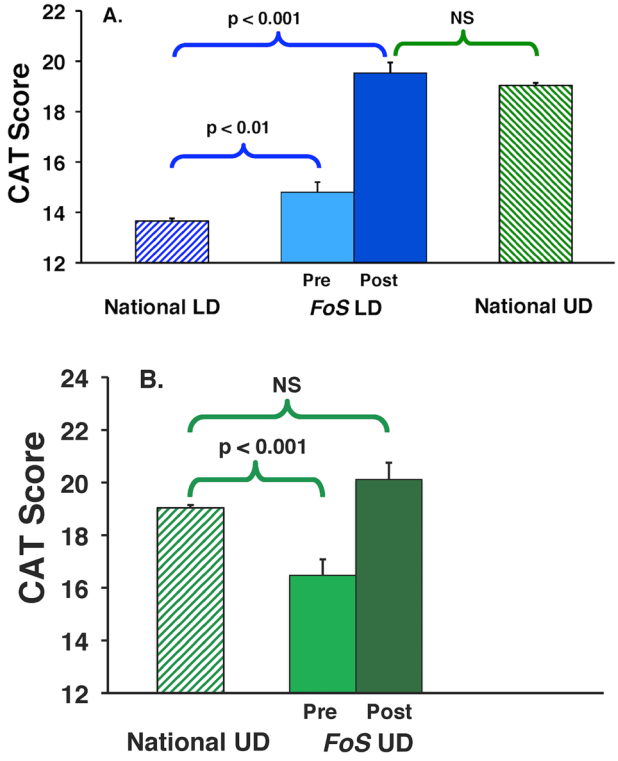

Figure 2. Non–science students selecting to enroll in one of their gen ed science courses as entry-level freshmen or sophomores may represent a different subset of students than those who delay taking such core courses until they are juniors or seniors, but both cohorts show highly significant improvement in their critical-thinking ability after completing the FoS course. Histograms show means + 1 SE. (A) Pretest and posttest CAT scores of lower-division (LD; i.e., freshman/sophomore) FoS students (pooled over all six semesters, rows 8–13 in Table 1) compared with national norms. (B) Pretest and posttest CAT scores of upper-division (UD; i.e., junior/senior) FoS students (again pooled over all six semesters, rows 8–13 in Table 1) compared with national norms.

Table 2. MATE scores in traditional versus experimental gen ed science courses, by semester

	Course	Treatment[a]	Term	Pre		Post		t_{actual} (*df*)	Pre–post *p* value	Effect size
				N	MATE score	*N*	MATE score			
1	Introductory environmental studies[b]	T	Fall 2010	33	70.64	28	68.00	$t(59) = 0.579$	ns	
2	Introductory physics[c]	T	Fall 2011	129	67.25	92	66.48	$t(219) = 0.423$	ns	
3	Introductory chemistry[d]	T	Fall 2011	399	64.18	297	64.13	$t(694) = 0.047$	ns	
4	FoS[e]	E	Fall 2010	136	64.57	137	74.15	$t(265) = -5.940$[f]	<0.001	+0.72
5	FoS[e]	E	Spring 2011	143	68.39	136	76.21	$t(277) = -4.792$	<0.001	+0.57
6	FoS[e]	E	Fall 2011	233	67.31	216	78.46	$t(447) = -8.678$	<0.001	+0.82
7	FoS[e]	E	Spring 2012	239	66.30	226	76.16	$t(463) = -7.914$	<0.001	+0.73
8	FoS[e]	E	Fall 2012	131	63.17	118	69.25	$t(247) = -3.396$	= 0.001	+0.43

[a]T = traditional (i.e., comparison) gen ed science course for nonmajors; E = experimental FoS course.
[b]BIOL 1301: Environmental Science.
[c]PHYS 1305: Fundamentals of Physics.
[d]CHEM 1306: Inorganic and Environmental Chemistry.
[e]Cross-listed as both BIOL 1436 and GEOG 1436: Foundations of Science.
[f]This comparison required a *t* test for unequal sample variances: the adjusted *df* = 264.94.

after one semester in our experimental course (posttest FoS CAT = 20.12 ± 0.63; $t(105) = 1.717$, $p = 0.090$; Figure 2B).

Student Acceptance of the Theory of Evolution

Results on the MATE parallel those from the CAT; in no semester did students completing a traditional course show improvement in their acceptance of evolutionary theory (all *p* values > 0.27; Table 2), while students completing the experimental course showed highly significant improvement each semester (all *p* values ≤ 0.001, all Cohen's *d* > 0.43; Table 2). A pooled analysis comparing students across all semesters in the experimental course with students from the three different traditional courses further highlights the success of the experimental approach; students who completed the FoS course showed highly significant improvement in their acceptance of evolution (pretest = 66.17 ± 0.45, posttest = 75.45 ± 0.49; $t(1686.15) = 13.93$, $p < 0.001$, Cohen's $d = 0.67$), while there was no change in the acceptance of evolution for students completing a traditional course (pretest = 65.27 ± 0.56, posttest = 64.91 ± 0.71; $t(976) = 0.40$, $p = 0.69$; Figure 3).

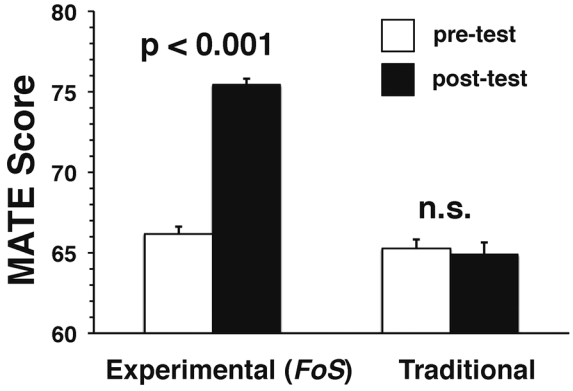

Figure 3. Students who complete the experimental FoS course show a significant increase in their acceptance of evolution, as measured by the MATE, while students who complete a traditional gen ed science course do not. Pooled pre- vs. posttest MATE scores for five semesters of the FoS course (Table 2, rows 4–8) vs. the pooled MATE scores for the three different gen ed science courses (introductory environmental studies, introductory physics, and introductory chemistry) for which we had pre- and postcourse MATE scores (Table 2, rows 1–3). Histograms show means + 1 SE.

DISCUSSION

Critical Thinking

Our results demonstrate that an introductory, gen ed science course for nonmajors, a course focusing on the nature of science rather than just its facts, can lead to highly significant improvements, with large effect sizes, in the ability of college students to think critically. Most college courses do not significantly improve CAT performance in a pre/post design; substantive gains are typically observed only at the program/institutional level (Center for Assessment & Improvement of Learning, TTU, unpublished data). Moreover, results from more than 200 institutions using the CAT show the average improvement in critical thinking observed over 4 yr of a typical undergraduate curriculum is 26% (Harris *et al.*, 2014); students who successfully completed the FoS course improved their CAT scores by almost 28% (15.45 vs. 19.76; Figure 1B). In short, students who complete a single-semester FoS course demonstrate levels of improvement in their critical-thinking skills typically requiring multiple years of college experience, demonstrating that it is possible to teach higher-order thinking skills to nonmajors in a single science course they are required to take, many begrudgingly.

A finer-grained analysis of our results further illustrates the need to rethink how we are teaching our gen ed science courses. The pretest CAT score for our lower-division students, pooled over all six semesters, was significantly higher than the national average for this age group (Figure 2A). By the end of the semester, our lower-division students' critical-thinking scores moved well beyond the national norm for freshmen/sophomores and were comparable to

the CAT scores achieved by juniors and seniors nationwide (Figure 2A). This is the good news.

The pattern for our upper-division students, however, is more worrisome, as their pretest CAT average is significantly lower than the national mean for juniors and seniors (Figure 2B). Given that our lower-division students start with significantly better CAT scores than their peers nationally, results showing that our juniors and seniors are significantly worse (before taking the FoS course) than their countrywide counterparts might suggest our institutional curriculum degrades rather than improves a student's critical-thinking skills. An alternative interpretation is that the non–science students who choose, as freshmen or sophomores, to take one of their science requirements, especially an experimental course like the FoS course, represent a cohort different from the students who delay taking their core science courses until near the end of their undergraduate careers. The former may be less science-phobic than the latter and, thus, more practiced at and receptive to evidentiary thinking. If this interpretation is correct, as science educators, we need to embrace pedagogies that connect with our more anxious students, lest their experiences further alienate them from science as a way of knowing. The approaches adopted in the FoS course may be part of the solution, as the significant deficit in critical thinking we observe in upper-division students, compared with national norms, is gone by the end of the semester (Figure 2B).

Student Acceptance of Evolutionary Theory

Results also demonstrate that our experimental course led to significant improvements, again with large effect sizes, in the willingness of students to engage with the theory of evolution. But to what degree? Rutledge and Sadler (2007), authors of the MATE, have identified five levels of acceptance associated with their instrument: very high (89–100), high (76–88), moderate (65–75), low (53–64), and very low (<52). At the beginning of the semester, students in the FoS course exhibited, on average, borderline low to moderate (66.17 ± 0.45) scores on the MATE, improving to the boundary between moderate and high acceptance by the end of the course (75.45 ± 0.49). While we hoped for greater improvement, the end-of-course MATE scores for FoS students are comparable with those of both high school biology teachers in Indiana (77.59 ± 0.84; Rutledge and Warden, 2000) and preservice high school science teachers in Korea (73.79 ± 1.00; Kim and Nehm, 2011). A study of introductory biology students (both majors and nonmajors) attending a public university in Wisconsin who completed a special module exploring macroevolution and its misconceptions (Abraham *et al.*, 2012), also employing a pretest versus posttest design, deserves special mention given the similarities to our experiment. The average postintervention MATE score for the Wisconsin students (75.0 ± 0.52) was similar to the average post-FoS MATE score for students in this study (75.45 ± 0.49). The preintervention scores for students in the two studies, however, were dramatically different (70.8 ± 1.14 for nonmajors, 73.0 ± 0.58 for majors in the Wisconsin study; 66.17 ± 0.45 for the nonmajors in this study), as were the effect sizes of the two interventions (Cohen's *d* for Wisconsin = 0.19; Cohen's *d* for this study = 0.67). The similarities in postintervention scores given the dissimilarities in preintervention scores of these two comparable studies suggest we have much to learn about the factors influencing student acceptance of evolutionary theory. To contribute, we plan additional analyses, mining our database to examine the effects of gender, ethnicity, high school grade point average, and student attitudes on the MATE and on the CAT.

Instructors (who are also colleagues and friends) in the traditional gen ed science courses that served as our comparison group were disappointed their students showed no improvement in critical thinking after a semester of science. But, they argued reasonably, why should we expect student acceptance of evolutionary theory to improve in introductory gen ed chemistry or physics classes, given that biological evolution is not discussed in such courses? Four points are relevant, the last being most important. First, we suggest that all college graduates, science majors or not, should appreciate how the term "theory," used scientifically, differs from its conversational definition. Second, evolutionary theory was covered in the environmental studies course (Table 2) in which we used the MATE, yet students still failed to demonstrate improvement in their acceptance of the theory in this traditionally taught gen ed science course. Third, even though evolution is a topic we address explicitly in the FoS course, it is covered during the last week of the semester, the week following the posttest administration of the MATE.

The most important issue, however, relates to what the MATE may be measuring. Several authors have argued that the MATE more likely measures an individual's knowledge about evolution rather than his or her acceptance of the theory (Smith, 2010a; Wagler and Wagler, 2013). And while it is generally presumed that some content knowledge is required for a student to accept evolution as the best explanation of biological diversity, evidence also suggests that dispositional change may be required before a student is willing to entertain the theory (Sinatra *et al.*, 2003; Smith, 2010a,b). Whether the MATE measures an individual's content knowledge about evolution or his or her disposition toward the theory is beyond the scope of this analysis. Our results, however, are robust; a course focusing on the nature of science and applying SJT leads to significantly improved engagement of the non–science college student with evolution (see also Pigliucci, 2007; Lombrozo *et al.*, 2008).

Assessment Validity, Revisited

Wagler and Wagler (2013) criticized the construct validity and, thus, the generalizability of the MATE for populations other than the high school teachers used to originally test the tool's validity (Rutledge and Warden, 1999). The Waglers found, for example, that the MATE lacked construct validity for their sample of Hispanic college students majoring in elementary education. Construct validity is the degree to which a test actually measures the mental attribute it claims to measure (Brown, 2000); for the MATE, the attribute is thought to be an individual's acceptance of the theory of evolution (Rutledge and Warden, 1999). One technique for assessing construct validity uses factor analyses with structural equation modeling to identify the number of dimensions of the construct; if a significant unifying dimension or dimensions cannot be identified, the tool may be suspect; this was the approach used to demonstrate that

the MATE lacked construct validity for preservice teachers (Wagler and Wagler, 2013). We applied the same technique to our MATE results and similarly found that no model, either uni- or multidimensional, could be fitted to the data (unpublished data). But researchers should never rely on a single method for assessing the validity of their interpretations (Cronbach and Meehl, 1955; Messick, 1995; Brown, 2000, 2005; Campbell and Nehm, 2013). Two related experimental approaches for assessing the construct validity of a test are intervention studies and differential-groups studies (Cronbach and Meehl, 1955; Messick, 1995; Brown, 2000, 2005). In the former, a group is tested before and following their exposure to the construct; significant improvement demonstrates the construct validity of the intervention. Differential-groups studies employ two groups, one presented with the construct, the other not; significantly better scores by the informed group similarly demonstrate the validity of the training. We used both approaches in this study; the "construct" was a novel gen ed science course (the FoS) focusing on the nature of science rather than just its facts (for more details please see "Expanded Course Rationale and Structure" in our Supplemental Materials). Students who completed the training demonstrated, over multiple sections of the course spanning multiple years, highly significant improvement both in their critical-thinking skills (as measured by the CAT; Table 1 and associated figures) and in their willingness to engage the theory of evolution (assessed with the MATE; Table 2 and associated figures). Students who did not receive this training, those who instead completed a traditional gen ed science course, showed no improvement on either metric. While validity is never absolute (Messick, 1995; Brown, 2005; Campbell and Nehm, 2013), we argue that the power and consistency of our results are strong validation of the success of the intervention.

CONCLUSIONS

Students completing the FoS course significantly improve their critical-thinking skills. Given the ineffectiveness of gen ed sciences courses in particular (Impey *et al.*, 2011, 2012) and the college curriculum more broadly (Arum and Roksa, 2010, 2014) to produce such change, we are proud to share our successes. But we recognize the improvements we demonstrate, in both critical thinking and in the willingness of students to engage with scientific ideas they often reject, are a snapshot in time, an improvement over a single semester. Our hope, of course, is that students completing an experimental course like the FoS would, upon graduation, be more scientifically literate as adults, that they would understand and value science as a way of knowing, and that they could digest a science-related story in the *Washington Post* (Miller, 1998). As a single litmus test, would it not be wonderful if all college graduates, not just our science, technology, engineering, and mathematics students, had the confidence *and* the ability to make intelligent decisions about whether or not to vaccinate their children? We all depend on an educated citizenry with the skills to make, quite literally, just such life-and-death decisions. We must design and teach our nonmajors science courses toward this end.

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ITEM #11D **Undergraduate I** RETURN TO SENATE AGENDA **ted in** RETURN TO CEP AGENDA

Location	ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	SP	UGRD	1st 40	TOTAL
This Report	**3**		**2**	**3**	**1**		**3**	**1**	**1**			**14**
In RO Review	10		2	4			8		6			0
In Approvals												0
Approved												0
No Change	5	6	3	2	9	6	1	12	2	12	42	100
Total	18	6	7	9	10	6	12	13	9	12	42	144

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

ALL	
January 2022	Combined report. Also available on the Registrar's Intranet

ARHM	
History	Change to disbursement of SCH under Major Requirements section. Addition of Research Focused Course section. Couse additions/changes.
Minors	Overhaul of courses in Creative Writing and Visual Arts
VPAS - Art History	Minor wording and course changes

BBS	
Child Learning and Development	Minor wording and course changes.
Psychology	Wording changes in several places including extensive ones to the opening statement.

ECS	
About ECS	Industrial Practice Programs updated to Jonsson Career Services
Computer Science	GPA limitation statement added under Minors. Course changes/additions
Mechanical Engineering	New footnote related to MATH courses added

EPPS	
Geospatial Information Sciences	Removed concentrations. Courses consolidated into new Major Related Courses section. Added/changed courses

JSOM	
Finance	Removed Financial Mathematics Track. Wording changes in Electives section. Course changes/additions.
Marketing	Minor course changes
Minors	Minor course changes

NSM	
Actuarial Science	Wording changes to program description. Changes to Exam list. Course additions/changes.

Shared Programs	
Economics and Finance (EPPS & JSOM)	Overall SCH remained the same but JSOM redistributed the sch amongst the sections. Change in wording under Electives. Additions/changes to courses.

If an error page opens instead of the PDF check to see if it says, "Login again." If so just click on that alert and it should load the document.
If you continue to have issues please go to the Registrar's Intranet to access all files.

ITEM #11E

Grad **2023**

RETURN TO SENATE AGENDA

RETURN TO CEP AGENDA

Type	ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	TOTAL
Additions			6					3	**9**
Edits	2		18	1	4		1	7	**33**
Removals									0
Total	**2**	**0**	**24**	**1**	**4**	**0**	**1**	**10**	**42**
Repeatable	2		3	1				2	8
Online			1						1

Addition

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM
		ACN 6V91 AUD 7352 COMD 6198 HCS 6398 HCS 7308 PSYC 7308					BIOL 6339 BIOL 6684 MTHE 6V98

Edit

ARHM	BBS		ECS	EPPS	IS	JSOM	NSM
LIT 6325 LIT 6393	ACN 5314 ACN 6348 ACN 6349 ACN 6374 ACN 6V71 ACN 6V72 AUD 6318 AUD 6352 AUD 7310	AUD 7327 COMD 7221 COMD 7310 HCS 5314 HCS 6315 HCS 6348 HCS 6349 HCS 6374 HCS 7311	SYSM 6v70	PA 6369 PA 6386 PA 6389 SOC 6386		OPRE 6382	GEOS 6394 MTHE 5321 PHYS 5319 PHYS 5327 SCI 5326 SCI 5327 SMED 6v98

+ Repeatable

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM
LIT 6325 LIT 6393		# ACN 6V71 # ACN 6V72 * ACN 6V91	SYSM 6v70				* MTHE 6V98 SMED 6v98

Inactivation

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM

Online/Hybrid

ARHM	ATEC	BBS
		@ COMD 6198

Legend

*	New as repeatable	#	Update made to repeat
=	Renumber – no additional info required	~	Reinstate – no additional info required
+	Table contains additions & edits only	@	New as Online/Hybrid Course

Click on any course number above to see a PDF of that course.

This report contains only New and Repeat courses. The rest open on the Registrar's Intranet. A NetID and password are all that is required to login.

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * acn6v91 (r1) acn6v91.2 group_head series_head	ACN 6V91 Thesis in Applied Cognition and Neuroscience (1-6 semester credit hours) Pass/Fail only. May be repeated for credit (6 credit hours maximum). Prerequisites: BBSC majors only and department consent required. ([1-6]-0) Y request notes Added at request of department peoplesoft diff: ACN 6V91 Thesis in Applied Cognition and Neuroscience (1-6 semester credit hours) Pass/Fail only. May be repeated for credit (6 credit hours maximum). Prerequisites: BBSC majors only and department consent required. ([1-6]-0) Y repeat reason Thesis may require additional time. show fields: acn6v91.2 • cat_repeat_units: 6 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 11	ddc130130 2022-01-10 11:59:45 audit: -73.8 m index: -73.8 m match_fail

ACN 6V91 - New Course Additional Information

Prefix	ACN
Number	6V91
Year Min	2022
School	bbsc
Dept	bbscpsy
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	no
Reasoning	n/a
Requestor	Richard Golden
Preparer	Climer
Create_DateTime	2022-01-10 11:53:15
Create_NetID	ddc130130

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * aud7352 (r1) aud7352.2 group_head series_head	AUD 7352 Advanced Diagnostics of Auditory and Balance Disorder (0-3 semester credit hours) This course is designed to offer an in-depth approach to the comprehensive evaluation of the dizzy patient. Subject matter will include the review of anatomy and physiology of both the peripheral and central auditory systems as well as the vestibular systems and how they relate to site of lesion diagnosis. In depth interpretation and analysis will be done of ENG/VNG, Electrocochleography, Auditory Brainstem Response testing, rotational vestibular assessment, VHIT, OVEMP, CVEMP, and CDP testing using real case scenarios and linking results to diagnosis of the most common auditory-vestibular disorders. Prerequisites: BBSC majors only and department consent required. ([1-3]-0) Y request notes new course entered 12/1/21 BW peoplesoft diff: AUD 7352 Advanced Diagnostics of Auditory and Balance Disorder (0-3 semester credit hours) This course is designed to offer an in-depth approach to the comprehensive evaluation of the dizzy patient. Subject matter will include the review of anatomy and physiology of both the peripheral and central auditory systems as well as the vestibular systems and how they relate to site of lesion diagnosis. In depth interpretation and analysis will be done of ENG/VNG, Electrocochleography, Auditory Brainstem Response testing, rotational vestibular assessment, VHIT, OVEMP, CVEMP, and CDP testing using real case scenarios and linking results to diagnosis of the most common auditory-vestibular disorders. Prerequisites: BBSC majors only and department consent required. ([1-3]-0) Y show fields: aud7352.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 11	exw200002 2021-12-01 08:57:51 audit: -49117.4 m index: -49117.4 m match_fail

AUD 7352 - New Course Additional Information

Prefix	AUD
Number	7352
Year Min	2022
School	bbsc
Dept	bbsc
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	
Reasoning	Was previously offered as a Special Topics course
Requestor	Robert Stillman
Preparer	Betsy Winter
Create_DateTime	2021-12-01 08:36:29
Create_NetID	exw200002

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * comd6198 (r1) comd6198.2 group_head series_head	COMD 6198 Directed Study in Speech-Language Pathology (1 semester credit hour) Fiberoptic Endoscopic Evaluation of Swallowing FEES. This independent study module covers an introduction to FEES. The areas discussed include anatomy and physiology, normal and abnormal swallowing, rating scales, and research as it relates to the use of FEES as a swallowing evaluation instrument. Pass/Fail only. This course is offered in an online format only. Department consent required. (1-0) Y request notes new course requested 12/1 BW peoplesoft diff: COMD 6198 Directed Study in Speech-Language Pathology (1 semester credit hour) Fiberoptic Endoscopic Evaluation of Swallowing FEES. This independent study module covers an introduction to FEES. The areas discussed include anatomy and physiology, normal and abnormal swallowing, rating scales, and research as it relates to the use of FEES as a swallowing evaluation instrument. Pass/Fail only. This course is offered in an online format only. Department consent required. (1-0) Y show fields: comd6198.2 • cat_repeat_units: 1 • cat_delivery_method: deliverymethod_0 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 11	exw200002 2021-12-01 09:01:11 audit: -49117.4 m index: -49117.3 m match_fail

COMD 6198 - New Course Additional Information

Prefix	COMD
Number	6198
Year Min	2022
School	bbsc
Dept	bbsc
Curriculum_Fit	elective
Is Replacement	replace_yes
Replaces	COMD 7V98
Similar To	
Reasoning	New course number to more accurately reflect masters level course offering
Requestor	Robert Stillman
Preparer	Betsy Winter
Create_DateTime	2021-12-01 08:38:13
Create_NetID	exw200002

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * hcs6398 (r1) hcs6398.2 group_head series_head	HCS 6398 Foundations of Neuropsychological Assessment (1-3 semester credit hours) This course provides graduate level students with an introduction to neuropsychological assessment.â€¯Basic principles of neuroanatomy will be covered in relationship to cognitive domains and differential diagnoses of specific neurological disorders.â€¯Students will be exposed to neuropsychological tests that are used to diagnose adult patients who present with a variety of neurological disorders. Administration and scoring of neuropsychological tests will be covered during the lab portion of the class. Prerequisites: BBSC majors only and department consent required. ([1-3]-0) R request notes new course requested 12/1/21 BW peoplesoft diff: HCS 6398 Foundations of Neuropsychological Assessment (1-3 semester credit hours) This course provides graduate level students with an introduction to neuropsychological assessment.â€¯Basic principles of neuroanatomy will be covered in relationship to cognitive domains and differential diagnoses of specific neurological disorders.â€¯Students will be exposed to neuropsychological tests that are used to diagnose adult patients who present with a variety of neurological disorders. Administration and scoring of neuropsychological tests will be covered during the lab portion of the class. Prerequisites: BBSC majors only and department consent required. ([1-3]-0) R show fields: hcs6398.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 11	exw200002 2021-12-01 09:44:48 audit: -49117.2 m index: -49117.2 m match_fail

HCS 6398 - New Course Additional Information

Prefix	HCS
Number	6398
Year Min	2022
School	bbsc
Dept	bbscpsy
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	
Reasoning	new course to expand departmental offerings
Requestor	Robert Stillman
Preparer	Betsy Winter
Create_DateTime	2021-12-01 09:42:52
Create_NetID	exw200002

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * hcs7308 (r1) hcs7308.2 group_head series_head	HCS 7308 (PSYC 7308) Adult Psychopathology (1-3 semester credit hours) Survey of the historical, phenomenological, and theoretical aspects of adult psychopathology. Historical conceptualizations of mental illness and issues related to current psychiatric nosology. The phenomenology of a variety of psychological disorders including anxiety disorders, mood disorders, psychotic disorders, substance use disorders, and others. Biological, cognitive, affective, and social features of these psychological disorders will be discussed, as will issues related to race, gender, and culture. Various theoretical conceptualizations of psychopathology will be discussed. Prerequisites: BBSC majors only and department consent required. ([1-3]-0) Y **request notes** new course requested 12/1 BW **course alias: psyc7308.2 (psyc7308)** ~~PSYC~~HCS 7308 ~~(HCS~~ (PSYC 7308) Adult Psychopathology (1-3 semester credit hours) Survey of the historical, phenomenological, and theoretical aspects of adult psychopathology. Historical conceptualizations of mental illness and issues related to current psychiatric nosology. The phenomenology of a variety of psychological disorders including anxiety disorders, mood disorders, psychotic disorders, substance use disorders, and others. Biological, cognitive, affective, and social features of these psychological disorders will be discussed, as will issues related to race, gender, and culture. Various theoretical conceptualizations of psychopathology will be discussed. Prerequisites: BBSC majors only and department consent required. ([1-3]-0) Y **peoplesoft diff:** HCS 7308 (PSYC 7308) Adult Psychopathology (1-3 semester credit hours) Survey of the historical, phenomenological, and theoretical aspects of adult psychopathology. Historical conceptualizations of mental illness and issues related to current psychiatric nosology. The phenomenology of a variety of psychological disorders including anxiety disorders, mood disorders, psychotic disorders, substance use disorders, and others. Biological, cognitive, affective, and social features of these psychological disorders will be discussed, as will issues related to race, gender, and culture. Various theoretical conceptualizations of psychopathology will be discussed. Prerequisites: BBSC majors only and department consent required. ([1-3]-0) Y **show fields: hcs7308.2** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 11	exw200002 2021-12-01 09:31:32 audit: -49117.2 m index: -49117.2 m match_failmatch_fail

HCS 7308 - New Course Additional Information

Prefix	HCS
Number	7308
Year Min	2022
School	bbsc
Dept	bbscpsy
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	
Reasoning	Survey of the historical, phenomenological, and theoretical aspects of adult psychopathology. Historical conceptualizations of mental illness and issues related to current psychiatric nosology. The phenomenology of a variety of psychological disorders including anxiety disorders, mood disorders, psychotic disorders, substance use disorders, and others. Biological, cognitive, affective, and social features of these psychological disorders will be discussed, as will issues related to race, gender, and culture. Various theoretical conceptualizations of psychopathology will be discussed. Prerequisites: BBSC majors only and department consent required
Requestor	Robert Stillman
Preparer	Betsy Winter
Create_DateTime	2021-12-01 09:27:21
Create_NetID	exw200002

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * psyc7308 (r1) psyc7308.2 group_head series_head	PSYC 7308 (HCS 7308) Adult Psychopathology (1-3 semester credit hours) Survey of the historical, phenomenological, and theoretical aspects of adult psychopathology. Historical conceptualizations of mental illness and issues related to current psychiatric nosology. The phenomenology of a variety of psychological disorders including anxiety disorders, mood disorders, psychotic disorders, substance use disorders, and others. Biological, cognitive, affective, and social features of these psychological disorders will be discussed, as will issues related to race, gender, and culture. Various theoretical conceptualizations of psychopathology will be discussed. Prerequisites: BBSC majors only and department consent required. ([1-3]-0) Y **request notes** new course requested 12/1 BW **course alias: hcs7308.2 (hcs7308)** ~~HCS~~PSYC 7308 ~~(PSYC~~ (HCS 7308) Adult Psychopathology (1-3 semester credit hours) Survey of the historical, phenomenological, and theoretical aspects of adult psychopathology. Historical conceptualizations of mental illness and issues related to current psychiatric nosology. The phenomenology of a variety of psychological disorders including anxiety disorders, mood disorders, psychotic disorders, substance use disorders, and others. Biological, cognitive, affective, and social features of these psychological disorders will be discussed, as will issues related to race, gender, and culture. Various theoretical conceptualizations of psychopathology will be discussed. Prerequisites: BBSC majors only and department consent required. ([1-3]-0) Y **peoplesoft diff:** PSYC 7308 (HCS 7308) Adult Psychopathology (1-3 semester credit hours) Survey of the historical, phenomenological, and theoretical aspects of adult psychopathology. Historical conceptualizations of mental illness and issues related to current psychiatric nosology. The phenomenology of a variety of psychological disorders including anxiety disorders, mood disorders, psychotic disorders, substance use disorders, and others. Biological, cognitive, affective, and social features of these psychological disorders will be discussed, as will issues related to race, gender, and culture. Various theoretical conceptualizations of psychopathology will be discussed. Prerequisites: BBSC majors only and department consent required. ([1-3]-0) Y **show fields: psyc7308.2** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 11	exw200002 2021-12-01 09:33:48 audit: -49117 m index: -49117 m match_failmatch_fail

PSYC 7308 - New Course Additional Information

Prefix	PSYC
Number	7308
Year Min	2022
School	bbsc
Dept	bbscpsy
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	
Reasoning	new course offering to expand department offerings
Requestor	Robert Stillman
Preparer	Betsy Winter
Create_DateTime	2021-12-01 09:32:08
Create_NetID	exw200002

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * biol6339 (r1) biol6339.2 group_head series_head	BIOL 6339 Regulation of Eukaryotic Protein Synthesis (3 semester credit hours) This course will focus on how mRNAs are decoded by ribosomes to produce proteins in cells. The course will discuss insights from model organisms, cancer, neurodegeneration, learning, and memory. Topics will cover a range of mechanisms spanning editing, programmed frame-shifting, cap-dependent and independent scanning, elongation, the integrated stress response, termination, recycling, rescue, and collision resolution. The course will consist of lectures, presentations of journal articles, guest lectures, and group discussions. As a capstone to the course, students will produce a brief research proposal related to a topic visited in the course. Department consent required. (3-0) R request notes Adding course to catalog. (EAW, 11/2021) peoplesoft diff: BIOL 6339 Regulation of Eukaryotic Protein Synthesis (3 semester credit hours) This course will focus on how mRNAs are decoded by ribosomes to produce proteins in cells. The course will discuss insights from model organisms, cancer, neurodegeneration, learning, and memory. Topics will cover a range of mechanisms spanning editing, programmed frame-shifting, cap-dependent and independent scanning, elongation, the integrated stress response, termination, recycling, rescue, and collision resolution. The course will consist of lectures, presentations of journal articles, guest lectures, and group discussions. As a capstone to the course, students will produce a brief research proposal related to a topic visited in the course. Department consent required. (3-0) R show fields: biol6339.2 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 11	eaw016100 2021-11-24 09:58:47 audit: -49117 m index: -49117 m match_fail

BIOL 6339 - New Course Additional Information

Prefix	BIOL
Number	6339
Year Min	2022
School	nsmt
Dept	nsmtbiol
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	No
Reasoning	The proposed course covers post-transcriptional processes. Existing courses on the regulation of gene expression focus on transcriptional processes.
Requestor	Zachary Campbell
Preparer	Elizabeth Pickett
Create_DateTime	2021-11-24 09:45:50
Create_NetID	eaw016100

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * biol6684 (r1) biol6684.3 group_head series_head	BIOL 6684 Biotechnology Laboratory (6 semester credit hours) Instruction of laboratory methods that have relevance to investigational approaches to study cell function, such as in differentiation, growth, and division, as well as understanding changes related to diseases and responses to drugs, experimental manipulations and treatments. The course highlights essential aspects of applications involved in analyzing DNA, RNA, proteins, and cells, and aims to build hands-on skills transferrable to biosciences research and biotechnology product development. Activities are organized in modules central to key practices, including laboratory biosafety, proper waste disposal, scientific methodology, experiment design, lab notebook keeping, molecular cloning, plasmid DNA preparation, restriction fragment analysis, cell culture and aseptic laboratory techniques, transfection of mammalian cells, protein extraction, SDS PAGE, immunoblot analysis, RNA isolation, polymerase chain reaction, DNA sequencing, gene and protein expression profiling, fluorescence and confocal microscopy, fluorescence activated cell sorting, and enzyme-linked immunosorbent assay. Instructor may require students to demonstrate adequate prior knowledge in biochemistry, molecular and cell biology, and laboratory skills to enroll. Lab fee of $30 required. (2-[other]) S **request notes** LAB Contact Hours will be 8 total (4 hours twice/week) **peoplesoft diff:** BIOL 6684 Biotechnology Laboratory (6 semester credit hours) Instruction of laboratory methods that have relevance to investigational approaches to study cell function, such as in differentiation, growth, and division, as well as understanding changes related to diseases and responses to drugs, experimental manipulations and treatments. The course highlights essential aspects of applications involved in analyzing DNA, RNA, proteins, and cells, and aims to build hands-on skills transferrable to biosciences research and biotechnology product development. Activities are organized in modules central to key practices, including laboratory biosafety, proper waste disposal, scientific methodology, experiment design, lab notebook keeping, molecular cloning, plasmid DNA preparation, restriction fragment analysis, cell culture and aseptic laboratory techniques, transfection of mammalian cells, protein extraction, SDS PAGE, immunoblot analysis, RNA isolation, polymerase chain reaction, DNA sequencing, gene and protein expression profiling, fluorescence and confocal microscopy, fluorescence activated cell sorting, and enzyme-linked immunosorbent assay. Instructor may require students to demonstrate adequate prior knowledge in biochemistry, molecular and cell biology, and laboratory skills to enroll. Lab fee of $30 required. (2-[other]) S **show fields: biol6684.3** • **cat_repeat_units:** 6 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 11	eaw016100 2021-11-10 13:26:45 audit: -49117 m index: -49117 m match_fail

BIOL 6684 - New Course Additional Information

Prefix	BIOL
Number	6684
Year Min	2022
School	nsmt
Dept	nsmtbiol
Curriculum_Fit	major_req
Is Replacement	replace_yes
Replaces	BIOL6384
Similar To	Yes, BIOL6384
Reasoning	This new course number will award the correct number of SCH for the number of contact hours required.
Requestor	Mehmet Candas
Preparer	Elizabeth Pickett
Create_DateTime	2021-11-09 14:07:53
Create_NetID	eaw016100

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	add * mthe6v98 (r1) mthe6v98.2 group_head series_head	MTHE 6V98 (SMED 6V98) Thesis Research (3-6 semester credit hours) Thesis development. May be repeated for credit (9 semester credit hours maximum). Only 6 semester credit hours may apply for credit toward the Master of Arts in Teaching (MAT). Instructor consent required. ([3-6]-0) R **request notes** Added and crosslisted per dept **course alias: smed6v98.13 (smed6v98)** ~~SMED~~MTHE 6V98 ~~(MTHE~~ (SMED 6V98) Thesis Research (3-6 semester credit hours) Thesis development. May be repeated for credit (9 semester credit hours maximum). Only 6 semester credit hours may apply for credit toward the Master of Arts in Teaching (MAT). Instructor consent required. ([3-6]-0) R **peoplesoft diff:** MTHE 6V98 (SMED 6V98) Thesis Research (3-6 semester credit hours) Thesis development. May be repeated for credit (9 semester credit hours maximum). Only 6 semester credit hours may apply for credit toward the Master of Arts in Teaching (MAT). Instructor consent required. ([3-6]-0) R **repeat reason** This is independent research. This is repeatable for thesis development. **show fields: mthe6v98.2** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 12	ddc130130 2021-12-01 16:20:12 audit: -49116.8 m index: -49116.8 m match_failmatch_fail

MTHE 6V98 - New Course Additional Information

Prefix	MTHE
Number	6V98
Year Min	2022
School	nsmt
Dept	nsmtsced
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	
Similar To	SMED 6V98
Reasoning	Course is being crosslisted with SMED 6V98
Requestor	Urquhart
Preparer	Climer
Create_DateTime	2021-12-01 15:57:36
Create_NetID	ddc130130

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ~~husl6325~~ lit6325 (r3) lit6325.3 group_head series_head	LIT 6325 Nonfiction Workshop (3 semester credit hours) A workshop developing advanced techniques and processes necessary for producing effective nonfiction. May be repeated for credit (12 semester credit hours maximum). (3-0) Y **request notes** Corrected course offering frequency. **peoplesoft diff: 015365 2021-08-22 ddc130130** LIT 6325 Nonfiction Workshop (3 semester credit hours) A workshop developing advanced techniques and processes necessary for producing effective nonfiction. May be repeated for credit (12 semester credit hours maximum). (3-0) ~~T~~ Y **repeat reason** Practice-based courses provide an opportunity for graduate students to acquire and develop skills in a specific area of practice. Repetition is crucial to the development of advanced skills and student work will vary for each enrollment.This course may apply to the MA and/or PhD degree plan and may serve to fulfill distribution requirements or as an elective. **show fields: lit6325.3** • **cat_repeat_units:** 12 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	cxh074100 2021-12-17 15:12:49 015365 audit: -28.4 m index: -28.4 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ~~lit7391~~ lit6393 (r2) lit6393.3 group_head series_head	LIT 6393 Topics in Translation Studies (3 semester credit hours) Topics in the field of Translation Studies such as anthropological approaches to translation, the history of translation, translation and reading, and historical aspects of translation. May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) R **request notes** LIT 6300 or LIT 6326 deleted as prerequisite/corequisite. This was an error in the description that is now being corrected. This course should not have any prerequisites or corequisites. Change submitted/approved by Charles Hatfield. **peoplesoft diff: 007516 2021-08-22 ddc130130** LIT 6393 Topics in Translation Studies (3 semester credit hours) Topics in the field of Translation Studies such as anthropological approaches to translation, the history of translation, translation and reading, and historical aspects of translation. May be repeated for credit as topics vary (9 semester credit hours maximum). ~~Prerequisite or Corequisite: LIT 6300 or LIT 6326.~~ (3-0) R **repeat reason** Graduate study in the humanities requires exposure to multiple analytical approaches embodying diverse perspectives and applied to a wide variety of subject matters. Topics courses maximize studentsâ€™ engagement with the full range of faculty expertise. This course may apply only to the PhD degree plan and may serve to fulfill distribution requirements or as an elective. **show fields: lit6393.3** • **cat_repeat_units:** 9 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** yes_subtitles	phase: approve status: approving audit: 31	cxh074100 2021-12-17 15:10:41 007516 audit: -29 m index: -29 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * acn5314 (r17) acn5314.25 group_head series_head	ACN 5314 (HCS 5314) Computational Modeling Methods in Behavioral and Brain Sciences (3 semester credit hours) Historical introduction to machine learning algorithms from a cognitive-neuroscience perspective. Includes an introduction to important and widely used computational modeling methodologies in psychology, neuroscience, and machine learning. No mathematical prerequisites and no computer programming prerequisites, but students will use machine learning software to support data analyses and simulation experiments. Prerequisites: BBSC majors only and department consent required. (3-0) T **request notes** Updated at dept request **course alias: hcs5314.17 (hcs5314)** ~~HCS~~ACN 5314 ~~(ACN~~ (HCS 5314) Computational Modeling Methods in Behavioral and Brain Sciences (3 semester credit hours) Historical introduction to machine learning algorithms from a cognitive-neuroscience perspective. Includes an introduction to important and widely used computational modeling methodologies in psychology, neuroscience, and machine learning. No mathematical prerequisites and no computer programming prerequisites, but students will use machine learning software to support data analyses and simulation experiments. Prerequisites: BBSC majors only and department consent required. (3-0) T **peoplesoft diff: 000170 2021-08-22 ddc130130** ACN 5314 (HCS 5314) Computational Modeling Methods in Behavioral and Brain Sciences (3 semester credit hours) Historical introduction to machine learning algorithms from a cognitive-neuroscience perspective. Includes an introduction to important and widely used computational modeling methodologies in psychology, neuroscience, and machine learning. No mathematical prerequisites and no computer programming prerequisites, but students will use ~~the computer in~~ machine learning software to support data analyses and simulation experiments. Prerequisites: BBSC majors only and department consent required. (3-0) T **show fields: acn5314.25** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-01-10 11:30:13 000170 audit: -70.4 m index: -70.4 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * acn6348 (r13) acn6348.20 group_head series_head	ACN 6348 (HCS 6348) Neural Net Mathematics (3 semester credit hours) Vector calculus, Radon-Nikodym density functions, vector calculus-based probability theory, and Markov random fields with machine learning and artificial neural network modeling applications. Emphasizes applications of theory to unsupervised, supervised, and reinforcement learning machines and deep learning. This course is a required prerequisite for ACN 6349 and HCS 6349. Prerequisites: Linear algebra and calculus and (STAT 3341 or equivalent) and department consent required. (3-0) T **request notes** Updated per dept request **course alias: hcs6348.23 (hcs6348)** ~~HCS~~ACN 6348 ~~(ACN~~ (HCS 6348) Neural Net Mathematics (3 semester credit hours) Vector calculus, Radon-Nikodym density functions, vector calculus-based probability theory, and Markov random fields with machine learning and artificial neural network modeling applications. Emphasizes applications of theory to unsupervised, supervised, and reinforcement learning machines and deep learning. This course is a required prerequisite for ACN 6349 and HCS 6349. Prerequisites: Linear algebra and calculus and (STAT 3341 or equivalent) and department consent required. (3-0) T **peoplesoft diff: 000191 2021-08-22 ddc130130** ACN 6348 (HCS 6348) Neural Net Mathematics (3 semester credit hours) Vector calculus, Radon-Nikodym density functions, vector calculus-based probability theory, ~~Markov chains,~~ and Markov random fields with machine learning and artificial neural network modeling applications. Emphasizes applications of theory to unsupervised, supervised, and reinforcement learning machines and deep learning. This course is a required prerequisite for ACN 6349 and HCS 6349. Prerequisites: Linear algebra and calculus and (STAT 3341 or equivalent) and department consent required. (3-0) T **show fields: acn6348.20** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-01-10 11:45:41 000191 audit: -69.5 m index: -69.5 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * acn6349 (r12) acn6349.19 group_head series_head	ACN 6349 (HCS 6349) Statistical Machine Learning (3 semester credit hours) Mathematical tools for investigating the asymptotic behavior of both batch and adaptive machine learning algorithms including convergence of gradient descent batch learning algorithms convergence of adaptive stochastic approximation learning algorithms, and convergence of Monte Carlo Markov Chain algorithms. M-estimation and bootstrap asymptotic statistical theory for characterizing asymptotic behavior of parameter estimates as a function of sample size to support model selection, specification analysis, and hypothesis testing. Emphasizes applications of theory to unsupervised, supervised, and reinforcement learning machines and deep learning. Prerequisites: (ACN 6348 or HCS 6348) and department consent required. (3-0) T **request notes** Updated at dept request **course alias: hcs6349.20 (hcs6349)** ~~HCS~~ACN 6349 ~~(ACN~~ (HCS 6349) Statistical Machine Learning (3 semester credit hours) Mathematical tools for investigating the asymptotic behavior of both batch and adaptive machine learning algorithms including convergence of gradient descent batch learning algorithms convergence of adaptive stochastic approximation learning algorithms, and convergence of Monte Carlo Markov Chain algorithms. M-estimation and bootstrap asymptotic statistical theory for characterizing asymptotic behavior of parameter estimates as a function of sample size to support model selection, specification analysis, and hypothesis testing. Emphasizes applications of theory to unsupervised, supervised, and reinforcement learning machines and deep learning. Prerequisites: (ACN 6348 or HCS 6348) and department consent required. (3-0) T **peoplesoft diff: 000192 2021-08-22 ddc130130** ACN 6349 (HCS 6349) Statistical Machine Learning (3 semester credit hours) Mathematical tools for investigating the asymptotic behavior of both batch and adaptive machine learning algorithms including ~~the Zoutendijk-Wolfe~~ convergence ~~theorem,~~ of gradient descent batch learning algorithms convergence of adaptive stochastic approximation ~~methods,~~ learning algorithms, and convergence of Monte Carlo Markov Chain ~~methods.~~ algorithms. M-estimation and bootstrap asymptotic statistical theory for characterizing asymptotic behavior of parameter estimates as a function of sample size to support model selection, specification analysis, and hypothesis testing. Emphasizes applications of theory to unsupervised, supervised, and reinforcement learning machines and deep learning. Prerequisites: (ACN 6348 or HCS 6348) and department consent required. (3-0) T **show fields: acn6349.19** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-01-10 11:46:35 000192 audit: -67.1 m index: -67.1 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * acn6374 (r13) acn6374.18 group_head series_head	ACN 6374 (HCS 6374) Intraoperative Neurophysiological Monitoring (IONM) Part II (3 semester credit hours) Covers recordings of neuro-electric brain potentials and their interpretation during high-risk surgical procedures and clinically for diagnostic and therapeutic purposes. The use of various neurophysiological methods for guiding implantation of stimulating electrodes deep in the brain and for assisting the surgeon in certain operations are described. This course will cover an understanding of the various IONM techniques for different surgical procedures, including the brain, spine, and peripheral nerve surgeries. Students will be exposed to the basics and advance knowledge of neurophysiological monitoring techniques. IONM Part II, focusing on the national professional competencies, professional standards of practice, and evidence-based theory, is presented. The students will also learn to utilize research skills to explore the latest protocols and standards of practice. This course is second in two-part sequence to prepare the students for the Certification in Intraoperative Neurophysiological Monitoring (CNIM) examination administered by ABRET. IONM Part II is a very interactive course, and the students are expected and encouraged to participate in class discussions. Prerequisite: ACN 6373 or HCS 6373. (3-0) Y **request notes** Remove department consent 8/27/18 per RS. Description updated 11/16/20 by BW. Description updated 11/23/21 BW. **course alias: hcs6374.16 (hcs6374)** ~~HCS~~ACN 6374 ~~(ACN~~ (HCS 6374) Intraoperative Neurophysiological Monitoring (IONM) Part II (3 semester credit hours) Covers recordings of neuro-electric brain potentials and their interpretation during high-risk surgical procedures and clinically for diagnostic and therapeutic purposes. The use of various neurophysiological methods for guiding implantation of stimulating electrodes deep in the brain and for assisting the surgeon in certain operations are described. This course will cover an understanding of the various IONM techniques for different surgical procedures, including the brain, spine, and peripheral nerve surgeries. Students will be exposed to the basics and advance knowledge of neurophysiological monitoring techniques. IONM Part II, focusing on the national professional competencies, professional standards of practice, and evidence-based theory, is presented. The students will also learn to utilize research skills to explore the latest protocols and standards of practice. This course is second in two-part sequence to prepare the students for the Certification in Intraoperative Neurophysiological Monitoring (CNIM) examination administered by ABRET. IONM Part II is a very interactive course, and the students are expected and encouraged to participate in class discussions. Prerequisite: ACN 6373 or HCS 6373. (3-0) Y **peoplesoft diff: 000198 2021-08-22 ddc130130** ACN 6374 (HCS 6374) Intraoperative Neurophysiological Monitoring (IONM) Part II (3 semester credit hours) Covers recordings of neuro-electric brain potentials and their interpretation during high-risk surgical procedures	phase: approve status: approving audit: 31	exw200002 2021-11-23 14:04:31 000198 audit: -49108.9 m index: -49108.9 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
		and clinically for diagnostic and therapeutic purposes. The use of various neurophysiological methods for guiding implantation of stimulating electrodes deep in the brain and for assisting the surgeon in certain operations are ~~also~~ described. This course will cover an understanding of the various IONM techniques for different surgical procedures, including the brain, spine, and peripheral nerve surgeries. Students will be exposed to the basics and advance knowledge of neurophysiological monitoring techniques. IONM Part II, focusing on the national professional competencies, professional standards of practice, and evidence-based theory, is presented. The students will also learn to utilize research skills to explore the latest protocols and standards of practice. This course is second in two-part sequence to prepare the students for the Certification in Intraoperative Neurophysiological Monitoring (CNIM) examination administered by ABRET. IONM Part II is a very interactive course, and the students are expected and encouraged to participate in class discussions. Prerequisite: ACN 6373 or HCS 6373. (3-0) Y **show fields: acn6374.18** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles		
2022-open	edit * ~~acn7v71~~ acn6v71 (r4) acn6v71.6 group_head series_head	ACN 6V71 Industry Internship (1-6 semester credit hours) Pass/Fail only. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: BBSC majors only and department consent required. ([1-6]-0) S **request notes** Dept requesting reduction in repeat limit. **peoplesoft diff: 000201 2021-08-22 ddc130130** ACN 6V71 Industry Internship (1-6 semester credit hours) Pass/Fail only. May be repeated for credit ~~(12~~ as topics vary (6 semester credit hours maximum). Prerequisites: BBSC majors only and department consent required. ([1-6]-0) S **repeat reason** May be repeated for credit as topics vary. **show fields: acn6v71.6** • **cat_repeat_units:** 6 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	ddc130130 2022-01-10 11:49:30 000201 audit: -66.5 m index: -66.5 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ~~acn7v72~~ acn6v72 (r4) acn6v72.5 group_head series_head	ACN 6V72 Research Internship (1-6 semester credit hours) Pass/Fail only. May be repeated for credit as topics vary (6 semester credit hours maximum). Prerequisites: BBSC majors only and instructor consent required. ([1-6]-0) S **request notes** Dept requesting reduction of repeat hours (2022.01.10) **peoplesoft diff: 000202 2021-08-22 ddc130130** ACN 6V72 Research Internship (1-6 semester credit hours) Pass/Fail only. May be repeated for credit ~~(12~~ as topics vary (6 semester credit hours maximum). Prerequisites: BBSC majors only and instructor consent required. ([1-6]-0) S **repeat reason** May be repeated for credit as topics vary. **show fields: acn6v72.5** • **cat_repeat_units:** 6 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	ddc130130 2022-01-10 11:51:09 000202 audit: -66.1 m index: -66 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * aud6318 (r9) aud6318.10 group_head series_head	AUD 6318 Pediatric Audiology (3 semester credit hours) This course covers etiological, medical, developmental, and genetic considerations relevant to the pediatric population. Emphasis on current diagnostic options, interpretation, (re)habilitation, and appropriate reporting of results from infants, young, and older children, including those who are deaf or hard of hearing with or without additional exceptions. Prerequisites: BBSC majors only and department consent required. (3-0) Y request notes none. Description updated 11/17/20 by BW. Description updated 11/23/21 BW. peoplesoft diff: 000874 2021-08-22 ddc130130 AUD 6318 Pediatric Audiology (3 semester credit hours) This course covers etiological, medical, developmental, and genetic considerations relevant to the pediatric population. Emphasis on current diagnostic options, interpretation, (re)habilitation, and appropriate reporting of results from infants, young, and older children, including those ~~having~~ who are deaf or hard of hearing ~~loss, developmental delays from cognitive deficits~~ with or ~~physical~~ without additional exceptions. Prerequisites: BBSC majors only and department consent required. (3-0) Y show fields: aud6318.10 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	exw200002 2021-11-23 13:20:48 000874 audit: -49108.9 m index: -49108.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * aud6352 (r5) aud6352.6 group_head series_head	AUD 6352 Audiology in the Medical and Public Health Systems (3 semester credit hours) Emphasis is placed on the clinical audiologist's multi-faceted role as part of the medical team that includes public health, pharmacology and the wide breadth of health care providers. Some of the topics include: team approach to diagnosis and management, documentation of audiological test results; establishing audiology services. Prerequisites: BBSC majors only and department consent required. (3-0) Y request notes BBSC majors only prereq added per Dr. Stillman's Dec. 7, 2013 email approval. Course title and description updated 11/23/21 BW. peoplesoft diff: 000876 2014-08-24 mxv062000 AUD 6352 ~~Medical~~ Audiology in the Medical and Public Health Systems (3 semester credit hours) ~~Etiology and pathology~~ Emphasis is placed on the clinical audiologist's multi-faceted role as part of ~~auditory/vestibular disorders~~ the medical team that includes public health, pharmacology and ~~diagnostic~~ the wide breadth of health care providers. Some of the topics include: team approach to diagnosis and ~~treatment procedures.~~ management, documentation of audiological test results; establishing audiology services. Prerequisites: BBSC majors only and department consent required. (3-0) Y show fields: aud6352.6 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 30	exw200002 2021-11-23 13:26:57 000876 audit: -49108.9 m index: -49108.8 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * aud7310 (r7) aud7310.8 group_head series_head	AUD 7310 Professional Issues in Audiology (3 semester credit hours) Emphasis on ethics and professional issues in various practice settings. Including business principles in accounting systems, personnel management, and multicultural considerations. Also includes licensure, certification, outcome measures, liability, malpractice, and practice management. Department consent required. Prerequisite: BBSC majors only. (3-0) Y request notes ACAE accreditation review recommended increasing the credit hours from 2 to 3. Description updated 11/23/21 BW. peoplesoft diff: 000880 2017-08-20 ddc130130 AUD 7310 Professional Issues in Audiology (3 semester credit hours) ~~Ethics~~ Emphasis on ethics and professional issues in various practice ~~settings, including~~ settings. Including business principles in accounting systems, personnel management, and multicultural ~~considerations,~~ considerations. Also includes licensure, certification, outcome measures, liability, malpractice, and practice management. Department consent required. Prerequisite: BBSC majors only. (3-0) Y show fields: aud7310.8 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	exw200002 2021-11-23 13:30:25 000880 audit: -49108.8 m index: -49108.8 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * aud7327 (r8) aud7327.9 group_head series_head	AUD 7327 Evaluation and Fitting of Amplification Systems (3 semester credit hours) Clinical amplification selection and management of the hearing impaired patient. Includes interpretation of post-fitting verification and validation of programming various types of amplification with special consideration of unique populations (e.g., infants, children and elderly). Examination of historical and new developments in hearing aid technologies, and pre and post fitting counseling issues. Prerequisites: BBSC majors only and department consent required. Corequisite: AUD 6v20. (3-0) Y request notes BBSC majors only prereq added per Dr. Stillman's Dec. 7, 2013 email approval. Coreq added 10/3/18 per Dr. Le Prell. Description updated 11/17/20 by BW. Description updated 11/23/21 BW. peoplesoft diff: 000885 2021-08-22 ddc130130 AUD 7327 Evaluation and Fitting of Amplification Systems (3 semester credit hours) Clinical amplification selection and management of the hearing ~~aid patient and hearing aid selection. Post-fitting~~ impaired patient. Includes interpretation of post-fitting verification and ~~verification~~ validation of programming various types of amplification ~~systems. Advanced validation~~ with special consideration of ~~remote microphones for~~ unique populations (e.g., infants, children and ~~adults.~~ elderly). Examination of historical and new developments in hearing aid technologies, and pre and post fitting counseling ~~issues..~~ issues. Prerequisites: BBSC majors only and department consent required. Corequisite: AUD 6v20. (3-0) Y show fields: aud7327.9 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	exw200002 2021-11-23 13:35:08 000885 audit: -49108.8 m index: -49108.8 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * comd7221 (r4) comd7221.11 group_head series_head	COMD 7221 Preschool Intervention (2 semester credit hours) The purpose of this class is to develop the skills to select and use appropriate assessment methods for preschoolers in the areas of language and articulation/ phonological process delays/disorders, to develop appropriate treatment plans and intervention procedures for this population based on assessment results, and to determine when it is appropriate to end services. Skills such as varied treatment and scaffolding approaches (including visually supported learning strategies, AAC, etc), appropriate programming options (group and individual therapy models, etc.), culturally and linguistically diverse populations, behavior management, interdisciplinary collaboration, considerations involving parents and ethics, and data collection will be emphasized in discussion. Prerequisites: COMD 6308 and department consent required. (2-0) Y request notes none. Description updated 11/23/21 BW. peoplesoft diff: 014534 2018-08-19 ddc130130 COMD 7221 Preschool Intervention (2 semester credit hours) The purpose of this class is to develop the skills to select and use appropriate assessment methods for preschoolers in the areas of language and articulation/ phonological process delays/disorders, to develop appropriate treatment plans and intervention procedures for this population based on assessment results, and to determine when it is appropriate to end services. Skills such as varied treatment and scaffolding approaches (including ~~the use of~~ visually supported learning ~~strategies and low-tech AAC),~~ strategies, AAC, etc), appropriate programming options (group and individual therapy models, etc.), culturally and linguistically diverse populations, behavior management, interdisciplinary collaboration, considerations involving parents and ethics, and data collection will be emphasized in discussion. ~~Prerequisite:~~ Prerequisites: COMD 6308 and department consent required. (2-0) Y show fields: comd7221.11 • cat_repeat_units: 2 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	exw200002 2021-11-23 13:41:56 014534 audit: -49108.7 m index: -16.1 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * comd7310 (r4) comd7310.5 group_head series_head	COMD 7310 Applying Neural Circuits to Clinical Cognitive Dysfunction (3 semester credit hours) Practical application of principles of brain-behavior correlation that were described in Neural Correlates of Human Cognition: Functional Localization course. Students will attend/ telemonitor clinical neurobehavioral assessments of cognitive disorders, view recordings of these assessments, and/or discuss patient vignettes. Cases will then be reviewed as to the cognitive dysfunctions identified and the disease processes underlying these deficits. Prerequisites: (HCS 7309 or COMD 7309) and instructor consent required. (3-0) Y request notes course added 11/30/20 by BW. Description updated 11/ 23/21 BW. peoplesoft diff: 002998 2021-08-22 ddc130130 COMD 7310 Applying Neural ~~Correlates of Human Cognition~~ Circuits to Clinical Cognitive Dysfunction (3 semester credit hours) Practical application of principles of brain-behavior correlation that were described in Neural Correlates of Human Cognition: Functional Localization course. Students will attend/telemonitor clinical neurobehavioral assessments of cognitive ~~disorders or will~~ disorders, view recordings of these ~~assessments.~~ assessments, and/or discuss patient vignettes. Cases will then be ~~discussed~~ reviewed as to the cognitive dysfunctions identified and the disease processes underlying these deficits. Prerequisites: (HCS 7309 or COMD 7309) and instructor consent required. (3-0) Y show fields: comd7310.5 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 30	exw200002 2021-11-23 13:50:26 002998 audit: -49108.7 m index: -49108.7 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * hcs5314 (r11) hcs5314.17 group_head series_head	HCS 5314 (ACN 5314) Computational Modeling Methods in Behavioral and Brain Sciences (3 semester credit hours) Historical introduction to machine learning algorithms from a cognitive-neuroscience perspective. Includes an introduction to important and widely used computational modeling methodologies in psychology, neuroscience, and machine learning. No mathematical prerequisites and no computer programming prerequisites, but students will use machine learning software to support data analyses and simulation experiments. Prerequisites: BBSC majors only and department consent required. (3-0) T **request notes** Updated to match crosslisting (2022.01.10) **course alias: acn5314.25 (acn5314)** ~~ACN~~HCS 5314 ~~(HCS~~ (ACN 5314) Computational Modeling Methods in Behavioral and Brain Sciences (3 semester credit hours) Historical introduction to machine learning algorithms from a cognitive-neuroscience perspective. Includes an introduction to important and widely used computational modeling methodologies in psychology, neuroscience, and machine learning. No mathematical prerequisites and no computer programming prerequisites, but students will use machine learning software to support data analyses and simulation experiments. Prerequisites: BBSC majors only and department consent required. (3-0) T **peoplesoft diff: 006439 2021-08-22 ddc130130** HCS 5314 (ACN 5314) Computational Modeling Methods in Behavioral and Brain Sciences (3 semester credit hours) Historical introduction to machine learning algorithms from a cognitive-neuroscience perspective. Includes an introduction to important and widely used computational modeling methodologies in psychology, neuroscience, and machine learning. No mathematical prerequisites and no computer programming prerequisites, but students will use ~~the computer in~~ machine learning software to support data analyses and simulation experiments. Prerequisites: BBSC majors only and department consent required. (3-0) T **show fields: hcs5314.17** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-01-10 12:49:41 006439 audit: -69.1 m index: -69.1 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * hcs6315 (r6) hcs6315.9 group_head series_head	HCS 6315 Scientific and Grant Writing (3 semester credit hours) This seminar provides students with experience in expressing their programming research ideas in the framework of a grant proposal. Topics include how to craft a grant proposal and how grant reviews are conducted. Students will produce grant proposals, which will be critiqued following the NIH format. Prerequisite: BBSC Ph.D. student or instructor consent required. (3-0) Y request notes BBSC majors only prereq added per Dr. Stillman's Dec. 7, 2013 email approval. CIP code updated 11/24/20 by BW. Course title and description updated 11/30/20 by BW. description updated 11/23/21 BW. peoplesoft diff: 006447 2021-08-22 ddc130130 HCS 6315 Scientific and Grant Writing (3 semester credit hours) ~~Scientific writing as applied to~~ This seminar provides students with experience in expressing their programming research ideas in the ~~development~~ framework of a ~~compelling and programmatic line of research. The course will emphasize~~ grant proposal. Topics include how to craft a ~~successful~~ grant ~~proposal.~~ proposal and how grant reviews are conducted. Students will produce ~~their own~~ grant proposals, which will be critiqued ~~in an NIH style mock review session. Other topics related to response to critique and~~ following the ~~development of a scientific career will be included.~~ NIH format. Prerequisite: BBSC Ph.D. student or instructor consent required. (3-0) Y show fields: hcs6315.9 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	exw200002 2021-11-23 14:02:56 006447 audit: -49108.6 m index: -49108.6 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * hcs6348 (r15) hcs6348.23 group_head series_head	HCS 6348 (ACN 6348) Neural Net Mathematics (3 semester credit hours) Vector calculus, Radon-Nikodym density functions, vector calculus-based probability theory, and Markov random fields with machine learning and artificial neural network modeling applications. Emphasizes applications of theory to unsupervised, supervised, and reinforcement learning machines and deep learning. This course is a required prerequisite for ACN 6349 and HCS 6349. Prerequisites: Linear algebra and calculus and (STAT 3341 or equivalent) and department consent required. (3-0) T **request notes** Updated to match crosslisting **course alias: acn6348.20 (acn6348)** ~~ACN~~HCS 6348 ~~(HCS~~ (ACN 6348) Neural Net Mathematics (3 semester credit hours) Vector calculus, Radon-Nikodym density functions, vector calculus-based probability theory, and Markov random fields with machine learning and artificial neural network modeling applications. Emphasizes applications of theory to unsupervised, supervised, and reinforcement learning machines and deep learning. This course is a required prerequisite for ACN 6349 and HCS 6349. Prerequisites: Linear algebra and calculus and (STAT 3341 or equivalent) and department consent required. (3-0) T **peoplesoft diff: 006471 2021-08-22 ddc130130** HCS 6348 (ACN 6348) Neural Net Mathematics (3 semester credit hours) Vector calculus, Radon-Nikodym density functions, vector calculus-based probability theory, ~~Markov chains,~~ and Markov random fields with machine learning and artificial neural network modeling applications. Emphasizes applications of theory to unsupervised, supervised, and reinforcement learning machines and deep learning. This course is a required prerequisite for ACN 6349 and HCS 6349. Prerequisites: Linear algebra and calculus and (STAT 3341 or equivalent) and department consent required. (3-0) T **show fields: hcs6348.23** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-01-10 12:52:30 006471 audit: -68 m index: -68 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * hcs6349 (r13) hcs6349.20 group_head series_head	HCS 6349 (ACN 6349) Statistical Machine Learning (3 semester credit hours) Mathematical tools for investigating the asymptotic behavior of both batch and adaptive machine learning algorithms including convergence of gradient descent batch learning algorithms convergence of adaptive stochastic approximation learning algorithms, and convergence of Monte Carlo Markov Chain algorithms. M-estimation and bootstrap asymptotic statistical theory for characterizing asymptotic behavior of parameter estimates as a function of sample size to support model selection, specification analysis, and hypothesis testing. Emphasizes applications of theory to unsupervised, supervised, and reinforcement learning machines and deep learning. Prerequisites: (ACN 6348 or HCS 6348) and department consent required. (3-0) T **request notes** Updated to match crosslisting **course alias: acn6349.19 (acn6349)** ~~ACN~~HCS 6349 ~~(HCS~~ (ACN 6349) Statistical Machine Learning (3 semester credit hours) Mathematical tools for investigating the asymptotic behavior of both batch and adaptive machine learning algorithms including convergence of gradient descent batch learning algorithms convergence of adaptive stochastic approximation learning algorithms, and convergence of Monte Carlo Markov Chain algorithms. M-estimation and bootstrap asymptotic statistical theory for characterizing asymptotic behavior of parameter estimates as a function of sample size to support model selection, specification analysis, and hypothesis testing. Emphasizes applications of theory to unsupervised, supervised, and reinforcement learning machines and deep learning. Prerequisites: (ACN 6348 or HCS 6348) and department consent required. (3-0) T **peoplesoft diff: 006472 2021-08-22 ddc130130** HCS 6349 (ACN 6349) Statistical Machine Learning (3 semester credit hours) Mathematical tools for investigating the asymptotic behavior of both batch and adaptive machine learning algorithms including ~~the Zoutendijk-Wolfe~~ convergence ~~theorem,~~ of gradient descent batch learning algorithms convergence of adaptive stochastic approximation ~~methods,~~ learning algorithms, and convergence of Monte Carlo Markov Chain ~~methods.~~ algorithms. M-estimation and bootstrap asymptotic statistical theory for characterizing asymptotic behavior of parameter estimates as a function of sample size to support model selection, specification analysis, and hypothesis testing. Emphasizes applications of theory to unsupervised, supervised, and reinforcement learning machines and deep learning. Prerequisites: (ACN 6348 or HCS 6348) and department consent required. (3-0) T **show fields: hcs6349.20** • **cat_repeat_units**: 3 • **cat_delivery_method**: deliverymethod_100 • **cat_core**: *null* • **cat_subtitles**: no_subtitles	phase: approve status: approving audit: 31	ddc130130 2022-01-10 12:53:15 006472 audit: -67.6 m index: -67.6 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * hcs6374 (r13) hcs6374.16 group_head series_head	HCS 6374 (ACN 6374) Intraoperative Neurophysiological Monitoring (IONM) Part II (3 semester credit hours) Covers recordings of neuro-electric brain potentials and their interpretation during high-risk surgical procedures and clinically for diagnostic and therapeutic purposes. The use of various neurophysiological methods for guiding implantation of stimulating electrodes deep in the brain and for assisting the surgeon in certain operations are described. This course will cover an understanding of the various IONM techniques for different surgical procedures, including the brain, spine, and peripheral nerve surgeries. Students will be exposed to the basics and advance knowledge of neurophysiological monitoring techniques. IONM Part II, focusing on the national professional competencies, professional standards of practice, and evidence-based theory, is presented. The students will also learn to utilize research skills to explore the latest protocols and standards of practice. This course is second in two-part sequence to prepare the students for the Certification in Intraoperative Neurophysiological Monitoring (CNIM) examination administered by ABRET. IONM Part II is a very interactive course, and the students are expected and encouraged to participate in class discussions. Prerequisite: ACN 6373 or HCS 6373. (3-0) Y **request notes** Remove department consent 8/27/18 per RS. Description updated 11/19/20 by BW. Description updated 11/23/21 BW. **course alias: acn6374.18 (acn6374)** ~~ACN~~HCS 6374 ~~(HCS~~ (ACN 6374) Intraoperative Neurophysiological Monitoring (IONM) Part II (3 semester credit hours) Covers recordings of neuro-electric brain potentials and their interpretation during high-risk surgical procedures and clinically for diagnostic and therapeutic purposes. The use of various neurophysiological methods for guiding implantation of stimulating electrodes deep in the brain and for assisting the surgeon in certain operations are described. This course will cover an understanding of the various IONM techniques for different surgical procedures, including the brain, spine, and peripheral nerve surgeries. Students will be exposed to the basics and advance knowledge of neurophysiological monitoring techniques. IONM Part II, focusing on the national professional competencies, professional standards of practice, and evidence-based theory, is presented. The students will also learn to utilize research skills to explore the latest protocols and standards of practice. This course is second in two-part sequence to prepare the students for the Certification in Intraoperative Neurophysiological Monitoring (CNIM) examination administered by ABRET. IONM Part II is a very interactive course, and the students are expected and encouraged to participate in class discussions. Prerequisite: ACN 6373 or HCS 6373. (3-0) Y **peoplesoft diff: 006495 2021-08-22 ddc130130** HCS 6374 (ACN 6374) Intraoperative Neurophysiological Monitoring (IONM) Part II (3 semester credit hours) Covers recordings of neuro-electric brain potentials and their interpretation during high-risk surgical procedures	phase: approve status: approving audit: 31	exw200002 2021-11-23 14:04:02 006495 audit: -49108.6 m index: -49108.6 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
		and clinically for diagnostic and therapeutic purposes. The use of various neurophysiological methods for guiding implantation of stimulating electrodes deep in the brain and for assisting the surgeon in certain operations are ~~also~~ described. This course will cover an understanding of the various IONM techniques for different surgical procedures, including the brain, spine, and peripheral nerve surgeries. Students will be exposed to the basics and advance knowledge of neurophysiological monitoring techniques. IONM Part II, focusing on the national professional competencies, professional standards of practice, and evidence-based theory, is presented. The students will also learn to utilize research skills to explore the latest protocols and standards of practice. This course is second in two-part sequence to prepare the students for the Certification in Intraoperative Neurophysiological Monitoring (CNIM) examination administered by ABRET. IONM Part II is a very interactive course, and the students are expected and encouraged to participate in class discussions. Prerequisite: ACN 6373 or HCS 6373. (3-0) Y **show fields: hcs6374.16** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles		
2022-open	edit * hcs7311 (r8) hcs7311.13 group_head series_head	HCS 7311 Family Psychology (3 semester credit hours) Theory and research on family systems, including topics on family formation, structure, relationships, and processes. Prerequisites: BBSC majors only and instructor consent required. (3-0) R **request notes** Updated acad org. update course description 12/1/21 BW. **peoplesoft diff: 006509 2021-08-22 ddc130130** HCS 7311 Family Psychology (3 semester credit hours) Theory and research on family systems, including topics on family formation, structure, relationships, and processes. Prerequisites: BBSC majors only and instructor consent required. (3-0) R **show fields: hcs7311.13** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 31	exw200002 2021-12-01 09:48:04 006509 audit: -49108.5 m index: -49108.5 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * pa6369 (r4) pa6369.5 group_head series_head	PA 6369 Grant Writing and Management (3 semester credit hours) This course provides the skills and knowledge to seek, solicit, and receive grant awards from foundation and government sources to support public and nonprofit programs and projects. Also covered are the skill sets necessary to manage grants effectively to provide the greatest value to your organization and to the granting agency. (3-0) R request notes Frequency of the course is updated. peoplesoft diff: 013638 2021-08-22 ddc130130 PA 6369 Grant Writing and Management (3 semester credit hours) This course provides the skills and knowledge to seek, solicit, and receive grant awards from foundation and government sources to support public and nonprofit programs and projects. Also covered are the skill sets necessary to manage grants effectively to provide the greatest value to your organization and to the granting agency. (3-0) ~~T~~ R show fields: pa6369.5 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	mxs095000 2021-12-08 16:36:07 013638 audit: -49109 m index: -49109 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * ~~pa7383~~ pa6386 (r3) pa6386.4 group_head series_head	PA 6386 (SOC 6386) Diversity, Equity and Inclusion in Organizations (3 semester credit hours) This course provides the skills and knowledge necessary to manage increasingly diverse workforces in the public and nonprofit sectors. A significant portion of the course will focus on diversity in the workplace, with particular attention given to discrimination, strategies for developing equitable and inclusive public and nonprofit organizations, and the need for cultural competency among public administrators. (3-0) T **request notes** Course title and description updated **course alias: soc6386.5 (soc6386)** ~~SOC~~PA 6386 ~~(PA~~ (SOC 6386) Diversity, Equity and Inclusion in Organizations (3 semester credit hours) This course provides the skills and knowledge necessary to manage increasingly diverse workforces in the public and nonprofit sectors. A significant portion of the course will focus on diversity in the workplace, with particular attention given to discrimination, strategies for developing equitable and inclusive public and nonprofit organizations, and the need for cultural competency among public administrators. (3-0) T **peoplesoft diff: 014191 2015-08-23 sxr090100** PA 6386 (SOC 6386) ~~Diversity Management~~ Diversity, Equity and Inclusion in Organizations (3 semester credit hours) This course provides the skills and knowledge necessary to manage increasingly diverse workforces in the public and nonprofit sectors. A significant portion of the course will focus on diversity in the workplace, with particular attention given to discrimination, strategies for developing equitable and inclusive public ~~sector~~ and nonprofit organizations, and the need for cultural competency among public administrators. (3-0) T **show fields: pa6386.4** • **cat_repeat_units**: 3 • **cat_delivery_method**: deliverymethod_100 • **cat_core**: *null* • **cat_subtitles**: no_subtitles	phase: approve status: approving audit: 30	mxs095000 2021-12-08 16:37:27 014191 audit: -39.9 m index: -39.9 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * pa6389 (r2) pa6389.6 group_head series_head	PA 6389 Volunteer Management (3 semester credit hours) Volunteers contribute greatly to social service delivery not only in the nonprofit sector but also in government. It is estimated that about a quarter of the adult population contributes nearly 7 billion volunteer hours to various charitable and public organizations annually. Given the significant role of volunteers, it is critical to understand why people volunteer and how to manage these individuals in an organizational setting. In this course, students will learn about the different characteristics and motivations of volunteers; understand the role of volunteers in American society; explore the unique aspects of volunteer management; gain skills for training, screening, and placing volunteers; and identify strategies for supporting the retention and recognition of volunteers. (3-0) T request notes Course description updated peoplesoft diff: 014782 2015-08-23 ddc130130 PA 6389 Volunteer Management (3 semester credit hours) Volunteers ~~provide an important role for~~ contribute greatly to social ~~services~~ service delivery not only in the nonprofit sector but also in government. It is estimated that about a quarter of the adult population contributes nearly 7 billion volunteer hours to various charitable and public organizations annually. Given the significant role of volunteers, it is critical to understand why people volunteer and how to manage these individuals in an organizational setting. In this course, students will ~~meet~~ learn about the ~~following objectives: understanding the motivation behind volunteering; understanding~~ different characteristics and motivations of volunteers; understand the role of volunteers in American society; ~~exploring~~ explore the unique aspects of volunteer management; ~~gaining~~ gain skills for training, screening, and placing volunteers; and ~~understanding~~ identify strategies for supporting the retention and recognition of volunteers. (3-0) T show fields: pa6389.6 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	mxs095000 2021-12-08 16:38:22 014782 audit: -49108.9 m index: -49108.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * soc6386 (r3) soc6386.5 group_head series_head	SOC 6386 (PA 6386) Diversity, Equity and Inclusion in Organizations (3 semester credit hours) This course provides the skills and knowledge necessary to manage increasingly diverse workforces in the public and nonprofit sectors. A significant portion of the course will focus on diversity in the workplace, with particular attention given to discrimination, strategies for developing equitable and inclusive public and nonprofit organizations, and the need for cultural competency among public administrators. (3-0) T **request notes** Updated to match crosslisting **course alias: pa6386.4 (pa6386)** ~~PA~~SOC 6386 ~~(SOC~~ (PA 6386) Diversity, Equity and Inclusion in Organizations (3 semester credit hours) This course provides the skills and knowledge necessary to manage increasingly diverse workforces in the public and nonprofit sectors. A significant portion of the course will focus on diversity in the workplace, with particular attention given to discrimination, strategies for developing equitable and inclusive public and nonprofit organizations, and the need for cultural competency among public administrators. (3-0) T **peoplesoft diff: 014520 2015-08-23 sxr090100** SOC 6386 (PA 6386) ~~Diversity Management~~ Diversity, Equity and Inclusion in Organizations (3 semester credit hours) This course provides the skills and knowledge necessary to manage increasingly diverse workforces in the public and nonprofit sectors. A significant portion of the course will focus on diversity in the workplace, with particular attention given to discrimination, strategies for developing equitable and inclusive public ~~sector~~ and nonprofit organizations, and the need for cultural competency among public administrators. (3-0) T **show fields: soc6386.5** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	ddc130130 2022-01-10 14:46:28 014520 audit: -40.5 m index: -25.9 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * sysm6v70 (r3) sysm6v70.6 group_head series_head	SYSM 6V70 Research In Systems Engineering and Management (1-9 semester credit hours) Pass/Fail only. May be repeated for credit (15 semester credit hours maximum). Instructor consent required. ([1-9]-0) R request notes Updating sch to 1-9 per dept. peoplesoft diff: 014137 2014-08-24 sxr090100 SYSM 6V70 Research In Systems Engineering and Management ~~(3-9~~ (1-9 semester credit hours) Pass/Fail only. May be repeated for credit (15 semester credit hours maximum). Instructor consent required. ~~([3-9]-0)~~ ([1-9]-0) R show fields: sysm6v70.6 • cat_repeat_units: 15 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	ddc130130 2021-12-14 10:12:39 014137 audit: -27.7 m index: -27.7 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * opre6382 (r2) opre6382.6 group_head series_head	OPRE 6382 Supply Chain Trade Compliance (3 semester credit hours) This course explores the key issues associated with the application of international trade laws and regulations in the context of global supply chains through the examination of the international and national institutions, rules, and mechanisms used to govern and regulate international trade activities. The course also discusses global import/export compliance, regulations, requirements, fines and penalties, savings opportunities, audits, and tools. Students learn the important aspects of international trade regulations and how it impacts global supply chain operations. (3-0) S **request notes** This is a new developed course based on SCM industry advisory board feedback. Course title changed per Program by KS-11/8/2021 via JSOM CR 297 **peoplesoft diff: 015423 2018-08-19 mkw150130** OPRE 6382 ~~Import and Export~~ Supply Chain Trade Compliance (3 semester credit hours) This course explores the key issues associated with the application of international trade laws and regulations in the context of global supply chains through the examination of the international and national institutions, rules, and mechanisms used to govern and regulate international trade activities. The course also discusses global import/export compliance, regulations, requirements, fines and penalties, savings opportunities, audits, and tools. Students learn the important aspects of international trade regulations and how it impacts global supply chain operations. (3-0) S **show fields: opre6382.6** • **cat_repeat_units**: 3 • **cat_delivery_method**: deliverymethod_100 • **cat_core**: *null* • **cat_subtitles**: no_subtitles	phase: approve status: approving audit: 30	kxs180041 2021-12-20 15:31:21 015423 audit: -40.2 m index: -40.2 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * geos6394 (r5) geos6394.6 group_head series_head	GEOS 6394 Time-lapse Seismology (3 semester credit hours) Theory and application for methods of time-lapse monitoring of subsurface changes using seismic waves. Topics include time-lapse rock and fluid physics properties, fluid flow, pressure, temperature and stress changes. Applications include reservoir monitoring, hydrocarbons, groundwater, CO2 injection, earthquakes, ambient seismic noise, and the near-surface environment. Prerequisite: GEOS 6392 or instructor consent required. (3-0) R request notes New Course added per dept. Number was previously used but has been inactive for 10years. Removed consent and updated prereq phrase per dept. peoplesoft diff: 005860 1988-12-20 GEOS 6394 Time-lapse Seismology (3 semester credit hours) Theory and application for methods of time-lapse monitoring of subsurface changes using seismic waves. Topics include time-lapse rock and fluid physics properties, fluid flow, pressure, temperature and stress changes. Applications include reservoir monitoring, hydrocarbons, groundwater, CO2 injection, earthquakes, ambient seismic noise, and the near-surface environment. Prerequisite: GEOS 6392 or instructor consent required. (3-0) R show fields: geos6394.6 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 28	ddc130130 2021-11-03 11:04:45 005860 audit: -49110.9 m index: -49110.9 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * mthe5321 (r4) mthe5321.8 group_head series_head	MTHE 5321 Concepts and Techniques in Algebra (3 semester credit hours) Analysis of the relationship of "school algebra" to "abstract algebra," solving non-routine problems involving these concepts and adapting them for classroom use. The role of functions, the relationships between the verbal, visual, and symbolic representations of algebraic concepts, and the role of technology in learning algebra will be emphasized. May not be used to fulfill degree requirements for mathematical sciences majors except those in the Master of Arts in Teaching (MAT) program. Recommended Prerequisite: A junior-level mathematics course. (3-0) T request notes Updated title per dept peoplesoft diff: 013455 2014-08-24 sxh121431 MTHE 5321 ~~Problems Using~~ Concepts and Techniques in Algebra (3 semester credit hours) Analysis of the relationship of "school algebra" to "abstract algebra," solving non-routine problems involving these concepts and adapting them for classroom use. The role of functions, the relationships between the verbal, visual, and symbolic representations of algebraic concepts, and the role of technology in learning algebra will be emphasized. May not be used to fulfill degree requirements for mathematical sciences majors except those in the Master of Arts in Teaching (MAT) program. Recommended Prerequisite: A junior-level mathematics course. (3-0) T show fields: mthe5321.8 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 30	ddc130130 2021-12-01 15:39:44 013455 audit: -49110.7 m index: -49110.7 m match_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * phys5319 (r4) phys5319.4 group_head series_head	PHYS 5319 (SCI 5326) Astronomy (3 semester credit hours) Focus is on developing student understanding of how our planet fits within a larger astronomical context. Topics include common misconceptions in astronomy, scale in the Solar System and beyond, phases of the Moon, seasons, navigating the night sky, our Sun as a star, space weather, properties and lifecycles of stars, galaxies, and cosmology. (3-0) T request notes Title updated to match crosslisting course alias: sci5326.12 (sci5326) ~~SCI 5326 (PHYS 5319)~~PHYS 5319 (SCI 5326) Astronomy (3 semester credit hours) Focus is on developing student understanding of how our planet fits within a larger astronomical context. Topics include common misconceptions in astronomy, scale in the Solar System and beyond, phases of the Moon, seasons, navigating the night sky, our Sun as a star, space weather, properties and lifecycles of stars, galaxies, and cosmology. (3-0) T peoplesoft diff: 013613 2014-08-24 sxh121431 PHYS 5319 (SCI 5326) ~~Astronomy: Our Place in Space~~ Astronomy (3 semester credit hours) Focus is on developing student understanding of how our planet fits within a larger astronomical context. Topics include common misconceptions in astronomy, scale in the Solar System and beyond, phases of the Moon, seasons, navigating the night sky, our Sun as a star, space weather, properties and lifecycles of stars, galaxies, and cosmology. (3-0) T show fields: phys5319.4 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 30	ddc130130 2021-12-01 15:49:18 013613 audit: -49110.6 m index: -49110.6 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * phys5327 (r8) phys5327.8 group_head series_head	PHYS 5327 (SCI 5327) Comparative Planetary Science (3 semester credit hours) Every world in the solar system is unique, but none more so than our own planet Earth. The course is an exploration of the astrophysical, chemical, and geological processes that have shaped each planet, moons and the myriad of rocky and icy bodies in our solar system with a special emphasis on what each tells us about Earth, and what discoveries of worlds orbiting other stars may tell us about our planetary system and home world. (3-0) T **request notes** Title updated to match crosslisting **course alias: sci5327.8 (sci5327)** ~~SCI~~PHYS 5327 ~~(PHYS~~ (SCI 5327) Comparative Planetary Science (3 semester credit hours) Every world in the solar system is unique, but none more so than our own planet Earth. The course is an exploration of the astrophysical, chemical, and geological processes that have shaped each planet, moons and the myriad of rocky and icy bodies in our solar system with a special emphasis on what each tells us about Earth, and what discoveries of worlds orbiting other stars may tell us about our planetary system and home world. (3-0) T **peoplesoft diff: 010325 2014-08-24 sxh121431** PHYS 5327 (SCI 5327) Comparative ~~Planetology~~ Planetary Science (3 semester credit hours) Every world in the solar system is unique, but none more so than our own planet Earth. The course is an exploration of the astrophysical, chemical, and geological processes that have shaped each planet, moons and the myriad of rocky and icy bodies in our solar system with a special emphasis on what each tells us about Earth, and what discoveries of worlds orbiting other stars may tell us about our planetary system and home world. (3-0) T **show fields: phys5327.8** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	ddc130130 2021-12-01 15:50:16 010325 audit: -49110.6 m index: -49110.6 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * sci5326 (r9) sci5326.12 group_head series_head	SCI 5326 (PHYS 5319) Astronomy (3 semester credit hours) Focus is on developing student understanding of how our planet fits within a larger astronomical context. Topics include common misconceptions in astronomy, scale in the Solar System and beyond, phases of the Moon, seasons, navigating the night sky, our Sun as a star, space weather, properties and lifecycles of stars, galaxies, and cosmology. (3-0) T request notes Updated title course alias: phys5319.4 (phys5319) ~~PHYS 5319 (SCI 5326)~~SCI 5326 (PHYS 5319) Astronomy (3 semester credit hours) Focus is on developing student understanding of how our planet fits within a larger astronomical context. Topics include common misconceptions in astronomy, scale in the Solar System and beyond, phases of the Moon, seasons, navigating the night sky, our Sun as a star, space weather, properties and lifecycles of stars, galaxies, and cosmology. (3-0) T peoplesoft diff: 011336 2014-08-24 sxh121431 SCI 5326 (PHYS 5319) ~~Astronomy: Our Place in Space~~ Astronomy (3 semester credit hours) Focus is on developing student understanding of how our planet fits within a larger astronomical context. Topics include common misconceptions in astronomy, scale in the Solar System and beyond, phases of the Moon, seasons, navigating the night sky, our Sun as a star, space weather, properties and lifecycles of stars, galaxies, and cosmology. (3-0) T show fields: sci5326.12 • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 30	mah012600 2021-12-01 15:31:53 011336 audit: -49110.6 m index: -49110.6 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * sci5327 (r7) sci5327.8 group_head series_head	SCI 5327 (PHYS 5327) Comparative Planetary Science (3 semester credit hours) Every world in the solar system is unique, but none more so than our own planet Earth. The course is an exploration of the astrophysical, chemical, and geological processes that have shaped each planet, moons and the myriad of rocky and icy bodies in our solar system with a special emphasis on what each tells us about Earth, and what discoveries of worlds orbiting other stars may tell us about our planetary system and home world. (3-0) T **request notes** Updated title **course alias: phys5327.8 (phys5327)** ~~PHYS~~SCI 5327 ~~(SCI~~ (PHYS 5327) Comparative Planetary Science (3 semester credit hours) Every world in the solar system is unique, but none more so than our own planet Earth. The course is an exploration of the astrophysical, chemical, and geological processes that have shaped each planet, moons and the myriad of rocky and icy bodies in our solar system with a special emphasis on what each tells us about Earth, and what discoveries of worlds orbiting other stars may tell us about our planetary system and home world. (3-0) T **peoplesoft diff: 011337 2014-08-24 sxh121431** SCI 5327 (PHYS 5327) Comparative ~~Planetology~~ Planetary Science (3 semester credit hours) Every world in the solar system is unique, but none more so than our own planet Earth. The course is an exploration of the astrophysical, chemical, and geological processes that have shaped each planet, moons and the myriad of rocky and icy bodies in our solar system with a special emphasis on what each tells us about Earth, and what discoveries of worlds orbiting other stars may tell us about our planetary system and home world. (3-0) T **show fields: sci5327.8** • **cat_repeat_units:** 3 • **cat_delivery_method:** deliverymethod_100 • **cat_core:** *null* • **cat_subtitles:** no_subtitles	phase: approve status: approving audit: 30	mlk023000 2021-12-01 13:31:37 011337 audit: -49110.5 m index: -49110.5 m match_failmatch_fail

req type course req_id	catalog course description	request status	request metadata	actions
2022-open	edit * smed6v98 (r6) smed6v98.13 group_head series_head	SMED 6V98 (MTHE 6V98) Thesis Research (3-6 semester credit hours) Thesis development. May be repeated for credit (9 semester credit hours maximum). Only 6 semester credit hours may apply for credit toward the Master of Arts in Teaching (MAT). Instructor consent required. ([3-6]-0) R request notes Updated to add crosslisting course alias: mthe6v98.2 (mthe6v98) ~~MTHE~~SMED 6V98 ~~(SMED~~ (MTHE 6V98) Thesis Research (3-6 semester credit hours) Thesis development. May be repeated for credit (9 semester credit hours maximum). Only 6 semester credit hours may apply for credit toward the Master of Arts in Teaching (MAT). Instructor consent required. ([3-6]-0) R peoplesoft diff: 013466 2015-08-23 sxr090100 SMED 6V98 (MTHE 6V98) Thesis Research (3-6 semester credit hours) Thesis development. May be repeated for credit (9 semester credit hours maximum). Only 6 semester credit hours may apply for credit toward the Master of Arts in Teaching (MAT). Instructor consent required. ([3-6]-0) R repeat reason This is independent research. This is repeatable for thesis development. show fields: smed6v98.13 • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles	phase: approve status: approving audit: 31	ddc130130 2021-12-01 16:20:44 013466 audit: -49110.5 m index: -49110.5 m match_failmatch_fail

ITEM #11F

RETURN TO SENATE AGENDA

RETURN TO CEP AGENDA

Graduate Program Degree Plan Pages to be Updated in 2022-2023

Location	ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	SP	GRAD	1st 40	TOTAL
This Report	**1**		**3**		**2**			**3**				**9**
In RO Review	1		1	2	2		12	1				**19**
In Approvals												**0**
Approved												**0**
No Change	6	3	3	13	7	2	8	4	5	5	38	**94**
Total	**8**	**3**	**7**	**15**	**11**	**2**	**20**	**9**	**5**	**5**	**38**	**122**

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

ALL	
January 2022	Combined report. Also available on the Registrar's Intranet

ARHM	
Humanities	Change to wording/courses in the Electives Section of the Doctor of Philosophy in Humanities section.

BBS	
Applied Cognition and Neuroscience	Added statements to both the Internships section and the Human-Computer Interaction focus section. Added/Updated courses.
Audiology	Updated wording in all major sections and added/updated courses.
Psychology	Minor change under Objectives and removed part of the statement under Advanced Electives section.

EPPS	
International Political Economy Dual Degree	Course additions/changes.
Social Data Analytics and Research	Extensive wording changes to Mission and Objectives sections. Minor wording changes elsewhere and course additions/changes.

NSM	
Biological Sciences	MS Biotech is the only degree included from the page as it was the only one modified. Course changes/additions
Mathematical Sciences	MS in Actuarial Science is the only degree included from the page as it was the only one modified. Overall SCH remained untouched but sch was redistributed amongst required courses and electives. Courses add/updated.
Science and Mathematics Education	Wording and course changes under "Undergraduate UTeach Dallas Students May Begin an MAT Program" section

If an error page opens instead of the PDF check to see if it says, “Login again.” If so just click on that alert and it should load the document.
If you continue to have issues please go to the Registrar's Intranet to access all files.

Climer, Registrar’s Office, 2022.01.11

School of Arts and Humanities

Latin American Studies

Overview

The program leading to the MA in Latin American Studies allows students to acquire expertise in multiple aspects of Latin America. Building on the unique interdisciplinary structure of the School of Arts and Humanities, the program has an integrated curriculum that connects literary, historical, cultural, and visual studies. Students seeking the MA in Latin American Studies have two options, a "research" or a "professional" option. Students with plans for doctoral study should choose the research option.

Students pursuing the research option must complete thirty-~~six~~three semester credit hours of coursework, demonstrate reading proficiency in an approved foreign language~~, complete an approved internship or study abroad~~, and successfully complete a capstone project. Normally no more than six semester credit hours of independent study are applicable to the degree plan.

Faculty

Professors: Enric Madriguera, Rene Prieto, Rainer Schulte

Associate Professor: Charles Hatfield, Monica Rankin

Master of Arts in Latin American Studies

~~36~~ 33 semester credit hours minimum

Coursework: ~~36~~ 33 Semester Credit Hours

Major Core Course: 3 semester credit hours

LATS 6300 Introduction to Latin American Studies

Students are expected to complete this course as early as possible in their program.

Prescribed Electives: 15 semester credit hours

Prescribed electives are selected from the following courses:

HIST 6360 Latin American History

HIST 6361 Thought, Culture, and Society in Latin America

HIST 6365 Mexican History

LIT 6326 Translation Workshop

LIT 6382 Latin American Literature

VPAS 6334 Iberian Culture and Music

LATS 6390 Internship in Latin American Studies

Free Elective Courses: 9 semester credit hours

These three courses may be selected from other courses related to Latin America and/or the students' area of concentration. Students may take approved courses on Latin America topics in the School of Economic, Political, and Policy Sciences and the School of Interdisciplinary Studies.

Free electives must be approved by the Associate Dean for Graduate Studies.

~~Internship or Study Abroad: 3 semester credit hours~~

~~Students will also complete a minimum of 3 semester credit hours in an approved study abroad immersion program or a comparable internship program established in partnership with UT Dallas and businesses and/or non-for-profit agencies in the Dallas-Fort Worth area.~~

~~**LATS 6390** Internship in Latin American Studies~~

Capstone Project: 6 semester credit hours

Having completed thirty semester credit hours of coursework, students must write and present a capstone project on a topic of their choice in Latin American Studies, either a research thesis or final project.

LATS 6399 Capstone Project in Latin American Studies

Professional Option

Students pursuing the professional option in Latin American Studies must complete thirty-~~six~~ three semester credit hours of coursework, including **LATS 6300** and 15 semester credit hours of prescribed electives, and demonstrate reading proficiency in an approved foreign language~~, and complete an approved internship or study abroad~~. They are not required to complete a capstone project and they receive a terminal degree. Normally no more than six semester credit hours of independent study are applicable to the degree plan.

ITEM #11G

RETURN TO SENATE AGENDA

RETURN TO CEP AGENDA

The University of Texas at Dallas
Substantive Change Determination Form

This form is used to provide faculty and administrators with documentation when proposing new academic programs (degrees and/or certificates) and administrative and/or curriculum changes to existing programs. This form will be used as a determination form by conducting a systematic internal evaluation of the proposed change based on the Southern Association of Colleges and Schools Commissions on Colleges (SACSCOC) *Substantive Change Policy and Procedures* along with UT Dallas Substantive Change – UTDPP1094.

The following proposal / request has been submitted for review with the attached forms (see UTD Academic Forms) pending final approval from UTDs governance committees.

MA in Latin American Arts

(Title of Requested Proposal / Change; attached appropriate forms and/or memo: Yes_**xx**_ No__)

The SACSCOC Liaison has reviewed the proposal / request in accordance with the SACSCOC Substantive Change Policy Procedures and has determined that approval/notification is___ **is not_xx__** necessary based on the following reason(s):

The program faculty voted to eliminate the study abroad/internship requirement, the SCH required for the degree reduces from 36 to 33. This decrease in program length is 8.3% less than 25% threshold required by SACSCOC and does not decrease graduate students' time to completion by more than one term. This substantive change does not require SACSCOC approval.

Signed:

11-30-21

Serenity Rose King, PhD — Date
Associate Provost for Policy and Program Coordination
SACSCOC Accreditation Liaison

The original copy is maintained in the Office of Programs, Accreditation, and Assessment. Signed copies are forwarded to the Dean's Office, the Dean of Undergraduate Education or the Dean of Graduate Education as appropriate, and a copy to the Associate Dean of Undergraduate Education or Associate Dean of Graduate Education, depending on the level of request.

Texas Higher Education Coordinating Board
Request to Change Semester Credit Hours

Directions: An institution shall use this form to request a change in the number of semester credit hours (SCH) required for a degree program already on the institution's program inventory in accordance with Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.55 – Revisions to Approved Programs.

Options:

1) Revisions that **reduce** the number of SCH require notification of change and affirmation that the reduction does not fall below the minimum requirements of the Southern Association of Colleges and Schools Commission on Colleges, program accreditors, and licensing bodies, if applicable.

2) Revisions that **increase** the number of SCH require detailed written documentation describing the compelling academic reason for the increase in the number of required hours.

NOTE: No request or notification is needed if revisions to the degree program curriculum do not result in a change in SCH.

Options 1 and 2 require the signature of the Provost or Chief Academic Officer.

Please submit *Request to Change Semester Credit Hour* via the Online Submission Portal: https://www1.thecb.state.tx.us/apps/proposals/

Information: Contact the Division of Academic Quality and Workforce at 512/427-6200.

Administrative Information

1. Institution: University of Texas at Dallas

2. Program Name – *As it appears on the Coordinating Board's program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting)*:

Master of Arts in Latin American Studies

3. Program CIP Code: 05.0107.00

4. Contact Person: *Provide contact information for the person who can answer specific questions about the program.*

Name: Shilyh Warren
Title: Associate Dean of Graduate Studies
E-mail: shilyh.warren@utdallas.edu
Phone: 919-883-6316

Notification/Request for Change in Semester Credit Hours (SCH):

Current SCH: 36

Proposed SCH: 33

Implementation Date: 08/22/2022 (Fall 2022)

Complete Option 1 or 2 as appropriate

Option 1: Reduction in Semester Credit Hours

Is the change in the number of SCH compatible with the requirements of accreditation for the program?

a. Southern Association of Colleges and Schools Commission on Colleges ☒ YES ☐ NO

b. Program Accreditor(s) ☐ YES ☐ NO ☒ NA
Name of Program Accreditor: _____

c. Licensing Body(ies) ☐ YES ☐ NO ☒ NA
Name of Licensing Body(ies): _____

Option 2: Increase in Semester Credit Hours

Provide detailed documentation, such as changes in accrediting agency or licensing body requirements, workforce needs, or academic professional standards and needs, describing a compelling reason for the change in the number of SCH:

Signature of Compliance

I hereby certify that all of the above changes have been approved in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.55.

Provost/Chief Academic Officer Date

Jonsson School Bylaws

https://engineering.utdallas.edu/about/at-a-glance/jonsson-school-bylaws/

1. Preamble

1.1 Purpose

The purpose of these bylaws is to provide rules of governance that the Erik Jonsson School of Engineering and Computer Science will follow in the execution of its day-to-day business. These bylaws also serve as guidelines that the constituent departments within the School should observe in drafting their own bylaws. The bylaws of the departments should be consistent with, and must not contradict, the bylaws of the School.

1.2 Terminology and Rules of Order

In ~~rest of~~ this document, the term "School" denotes the Erik Jonsson School of Engineering and Computer Science, the term "Dean" denotes the Dean of the Erik Jonsson School of Engineering and Computer Science, and the term "University" denotes the University of Texas at Dallas. A "majority" shall mean more than 50% of those voting.

All School and departmental meetings, as well as the meetings of all standing and temporary committees of the School and its constituent departments and programs, shall be conducted according to Robert's Rules of Order, (current edition) unless procedures described in the University's Handbook of Operating Procedures (See UTDPP1088 – Faculty Governance or the Jonsson School Bylaws for exceptions to Robert's Rules of Order).

1.3 Table of Contents

~~1.3 Table of Contents~~

2. Faculty

2.1 Members

The Faculty of the School consists of all persons appointed at least half-time for at least nine months during the current academic year to one of the following positions:

1. Professor (tenured/tenure-track)
2. Associate Professor (tenured/tenure-track)
3. Assistant Professor (tenured/tenure-track)

~~3. Clinical Faculty~~

~~a. Clinical Assistant Professor~~
~~b. Clinical Associate Professor~~
~~c. Clinical Professor~~

4. ~~Senior Lecturer I, II, III~~
5. Non-tenure-track faculty of instruction
   - Assistant Professor of Instruction (or Senior Lecturer 1)
   - Associate Professor of Instruction (or Senior Lecturer 2)
   - Professor of Instruction (or Senior Lecturer 3)
6. Non-tenure-track faculty
   - Assistant Professor of Practice (or Clinical Assistant Professor)
   - Associate Professor of Practice (or Clinical Associate Professor)
   - Professor of Practice (or Clinical Professor)

2.2 ~~The Voting Faculty of the School~~ Membership in the Voting Faculty

~~The Voting Faculty of the School consists of all Professors, Associate Professors, and Assistant Professors appointed at least half-time for at least nine months during the current academic year, together with a number of Senior Lecturers appointed at least half-time for at least nine months during the academic year. Clinical Faculty and Senior Lecturers may not vote on matters of hiring, promotion and tenure.~~

The Voting Faculty of the School shall consist of all tenured/tenure-track Professors, Associate Professors, and Assistant Professors appointed at least half-time for at least nine months during the current academic year, together with a number of non-tenure-track Professors/Associate Professors/Assistant Professors of Instruction/Practice, ~~and~~ Senior Lecturers, and Clinical Assistant/Associate/Professors (hereafter, "non-tenure-track faculty") appointed at least half-time for at least nine months during the academic year to be determined as described below.

~~The number of Senior Lecturers in the Voting Faculty may not exceed 10% (rounded to the nearest integer) of the total number of Professors, Associate Professors and Assistant Professors who, at the start of the fall semester, are appointed at least half time for at least nine months.~~

~~At the beginning of each Fall Semester, the Senior Lecturers appointed at least half-time in the School shall meet to elect as many representatives as are allowed in the Voting Faculty.~~

Each department shall appoint a number of eligible non-tenure-track faculty (as defined above) to the Voting Faculty of the School, such number to be not less than 10% nor greater than 25% (rounded to the nearest integer) of the total number of tenured/tenure-track faculty in the respective department, who, at the start of the fall semester, are appointed at least half time for at least nine months. –Each department shall appoint/elect its voting non-tenure-track faculty members according to the department bylaws. Departments whose eligible non-tenure-track faculty numbers less than 10% of the tenured/tenure-track faculty shall appoint all eligible non-tenure-track faculty to the School Voting Faculty.

~~All non-voting Faculty may attend School and departmental faculty meetings and participate in discussions, except when the faculty meets in executive session or when matters subject to privacy protection are under consideration.~~

2.~~2~~ 3 Meetings of the Faculty of the School

Conduct of meetings

1. At least three working days' written or email notice must be given of meetings of the Faculty of the School. The notice of a meeting must include a proposed agenda.
2. Meetings of the Faculty are normally called by the Dean. A meeting may also be called at a specified date and time as a result of a petition signed by at least five members of the Voting Faculty and delivered to the Dean or a member of the Academic Affairs Committee at least four working days prior to the date of the meeting. If a meeting is called by petition, the petition must specify at least one topic to be placed on the agenda.
3. An item may be placed on the agenda of a meeting of the Faculty of the School by the Dean or through a petition signed by at least two members of the Voting Faculty and delivered either to the Dean or to a member of the Academic Affairs Committee at least one working day prior to the date of the meeting, or through a motion to amend the agenda made at the meeting, provided that the motion carries.
4. A meeting can be postponed by a majority vote of those present.
5. ~~One of the following shall preside at meetings of the Faculty of the School: The Dean, an Associate Dean or equivalent who is a tenured faculty member of the School, or an elected member of the Academic Affairs Committee~~ The Dean shall preside at meeting of the Faculty of School. In the absence of the Dean, an Associate Dean or designee, or the Chair or a member of the Academic Affairs Committee may preside at such meetings.

~~5.~~6. A special faculty meeting may also be called at a specified date and time as a result of a petition signed by at least five members of the Voting Faculty and delivered to a member of the Academic Affairs Committee at least four working days prior to the date of the meeting. The petition must specify at least one topic to be placed on the agenda. The special meeting shall be chaired by the chair or a member of the Academic Affairs Committee and will be open to all members of the faculty except the Dean and their direct reports. The meeting will adhere to all the rules and regulations stated in these bylaws.

~~6.~~7. ~~In the months of August through May~~ During the fall and spring semesters, a quorum shall consist of 50% of the members of the Voting Faculty. During the ~~months of June and July~~ summer semester, a quorum shall consist of 60% of the members of the Voting Faculty. In no case will a quorum exist if the number of non-tenure-track faculty members present exceeds the number of tenured/tenure track faculty present. No business may be transacted in the absence of a quorum or when the University is closed.

~~7.~~8. A meeting of the Faculty of the School must be convened at least once in each nine-month academic year.

9. The convener of a Jonsson School faculty meeting is responsible for ensuring that business minutes are recorded at each meeting and are circulated to the Voting Faculty for approval. ~~Copies of minutes of all departmental and School faculty meetings will be kept in the department offices and the Dean's office, and will be made available to faculty members upon request.~~Copies of minutes of all departmental and School faculty meetings will be held in an online repository, such as box.com, and made available to all faculty and staff, except for those meetings described in item 10 below.

10. All non-voting Faculty may attend School and departmental faculty meetings and participate in discussions, except when the faculty meets in executive session or when matters subject to privacy protection are under consideration, in which case only members of the voting faculty may attend. and have access to the minutes.

~~8.~~11. No motions may be made or passed in executive session.

Rules for voting in School and departmental faculty meetings:

1. Only members of the Voting Faculty, as defined above, may vote.
2. Any member of the Voting Faculty who is present at a meeting may request a vote by secret ballot on any motion presented, other than non-debatable motions.
3. Proxy voting is not allowed.
4. A member of the Voting Faculty who cannot attend a meeting may cast a vote in absentia on any matter on the agenda distributed prior to the meeting, other than matters pertaining to promotion and tenure, provided that the vote is delivered by email or in writing to a member of the Academic Affairs Committee, clearly specifying the intent.
5. Votes on the approval of minutes of the most recent meeting of the Faculty of the School may be cast by email~~, in which case the vote of a faculty member who fails to respond within three working days shall be recorded in the affirmative as "aye"~~.

2.~~3~~ 4 Hiring of Faculty

1. Each year the Dean shall recommend search plans and the rationale for the hiring plan in consultation with the department heads, ~~and~~ program heads, and the department faculty taking into consideration the number and distribution of positions that the School wishes to fill.
2. Each department shall recommend one or more Faculty Search Committees to the Dean consisting of a subset of the tenured and tenure-track faculty members in the department. ~~The Dean may also recommend special search committees that may include members from more than one department and/or from outside the School. Non-voting faculty members may be appointed to faculty search committees at the discretion of the departments~~ Faculty Search Committees may also include members from more than one department and/or from outside the School in special circumstances. Non-voting faculty members may be appointed to faculty search committees at the discretion of the departments. Membership from outside the department and non-voting faculty members shall not constitute a majority of the committee.

3. Each departmental committee or special committee shall conduct the search process for each position according to University policies and procedures ~~regulations~~ and departmental bylaws, including advertisement of the positions, review of applications, invitations to prospective candidates for interviews, solicitation of faculty votes for the candidates, and communication of the recommendations of the faculty to the Dean.
4. Recommendations from the search committee for offers at the Associate or Full Professor levels in a department must be voted upon by the departmental faculty members at that rank and higher. Recommendations from the search committee for offers to all candidates for tenure-track faculty positions in a department must be voted upon by the tenured and tenure-track faculty in the corresponding department. In addition, recommendations from the search committee for offers with tenure must be voted upon by the tenured faculty members in the corresponding department according to University policies and procedures.
5. Hiring of non-tenure-track faculty may be conducted by individual Departments on an ad hoc basis as dictated by enrollment, subject to approval of the Dean.

2.~~4~~5 Joint Appointments

Given the interdisciplinary nature of modern research and teaching, it is important that departments within the School have the ability to appoint tenured/tenure-track faculty members jointly with other departments of the School, or jointly with other departments or programs of the University.

2.5.1 Definition

A “joint appointment” (also called a “split appointment”) is defined as a percentage appointment of a tenured/tenure-track faculty member, hereafter “the appointee,” among two or more departments for at least nine months. The sum of such percentages (total appointment) shall not be less than 50% nor more than 100% for nine months. The percentage appointment in at least one of the participating departments, designated the ``home department,'' shall be 50% or greater. It is expected that the participating departments will provide a percentage of the salary for the appointee at their respective appointment percentage. Joint appointments are distinct from “affiliated” or “courtesy” and “adjunct” faculty appointments, which are established according to departmental bylaws, and do not entail faculty salary support.

A joint appointment comes with a number of privileges and responsibilities for the appointee. Privileges include access to the resources of the department (these include physical resources as well as students), and the ability to shape department policy as determined by the School and departmental bylaws. Duties and responsibilities include upholding the reputation of the department and the School by conducting high-quality research and teaching, and providing service inside and outside the University.

2.5.2 Procedure for New Hires

An applicant that is being considered for a tenured/tenure-track appointment by more than one department in the School may be offered a joint appointment as defined above. The faculty of the participating departments should be included in the hiring process as early as possible. A joint

appointment of a tenured/tenure-track faculty member shall require the vote of the faculty in each participating department.

Prior to the proffering of an offer of employment, the participating departments should prepare a single Memorandum of Understanding (MOU), which should have the approval of the faculty in the respective departments and be signed by the respective department heads. The MOU should clearly describe, at a minimum, the following:

1. The justification for a joint appointment. The MOU should clearly articulate the interdisciplinary nature of the joint appointment based on the research interests and needs of the appointee. Appointees whose primary needs include the ability to advise PhD students in more than one department, access to shared research space or equipment, or who may occasionally teach courses in more than one department, should be given affiliate appointments rather than joint appointments.
2. The percentage appointment in each department as well as the department that will serve as the ``home department'' as discussed below.
3. Voting privileges of the appointee in each department. Voting privileges of the appointee in the School will be as defined in Section 2.2. Voting privileges of the appointee in the departments will be determined according to the bylaws of the individual departments. In all cases, the appointee shall have full voting privileges in the home department.
4. The procedures for annual evaluations, mid-probationary evaluations, evaluations for promotion and tenure, and salary raises. The home department shall be responsible for conducting all such evaluations and for recommending annual salary increases to the Dean. The participation of the non-home department(s) in the above shall be clearly articulated in the MOU.
5. Access to research personnel. It is expected that the appointee will have the right to recruit and support graduate students, postdoctoral associates and other research personnel as needed in a manner identical to that of faculty in all participating departments.
6. Allocation of office space, graduate student space, research laboratory space, technical support, such as laboratory technicians and computer support, as well as administrative assistant support. Based on the particular nature of the appointee's research, resource allocation may reside in one department, not necessarily the home department, or may be split among multiple departments.
7. Clear expectations for teaching and service. Particular attention should be placed on ensuring a fair and equitable set of expectations in relation to other faculty positions not arranged as a joint appointment. It is important that the teaching and service loads of the appointee are not greater than those of a non-jointly appointed faculty member in each of the participating departments.
8. The term of the joint appointment. The MOU should specify a fixed term of the joint appointment and the procedure that will be followed either to renew or terminate the joint appointment. The percentage breakdown of the joint appointment may be adjusted at the time of renewal based on mutual agreement of the appointee and the respective departments. If a joint appointment is terminated for any reason other than denial of tenure, the appointee will be appointed 100% in the home department. If an appointee is denied tenure their joint appointment will be continued for the duration of any terminal appointment in the school.

2.5.3 Joint Appointments of Existing Faculty Members

From time to time a current faculty member in the School may wish to request a joint appointment in another department, to change the percentage breakdown of an existing joint appointment, or to switch their appointment entirely to another department.

Establishing a Joint Appointment

A faculty member who wishes to request a joint appointment at a non-zero percentage in a department separate from their home department should send a request in writing to the head of the department in which they seek to establish the joint appointment. If the request is approved, subject to a positive vote of the faculty in said department, then the head of said department shall initiate discussion and preparation of an MOU with any and all other departments in which the faculty member has a non-zero percent appointment. The MOU should include the identical items as described for a new hire.

Changing the Percentage of an Existing Joint Appointment

The percentage breakdown of a joint appointment may be requested at the time of renewal of the appointment and only at the time of renewal of the appointment and is subject to approval of all signatories of the MOU. Changes to the MOU necessitated by a change in the percentages of the appointment must be approved by the faculty in the respective departments.

2.6 Switching Department Affiliation

In the case that a faculty member wishes to switch their appointment entirely to another department, they should submit a memo to the Dean clearly articulating the reasons for the request. The decision to approve or deny such a request rests with the Dean. The Dean should consult with the respective departments and a vote of the faculty of the department to which the faculty member wishes to move shall be taken and considered by the Dean before making a decision.

2.7 Joint Appointment with Other Schools

In the event of a joint appointment of a tenured/tenure-track faculty member of the Jonsson School with another UTD School or with UT Southwestern Medical Center or the appointment of a tenured/tenure-track faculty member at the aforementioned units with a department in the Jonsson School, the respective deans shall negotiate the appointment in consultation with the faculty of the participation programs. Issues of percentage appointment, indirect-cost return from research grants, teaching assignments, and other issues that may arise will be at the discretion of the Dean. In no case, shall a faculty member from outside the Jonsson School have an appointment greater than 50% in the School.

3. Officers

3.1 Dean

- The Dean is the chief administrative officer of the School, and is responsible for the School's day-to-day operation in accordance with its bylaws and University policies and procedures ~~regulations~~, its finances and physical resources, as well as for the safety of School personnel in laboratories and classrooms. The Dean, in consultation with the School's faculty, also

defines the vision for the School's future. The Dean is to be selected according to the policies and procedures ~~policy~~ laid out by UTD. The Dean must be a tenured faculty member in the School. The Dean serves at the pleasure of the President and Provost of the University.

- The Dean may appoint committees and choose their members as ~~(s)he sees fit~~needed, with the exception that standing committees mandated by School or departmental bylaws will be constituted as provided in the bylaws.
- The Dean may use ~~his or her~~ discretion in creating, filling and replacing administrative positions in the Dean's office, including, but not limited to, associate/assistant dean positions and supporting staff positions. The Dean is encouraged to seek faculty input ~~in a manner of his or her choosing~~ when appointing Associate Deans (e.g., the Dean may seek faculty input through the department heads and program heads rather than directly).
- The Dean has final authority within the School for recommending faculty appointments to the Provost, and has all of the authority provided by the University (see utdpp1077) with respect to promotions and tenure. Hiring, tenure and promotion of all tenured/tenure-track faculty in a particular department must be voted upon by the appropriate subset of the department's faculty as provided in Section 2.3 of these bylaws.
- The faculty has primary responsibility for curricular matters. All decisions made by the Dean relating to curricular matters should have approval of a majority of the corresponding department/program faculty. Similarly, any curricular policy change approved by the faculty that has an administrative effect (e.g., needing additional resources beyond what the department currently has) requires the approval of the Dean.
- The Dean shall make an annual "state of the School" report to the faculty. The report should describe the progress the School has made in the past year, its accomplishments in the areas of research, teaching and service, and directions that the school may take in the near future, as well as problems that it may face.

3.2 Associate / Assistant / Other Deans

The Dean may appoint appropriate administrators, including but not limited to associate and assistant deans, directors, etc. to carry out various administrative functions of the Jonsson School and to represent it at the University level. The key officers of the school and their responsibilities are described below, however, the Dean may reassign functions, responsibilities, duties, ~~titles~~and titles, ~~etc.~~ based on ~~his/her~~ management style or administration structure.

3.2.1 Associate Dean for Academic Affairs

The Associate Dean for Academic Affairs (ADAA) is appointed by the Dean. Only a tenured full professor may be appointed to this position. The ADAA reports to and is evaluated by the Dean.

Functions and responsibilities of the ADAA include:

- Interact with the UTD Dean of Graduate Education in all matters of general graduate education
- Coordinate the graduate program with respect to resources and priorities.
- Represent the School on the Graduate Council.
- Oversee the faculty review process and be a liaison with the Provost's Office
- Resolve disputes concerning graduate admissions.
- Handle student appeals with respect to grading in graduate courses.
- ~~Act as the final faculty authority within the School with regard to implementation of University and School policies related to the School's graduate degree programs~~.

- Work with the Jonsson School Graduate Council to implement University and School policies related to graduate studies.
- Oversee the Jonsson School mentoring program for faculty development.
- Pursue solutions, across the School and UTD, for major academic issues/problems such as academic dishonesty or misconduct.
- Oversee the Jonsson School Graduate Fellowships and Scholarships.
- Other duties as assigned by the Dean.

3.2.2 Associate Dean for Undergraduate Education

The Associate Dean for Undergraduate Education (ADU) is appointed by the Dean from the tenured faculty of the School. The ADU reports to and is evaluated by the Dean.

Functions and responsibilities of the ADU include:

- Interact with the UTD Dean of Undergraduate Education in all matters of general undergraduate education and student advising.
- Oversee and be responsible for the accuracy and timeliness of all undergraduate advising within the School.
- Ensure that all professional undergraduate advisors and those faculty members appointed as undergraduate advisors remain properly trained and informed of faculty decisions related to the curriculum.
- Act as the final faculty authority within the School with regard to implementation of University and School policies related to the School's undergraduate degree programs.
- Serve as a conduit to the Council for Undergraduate Education for all proposed changes to the undergraduate degree programs in the School. Manage the School's Fast Track program, working with advisors and Student Records to ensure the smooth transition of qualified Fast Track students into the School's MS tracks.
- Serve as a member of faculty-led accreditation committees.
- Represent the School as a member of the Council for Undergraduate Education.
- Represent the School as a member of the Core Curriculum Committee.
- Represent the School in ~~summer freshman~~various undergraduate orientations and other events.
- Be a champion for excellence in undergraduate teaching within the School.
- Review marginal undergraduate transfer applications as specified in the undergraduate catalog.
- Maintain working relationships with the advisors and key faculty at key feeder community colleges.
- Represent the school in undergraduate recruiting activities.
- Manage the Jonsson School undergraduate scholarships.
- Other duties as assigned by the Dean

3.2.3 Associate Dean for Research

The Associate Dean for Research (ADR) is appointed by the Dean from the tenured faculty of the School. The ADR reports to and is evaluated by the Dean.

Functions and responsibilities of the ADR include:

- Promote a strong culture of research and external funding

- Help faculty identify research opportunities
- Promote junior faculty mentoring to help them prepare competitive proposals
- Encourage senior faculty to help in the mentoring process
- Work with faculty to develop multi-disciplinary proposals
- Provide support to nominate faculty for awards for research, both internal and external
- Promote and support undergraduate research
- Organize internal workshop to disseminate information and opportunities for collaborative proposals
- Administer seed-grant programs to stimulate multi-disciplinary research and help faculty generate preliminary results and data
- Oversee research related awards, travel grants, doctoral dissertation awards, and other activity related to research.
- Other duties as assigned by the Dean

3.2.4 Associate Dean for Diversity and Strategic Initiatives

The Associate Dean for Diversity and Strategic Initiatives (ADDSI) is appointed by the Dean. The ADDSI reports to and is evaluated by the Dean.

Functions and Responsibilities of the ADDSI include:

- Collaborate with the Dean, the senior Jonsson School leadership team, and faculty leadership to envision, strategize and advocate for measurable actions leading toward greater diversity, equity, and inclusion throughout the Jonsson School.
- Lead the development and implementation of the school's strategic commitment to diversity and diversity-related policies by establishing processes and initiatives that foster an inclusive learning and working environment where all members of the school community have an equal opportunity to succeed and feel a sense of belonging
- Serve as the official point-of-contact and representative for all diversity, equity, inclusion, and engagement efforts within the School
- Develop, implement, and maintain programs to recruit and retain a diverse talent in the Jonsson School
- Engage with student organizations to support equity initiatives
- Develop evaluation tools and establish metrics to measure progress and promote continuous assessment and improvement of diversity efforts
- Represent the School at conferences, workshops, and other meetings of professional societies, and serve as liaison to industry and government groups on matters related to diversity
- Plan and manage diversity education and training, and deliver training to Jonsson School faculty and staff
- Chair the School-wide diversity committee
- Develop and maintain relationships to create innovative pathways to support diversity
- Other duties as assigned by the Dean

3.3 Department Heads

The Dean shall appoint department heads in consultation with the corresponding department's faculty. Department heads must be tenured faculty members in the School, and shall serve at the Dean's pleasure. A department head is the chief administrative officer of ~~his/her~~ the department and the principal liaison between the department's faculty and higher administration.

Functions and responsibilities of department heads include:

- Administration and day-to-day operation of the department in accordance with the bylaws of the department and the School.
- Provide vision and leadership to establish strategic goals for the department and set priorities for achieving these goals.
- Oversee the appointment and functioning of various committees within the department.
- Coordinate faculty recruitment and hiring with the department search committee.
- Lead the department's effort in faculty career development.
- Oversee faculty annual evaluation together with the departmental Faculty Personnel Review Committee provided for in Section 4.1 of these bylaws.
- Oversee scheduling of courses, assignment of teaching duties, selection of undergraduate and graduate assistants, and other necessary tasks.
- Oversee enforcement of policies relating to ethical and professional conduct by faculty members, students, and staff of the school.
- Oversee the process for accreditation of the various degree programs in the department.

Evaluation:
Each department head shall be formally evaluated three years after ~~his/her~~ initial appointment as head and every six years subsequently using instruments from UTDPP1047.~~:~~

A summary of each department head's evaluation will be made available to the Dean ~~him/her~~. The evaluation will provide feedback for the Head ~~him/her~~ and will constitute part of the Dean's overall appraisal.

~~3.4. Heads of Interdisciplinary Degree Programs~~

~~The Dean shall appoint the heads of interdisciplinary degree programs in consultation with the corresponding program's faculty and the heads of the participating departments or programs. The head of an interdisciplinary degree program shall chair the program's governing committee and shall serve at the pleasure of the Dean. Heads of programs must be tenured faculty members in the School.~~

~~Functions and responsibilities of program heads include:~~

- ~~Administration and day-to-day operation of the program in accordance with the bylaws of the School and of the departments involved.~~
- ~~Provide vision and leadership to establish strategic goals for the program and set priorities for achieving these goals.~~
- ~~Overseeing the appointment and functioning of various committees within the program.~~
- ~~Coordinating the scheduling of courses, assignment of teaching duties, and other necessary tasks with the departments involved in the interdisciplinary program.~~
- ~~Overseeing the process for accreditation of the interdisciplinary degree program.~~

~~Evaluation:~~

~~Heads of interdisciplinary degree programs shall be evaluated anonymously by the cognizant faculty three years after their initial appointment as program head and every six years subsequently using instruments from UTDPP1047. The Dean is responsible for conducting such evaluations for interdisciplinary degree programs. The head of the relevant department is responsible for conducting evaluations of the heads of degree programs that are entirely contained within that department according to the department's bylaws.~~

~~A summary of the evaluation will be made anonymously available to the program head or governing committee chair. The evaluation will provide feedback for him/her and will constitute part of the Dean's or department chair's overall appraisal.~~

3.~~7~~ 4 Other Officers

The Dean may appoint other officers, reassign tasks, and positions~~, etc.~~ as ~~he or she may see fit~~ needed to help in administrative tasks of the Jonsson School.

4. Standing Committees

Each School standing committee will elect its own chairperson, unless these bylaws or University policy provide otherwise. If a committee chairmanship is elective, the election of the chair should be the first item of business in the first meeting of the committee held after its appointment. A new chair ~~should~~ may also be elected if the composition of the committee changes. The election of the new chair should be the first item of business during the first meeting of the altered committee. If a committee with an elective chairmanship does not elect a chair, then the Dean shall appoint a chair.

Each department shall elect their new standing committee members by May 31 of the prior academic year.

Each standing committee of the School shall write or revise its charge, subject to the approval of the School faculty.

Every standing committee, except the Faculty Personnel Review Committee, must keep minutes and if requested, must submit them to the School faculty and Dean.

Meetings and agendas of standing committees shall be publicly posted at least one day in advance in a manner that makes them accessible to all faculty. Any School faculty member may observe a meeting of a standing committee, except the Faculty Personnel Review Committee, and the voting members of a standing committee may invite the participation of others as non-voting members, except when the committee is in executive session or when matters subject to privacy protection are under consideration.

The chair of each standing committee in the school shall file a report with the Dean at the end of his or her term summarizing the activities of the committee during that term.

4.1 Jonsson School Faculty Personnel Review Committee

Establishment:
The Jonsson School Faculty Personnel Review Committee (FPRC) serves as the School Peer Review Committee mandated in utdpp1064. Each department must have its own Faculty Personnel Review Committee for annual evaluation of its faculty members. The School FPRC also serves as the School Peer Review Committee (SPRC).

Composition:

~~The FPRC of the School will be chaired by the Dean and shall consist of three members from each department, elected by secret ballot in conformity with Policy Memorandum 97-III.22-79. Only full-time, tenured faculty members can serve on the School FPRC. At most one School FPRC member from each department can be an Associate Professor; the rest must have the rank of Professor. School FPRC members who are Associate Professors cannot participate in evaluations of full Professors. The incumbent School FPRC members shall serve as the elections committee for School FPRC members for the following academic year. The composition of departmental FPRCs will be in accordance with the departmental bylaws~~.

The Jonsson School FPRC will be chaired by the Dean and shall consist of up to two members from each department, elected by secret ballot in conformity with utdpp1064. Only full-time, tenured faculty members can serve on the School FPRC. At most one School FPRC member from each department can be an Associate Professor; the rest must have the rank of Professor. School FPRC members who are Associate Professors cannot participate in evaluations of full Professors. The composition of departmental FPRCs will be in accordance with the departmental bylaws.

Manner of appointment:

~~The members of the School FPRC are elected by the voting faculty of each department to a two-year term. No member may serve more than two consecutive terms. No appointment to the School FPRC shall exceed three consecutive years. Members may be elected for a shorter term. Members who have served their full three year terms may not be re-elected within one year. The appointments should be staggered so that at least one member is elected from each department every year. The appointment of members of the departmental FPRCs will be in accordance with the departmental bylaws.~~

The members of the Jonsson School FPRC are elected by the voting faculty of each department. The normal term of service on the School FPRC is two years. No member may serve more than two consecutive terms. The appointments should be staggered so that at least one member is elected from each department every year. Each department shall elect their new representatives on the School FPRC by May 31 of the prior academic year. The appointment of members of the departmental FPRCs will be in accordance with the departmental bylaws. Exceptions to these rules may be granted by the Dean, for example, if there are an insufficient number of faculty in a department that qualify under the above rules.

Responsibilities of the School FPRC:

The School FPRC is responsible for post-tenure review of faculty as described in utdpp1064.

Responsibilities of Departmental FPRCs:

The departmental FPRCs are responsible for performing an annual evaluation of each faculty member, in accordance with University policy (utdpp1077) and criteria defined –by each department. Members of the departmental FPRCs will be evaluated by the cognizant department head.

The result of the evaluation of a faculty member by the School or departmental FPRC, whether for post-tenure review or for an annual review, must be communicated promptly to that faculty member by the department ~~chair~~head. The result of the evaluation will also be communicated to the Dean.

4.2 Jonsson School Academic Affairs Committee

Purpose:
The Jonsson School Academic Affairs Committee (AAC) acts as the School's faculty Executive Committee. The function of the AAC is to advise the Dean, ~~and~~ Associate Deans, and the School leadership on important matters related to Academic Affairs concerning the School.

Composition:

~~The Academic Affairs Committee shall consist of two tenured faculty members elected by each department, plus one tenured faculty member appointed by the Dean, rotating among the departments. The AAC shall elect one of its members as chair at the beginning of each academic year. The normal term of service on the AAC is two years. Terms of service on the AAC should be staggered to provide continuity in the representation of each department.~~

The members of the Jonsson School AAC are elected by the voting faculty of each department. The normal term of service on the School AAC is two years. Each department shall elect their new representatives on the School FPRC by May 31 of the prior academic year. The appointments should be staggered to provide continuity in the representation of each department.

Responsibilities:

The responsibilities of the AAC include, but are not limited to the following:

~~1. Review of departmental promotion, tenure, and third-year review cases for consistency.~~

~~2. Resolution of questions and disputes concerning the interpretation of the School bylaws.~~

~~3. Mediation and resolution of other disputes.~~

~~4. Selection of members for minor or transient School committees, in collaboration with the Dean.~~

~~5. Advise the Dean on any proposed modification to the school policy on promotion and tenure.~~

~~6. Other duties as provided elsewhere in these bylaws.~~

~~7. The Dean is encouraged to consult with the AAC for advice on matters pertaining to the School. However, consultation with the AAC must not be used to circumvent School faculty meetings.~~

- Resolution of questions and disputes concerning the interpretation of the School bylaws.
- Mediation and resolution of other disputes.
- Advise the Dean on any proposed modification to the school policy on academic affairs issues including promotion and tenure.
- Other duties as provided elsewhere in these bylaws

The Dean is encouraged to consult with the AAC for advice on matters pertaining to the School. However, consultation with the AAC must not be used to circumvent School faculty meetings.

Meetings:
The AAC will meet at least once during each of the fall and spring semesters.

4.3 Jonsson School Graduate Council

Composition:

The Jonsson School Graduate Council shall consist of Associate Department Heads or Directors for Graduate Studies from each department plus appropriate Associate and Assistant Deans related to graduate studies.

Responsibilities:

- Handle all school level issues pertaining to graduate studies.
- Assist the Dean and/or other administrators in handling graduate student issues, grievance, and other issues related to Graduate Studies that are not resolved at the department level.
- Assist the Dean's Office in graduate student recruitment and enhancement, and overall graduate studies experience at UT Dallas.
- Manage application and selection processes and award Jonsson School Graduate Fellowships.
- Assist departments in graduate students' and teaching assistants' orientations.
- Handle effective teaching related issues for graduate studies (utdpp1006).
- Other graduate studies related duties requested by the Dean.

4.4 Jonsson School Undergraduate Council

Composition:

The Jonsson School Undergraduate Council shall consist of Associate Department Heads or Directors for Undergraduate Studies from each department, the Director of Undergraduate Advising, and the appropriate Associate and Assistant Deans related to Undergraduate Studies.

Responsibilities:

- Handle all school level issues pertaining to undergraduate studies. This specifically includes, but is not limited to, 1) all catalog materials, 2) all proposals for the assignment of university credit to new courses, 3) all proposals for new programs, and 4) other academic policy issues as assigned by the Dean.
- Assist the Dean and/or other administrators in handling undergraduate student issues, grievances, and other issues related to Undergraduate Studies that are not resolved at the department level.
- Assist the Dean's Office in outreach, undergraduate recruitment and enhancement, and the overall undergraduate studies experience at UT Dallas.
- In collaboration with the relevant Department Head nominate the members of the committee on Jonsson School Undergraduate Scholarships.
- Handle effective teaching related issues for undergraduate studies (utdpp1006).
- Other undergraduate studies related duties requested by the Dean.

Subcommittees:

Committee on Jonsson School Undergraduate Scholarships

The committee on Jonsson School Undergraduate is responsible for the application and selection processes and award of undergraduate scholarships. It is composed of one representative from each

department, the Director of Undergraduate Advising, and the appropriate Associate and Assistant Deans related to undergraduate studies.

4.5 Committee on Diversity and Engagement

Composition:

The committee on diversity and engagement shall consist of one faculty member from each department plus one member appointed by the Dean. Membership on the committee shall normally be for two academic years. The Associate Dean for Diversity and Strategic Initiatives shall serve as ex officio chair of the committee.

Responsibilities:

- Serve as the primary interface to the university Office of Diversity and Community Engagement to promote university and school-wide diversity initiatives
- Work with faculty and staff search committees to recruit diverse pools of applicants
- Work with student organizations to promote diversity of membership and activities
- Engage the local community to increase awareness of diversity initiatives in the School
- Other duties as assigned by the Dean

~~4.3 Committee on Effective Teaching~~
~~Establishment:~~
~~A Committee on Effective Teaching (CET) is mandated by utdpp1006.~~
~~Composition:~~

~~The membership of the CET shall be one faculty member, elected by each department, and one faculty representative appointed by the Dean. The appointment is for two years with staggered terms so that every year only half of the committee members are newly appointed. The Associate Dean for Undergraduate Studies serves as a voting ex-officio member.~~

~~Responsibilities:~~

- ~~The CET shall have overall responsibility for developing and administering policies and procedures for evaluating teaching performance and the effectiveness of instruction, subject to the approval of the faculty of the School. In developing policies for evaluating instructional effectiveness, the committee shall facilitate outcomes evaluations that may be required for accreditation.~~
- ~~Specific responsibilities of the CET include, but are not limited to, the following:~~
- ~~The committee should define standards for exceptional, acceptable, and substandard performance in teaching. These standards should be fair to all faculty members and should also take into consideration a faculty member's contributions to teaching required courses, courses with high enrollments, lower-division courses and courses that require substantial effort outside the classroom.~~
- ~~The committee will be responsible for selecting recipients of teaching awards.~~
- ~~Members of the committee have the right to visit or inspect any course.~~

~~4.3 Undergraduate Curriculum Committees~~

~~Purpose and Composition:~~

The Dean, through an appropriate representative, provides for undergraduate curricular planning in each department by the following means. (S)he and shall:

- Ensure that departmental Undergraduate Curriculum Committee (UGCC) members are appointed according to the departmental bylaws;
- Promote scheduling coordination between ECS departments (and UTD Schools as deemed appropriate);
- Coordinate undergraduate catalog copy generation through an appropriate representative; and
- Provide appropriate teaching resources in consultation with the UGCCs, undergraduate laboratory committees (if any), department heads and faculty.

Responsibilities:

- The undergraduate degree programs are primarily developed and implemented at the departmental level. Consequently, each department shall have the primary responsibility for the degree programs offered by the faculty of that department. The departmental UGCC has the primary responsibility for coordinating faculty efforts and initiatives with respect to the undergraduate curriculum.
- The UGCCs in cooperation with the appropriate Dean's representative and in accordance with departmental bylaws shall perform degree-program planning and catalog copy production.
- The department heads and program heads, and UGCCs, in cooperation with the Associate Dean for Academic Affairs acting as the Dean's representative, and in accordance with departmental bylaws, shall perform accreditation planning and implementation.
- Each department head or committee(s) appointed by each department head in accordance with the departmental bylaws will perform course scheduling.
- The department heads or committee(s) appointed by each department head in accordance with the departmental bylaws will oversee the undergraduate laboratories with regard to equipment maintenance, planning, and resource allocation. There must be a clear and well-publicized mechanism for faculty input to these undergraduate laboratory decisions.

4.4 Committees for Graduate Studies

Composition:

Each department in the School must have a Committee on Graduate Studies (CGS) appointed as provided in the departmental bylaws. For an interdisciplinary degree program, the governing committee may serve as the CGS.

Responsibilities:

- The departmental CGSs shall have the overall responsibility for graduate studies in their respective departments or programs.
- Specific responsibilities of the CGSs include, but are not limited to, the following:
- The departmental CGS shall have the responsibility for developing and administering graduate admissions policy (subject to faculty approval and consistent with the University's Policy).
- The departmental CGS shall evaluate graduate student applications and make decisions in compliance with the department's, the School's and the University's policies on graduate

admissions. The departmental CGS shall also make recommendations for graduate assistantship and/or fellowship awards.

- The departmental CGS is responsible for evaluating and making recommendations to the faculty on all proposals for new or revised academic requirements, courses, and curricula within the department's graduate program. All new graduate courses, special topics courses, etc., must be evaluated by the departmental CGS prior to submission to the departmental faculty.
- The departmental CGS will interact with the rest of the department's faculty and the Associate Dean for Academic Affairs in maintaining the graduate requirements catalogs, both printed and on-line versions. The on-line catalog should be kept up to date by providing relevant information to the department or school webmaster in a timely manner. The departmental CGS is responsible for resolving issues related to graduate studies, such as conflicts between a student and his/her advisor or a thesis committee member. Issues that cannot be resolved by a departmental CGS shall be referred to the Associate Dean for Academic Affairs.

4.5 Governing Committees for Interdisciplinary Degree Programs

Establishment:

The Dean, in consultation with the Academic Affairs Committee and the faculty of the School, shall appoint governing committees for such interdisciplinary degree programs as may be established according to University and UT System regulations.

Composition:

Each governing committee for an interdisciplinary degree program shall have at least two members of the faculty, appointed by the Dean, from each department that contributes substantially to the program. Appointments shall be for staggered, renewable two-year terms. The Head of the respective interdisciplinary degree program shall chair the governing committee.

Responsibilities:

The governing committee of an interdisciplinary degree program may serve as the program's committees on undergraduate studies, graduate studies, and graduate admissions

5. Adoption, Amendment, and Interpretation of the School Bylaws

These bylaws shall remain in effect in perpetuity unless and until they are amended in accordance with the rules outlined in this section. A copy of the amended bylaws shall be sent to each member of the faculty in printed or electronic form within one week after amendments to these bylaws have been approved according to the rules outlined below.

5.1 Adoption:

These bylaws shall take effect if they are approved by a two-thirds majority of all current voting School faculty using secret ballot and must be submitted in accordance with the previous voting procedure (online or paper).

5.2 Amendment:

The bylaws of the School can be amended only by a tallied two-thirds majority vote of the current Voting Faculty of the School ~~using written, signed, double-envelope ballots~~ under secret ballot and must be submitted in accordance with the previous voting procedure (online or paper).~~.~~ Such a vote can be called at a faculty meeting or by mail. Any member of the voting faculty may start this process by providing a written request to amend the bylaws containing:

- the exact wording of the suggested amendment to the bylaws,
- the signatures of at least 10% of the Voting Faculty agreeing to the exact proposed wording, and
- a clear explanation of the need for the amendment.

Each proposed amendment to the bylaws must be considered individually as part of a separate vote and request for a vote. Proposed amendments to the bylaws cannot be artificially linked for any reason. The written request to amend the bylaws shall be delivered to the chair of the Academic Affairs Committee, who shall distribute such request to the Faculty and the School administrators in a timely fashion.

Once the request to amend the bylaws has been delivered to the Faculty and the School administrators, a minimum two-week period for consideration of the amendment shall begin. At the conclusion of this period, a Faculty discussion meeting shall be held. The time period for voting on the proposed amendments is one week after the conclusion of the discussion meeting.

One member of the Academic Affairs Committee, one representative of the Dean's office and one Voting Faculty member chosen by the Dean shall conduct the tally.

The amended Bylaws shall become effective immediately.

5.3 Interpretation:

~~The final responsibility for interpreting the School bylaws rests with the Academic Affairs Committee of the School. The interpretation given by the School AAC shall be final. Any interpretation provided by the AAC should be given in writing and made available to the whole school faculty.~~

The final responsibility for interpreting the School bylaws rests with the Academic Affairs Committee of the School. The interpretation given by the School AAC shall be final. Any interpretation provided by the AAC should be given in writing and made available to the whole school faculty. Any violation of the bylaws can be addressed through the University's Faculty Grievance Procedure (UTDPP1050). If the faculty grievance due to the violation of bylaws is not satisfied by the University's Faculty Grievance Procedure, such a faculty may exercise the policy and procedure set by the UT Dallas Academic Senate regarding the violation of bylaws.

Addendum to the Jonsson School Bylaws

Joint Appointments

Purpose: Given the interdisciplinary nature of modern research and teaching, it is important that departments within the School have the ability to appoint tenured/tenure-track faculty members jointly with other departments of the School, or jointly with other departments programs of the University, or jointly with another organization or company. This addendum to the bylaws is intended to cover all such joint appointments and. This baddendum uses terminology defined in the Jonsson School Bylaws.

In this context, a "joint appointment" (also called a "split appointment") often includes a faculty appointment that is supported through a salary allocation from more than one department or School. This appointment is distinct from "affiliated" or "courtesy" faculty appointments, which are established according to departmental by-laws, and do not entail faculty salary support.

A tenured/tenure-track joint appointment comes with a number of privileges for the appointee. It also comes with certain duties and responsibilities. Privileges include access to the resources of the department (these include physical resources as well as students), and the ability to shape department policy as determined by the School and departmental bylaws. Duties and responsibilities include upholding the reputation of the department and the School by conducting top quality research and teaching, and providing service inside and outside the University.

The bylaws for tenured/tenure-track joint appointments laid out in this document are applicable to new appointments only. Faculty members who already have a full-time appointment in the Jonsson School who seek a joint appointment with another department of the University outside the Jonsson School, another outside University, or another outside organization or company, shall be governed by applicable University regulations.

1. In the Jonsson School, hiring is done only for the departments, and not for Programs within the Jonsson School. For tenured/tenure-track joint appointments of more than 50% in a particular department of the Jonsson School, the hiring and evaluation procedures of the School, as laid down in the School Bylaws, shall apply. Hiring and evaluation of joint appointees with appointment below the 50% level shall be governed by the departmental bylaws of the respective department.

2. Each tenured/tenure-track joint appointee with an appointment of more than 50% must have a home department in the Jonsson School. The home department is the department where the appointee shall be considered for tenure (if untenured), promotion, and annual evaluation. Tenure, promotion, and annual evaluation of such an appointee shall be governed by the School Bylaws and the applicable University regulations. Appointments below 50% cannot be tenure-track or tenured. An appointment below the 50% level must be affiliated with a particular department in the Jonsson School. Promotion and annual evaluation of appointees below the 50% level shall be governed by the bylaws of the department they are affiliated with and the applicable university regulations.

3. The expected research, teaching and service workload of all appointees above 50% or below 50% shall be in proportion to the research, teaching and service workload of a full-time

~~faculty member. A joint appointee with an appointment of more than 50% in one of the departments of the Jonsson School shall teach at least one regular course per year in the department.~~

~~4. A tenured/tenure-track joint appointment of more than 50% in one of the departments in the Jonsson School will be treated at par with a full-time tenured/tenure-track faculty member. Such an appointee can increase the percentage of the appointment at his/her will in the department subject to the approval of the Department Head and the Dean. However, raising the percentage of an appointment that is below 50%, to 50% or above shall require going through the hiring and evaluation procedures as laid down in the School Bylaws, unless the appointee has successfully gone through this procedure before.~~

~~5. An appointment of exactly 50% in one of the departments of the Jonsson School is also possible. The home department of such appointees can be either in one of the departments of the Jonsson School or in a department of the University outside the Jonsson School. If the home department of such an appointee is in the Jonsson School, then the rules and regulations described above for joint appointments above 50% shall apply. If the home department of such an appointee is in not in the Jonsson school, then the following rules shall be followed:~~

~~• Hiring: A majority of the faculty in the affiliated department must agree to appoint the person under consideration for a joint appointment at the 50% level. Appropriate University administrative officials shall also agree with the 50% appointment.~~

~~• Privileges: A joint appointee at the 50% level will have all the privileges of a regular faculty member, except that an appointee whose home department is not in the Jonsson School may not vote on hiring, tenure, promotion and may not serve on committees whose members must be tenured in the Jonsson School.~~

~~• Duties: The 50% joint appointee should teach at least one regular course during the year.~~

~~• Evaluation: The 50% joint appointee will be evaluated in the department of affiliation in accordance to the applicable departmental bylaws.~~

~~• Elevation of the appointment level: Raising the percentage of an appointment that is exactly at 50% to above 50% shall require going through the hiring procedure laid down in the School Bylaws, unless the appointee has successfully gone through this procedure before.~~

Jonsson School Bylaws

https://engineering.utdallas.edu/about/at-a-glance/jonsson-school-bylaws/

(*Revised and adopted, January 7, 2022*)

1. Preamble

1.1 Purpose

The purpose of these bylaws is to provide rules of governance that the Erik Jonsson School of Engineering and Computer Science will follow in the execution of its day-to-day business. These bylaws also serve as guidelines that the constituent departments within the School should observe in drafting their own bylaws. The bylaws of the departments should be consistent with, and must not contradict, the bylaws of the School.

1.2 Terminology and Rules of Order

In this document, the term "School" denotes the Erik Jonsson School of Engineering and Computer Science, the term "Dean" denotes the Dean of the Erik Jonsson School of Engineering and Computer Science, and the term "University" denotes the University of Texas at Dallas. A "majority" shall mean more than 50% of those voting.

All School and departmental meetings, as well as the meetings of all standing and temporary committees of the School and its constituent departments and programs, shall be conducted according to Robert's Rules of Order, (current edition) unless procedures described in the University's Handbook of Operating Procedures (See UTDPP1088 – Faculty Governance or the Jonsson School Bylaws for exceptions to Robert's Rules of Order).

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2. Faculty

2.1 Members

The Faculty of the School consists of all persons appointed at least half-time for at least nine months during the current academic year to one of the following positions:

1. Professor (tenured/tenure-track)
2. Associate Professor (tenured/tenure-track)
3. Assistant Professor (tenured/tenure-track)
4. Non-tenure-track faculty of instruction
   - Assistant Professor of Instruction (or Senior Lecturer 1)
   - Associate Professor of Instruction (or Senior Lecturer 2)
   - Professor of Instruction (or Senior Lecturer 3)
5. Non-tenure-track faculty
   - Assistant Professor of Practice (or Clinical Assistant Professor)
   - Associate Professor of Practice (or Clinical Associate Professor)
   - Professor of Practice (or Clinical Professor)

2.2 Membership in the Voting Faculty

The Voting Faculty of the School shall consist of all tenured/tenure-track Professors, Associate Professors, and Assistant Professors appointed at least half-time for at least nine months during the current academic year, together with a number of non-tenure-track Professors/Associate Professors/Assistant Professors of Instruction/Practice, Senior Lecturers, and Clinical

Assistant/Associate/Professors (hereafter, "non-tenure-track faculty") appointed at least half-time for at least nine months during the academic year to be determined as described below.

Each department shall appoint a number of eligible non-tenure-track faculty (as defined above) to the Voting Faculty of the School, such number to be not less than 10% nor greater than 25% (rounded to the nearest integer) of the total number of tenured/tenure-track faculty in the respective department, who, at the start of the fall semester, are appointed at least half time for at least nine months. Each department shall appoint/elect its voting non-tenure-track faculty members according to the department bylaws. Departments whose eligible non-tenure-track faculty numbers less than 10% of the tenured/tenure-track faculty shall appoint all eligible non-tenure-track faculty to the School Voting Faculty.

2.3 Meetings of the Faculty of the School

Conduct of meetings

1. At least three working days' written or email notice must be given of meetings of the Faculty of the School. The notice of a meeting must include a proposed agenda.
2. Meetings of the Faculty are normally called by the Dean. A meeting may also be called at a specified date and time as a result of a petition signed by at least five members of the Voting Faculty and delivered to the Dean or a member of the Academic Affairs Committee at least four working days prior to the date of the meeting. If a meeting is called by petition, the petition must specify at least one topic to be placed on the agenda.
3. An item may be placed on the agenda of a meeting of the Faculty of the School by the Dean or through a petition signed by at least two members of the Voting Faculty and delivered either to the Dean or to a member of the Academic Affairs Committee at least one working day prior to the date of the meeting, or through a motion to amend the agenda made at the meeting, provided that the motion carries.
4. A meeting can be postponed by a majority vote of those present.
5. The Dean shall preside at meeting of the Faculty of School. In the absence of the Dean, an Associate Dean or designee, or the Chair or a member of the Academic Affairs Committee may preside at such meetings.
6. A special faculty meeting may also be called at a specified date and time as a result of a petition signed by at least five members of the Voting Faculty and delivered to a member of the Academic Affairs Committee at least four working days prior to the date of the meeting. The petition must specify at least one topic to be placed on the agenda. The special meeting shall be chaired by the chair or a member of the Academic Affairs Committee and will be open to all members of the faculty except the Dean and their direct reports. The meeting will adhere to all the rules and regulations stated in these bylaws.
7. During the fall and spring semesters, a quorum shall consist of 50% of the members of the Voting Faculty. During the summer semester, a quorum shall consist of 60% of the members of the Voting Faculty. In no case will a quorum exist if the number of non-tenure-track faculty members present exceeds the number of tenured/tenure track faculty present. No business may be transacted in the absence of a quorum or when the University is closed.

8. A meeting of the Faculty of the School must be convened at least once in each nine-month academic year.
9. The convener of a Jonsson School faculty meeting is responsible for ensuring that business minutes are recorded at each meeting and are circulated to the Voting Faculty for approval. Copies of minutes of all departmental and School faculty meetings will be held in an online repository, such as box.com, and made available to all faculty and staff, except for those meetings described in item 10 below.
10. All non-voting Faculty may attend School and departmental faculty meetings and participate in discussions, except when the faculty meets in executive session or when matters subject to privacy protection are under consideration, in which case only members of the voting faculty may attend. and have access to the minutes.
11. No motions may be made or passed in executive session.

Rules for voting in School and departmental faculty meetings:

1. Only members of the Voting Faculty, as defined above, may vote.
2. Any member of the Voting Faculty who is present at a meeting may request a vote by secret ballot on any motion presented, other than non-debatable motions.
3. Proxy voting is not allowed.
4. A member of the Voting Faculty who cannot attend a meeting may cast a vote in absentia on any matter on the agenda distributed prior to the meeting, other than matters pertaining to promotion and tenure, provided that the vote is delivered by email or in writing to a member of the Academic Affairs Committee, clearly specifying the intent.
5. Votes on the approval of minutes of the most recent meeting of the Faculty of the School may be cast by email.

2.4 Hiring of Faculty

1. Each year the Dean shall recommend search plans and the rationale for the hiring plan in consultation with the department heads, program heads, and the department faculty, taking into consideration the number and distribution of positions that the School wishes to fill.
2. Each department shall recommend one or more Faculty Search Committees to the Dean consisting of a subset of the tenured and tenure-track faculty members in the department. Faculty Search Committees may also include members from more than one department and/or from outside the School in special circumstances. Non-voting faculty members may be appointed to faculty search committees at the discretion of the departments. Membership from outside the department and non-voting faculty members shall not constitute a majority of the committee.
3. Each departmental committee or special committee shall conduct the search process for each position according to the University policies and procedures and departmental bylaws, including advertisement of the positions, review of applications, invitations to prospective

candidates for interviews, solicitation of faculty votes for the candidates, and communication of the recommendations of the faculty to the Dean.

4. Recommendations from the search committee for offers at the Associate or Full Professor levels in a department must be voted upon by the departmental faculty members at that rank and higher. Recommendations from the search committee for offers to all candidates for tenure-track faculty positions in a department must be voted upon by the tenured and tenure-track faculty in the corresponding department. In addition, recommendations from the search committee for offers with tenure must be voted upon by the tenured faculty members in the corresponding department according to the University policies and procedures.
5. Hiring of non-tenure-track faculty may be conducted by individual Departments on an ad hoc basis as dictated by enrollment, subject to approval of the Dean.

2.5 Joint Appointments

Given the interdisciplinary nature of modern research and teaching, it is important that departments within the School have the ability to appoint tenured/tenure-track faculty members jointly with other departments of the School, or jointly with other departments or programs of the University.

2.5.1 Definition

A “joint appointment” (also called a “split appointment”) is defined as a percentage appointment of a tenured/tenure-track faculty member, hereafter “the appointee,” among two or more departments for at least nine months. The sum of such percentages (total appointment) shall not be less than 50% nor more than 100% for nine months. The percentage appointment in at least one of the participating departments, designated the ``home department,'' shall be 50% or greater. It is expected that the participating departments will provide a percentage of the salary for the appointee at their respective appointment percentage. Joint appointments are distinct from “affiliated” or “courtesy” and “adjunct” faculty appointments, which are established according to departmental bylaws, and do not entail faculty salary support.

A joint appointment comes with a number of privileges and responsibilities for the appointee. Privileges include access to the resources of the department (these include physical resources as well as students), and the ability to shape department policy as determined by the School and departmental bylaws. Duties and responsibilities include upholding the reputation of the department and the School by conducting high-quality research and teaching, and providing service inside and outside the University.

2.5.2 Procedure for New Hires

An applicant that is being considered for a tenured/tenure-track appointment by more than one department in the School may be offered a joint appointment as defined above. The faculty of the participating departments should be included in the hiring process as early as possible. A joint appointment of a tenured/tenure-track faculty member shall require the vote of the faculty in each participating department.

Prior to the proffering of an offer of employment, the participating departments should prepare a single Memorandum of Understanding (MOU), which should have the approval of the faculty in the respective departments and be signed by the respective department heads. The MOU should clearly describe, at a minimum, the following:

1. The justification for a joint appointment. The MOU should clearly articulate the interdisciplinary nature of the joint appointment based on the research interests and needs of the appointee. Appointees whose primary needs include the ability to advise Ph.D. students in more than one department, access to shared research space or equipment, or who may occasionally teach courses in more than one department, should be given affiliate appointments rather than joint appointments.
2. The percentage appointment in each department as well as the department that will serve as the "home department" as discussed below.
3. Voting privileges of the appointee in each department. Voting privileges of the appointee in the School will be as defined in Section 2.2. Voting privileges of the appointee in the departments will be determined according to the bylaws of the individual departments. In all cases, the appointee shall have full voting privileges in the home department.
4. The procedures for annual evaluations, mid-probationary evaluations, evaluations for promotion and tenure, and salary raises. The home department shall be responsible for conducting all such evaluations and for recommending annual salary increases to the Dean. The participation of the non-home department(s) in the above shall be clearly articulated in the MOU.
5. Access to research personnel. It is expected that the appointee will have the right to recruit and support graduate students, postdoctoral associates and other research personnel as needed in a manner identical to that of faculty in all participating departments.
6. Allocation of office space, graduate student space, research laboratory space, technical support, such as laboratory technicians and computer support, as well as administrative assistant support. Based on the particular nature of the appointee's research, resource allocation may reside in one department, not necessarily the home department, or may be split among multiple departments.
7. Clear expectations for teaching and service. Particular attention should be placed on ensuring a fair and equitable set of expectations in relation to other faculty positions not arranged as a joint appointment. It is important that the teaching and service loads of the appointee are not greater than those of a non-jointly appointed faculty member in each of the participating departments.
8. The term of the joint appointment. The MOU should specify a fixed term of the joint appointment and the procedure that will be followed either to renew or terminate the joint appointment. The percentage breakdown of the joint appointment may be adjusted at the time of renewal based on mutual agreement of the appointee and the respective departments. If a joint appointment is terminated for any reason other than denial of tenure, the appointee will be appointed 100% in the home department. If an appointee is denied tenure their joint appointment will be continued for the duration of any terminal appointment in the school.

2.5.3 Joint Appointments of Existing Faculty Members

From time to time a current faculty member in the School may wish to request a joint appointment in another department, to change the percentage breakdown of an existing joint appointment, or to switch their appointment entirely to another department.

Establishing a Joint Appointment

A faculty member who wishes to request a joint appointment at a non-zero percentage in a department separate from their home department should send a request in writing to the head of the department in which they seek to establish the joint appointment. If the request is approved, subject to a positive vote of the faculty in said department, then the head of said department shall initiate discussion and preparation of an MOU with any and all other departments in which the faculty member has a non-zero percent appointment. The MOU should include the identical items as described for a new hire.

Changing the Percentage of an Existing Joint Appointment

The percentage breakdown of a joint appointment may be requested at the time of renewal of the appointment and only at the time of renewal of the appointment and is subject to approval of all signatories of the MOU. Changes to the MOU necessitated by a change in the percentages of the appointment must be approved by the faculty in the respective departments.

2.6 Switching Department Affiliation

In the case that a faculty member wishes to switch their appointment entirely to another department, they should submit a memo to the Dean clearly articulating the reasons for the request. The decision to approve or deny such a request rests with the Dean. The Dean should consult with the respective departments and a vote of the faculty of the department to which the faculty member wishes to move shall be taken and considered by the Dean before making a decision.

2.7 Joint Appointment with Other Schools

In the event of a joint appointment of a tenured/tenure-track faculty member of the Jonsson School with another UTD School or with UT Southwestern Medical Center or the appointment of a tenured/tenure-track faculty member at the aforementioned units with a department in the Jonsson School, the respective deans shall negotiate the appointment in consultation with the faculty of the participation programs. Issues of percentage appointment, indirect-cost return from research grants, teaching assignments, and other issues that may arise will be at the discretion of the Dean. In no case, shall a faculty member from outside the Jonsson School have an appointment greater than 50% in the School.

3. Officers

3.1 Dean

- The Dean is the chief administrative officer of the School, and is responsible for the School's day-to-day operation in accordance with its bylaws and University policies and procedures, its finances and physical resources, as well as for the safety of School personnel in laboratories and classrooms. The Dean, in consultation with the School's faculty, also defines the vision for the School's future. The Dean is to be selected according to the policies and procedures laid out by UTD. The Dean must be a tenured faculty member in the School. The Dean serves at the pleasure of the President and Provost of the University.
- The Dean may appoint committees and choose their members as needed, with the exception that standing committees mandated by School or departmental bylaws will be constituted as provided in the bylaws.
- The Dean may use discretion in creating, filling and replacing administrative positions in the Dean's office, including, but not limited to, associate/assistant dean positions and supporting staff positions. The Dean is encouraged to seek faculty input when appointing Associate Deans (e.g., the Dean may seek faculty input through the department heads and program heads rather than directly).
- The Dean has final authority within the School for recommending faculty appointments to the Provost, and has all of the authority provided by the University (See UTDPP1077) with respect to promotions and tenure. Hiring, tenure and promotion of all tenured/tenure-track faculty in a particular department must be voted upon by the appropriate subset of the department's faculty as provided in Section 2.3 of these bylaws.
- The faculty has primary responsibility for curricular matters. All decisions made by the Dean relating to curricular matters should have approval of a majority of the corresponding department/program faculty. Similarly, any curricular policy change approved by the faculty that has an administrative effect (e.g., needing additional resources beyond what the department currently has) requires the approval of the Dean.
- The Dean shall make an annual "state of the School" report to the faculty. The report should describe the progress the School has made in the past year, its accomplishments in the areas of research, teaching and service, and directions that the school may take in the near future, as well as problems that it may face.

3.2 Associate / Assistant / Other Deans

The Dean may appoint appropriate administrators, including but not limited to associate and assistant deans, directors, etc. to carry out various administrative functions of the Jonsson School and to represent it at the University level. The key officers of the school and their responsibilities are described below, however, the Dean may reassign functions, responsibilities, duties and titles based on management style or administration structure.

3.2.1 Associate Dean for Academic Affairs

The Associate Dean for Academic Affairs (ADAA) is appointed by the Dean. Only a tenured full professor may be appointed to this position. The ADAA reports to and is evaluated by the Dean.

Functions and responsibilities of the ADAA include:

- Interact with the UTD Dean of Graduate Education in all matters of general graduate education
- Coordinate the graduate program with respect to resources and priorities.
- Represent the School on the Graduate Council.
- Oversee the faculty review process and be a liaison with the Provost's Office
- Resolve disputes concerning graduate admissions.
- Handle student appeals with respect to grading in graduate courses.
- Work with the Jonsson School Graduate Council to implement University and School policies related to graduate studies.
- Oversee the Jonsson School mentoring program for faculty development.
- Pursue solutions, across the School and UTD, for major academic issues/problems such as academic dishonesty or misconduct.
- Oversee the Jonsson School Graduate Fellowships and Scholarships.
- Other duties as assigned by the Dean.

3.2.2 Associate Dean for Undergraduate Education

The Associate Dean for Undergraduate Education (ADU) is appointed by the Dean from the tenured faculty of the School. The ADU reports to and is evaluated by the Dean.

Functions and responsibilities of the ADU include:

- Interact with the UTD Dean of Undergraduate Education in all matters of general undergraduate education and student advising.
- Oversee and be responsible for the accuracy and timeliness of all undergraduate advising within the School.
- Ensure that all professional undergraduate advisors and those faculty members appointed as undergraduate advisors remain properly trained and informed of faculty decisions related to the curriculum.
- Act as the final faculty authority within the School with regard to implementation of University and School policies related to the School's undergraduate degree programs.
- Serve as a conduit to the Council for Undergraduate Education for all proposed changes to the undergraduate degree programs in the School. Manage the School's Fast Track program, working with advisors and Student Records to ensure the smooth transition of qualified Fast Track students into the School's MS tracks.
- Serve as a member of faculty-led accreditation committees.
- Represent the School as a member of the Council for Undergraduate Education.
- Represent the School as a member of the Core Curriculum Committee.
- Represent the School in various undergraduate orientations and other events.

- Be a champion for excellence in undergraduate teaching within the School.
- Review marginal undergraduate transfer applications as specified in the undergraduate catalog.
- Maintain working relationships with the advisors and key faculty at key feeder community colleges.
- Represent the school in undergraduate recruiting activities.
- Manage the Jonsson School undergraduate scholarships.
- Other duties as assigned by the Dean.

3.2.3 Associate Dean for Research

The Associate Dean for Research (ADR) is appointed by the Dean from the tenured faculty of the School. The ADR reports to and is evaluated by the Dean.

Functions and responsibilities of the ADR include:

- Promote a strong culture of research and external funding
- Help faculty identify research opportunities
- Promote junior faculty mentoring to help them prepare competitive proposals
- Encourage senior faculty to help in the mentoring process
- Work with faculty to develop multi-disciplinary proposals
- Provide support to nominate faculty for awards for research, both internal and external
- Promote and support undergraduate research
- Organize internal workshop to disseminate information and opportunities for collaborative proposals
- Administer seed-grant programs to stimulate multi-disciplinary research and help faculty generate preliminary results and data
- Oversee research related awards, travel grants, doctoral dissertation awards, and other activity related to research.
- Other duties as assigned by the Dean.

3.2.4 Associate Dean for Diversity and Strategic Initiatives

The Associate Dean for Diversity and Strategic Initiatives (ADDSI) is appointed by the Dean. The ADDSI reports to and is evaluated by the Dean.

Functions and Responsibilities of the ADDSI include:

- Collaborate with the Dean, the senior Jonsson School leadership team, and faculty leadership to envision, strategize and advocate for measurable actions leading toward greater diversity, equity, and inclusion throughout the Jonsson School.
- Lead the development and implementation of the school's strategic commitment to diversity and diversity-related policies by establishing processes and initiatives that foster an inclusive learning and working environment where all members of the school community have an equal opportunity to succeed and feel a sense of belonging

- Serve as the official point-of-contact and representative for all diversity, equity, inclusion, and engagement efforts within the School
- Develop, implement, and maintain programs to recruit and retain a diverse talent in the Jonsson School
- Engage with student organizations to support equity initiatives
- Develop evaluation tools and establish metrics to measure progress and promote continuous assessment and improvement of diversity efforts
- Represent the School at conferences, workshops, and other meetings of professional societies, and serve as liaison to industry and government groups on matters related to diversity
- Plan and manage diversity education and training, and deliver training to Jonsson School faculty and staff
- Chair the School-wide diversity committee
- Develop and maintain relationships to create innovative pathways to support diversity
- Other duties as assigned by the Dean.

3.3 Department Heads

The Dean shall appoint department heads in consultation with the corresponding department's faculty. Department heads must be tenured faculty members in the School, and shall serve at the Dean's pleasure. A department head is the chief administrative officer of the department and the principal liaison between the department's faculty and higher administration.

Functions and responsibilities of department heads include:

- Administration and day-to-day operation of the department in accordance with the bylaws of the department and the School.
- Provide vision and leadership to establish strategic goals for the department and set priorities for achieving these goals.
- Oversee the appointment and functioning of various committees within the department.
- Coordinate faculty recruitment and hiring with the department search committee.
- Lead the department's effort in faculty career development.
- Oversee faculty annual evaluation together with the departmental Faculty Personnel Review Committee provided for in Section 4.1 of these bylaws.
- Oversee scheduling of courses, assignment of teaching duties, selection of undergraduate and graduate assistants, and other necessary tasks.
- Oversee enforcement of policies relating to ethical and professional conduct by faculty members, students, and staff of the school.
- Oversee the process for accreditation of the various degree programs in the department.

Evaluation:
Each department head shall be formally evaluated three years after initial appointment as head and every six years subsequently using instruments from UTDPP1047.

A summary of each department head's evaluation will be made available to the Dean. The evaluation will provide feedback for the Head and will constitute part of the Dean's overall appraisal.

3.4 Other Officers

The Dean may appoint other officers, reassign tasks, and positions as needed to help in administrative tasks of the Jonsson School.

4. Standing Committees

Each School standing committee will elect its own chairperson, unless these bylaws or University policy provide otherwise. If a committee chairmanship is elective, the election of the chair should be the first item of business in the first meeting of the committee held after its appointment. A new chair may also be elected if the composition of the committee changes. The election of the new chair should be the first item of business during the first meeting of the altered committee. If a committee with an elective chairmanship does not elect a chair, then the Dean shall appoint a chair.

Each department shall elect their new standing committee members by May 31 of the prior academic year.

Each standing committee of the School shall write or revise its charge, subject to the approval of the School faculty.

Every standing committee, except the Faculty Personnel Review Committee, must keep minutes and if requested, must submit them to the School faculty and Dean.

Meetings and agendas of standing committees shall be publicly posted at least one day in advance in a manner that makes them accessible to all faculty. Any School faculty member may observe a meeting of a standing committee, except the Faculty Personnel Review Committee, and the voting members of a standing committee may invite the participation of others as non-voting members, except when the committee is in executive session or when matters subject to privacy protection are under consideration.

The chair of each standing committee in the school shall file a report with the Dean at the end of his or her term summarizing the activities of the committee during that term.

4.1 Jonsson School Faculty Personnel Review Committee

Purpose:
The Jonsson School Faculty Personnel Review Committee (FPRC) serves as the School Peer Review Committee mandated in UTDPP1064. Each department must have its own Faculty Personnel Review Committee for annual evaluation of its faculty members. The School FPRC also serves as the School Peer Review Committee (SPRC).

Composition:
The Jonsson School FPRC will be chaired by the Dean and shall consist of up to two members from each department, elected by secret ballot in conformity with UTDPP1064. Only full-time, tenured faculty members can serve on the School FPRC. At most one School FPRC member from each department can be an Associate Professor; the rest must have the rank of Professor. School FPRC members who are Associate Professors cannot participate in evaluations of full Professors. The composition of departmental FPRCs will be in accordance with the departmental bylaws.

Manner of appointment:

The members of the Jonsson School FPRC are elected by the voting faculty of each department. The normal term of service on the School FPRC is two years. No member may serve more than two consecutive terms. The appointments should be staggered so that at least one member is elected from each department every year. Each department shall elect their new representatives on the School FPRC by May 31 of the prior academic year. The appointment of members of the departmental FPRCs will be in accordance with the departmental bylaws. Exceptions to these rules may be granted by the Dean, for example, if there are an insufficient number of faculty in a department that qualify under the above rules.

Responsibilities of the School FPRC:

The School FPRC is responsible for post-tenure review of faculty as described in UTDPP1064.

Responsibilities of the departmental FPRCs:
The departmental FPRCs are responsible for performing an annual evaluation of each faculty member, in accordance with University policy (UTDPP1077) and criteria defined by each department. Members of the departmental FPRCs will be evaluated by the cognizant department head.

The result of the evaluation of a faculty member by the School or departmental FPRC, whether for post-tenure review or for an annual review, must be communicated promptly to that faculty member by the department chair. The result of the evaluation will also be communicated to the Dean.

4.2 Jonsson School Academic Affairs Committee

Purpose:
The Jonsson School Academic Affairs Committee (AAC) acts as the School's faculty Executive Committee. The function of the AAC is to advise the Dean, Associate Deans, and the School leadership on important matters related to Academic Affairs concerning the School.

Composition:
The Jonsson School Academic Affairs Committee shall consist of up to two tenured faculty

members elected by each department, plus one tenured faculty member appointed by the Dean, rotating among the departments. Each year the AAC will elect one member to serve as the Chair of the AAC.

Manner of appointment:

The members of the Jonsson School AAC are elected by the voting faculty of each department. The normal term of service on the School AAC is two years. Each department shall elect their new representatives on the School FPRC by May 31 of the prior academic year. The appointments should be staggered to provide continuity in the representation of each department.

Responsibilities:

The responsibilities of the AAC include, but are not limited to the following:

- Resolution of questions and disputes concerning the interpretation of the School bylaws.
- Mediation and resolution of other disputes.
- Advise the Dean on any proposed modification to the school policy on academic affairs issues including promotion and tenure.
- Other duties as provided elsewhere in these bylaws.

The Dean is encouraged to consult with the AAC for advice on matters pertaining to the School. However, consultation with the AAC must not be used to circumvent School faculty meetings.

Meetings:

The AAC will meet at least once during each of the fall and spring semesters.

4.3 Jonsson School Graduate Council

Composition:

The Jonsson School Graduate Council shall consist of Associate Department Heads or Directors for Graduate Studies from each department plus appropriate Associate and Assistant Deans related to graduate studies.

Responsibilities:

- Handle all school level issues pertaining to graduate studies.
- Assist the Dean and/or other administrators in handling graduate student issues, grievance, and other issues related to Graduate Studies that are not resolved at the department level.
- Assist the Dean's Office in graduate student recruitment and enhancement, and overall graduate studies experience at UT Dallas.
- Manage application and selection processes and award Jonsson School Graduate Fellowships.
- Assist departments in graduate students' and teaching assistants' orientations.
- Handle effective teaching related issues for graduate studies (utdpp1006).
- Other graduate studies related duties requested by the Dean.

4.4 Jonsson School Undergraduate Council

Composition:

The Jonsson School Undergraduate Council shall consist of Associate Department Heads or Directors for Undergraduate Studies from each department, the Director of Undergraduate Advising, and the appropriate Associate and Assistant Deans related to Undergraduate Studies.

Responsibilities:

- Handle all school level issues pertaining to undergraduate studies. This specifically includes, but is not limited to, 1) all catalog materials, 2) all proposals for the assignment of university credit to new courses, 3) all proposals for new programs, and 4) other academic policy issues as assigned by the Dean.
- Assist the Dean and/or other administrators in handling undergraduate student issues, grievances, and other issues related to Undergraduate Studies that are not resolved at the department level.
- Assist the Dean's Office in outreach, undergraduate recruitment and enhancement, and the overall undergraduate studies experience at UT Dallas.
- In collaboration with the relevant Department Head nominate the members of the committee on Jonsson School Undergraduate Scholarships.
- Handle effective teaching related issues for undergraduate studies (utdpp1006).
- Other undergraduate studies related duties requested by the Dean.

Subcommittees:

Committee on Jonsson School Undergraduate Scholarships

The committee on Jonsson School Undergraduate is responsible for the application and selection processes and award of undergraduate scholarships. It is composed of one representative from each department, the Director of Undergraduate Advising, and the appropriate Associate and Assistant Deans related to undergraduate studies.

4.5 Committee on Diversity and Engagement

Composition:

The committee on diversity and engagement shall consist of one faculty member from each department plus one member appointed by the Dean. Membership on the committee shall normally be for two academic years. The Associate Dean for Diversity and Strategic Initiatives shall serve as ex officio chair of the committee.

Responsibilities:

- Serve as the primary interface to the university Office of Diversity and Community Engagement to promote university and school-wide diversity initiatives.
- Work with faculty and staff search committees to recruit diverse pools of applicants.
- Work with student organizations to promote diversity of membership and activities.
- Engage the local community to increase awareness of diversity initiatives in the School.
- Other duties as assigned by the Dean.

5. Adoption, Amendment, and Interpretation of the School Bylaws

These bylaws shall remain in effect in perpetuity unless and until they are amended in accordance with the rules outlined in this section. A copy of the amended bylaws shall be sent to each member of the faculty in printed or electronic form within one week after amendments to these bylaws have been approved according to the rules outlined below.

5.1 Adoption:

These bylaws shall take effect if they are approved by a two-thirds majority of all current voting School faculty using secret ballot and must be submitted in accordance with the previous voting procedure (online or paper).

5.2 Amendment:

The bylaws of the School can be amended only by a tallied two-thirds majority vote of the current Voting Faculty of the School under secret ballot and must be submitted in accordance with the previous voting procedure (online or paper). Such a vote can be called at a faculty meeting or by mail. Any member of the voting faculty may start this process by providing a written request to amend the bylaws containing:

- the exact wording of the suggested amendment to the bylaws,
- the signatures of at least 10% of the Voting Faculty agreeing to the exact proposed wording, and
- a clear explanation of the need for the amendment.

Each proposed amendment to the bylaws must be considered individually as part of a separate vote and request for a vote. Proposed amendments to the bylaws cannot be artificially linked for any reason. The written request to amend the bylaws shall be delivered to the chair of the Academic Affairs Committee, who shall distribute such request to the Faculty and the School administrators in a timely fashion.

Once the request to amend the bylaws has been delivered to the Faculty and the School administrators, a minimum two-week period for consideration of the amendment shall begin. At the conclusion of this period, a Faculty discussion meeting shall be held. The time period for voting on the proposed amendments is one week after the conclusion of the discussion meeting.

One member of the Academic Affairs Committee, one representative of the Dean's office and one Voting Faculty member chosen by the Dean shall conduct the tally.

The amended Bylaws shall become effective immediately.

5.3 Interpretation:

The final responsibility for interpreting the School bylaws rests with the Academic Affairs Committee of the School. The interpretation given by the School AAC shall be final. Any interpretation provided by the AAC should be given in writing and made available to the whole school faculty. Any violation of the bylaws can be addressed through the University's Faculty Grievance Procedure (UTDPP1050). If the faculty grievance due to the violation of bylaws is not satisfied by the University's Faculty Grievance Procedure, such a faculty may exercise the policy and procedure set by the UT Dallas Academic Senate regarding the violation of bylaws.

ITEM #13

RETURN TO SENATE AGENDA

NOTE: Revisions to this policy represent Dr. Joe Izen's / Senate's discussion during the September 15, 2021 Academic Senate meeting. Note: The 9/15/2021 meeting did not include this item in the agenda packet, but proposed changes were approved by the Senate as recorded in the 10/20/21 minutes, Item 3,#11, page 10. Additional revisions were made at the request of the Provost and Deans after two Dean's Caucus conversations about the policy. This version of the policy adds a gender neutral "emerit" option, with title holders able to choose among emerit, emerita, or emeritus, at their discretion. See https://www.insidehighered.com/news/2022/02/02/push-oregon-gender-neutral-retired-faculty-titles for context.

UT Dallas Policy Navigator :: Emerit Titles Perquisites and Privileges of Emerit Title Holders :: UTDPP1046 (v3)

Emerit Titles Perquisites and Privileges of Emerit Title Holders - UTDPP1046

Policy Statement

The University of Texas at Dallas wishes to acknowledge the long-term loyalty and accomplishments of its retired faculty and administrators by granting the title chair emerit, professor emerit, associate professor emerit, distinguished scholar in residence emerit, or administrator emerit, Emerita, Emeritus, or Emerit can be used at the discretion of the title holder. These titles carry rights and privileges which are outlined below.

Emerit Faculty

Rule 20301, Section 1 and Rule 31001, Section 2.4 of the Rules and Regulations of the Board of Regents provide for conferring emerit titles. No person is authorized to use any such title until it has been approved by the President. The emerit titles may be given to an already retired member of the faculty or in anticipation of the retirement of a faculty member, effective upon retirement. The conferring of these titles is not automatic upon retirement.

1. Emerit status may be conferred on tenured faculty holding titles of Professor or Associate Professor. It may be conferred on non-tenure system faculty holding titles during their period of active service at The University of Texas at Dallas in the Senior Lecturer series, Clinical Professor series, Research Professor series, Professor of Practice series, Professor of Instruction series, or as Scholar in Residence. Recommendations for conferring these titles shall be based upon

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individual distinction and quality of contribution and service to the University. These emerit titles may be conferred effective upon retirement following recommendation by the appropriate faculty review committee, endorsement by the Dean and the Provost, and approval by the President. Emerit positions carry no salary.

2. The titles _____ Professor Emerit of _____ and _____ Chair Emerit of _____ (description being the same as provided for the professorship or chair). A retired faculty member awarded emerit status in a named professorship or chair shall not have access to the return funds that accrue annually to that chair for a stipend or any other purpose. The documentation supporting the establishment of the professorship or chair must not contain any conditions that prohibit a retired recipient from holding the professorship or chair in an emerit capacity.

3. If an individual is appointed to part-time service upon retirement, recommendations for emerit status should be held until cessation of employment, except that recommendations for emerit appointments to named professorships and chairs (see section 2 above) may be made upon retirement. However, if a faculty member holding an emerit title is recalled to service in the interest of the University after an intervening period, the emerit status is not affected.

Privileges and Perquisites

Holders of emerit titles shall be accorded these privileges and perquisites:

1. Membership without vote in the General Faculty and in the program or department faculties in which membership was held at the time of retirement.
2. Eligibility to serve on graduate committees, subject to the approval of the Provost and the Dean of Graduate Education.
3. Listing in the faculty directory and in the University catalogs.
4. Use of the campus mail service and email.
5. Use of campus computer facilities appropriate for the faculty member's discipline and use of university-licensed software provided to active faculty in their discipline when possible.
6. Office space and administrative support, with the approval of the appropriate Dean of the school, and the Provost. The University acknowledges the importance of providing office space and administrative support to its emerit faculty and will strive to accommodate them when possible.
7. Use of the UT Dallas library.

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8. If an emerit faculty member is recalled or reappointed to service, the faculty member shall be entitled to legal defense and indemnification for good faith actions taken in the course of that service.

9. Emerit faculty retain the same privileges they enjoyed as active faculty to seek, oversee and use external funding, in accordance with UTDPP1068 Research Faculty.

Appointment Process

Emerit titles may be conferred upon recommendation by the appropriate faculty review committee, endorsement by the Dean and the Provost, and approval by the President.

1. Non-tenure-system faculty are eligible for emerit appointment after ten years of full-time service.

2. The emerit appointment process can be initiated by the faculty member seeking the emerit appointment or by nomination by a colleague or colleagues.

3. If the process is initiated by nomination by colleagues, the letter of nomination should be addressed to the dean of the school in which the faculty member holds their primary appointment. In schools with departments, the letter should be addressed to the department head. The faculty member recommended should indicate their willingness to accept the appointment and its effective date by letter. The letter should be accompanied with a curriculum vitae.

4. If the person seeking the appointment initiates the process, the letter of request should be addressed to the dean of the school in which the faculty member holds their regular position. In schools with departments, the letter should be addressed to the department head. The letter should be accompanied by a current curriculum vitae. Appointments can become effective on retirement.

5. For purposes of this policy, retirement for a tenured faculty member means that they resign their tenure. For a non-tenure-system faculty member on a renewable term contract of one, two, or three years, it means that they do not seek renewal of the contract, effective as of the date that their current contract expires or as of another date they provide consistent with its terms.

6. Faculty who resign without seeking an emerit appointment and subsequently decide to seek one should address their letter of request to the dean of the school in which they held their appointment.

7. Appropriate faculty for voting on emerit requests are faculty of the same and above-rank in the same bodies that would vote on appointments, in accordance

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Emerit Administrative Officials

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Upon approval of the President, the title "emerit..." may be given to a retired administrative official, or, in anticipation of retirement of an administrative official, effective upon retirement, to recognize exceptional meritorious service. Privileges and perquisites to accompany the title should be determined by the President. The conferring of this title is not automatic upon retirement.

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Policy History

- Issued: 1993-07-15
- Editorial Amendments: 1998-02-02
- Editorial Amendments: 2000-09-01
- Editorial Amendments: 2003-10-06
- Revised: 2006-06-29
- Revised: 2009-02-20
- Revised: 2015-10-30
- Editorial Amendments: 2018-12-05
- Editorial Amendments: 2020-07-24

Policy Links

- Permalink for this policy: https://policy.utdallas.edu/utdpp1046
- Link to PDF version: https://policy.utdallas.edu/utdpp1046/makepdf
- Link to printable version: https://policy.utdallas.edu/utdpp1046/makeprint

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