

Academic Governance

800 West Campbell Road, AD 23, Richardson, TX 75080-3021

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November 12, 2021

TO: Academic Senate Members
FROM: Academic Governance
 Vicki Carlisle, Secretary to Academic Governance
SUBJECT: ACADEMIC SENATE MEETING

 The Academic Senate will meet **Wednesday, November 17, 2021 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
Jessica Murphy	Gene Fitch	Larry Zacharias	Ryan Short, Student Government
Juan González	Amanda Smith	Terry Pankratz	Imaan Razak Macchiwalla, Student Government
Rafael Martín	Deans	Yvette Pearson	Kara Peak, Graduate Student Assembly
			Connor Donegan, Graduate Student Assembly

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

* Speaker

** Secretary

*** Vice-Speaker

Academic Governance

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AGENDA
ACADEMIC SENATE MEETING
November 17, 2021 @ 1:00-3:00 PM
via [Microsoft Teams](#)

- | | |
|--|------------------------------------|
| 1. Call to Order, Announcements & Questions | Ravi Prakash |
| 2. Approval of the Agenda | Ravi Prakash |
| 3. Approval of Minutes – October 20, 2021 | 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 |
| 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. CEP Recommendations | Syam Menon |
| A. 2021-22 Undergraduate Course Inventory | |
| B. 2022-23 Undergraduate Course Inventory | |
| C. 2021-22 Graduate Course Inventory | |
| D. 2022-23 Graduate Course Inventory | |
| E. New Track-BS-Information Technology and Systems: Cybersecurity Management | |
| F. New Tracks-PhD program in Cognition and Neuroscience (i) Systems and Cellular Neuroscience, and (ii) Cognitive Neuroscience | |
| G. Reducing SCH requirements for MS in Human Development and Early Childhood Disorders | |
| H. Quick Admit Program Catalog Language | |
| 11. Discussion of Academic Administrators Evaluation Process | Serenity King/Mehrdad Nourani |
| 12. Update on Fall Commencement | Judy Barnes |
| 13. Update on Campus Climate Survey | Colleen Dutton |
| 14. Adjournment | Ravi Prakash |

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**October 20, 2021**

Present: *Richard Benson, Inga Musselman, Rafael Martín, 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, John Ferraris, Andrea Fumagalli, Lev Gelb, Mary Beth Goodrich, Erin Greer, Gopal Gupta, Maria Hasenhuttl, William Hefley, Karen Huxtable Jester, Naser Islam, Joe Izen, Michael Kesden, Tae Hoon Kim, Nanda Kumar, David Lumley, Victoria McCrady, Syam Menon, Sarah Moore, B. Murthi, Syed Naqvi, Simeon Ntafos, Dawn Owens, Elizabeth Pickett, Ravi Prakash, Shalini Prasad, Suresh Radhakrishnan, Vishwanath Ramakrishna, Michael Rebello, Monika Salter, Gayle Schwark, Richard Scotch, Gaurav Shekhar, Stephen Spiro, Tres Thompson, Shilyh Warren, Regina Ybarra*

Visitors: *Katrina Adams, Stephanie Adams, Naofal Al-Dhahir, Kristin Atchison, Judy Barnes, Sandy Beisel, Lisa Bell, Deborah Bonner, Timothy Bray, Salena Brody, Valerie Brunell, Monica Brussolo, Mehmet Candas, Shawn Carraher, Ramaswamy Chandrasekaran, Larry Chasteen, Jianqing Chen, Susan Chizeck, Janet Collins, Darren Crone, Mareze Crone, Anthony Cummings, Galen Dickey-Laprocido, Connor Donegan, Frank Feagans, Baowei Fei, Gene Fitch, Lisa Goffman, Juan González, Debra Greszler, Jessica Hanson-Defusco, Edward Harpham, Leigh Hausman, Julie Haworth, Shella Hayes, Melissa Hernandez-Katz, Amy Hofland, Jennifer Holmes, Julia Hsu, David Hyndman, Calvin Jamison, Kruthi Kanduri, Michael Karich, Amena Khan, Carie King, Serenity King, Midori Kitagawa, Jennifer Klunk, Holly Kosiewicz, Amin Lalani, Dee Lambert, Carol Lanham, Murray Leaf, Randall Lehmann, Ingrid London, Yifei Lou, Jennifer McDowell, Marco Mendoza, Vijay Mookerjee, Camila Morales, Jessica Murphy, Vikram Nanda, Josef Nguyen, Christi Nielsen, Mehrdad Nourani, Sanaz Okhovat, Joseph Pancrazio, Terry Pankratz, Kara Peak, Kaloyan Penev, Siham Raboune, Imaan Razak Macchiwalla, Beverly Reed, Carolyn Reichert, Amanda Rockow, Nils Roemer, Nicholas Ruoizzi, Ellen Safley, Elizabeth Samuel, Scott Griffiths, Andrew Scott, Shailesh Shah, Timothy Shaw, Kevin Short, Ryan Short, Scott Simpson, Amanda Smith, Amandeep Sra, Uma Srikanth, Mihaela Stefan, Steven Small, Kuei Sun, James Szot, Stephanie Taylor, Norman Thompson, Patricia Totusek, Mary Urquhart, Victor Valcarcel, Jeyakesavan Veerasamy, Mary Jo Venetis, Roopa Vinay, Josephine Vitta, John Walls, Shouqiang Wang, McClain Watson, Larry Zacharias, Michael Zhang, Jie Zheng, Vy Trang, Vicki Carlisle*

Absent: *Christine Veras de Souza*

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

Dr. Benson called the meeting to order at 1:00 pm. He expressed appreciation for everyone who contributed to the State of the University address. This year's presentation was largely online, but essential workers who were on campus every day during the pandemic were invited to attend the presentation in person. Dr. Benson stated that it was very moving to be able to address those workers in person.

Dr. Benson announced that we will have one extra day for winter break this year. It will be Thursday December 23 and it is Comets United Day to celebrate that our Comets United program has worked quite well and to say thank you to staff members.

President Benson reported that he tracks the COVID-19 numbers daily and the numbers for both the county and on campus continue to come down. Our current positivity rate on campus is 0.2% for the random testing. He also addressed federal versus state mandates for vaccines. Governor Abbott has decided that we cannot mandate vaccines. President Biden has said that vaccines can be mandated for those who have federal contracts. Dr. Benson pointed out the distinction that a contract is not a grant. We currently have only one federal contract on campus, a NASA sponsored project in Space Sciences. This contract was renewed last week, and we signed a statement that those who worked on that contract, even peripherally,

would be vaccinated. UT System is doing its best to find a pathway between what the governor wants and what the President wants, and we are hoping to get further guidance in the future.

At the end of the last special session legislative session, funds were allocated for TRBs, or tuition revenue bonds. This is money to be used for a new student success building on campus. Dr. Benson praised Amanda Rockow for her work in advocating for our needs. The building we envisioned would cost \$85 million, but the legislature awarded us \$52 million. We will either build a much smaller building or find other means to raise the additional \$30 million. Nevertheless, this is a significant development for UTD.

Speaker Prakash noted that the Chronicle of Higher Education has reported that some universities are making a very expansive interpretation of federal contracts, so if there is one contract it covers the entire university. President Benson said that he was in a meeting on Monday with the Chancellor and others and had specifically asked if we have one contract does it now mean that we could mandate vaccines for the entire university and the answer is no. We still are not able to mandate vaccines for those people directly (and indirectly) working to support the contract. We can say that if you are unvaccinated or choose to not declare if you have been vaccinated, then you cannot work on that project and will need to be assigned to something else.

Dr. Joe Pancrazio encouraged everyone to stay calm and keep doing research. We are monitoring the situation very carefully and will respond to the greatest extent that we can.

Speaker Prakash has received correspondence expressing concerns about whether the input provided by faculty participating in the evaluation surveys for academic administrators is anonymous and whether the privacy of people participating is being preserved. He asked Dr. Rafael Martín to speak to this. Dr. Martín replied that there are three ways to respond to the survey that was sent out for both Dr. Pancrazio and Dr. Musselman. The first is to fill in the electronic survey directly and submit it electronically. Those responses are completely anonymous and have no "NetID" associated with them. However, the text fields on the electronic survey are limited to 4000 characters, which is about equal to one single-spaced page. Some people may need more space to respond fully, so there is a link to a Microsoft Word document which can be completed, saved, and uploaded via the electronic form or printed and sent through campus mail. If the Word file is uploaded, the NetID of the person uploading the file could be present in the file. The forms printed and sent through campus mail, of course, are completely anonymous.

Dr. Joe Izen expressed concern that there was an appearance of conflict in that a person in the President's cabinet is aware of the identity of someone who submits a review of another member of the President's cabinet. He is also concerned that there is no system of authenticating that printed evaluations that are mailed in are actually coming from a member of the university community, and not someone from outside the community. Dr. Martín responded that he would take Dr. Izen's comments and concerns into consideration in the future.

Dr. Benson acknowledged that there are many protocols that could be put in place to make sure that some extreme event can never happen, but at some point, you must trust in the good intentions of people. The purpose of these reviews is to help people be better at their jobs. By the time the information gets to him for his review it will have been synthesized so that he will not know any one individual who has responded. He will be looking for trends or themes in the information received, both good and bad.

Dr. Izen pointed out that in the past, the relationship between faculty and administration was not always as good as it is now and that the procedure should be designed to enforce good governance. Speaker Prakash noted that when any complex system is designed you can either take an approach where everybody is malicious and then put draconian measures in effect which will reduce the efficiency of the organization, or you can start with trust and then, if something goes wrong, rectify it. His opinion is that the latter approach is much more efficient, and we have reasons to go with that approach right now.

There were no further questions.

2. Approval of the Agenda – Ravi Prakash

Dr. Richard Scotch asked that one item be added to the agenda. It is a recommendation from the Academic Calendar Committee for modification of the summer 2022 academic calendar to address two holidays that fall on Mondays that will disadvantage Monday-only classes. Speaker Prakash recommended adding this item following the Staff Council report. Syam Menon moved to approve the agenda. There were no objections, and the agenda was approved as amended.

3. Approval of the Minutes – September 15, 2021 – Ravi Prakash

Speaker Prakash called for a motion to approve the minutes. Syam Menon moved; BP Murthi seconded. There were no objections, and the minutes were unanimously approved.

4. Speaker's Report – Ravi Prakash

Speaker Prakash announced that the TechKnowledge Bar is now open in the Student Union. Frank Feagins would like to hold an open house for faculty to learn about the services they offer. Anyone interested should contact Mr. Feagins.

Searches for the Assistant Provost for Admissions and Enrollment and the Senior Director of Financial Aid are going on simultaneously and the Senate is being represented in both. Dr. Prakash has been sitting in on the presentations and lunches with the finalists for the Senior Director of Financial Aid. The candidates for the Assistant Provost for Admissions and Enrollment will be on campus shortly, and Dr. Prakash has asked Senate leadership to join them for lunch and have an opportunity to meet them and provide feedback to the search committee.

Dr. Prakash announced that beginning this semester we will be moving to a decentralized model for commencement where each school organizes its own commencement, presided by its Dean. There is a plan to hold one central event where everybody would congregate, but that will not be possible this semester. The advantage of the decentralized model is that it will allow us to conduct two ceremonies in parallel: one in the ATEC Auditorium and one in the Activity Center. An event that took five days to conclude in the past will now be done in about three days. Dr. Prakash plans to invite Judy Barnes, Sr. Director of University Events, to address the Senate in the November meeting to discuss these changes.

5. THECB/SACSCOC/Legislative Updates – Serenity King

Dr. King reported that on September 22 we had a successful virtual site review for the DBA proposal. She expressed appreciation for the JSOM administration and faculty who participated on short notice. We have received the report from the Coordinating Board and our response was submitted to the Coordinating Board today. The next step will be for Dean Pirkul to request final approval before the Board at their January meeting.

We have our second TTAC (Texas Transfer Advisory Council) faculty representative. Dawn Owens in JSOM has agreed to be the business administration representative to review that field of study.

Dr. King presented the second part of her SACSCOC Required Principles of Accreditation for Fifth-Year Interim Report (slides attached as an addendum to the minutes.)

Dr. King will be making a report to the Cabinet and the executive leadership team next month about the QEP impact report and will make a presentation to the Senate next semester. She also will be establishing two committees for the Fifth-year Interim Report and will be soliciting volunteers for the faculty committee.

6. NCFS/TXCFS/FAC Report – Ravi Prakash

Speaker Prakash reported that the UT System Faculty Advisory Council met on October 1 and the Texas Council of Faculty Senates met October 15-16. During the UT FAC meeting another presentation on the Family Leave Pool was given. Speaker Prakash said that the tax implications of donations to the leave pool have yet to be resolved and they were told to go back to their campus liaisons for the answer. Tim Shaw commented that not all UT campuses have adopted the same family leave pool structure (some have only one leave pool) so the tax implications can vary. But there is consensus that for non-emergency family leave, the

donor should be taxed at the time of the donation. This is how UTD will be handling it, and it does not require any change to the wording of our policy that was previously approved.

Archie Holmes, Executive Vice Chancellor for Academic Affairs spoke on curriculum issues.

Omar Syed, Associate Vice Chancellor and Deputy General Counsel and Trey Atchley, Chief Research Security Officer spoke on how to deal with intellectual property and disclosure and theft issues. They would like faculty to proactively disclose and if there is any doubt or ambiguity, reach out to the university. Dr. Syed volunteered to address faculty via Teams and explain the intricacies of this process. Speaker Prakash asked Dr. Joe Pancrazio if he would like to add anything. Dr. Pancrazio said that the key to protecting is disclosure. The approach that the federal government is going to use to identify problems of conflict of commitment and conflict of interest will be through inadequate or incomplete documentation during the proposal submission process. It is not a crime to have a conflict of interest or a conflict of commitment, it just simply needs to be disclosed so that we can protect and serve faculty interests.

Speaker Prakash reported that during the break-out committee meetings several topics were discussed such as academic affairs, research, and governance. One of the concerns from many campuses was the lack of transparency in the promotion and tenure process. There was also discussion on the COVID-19 legacy project and DEI initiatives. The chair of the ad hoc Committee on Research reached out to all campuses to learn what support different campuses provide for research, and if there are any impediments to research. They asked each campus to identify a faculty person to serve as the liaison. Speaker Prakash gave the contact information for the chair and vice chair of our Advisory Committee on Research.

At the Texas Council of Faculty Senates meeting, it was announced that UT Austin is undergoing a major overhaul of their academic calendar. Their fall and spring semesters are not of equal length, and their summer term overlaps with the fall and spring semesters, so they are working to rectify that.

UT El Paso allows development leave for full-time non-tenure track faculty. This is similar to the SFDA we have for tenure-system faculty. Speaker Prakash will try to get more information on this program.

There was discussion on merit pay.

Jennifer Mittelstadt from Rutgers University gave a presentation on the New Deal for Higher Education. Dr. Shilyh Warren posted the following link: <https://newdealforhighered.org/>

Dr. Renu Khator, Chancellor of the University of Houston System and President of the main campus spoke on faculty governance and shared governance. A good portion of that discussion was on big college sports and how that sometimes takes over the priorities of the university.

Dr. Bill Hefley shared that faculty workload was discussed and there was an opportunity to discuss our 3+3+3+3 process, which generated quite a bit of interest among the other representatives. One area of concern that was discussed was that as tenure-track faculty are retiring or not being replaced, the tenure-track service loads per capita are increasing. With the teaching loads that non-tenure track faculty already have and the roles that go with some of the tenure-track service requirements, the non-tenure track faculty are not able to step in and pick up those classes.

Other items discussed were concern over faculty voice, salary issues and curriculum issues. Dr. Hefley mentioned that many of the schools that are struggling with processes and procedures do not seem to be aware of the AAUP Red Book, which gives some exemplars or norms for behavior that might be expected.

7. Student Government Report – Ryan Short/Imaan Razak Macchiwalla/Kruthi Kanduri

Mr. Short was joined by Kruthi Kanduri, the Student Government Academic Affairs chair. Mr. Short reported that given our return to full classroom density, Student Government surveyed the student body regarding their thoughts about miscellaneous classroom policies and de-densification in general. The survey was open

from Monday, September 27 through Tuesday, October 5. To view the classroom policy survey results and the de-densification survey results, please follow this link:

<https://utdallas.box.com/s/phee5qg0h7us5loue2210by0jz5391ka> The survey results are summarized in the 10.05 meeting slide deck included in the Box folder linked.

As a result of this survey, four resolutions were passed. They include a resolution in favor of extending de-densification, in opposition to mandatory attendance policies, in favor of recording seating charts, and in favor of access to lecture recordings. The four resolutions can be found here:

<https://utdallas.box.com/s/cv8ma6gaq671ctrqaq893ej9k54g8ejc>

Mr. Short briefly went over the results of the surveys and the resolutions, then opened the floor for questions. Speaker Prakash asked if the surveys were given to a random sampling of students or if they were open to all students. Mr. Short replied that it was open to all students and anyone who wished to respond could. Speaker Prakash noted that instructors are notified immediately if one of their students is asked to keep away from class due to COVID-related isolation. Instructors would not impose penalties on such a student even if there were attendance requirements. Mr. Short said that it has come to his attention through conversations with the Dean of Students that some students have been showing up at the Student Health Center asking for alternative diagnoses, which the health center does not provide. The reason provided by these students is that some professors have not been accommodating even though the university has told the students they must isolate. Speaker Prakash shared his experience that when he was recording his classes some students were not attending classes out of convenience. It is his opinion that when students come to class in person and participate in the discussions, they are making the class better.

A robust discussion followed with questions about the design and accuracy of the survey and several faculty members expressing their belief that in-person student participation in the classroom enhances the learning experience for everyone and that the lack of participation degrades the learning experience. Speaker Prakash expressed appreciation to Mr. Short and Ms. Kruthi for providing very important information.

8. **Graduate Student Assembly Report – Kara Peak/Connor Donegan**

Since its inception in 2018, one of the key issues GSA has been trying to address is concern about low graduate student stipends as well as the increasing costs of the student health insurance plan. The GSA is working on a draft resolution regarding these issues. Mr. Donegan shared a draft resolution created by GSA (attached) and stated that based on conversations with administration, he felt that there was a great deal of support for the initiative to provide health insurance for graduate student employees and ensuring that stipends are competitive across the board. From research that GSA has done, UT Dallas appears to be lagging our peer institutions in terms of compensation for graduate students. He pointed out that graduate student incomes have not risen relative to the cost-of-living increase, causing many human needs to go unmet among the graduate student population. He reports that the Comet Cupboard serves 450 students per week, and 70% of those are graduate students. The GSA is suggesting that the administration provide health insurance as part of the standard compensation package for graduate student employees and make it a priority to find or create new sources of funding to give programs the resources they need to for competitive stipends.

Dr. Joe Izen suggested that graduate students could be included in the UT System health insurance plan at a cheaper rate than purchasing coverage from an outside entity.

Terry Pankratz reported that discussions are underway to set funding priorities for next year and the issue of graduate student stipends is being discussed. Deans and administrators see this as an important issue, and they are in the initial stages of identifying the scope and cost of the situation. He suggested that by January or February he could come back and give an update.

Ms. Peak expressed her appreciation that the issue is being discussed but cautioned that every semester that the timeline for change gets extended, we are losing talented students who are going to programs with more competitive packages.

Dr. Benson stated that this is an important issue, and he is sympathetic to finding more money. But we have limited resources. If we are going to spend more money in any area, we must ask how we are going to make the tradeoffs in other areas.

At this point, Dr. Benson announced that he had to leave the Senate meeting at 3:30 to attend another meeting. Provost Inga Musselman will chair the meeting in his absence.

9. Staff Council Report – Jennifer Klunk

Ms. Klunk reported that Staff Council has two active ad hoc committees. The first is a committee to look at the future of remote work. A survey will be sent out to all staff starting November 1 to gather information on what the experience of working remotely last year was like and how people perceive it going forward.

The second committee is working to continue developing a proposal for an ombudsperson for staff. This has been a longstanding topic within Staff Council.

The first meeting of the UT System Employee Advisory Council was held at the beginning of October. Ms. Klunk and Raul Hinojosa are the UTD representatives.

The deadline for nominations for the fall 2021 Care Awards is October 31.

10. Academic Calendar Committee Modification of the Summer 2022 Academic Calendar – Richard Scotch

Dr. Scotch reported that it was brought to the attention of the Academic Calendar Committee that because July 4th comes on a Monday next summer, Monday-only classes will lose two Mondays over the long semester. The proposed change would move the last day of class for the long 11-week summer session and the second five-week summer session from Friday, August 5th to Monday, August 8th, thereby adding one additional day of class on Monday, August 8. This would also change the final exam schedule from three days to two: Tuesday and Wednesday, August 9 and 10.

The proposed changes are supported by the Committee and have been discussed with the Registrar and Provost. The changes would not put an undue burden on University Housing as they work to move students out from the summer semester and prepare for incoming students in the fall.

As this motion comes from the committee, no second is required. Speaker Prakash called for unanimous approval. There were no objections, and the motion passed unanimously.

11. CEP Recommendations – Syam Menon

Dr. Menon posted updated versions of items 10A, 10C and 10G in the meeting chat.

A. 2021-22 Undergraduate Course Inventory (Aug CUE)

Two additions and two edits. The additions are the internship and Capstone course associated with the new BS degree in Business Analytics. The zero-credit internship course is repeatable. The edits are name changes for the two courses related to Comets to the Core.

B. 2021-22 Undergraduate Course Inventory (Sept CUE)

Involves a change in the pre-requisites for the History Capstone Project class.

C. 2022-23 Undergraduate Course Inventory (Sept CUE)

There are seven additions, four removals and two edits. The two edits involve repeatable courses. These are topics courses in Physics and the edits are to clarify that depending on the topics being taught, there could be prerequisites for both courses.

D. 2021-22 Graduate Course Inventory

One repeatable course was edited to remove a requirement that said instructor consent was required.

E. EPPS Graduate Certificate Program in International Banking and Monetary Systems

This certificate involves five courses, one of which is new. That course is not dependent on what happens with this certificate; it will be introduced regardless.

F. TOEFL Essentials

This is a proposal to add TOEFL Essentials as another option for students who want to demonstrate proficiency in English. It is less expensive than the traditional TOEFL option.

G. Education Abroad

Involves edits to the study abroad language in the catalog. Information that is available in other parts of the catalog under graduation requirements was removed. Wording was added to clarify that a student cannot apply for graduate study abroad while still in an undergraduate program, and that students cannot take non-UTD courses abroad in their last two semesters. This is to make explicit something that is implied by the 24/30 rule, which says that at least 24 of the last 30 semester credit hours must be taken at UTD.

H. UG International Student Admissions

One of the changes approved last year relating to English language requirements stated that an applicant meets the requirement if their education had been in English from a country whose primary language is English. This edit was missed in one part of the catalog. This updates the catalog to reflect that.

This motion comes directly from the committee, so there is no need for a second. Speaker Prakash called for unanimous approval. There were no objections, and the motion passed unanimously.

12. Annual Update on University Finances – Terry Pankratz

Mr. Pankratz presented a PowerPoint presentation (slides attached). Overall, the financial outlook is much more positive than it was one year ago, when we were projecting a \$10 million deficit. We had a strong spring enrollment; state appropriations were larger than we expected; freshman and graduate student enrollment was very strong for the fall.

We received about \$57.5 million in federal stimulus funding. That helped us with our safety, remediation and technology enhancements and some infrastructure projects. We were also able to recover a significant amount of revenue that we lost because of enrollment declines. We were able to provide additional funding to expand our DEI initiatives; restarted our construction planning, which had been put on hold in March 2020. We provided a salary merit program and targeted salary market salary adjustments for faculty and staff. We were able to partially restore the budget reductions that we took in 2020 and provided enrollment growth funding to the schools for the first time.

A preliminary list of priorities for next year: resume full debt service payments; RA/TA stipends and health insurance contributions; salary merit increases; construction planning.

Dr. Ovidiu Daescu asked why UT Dallas tuition is higher than other public universities in the state. Mr. Pankratz replied that there are many reasons but it has to do with how young we are relative to other public universities and the amount of state support we receive relative to others. In the interest of time, he will provide additional information to Speaker Prakash for dissemination to the Senate.

13. UTDBP2090 Nondiscrimination (Informational) – Marco Mendoza

Minor changes regarding retaliation.

14. UTDBP3100 Policy for Reasonable Accommodation (Informational) – Marco Mendoza

The old policy was specific to persons with disabilities and did not address religious accommodations. Deleted the reference to persons with disabilities since the new policy is holistic in its approach.

15. UTDBP3102 Sexual Misconduct Policy (Informational) – Marco Mendoza

Reflects changes in line with legislative changes at the state level regarding sexual assault forensic exams.

UTD police officers are now exempt from reporting allegations of sexual misconduct to the Title IX Coordinator. Previously, police officers who were going out to deal with an issue were then required to report the information to the Title IX Coordinator. This provision creates a process where the victim can use a pseudonym form and it allows the police officer to not report information to our office.

Sexual assault victims can have a crime victim liaison or advocate when they are meeting with our Police

Department to do an intake interview.

Updated the appeals process to be in line with what the student code of conduct says timelines are for appeals of decisions regarding hearing panels.

16. UTDBP3105 Reporting Suspected Unlawful Activity and Protection from Retaliation (Informational) – Marco Mendoza

Name change and other minor edits.

17. Discussion of Academic Administrators Evaluation Process – Mehrdad Nourani, Serenity King

Dr. King had to leave to attend another meeting. Speaker Prakash asked Dr. Nourani if it would be acceptable to postpone this discussion until the next meeting. Dr. Nourani had no objection.

18. Recommendations from the Committee on Committees – Ravi Prakash

Speaker Prakash explained that these are additional proposed replacements to fill committee vacancies. This motion comes directly from the committee so no second is necessary. Speaker Prakash called for unanimous consent. There were no objections, and all recommendations were approved.

19. Proposed Changes to the Composition of the Campus Accessibility Committee – Ravi Prakash/Jennifer Klunk/Kara Peak

Ms. Klunk explained that this proposed change is to reflect that Staff Council and Graduate Student Assembly would have a representative, each, on the Campus Accessibility Committee. Speaker Prakash called for a motion to approve. Richard Scotch moved; Syam Menon seconded. There were no objections, and the motion passed unanimously.

Provost Musselman had to leave to attend another meeting. Speaker Prakash took over the duties of chairing the meeting.

20. Approval of Candidates for Graduation – Fall 2021 – Bill Hefley

Speaker Prakash asked Dr. Hefley to present the lists of eligible students to be certified for Fall 2021 graduation. The Academic Senate unanimously approved the bachelor's students eligible to graduate. The Senate also unanimously approved the masters and doctoral students eligible to graduate

21. Adjournment – Richard Benson

There being no further business, Speaker Prakash adjourned the meeting at 4:22 pm.

APPROVED: _____
Dr. Ravi Prakash, Speaker of the Faculty

Date



THE UNIVERSITY OF TEXAS AT DALLAS

SACSCOC Required *Principles of Accreditation* for Fifth-Year Interim Report
Part 2
Academic Senate

Serenity Rose King, PhD

Associate Provost for Policy and Program Coordination and SACSCOC Liaison

October 20, 2021

Fifth-Year Interim Report Timeline

April 25, 2023
notification letter

March 15, 2024
due date

June 2024
review

April 2025
UT Dallas Response
Report
if necessary

“SACSCOC season” begins now

To prepare for a robust report with minimal findings, we need to start:

- raising awareness through improved communication and sharing documentation
- improving policies and procedures
- conducting surveys and collecting data
- analyzing the results to improve our support services, and
- establishing our report infrastructure, such as a committee to review and update the 2017-2018 reports.

Fifth-Year Interim Report Required Principles

5.4 Qualified Administrative Academic Officers

6.1 *Full-time Faculty [CR]*

6.2.b *Program Faculty*

6.2.c *Program Coordination*

8.1 Student Achievement [CR]

8.2.a Student Outcomes: Educational Programs

9.1 Program Content [CR]

9.2 Program Length [CR]

10.2 Public Information

10.3 Archived Information

10.5 Admissions Policies and Practices

Presented at September Senate

10.6 Distance and Correspondence Education

10.7 Policies for Awarding Credit

10.9 Cooperative Academic Arrangements

12.1 Student Support Services [CR]

12.4 Student Complaints

13.6 Federal and State Responsibilities

13.7 Physical Resources

13.8 Institutional Environment

14.1 Publication of Accreditation Status

14.3 Comprehensive Institutional Reviews

14.4 Representation to Other Agencies

10.6 Distance and Correspondence Education

An institution that offers distance or correspondence education

- (a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
- (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- (c) ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

SACSCOC Policies / Good Practices

[Advertising and Student Recruitment](#)

[Distance Education and Correspondence Education \[Courses\]](#)

[Developing Policy and Procedure Documents](#)

10.7 Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

SACSCOC Policies / Good Practices

[Credit Hours](#)

[Distance Education and Correspondence Education \[Courses\]](#)

[Developing Policy and Procedures Documents](#)

Previous results: 2013-2015 ATEC Student Complaint; 2018 Self-disclosure report; changes subsequently made to processes for awarding credit and added sections for "Evaluating and Awarding Credit for Non-Credit Coursework Not Originating from the Institution" to the the UT Dallas Graduate and Undergraduate Catalogs.

Companion Principles: 10.8 Evaluating and Awarding Academic Credit and **10.9 Cooperative Academic Arrangements**

10.7 Questions to Consider

- What is the institution's definition of a credit hour, or its equivalent? Is this definition consistent with commonly accepted practices in higher education?
- What are the institution's policies related to assigning amount and level of credit for undergraduate and graduate courses?
- Are these policies and procedures published in an accessible manner?
- What is the institution's course numbering and naming system?
- If the institution awards credit for courses delivered in format other than semester credit hours, how does the institution ensure that the process for determining the amount of credit is equivalent to the credit earned in the same or similar courses delivered in other formats?

10.7 Questions to Consider, continued

- What are the policies that determine the level and amount of credit awarded for undergraduate and graduate coursework delivered through distance learning technology?
- What is the oversight structure for course approval?
- What is the role of faculty in reviewing academic credit awarded?
- Do those persons responsible for course approval have appropriate academic qualifications?
- In developing policies related to the amount and level of credit awarded, how does the institution use the standards of professional organizations or the practices of peer institutions?
- Are practices under this standard consistent with the institution's own credit hour policies and with the SACSCOC policy on Credit Hours?

10.7 Sample Documentation

- The institution's policy for determining credit hours awarded, including the definition of a credit hour used by the institution.
 - UTD Policy UTDP1090 Semester Credit Hour Value
 - UTD Policy UTDP1095 Official Academic Transcript Notation
- Policies and procedures for decisions related to the amount and level of credit for courses.
- Details as to where these policies and procedures are published.
 - UTD Undergraduate and Graduate Catalogs
- Evidence that the institution consistently applies its policies and procedures in awarding credit for courses and programs.

10.7 Sample Documentation, continued

- Minutes, check sheets, and other documents showing the approval process for the level and amount of credit for courses (not blank forms).
 - CUE, Graduate Council, CEP, and Senate minutes; documentation showing exceptions in all programs at school and/or department/program level
- Descriptions of processes and criteria used to award credit for courses and programs that are not “traditional.”
- List of responsibilities and of membership of the institution’s curriculum committee or its equivalent, with evidence concerning academic qualifications of membership.
 - School bylaws, school curriculum committees, documentation at school and/or department/program level; and internal governance processes if warranted, that show oversight of course and/or program approval in relation to academic credit being awarded.

10.9 Cooperative Academic Arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

SACSCOC Policies

[Agreements Involving Joint and Dual Academic Awards](#)

[Direct Assessment Competency-Based Educational Programs](#)

[Distance Education and Correspondence Education \[Courses\]](#)

[Dual Enrollment](#)

[Quality and Integrity of Educational Credentials](#)

[Substantive Change Policy and Procedures](#)

Previous results: marked non-compliant by 2017 Off-Site Review Committee; no issues after on-site visit in 2018

10.9 Questions to Consider

- What types of cooperative academic arrangements does the institution have where it transcribes courses as its own work?
- Does the institution have a signed contract or memorandum of agreement for each such situation?
- Does the contract or consortial agreement provide for the following?
 - Clear indication of the responsibilities of all parties to the agreement?
 - Provision for ensuring the quality of the programs and courses offered through the agreement?
 - Provision for evaluating the agreement in relation to the mission of the institution?
- What is the institution's process for ensuring the quality of programs and courses offered through cooperative academic arrangements?
- How does the process involve all parties to the arrangement?
- How does credit earned through these agreements appear on the institution's transcript?



10.9 Sample Documentation

- Copies of signed contracts and consortial agreements
- Evidence that the institution regularly evaluates the cooperative academic arrangement against the purpose of the institution.
- Documents that clearly stipulate the responsibility of each party to ensure course quality
- Documents that clearly stipulate the responsibility of the SACSCOC institution to ensure ongoing compliance with the standards/requirements as applicable to the cooperative academic arrangement
- Redacted transcripts that demonstrate how the credits earned under these agreements appear on the institution's transcript

12.1 Student Support Services [CR]

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

SACSCOC Policy

[Distance Education and Correspondence Education \[Courses\]](#)

12.1 Questions to Consider

- How does the institution's *organizational structure affect delivery of academic and student programs, services, and activities*?
- What is the student body profile and do the institution's academic and student programs, services, and activities serve *all* levels of students?
- Differentiation of programs, services, and activities for undergraduate, graduate, and professional students?
- How do the academic and student support programs promote the institution's mission?
- How do students taking other delivery modes of instruction (e.g. off-site locations and online programs) *access these programs, services, and activities*?
- What academic support programs, services, and activities exist for *faculty*?
- How does the institution *ensure* that its support programs and services are *adequate and appropriate* to meet the needs of its *students and faculty*?

12.1 Sample Documentation

- Descriptions of academic and student support programs, services, and activities and how they support the institutional mission.
- Publications and websites that explain how these programs and services are provided and accessed.
- **Collection of data** that indicate the frequency of usage of these programs by students and faculty.
- **Surveys that indicate that student and faculty needs are being met**
 - **Analysis of findings that lead to institutional strategies to meet the needs of students and faculty.**

12.4 Student Complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

SACSCOC Policies / Good Practices

[Complaint Procedures Against SACSCOC or Its Accredited Institutions](#)

[Distance Education and Correspondence Education \[Courses\]](#)

[Developing Policy and Procedures Documents](#)

12.4 Questions to Consider

- Institutional definition of “written student complaint?”
- Availability and *adequacy* of institutional policies and procedures governing written student complaints?
- Dissemination of policies and procedures governing student complaints?
- Differentiation in policies for off-site locations or delivery mode (online)?
- How was policy approved and how is it revised if necessary?
- Adherence and *consistency in following publicized policies and procedures* when resolving student complaints?
- Institutional documentation of student complaints?
 - Where and how?
- *Analysis* of documentation to discern student complaint patterns?

12.4 Sample Documentation

- Policies and procedures for addressing written student complaints
- Provide details on published policies and procedures and dissemination of these policies to students, faculty, and staff to raise their awareness level
- Example[s] of redacted student complaint resolution[s]
- Description of institutional documentation of keeping records of written student complaints that includes:
 - Individuals/offices responsible for maintenance of record-keeping
 - Elements of complaint review within the documentation/record
 - [Resolution of complaint – show “paper trail” of decisions and final resolution]
- Description of centralized or decentralized processes and where/how documentation is kept

UTD Undergraduate and Graduate Catalogs: Student Complaint Resources

UTD Policy UTDSP5005 Student Grievances



13.6 Federal and State Responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

SACSCOC Policy

None noted

13.7 Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission related activities.

SACSCOC Policy

[Distance Education and Correspondence Education \[Courses\]](#)

13.8 Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

SACSCOC Policy

[Interpretation on Standard 13.8 \(Institutional Environment\)](#)

Companion Principle 13.7 Physical Resources

13.8 Questions to Consider

- Does the institution have a safety plan, and is it followed?
- Who has campus administrative responsibility for health, safety, and security functions, and what is the reporting structure to the CEO? Does the institution have a crisis communications plan? When was the system last tested?
- If crisis communications have been necessary, were they effective?
- Are facilities and grounds regularly reviewed and/or tested for health and safety concerns? If there were findings, have concerns been addressed?
- How is building access provided? After hours?
- How does the institution ensure campus security? In house? Outsourced? What is the relationship with local law enforcement?
- How does the institution address this standard at off-campus sites and branch campuses?
- How does the institution disseminate emergency procedures and other health and safety related procedures?

13.8 Sample Documentation

- Evidence that the institution has qualified staff to carry out the safety, security, and health plans of the institutions
- Current safety, emergency, and disaster plans
- Emergency procedures and evacuation plans
- Inspection reports (e.g., health, safety)
- Clery Act reports and evidence of their publication
 - UTD Policy UTDBP3112 Clery Act Compliance Policy
 - UTD Police Department website: see “Annual Security Report”
 - UTD Undergraduate and Graduate Catalogs: Student-Right-to-Know and Campus Security Act (Clery Act)
- Evidence of compliance with environmental and occupational regulations
- Evidence of corrective action, if appropriate

13.8 Sample Documentation, continued

- Policies and training regarding harassment, hazardous materials, etc.
 - UTD Policy UTDBP3102 Sexual Misconduct Policy
 - UTD Policy UTDBP3090 Nondiscrimination
 - UTD Policy UTDBP3082 University Safety and Fire Prevention
 - ICET Training webpage
 - Title IX Training webpage
- Copies of safety committee minutes
 - UTD Policy UTDPP1016 Biosafety Committee
 - UTD Policy UTDPP1032 Radiation Safety Committee
 - UTD Policy UTDPP1036 University Safety and Security Council
- Summary of any open or recently closed investigations by the Office of Civil Rights for possible violations alleging sexual violence
 - Correspondence with the Office of Civil Rights on such cases (e.g., letters and emails—not the full file)

14.1 Publication of Accreditation Status

The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

SACSCOC Policies

[Institutional Obligations for Public Disclosure](#)

[Separate Accreditation for Units of a Member Institution](#)

14.3 Comprehensive Institutional Reviews

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and **off-campus instructional sites**.

SACSCOC Document / Policies

[Institutional Summary Form Prepared for SACSCOC Reviews](#)

[Distance and Correspondence Education \[Courses\]](#)

[Reaffirmation of Accreditation and Subsequent Reports](#)

[Substantive Change Policy and Procedures](#)

14.3 Questions to Consider

- Are courses and programs offered at off-campus sites and through distance or correspondence education given the same attention in terms of the quality and integrity of the offerings as is given to other courses and programs?
- What types of academic and student support services and activities are offered to distance learning students, students at off-campus sites, and at branch campuses?
- Are off-campus and distance learning offerings included when collecting data for assessing expected student learning outcomes?
- What type of oversight is there for distance learning and for off-campus sites?
- What is the role of full-time faculty relative to these sites and modes of delivery?
- How does the institution ensure adequate and appropriate physical resources at off-campus instructional sites?
- If the institution offers dual-enrollment courses with local high schools, how are the quality and integrity of these offerings ensured?

14.3 Sample Documentation

- If an institution has **off-campus sites**, branch campuses, and/or **offers courses through distance learning as a delivery mode**, then mention of sites and modes should be peppered throughout a Compliance Certification, Application for Membership, or **Fifth-Year Interim Report**.
- Branch campuses [off-campus sites, e.g., Callier Center, Collin Higher Education Center] will often need narratives similar to what is offered for the main campus, especially with regard to faculty, academic and student support, physical resources, budgets, student achievement, library and learning resources, and educational policies.
- It is common to see subheadings and other similar means to clarify site/modal differences when responding to the charge to apply “all appropriate standards and policies.”

14.4 Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy [*Accrediting Decisions of Other Agencies*](#).)

SACSCOC Document / Policy

[Institutional Summary Form Prepared for SACSCOC Reviews](#)
[Accrediting Decisions of Other Agencies](#)

Next Steps

QEP Impact Report: presentation to Cabinet/ELT next month; to Senate in spring 2022

Fifth-Year Report Advisory Committee (similar to 2018 [Reaffirmation Leadership Committee](#))

Faculty Committee to help assemble, review reports, and supporting documentation

Similar membership as [2018 Faculty Committee](#): Senators, CEP members, CUE, Grad Council, other university and Senate committees

1 meeting in fall 2021

2 meetings each fall/spring 2022, 2023

2 meetings spring 2024



Resources

- SACSCOC [website](#)
- SACSCOC's [*Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement*](#), 2020 ed.
- UT Dallas SACSCOC [website](#)

serenity.king@utdallas.edu

accreditation@utdallas.edu

Faculty Senate Resolution on Graduate Student Compensation

Our Mission¹

Whereas The University of Texas at Dallas (UTD) “has experienced profound and significant growth in recent years, becoming an energetic, top-tier national research institution;”

Whereas UTD aims to become ‘one of the nation’s best public research universities and one of the great universities of the world’;

Whereas UTD aims to ‘Recruit the best and brightest students from around the world’ and ‘Guarantee a Comprehensive Approach to Student Success’;

Whereas UTD aspires to ‘Representation of the full array of individual differences’ including in regard to economic class, disability, race, and ethnicity;

Whereas UTD has committed itself to ‘the active identification and elimination of barriers that prevent the full participation by all individuals;’

and,

Rising Competition

Whereas the University of Texas (UT) at Austin’s Graduate Education Task Force ‘stressed the vital importance of improving graduate student stipends and ensuring they match or exceed those of peer institutions,’²

Whereas UT Austin already provides graduate teaching assistants and research assistants ‘with 100% premium support’ for the UT System’s Student Health Insurance Plan (SHIP);³

Whereas the UT College of Liberal Arts has declared a minimum level of graduate support for doctoral students of \$2,222 per month, in tandem with new, additional fellowships and a stated intention of regularly increasing minimum graduate income;⁴

and yet:

A Strategic Shortcoming

¹ The UTD Strategic Plan (‘Introduction’, ‘Vision’, ‘Themes & Initiatives: Foster DEI’), <https://strategicplan.utdallas.edu/introduction/>

² <https://provost.utexas.edu/2020/02/05/graduate-education-task-force-report-and-next-steps/>

³ Employees are eligible for benefits if they work at least 20 hours per week: <https://hr.utexas.edu/student/student-employee-insurance-benefits/academic-graduate-student-employee-insurance-options>

⁴ E-mail communication from Dean Stevens to COLA graduate students and faculty, July 22, 2021. Graduate support differs across programs by duration of funding---i.e., annual versus 9-month academic year. Monthly income, however, is comparable across all plans. Students denied year-long funding are free to pursue other sources of income during their periods of university furlough.

Whereas UTD graduate employees are not provided with health insurance, international students are required to purchase health insurance, and SHIP currently costs UTD students \$3,190 annually,⁵ and this cost continues to increase;

Whereas UTD cites a low cost of living in the Dallas area to attract graduate students, but living expenses in Dallas County for an individual without children have risen to an estimated \$2,200 per month according to MIT economists and UTD;⁶

Whereas an estimated 55% of UTD graduate employees have monthly incomes below \$2,200;⁷

and as a result,

Use of Charitable Institutions are Expanding while Ascertainment of Self-Sufficiency is Officially Disallowed

Whereas Comet Cupboard, our campus food pantry, is serving about 450 students each week, about 70% of them graduate students;

Whereas UTD's Office of Graduate Education felt compelled to undertake extraordinary measures this year to prevent graduate students from experiencing homelessness due to the growing discrepancy between housing costs and graduate incomes;

Whereas an estimated 15% of graduate employees at UTD earn less than \$1,775 per month, the maximum income limit for food stamp eligibility in Texas for a family size of 1;

Whereas submitting an application for food stamp benefits, irrespective of eligibility, would tarnish the records of our international students with the injurious label of a "public charge," jeopardizing their ability to renew or change their status in this country;

Whereas TA/RAs are barred by UTD policy from taking on any additional employment;

Whereas TA/RAs are required to register as full-time credit earning students at UTD;

moreover,

An Identifiable Barrier to Access

Whereas the current level of graduate funding poses an identifiable barrier to access for potential graduate students of lower economic class;

Whereas lack of adequate funding prevents bright students without savings from attending this university, and causes those on the edge of financial success to take great financial risks to access this institution;

⁵ <https://insurance.utdallas.edu/policies/>

⁶ <https://livingwage.mit.edu/counties/48113>; <https://isso.utdallas.edu/joining-ut-dallas/expenses/>

⁷ Survey of graduate student employees conducted by Graduate Student Assembly, February 2020. All estimates of graduate income levels are derived from modeled results per school, accounting for graduate enrollment per school.

Whereas the current graduate funding situation disproportionately impacts marginalized communities with lower family savings including prospective Black, Hispanic, and Indigenous students;

Whereas only 5% of UTD students identify as African American, as compared with 15% of the DFW metropolitan area;

Whereas all persons require health insurance, and many persons with disabilities have a particular need for uninterrupted access to health care services;

A Priority for Action

Be it resolved,

that the Faculty of The University of Texas at Dallas do urge the administration to consider the following actions:

- 1. Provide the Student Health Insurance Plan (SHIP) as part of the standard compensation package for all UTD teaching assistants and research assistants;*
- 2. Identify resources that may be redirected so as to increase monthly stipends for the lowest paid graduate employees;*
- 3. Make competitive, dignified graduate funding a strategic priority for UTD.*

UT Dallas

FY 2022
Financial
Update

Academic Senate
10-20-21

Terry Pankratz

Vice President for Budget and Finance

Data as of September 2021



Executive Summary

FY 21 Projections as of October 1, 2020

(Core Funds – State Appropriations, Tuition, and Mandatory Fees)

		Oct 2020
Planned FY 2021 Operating Deficit (Before COVID-19)		(\$5.3M)
Less:	Lost revenue from state reduction and enrollment decline	(\$35.4M)
Less:	Scholarship and Benefit increases that can't be deferred	(\$16.8M)
Plus:	University reductions and reallocations thus far	\$47.3M
Equals:	Estimated FY 2021 Operating Deficit	(\$10.2M)

UTD FY 2022 Preliminary Budget Summary

	Oct 2020	Apr 2021	Sep 2021
Planned FY 2021 Operating Deficit (Before COVID-19)	(\$5.3M)	(\$5.3M)	(\$5.3M)
Less: Lost revenue from state reduction and enrollment decline	(\$35.4M)	(\$35.4M)	(\$35.4M)
Less: Scholarship and Benefit increases that can't be deferred	(\$16.8M)	(\$16.8M)	(\$16.8M)
Plus: University reductions and reallocations thus far	\$47.3M	\$47.3M	\$47.3M
Plus: Revenue Adjustments - Spring & Summer Enrollment		\$7.0M	\$3.0M
Less: FY 2021 Mid-year Adjustments		(\$3.4M)	(\$1.4M)
Equals: Estimated FY 2021 Operating Deficit	(\$10.2M)	(\$6.6M)	(\$8.6M)

FY 2022 Carryover from FY 2021	(\$10.2M)	(\$6.6M)	(\$8.6M)
Plus: FY 2022 State Appropriations Increase (Decrease)		\$9.0M	\$12.7M
Plus: FY 2022 Tuition and Fee Increase		\$22.2M	\$31.2M
Plus: FY 2022 Other Revenue Increases		\$5.5M	\$5.5M
Less: FY 2022 Cost Increases (Mandatory)		(\$12.8M)	(\$13.9M)
Less: FY 2022 New Initiatives		(\$16.5M)	(\$26.8M)
Equals: Preliminary FY 2022 Operating Surplus / (Deficit)	(\$10.2M)	\$.8M	\$.1M

Executive Summary - FY 22 Budget

(Core Funds – State Appropriations, Tuition, and Mandatory Fees)



FINANCIAL RESULTS

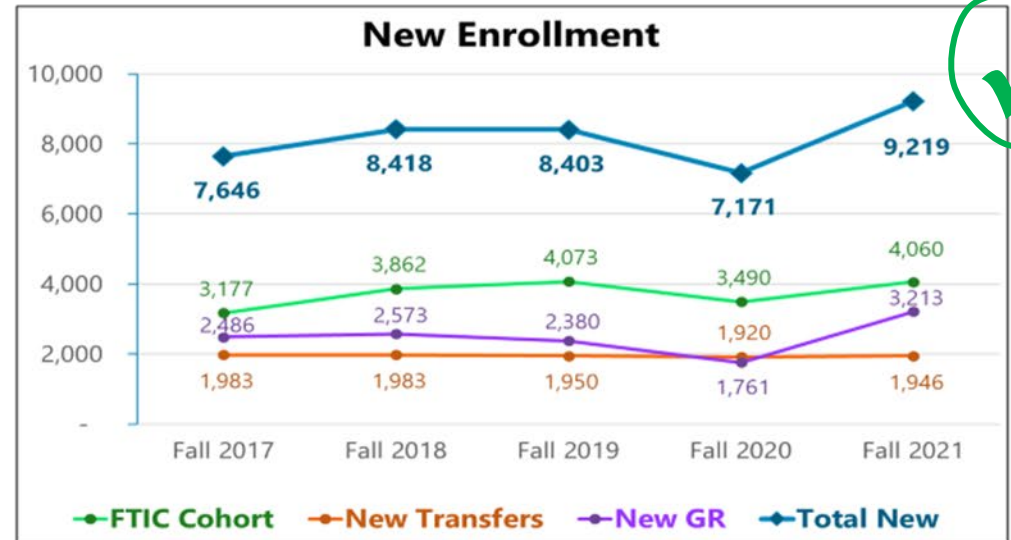
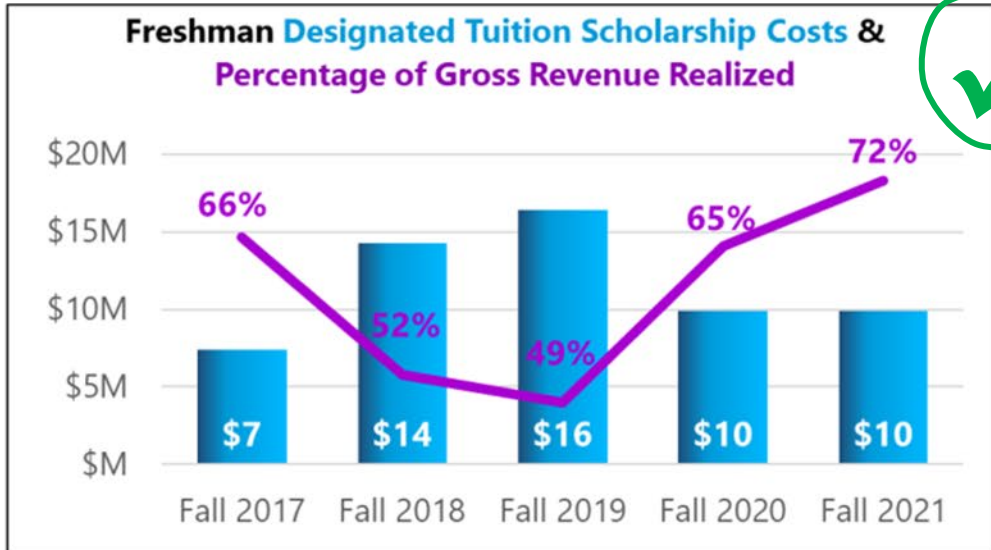
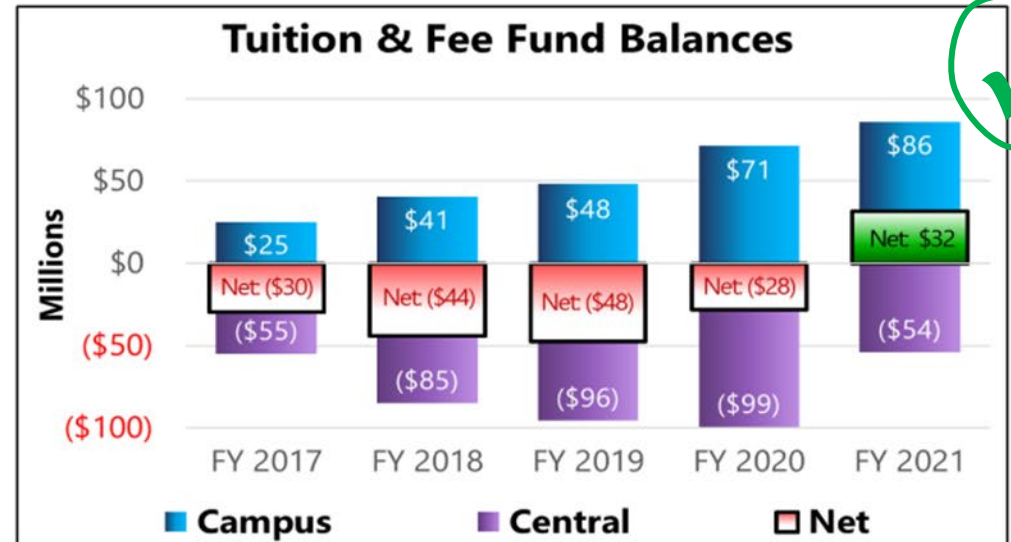
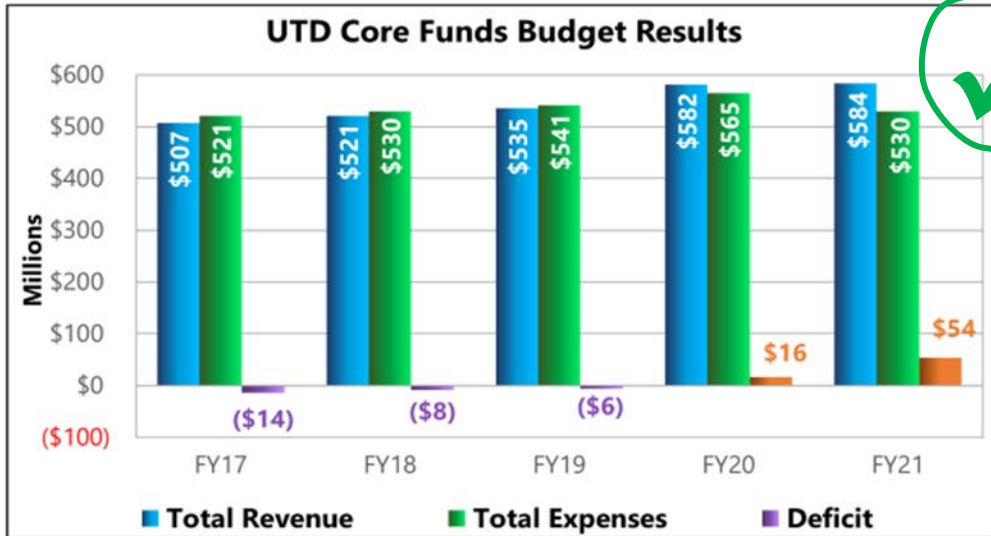
- \$ FY 2022 Core Fund Revenue projections are 10% higher than FY 2021
- \$ Projecting a small budget surplus for FY 2022
- \$ Federal stimulus funding (\$57.5M) addressing COVID-19 safety & remediation, technology enhancements, infrastructure projects, and recovery of lost revenue



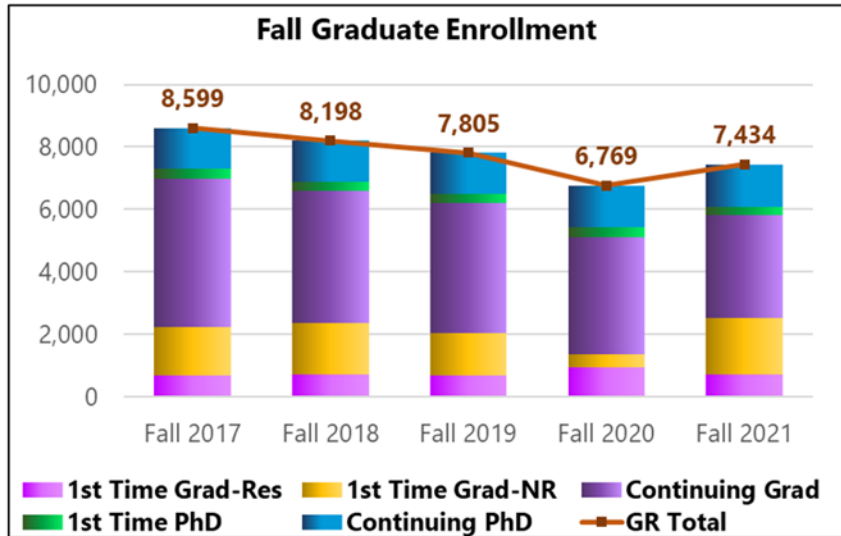
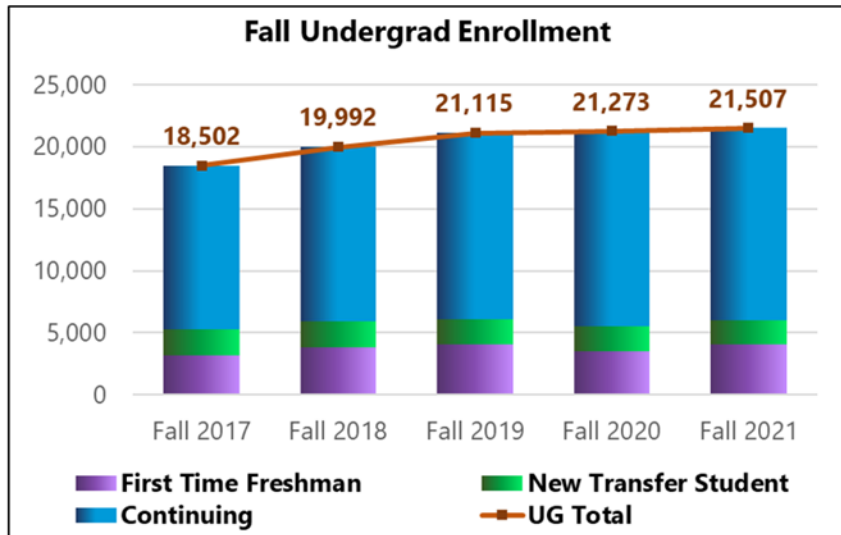
ACTIONS

- Established funding for expanded DEI Initiatives
- Restarted construction planning
- Provided salary merit increases and targeted market salary increases
- Increased funding for student accessibility services
- Partial restoration of FY 2021 Budget Reductions
- Enrollment growth funding provided to units
- Restoration of T/TT faculty expansion program
- Restoration of critical infrastructure funding
- Study abroad pilot program

Financial Performance Indicators (October 2021)

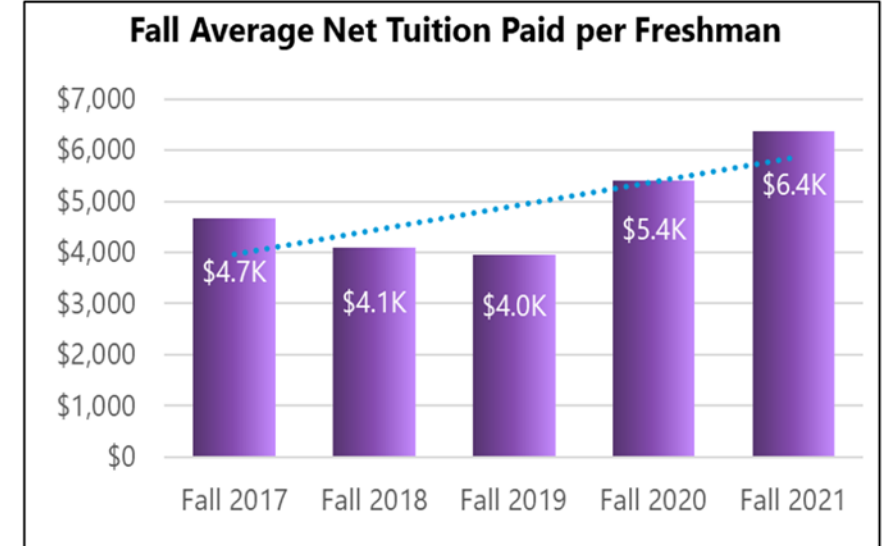
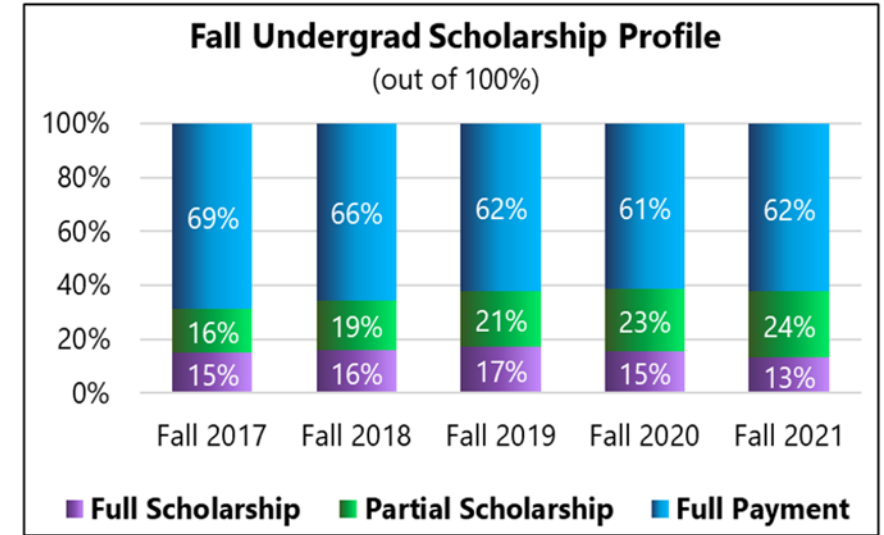


Enrollment Profile Supports Future Revenue Growth



Annual Scholarship Expenditures

Year	Actual
FY 2018	\$56,741,684
FY 2019	\$62,587,100
FY 2020	\$81,934,371
FY 2021	\$82,531,921
FY 2022 (Est)	\$84,930,073



Federal Stimulus Funding

UT Dallas Federal Stimulus Allocations				
	HEERF I	HEERF II	HEERF III	Total
Institutional Support	\$9.6M	\$21.0M	\$27.1M	\$57.7M
Student Support	\$9.6M	\$9.6M	\$27.1M	\$46.3M
				\$0.0M
Available for Allocation	\$19.1M	\$30.6M	\$54.2M	\$104.0M

UT Dallas Institutional Expenditures Through 9-28-21				
Description	HEERF I	HEERF II	HEERF III	Total
Allocation	\$9.6M	\$21.0M	\$27.1M	\$57.7M
Auxiliary Reimbursements	(\$6.1M)	(\$1.2M)		(\$7.3M)
COVID Safety Measures	(\$.7M)	(\$.9M)	(\$.0M)	(\$1.6M)
Recovery of Lost Revenue	(\$1.8M)	(\$17.0M)	(\$.2M)	(\$19.0M)
Vaccine Incentive Program			(\$2.8M)	(\$2.8M)
Teaching Technology	(\$.8M)	(\$1.0M)	(\$.2M)	(\$2.0M)
Indirect Costs	(\$.2M)	(\$1.0M)	(\$.2M)	(\$1.4M)
Amount Remaining	\$0.0M	\$0.0M	\$23.6M	\$23.6M

UT Dallas Institutional Expenditures Through 9-28-21			
	Rev. Recapture	Indirect Cost	Total
Allocation	\$19.0M	\$1.4M	\$20.4M
Student Affairs - Student Technology	(\$1.8M)		
BSB Storm Damage		(\$1.0M)	(\$1.0M)
Central Utility Plant Boiler 1 Upgrade	(\$.4M)		
Central Utility Plant Boiler 2 Replacement	(\$2.6M)		(\$2.6M)
C.U.P. Main Electrical Switch Replacement	(\$2.3M)		(\$2.3M)
Utility Extension to APC Project	(\$3.0M)		(\$3.0M)
Callier Chiller	(\$1.5M)		(\$1.5M)
School Technology Upgrades	(\$1.9M)		(\$1.9M)
Research Core Equipment			
Athletic (DIII) COVID-19 Testing			
Rec Center Operations	(\$.2M)		
Available for Allocation	\$5.3M	\$0.4M	\$5.7M

Executive Summary - FY 23 Projections

(Core Funds – State Appropriations, Tuition, and Mandatory Fees)










FINANCIAL OUTLOOK

- \$ Proposal to increase tuition and fees in fall 2022 (indexed to HEPI)
- \$ Sustain recent success in graduate student enrollment
- \$ Continue refining merit scholarship programs
- \$ Monitor long-term COVID impact on auxiliary operations (housing, dining, etc.)



CURRENT PRIORITIES

-  Resume full debt service payments (principle deferred during COVID)
-  RA/TA stipends and health insurance contributions
-  Salary merit increases and targeted market salary increases
-  Construction Planning:
 -  Arts and Performance Complex
 -  Student Success Center / Student Union
-  Expand resource allocation methods based on productivity and mission contribution (Similar to RCM)

Questions & Discussion

ITEM #5

THECB/SACSCOC/Legislative Updates

As of October 28, 2021

Serenity Rose King, PhD

1. THECB

- A. Committee and [Full Board](#) Meeting Updates (embedded URL)
 - 1. Texas General Academic Institutions: Increasing Successful Community Transfer [Report](#) (embedded URL)
 - 2. Accelerated Credentials
 - 3. Definitions and Standards Subcommittee within Learning Technology Advisory Committee: formed three workgroups to review and make recommendations regarding distance education definitions; work will be completed by summer 2022

ITEM #10

CEP Recommendations

- A. 2021-22 Undergraduate Course Inventory
- B. 2022-23 Undergraduate Course Inventory
- C. 2021-22 Graduate Course Inventory
- D. 2022-23 Graduate Course Inventory
- E. New Track-BS-Information Technology and Systems: Cybersecurity Management
- F. New Tracks, PhD program in Cognition and Neuroscience (i) Systems and Cellular Neuroscience, and (ii) Cognitive Neuroscience
- G. Reducing SCH requirements for MS in Human Development and Early Childhood Disorders
- H. Quick Admit Program Catalog Language

Undergraduate Courses to be offered in 2021-2022 – Mid-Cycle

COURSE	ARHM	A TEC	BBS	ECS	EPPS	GENS	JSOM	NSM	HONS	UGRD	TOTAL
Additions											0
Removals											0
Edits	1									2	3
Total	1									2	3
Repeatable										2	2
Online											

Additions										
ARHM	A TEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD	

Edits not reported to THECB										
ARHM	A TEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD	
SPAN 3363										UNIV 4074 UNIV 4076

+ Repeatable										Online
ARHM	A TEC	BBS	ECS	EPPS	IS	JSOM	UGRD			
							UNIV 4074 UNIV 4076			

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.

Legend			
*	New as repeatable	#	Update made to repeat hrs
=	Re-number – no additional info required	~	Reinstate – no additional info required
+	Table contains additions & edits only	@	New as Online/Hybrid Course
♦	Core Report Attached	^	Mid-cycle Change to Requisite

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions						
2021-open	edit * span3363 (r5) span3363.9 group_head series_head	<p>SPAN 3363 Spanish Composition and Style (3 semester credit hours) Development of formal writing skills for professional and academic settings. Prerequisite: SPAN 3365 or equivalent based on placement exam or instructor consent required. (3-0) R</p> <p style="text-align: center;">request notes</p> <p>Changed prerequisite per request of Dr. Camacho and Dr. Hatfield; late request.</p> <p style="text-align: center;">peoplesoft diff: 011814 2020-08-16 ddc130130</p> <p>SPAN 3363 Spanish Composition and Style (3 semester credit hours) Development of formal writing skills for professional and academic settings. Prerequisite: SPAN 2312 3365 or equivalent based on placement exam or instructor consent required. (3-0) R</p> <p style="text-align: center;">show fields: span3363.9</p> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>29</td> </tr> </table>	phase:	approve	status:	approving	audit:	29	cxh074100 2021-09-23 13:11:49 011814 audit: -129.3 m index: -129.3 m match_fail
phase:	approve									
status:	approving									
audit:	29									

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions						
2021-open	edit * univ4074 (r5) univ4074.7 group_head series_head	<p>UNIV 4074 Student Leadership (0 semester credit hours) This is the required course for all students selected to participate in University recognized leadership programs, including but not limited to First Year Leaders, and Student Tour Ambassadors for Recruitment. Credit/No Credit only. May be repeated up to three times. Instructor consent required. (2-0) Y</p> <p style="text-align: center;">request notes</p> <p>Component type changed from IND to LEC at the request of Dr. Murphy.</p> <p style="text-align: center;">peoplesoft diff: 013740 2014-08-24 sxh121431</p> <p>UNIV 4074 Student Leadership (0 semester credit hours) This is the required course for all students selected to participate in University recognized leadership programs, including but not limited to First Year Leaders, and Student Tour Ambassadors for Recruitment. Credit/No Credit only. May be repeated up to three times. Instructor consent required. (2-0) Y</p> <p style="text-align: center;">repeat reason</p> <p>Per John Jackson's email, 12-8-14: UNIV 4074 should be allowed to be repeated as this course educates and supports student mentors as they are engaging students. Students repeating the course continue their education and support as well as acting as taking on leadership responsibilities with students new to the course.</p> <p style="text-align: center;">show fields: univ4074.7</p> <ul style="list-style-type: none"> • cat_repeat_units: 0 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>99</td> </tr> </table>	phase:	approve	status:	approving	audit:	99	ddc130130 2021-10-04 10:25:05 013740 audit: -1439.6 m index: -1439.6 m match_pass
phase:	approve									
status:	approving									
audit:	99									

ITEM #10A

req type course req_id	catalog course description	request status	request metadata	actions						
2021-open	edit * univ4076 (r2) univ4076.4 group_head series_head	<p>UNIV 4076 Advanced Student Leadership (0 semester credit hours) This is a required course for all students selected to serve as First Year Leaders. Students will continue to learn content related to Freshman Seminar topics and will discuss their experiences as educators, mentors, and role models for their Freshman Seminar students. Credit/No Credit only. May be repeated up to three times. Instructor consent required. (1-0) Y</p> <p style="text-align: center;">request notes</p> <p>Component type changed to LEC from IND at the request of Dr. Murphy.</p> <p style="text-align: center;">peoplesoft diff: 015681 2020-08-16 ddc130130</p> <p>UNIV 4076 Advanced Student Leadership (0 semester credit hours) This is a required course for all students selected to serve as First Year Leaders. Students will continue to learn content related to Freshman Seminar topics and will discuss their experiences as educators, mentors, and role models for their Freshman Seminar students. Credit/No Credit only. May be repeated up to three times. Instructor consent required. (1-0) Y</p> <p style="text-align: center;">repeat reason</p> <p>May be repeated up to 3 times as the topics presented and discussed will change each year.</p> <p style="text-align: center;">show fields: univ4076.4</p> <ul style="list-style-type: none"> • cat_repeat_units: 0 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>99</td> </tr> </table>	phase:	approve	status:	approving	audit:	99	ddc130130 2021-10-04 10:26:00 015681 audit: -1439.5 m index: -1439.5 m match_pass
phase:	approve									
status:	approving									
audit:	99									

ITEM #10B

COURSE	ARHM	ATEC	BBS	ECS	EPPS	GENS	JSOM	NSMT	HONS	UGRD	TOTAL
Additions	1				8						9
Removals							1				1
Edits				24	3			2			29
Total	1			24	11		1	2			39
Repeatable				8	2			2			12
Online											

Additions

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD
ARAB 2316				ECON 3338 * ECON 3396 ECON 4386 IPEC 4317 IPEC 4318 PPOL 4304 PSCI 4317 PSCI 4318					

Edits

ECS	EPPS	ECS & NSM
CE 2310 CE 4201 CE 4202 CE 4203 CE 4204 CE 4205 CS 1324	EE 2310 EE 4201 EE 4202 EE 4203 EE 4204 EE 4205 EE 4367	ECON 4396 GISC 4381 GISC 4382

See additional Edit table at bottom containing all courses whose only change was the addition of the "Additional prerequisites may be required" statement requested by RO

Removals

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	HONS	UGRD
						BCOM 3310			

+ Repeatable

ARHM	ATEC	BBS	ECS	EPPS	JSOM	NSM	HONS	UGRD
			CS 2V95 CS 3V95 CS 4V95 CS 4V98	SE 2V95 SE 3V95 SE 4V95 SE 4V98	* ECON 3396 ECON 4396	MATH 2V90 MATH 4V91		

Core

Online/Hybrid

Legend

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

Edit – Only change was the "Additional prerequisites" statement

ECS				NSM
CS 2V95	CS 4V98	SE 3V95	SE 4V98	MATH 2V90
CS 3V95	CS 4399	SE 4V95	SE 4399	MATH 4V91
CS 4V95	SE 2V95			

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.

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	add * arab2316 (r1) arab2316.3 group_head series_head	<p>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 or instructor consent required. (3-0) R</p> <p style="text-align: center;">request notes</p> <p>Part of strategic plan to build enrollments in Arabic foreign language curriculum.</p> <p style="text-align: center;">peoplesoft diff:</p> <p style="color: green;">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 or instructor consent required. (3-0) R</p> <p style="text-align: center;">show fields: arab2316.3</p> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>12</td> </tr> </table>	phase:	approve	status:	approving	audit:	12	<p>cxh074100 2021-09-23 13:20:05</p> <p>audit: -1319.5 m index: -1319.5 m match_fail</p>
phase:	approve									
status:	approving									
audit:	12									

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

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	add * econ3338 (r1) econ3338.4 group_head series_head	<p>ECON 3338 Economics of Crime (3 semester credit hours) This course empirically analyzes the causes and consequences of crime and the criminal justice system using the tools of economics. A main focus of the course is reading and discussing empirical research papers in the economics of crime literature. Topics include the effects of incarceration on the incarcerated, the impacts of policies intended to deter crime or reduce recidivism, racial disparities in the criminal justice system, and the causes and consequences of domestic violence. Major projects include creation of a data portfolio examining one of several sources of national crime data using tables, graphs, and statistical relationships and a group presentation on a major episode or issue in U.S. crime policy. Prerequisites: ECON 2301 and ECON 2302. (3-0) T</p> <p style="text-align: center;">request notes</p> <p>n/a</p> <p style="text-align: center;">peoplesoft diff:</p> <p>ECON 3338 Economics of Crime (3 semester credit hours) This course empirically analyzes the causes and consequences of crime and the criminal justice system using the tools of economics. A main focus of the course is reading and discussing empirical research papers in the economics of crime literature. Topics include the effects of incarceration on the incarcerated, the impacts of policies intended to deter crime or reduce recidivism, racial disparities in the criminal justice system, and the causes and consequences of domestic violence. Major projects include creation of a data portfolio examining one of several sources of national crime data using tables, graphs, and statistical relationships and a group presentation on a major episode or issue in U.S. crime policy. Prerequisites: ECON 2301 and ECON 2302. (3-0) T</p> <p style="text-align: center;">show fields: econ3338.4</p> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	dga071000 2021-10-01 15:12:30 audit: -1150.1 m index: -1150.1 m match_fail
phase:	approve									
status:	approving									
audit:	13									

ECON 3338 - New Course Additional Information

Prefix	ECON
Number	3338
Year Min	2022
School	epps
Dept	epps
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	n/a
Requestor	Daniel Arce
Preparer	Daniel Arce
Create_DateTime	2021-09-15 09:28:18
Create_NetID	dga071000

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	add * econ3396 (r1) econ3396.8 group_head series_head	<p>ECON 3396 Special Topics in Economics (3 semester credit hours) Additional prerequisites may be required depending on the specific course topic. May be repeated for credit as topics vary (9 credit hours maximum). Prerequisites: ECON 2301 and ECON 2302. (3-0) T</p> <p style="text-align: center;">request notes</p> <p>Topics course with less prerequisites.</p> <p style="text-align: center;">peoplesoft diff:</p> <p>ECON 3396 Special Topics in Economics (3 semester credit hours) Additional prerequisites may be required depending on the specific course topic. May be repeated for credit as topics vary (9 credit hours maximum). Prerequisites: ECON 2301 and ECON 2302. (3-0) T</p> <p style="text-align: center;">repeat reason</p> <p>Different topic.</p> <p style="text-align: center;">show fields: econ3396.8</p> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>12</td> </tr> </table>	phase:	approve	status:	approving	audit:	12	dga071000 2021-10-01 15:10:59 audit: -31.4 m index: -31.4 m match_fail
phase:	approve									
status:	approving									
audit:	12									

ECON 3396 - New Course Additional Information

Prefix	ECON
Number	3396
Year Min	2022
School	epps
Dept	epps
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	Special topics course with lower-level prerequisites
Requestor	Daniel Arce
Preparer	Daniel Arce
Create_DateTime	2021-09-15 09:10:54
Create_NetID	dga071000

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	add * econ4386 (r1) econ4386.3 group_head series_head	<p>ECON 4386 Contemporary Macroeconomic Policy (3 semester credit hours) This is an applied macroeconomics class, intended to provide an overview of modern macroeconomic models and their implications for policy, and a comprehensive knowledge of macroeconomic datasets and their use both in macroeconomics and outside of macroeconomics. A large component of the class will focus on using macroeconomic and economic data, and on evaluating case studies based on current events. Prerequisite: ECON 3311. (3-0) T</p> <p style="text-align: center;">request notes</p> <p>n/a</p> <p style="text-align: center;">peoplesoft diff:</p> <p>ECON 4386 Contemporary Macroeconomic Policy (3 semester credit hours) This is an applied macroeconomics class, intended to provide an overview of modern macroeconomic models and their implications for policy, and a comprehensive knowledge of macroeconomic datasets and their use both in macroeconomics and outside of macroeconomics. A large component of the class will focus on using macroeconomic and economic data, and on evaluating case studies based on current events. Prerequisite: ECON 3311. (3-0) T</p> <p style="text-align: center;">show fields: econ4386.3</p> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	dga071000 2021-10-01 15:13:33 audit: -1167.7 m index: -1167.7 m match_fail
phase:	approve									
status:	approving									
audit:	13									

ECON 4386 - New Course Additional Information

Prefix	ECON
Number	4386
Year Min	2022
School	epps
Dept	epps
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	n/a
Requestor	Daniel Arce
Preparer	Daniel Arce
Create_DateTime	2021-09-15 09:45:39
Create_NetID	dga071000

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	add * ipec4317 (r1) ipec4317.2 group_head series_head	<p>IPEC 4317 The Politics of Illicit Trafficking (3 semester credit hours) This course will examine trends in illicit activity in the global economy. It will engage with how, on one hand, the "dark side" of globalization creates spillovers such as violence, corruption, and public health crises. Yet, on the other hand, illicit markets may help people gain access to better livelihoods to provide for their families or to needed goods. The class will focus on the politics of government decisions surrounding illicit markets, including prohibition, enforcement, and international cooperation. Throughout the course, students will be challenged to think about the intersection of economic and security issues, alongside the applied public policy concerns around control different types of transnational crime. Topics will include several cross-border illicit markets such as illegal drugs, small arms, wildlife, and kidnapping. The class centers around understanding five questions about each topic: Who is gaining or losing from the illicit market? What stage is illegal (production, transit, consumption)? When did the issue area become a regional or international concern? Where does the illicit commodity move? Why is the trade illegal in some places (and perhaps not others)? (Same as PSCI 4317) (3-0) Y</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; background-color: #f0f0f0;">request notes</div> <p>Added at the request of Dr. Thomas Brunell</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; background-color: #f0f0f0;">course alias: psci4317.2 (psci4317)</div> <p>PSCIIPEC 4317 The Politics of Illicit Trafficking (3 semester credit hours) This course will examine trends in illicit activity in the global economy. It will engage with how, on one hand, the "dark side" of globalization creates spillovers such as violence, corruption, and public health crises. Yet, on the other hand, illicit markets may help people gain access to better livelihoods to provide for their families or to needed goods. The class will focus on the politics of government decisions surrounding illicit markets, including prohibition, enforcement, and international cooperation. Throughout the course, students will be challenged to think about the intersection of economic and security issues, alongside the applied public policy concerns around control different types of transnational crime. Topics will include several cross-border illicit markets such as illegal drugs, small arms, wildlife, and kidnapping. The class centers around understanding five questions about each topic: Who is gaining or losing from the illicit market? What stage is illegal (production, transit, consumption)? When did the issue area become a regional or international concern? Where does the illicit commodity move? Why is the trade illegal in some places (and perhaps not others)? (Same as IPEC PSCI 4317) (3-0) Y</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; background-color: #f0f0f0;">peoplesoft diff:</div> <p>IPEC 4317 The Politics of Illicit Trafficking (3 semester credit hours) This course will examine trends in illicit activity in the global economy. It will engage with how, on one hand, the "dark side" of globalization creates spillovers such as violence, corruption, and public health crises. Yet, on the other hand, illicit markets may help people gain access to better livelihoods to provide for their families or to needed goods. The class will focus on the politics of government decisions surrounding illicit markets, including</p>	<table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	ddc130130 2021-09-22 12:56:32 audit: -29.1 m index: -29.1 m match_failmatch_fail
phase:	approve									
status:	approving									
audit:	13									

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions
		<p>prohibition, enforcement, and international cooperation. Throughout the course, students will be challenged to think about the intersection of economic and security issues, alongside the applied public policy concerns around control different types of transnational crime. Topics will include several cross-border illicit markets such as illegal drugs, small arms, wildlife, and kidnapping. The class centers around understanding five questions about each topic: Who is gaining or losing from the illicit market? What stage is illegal (production, transit, consumption)? When did the issue area become a regional or international concern? Where does the illicit commodity move? Why is the trade illegal in some places (and perhaps not others)? (Same as PSCI 4317) (3-0) Y</p> <div data-bbox="402 617 1036 655" style="border: 1px solid gray; padding: 2px; text-align: center;"> <p>show fields: ipec4317.2</p> </div> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 		

IPEC 4317 - New Course Additional Information

Prefix	IPEC
Number	4317
Year Min	2022
School	epps
Dept	epps
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	PSCI 4317
Reasoning	PSCI is new as well and will be crosslisted with IPEC 4317
Requestor	Thomas Brunell
Preparer	Climer
Create_DateTime	2021-09-22 12:52:36
Create_NetID	ddc130130

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	add * ipec4318 (r1) ipec4318.2 group_head series_head	<p>IPEC 4318 Foreign Aid and Development (3 semester credit hours) This class will introduce students to a nuanced perspective of foreign aid and development from a political economy perspective. The class will explore the motives and trends of foreign aid; the development effectiveness of foreign aid; how donors allocate aid; the differences between bilateral and multilateral aid; perceptions of foreign aid in recipient countries; and the unintended consequences of foreign aid, among other topics. After creating a framework with this nuanced understanding of development assistance, the course will also consider different types of targeted assistance to help address global challenges such as climate change, pandemics, and security challenges. Case studies within different regions will ground the investigation of who provides aid to whom, why, and what results. The aim of the course is to understand the politics of foreign aid and the role of foreign aid in development. (Same as PSCI 4318) (3-0) Y</p> <div data-bbox="407 726 1036 764" style="border: 1px solid #ccc; padding: 2px; text-align: center;">request notes</div> <p>Added at the request of Thomas Brunell</p> <div data-bbox="407 848 1036 886" style="border: 1px solid #ccc; padding: 2px; text-align: center;">course alias: psci4318.2 (psci4318)</div> <p>PSCIIPEC 4318 Foreign Aid and Development (3 semester credit hours) This class will introduce students to a nuanced perspective of foreign aid and development from a political economy perspective. The class will explore the motives and trends of foreign aid; the development effectiveness of foreign aid; how donors allocate aid; the differences between bilateral and multilateral aid; perceptions of foreign aid in recipient countries; and the unintended consequences of foreign aid, among other topics. After creating a framework with this nuanced understanding of development assistance, the course will also consider different types of targeted assistance to help address global challenges such as climate change, pandemics, and security challenges. Case studies within different regions will ground the investigation of who provides aid to whom, why, and what results. The aim of the course is to understand the politics of foreign aid and the role of foreign aid in development. (Same as IPEC PSCI 4318) (3-0) Y</p> <div data-bbox="407 1415 1036 1453" style="border: 1px solid #ccc; padding: 2px; text-align: center;">peoplesoft diff:</div> <p>IPEC 4318 Foreign Aid and Development (3 semester credit hours) This class will introduce students to a nuanced perspective of foreign aid and development from a political economy perspective. The class will explore the motives and trends of foreign aid; the development effectiveness of foreign aid; how donors allocate aid; the differences between bilateral and multilateral aid; perceptions of foreign aid in recipient countries; and the unintended consequences of foreign aid, among other topics. After creating a framework with this nuanced understanding of development assistance, the course will also consider different types of targeted assistance to help address global challenges such as climate change, pandemics, and security challenges. Case studies within different regions will ground the investigation of who provides aid to whom, why, and what results. The aim of the course is to understand the politics of foreign aid and the role of foreign aid in development. (Same as PSCI 4318) (3-0) Y</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	ddc130130 2021-09-22 14:08:51 audit: -28.7 m index: -28.7 m match_failmatch_fail
phase:	approve									
status:	approving									
audit:	13									

IPEC 4318 - New Course Additional Information

Prefix	IPEC
Number	4318
Year Min	2022
School	epps
Dept	epps
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	PSCI 4318
Reasoning	These courses will be crosslisted.
Requestor	Thomas Brunell
Preparer	Climer
Create_DateTime	2021-09-22 13:01:53
Create_NetID	ddc130130

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
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2022-open	add * ppol4304 (r1) ppol4304.2 group_head series_head	<p>PPOL 4304 Mental Health and Social Policy (3 semester credit hours) This course broadly examines issues related to mental health and mental illness as social issues in the United States and related topics and categories of mental health disorders. The course reviews the foundations of mental health and mental illness, major categories of disorders and the history of mental health policy, examines the scope and causes of mental health problems, critically analyzes the major treatment systems of mental disorders and behavior as well as the delivery of mental health services and managed care, and explores and assesses social policy regarding efficacy of community support systems and health directives. (3-0) Y</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px; text-align: center;">request notes</div> <p>Added at request of Professor Brunell (DDC - 2021.10.7)</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px; text-align: center;">peoplesoft diff:</div> <p style="color: green;">PPOL 4304 Mental Health and Social Policy (3 semester credit hours) This course broadly examines issues related to mental health and mental illness as social issues in the United States and related topics and categories of mental health disorders. The course reviews the foundations of mental health and mental illness, major categories of disorders and the history of mental health policy, examines the scope and causes of mental health problems, critically analyzes the major treatment systems of mental disorders and behavior as well as the delivery of mental health services and managed care, and explores and assesses social policy regarding efficacy of community support systems and health directives. (3-0) Y</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px; text-align: center;">show fields: ppol4304.2</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	<p>ddc130130 2021-10-07 14:41:43</p> <p>audit: -28.1 m index: -28.1 m match_fail</p>
phase:	approve									
status:	approving									
audit:	13									

PPOL 4304 - New Course Additional Information

Prefix	PPOL
Number	4304
Year Min	2022
School	epps
Dept	epps
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	no
Reasoning	n/a
Requestor	Thomas Brunell
Preparer	Climer
Create_DateTime	2021-10-07 14:39:15
Create_NetID	ddc130130

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	add * psci4317 (r1) psci4317.2 group_head series_head	<p>PSCI 4317 The Politics of Illicit Trafficking (3 semester credit hours) This course will examine trends in illicit activity in the global economy. It will engage with how, on one hand, the "dark side" of globalization creates spillovers such as violence, corruption, and public health crises. Yet, on the other hand, illicit markets may help people gain access to better livelihoods to provide for their families or to needed goods. The class will focus on the politics of government decisions surrounding illicit markets, including prohibition, enforcement, and international cooperation. Throughout the course, students will be challenged to think about the intersection of economic and security issues, alongside the applied public policy concerns around control different types of transnational crime. Topics will include several cross-border illicit markets such as illegal drugs, small arms, wildlife, and kidnapping. The class centers around understanding five questions about each topic: Who is gaining or losing from the illicit market? What stage is illegal (production, transit, consumption)? When did the issue area become a regional or international concern? Where does the illicit commodity move? Why is the trade illegal in some places (and perhaps not others)? (Same as IPEC 4317) (3-0) Y</p> <div data-bbox="407 863 1036 898" style="border: 1px solid #ccc; padding: 2px; text-align: center;">request notes</div> <p>Added at the request of Dr. Thomas Brunell</p> <div data-bbox="407 982 1036 1018" style="border: 1px solid #ccc; padding: 2px; text-align: center;">course alias: ipec4317.2 (ipec4317)</div> <p>IPECPSCI 4317 The Politics of Illicit Trafficking (3 semester credit hours) This course will examine trends in illicit activity in the global economy. It will engage with how, on one hand, the "dark side" of globalization creates spillovers such as violence, corruption, and public health crises. Yet, on the other hand, illicit markets may help people gain access to better livelihoods to provide for their families or to needed goods. The class will focus on the politics of government decisions surrounding illicit markets, including prohibition, enforcement, and international cooperation. Throughout the course, students will be challenged to think about the intersection of economic and security issues, alongside the applied public policy concerns around control different types of transnational crime. Topics will include several cross-border illicit markets such as illegal drugs, small arms, wildlife, and kidnapping. The class centers around understanding five questions about each topic: Who is gaining or losing from the illicit market? What stage is illegal (production, transit, consumption)? When did the issue area become a regional or international concern? Where does the illicit commodity move? Why is the trade illegal in some places (and perhaps not others)? (Same as PSCI IPEC 4317) (3-0) Y</p> <div data-bbox="407 1688 1036 1724" style="border: 1px solid #ccc; padding: 2px; text-align: center;">peoplesoft diff:</div> <p>PSCI 4317 The Politics of Illicit Trafficking (3 semester credit hours) This course will examine trends in illicit activity in the global economy. It will engage with how, on one hand, the "dark side" of globalization creates spillovers such as violence, corruption, and public health crises. Yet, on the other hand, illicit markets may help people gain access to better livelihoods to provide for their families or to needed goods. The class will focus on the politics of government decisions surrounding illicit markets, including</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	ddc130130 2021-09-22 12:59:34 audit: -27.9 m index: -27.9 m match_failmatch_fail
phase:	approve									
status:	approving									
audit:	13									

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions
		<p>prohibition, enforcement, and international cooperation. Throughout the course, students will be challenged to think about the intersection of economic and security issues, alongside the applied public policy concerns around control different types of transnational crime. Topics will include several cross-border illicit markets such as illegal drugs, small arms, wildlife, and kidnapping. The class centers around understanding five questions about each topic: Who is gaining or losing from the illicit market? What stage is illegal (production, transit, consumption)? When did the issue area become a regional or international concern? Where does the illicit commodity move? Why is the trade illegal in some places (and perhaps not others)? (Same as IPEC 4317) (3-0) Y</p> <div data-bbox="406 619 1036 655" style="border: 1px solid #ccc; padding: 2px; text-align: center;">show fields: psci4317.2</div> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: no_subtitles 		

PSCI 4317 - New Course Additional Information

Prefix	PSCI
Number	4317
Year Min	2022
School	epps
Dept	epps
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	IPEC 4317
Reasoning	IPEC 4317 is being added as well and will be crosslisted.
Requestor	Thomas Brunell
Preparer	Climer
Create_DateTime	2021-09-22 12:51:03
Create_NetID	ddc130130

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	add * psci4318 (r1) psci4318.2 group_head series_head	<p>PSCI 4318 Foreign Aid and Development (3 semester credit hours) This class will introduce students to a nuanced perspective of foreign aid and development from a political economy perspective. The class will explore the motives and trends of foreign aid; the development effectiveness of foreign aid; how donors allocate aid; the differences between bilateral and multilateral aid; perceptions of foreign aid in recipient countries; and the unintended consequences of foreign aid, among other topics. After creating a framework with this nuanced understanding of development assistance, the course will also consider different types of targeted assistance to help address global challenges such as climate change, pandemics, and security challenges. Case studies within different regions will ground the investigation of who provides aid to whom, why, and what results. The aim of the course is to understand the politics of foreign aid and the role of foreign aid in development. (Same as IPEC 4318) (3-0) Y</p> <div data-bbox="404 726 1036 764" style="background-color: #f0f0f0; text-align: center; padding: 2px;">request notes</div> <p>Added at the request of Thomas Brunell</p> <div data-bbox="404 848 1036 886" style="background-color: #f0f0f0; text-align: center; padding: 2px;">course alias: ipec4318.2 (ipec4318)</div> <p>IPECPSCI 4318 Foreign Aid and Development (3 semester credit hours) This class will introduce students to a nuanced perspective of foreign aid and development from a political economy perspective. The class will explore the motives and trends of foreign aid; the development effectiveness of foreign aid; how donors allocate aid; the differences between bilateral and multilateral aid; perceptions of foreign aid in recipient countries; and the unintended consequences of foreign aid, among other topics. After creating a framework with this nuanced understanding of development assistance, the course will also consider different types of targeted assistance to help address global challenges such as climate change, pandemics, and security challenges. Case studies within different regions will ground the investigation of who provides aid to whom, why, and what results. The aim of the course is to understand the politics of foreign aid and the role of foreign aid in development. (Same as PSCI IPEC 4318) (3-0) Y</p> <div data-bbox="404 1415 1036 1453" style="background-color: #f0f0f0; text-align: center; padding: 2px;">peoplesoft diff:</div> <p>PSCI 4318 Foreign Aid and Development (3 semester credit hours) This class will introduce students to a nuanced perspective of foreign aid and development from a political economy perspective. The class will explore the motives and trends of foreign aid; the development effectiveness of foreign aid; how donors allocate aid; the differences between bilateral and multilateral aid; perceptions of foreign aid in recipient countries; and the unintended consequences of foreign aid, among other topics. After creating a framework with this nuanced understanding of development assistance, the course will also consider different types of targeted assistance to help address global challenges such as climate change, pandemics, and security challenges. Case studies within different regions will ground the investigation of who provides aid to whom, why, and what results. The aim of the course is to understand the politics of foreign aid and the role of foreign aid in development. (Same as IPEC 4318) (3-0) Y</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">13</td> </tr> </table>	phase:	approve	status:	approving	audit:	13	ddc130130 2021-09-22 14:11:35 audit: -27.7 m index: -27.7 m match_failmatch_fail
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status:	approving									
audit:	13									

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions
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PSCI 4318 - New Course Additional Information

Prefix	PSCI
Number	4318
Year Min	2022
School	epps
Dept	epps
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	IPEC 4318
Reasoning	The two courses will be crosslisted
Requestor	Thomas Brunell
Preparer	Climer
Create_DateTime	2021-09-22 13:04:52
Create_NetID	ddc130130

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	edit * cs2v95 (r8) cs2v95.8 group_head series_head	<p>CS 2V95 Individual Instruction in Computer Science (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) R</p> <p style="text-align: center;">request notes</p> <p>To avoid hidden pre-requisites.</p> <p style="text-align: center;">peoplesoft diff: 003435 2015-08-23 ddc130130</p> <p>CS 2V95 Individual Instruction in Computer Science (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) R</p> <p style="text-align: center;">repeat reason</p> <p>Course can be repeated if the topics are different.</p> <p style="text-align: center;">show fields: cs2v95.8</p> <ul style="list-style-type: none"> • cat_repeat_units: 6 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	nxm020100 2021-10-16 12:56:07 003435 audit: -1375.6 m index: -1375.6 m match_fail
phase:	approve									
status:	approving									
audit:	31									

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	edit * cs3v95 (r7) cs3v95.8 group_head series_head	<p>CS 3V95 Undergraduate Topics in Computer Science (1-9 semester credit hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Instructor consent required. ([1-9]-0) S</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin-bottom: 10px;">request notes</div> <p>To avoid hidden pre-requisites.</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin-bottom: 10px;">peoplesoft diff: 003466 2015-08-23 ddc130130</div> <p>CS 3V95 Undergraduate Topics in Computer Science (1-9 semester credit hours) Subject matter will vary from semester to semester. May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Instructor consent required. ([1-9]-0) S</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin-bottom: 10px;">repeat reason</div> <p>Course can be repeated if the topics are different.</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin-bottom: 10px;">show fields: cs3v95.8</div> <ul style="list-style-type: none"> cat_repeat_units: 9 cat_delivery_method: deliverymethod_100 cat_core: cat_subtitles: yes_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	nxm020100 2021-10-16 13:01:07 003466 audit: -1375.1 m index: -1375.1 m match_fail
phase:	approve									
status:	approving									
audit:	31									

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	edit * cs4v95 (r9) cs4v95.11 group_head series_head	<p>CS 4V95 Undergraduate Topics in Computer Science (1-9 semester credit hours) Subject matter will vary from semester to semester. Additional prerequisites may be required depending on the specific course topic. May be used as CS Guided Elective on CS degree plans. May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisites: (CS 3345 or SE 3345 or CE 3345) and instructor consent required. ([1-9]-0) R</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; background-color: #f0f0f0;">request notes</div> <p>Updated to remove TE cross-listing from pre-requisite and avoid hidden pre-requisites.</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; background-color: #f0f0f0;">peoplesoft diff: 003498 2020-08-16 ddc130130</div> <p>CS 4V95 Undergraduate Topics in Computer Science (1-9 semester credit hours) Subject matter will vary from semester to semester. Additional prerequisites may be required depending on the specific course topic. May be used as CS Guided Elective on CS degree plans. May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisite: (CE Prerequisites: (CS 3345 or CS SE 3345 or SE CE 3345) and instructor consent required. ([1-9]-0) R</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; background-color: #f0f0f0;">repeat reason</div> <p>Course can be repeated if the topics are different.</p> <div style="border: 1px solid gray; padding: 2px; text-align: center; background-color: #f0f0f0;">show fields: cs4v95.11</div> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	nxm020100 2021-10-16 13:32:12 003498 audit: -91.1 m index: -64.3 m match_fail
phase:	approve									
status:	approving									
audit:	31									

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	edit * cs4v98 (r5) cs4v98.5 group_head series_head	<p>CS 4V98 Undergraduate Research in Computer Science (1-9 semester credit hours) Topics will vary from semester to semester. May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Instructor consent required. ([1-9]-0) R</p> <p style="text-align: center;">request notes</p> <p>To avoid hidden pre-requisites.</p> <p style="text-align: center;">peoplesoft diff: 003499 2015-08-23 ddc130130</p> <p>CS 4V98 Undergraduate Research in Computer Science (1-9 semester credit hours) Topics will vary from semester to semester. May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Instructor consent required. ([1-9]-0) R</p> <p style="text-align: center;">repeat reason</p> <p>research - exempt</p> <p style="text-align: center;">show fields: cs4v98.5</p> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	nxm020100 2021-10-16 13:12:22 003499 audit: -1225 m index: -1225 m match_fail
phase:	approve									
status:	approving									
audit:	31									

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	edit * econ4396 (r7) econ4396.9 group_head series_head	<p>ECON 4396 Selected Topics in Economics (3 semester credit hours) Additional prerequisites may be required depending on the specific course topic. May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisites: ECON 3310 and ECON 3311. (3-0) R</p> <p style="text-align: center;">request notes</p> <p>Changes at registrar's request.</p> <p style="text-align: center;">peoplesoft diff: 004200 2014-08-24 adp130030</p> <p>ECON 4396 Selected Topics in Economics (3 semester credit hours) Additional prerequisites may be required depending on the specific course topic. May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisites: ECON 3310 and ECON 3311. (3-0) R</p> <p style="text-align: center;">repeat reason</p> <p>This course is repeatable because the topics vary. This course is a part of an elective sequence towards degree and only 9 semester credit hours are allowed towards the degree.</p> <p style="text-align: center;">show fields: econ4396.9</p> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	dga071000 2021-09-15 09:05:58 004200 audit: -88.7 m index: -88.7 m match_fail
phase:	approve									
status:	approving									
audit:	31									

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	edit * math2v90 (r8) math2v90.10 group_head series_head	<p>MATH 2V90 Topics in Mathematics - Level 2 (1-6 semester credit hours) Special topics in mathematics outside the normal course of offerings. Additional prerequisites may be required depending on the specific course topic. May be repeated for credit as topics vary (9 semester credit hours maximum). Instructor consent required. ([1-6]-0) S</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; margin: 10px 0;">request notes</div> <p>Mandate from Catalog Team in Registrar's Office to include additional statement to 2022-2023 course inventory of subtitled courses and topics courses. "Additional prerequisites may be required depending on the specific course topic"</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; margin: 10px 0;">peoplesoft diff: 008579 2014-08-24 ddc130130</div> <p>MATH 2V90 Topics in Mathematics - Level 2 (1-6 semester credit hours) Special topics in mathematics outside the normal course of offerings. Additional prerequisites may be required depending on the specific course topic. May be repeated for credit as topics vary (9 semester credit hours maximum). Instructor consent required. ([1-6]-0) S</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; margin: 10px 0;">repeat reason</div> <p>This course is repeatable because the topics vary. Bachelor of Science students in Mathematics must take 30 semester credit hours of Elective courses and the faculty consensus is that no more than 9 of these credit hours can be from this topics course.</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; margin: 10px 0;">show fields: math2v90.10</div> <ul style="list-style-type: none"> cat_repeat_units: 9 cat_delivery_method: deliverymethod_100 cat_core: cat_subtitles: yes_subtitles 	<table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	jamies 2021-10-18 12:51:57 008579 audit: -1273.8 m index: -1273.8 m match_fail
phase:	approve									
status:	approving									
audit:	31									

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	edit * math4v91 (r8) math4v91.12 group_head series_head	<p>MATH 4V91 Undergraduate Topics in Mathematics (1-9 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Instructor consent required. ([1-9]-0) S</p> <p style="text-align: center;">request notes</p> <p>Email: approved by Dr. Goeckner, 10-27-13.</p> <p style="text-align: center;">peoplesoft diff: 008671 2019-08-18 ddc130130</p> <p>MATH 4V91 Undergraduate Topics in Mathematics (1-9 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Instructor consent required. ([1-9]-0) S</p> <p style="text-align: center;">repeat reason</p> <p>This course is repeatable because the topics vary. Bachelor of Science students in Mathematics must take 30 semester credit hours of Elective courses and the faculty consensus is that no more than 9 of these credit hours can be from this topics course.</p> <p style="text-align: center;">show fields: math4v91.12</p> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	jamies 2021-10-18 12:51:02 008671 audit: -1223.1 m index: -1223.1 m match_fail
phase:	approve									
status:	approving									
audit:	31									

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	edit * se2v95 (r6) se2v95.6 group_head series_head	<p>SE 2V95 Individual Instruction in Software Engineering (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) R</p> <p style="text-align: center;">request notes</p> <p>To avoid hidden pre-requisites.</p> <p style="text-align: center;">peoplesoft diff: 011347 2014-08-24 ddc130130</p> <p>SE 2V95 Individual Instruction in Software Engineering (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) R</p> <p style="text-align: center;">repeat reason</p> <p>Course can be repeated it the topics are different.</p> <p style="text-align: center;">show fields: se2v95.6</p> <ul style="list-style-type: none"> • cat_repeat_units: 6 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	nxm020100 2021-10-16 13:18:11 011347 audit: -1243.9 m index: -1243.8 m match_fail
phase:	approve									
status:	approving									
audit:	31									
2022-open	edit * se3v95 (r5) se3v95.6 group_head series_head	<p>SE 3V95 Undergraduate Topics in Software Engineering (1-9 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Instructor consent required. ([1-9]-0) S</p> <p style="text-align: center;">request notes</p> <p>To avoid hidden pre-requisites.</p> <p style="text-align: center;">peoplesoft diff: 011349 2014-08-24 ddc130130</p> <p>SE 3V95 Undergraduate Topics in Software Engineering (1-9 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Instructor consent required. ([1-9]-0) S</p> <p style="text-align: center;">repeat reason</p> <p>Course can be repeated if the topics are different.</p> <p style="text-align: center;">show fields: se3v95.6</p> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	nxm020100 2021-10-16 13:22:14 011349 audit: -1224 m index: -1224 m match_fail
phase:	approve									
status:	approving									
audit:	31									

ITEM #10B

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	edit * se4v95 (r7) se4v95.11 group_head series_head	<p>SE 4V95 Undergraduate Topics in Software Engineering (1-9 semester credit hours) May be used as SE Guided Elective on SE degree plans. Additional prerequisites may be required depending on the specific course topic. Instructor consent required. May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisite: CS 3345 or SE 3345 or CE 3345. ([1-9]-0) R</p> <p style="text-align: center;">request notes</p> <p>To avoid hidden pre-requisites.</p> <p style="text-align: center;">peoplesoft diff: 011357 2020-08-16 ddc130130</p> <p>SE 4V95 Undergraduate Topics in Software Engineering (1-9 semester credit hours) May be used as SE Guided Elective on SE degree plans. Additional prerequisites may be required depending on the specific course topic. Instructor consent required. May be repeated for credit as topics vary (9 semester credit hours maximum). Instructor consent required. Prerequisite: CE-3345 or CS 3345 or SE 3345 or CE 3345. ([1-9]-0) R</p> <p style="text-align: center;">repeat reason</p> <p>Course can be repeated if the topics are different.</p> <p style="text-align: center;">show fields: se4v95.11</p> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	nxm020100 2021-10-16 13:30:31 011357 audit: -84.8 m index: -60.2 m match_fail
phase:	approve									
status:	approving									
audit:	31									
2022-open	edit * se4v98 (r6) se4v98.7 group_head series_head	<p>SE 4V98 Undergraduate Research in Software Engineering (1-9 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Instructor consent required. ([1-9]-0) R</p> <p style="text-align: center;">request notes</p> <p>To avoid hidden pre-requisites.</p> <p style="text-align: center;">peoplesoft diff: 011358 2020-08-16 ddc130130</p> <p>SE 4V98 Undergraduate Research in Software Engineering (1-9 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). Additional prerequisites may be required depending on the specific course topic. Instructor consent required. ([1-9]-0) R</p> <p style="text-align: center;">repeat reason</p> <p>research - exempt</p> <p style="text-align: center;">show fields: se4v98.7</p> <ul style="list-style-type: none"> • cat_repeat_units: 9 • cat_delivery_method: deliverymethod_100 • cat_core: • cat_subtitles: yes_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>31</td> </tr> </table>	phase:	approve	status:	approving	audit:	31	nxm020100 2021-10-16 13:33:35 011358 audit: -1275.3 m index: -1275.3 m match_fail
phase:	approve									
status:	approving									
audit:	31									

ITEM #10C

Graduate Courses to be offered in 2021-2022 – Mid-Cycle

COURSE	ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSMT	TOTAL
Additions	1								1
Removals									0
Edits				2					2
Total	1			2					3
Repeatable									0
Hybrid									0

Addition								
ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	
PHIL 6345								

Edits not reported to THECB								
ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	
			MSEN 6340 MSEN 6341					

+ Repeatable								
ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	

Inactivation								
ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM	

Online/Hybrid		
ARHM	ATEC	BBS

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
		^	Mid-cycle Change to Requisite

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.

ITEM #10C

req type course req_id	catalog course description	request status	request metadata	actions						
2021-open	edit * phil6345 (r1) phil6345.2 group_head series_head	<p>PHIL 6345 Philosophy of Emotion (3 semester credit hours) This course will explore of central philosophical questions about the emotions, concerning for example what emotions are, how they relate to perception, cognition, belief and knowledge, their rationality or irrationality, or their connection with moral or aesthetic evaluation. (3-0) R</p> <div style="border: 1px solid #ccc; padding: 2px; text-align: center; background-color: #f0f0f0;">request notes</div> <p>Added for new faculty.</p> <div style="border: 1px solid #ccc; padding: 2px; text-align: center; background-color: #f0f0f0;">peoplesoft diff:</div> <p style="color: green;">PHIL 6345 Philosophy of Emotion (3 semester credit hours) This course will explore of central philosophical questions about the emotions, concerning for example what emotions are, how they relate to perception, cognition, belief and knowledge, their rationality or irrationality, or their connection with moral or aesthetic evaluation. (3-0) R</p> <div style="border: 1px solid #ccc; padding: 2px; text-align: center; background-color: #f0f0f0;">show fields: phil6345.2</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: *null* cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">11</td> </tr> </table>	phase:	approve	status:	approving	audit:	11	mxb091000 2021-10-08 17:04:39 audit: -0.5 m index: -0.5 m match_fail
phase:	approve									
status:	approving									
audit:	11									

PHIL 6345 - New Course Additional Information

Prefix	PHIL
Number	6345
Year Min	2021
School	arhm
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	n/a
Requestor	Matt Brown
Preparer	Matt Brown
Create_DateTime	2021-10-08 17:04:39
Create_NetID	mxb091000

req type course req_id	catalog course description	request status	request metadata	actions						
2021-open	edit * msen6340 (r7) msen6340.9 group_head series_head	<p>MSEN 6340 Introduction to Electron Microscopy (3 semester credit hours) Theory and applications of scanning and transmission electron microscopy; sample preparation, ion beam and electron beam imaging techniques. Prerequisite: MSEN 5360 or equivalent. (2-1) Y</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; background-color: #f0f0f0;">request notes</div> <p>Updated at request of department. Realized that course components have been setup incorrectly and need to be updated to reflect the way the course is actually run. It's an LLN combined course not two separate components.</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; background-color: #f0f0f0;">peoplesoft diff: 009318 2021-08-22 ddc130130</div> <p>MSEN 6340 Introduction to Electron Microscopy (3 semester credit hours) Theory and applications of scanning and transmission electron microscopy; sample preparation, ion beam and electron beam imaging techniques. Lab fee of \$30 required. Prerequisite: MSEN 5360 or equivalent. (2-1) Y</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; background-color: #f0f0f0;">show fields: msen6340.9</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: *null* cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>29</td> </tr> </table>	phase:	approve	status:	approving	audit:	29	ddc130130 2021-09-24 10:06:34 009318 audit: -4344.9 m index: -4344.9 m match_fail
phase:	approve									
status:	approving									
audit:	29									
2021-open	edit * msen6341 (r7) msen6341.12 group_head series_head	<p>MSEN 6341 Advanced Electron Microscopy (3 semester credit hours) Theory and applications of advanced transmission electron microscopy; energy dispersive x-ray spectroscopy, electron energy loss spectroscopy and special techniques. Prerequisite: MSEN 6340. (2-1) Y</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; background-color: #f0f0f0;">request notes</div> <p>Updated at request of dept. Realized that component type was added incorrectly. This course does not require fees so it should be an LLN not an LLB.</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; background-color: #f0f0f0;">peoplesoft diff: 009319 2021-08-22 ddc130130</div> <p>MSEN 6341 Advanced Electron Microscopy (3 semester credit hours) Theory and applications of advanced transmission electron microscopy; energy dispersive x-ray spectroscopy, electron energy loss spectroscopy and special techniques. Lab fee of \$30 required. Prerequisite: MSEN 6340. (2-1) Y</p> <div style="border: 1px solid gray; padding: 5px; text-align: center; background-color: #f0f0f0;">show fields: msen6341.12</div> <ul style="list-style-type: none"> cat_repeat_units: 3 cat_delivery_method: deliverymethod_100 cat_core: *null* cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>29</td> </tr> </table>	phase:	approve	status:	approving	audit:	29	ddc130130 2021-09-24 10:07:59 009319 audit: -4344.6 m index: -4344.6 m match_fail
phase:	approve									
status:	approving									
audit:	29									

Graduate Courses to be offered in 2022-2023

COURSE	ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSMT	TOTAL
Additions	1				2				3
Removals									0
Edits					4		83	2	89
Total	1				6		83	3	92
Repeatable					1		74		75
Online							1		1

Addition

ARHM	ATEC	BBS	ECS	EPPS	IS	JSOM	NSM
PHIL 6312				PSCI 6307 ECON 6357			

Edit

EPPS	NSM	EPPS & JSOM
EPPS 6317 GISC 6317 GISC 6321	GEOS 6392 GEOS 6396	See additional Edit table at bottom containing all courses whose only change was the addition of the "Additional prerequisites may be required" statement requested by RO

+ Repeatable

EPPS	JSOM						
ECON 7311	ACCT 6v99	ENGY 6V99	HMGT 6v15	MAS 6301	MAS 6v10	MAS 8v09	MIS 6v99
	ACCT 7313	ENTP 6362	HMGT 6v99	MAS 6v00	MAS 8113	MAS 8v10	MIS 7220
	ACCT 7314	ENTP 6v99	IMS 6097	MAS 6v01	MAS 8v00	MAS 8v80	MIS 7420
	ACCT 7323	FIN 6v99	IMS 6363	MAS 6v02	MAS 8v01	MAS 8v81	MKT 6v99
	ACCT 7324	FIN 7330	IMS 6v91	MAS 6v03	MAS 8v03	MAS 8v82	MKT 7v12
	ACCT 7333	FIN 7335	IMS 6v92	MAS 6v04	MAS 8v04	MAS 8v83	OB 6v99
	ACCT 7334	FIN 7340	IMS 6v93	MAS 6v05	MAS 8v05	MAS 8v84	OPRE 6V08
	ACCT 7343	FIN 7345	IMS 6v94	MAS 6v06	MAS 8v06	MAS 8v90	OPRE 6v99
	ACCT 7344	FTEC 6V98	IMS 6v95	MAS 6v07	MAS 8v07	MECO 6360	OPRE 7051
	BPS 6v99	FTEC 6V99	IMS 6v96	MAS 6v08	MAS 8v08	MECO 6v99	REAL 6v99
	BUAN 6v99	HMGT 6v10	IMS 6v99	MAS 6v09			

Online/Hybrid

ARHM	ATEC	JSOM
		MAS 6301

Legend

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

Edit – Only change was the addition of the "Additional prerequisites may be required" statement requested by RO

EPPS	JSOM						
ECON 7311	ACCT 6v99	ENTP 6362	HMGT 6v10	MAS 6301	MAS 8113	MAS 8v81	MKT 6v99
	ACCT 7313	ENTP 6370	HMGT 6v15	MAS 6v00	MAS 8v00	MAS 8v82	MKT 7v12
	ACCT 7314	ENTP 6v99	HMGT 6v99	MAS 6v01	MAS 8v01	MAS 8v83	OB 6329
	ACCT 7323	FIN 6350	IMS 6097	MAS 6v02	MAS 8v03	MAS 8v84	OB 6383
	ACCT 7324	FIN 6370	IMS 6363	MAS 6v03	MAS 8v04	MAS 8v90	OB 6v99
	ACCT 7333	FIN 6v99	IMS 6v91	MAS 6v04	MAS 8v05	MECO 6360	OB 7306
	ACCT 7334	FIN 7330	IMS 6v92	MAS 6v05	MAS 8v06	MECO 6v99	OPRE 6342
	ACCT 7343	FIN 7335	IMS 6v93	MAS 6v06	MAS 8v07	MIS 6383	OPRE 6V08
	ACCT 7344	FIN 7340	IMS 6v94	MAS 6v07	MAS 8v08	MIS 6v99	OPRE 6v99
	BPS 6v99	FIN 7345	IMS 6v95	MAS 6v08	MAS 8v09	MIS 7220	OPRE 7051
	BUAN 6v99	FTEC 6V98	IMS 6v96	MAS 6v09	MAS 8v10	MIS 7310	REAL 6v99
	ENGY 6V99	FTEC 6V99	IMS 6v99	MAS 6v10	MAS 8v80	MIS 7420	

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.

ITEM #10D

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	add * phil6312 (r1) phil6312.2 group_head series_head	<p>PHIL 6312 Chinese Philosophy (3 semester credit hours) This course will be an exploration of the major philosophical traditions of China, including Confucianism, Mohism, Daoism, and Legalism. (3-0) R</p> <div style="border: 1px solid gray; padding: 2px; text-align: center;">request notes</div> <p>Added to accommodate new faculty.</p> <div style="border: 1px solid gray; padding: 2px; text-align: center;">peoplesoft diff:</div> <p>PHIL 6312 Chinese Philosophy (3 semester credit hours) This course will be an exploration of the major philosophical traditions of China, including Confucianism, Mohism, Daoism, and Legalism. (3-0) R</p> <div style="border: 1px solid gray; padding: 2px; text-align: center;">show fields: phil6312.2</div> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles 	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>11</td> </tr> </table>	phase:	approve	status:	approving	audit:	11	mxb091000 2021-09-10 12:26:06 audit: -1001.1 m index: -1001.1 m match_fail
phase:	approve									
status:	approving									
audit:	11									

PHIL 6312 - New Course Additional Information

Prefix	PHIL
Number	6312
Year Min	2022
School	arhm
Dept	arhm
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	No
Reasoning	N/A
Requestor	Songyao Ren
Preparer	Matthew J Brown
Create_DateTime	2021-09-10 12:23:16
Create_NetID	mx091000

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	add * econ6357 (r1) econ6357.5 group_head series_head	<p>ECON 6357 Monetary Economics and International Banking (3 semester credit hours) This course explores the role of the financial sector in the overall macroeconomy. It begins by reviewing various financial instruments and markets, with a focus on their economic function. The course then examines the challenges to monetary policy that arise because of macro-financial linkages. Analytical tools for assessing financial stability and vulnerabilities to macro shocks are presented. Topics may include the study of international business cycles, international financial markets, systemic risk and contagion, and the roles played by international economic institutions. The computational portion of the course covers the use of a software program and/or coding, such as the Python programming language, for macroeconomic and financial application. Prerequisite: ECON 4351 or ECON 6305. (3-0) T</p> <p style="text-align: center;">request notes</p> <p>Created for certificate in International Banking and Monetary Systems</p> <p style="text-align: center;">peoplesoft diff:</p> <p>ECON 6357 Monetary Economics and International Banking (3 semester credit hours) This course explores the role of the financial sector in the overall macroeconomy. It begins by reviewing various financial instruments and markets, with a focus on their economic function. The course then examines the challenges to monetary policy that arise because of macro-financial linkages. Analytical tools for assessing financial stability and vulnerabilities to macro shocks are presented. Topics may include the study of international business cycles, international financial markets, systemic risk and contagion, and the roles played by international economic institutions. The computational portion of the course covers the use of a software program and/or coding, such as the Python programming language, for macroeconomic and financial application. Prerequisite: ECON 4351 or ECON 6305. (3-0) T</p> <p style="text-align: center;">show fields: econ6357.5</p> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles 	<table border="1"> <tr> <td>phase:</td> <td>approve</td> </tr> <tr> <td>status:</td> <td>approving</td> </tr> <tr> <td>audit:</td> <td>11</td> </tr> </table>	phase:	approve	status:	approving	audit:	11	<p>dga071000 2021-10-14 10:02:18</p> <p>audit: -1.1 m index: -1.1 m match_fail</p>
phase:	approve									
status:	approving									
audit:	11									

ECON 6357 - New Course Additional Information

Prefix	ECON
Number	6357
Year Min	2022
School	epps
Dept	epps
Curriculum_Fit	elective
Is Replacement	replace_yes
Replaces	n/a
Similar To	No
Reasoning	N/A
Requestor	Daniel Arce
Preparer	Daniel Arce
Create_DateTime	2021-09-15 10:15:07
Create_NetID	dga071000

ITEM #10D

req type course req_id	catalog course description	request status	request metadata	actions						
2022-open	add * psci6307 (r3) psci6307.3 group_head series_head	<p>PSCI 6307 The Politics of European Integration (3 semester credit hours) This graduate seminar will focus on history, institutions, contemporary issues, and future of the European Union (EU). Students will first explore the normative and strategic foundations of the European Union through the various theoretical lenses provided in the scholarly literature. Then, students will learn about the interactions among the various institutions of the EU including the Commission, Council, and Court of Justice. Students will also engage with the scholarly literature on European monetary integration and discuss the merits and drawbacks of the euro. The seminar will additionally guide students through the ideologies of euroskepticism and contemporary democratic decline of some of the EU member states. The seminar will conclude by having the class confront the question of whether the EU is a suitable organization for the promotion of liberal democracy and whether the EU will continue to function well into the 21st century. (3-0) Y</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">request notes</div> <p>New course added per dept. Course number has been inactive for 10 years and is being reused.</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">peoplesoft diff: 012933 2011-08-11</div> <p style="color: green;">PSCI 6307 The Politics of European Integration (3 semester credit hours) This graduate seminar will focus on history, institutions, contemporary issues, and future of the European Union (EU). Students will first explore the normative and strategic foundations of the European Union through the various theoretical lenses provided in the scholarly literature. Then, students will learn about the interactions among the various institutions of the EU including the Commission, Council, and Court of Justice. Students will also engage with the scholarly literature on European monetary integration and discuss the merits and drawbacks of the euro. The seminar will additionally guide students through the ideologies of euroskepticism and contemporary democratic decline of some of the EU member states. The seminar will conclude by having the class confront the question of whether the EU is a suitable organization for the promotion of liberal democracy and whether the EU will continue to function well into the 21st century. (3-0) Y</p> <div style="border: 1px solid #ccc; padding: 5px; text-align: center; margin: 10px 0;">show fields: psci6307.3</div> <ul style="list-style-type: none"> • cat_repeat_units: 3 • cat_delivery_method: deliverymethod_100 • cat_core: *null* • cat_subtitles: no_subtitles 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">phase:</td> <td style="padding: 2px;">approve</td> </tr> <tr> <td style="padding: 2px;">status:</td> <td style="padding: 2px;">approving</td> </tr> <tr> <td style="padding: 2px;">audit:</td> <td style="padding: 2px;">30</td> </tr> </table>	phase:	approve	status:	approving	audit:	30	ddc130130 2021-09-03 11:32:44 012933 audit: -46 m index: -46 m match_fail
phase:	approve									
status:	approving									
audit:	30									

PSCI 6307 - New Course Additional Information

Prefix	PSCI
Number	6307
Year Min	2022
School	epps
Dept	epps
Curriculum_Fit	elective
Is Replacement	replace_no
Replaces	-
Similar To	-
Reasoning	N/A
Requestor	Brunell, Thomas
Preparer	Climer
Create_DateTime	2021-09-03 11:32:44
Create_NetID	ddc130130

Proposed Concentration¹ or Minor Program Form

Title: Cybersecurity **Management**

School: School of Management

Administrative Unit: Jindal School of Management

Contact Information: Dawn Owens

Date of Request: 10/4/2021

Implementation Date: Fall 2022 Catalog

Introduction/Description: Cybersecurity **Management** track

The academic focus is to guide a student through the many upper level elective choice in the BS IT&S degree. The new track for cybersecurity allow students to get depth in this particular area and help guide students toward their field in the job market. This is in response to a growing job market and response from student demand which includes data collected on the exit survey.

Academic Focus of the Concentration or Minor: This track prepares students for the cybersecurity field, one of the fastest growing segment of the IT workplace.

Job Market for the Concentration or Minor: A search of Cybersecurity jobs yielded over 500 openings in the DFW area.

Number of Required Semester Credit Hours: 12 semester credit hours of upper level elective hours are required. This guidance helps students choose courses in this field.

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

E. Cybersecurity **Management Track¹²**

ITSS 4361 Information Technology Cybersecurity

¹ The term Concentration is often used interchangeably with other terms such as Designation, Emphasis, Option, Pathway, Specialization, or Track.

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ITSS 4362 Cybersecurity Governance

ITSS 4356 Data Governance

Any ITSS upper-division course, excluding **ITSS 4301** Database Systems¹³, that is not part of the BS INTS major preparatory, major core, or major related courses.

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

These are not new courses, they just offer a combination of existing courses.

Additional Information:

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 Commission on Colleges (SACSCOC) [Substantive Change Policy and Procedures](#) along with [UT Dallas Substantive Change Policy – UTDPP1094](#).

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

Add a new track, Cybersecurity **Management**, to the BS in Information Technology and Systems

(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 and Procedures* and has determined that approval/notification

is **is not** XX necessary based on the following reason(s):

Due to a growing job market and response from student demand, the new track in Cybersecurity is needed to provide students to gain depth in this particular area. Students will be guided to select 12 SCH of upper-level existing courses within the BS ITS degree, therefore, the addition of a new track is not a substantive change.

Signed:



10-21-21

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

Date

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.

Proposed Concentration¹ or Minor Program Form

Title: “Systems and Cellular Neuroscience Track” AND “Cognitive Neuroscience Track”

School: Brain and Behavioral Sciences

Administrative Unit:

Cognition and Neuroscience PhD Program

Contact Information:

Program co-Directors of the Cognition and Neuroscience PhD program:

Systems and Cellular Neuroscience – Dr. Benedict Kolber, Associate Professor, Department of Neuroscience; benedict.kolber@utdallas.edu

Cognitive Neuroscience – Dr. Kristen Kennedy, Associate Professor, Department of Psychology; kristen.kennedy1@utdallas.edu

Date of Request:

October 18, 2021

Implementation Date:

Earliest semester allowable

Introduction/Description:

The Cognition and Neuroscience PhD program is a BBS-centered program training over 80 current students in the fields of cognitive neuroscience, psychology, neurobiology, systems neuroscience, bioengineering, pharmacology and others. Around 2014-2016, the PhD program leadership recognized a natural split that was occurring nationwide in neuroscience PhD programs. The split was between “Cognitive Neuroscience” and “Systems and Cellular Neuroscience.” Broadly speaking, “Cognitive Neuroscience” focuses on human studies using a variety of advanced imaging and biophysical approaches. On the other hand, “Systems and Cellular Neuroscience,” was more focused on cellular, molecular, and systems-level mechanisms that drive phenomena such as consciousness, reward, learning and memory, and disease.

In 2015-2016, the leadership created two “tracks” for entering PhD students under the umbrella Cognition and Neuroscience PhD program. Since that time, the PhD program has had two co-directors who are responsible for students (and faculty) in their respective tracks as well as coordination between the tracks. The technical degree requirements for the two tracks are very similar (e.g., number of course vs research credits, milestones to completion of PhD etc.) but the practical requirements are quite distinct. While there is

¹ The term Concentration is often used interchangeably with other terms such as Designation, Emphasis, Option, Pathway, Specialization, or Track.

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overlap in coursework, the two groups of students largely take separate courses and even the PhD milestones have separated. Even how students select a PhD mentor is distinct. Cognitive Neuroscience students are directly admitted to a PhD advisor's laboratory starting from day 1. In contrast, many Systems and Cellular Neuroscience students choose to complete "laboratory rotations" in their first semester of the program. Importantly, recruitment and admissions are separate for the tracks (with coordination of some joint events). When students interview for the PhD program, they really interview for one or the other of the tracks. With this form, we are requesting an official recognition of these two tracks.

Academic Focus of the Concentration or Minor:

Cognitive Neuroscience Track – Human focused neuroscience studies including psychology-based research and human imaging modalities. Includes questions related to development, aging, neurological disease, etc.

Systems and Cellular Neuroscience Track – Animal, cell, in vitro focused neuroscience studies including animal behavior, basic science questions, and physiology. Includes questions related to development, aging, neurological disease, biophysics, bioengineering development.

Job Market for the Concentration or Minor:

Cognitive Neuroscience Track – Research psychology, Cognitive neuroscience academics, Human behavior analytics, Human interaction design

Systems and Cellular Neuroscience Track – Neurobiology and neuroscience academics, pharmaceutical industry, bioengineering

Number of Required Semester Credit Hours:

Overlapping courses/credits:

HCS 6302 Proseminar: Issues in Behavioral and Brain Sciences (3 SCH)

Research credits to complete PhD-level research (variable SCH)

Cognitive Neuroscience Track – 24 credits minimum

Systems and Cellular Neuroscience Track – 21 credits minimum*

*HCS 7121 Graduate Seminar in Systems Neuroscience is also taken each semester by Systems students. The number of credits taken changes depending on when the degree is finished because this is a repeatable course with various topics; it can be repeated up to 10 SCH maximum.

Course requirements for Concentration or Minor:

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

All courses required for the two tracks are currently being offered and have been approved. No new courses will be required (although courses may change in the future to reflect the expanding nature of neuroscience as a field).

Overlapping courses:

HCS 6302 Proseminar: Issues in Behavioral and Brain Sciences (3 SCH)

Cognitive Neuroscience Track –

HCS 6312 Research Methods in Behavioral and Brain Sciences Part I (3 SCH)

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HCS 6313 Research Methods in Behavioral and Brain Sciences Part II (3 SCH)

HCS 6330 Cognitive Science (3 SCH)

AND/OR

HCS 6395 Cognitive Psychology (3 SCH)

HCS 6338 Functional Neuroanatomy (3 SCH)

OR

HCS 6346 Systems Neuroscience (3 SCH)

Advanced Electives (selected from all available HCS courses) (9 SCH)

Systems and Cellular Neuroscience Track –

HCS 6340 Cellular Neuroscience (3 SCH)

HCS 6346 Systems Neuroscience (3 SCH)

HCS 7343 Neuropharmacology (3 SCH)

HCS 6342 Research Methods and Professional Development in Neuroscience (3 SCH)

HCS 6315 Scientific and Grant Writing (3 SCH)

Cognitive Course (selected from Cognitive Track courses) (3 SCH)

HCS 6330 Cognitive Science

HCS 6395 Cognitive Psychology

HCS 6343 Neurobiology of Learning and Memory

HCS 6331 Cognitive Development

HCS 6333 Memory

HCS 7309 Neural Correlates of Human Cognition: Functional Localization

HCS 7338 Brain Connectivity

or other approved course in Cognition

Advanced Elective (selected from all HCS courses currently) (3 SCH)

Special permission (by program director) can be granted to include a course outside of HCS

HCS 7121 Graduate Seminar in Systems Neuroscience (taken each semester except for semester 1) (1 SCH; may be repeated for 10 SCH maximum)

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

Overlapping courses:

HCS 6302 Proseminar: Issues in Behavioral and Brain Sciences – Dr.

Robert Stillman

Cognitive Neuroscience Track – Courses

HCS 6312 Research Methods in Behavioral and Brain Sciences Part I –

Dr. Robert Ackerman

HCS 6313 Research Methods in Behavioral and Brain Sciences Part II --

Dr. Robert Ackerman or Dr. Herve Abdi

HCS 6330 Cognitive Science – Dr. Alice O’Toole or Dr. Kendra Seaman

HCS 6395 Cognitive Psychology – Dr. Gagan Wig

HCS 6338 Functional Neuroanatomy – Dr. Kristen Kennedy

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HCS 6346 Systems Neuroscience – Dr. Lucien Thompson
Advanced Electives (selected from all available HCS courses) (MISC
faculty)

Systems and Cellular Neuroscience Track – Courses

HCS 6340 Cellular Neuroscience – Dr. Sven Kroener
HCS 6346 Systems Neuroscience – Dr. Lucien Thompson
HCS 7343 Neuropharmacology – Dr. Gregory Dussor
HCS 6342 Research Methods and Professional Development in
Neuroscience – Dr. Theodore Price
HCS 6315 Scientific and Grant Writing – Dr. Benedict Kolber
Cognitive Course (MISC faculty)
Advanced Elective (MISC faculty)
HCS 7121 Graduate Seminar in Systems Neuroscience (Staffing rotates
amongst the Department of Neuroscience faculty)

Additional Information:

NOTE: The “Cognition” and “Neuroscience” tracks (with the identical major courses mentioned above) have existed in the graduate catalogs since 2013.

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 Commission on Colleges (SACSCOC) [Substantive Change Policy and Procedures](#) along with [UT Dallas Substantive Change Policy – UTDP1094](#).

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

Add two new tracks, “Systems and Cellular Neuroscience” and “Cognitive Neuroscience” to the PhD in Cognition and Neuroscience Program

(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 and Procedures* and has determined that approval/notification is is not XX necessary based on the following reason(s):

BBS requests to formalize the two tracks, “Systems and Cellular Neuroscience” and “Cognitive Neuroscience” within the PhD in Cognition and Neuroscience Program. These tracks, under “Neuroscience” and “Cognition” with identical major courses, have existed in the graduate catalogs since 2013. The degree requirements for the two tracks are similar (e.g., number of courses vs research credits, milestones to completion of PhD), however, the practical requirements are now distinct for the two separate disciplines with different foci to remain competitive nationally. Based on the information, the formalization of the two tracks is not a substantive change.

Signed:



10-21-21

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

Date

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.theccb.state.tx.us/apps/proposals/>

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

Administrative Information

1. **Institution:** The 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 Science Human Development and Early Childhood Disorders

3. **Program CIP Code:** 42.2703.00

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

Name: Meridith Grant

Title: Associate Professor of Instruction and Program Head for HDCD MS

E-mail: MGrant@UTDallas.edu

Phone: 214-883-4108

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Form for SCH Changes

Page 2

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

Current SCH: 42

Proposed SCH: 39

Implementation Date: 8/22/2022

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 Accrator(s)

YES NO NA

Name of Program Accrator: _____

c. Licensing Body(ies)

YES NO NA

Name of Licensing Body(ies): *There is no specific licensing body for this program beyond the SACSCOC accreditation, as there is no license associated with the program.*

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

**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.

Master of Science in Human Development and Early Childhood Disorders

(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 reduction of 1 course (3 credit hours) is 7.14%, less than the mandatory threshold of 25% or more, and does not reduce the students' expected time to completion by more than one term, per the *SACSCOC Substantive Change Policy*.

Justification to proposed reduction to Semester Credit Hours:

The Master of Science in Human Development and Early Childhood Disorders degree program prepares students to work with young children (from birth to five years) with developmental delays and disorders. The program combines coursework with practicum and internship experience, and students in the program typically go on to work in applied settings such as healthcare clinics, schools, hospitals, and non-profit agencies. The degree program includes significant supervised experience in the field with 140 hours (3 semester hours) at internship and 380 hours (6 semester hours) at practicum.

The proposed reduction in semester credit hours decreases core coursework, bringing the program from 42 credit hours to 39 credit hours. If approved, the reduction would involve removal of a single core course, HDCD 6335 Intervention Paradigms. Students would continue to have 7 other mandatory core courses, including two courses that also focus on intervention strategies (HDCD 6390 Infant Mental Health and HDCD 6370 Intervention with Young Children), two courses that focus on assessment theory and practices (HDCD 6315 Assessment Theory, and HDCD 6316 Developmental Assessment), and three courses that focus on development (HDCD 6319 Infancy, HDCD 6320 Preschool, HDCD 6312 Atypical).

Advantages to reducing the hours of mandatory coursework are many. The reduction would: (1) afford students more flexibility in timing for electives, which may allow some students to take needed electives prior to their practicum (e.g., courses focused on behavioral management, behavior intervention,

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Autism, Family Outreach); (2) make available more program resources such as funding and staff to be able to offer a wider variety of electives; (3) decrease some existing overlap between classes that has been observed by instructors and reported by students; (4) provide students the option to reduce elective hours during internship/practicum experience, which supports students striving to schedule supervised hours. Obtaining supervised hours is of the utmost importance for meeting program learning outcomes and any potential professional credentialing.

Signed:



10-27-21

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

Date

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.

ITEM #10H

Quick Admit Addition

Given the economic impacts of the COVID-19 pandemic, the UT Dallas Quick Admit process was developed to provide current UTD undergraduates or recent graduates a way to gain admission under an auto admit or expedited review process. The Office of Admission and Enrollment Operations recommends review of the Quick Admit process to incorporate this option in the catalog if the intent is to continue the program beyond 2022.

95 students were admitted and enrolled through Quick Admit for fall 2021:

School	Applications	Admits			Enrolled
		Auto Admit	Expedited Review Admit	Total Admits	
ARHM	3	2		2	1
BBSC	20	11	1	12	11
EMGT	8	2	3	5	2
ENCS	68	37	8	45	32
EPPS	15	9	2	11	10
GENS	2	1		1	0
MGMT	85	32	16	48	35
NSMT	33	6	2	8	4
Grand Total	234	100	32	132	95

The Quick Admit process is currently open for the 2022 spring, summer and fall terms:

Quick Admit Applications as of 10/19/21			
School	2222	2225	2228
ARHM	4		
BBSC	13	2	6
EMGT	5	3	
ENCS	43	1	18
EPPS	4		1
GENS		1	1
MGMT	92	6	10
NSMT	3		3
Grand Total	164	13	39

The current Quick Admit process is detailed on the graduate admissions website at: [Apply Now - Graduate Admission - The University of Texas at Dallas \(utdallas.edu\)](https://utdallas.edu/apply-now-graduate-admission)

Currently, we calculate GPA from the upper level, major related undergraduate coursework for Quick Admit admission review. Updating the auto admit and expedited review GPA requirements to include the undergraduate major related GPA for UTD in Orion that is maintained by The Registrar's Office would ensure any policy changes impacting GPA calculation are included in The Quick Admit review process.

Catalog Changes to include Quick Admit

[Graduate Admission - UT Dallas 2021 Graduate Catalog - The University of Texas at Dallas](https://utdallas.edu/graduate-admission-2021-graduate-catalog)

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Special Admission Requirements

Students ~~denied the regular admission status~~ may also qualify for admission under one of the following special admission requirements:

UT Dallas Quick Admit

UT Dallas current undergraduates or recent graduates receiving an undergraduate degree can apply for admission under the UT Dallas Quick Admit process. The Graduate Quick Admit application offers two paths: Auto Admit or Expedited Review. Depending on the term you are applying for, eligible applicants must have recently received a bachelor's degree from UT Dallas or plan to graduate with a bachelor's degree from UT Dallas based on the term eligibility requirements.

All admission decisions are subject to program availability and capacity constraints and some programs may have additional requirements. Successful completion of an undergraduate degree is required for enrollment to any graduate program.

Auto Admit

UT Dallas graduates with the appropriate undergraduate major and a 3.2 GPA in their major-related coursework may be eligible for automatic admission through the Quick Admit- Auto Admit path. See Auto Admit requirements for participating graduate programs.

Eligible UT Dallas graduates are exempt from the following requirements:

- Application fee
- Statement of Purpose
- Letters of Recommendation
- GMAT/GRE

Expedited Review

UT Dallas graduates with the appropriate undergraduate major and a 3.0 GPA in their major-related coursework may be eligible for admission through the Quick Admit- Expedited Admit path. See Expedited Review requirements for participating graduate programs.

Eligible UT Dallas graduates may be exempt from one or more the following requirements:

- Application fee
- Statement of Purpose
- Letters of Recommendation*
- GMAT/GRE*

*Most participating programs do not require letters of recommendation or graduate admission test scores for UT Dallas students applying through Expedited Review path. Some requirements may be waived for students based on undergraduate major, undergraduate grades, or committee review.

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ITEM #10H

Conditional Degree-Seeking Graduate Student

Upon review of the credentials of an applicant seeking regular admission to a UT Dallas degree program, the graduate studies committee of that degree program may recommend, and seek concurrence of the Dean of Graduate Education, that the applicant being admitted be subjected to specific conditions being satisfied over a specified time period. Such conditions might include requiring additional semester credit hours to be taken, and/or a specific GPA to be maintained. A student satisfying the conditional requirements within the specified time period will then qualify for regular admission. The graduate advisor in the academic program will monitor compliance with the admissions conditions. A student who does not fulfill the specified conditions within the time period specified at the time of admission will be barred from continued registration in the degree program.

Normally a student cannot remain in conditional status for more than one calendar year. Exceptions to the one-year limitation can be granted only by the Dean of Graduate Education upon recommendation of the graduate program. Under no circumstances will the student be allowed to remain enrolled under Conditional Status for more than 15 semester credit hours or two consecutive years, whichever comes first. Within these limits, specified graduate level coursework taken as a conditionally admitted student can be applied to the degree program.

Non-Degree Seeking Graduate Student

A student wishing to take graduate level coursework without becoming a candidate for a graduate degree may apply for admission to UT Dallas as a non-degree seeking graduate student. The non-degree student seeking admission to the master's degree program must satisfy the condition of having an earned baccalaureate degree or its equivalent for admission to a master's degree program at UT Dallas. The applicant should consult with the department or program offering the graduate level coursework to determine GRE/GMAT and letters of recommendation requirements.

The applicant should consult with the graduate advisor in the department or program offering the graduate level coursework. The graduate advisor in the degree program will define specific eligibility requirements and admit students to the courses open to non-degree enrollment each semester. Enrollment as a non-degree student is restricted to the regular registration period each semester. Please refer to the graduate catalog in each school for additional information on prerequisite requirements for each course.

Enrollment as a non-degree seeking graduate student is subject to review and approval by the Associate Dean of Graduate Studies in the specific school. Students admitted as non-degree seeking may not be eligible for

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financial aid and should consult the UT Dallas Financial Aid office regarding their status prior to submission of their application for admission.

Completion of courses as a non-degree seeking student does not guarantee admission to a graduate program. Non-degree seeking students who wish to apply to a degree program should consult the graduate advisor in the department or program offering graduate coursework. If admitted to a degree program, the student should consult individual school policies for the number of semester credit hours taken as a non-degree student that can be transferred to the degree program. However, no more than 15 semester credit hours taken as a non-degree enrolled student at UT Dallas may be transferred to satisfy the requirements of a graduate degree program, except with the permission of the Dean of Graduate Education.

NOTE: International students are eligible to maintain For J immigration status **if** enrolled as non-degree seeking students. Eligible international students include those enrolling in pre-established international exchange mobility programs, transient or visiting F-1 and J-1 students whose immigration documents are issued by another U.S. college or university and students directly enrolling at UT Dallas while pursuing an academic program at a university outside of the U.S.

Graduate Student Taking Only Undergraduate Courses

Upon review of the academic background leading to the award of a bachelor's degree or its equivalent by the academic advisor **in** the graduate program, a student may elect to take or be restricted to taking only undergraduate level courses. The Associate Dean of Graduate Studies and/or Associate Dean for Undergraduate Studies in the specific school must approve enrollment in the undergraduate courses and the student will be required to maintain the same scholastic standards as regularly admitted undergraduates. In addition, the student will receive academic guidance from the advisor in the school. Students restricted to taking undergraduate courses may not take graduate courses in a degree program at the same time. Consultation with the UT Dallas Office of Financial Aid regarding aid eligibility is strongly advised before enrolling.

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Additionally, add a link from the application section: (Application Fees and Deadlines - Graduate Admission - UT Dallas 2021 Graduate Catalog - The University of Texas at Dallas)

Graduate Admission

Application

To apply to UT Dallas, prospective graduate students should use a web-based application form that can be accessed using the "[Apply Now](#)" link for each degree listing at: graduate-admissions.utdallas.edu. Current students and recent graduates may be able to apply and qualify for admission under the UT Dallas Quick Admit Process.

Applicants are advised to carefully review the program information and the semester specific deadlines for domestic and international applications. Applicants are required to submit electronic copies of all past academic official transcripts, test scores, and other [admission requirements documentation](#) by the appropriate application deadlines to be considered for admission to The University of Texas at Dallas.

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In reviewing these sections of the catalog, the following sections regarding English proficiency could be moved to follow the Admission Requirement section as those items are not really considered special admission types.

[Graduate Admission - UT Dallas 2021 Graduate Catalog - The University of Texas at Dallas](#)

English Proficiency Requirements for International Applicants

Applicants native to a country where the primary language is English or who have earned a bachelors or master's degree from an accredited institution of higher education, where the language of instruction and examination was in English, are considered to have met the English proficiency requirement and do not need to submit an English proficiency exam.

~~International applicants must demonstrate English proficiency.~~

English proficiency requirements can be met by:

- Achieving a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) PBT (paper-based test),
- Achieving a minimum score of 80 on the TOEFL IBT (Internet-based test),
- A minimum score of 6.5 on the International English Language Testing System (IELTS) test,
- A minimum score of 67 on the Pearson's Test of English Academic (PTE), or
- A minimum score of 105 on the Duolingo English Test, or
- A successful completion in level 112 of English from the ELS Language Centers, www.els.edu.

This requirement should be met at the time the admission application is submitted. Applicants with lower scores will be considered but are advised to improve their test scores and reapply.

Applicants native to a country where the primary language is English or who have earned a baccalaureate degree or a masters degree from an accredited institution of higher education where the language of instruction and examination was in English may be considered to have met the English proficiency requirement. Scores must not be more than two years old, and an official copy must be sent from the testing agency to:

Office of Admission and Enrollment
The University of Texas at Dallas
800 West Campbell Road
Richardson, Texas 75080-3021

Commented [L1]: Make section title and list this section between 'Admission and Enrollment Requirements Documentation' and 'Documentation Inquiries'

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Higher scores may be required if the applicant is to succeed in the competition for Teaching Assistant openings.

English Requirements for Teaching Assistants

Students are required to be able to speak and write English clearly and well. Texas state law and regulations, *Texas Education Code*, Section 51.917, require that international students appointed as Teaching Assistants (TA's) be proficient in the use of the English language. An English Proficiency Interview conducted under the auspices of the office of the Dean of Graduate Education will be used to screen for students requiring remedial help in the form of English as a Second Language (ESL) course. International students must satisfy the proficiency requirement upon appointment or pass the ESL course within two semesters to be eligible for consideration of continued appointment as a TA. Regardless of test scores, students must meet the language requirements of their programs.



Fall 2021 Commencement

Wednesday, December 15

10 a.m.

Hooping Ceremony; *Activity Center*

6 p.m.

Naveen Jindal School of Management – 1; *Activity Center*

Thursday, December 16

9 a.m.

Naveen Jindal School of Management – 2; *Activity Center*

10:30 a.m.

School of Arts and Humanities; *ATC*

12 p.m.

Naveen Jindal School of Management – 3; *Activity Center*

1:30 p.m.

School of Arts, Technology, and Emerging Communication; *ATC*

3 p.m.

Naveen Jindal School of Management – 4; *Activity Center*

6 p.m.

School of Behavioral and Brain Sciences; *Activity Center*

Friday, December 17

9 a.m.

Erik Jonsson School of Engineering and Computer Science – 1; *Activity Center*

10:30 a.m.

School of Economic, Political and Policy Sciences; *ATC*

12 p.m.

Erik Jonsson School of Engineering and Computer Science – 2; *Activity Center*

1:30 p.m.

School of Interdisciplinary Studies; *ATC*

3 p.m.

Erik Jonsson School of Engineering and Computer Science – 3; *Activity Center*

6 p.m.

School of Natural Sciences and Mathematics; *Activity Center*

***Ceremony Locations:**

Activity Center Gymnasium, AB 1.2

ATEC Lecture Hall, ATC 1.102

Table of Contents

Division of Roles

University Events

The University Events team will maintain responsibility in coordinating the following items:

- Establishing the schedule and location of ceremonies
- Reserving space (i.e., Activity Center, ATC Lecture Hall, and Memories on the Mall space)
- Install and breakdown of ceremony spaces
- Communication with all vendors (i.e., staging, screen, carpet, closed-captioning, sign language interpreter, florals and décor, ticketing, walking cards, custodial, etc.)
- Communication with all campus support groups (i.e., Police, parking, facilities management, media services, etc.)
- Production of University Keepsake Program for all students
- Ordering diploma covers
- Recruitment of student speaker applications
- Recruitment and day-of management of campus volunteers (staff, students, alumni)

Office of the Registrar

The graduation team within the Office of the Registrar will maintain responsibility for the following:

- Collecting and organizing student RSVP's to participate in commencement and graduation
- Communicating all commencement/graduation related logistical information (i.e., deadlines, ceremony location and arrival times, etc.)
- Addressing all general commencement/graduation related questions from students regarding participation and tickets (NOTE: any school-specific communications will need to come directly from the school—the Registrar's Office will only be sending mass emails to university-wide graduating students)

School Graduation Teams

Individual school graduation teams will be responsible for coordinating the following:

- Flow of ceremony and speaking scripts
- Recruiting stage party/faculty participation
- Support staff to manage ceremony elements (i.e., stage party room, student line-up, crossing of the stage, etc.)
- Supplementing volunteer shortages
- Day-of coordination of students (i.e., line-up, processional, crossing the stage, recessional, etc.)
- Day-of ceremony ticket and guest management
- Selection of student speaker (applicant pool provided from University Events)
- Production of individual school programs/order of ceremony, if applicable
- School-based receptions/celebrations, if applicable

Ceremony Venues

Activity Center Gymnasium, AB 1.2

Venue Specs: Capacity and Ticket Limitations

Please note the following capacity limitations.

- Student Capacity: 450 (max 500 but affects ticket allocation)
- Guest Capacity: 2400 (Note: while 2500 is the full capacity, 2400 is recommended)
- Stage Capacity: 30
- Ticket Allocation: 5 tickets per student (Note: any remaining, unclaimed tickets will be released closer to the ceremony for students to claim on a first-come-first-serve basis)

Graduates

If assigned to the activity center for the graduation ceremony, students will be directed to enter the northeast doors of the activity center building where they will be lined up along the halls according to their assigned GradPass number. The numbers will be hanging along the walls when they arrive to assist with this process. Prior to the start of the ceremony, it is recommended to provide instructions to the students on what is expected and will occur when they enter the ceremony. Please reference sample student instructions provided on [page ___](#).

Stage Party and Participating Faculty

Stage party will gather in the first racquetball court where they can store belongings and dress in regalia. Here is will they will line up accordingly and be provided additional instructions on what to expect when entering and exiting the ceremony. Sample instructions to stage party can be referenced on [page ___](#).

Prior to commencement, all faculty needing regalia will have the opportunity to rent/purchase from the UTD Bookstore. This information will be sent out to the school graduation coordinator from University Events.

Processional (entering the ceremony)

At the start of the ceremony, it is recommended that a student carrying the school gonfalon starts the processional, followed by the school marshals leading the students and carrying the undergraduate and graduate gonfalons, followed by faculty and concluding with stage party--the school dean being last. For the student carrying the gonfalon, we have typically assigned a Student Ambassador to this role, but it could easily be the selected student speaker. School marshals have typically been the school undergraduate and graduate counsel associate deans. Stage party will enter single file, and students will enter in two lines according to the side of the room they will be seated on.

Order of Ceremony

The following order of ceremony is recommended:

- Start of Ceremony—School Dean
 - Opening/housekeeping (*sample provided*)
 - Stage party introductions
 - Formal speech
- Recognition of School Honors—Associate Dean
- Guest Speaker—Associate Dean

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- Associate Dean: Introduces guest speaker, if applicable (recommend a distinguished alum)
 - Guest speaker remarks
- Student Speaker—Associate Dean
 - Associate Dean: Introduces student speaker
 - Student speaker remarks
- President/Provost Remarks (*Note: this part will be scripted separately and moved to the University Commencement once it is implemented*)
- Certification and Conferral of Degrees (*Note: this part is already scripted and will be moved to the University Commencement ceremony once it is implemented*)
 - Undergraduate Associate Dean: certification of undergraduate degrees
 - Graduate Associate Dean: certification of graduate degrees
 - President/Provost: conferral of degrees
- Recognition of Degrees—Dean
 - Dean invites students receiving an undergraduate degree to cross the stage
 - Dean invites students receiving a master’s degree to cross the stage
 - Dean invites students receiving a doctoral degree to cross the stage
- Conclusion of Ceremony—Dean
 - Closing Remarks (to include the turning of the tassel)
 - Singing of Alma Mater (we will provide a video recording of the student organization, Novis, performing the Alma Mater, but a school may select one of their students to sing instead)
 - Recessional

Recessional (exiting the ceremony)

It is recommended that the guests be prevented from exiting while the stage party exits first, followed by students. It has been a nice tradition that the faculty divide into two lines just outside the north doors to create receiving lines and applaud the students as they exit. This also helps getting students and guests out of the ceremony.

Edith O’Donnell Lecture Hall, ATC 1.102

Venue Specs: Capacity and Ticket Limitations

Please note the following capacity limitations.

- Student Capacity: 200
- Guest Capacity: 1000
- Stage Capacity: 30
- Ticket Allocation: 5 tickets per student (*Note: any remaining, unclaimed tickets will be released closer to the ceremony for students to claim on a first-come-serve basis*)

Graduates

If assigned to the ATC lecture hall for the graduation ceremony, students will be directed to line up in the hallway outside of the north end of the lecture hall according to their assigned GradPass number. Numbers will be hanging along the walls when they arrive to assist with this process. Prior to the start of

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the ceremony, it is recommended to provide instructions to the students on what is expected and will occur when they enter the ceremony. Please reference sample student instructions provided on [page ___](#).

Stage Party and Participating Faculty

Stage party will gather in the lecture hall back of house, ATC 1.102A, where they can store belongings and dress in regalia. Here is will they will line up accordingly and be provided additional instructions on what to expect when entering and exiting the ceremony. Sample instructions to stage party can be referenced on [page ___](#).

Prior to commencement, all faculty needing regalia will have the opportunity to rent/purchase from the UTD Bookstore. This information will be sent out to the school graduation coordinator from University Events.

Processional (entering the ceremony)

At the start of the ceremony, it is recommended that a student carrying the school gonfalon starts the processional, followed by the school marshals leading the students in a single file line and carrying the undergraduate and graduate gonfalons, followed by faculty and concluding with stage party--the school dean being last. For the student carrying the gonfalon, we have typically assigned a Student Ambassador to this role, but it could easily be the selected student speaker. School marshals have typically been the school undergraduate and graduate counsel associate deans.

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 - Guest speaker remarks
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 - Associate Dean: Introduces student speaker
 - Student speaker remarks
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 - Undergraduate Associate Dean: certification of undergraduate degrees
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 - President/Provost: conferral of degrees
- Recognition of Degrees—Dean
 - Dean invites students receiving an undergraduate degree to cross the stage
 - Dean invites students receiving a master's degree to cross the stage

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- Dean invites students receiving a doctoral degree to cross the stage
- Conclusion of Ceremony—Dean
 - Closing Remarks (to include the turning of the tassel)
 - Singing of Alma Mater (we will provide a video recording of the student organization, Novis, performing the Alma Mater, but a school may select one of their students to sing instead)
 - Recessional

Recessional (exiting the ceremony)

It is recommended that the guests be prevented from exiting while the stage party exits first, followed by students. It has been a nice tradition that the faculty divide into two lines to applaud the graduates as they exit the building. Stage party should guide the students out the southwest doors. This also helps getting students and guests out of the ceremony.

Student Speakers

What is it?

It has been a longstanding tradition for students to be selected to address their peers during their graduation ceremony. University Events utilizes the eLearning platform to recruit students interested in this opportunity.

Application Process?

Students applying to speak must submit an application with an approval signature from their school dean or associate deans along with a draft speech, recording of their speech, and their resume by October 31 for the fall and March 31 for the spring semesters.

Once the deadline arrives, University Events will organize the applications and send to the individual school graduation teams for their review and selection. All selections should be made within two weeks of the deadline. University Events will then send a notification to all applicants to let them know if they have been selected

What's Next?

Following selection, the Office of Communications will reach out to each of the students to take their photos and publish speeches on the graduation website. Additionally, each student will work with either the undergraduate or graduate dean to edit their speech and receive coaching.

All selected student speakers will receive extra guest tickets and a digital recording of their graduation ceremony.

Music and Media

Each ceremony will be equipped with pre-recorded ceremonial music to include pomp and circumstance to be played during the processional and recessional, and background to play while guests are entering and seating. Additionally, each school will be provided a video recording of the student musical group singing the alma mater.

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Schools do have the option to coordinate for live music to be played at their ceremony or for a student to sing the alma mater if desired. If this is chosen, schools will need to notify University Events so that it can be included in the set-up needs communicated to various support groups.

Commencement Program

University Events will work with the Office of the Registrar to create a keepsake commencement program to provide for each of the graduates. Additionally, a digital program will be made available to guests for viewing,

Guests arriving at the ceremony will receive a generic one-page order of ceremony with a QR code to access the digital program. This will be created and provided by University Events.

If a school is wanting to create a custom program or order of ceremony, this will be at the discretion and cost of the school. This will need to be communicated to University Events by December 1 for fall or May 1 for spring to avoid overprinting of the generic order of ceremony.

Planning Timeline

- **Application Deadline:** Thursday, September 9
- **Recommendation Submitted to President for Approval:** Monday, September 20
- **Grad Fair:** Tuesday, September 28
- **Ceremony Schedules Released:** Tuesday, September 28
- **Student Speaker Application Deadline:**
 - Fall - October 31
 - Spring – March 31
- **Student Speaker(s) Selected By:**
 - Fall – November 14
 - Spring – April 14
- **Final Student Speaker Speech and Introduction Submitted By:**
 - Fall – November 30
 - Spring – April 30
- **Completed Ceremony Speaking Scripts Submitted to University Events:**
 - Fall – December 1
 - Spring – May 1
- **Completed Stage Diagrams Submitted to University Events:**
 - Fall – December 1
 - Spring – May 1
- **Rehearsal:**
 - ATC Lecture Hall: Monday, December 13, time TBD
 - Activity Center: Tuesday, December 14, time TBD
- **Volunteer List Provided to Schools By:** TBD

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Sample Wording/Instructions

General Guideline/Policies

Attire, do's don'ts

Miscellaneous (terms, communications sent to students, grad fair)

Special Accommodation

One week prior to ceremonies, the Office of the Registrar will provide a list of any special accommodations needing to be incorporated into the ceremony. These not only include students who have been identified as needing assistance but will also include students who do not shake hands for religious purposes.

Honors Medallions

Pro Tips and Tricks

Event tool kits

Out-of-office reply

Identifiable attire